

Ministerul Educației și Cercetării

Cristina Truță  
Liliana Miron

# LIMBA MODERNĂ 1 LIMBA ENGLEZĂ

clasa a VIII-a

Booklet

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## Competențe generale și specifice din programa școlară

### 1. Receptarea de mesaje orale în situații de comunicare uzuală

- 1.1 Selectarea principalelor idei din programe TV / înregistrări audio-video pe teme familiare, dacă se vorbește relativ rar și cu claritate
- 1.2. Identificarea semnificației dintr-o conversație obișnuită de zi cu zi atunci când interlocutorii reformulează sau repetă la cerere anumite cuvinte / expresii
- 1.3. Manifestarea interesului pentru cunoașterea unor personalități și evenimente culturale

### 2. Exprimarea orală în situații de comunicare uzuală

- 2.1. Relatarea unei întâmplări / a unor experiențe personale
- 2.2. Participarea la scurte conversații în contexte obișnuite, asupra unor subiecte generale
- 2.3. Exprimarea unei sugestii sau a unei reacții la o propunere în cadrul unui dialog informal
- 2.4. Manifestarea interesului pentru calitatea exprimării / interacțiunii

### 3. Receptarea de mesaje scrise în situații de comunicare uzuală

- 3.1. Deducerea din context a semnificației cuvintelor necunoscute
- 3.2. Identificarea aspectelor principale din articole scurte pe teme familiare și de actualitate
- 3.3. Identificarea sensului global al unor articole sau interviuri
- 3.4. Manifestarea interesului pentru înțelegerea diferitelor tipuri de texte

### 4. Redactarea de mesaje în situații de comunicare uzuală

- 4.1 Redactarea unei scrisori / unui mesaj digital folosind expresii de adresare, de cerere, de invitare și de mulțumire
- 4.2. Redactarea de texte simple și coerente pe teme de interes
- 4.3. Manifestarea interesului pentru calitatea redactării

The digital textbook reproduces the entire content of the paper edition, providing access to audio and video files, and interactive activities. The user can also browse the textbook.

## Symbols:



Pop-ups



Videos



Audio  
files



Interactive  
activities

## How to use the digital textbook:

### 1. The main menu



**Zoom-in / Zoom-out** – enlarge or reduce the page.



**Search** – search for keywords in the digital textbook.



**Menu** – open and close the menu.



**Go to the first page**



**Previous page** – go to the previous page.



**Next page** – go to the next page.



**Go to the last page**



**Annotation** – a tool gallery for performing different actions in real time, such as: underlining, annotating, highlighting, etc.



**Print** pages from the digital textbook.



**Help** – open the Help window.

### 2. How to solve interactive exercises:

Click on the exercise . Read the requirement carefully, then use the mouse / keyboard to solve it according to the instructions. Click on **Check all** to verify your answers. All answers marked with green and  are correct; answers marked with  are incorrect. Click on **Retry** or reload the page if you want to solve the exercise again.

### 3. How to use the audio-video icons:

Click on the  /  icon; the file will open in a new window. The **Play** button is located on the menu bar at the bottom of the window, along with **Volume** control and **Full-screen display** options. You can pause the recording by clicking on **Pause**, or close the window by clicking on the  button in the upper right-hand corner.

### 4. How to use the pop-up icons:

Click on the  icon; a new window will open, showing the enlarged image. Use the  button in the upper right-hand corner to close the window.

# Ghid de utilizare a manualului digital

Manualul digital reproduce integral versiunea tipărită, oferind elevilor posibilitatea de a interacționa cu diverse elemente de conținut. Astfel, aceștia vor putea să urmărească videoclipuri, să rezolve exerciții interactive și să navigheze prin manual.



## Elemente grafice

imagini; informații și activități suplimentare.



## Elemente video

videoclipuri cu informații și activități suplimentare; curiozități.



## Elemente audio

suport audio pentru înțelegerea noțiunilor de gramatică și vocabular



## Exerciții interactive

exerciții de alegere multiplă, de tip adevărat sau fals, de asociere, de completare etc.

## CUM SE FOLOSEȘTE MANUALUL DIGITAL?

### 1. Meniul superior



**Mărire/micșorare** – se mărește sau se micșorează fereastra.



**Căutare** – pot fi efectuate căutări în manualul digital după cuvinte-cheie.



**Cuprins** – deschide cuprinsul manualului digital.



**Înapoi la prima pagină** – se revine la prima pagină a manualului digital.



**Pagina anterioară** – se accesează pagina anterioară paginii curente.



**Pagina următoare** – se accesează pagina următoare paginii curente.



**Salt la ultima pagină** – se accesează ultima pagină a manualului digital.



**Adnotări** – deschide o galerie de instrumente, cu funcții diferite, ce permit operații în timp real: sublinieri, adnotări, încercuiri, demarcări, mascări, evidențieri etc.



**Tipărește** pagini din manualul digital.



**Indicații** – se accesează ecranul cu indicații.

### 2. Ajutor în utilizarea exercițiilor interactive:

Deschide exercițiul interactiv dând click pe . Citește cerința, apoi utilizează mouse-ul și/sau tastatura pentru a rezolva exercițiile conform instrucțiunilor. Apasă butonul **Verifică** pentru a vedea dacă ai ales corect. Pentru toate tipurile de exerciții apare  în cazul răspunsului corect și  în cazul răspunsului greșit. Pentru a relua rezolvarea exercițiului, apasă butonul **Mai încercă** sau reîncarcă pagina.

### 3. Ajutor în utilizarea elementelor audio/video:

Apasă pe simbolul  /  pentru a deschide aplicația. Apoi apasă butonul **play** de pe bara de jos a ferestrei, iar pentru a opri temporar apasă butonul **pauză**, de pe bara de jos a ferestrei. Pentru a ieși din aplicație, apasă pe butonul  din colțul din dreapta sus al ferestrei.

### 4. Ajutor în utilizarea elementelor grafice:

Apasă pe butonul . Imaginea se va deschide mărită. Apasă pe butonul  din colțul din dreapta sus, pentru a închide aplicația.

# Let's Remember!

## starter unit Revision

**1. Match each job in column A with a work space / place in column B.**

E.g. cook → kitchen

| A            | B              |
|--------------|----------------|
| cook         | bank           |
| mechanic     | operating room |
| cashier      | kitchen        |
| receptionist | estate agency  |
| pilot        | hotel          |
| surgeon      | café           |
| waiter       | cockpit        |
| estate agent | garage         |

**2. Complete the sentence with a suitable word, as in the example.**

- It's freezing cold today. Put on a warm sweater under your coat.
- Jane always wears a black leather j \_\_\_\_\_ t with jeans and army boots.
- My pants are too loose, I need to buy a b \_\_\_\_\_ t.
- Roll up your s \_\_\_\_\_ s before doing the dishes.
- I don't feel comfortable wearing this pair of jeans. They are too t \_\_\_\_\_ t for my taste.
- She brought me a soft silk s \_\_\_\_\_ f from Milan.
- Someone has stolen Mike's money; it was in his w \_\_\_\_\_ t an hour ago.

