



MINISTERUL EDUCAȚIEI, CULTURII ȘI CERCETĂRII

Iulia IGNATIUC

Ana MUNTEAN

Lara ALADIN

Ludmila FOCA

Dina PUIU

English

LEVEL

A^{2.2}



EDITURA
PRUT



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Acest manual este proprietatea Ministerului Educației, Culturii și Cercetării al Republicii Moldova.

Manualul școlar a fost elaborat în conformitate cu prevederile curriculumului la disciplină, aprobat prin Ordinul Ministrului Educației, Culturii și Cercetării nr. 906 din 17 iulie 2019. Manualul a fost aprobat prin Ordinul Ministrului Educației, Culturii și Cercetării nr. 1391 din 11.12.2020, ca urmare a evaluării calității metodico-științifice.

Denumirea instituției de învățământ _____				
Acest manual a fost folosit:				
Anul de folosire	Numele, prenumele elevului	Anul de studii	Aspectul manualului	
			la primire	la returnare
1				
2				
3				
4				
5				

- Dirigintele clasei verifică dacă numele, prenumele elevului sunt scrise corect.
- Elevii nu vor face niciun fel de însemnări în manual.
- Aspectul manualului (la primire și la returnare) se va aprecia cu unul dintre următorii termeni:
nou, bun, satisfăcător, nesatisfăcător.

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Toate drepturile asupra acestei ediții aparțin Editurii *Prut Internațional*.

Reproducerea integrală sau parțială a textului sau a ilustrațiilor din acest manual este posibilă numai cu acordul scris al editurii.

Copertă: *Sergiu Stanciu*

Machetare computerizată: *Denis Grădinar*

Imagini: *Shutterstock.com*

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Editura *Prut Internațional*, str. Alba Iulia nr. 23, bl. 1A, Chișinău, MD-2051

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Descrierea CIP a Camerei Naționale a Cărții

English: Level A 2.2: Form 6 / Iulia Ignatiuc, Ana Muntean, Lara Aladin [et al.]; comisia de evaluare: Svetlana Lungu (coordonator) [et al.]; Ministerul Educației, Culturii și Cercetării. – [Chișinău]: Prut Internațional (pe cop. Ed. „Prut”), 2020 (Combinatul Poligrafic). – 128 p. : il., tab.

ISBN 978-9975-54-520-4

811.111(075.3)

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One who speaks one language is one person, but one who speaks two languages is two people.

ICEBREAKER

Can you comment on the proverb of the lesson?



1 Listen to some pupils talk about the importance of English. What adjectives do they use?



2 Read and match.



Max

I think English is very important because it is the most widely used language. It is ...

I believe English is useful because it is the top language for the internet. It helps ...



John



Mary

I think English is fantastic because it is easy to learn. There are so many English words that you recognize because ...

I also think English is useful. In an international summer camp ...



Andy



Jane

English is fun. It opens a whole world through books, movies and songs. You may read...

English is cool. When you go abroad, you can speak it. If you come to a country and you don't speak its language, ...



Anna



Sandy

English is great! It helps you make friends all over the world ...



3 In pairs, ask and answer the questions.

1. Why does Max think English is very important?
2. Why does John believe English is useful?
3. What does Andy think about English?
4. Why does Jane say English is fun?
5. Who thinks English is cool?
6. Who thinks English helps make friends?
7. Do you agree that English is easy to learn?



4 In pairs, ask and answer questions about why you would like to know English better.

New

foreign
to borrow
million

abroad
to recognise
world language

- a. ... visit lots of websites around the world. Over 80% of the information stored on computers all over the world is in English.
- b. ... you can communicate with children from different countries. Besides, English is the language of the air. This means that all pilots have to speak English while flying.
- c. ... a world language and lots of people speak it.
- d. ... they are in your native language too. For example: communicate, comment, physics, maths, aspirin, synonyms, antonyms and a lot more.
- e. ... English will help you.
- f. ... and communicate with them.
- g. ... the famous Harry Potter books by J.K. Rowling.

Pronunciation

Word stress

im'portant, co'mmunicate,
'recognize, 'comment, 'aspirin,
'synonym, 'antonym

5 Read the **Do you know that ...** text. Then listen to the sentences and correct them.

Do you know that...

English is a world language. About 350 million people speak it. It is used as a first language in countries such as **Australia, Canada, New Zealand, the United Kingdom** and **the United States**. In other countries it is used as a second language.

The English people borrowed words from other languages. Words like *alligator* and *mosquito* come from Spanish. Some come from French: *hotel, restaurant, picnic*. You may also find words from German. Does any of you have a *dachshund, poodle* or *boxer*? During your music lessons, you sometimes use words from Italian. Do you play the *piano* or *trombone*? Lots of words like *squash* and *skunk* are from Native Americans' languages.

6 In the text, find words for the definitions below.

1. A language spoken all over the world is a ...
2. To take or receive something from another person and later return it means ...
3. A small dog with short legs and a long body is ...
4. A small black and white American animal that produces a strong unpleasant smell when attacked is a ...
5. A game that is played with small rackets and a small soft ball is ...
6. A small flying insect that sucks the blood from people and animals is ...

7 Use a dictionary to translate these English words that come from other languages.

Write a sentence for each one.

raccoon	hamburger	boss
robot	noodles	rodeo

FUN FACTS

- The shortest word in English is *I*.
- The oldest words in English are *I, we, two, three, town*.
- The most common adjective in English is *good*.
- *Swims* will be *swims* even when turned upside down.
- In the past *girl* meant *small boy* or *small girl*.
- *Goodbye* comes from an Old English phrase meaning *God be with you*.
- *The quick brown fox jumps over the lazy dog* is **a pangram**, a sentence that combines every letter in a language.

GRAMMAR

8 Put the verbs in brackets in the right form to complete Emily's letter.

Hello!

I _____ (be) Emily and I _____ (be) from Lyon. I am twelve and I _____ (have got) a sister, but I _____ (not have got) a brother. My sister _____ (start) university last year and she _____ (not stay) with us now. My parents _____ (work) for a toy company. I _____ (study) English as a foreign language. I'd like to read the Harry Potter books in English. Next year, I _____ (be going) to study German. My hobby is horse riding, but I _____ (do) it only at weekends.

There _____ (be) one thing that I _____ (not like). It is getting up early.

Write to me soon.

Emily

WRITING

9 Write a letter to your friend and say why you want to know English better.

ICEBREAKER

Do you like your classroom?
What classroom activities do you like? Why?



1 Adam from the local newspaper has come to interview pupils. Listen and take notes. Say what the pupils like during their lessons.



2 Listen again and complete the sentences.

1. Mike likes to use his iPhone at the lessons because
2. Tina thinks that using the Internet during the lessons makes learning ...
3. Vicky likes when teachers use ...
4. Alex likes that teachers give them time to ... when they ask questions.
5. Irene likes ... at the lessons of English.
6. Andrew likes how the maths teacher teaches them to do ...



New

access ceiling living plants screen cabinet to move light

3 Substitute the underlined words and make up similar dialogues.

- a) A: Could I borrow your dictionary, please?
B: Here you are.
- b) A: Shall I read the text?
B: Do, please.
- c) A: Thank you for your help.
B: You're welcome.
- d) A: May I ask a question?
B: Sure you may.

4 Choose the best response to the questions.

What do you say ...

- ... when you want to ask a question?
- ... when you don't know a word in English?
- ... when you are late?
- ... when your classmate gives you an apple?
- ... when you don't understand something?
- ... when you want to offer help to your classmate?

Shall I
help you?

What's the
English for ... ?

I'm sorry, I don't
understand.

May I ask
a question?

Thank you.

I'm sorry
I'm late.