**3. Underline the correct word in the following sentences.**

- To check the baby's temperature / heat properly, use this thermometer.
- Bob fell / gone ill last week, he got a nasty cold.
- Simona's knee injury took more than two weeks to cure / heal.
- Last week, I fell down the steps and twisted my ankle / ear.
- I've cleaned the house windows and now my back aches / pains.
- My sister can't travel in the back seat because she feels hurt / sick.
- We won't know what the problem is unless a doctor recovers / examines you.

**4. Complete the sentence with the correct word: *cheek, throat, nose, heart, waist, lips, neck*.**

- Jim gave his sister an affectionate kiss on the cheek.
- After singing all night, Maria had a sore ..... .
- The man is deaf, but he can understand people by reading their ..... .
- She always starts the class with a light ..... warm-up.
- He must have an allergy because his ..... is runny.
- The groom put his arm around her ..... and carried his bride over the threshold.
- She broke his ..... when she decided to leave.

**5. Read texts A-C and match them to the events presented in the pictures below. Then match the pictures to the correct name:**

- *St. Patrick's Day* ■ *Floating Lantern Festival*
- *Comic-Con*



**A.** On this day, the Irish celebrate their patron saint, who converted Ireland to Christianity. The legends say he drove snakes out of Ireland and used the shamrock leaves as a symbol of the Holy Trinity.

**B.** Fans of comic books, movies or SF will appreciate the size of this international convention. Originating in San Diego, it continues to draw about 130,000 people every year to enjoy workshops, special screenings, interviews, autograph hunting and more.

**C.** This festival takes place annually, on Memorial Day, at the end of May, in Honolulu. Thousands gather at Moana Beach Park to send notes to lost loved ones and release lanterns over the ocean.

# STARTER UNIT

## 6. Fill in the blanks with the correct form of the verbs in brackets: Present Simple or Continuous.

■ *Do you see* (you / see) that bird in the sky? I think it is a wild duck.

We ..... (see) the dentist this evening because little Tommy has a loose tooth.

■ Look! Baby Mia ..... (taste) the soup although she usually refuses it.

Your chocolate cake ..... (taste) fantastic. It's the best I have ever tried.

■ ..... (you / think) of planting a fir tree in your garden? My mother ..... (think) I should change my hairstyle and have it cut short.

## 7. Fill in the correct form of the verbs (Present Simple, Present Continuous or Present Perfect). Place the prompts in brackets correctly.

1. How many times *have you been playing* (you / play) the violin in concerts, so far?
2. .... (you / play) the violin tonight, or the guitar?
3. I know you love playing music but I can't remember if you ..... (play) the violin or the guitar.
4. Good teachers ..... (always / try) to capture students' interest.
5. What ..... you (try) to improve at the moment? Your speaking or your listening skills?
6. Hurry up! The film ..... (start / already)!
7. Ann says she ..... (never / see) a ghost.

## 8. Fill in the blanks with the correct form of the verb (Present Perfect Simple or Present Perfect Continuous). Place the prompts in brackets correctly.

1. Daniel *has just broken* (just / break) that window by mistake. Now the shop alarm is going off.
2. People ..... (stare) for minutes, not knowing what to make of the situation.
3. The police officers ..... (already / arrive) there and are trying to solve the problem.
4. John ..... (definitely / suffer) a shock, and is almost unable to explain what happened.
5. She feels much better, now that she ..... (listen) to her favourite piano music for a few minutes.
6. The family ..... (just / listen) to the news and now they know about the blazing fire.
7. John ..... (speak) on the phone for 15 minutes now.

## 9. Fill in the appropriate form of the verbs.

It *was snowing* (snow) heavily and the sky was painted in shades of light blue and grey. The wind ..... (hardly / blow) and everything was peaceful and silent. The first gondolas ..... (bring) a group of noisy tourists to the top of the slope, who ..... (carry) their skiing equipment. They ..... (be) eager to start skiing, so everyone ..... (put) skis, gloves, helmets and their ski goggles on and off they ..... (go). After some time, the whole group suddenly ..... (stop), holding their breath.

## 10. Look at the picture and continue the story, imagining the tourists' and the animals' reaction.



## 11. Fill in the Simple or the Continuous Future form of the verbs in brackets.

1. Maria *will be flying* (fly) to Brussels at this time tomorrow.
2. Next year we ..... (take) the University Clinical Aptitude Test to get into Medical School.
3. The doctor ..... (operate) on the patient next Monday at 7 a.m.
4. Scientists hope we ..... (work out) ways to save our planet from destruction.
5. Next year's Paris Fashion Week ..... (gather) together the most famous designers.
6. I ..... (watch) a film tonight at 8pm, so please call me before that.

## 12. Fill in the correct form of the verbs in brackets (past, present, future tenses).

OK, I admit it! I *have always been* (always / be) a 'wannabe holidaymaker', whether we are talking about winter or summer holidays. I ..... (be) eager to choose new locations, to gather together groups of fine people and to make reservations. I ..... (once / talk) to a travel agent who ..... (promise) rustic but cosy accommodation, authentic local food and breathtaking places to visit. Unfortunately, it ..... (turn out) to be a disappointment or maybe my expectations ..... (be) much too high. This ..... (change) my passion for travelling, however. I hope that by the end of this summer we ..... (visit) China. If everything ..... (go) as planned, on the 11th of July we ..... (fly) to our destination!

# I'm a Reflection of the Community

## unit 1



### A. Answer the questions:

- Are you a typical member of your community?

*E.g. I think yes; I have similar tastes and habits with most of the kids my age from my neighbourhood.*

- Do you consider yourself a reflection of the community you live in?
- What aspects do you have in common with the other members of your community?

### B. Read the quote from an American politician of the 19<sup>th</sup> century and discuss in class the topics below.

*We rise by lifting others.* (Robert Ingersoll)

- Do we need community leaders who think like Ingersoll?
- What do you think are the human values of a good leader?

- |                                             |                                        |
|---------------------------------------------|----------------------------------------|
| <input checked="" type="checkbox"/> respect | <input type="checkbox"/> understanding |
| <input type="checkbox"/> empathy            | <input type="checkbox"/> fairness      |
| <input type="checkbox"/> openness           | <input type="checkbox"/> rigour        |
| <input type="checkbox"/> perseverance       | <input type="checkbox"/> .....         |
| <input type="checkbox"/> love for humanity  | <input type="checkbox"/> .....         |

# UNIT 1

## Listening and Reading

### 1. Match labels 1-3 to pictures A-C.

1. cottage
2. terraced house
3. penthouse



### 2. Use the appropriate prompts to describe each picture.

in the countryside

front garden

two-storey

garden fence

chimney

residential area

luxurious neighbourhood

veranda

at the top of a tall building

### 3. Listen to dialogues A and B (exercise 4) and match them to the correct situation.

1. dealing with a discipline problem
2. describing a type of house
3. choosing one's dream house
4. a real estate agent's presentation

### 4. Read dialogues A and B, then mark the sentences as T (true) or F (false).

- ☒ 7 Three teenagers went to a party to celebrate their friend's new home.
- ☐ A penthouse is a small flat that has a front garden.
- ☐ Sonya loves houses in the countryside.
- ☐ Tara notices Julia's roof garden.
- ☐ Ryan prefers a house in the city centre.
- ☐ The Maths teacher suggested a project to the students.

**SONYA:** Julia's house-warming party last night was wonderful, wasn't it?

**A**

**TARA:** Oh, my God! We knew we were invited to a fancy place, but let's face it, no one expected anything that luxurious.



**RYAN:** Julia mentioned moving into a penthouse in town, but have you ever been to one before? I haven't.

**SONYA:** I must admit, I wasn't sure I knew what a penthouse was. I thought it was just a flat in a block... I wasn't expecting such fabulous views from the top, or that huge balcony.

**TARA:** To have a roof garden when you live in the centre of the city... I loved Julia's room, but that huge shiny kitchen was my favourite. And her mum was so generous! So many goodies... It was nice of her to let us wander around.

**RYAN:** I didn't think the kitchen was anything to write home about, but I really liked the study. How wonderful to have all those books in built-in cupboards and shelves. I wanted to move in and read for a year!

**RYAN:** Hey, girls! Have you thought about the art project Mrs Parker suggested? What kind of house would you choose to live in?



**TARA:** I'm a Town Mouse. I would design a beautiful house in a residential area of the city, where my sister and I could live forever, even when we were old.

**SONYA:** I see myself as a Country Mouse. My ideal home is a cottage at the foot of a mountain where I could have lots of animals and grow vegetables – just like the place we stayed in during the last summer holidays.

**RYAN:** The truth is that it's not about holidays or about mouse fables. You know... people still have to work and study. For me it's all about balance, so I want something between city and forest. I dream about a chic new place, eco-friendly and super-modern, with a huge garden; in the suburbs or maybe a small town. I want easy access to the benefits of a city, too. But, girls, it's time for some home truths: are we ever going to be able to afford our dream houses?

**5. Match the phrases from the text (1-6) to their explanations (a-f).**

1. house-warming party
  2. study
  3. nothing to write home about
  4. built-in cupboards
  5. home truths
  6. residential area
- 
- a. a room used for reading and learning
  - b. ordinary, not especially impressive
  - c. furniture with doors and shelves integrated in or attached to a wall
  - d. an area of a town suitable for living, consisting of houses rather than factories or offices
  - e. a party given by somebody who has just moved into a new home
  - f. a true but unpleasant fact (about yourself) that another person tells you

**6. In pairs, study the speech bubbles below and fill in the blanks, including details about when, where and how you can plan the celebration. Act out the dialogues with your partner.**



### HOMES AND LIVING SPACE

**1.** Label pictures A-E with the right type of home.

block of flats

hut

mansion

skyscraper

town house



**2.** Use the vocabulary in the table below, as well as your own ideas, to describe the pictures in exercise 1.

*E.g. These simple huts are small wooden houses by the seaside.*

|                  |                                                                                                           |
|------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Style:</b>    | modern, traditional, luxurious, simple                                                                    |
| <b>Size:</b>     | spacious, small, family-sized, average, two / three / ....-storey                                         |
| <b>Location:</b> | central, in the suburbs, in a residential area, in the countryside, by / at the seaside, in the mountains |

**3.** Form phrases joining a word from column A with one from column B.

- |             |                 |
|-------------|-----------------|
| 1. air      | a. conditioning |
| 2. fitted   | b. system       |
| 3. heating  | c. kitchen      |
| 4. built-in | d. water        |
| 5. swimming | e. pool         |
| 6. back     | f. garden       |
| 7. running  | g. cupboards    |

### PORTFOLIO

Write an advertisement for one of the houses in exercise 1, using the model below. Check out more details on the steps you need to follow when working on your portfolio on page 144.



Two-storey house located in the suburbs, perfect for families with one-two kids. Large living room on the ground floor with fitted kitchen, two bathrooms and a pantry. Three bedrooms with a bathroom on the first floor and a study in the attic. Its special features include central heating, a cherry wood staircase, a back garden and a one-car garage.  
**Contact number: + 046 902 4557**

## COMMUNITY

**1.** Replace the emphasised words with the idioms that have a similar meaning. Make the necessary changes.

*E.g. 1 - d*

a. to be nothing to write home about

b. to be time for home truths

c. to be in the same boat

d. 'Rome wasn't built in a day'

1. It will take some time to build the community daycare, but remember: **nothing worthwhile is ever achieved without effort and patience!**
2. **We are together in this** and if one fails, we all fail.
3. Tom, your grades are getting poorer! I think **it's time we discussed the matter seriously.**
4. The book we had to read for our Literature course this week **was quite boring.**

**2.** Read the word diagram and fill it in with more words related to communities:



**3.** Read the text and fill in the missing words.

geographical

communities 

members

common

values

background

belonging

..... are groups of people who share ..... interests, ....., goals, or characteristics and interact with one another on a regular basis. The glue that holds together a community could be: ..... location, cultural ....., hobbies, profession, or online platforms. Communities provide a sense of ....., support, and shared identity among their ..... .

**4.** Read the explanations of the phrases below. Choose three of them to write a few lines about your community.

1. **close-knit community:** a group of people who are closely interconnected and supportive of one another.
2. **neighbourhood watch:** a group of residents who work together to monitor and protect their neighbourhood from crime and other safety concerns.
3. **birds of a feather flock together:** people with similar interests or characteristics tend to stick together.
4. **home away from home:** describes a place where someone feels comfortable and welcome as if it were their own home.
5. **get-together:** an informal gathering or social event among members of a community or neighbourhood.
6. **put down roots:** settle down and become involved in local activities.