5 Are you a good learner? Choose the correct answer.

- | | | | |
|--|--------|-----------|-------|
| 1. Are you attentive at the lessons? | Always | Sometimes | Never |
| 2. Do you regularly do your homework? | Always | Sometimes | Never |
| 3. Do you like doing your homework? | Always | Sometimes | Never |
| 4. Do you enjoy reading? | Always | Sometimes | Never |
| 5. Do you use a dictionary when you don't know a word? | Always | Sometimes | Never |
| 6. Do you write new words in your vocabulary book? | Always | Sometimes | Never |

Always – 2 points **Sometimes** – 1 point **Never** – 0 points

Results: 0–6: You are a poor learner. You should review your attitude.

6–13: You are a middling pupil. You have to work more.

14–18: You are an excellent learner. You will achieve your goals.



6 Read Silvia's blog about her new classroom and make a list of the things Silvia and her classmates have in their classroom.

Silvia's blog

[Home](#)
[Website](#)
[For Parents](#)
[For Pupils](#)
[Contact](#)

At last we moved to a new building. It is big and modern. Our classroom is on the second floor. It is large and light with a white ceiling and light green walls. The floor is grey. There are twelve desks and twenty four chairs for pupils and one desk and a chair for the teacher. There is a large cabinet where we keep a lot of things that we need.

We are very glad to have a projector, a computer and two screens. We have fast internet access and this makes us happy.

There is also a whiteboard and a very nice note board for all to see. Next we have our class rules.

There are some beautiful pictures and living plants in the classroom and this makes us feel good to be at school. During the breaks, we may hear some pleasant music.



7 In pairs, match 1–7 to a–g to make class rules.

Can you make other rules?

1. Come
2. Share with
3. Keep the classroom
4. Be prepared
5. Use positive
6. Respect and listen to
7. Raise your

- a) your teachers.
- b) hand to speak.
- c) on time.
- d) your classmates.
- e) clean.
- f) language.
- g) for lessons.

Pronunciation

Falling and rising intonation

Wh- questions:

What do you say when you are ↘ late?

Yes/no questions:

Are you attentive at the ↗ lessons?

Grammar Guide

We use **imperative sentences** to give instructions.

Listen and make notes.

Please open your books.

Please don't interrupt.

We can also use it for

Offers: *Have an apple.*

Suggestions: *Put on your coat.*

GRAMMAR

8 Make the following imperative sentences more polite.

Sit down.

Speak English in class.

Give me your ruler.

Make you bed.

Close the door.

Don't interrupt.

9 Make affirmative or negative imperative sentences and write them down.

be careful / you cross the street

bully / classmates

be jealous of / your classmate

watch TV / too much

do homework / in class

WRITING

10 Write about your classroom.

Real classmates help each other and don't let anyone fail.

ICEBREAKER

What makes you feel good at school? Are you sometimes angry with your classmates? Why?

New

mutual

to bully

friendship

1 Which of the following make a good classmate?

A good classmate

- listens to you carefully while you speak;
- takes turns in a conversation;
- remembers your birthday;
- is jealous of you when you get a good mark;
- makes fun of you and other classmates;
- likes to help you;
- calls you bad names;
- plays video games during the lesson.



Useful phrases:

to make fun of
to be jealous of
to take turns
to cool down



2 Watch the video and take notes. Speak about the simple rules of making friends at school.



3 In groups, create a poster of what makes a good classmate. Speak about your idea of a great classmate.

A Good Classmate

Is
kind
...

Isn't
jealous
...

Does
shares
...

Says
Please
...



4 In pairs, read about some problems in the relationship with classmates. What advice can you give?

I don't have many friends and my classmates don't seem to like me anymore. I sometimes have to sit alone in class and spend the whole day without talking to anyone. How can I make friends and be happy?

In my class, there's a girl who doesn't interact with others and always sits alone. What should we do to help her?