### THE PAST PERFECT SIMPLE



**1.** Study the table below and fill in the missing forms of the auxiliary verb *to have*.

We form the **Past Perfect Simple**:

#### AFFIRMATIVE

■ **Subject + had + Past Participle** of the verb

#### NEGATIVE:

■ **Subject + had not (hadn't) + Past Participle**

#### INTERROGATIVE:

■ **had + subject + Past Participle**

We use the **Past Perfect Simple** to refer to:

■ a past action that happened **before another stated time in the past** or **another past action**

*E.g. They ..... **spent** three months in the mountains before their cousins came to join them. (affirmative)*

*I ..... yet **finished** my dinner when you called. (negative)*

*(negative)*

*..... Thomas **filled** in the form before you offered to help? (interrogative)*

■ a **finished past action** whose effect is visible later on, in the past

*E.g. My cousin couldn't pay for his ice cream; he had lost his wallet. (affirmative)*

**Time words:** when, before, after, until / till, already, just, since, for, never, etc.

**2.** Fill in either the Past Simple or the Past Perfect form of the verbs in brackets; then underline the action that happened first.

*E.g. The children had broken the window long before their neighbour noticed it.*

- My friend ..... already (take) the exam when I ..... (remember) to wish him 'good luck'.
- The plane ..... (take off) when we ..... (arrive) at the airport.
- Janet's grandparents ..... never (visit) France when she ..... (book) the trip to Paris.
- How long your family ..... (live) in the countryside before they ..... (move) to the city?
- She cannot work as a teacher because she ..... (not graduate) from university yet.
- The politician ..... (promise) to improve legislation before the people trustfully ..... (vote) for him.

**3.** Join the sentence halves 1-6 to a-f, using the correct time words: **when, after, before, until**.



- |                                                           |                                                           |
|-----------------------------------------------------------|-----------------------------------------------------------|
| 1. Tom's father finished decorating the nursery a week... | a. she went to school.                                    |
| 2. We built a garage next to our cottage last year...     | b. they had lived in a terraced house in the city centre. |
| 3. My sister had learned to dance ballet years...         | c. the baby's bed had been delivered.                     |
| 4. John's family bought a flat in a block...              | d. her twin brothers were born.                           |
| 5. Ann had been an only child for 10 years...             | e. all their guests had arrived.                          |
| 6. The couple didn't sit down at the table...             | f. dad had bought his first car.                          |



**4.** Complete the blanks by rephrasing the sentences. Use a linking word and the Past Perfect form of the verb.

*E.g. My parents didn't move into the new house until they had fully decorated.*

- My parents fully decorated the new house; then, they moved in.  
My parents didn't move into the new house .....
- The students made a PowerPoint presentation; after that, the audience asked questions.  
The audience asked questions .....
- The surgeon operated on the patient; then, she told us about the necessary medication.  
The surgeon told us about the necessary medication .....
- We bought five kittens; then, our friends brought five puppies. Our friends brought five puppies .....

## THE PAST PERFECT CONTINUOUS

**1. Study the table below and fill in the missing forms of the auxiliary verb.**



We form the **Past Perfect Continuous**:

### AFFIRMATIVE

■ **Subject + had been + ING form of the verb**

### NEGATIVE:

■ **Subject + had not (hadn't) been + ING form of the verb**

### INTERROGATIVE:

■ **had + subject + been + ING form of the verb**

We use the **Past Perfect Continuous**:

■ to **emphasise the duration** of a past action finished before another past action or before a stated time in the past

*E.g. They ..... **spending** some time by the seashore when they decided to go to the mountains. (affirmative)*

*Jane ..... **waiting** for a long time before the bus arrived. (negative)*

■ for a **past action that lasted for a while** and whose result was visible in the past

*E.g. .... Thomas ..... **training** when we came round yesterday? He looked exhausted. (interrogative)*

**Time words / phrases:** since, for, how long, etc.

**2. Fill in the Past Perfect Continuous form of the verbs in brackets.**

1. Hannah felt very disappointed when the concert was cancelled. She ..... (wait) for months to see it.
2. How long the plumber ..... (work) on those pipes when the power cut occurred?
3. It ..... (rain) since the beginning of spring when it suddenly warmed up.
4. My aunt ..... (dye) her hair red for years before she changed to blonde.

**3. Put the verbs in brackets into the correct past form and find out some interesting facts about famous houses.**

1. Benjamin Franklin, known as one of the Founding Fathers of the United States, ..... (live and work) in a house in London for 16 years when he ..... (move) to Philadelphia.
2. The wonderful house in the film 'Home Alone' ..... (be) put up for sale for 2 million dollars several years before it ..... (be) finally sold for 1.5 million.
3. After George and Amal Clooney ..... (buy) Villa Oleandra in Italy, they ..... (start) entertaining famous friends in that location.
4. The Beckhams ..... (look for) a house for a year when they ..... (buy) a \$40 million mansion.
5. Freddy Mercury's ex-girlfriend, Mary Austin, ..... (inherit) Garden Lodge Mansion – the house where the singer ..... (live) for years when he died.

## BRAIN GAME



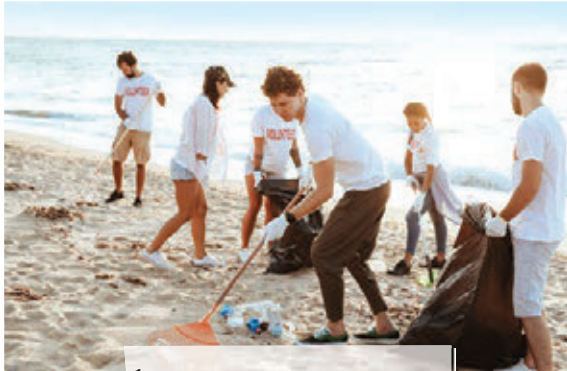
Look up a fun fact about famous houses and phrase it using exercise 3 as a model.



# UNIT 1

## Speaking and Listening

**1.** Listen to a radio programme on community projects and match pictures 1-3 to the speakers' names: Thomas, Ann, Sarah.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_

**2.** Listen again and complete the missing information about each project.

1. Sarah's project focuses on .....
2. The volunteers in Sarah's group organise .....
3. Thomas participates in ..... on the beaches where tourists spend time.
4. Thomas volunteers to .....
5. Being ....., Ann collects .....
6. The members of Ann's organisation ....., where animal owners bathe their dogs and donate items for .....

**3.** Use the prompts below to write about Arthur's experience as a volunteer in the past five years; use the Past Perfect and other tenses correctly. Then, read it out loud.



- before 2020
- collect and donate clothes to support people in need and protect the environment

- 2020-2023
- gather fallen leaves in elderly people's gardens



- this year
- build wooden book cases in parks, where people can leave books for others

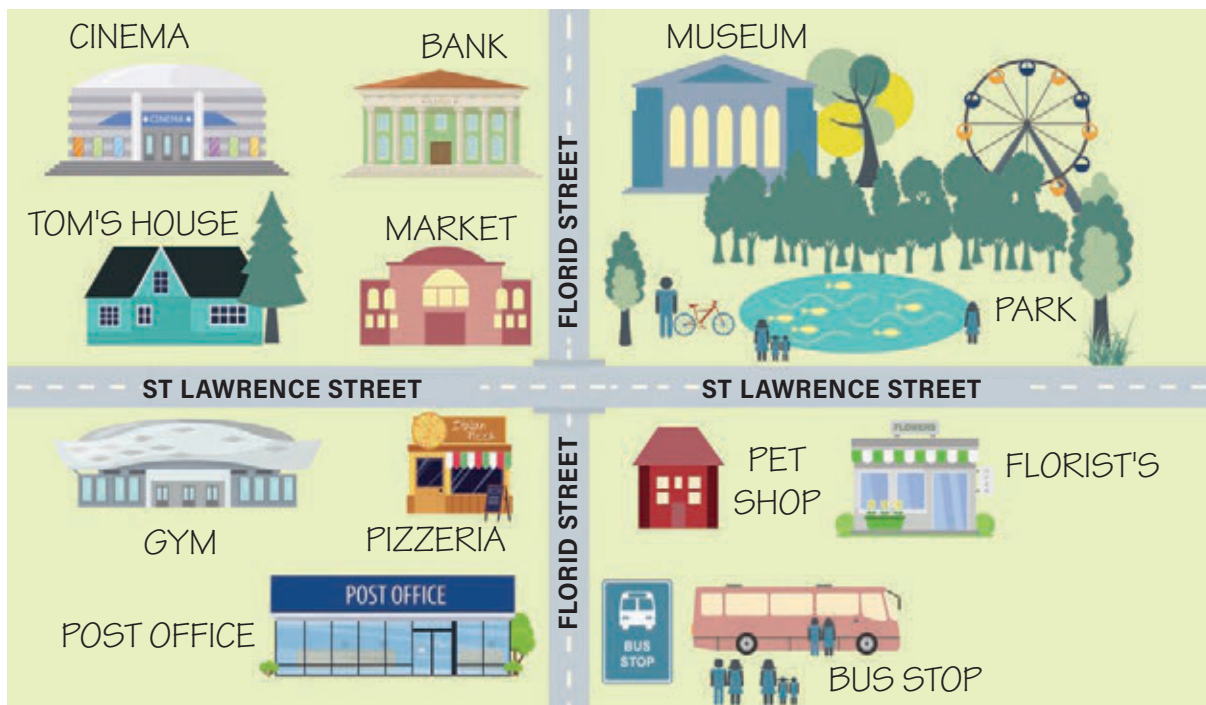


**LET'S TALK!** Consider the volunteer work mentioned so far and your own ideas and talk to a partner about what you would like to do to help your community.



## GIVING AND ASKING FOR DIRECTIONS

**1.** Study the map and the phrases in the box. Then, listen to a dialogue between two friends and note down the directions to get from the bus stop to Tom's house.



- go straight on ■ turn left / right into ■ walk past ■ opposite ■ next to
- on your left / right ■ go up / down / along / across

**2.** Have similar dialogues with a partner to get directions from the bus stop to the museum, gym, pizzeria, and park.

**3.** Draw a map of your daily route from home to school. Swap it with your deskmate and ask questions to get directions to their home.

## PHRASAL VERBS RELATED TO COMMUNITY

**4.** Match the phrasal verbs to their explanations.

- |                        |                                                                |
|------------------------|----------------------------------------------------------------|
| 1. back (somebody) up  | a. to continue doing something                                 |
| 2. look (something) up | b. to support or defend                                        |
| 3. keep (something) up | c. to find information by looking in a book / using a computer |



**5.** Fill in the correct form of the phrasal verbs.

back up

keep up

look up

- Our Literature teacher had asked us ... a set of words before we started reading the passage.
- When the angry stranger treatened his brother, Jimmy quickly ..... him.
- After a busy week at the office, the boss told us: '... the good work!'

### LISTEN AND REPEAT



a. Listen to the **Yes / No questions** and the **WH- questions**. What do you notice?

- Are you a resident of this city?
- Where do you spend your weekends?
- When are you going to rent the flat?
- Is the veranda large enough for that armchair?

b. Listen to the audio again and repeat.



A



B



C

### ABOUT THE BOOK

The short novel *A Christmas Carol* was written in 1843, after Charles Dickens had delivered a speech in front of poor factory workers. The book tells the story of a rich and bitter old man, who loved money above all. Scrooge was visited by the ghosts of Christmas Past, Present and Future, who appealed to his forgotten humanity.

**1. Based on pictures A-C, make predictions about the content of the text. Then read it to see if you were right.**

### A CHRISTMAS CAROL



by Charles Dickens (adapted)

The Ghost put out its hand and took him gently by the arm. 'Walk with me.'

They passed through the wall, and were on an open country road, with fields on both sides. The city had vanished. It was a clear winter's day, with snow upon the ground.

'Good Heaven!' said Scrooge. 'I was born in this place. I was a boy here.'

The old man was conscious of a thousand smells floating in the air, connected with a thousand hopes, and joys, and cares long forgotten.

'Your lip is trembling,' said the Ghost. 'And what is that upon your cheek?'

Scrooge begged the Ghost to lead him on.

'You remember the way,' said the Spirit.

'I could walk it blindfold!' cried Scrooge.

'Strange to have forgotten it for so long,' observed the Ghost.

They walked on; Scrooge knew every gate, and post, and tree. A little market town appeared in the distance, with a bridge, a church, and winding river. Ponies trotted towards them with boys upon their backs, who called to other boys in carts driven by farmers. These boys were in great spirits, and shouted to each other, until the fields were full of merry music.

'These are shadows of the things that have been,' said the Ghost. 'They are not aware of us.'

The joyful travellers came on; and Scrooge knew and named every one. He was so glad to see them. His eye glistened, and his heart leapt up as they went past. His heart was filled with joy when he heard them call Merry Christmas, as they parted at crossroads.

What was Merry Christmas to Scrooge? What good had it ever done to him?

'The school is not quite deserted,' said the Ghost. 'A solitary child, forgotten by his friends, is left there.'

Scrooge knew it. And he sobbed.

They turned left, and approached a red brick building. They went in, across the hall, through a door at the back. Beyond, they could see a long room, full of chairs and desks. At one of these desks a lonely boy was reading near a feeble fire; and Scrooge wept to see his poor forgotten self as he used to be.

**2. Read again and tick the main idea of the text.**

- a. An old man revisits his birth town with a childhood friend.
- b. A ghost follows Scrooge while walking through the town market, accompanying him to church.
- c. Forgotten by his friends, a lonely boy reads by the fire in the deserted school.
- d. The Ghost of Christmas Past takes Scrooge back in time to his birth place, where he finds his younger self reading lonely, in the deserted school.



**3. Choose the right option to complete the sentences.**



- 1. The ghost put out its hand and...
  - a. grabbed his arm.
  - b. took him gently by the arm.
  - c. told the old man to follow him.
- 2. Scrooge had an unusual tremble in his voice and a tear on his cheek, realising that...
  - a. all his cares were long forgotten.
  - b. he could fly.
  - c. he was back in the town where he had grown up.
- 3. The boys passing by were in great spirits and shouted to each other...
  - a. filling the air with merry music.
  - b. until the sun set over the fields.
  - c. until the noise filled the town market.
- 4. The people Scrooge saw were...
  - a. shadows of the things that had been, unaware of his presence.
  - b. different from how he remembered them.
  - c. walking excitedly towards the school building.
- 5. Scrooge knew the names of every one he passed by and his heart...
  - a. was heavy with sadness seeing them.
  - b. leapt with joy at seeing them.
  - c. warned him not to get his hopes up.

6. Inside the red brick building of the school, Scrooge and the Ghost could see...

- a. the completely deserted classrooms.
- b. a child playing in a long room, full of chairs and desks.
- c. a solitary child reading near a feeble fire.

**CLASS PROJECT**

Look at the pictures below and guess what community events they capture. Then make a class list of all the important events in your community. Share your personal experience of a special community event. Check out more details on the steps you need to follow when working on a project on page 144.



### WRITING A LETTER OF INVITATION TO A FRIEND

#### 1. Read the info box.

- A letter of invitation to a friend usually starts with *Dear...*, followed by the friend's first name. You can also write the date in the upper right-hand corner.
- Paragraph 1 contains the opening remarks, the reason for writing.
- Paragraph 2 offers more information about the event (when, what and where it takes place).
- Paragraph 3 details the directions – how to reach the location.
- Paragraph 4 ends the letter with some friendly remarks (*Lots of love, Hugs, All the best, Cheers, etc.*) and the sender's signature.

#### 2. Read the letter and put paragraphs A-D in the order stated in the info box (exercise 1).

10<sup>th</sup> September

Dear Mary,

**A.** Let me remind you of my location: when you get off the bus walk down Florid Street past the Pet Shop and the Florist's. Then turn right into St. Lawrence Street. Our house is on the right, opposite the park. It is the one with pink walls and a huge balcony. ☐

**B.** Long time no see... I am writing in the hope we might catch up and because I want to invite you to a party I'm organising on Saturday, 10<sup>th</sup> October. ☐

**C.** Make sure to ask your mum if you can stay the night. We can share my room and talk about everything we've missed. I hope you can come! Hugs and lots of love, ☐

**D.** All our friends are coming! The party will take place in our garden. My mum is going to prepare our favourites... you know... cheese and ham sandwiches, pizza, brownies, cupcakes and ice cream. Dad is doing the shopping and my brother and I are decorating. ☐

Janet



#### WRITING TIP!

- Informal letters use short forms, idioms, and a relaxed or casual style of writing.
- Write your invitation letter on paper or send it online (as email, digital document), via text message, etc.

#### 3. Complete Mary's answer to accept Janet's invitation.

so nice

see you soon

asked

hear from you

Dear Janet,

I'm so glad to ..... again!

Thank you for the invitation, I've already ..... my mother and she's fine with me staying the night. It will be ..... to catch up.

.....,

Mary

#### 4. Complete Mary's polite refusal if she can't accept Janet's invitation.

appreciate

unable to attend

unfortunately

engagement

- Thank you so much for inviting me! ....., I won't be able to come. I will be out of town.
- I truly ..... the invitation, dear friend. I've missed you too! However, I have another ..... that day.
- My dear Janet, I'm sorry but I'm ..... . Do tell me all about it next time we meet!

**5. Read the letters in exercises 2 and 3 again, then answer the questions.**

1. Who is writing each letter?
2. To whom is each letter addressed?
3. What's the purpose of each letter?
4. How would you describe, in your own words, the party preparations?

**6. Draw the table in your notebook and fill it in with the appropriate lines (a-g).**



| opening line | ending line   |
|--------------|---------------|
|              | <i>Yours,</i> |
|              |               |

- a. I thought I'd drop you a line!
- b. Looking forward to seeing you soon!
- c. Hello! How are you?
- d. Yours,
- e. I am writing to inform you about the meeting and the participants.
- f. We are looking forward to visiting the institution.
- g. Cheers!



**7. Write a letter to a friend from another town to invite them to a school festival you are organising with your schoolmates, following the plan below. Then, in pairs, exchange letters and answer - either by accepting or refusing the invitations (see the models in exercises 2-4).**

Dear ...,

#### Paragraph 1

- opening remarks
- reasons for writing
- when and where the event takes place

#### Paragraph 2

- what kind of festival it is
- who is coming
- other details

#### Paragraph 3

- how to reach the school from the train station
- directions

#### Paragraph 4

- ending details
- closing remarks

Sign your name



## SELF-ASSESSMENT

| By the end of Unit 1 I can:                                                     | VERY WELL | QUITE WELL | NEEDS IMPROVEMENT |
|---------------------------------------------------------------------------------|-----------|------------|-------------------|
| 1. use vocabulary related to community, homes and living space                  |           |            |                   |
| 2. use the Past Perfect Simple and Past Perfect Continuous                      |           |            |                   |
| 3. use phrasal verbs related to community                                       |           |            |                   |
| 4. listen to general and specific information about communities                 |           |            |                   |
| 5. speak about community projects; give directions                              |           |            |                   |
| 6. scan and skim an adapted literary text for children                          |           |            |                   |
| 7. write an informal invitation letter; answer an invitation (accept or refuse) |           |            |                   |



**1. Fill in the blanks of the sale ad with the correct words. 8 pts**

fitted

attic

parking

staircase

heating

floor

ground

residential

Family-sized house, located in a ..... area. Large living room on the ..... floor and a ..... kitchen. It has three bedrooms and two bathrooms, one on each ....., and a playroom in the ..... Its special features include central ....., a wooden ....., a back garden and a ..... space in the front yard.

**2. Complete the phrases / sayings. 8 pts**

1. close ..... community
2. .... away from home
3. put ..... roots
4. birds of a .....



**3. Use the phrases in exercise 2 to fill in the sentences. 8 pts**

1. In a ..... people are supportive of other community members.
2. When you ....., it means that you settle in a certain place.
3. People who are alike stay together, as the saying goes: .....
4. The youth club in my University used to be like a .....

**4. Use the Past Simple or Past Perfect Simple form of the verbs in brackets to fill in the blanks. 20 pts**

1. When I ..... (tell) my friend about the party he asked me whether I ..... (finish) the essay for the next day.
2. How many books ..... you already (read) before you ..... (become) a member of the Book Club?
3. After the man ..... (bring) more medical evidence of his injuries, the judge ..... (decide) to postpone the verdict.
4. Our puppy ..... (lick) his food bowl completely clean before we ..... (remember) to feed him.
5. The actress ..... (prepare) her monologue thoroughly before she ..... (arrive) at the audition.



**5. Use the Past Perfect Continuous or the Past Simple of the given verbs to fill in the blanks. 20 pts**

1. The child ..... (cry) for minutes before the teacher ..... (find) out about it.
2. How long ..... your friends (stand) in line for tickets when the concert ..... (begin)?
3. The owners ..... (decorate) the chalet for a month when the storm ..... (destroy) their roof.
4. They ..... (use) the bank account for three days when they ..... (discover) it had been hacked.
5. The artists ..... (perform) the traditional dance for several minutes when the audience ..... (stand) up and started clapping to the rhythm of the music.

**6. Choose the right idioms to fill in the gaps. 6 pts**

is nothing to write home about

it was time for home truths

to be in the same boat

1. When Sarah's parents found out she had befriended the school bully, they decided .....
2. The film director thinks the actor ....., so he is considering replacing him.
3. We could argue, but ....., so let's just find a way out of this together.

**7. Write an invitation letter to a childhood friend who moved away last year (80-100 words). Ask your friend to come on a fishing trip with you and your grandfather. Make sure to include details about when and where it takes place, and about what you've planned for the trip. 30 pts**



# When in Doubt, Travel!

## unit 2



.....

lasting  
memories

wisdom

.....

fresh  
perspectives

...

experience

cultural  
understanding

language  
learning

job  
opportunities



### CLASS SURVEY

#### A. What can you gain by travelling?

- Look at the pictures and the ideas mentioned above and add your own.
- Count the colleagues that shared the same ideas to draw up a Top 3 Benefits of Travelling.



#### B. Read the quote, then answer the questions.

*Once a year go somewhere you have never been before! (Dalai Lama)*

- Is it important to see new places or is it better to stick to the ones you know well?
- Why does the Dalai Lama suggest visiting a new place every year?

**1.** Match pictures A-D to the type of holiday (a-f) they suggest. Which types of holidays are missing from the pictures?

a. sightseeing

b. safari

c. camping

d. adventure

e. cruise

f. ecotourism



**2.** Listen to a tourist brochure presentation about three exquisite destinations; then match each paragraph to a suitable picture (A-D).

Many people think the ideal holiday destination is off the beaten track – a mix of hot sun, white sandy beaches, and turquoise ocean. An island can feel like another world, far away from the hustle and bustle of city life. Exotic and exquisite, Mauritius is a tiny jewel in the Indian Ocean with a rich multicultural history, unique tropical nature, and mouth-watering culinary delights, all waiting for you to experience. At the Botanical Garden you will see huge water lilies and giant tortoises; what is more, hiking on Le Morne mountain, with its tragic slave trade history, offers breathtaking views.

If you long to travel south to the icy continent of Antarctica, a luxury cruise is the best way, and *Scenic Eclipse* is the ideal ship. This superyacht accommodates 200 people in luxury suites with private butlers and all-inclusive dining; the ship has two helicopters and a submarine, so you can go underwater or sky-high. There's so much to do: water sports, seeing majestic blue icebergs up close, and watching polar wildlife like penguins, seals, whales and albatross. But no polar bears – 'Antarctica' means 'no bears'. The 'Arctic' Ocean means the 'sea of bears', so next year, you should go north...

A glamorous city that is a UNESCO World Heritage site, Dubrovnik in Croatia will be a lifelong memory. A medieval port on the Adriatic Sea, the Old Town is a living museum of forts, towers, and cannons. Its glorious cathedrals and monuments, bustling cobbled streets, boutiques, cafes and restaurants are irresistible. And of course, you will find many TV locations from the famous *Game of Thrones*. A feast for all the senses that will tempt you to return.

**3. Match the words / phrases (1-8) to their explanations (a-h).**

1. hustle and bustle
2. mouth-watering
3. exquisite
4. culinary delight
5. accommodates
6. majestic
7. cobbled streets
8. glamorous

- a. attractive and exciting
- b. extremely beautiful or carefully made
- c. roads paved with rounded stones
- d. noise and activity
- e. (about food) that looks or smells very tempting
- f. impressive because of size or beauty
- g. very tasty food
- h. provides a place to live

**4. Fill in the blanks with words / phrases from exercise 3. Make the necessary changes.**

1. We walked along the ..... and enjoyed the cheerful atmosphere of the city.
2. I definitely love tasting ..... whenever I travel to foreign countries to get a glimpse of other people's traditions.
3. The 5-star hotel can ..... people with high expectations in terms of luxury.
4. The ..... mountain offers a wonderful view of the region, especially at sunset.
5. We always run away from the ..... of our city and spend summers in the countryside.
6. This ..... piece of china is a valuable artefact.

**5. Read the idioms below and match them to their meaning (a-c).**

|                      |                                                                          |
|----------------------|--------------------------------------------------------------------------|
| off the beaten track | a. far from home<br>b. far from main roads<br>c. far from the wilderness |
|----------------------|--------------------------------------------------------------------------|

|                  |                                                                                                   |
|------------------|---------------------------------------------------------------------------------------------------|
| to get cold feet | a. to suddenly become frightened of doing something<br>b. to catch a cold<br>c. to tell the truth |
|------------------|---------------------------------------------------------------------------------------------------|

**BRAIN GAME**

Work in groups of three. Choose an exquisite holiday destination and pretend to be a travel guide to advertise it in your group.

**CLASS PROJECT**

In pairs, choose one of the holiday destinations presented in exercise 2 (Mauritius, Antarctica or Dubrovnik). Find five pictures of tourist attractions mentioned in the text, label them with suitable titles and write short info boxes (around 30 words). Then organise everything into a class album for each destination.



### TRAVELLING



**1. Fill in the correct idiom in each of the sentences below. Then use the idioms to form sentences of your own.**

get cold feet

off the beaten track

- She loves places ..... where she can distance herself from the hustle and bustle of crowded cities.
- The cat looked like she was going to come home with us, but something made her ..... and run off.

**2. Fill in the correct word.**

break

getaway

trip

1. We decided to take a two-day ..... from the project and go to Paris.
2. The teacher said that this semester's school ..... would be to Sibiu.
3. I'm dreaming of a romantic ..... to Mykonos, I'm fascinated by Greek islands.

spectacle

scenery

landscape

1. We were all watching the breathtaking mountain ..... slide by the train windows.
2. Walking in the countryside is a great way to clear your head and admire the ..... .
3. An erupting volcano is an extraordinary ..... of nature.

trekking

hiking

walking

1. We are ..... in the hills of Aberdeenshire this weekend. We chose a pleasant, accessible beginner's trail.
2. I prefer ..... to hiking. It takes longer and it's a bit more challenging.
3. .... for one hour every day helps you lose weight and stay healthy.

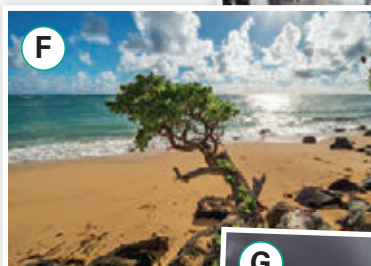
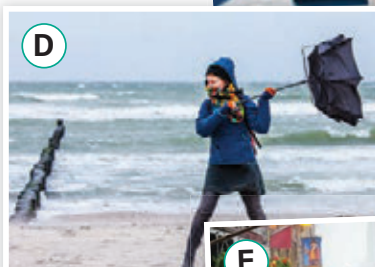
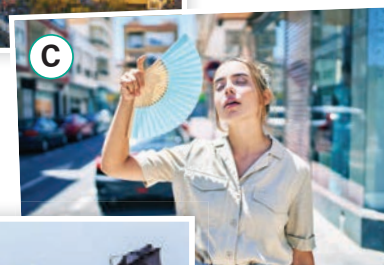
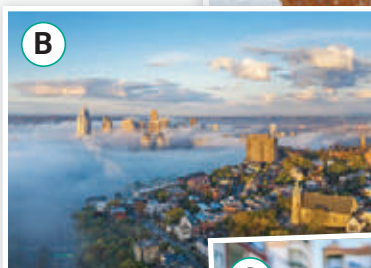


### WEATHER PHENOMENA

**3. Match the words to suitable pictures (A-G).**



- |                                   |                                       |                                    |
|-----------------------------------|---------------------------------------|------------------------------------|
| <input type="checkbox"/> snowy    | <input type="checkbox"/> partly sunny | <input type="checkbox"/> shower    |
| <input type="checkbox"/> sunshine | <input type="checkbox"/> sunny spells | <input type="checkbox"/> heatwave  |
| <input type="checkbox"/> tornado  | <input type="checkbox"/> thunderstorm | <input type="checkbox"/> hurricane |
| <input type="checkbox"/> gloomy   | <input type="checkbox"/> cloudy       | <input type="checkbox"/> sunny     |
| <input type="checkbox"/> windy    |                                       |                                    |
| <input type="checkbox"/> blizzard |                                       |                                    |
| <input type="checkbox"/> fog      |                                       |                                    |
| <input type="checkbox"/> rainy    |                                       |                                    |



**4.** Sort the words into the appropriate category, using the table below:

*hiking in the woods, sandy beach, annoyed, rain showers, hostel, tropical island, relieved, inn, jet skiing, modern resort, sad, high-speed train, golf, bay, harbour, freezing cold, photography, overcast, safari, mist, campsite, cottage, breeze, train, camper van, water rafting, anxious, coach, snorkelling, enthusiastic, motorcycle, hut*

|               |  |
|---------------|--|
| Place         |  |
| Weather       |  |
| Accommodation |  |
| Transport     |  |
| Activities    |  |
| Feelings      |  |

**5.** Using the words in exercise 4, tell your teacher and classmates about the best holiday you've ever had.

*E.g. Last summer I went on a ten-day holiday in Australia. It was amazing! You should go there someday, but remember to apply for a visa in good time. It was a 22-hour flight with two stopovers. I reached Melbourne exhausted but full of excitement. I stayed in a bed and breakfast next to a beautiful urban park. I went on a wildlife day trip where I saw koalas and kangaroos. Then I...*





### PAST PERFECT CONTINUOUS VERSUS PAST CONTINUOUS

**1.** Study the table below and fill in the blanks with the correct form of the verbs in brackets.

**THE PAST CONTINUOUS is used for:**



- an action in progress when another action interrupted it
- simultaneous actions in the past
- an action in progress at a stated time in the past
- setting the scene

*E.g.*

- They ..... (travel) to Africa when I met them in 2019.*
- James ..... (chop) onions while his sister ..... (grate) the carrots.*
- The wind ..... (blow) and the clouds ..... (gather) when Tom drove into the harbour that night.*

**THE PAST PERFECT CONTINUOUS is used for:**

- an action that started in the past and continued up to another action or time in the past
- emphasising duration for an action started and finished in the past

*E.g.*

- John ..... (work) on his project for a week before he finished it.*
- I felt exhausted because I ..... (shop) all morning.*
- How long ..... (study) Japanese before you moved to Kyoto?*

**2.** Study the following situations A-D, then fill in the correct form of the verbs in brackets.

**A. Jenny started learning English in 2018.**

**She was hired as a translator in 2024.**

I met Jenny in 2019, while she ..... (take) an English course. By the time she got her translating job, she ..... (learning) English for six years.

**B. Tyrone's parents worked as diplomats in China for five years. Their next posting, in 2020, was in Japan, after which they returned home.**

Tyrone's parents ..... (live) in China in 2018.

By the time they returned home, they ..... (live) abroad for several years.

**C. Maya first went on a camping holiday when she was in primary school. In high school, she went on an adventure holiday where she developed her canoeing and climbing skills.**

When I met Maya, she ..... (try) to improve her camping skills. She ..... (work) hard to improve her skills ever since she was in primary school and went on her first camping trip.

**D. The weather forecast announced heavy rain several nights before the trip to the forest. However, my friends didn't believe it was necessary to pack warm clothes in the middle of summer.**

Several days before the trip my friends ..... (wear) light clothes and nobody could imagine such an abrupt weather change. However, the meteorologists ..... (already, warn) about the heavy rain before they set out.