There's a boy in my class who bullies everyone. He calls me bad names, and he makes fun of me and other classmates. What should we do?



5 John and Ben are having a talk about their pets. Read and say why Ben is angry.

Ben: Hey, John. I got a puppy yesterday. His name is Maxie and (1) ...

John: Oh, I have a dog too. His name is Loo. He's really smart.

Ben: Oh, (2) ...

John: Loo is really active and playful. I taught him 'sit' and 'lie down'.

Ben: Great, and (3) ...

John: My dog is really cool. (4)...

Ben turns and walks away. He is thinking: *He always interrupts me.*

He doesn't give me a chance to talk about my dog.

John is thinking: *I want to tell Ben all about my dog. Why does he walk away?*



6 In pairs, complete the conversation between John and Ben to make it successful. Use the sentences below. Role-play the conversation.

a. ... I taught my dog to shake hands.

b. ... he is really cute.

c. ... that's cool. My dog can do tricks.

d. I think your dog is also very clever.

Social Skills: Turn taking

Take turns speaking and listening while having a conversation.

Let your classmates join the conversation.

Stop and listen to what your classmates have to say.

GRAMMAR

7 Fill in *can*, *may* or *must*.

- We _____ come to school on time.
- I _____ ask questions in English.
- You _____ take my pen. I don't need it now.
- If you look for it carefully, you _____ find it.
- Cows _____ not fly.
- Pupils _____ listen to the teacher attentively.

Grammar Guide

We use modal verbs for

• permission

May I take your book?

• possibility

You may see monkeys at the zoo.

• ability

I can speak English.

• obligation

We must help each other.

• duty/necessity

We should be polite.

Pronunciation

Polite and friendly intonation

Hello.

Excuse me.

Could you help me, please?

8 Fill in *can*, *may*, *should* or *must*.

9 Are you a good classmate? Why? Write about it. Use the following clues:

WRITING

My attitude to classmates:

friendly / unfriendly; supportive / indifferent;
kind / rude; helpful / unhelpful.

My communication with classmates:

sociable / shy; take turns / interrupt.

My name is ... I live in ... and I am a pupil in the ... form.
I think I am a ... classmate because ... I usually ...

ICEBREAKER

Do you like afterschool activities? Why Yes/No?

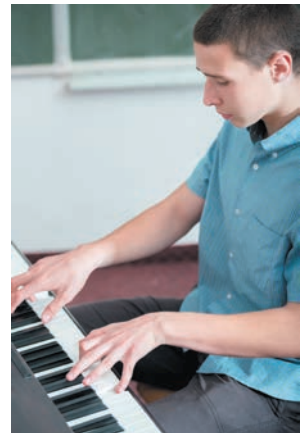
What afterschool activities do you like most/least? Why?

1 Look at the pupils in the pictures.

Where are they?

What are they doing?

How are they feeling?



New

centre
band

crafts
clarinet

fitness
painting

editor
newspaper

needle work
to sew



2 Listen to Tina speaking about afterschool activities in her school. Say what clubs Tina and Mike have joined.



3 Listen again and correct the sentences.

1. Tina goes home after classes.

2. Tina is a member of the History Club.

3. Tina learns needle work at home.

4. Mike enjoys reciting poems.

5. Mike is a member of the Science Club.

6. Mike plays chess for his school.



4 Read the dialogue and learn what some American pupils do when their classes are over.

Mike: What do American pupils do after classes?

John: All schools organize different activities for their pupils. We have a Nature Club and a Science Club in our school. My friend is a member of our school rock band. I am the editor of the school newspaper. There is an Art and Drama Group. Besides, we have all kinds of sports competitions. Our school has a volleyball court, a gymnasium and a soccer field.

Tina: What sports do you do?

John: I play soccer and basketball. We play against other school teams. We also have small teams within our school. And we compete with each other.

Tina: Is sport very important in school life?

John: I think fitness is as important as intellect.

Mike: Chrys, what sport do you like?

Chrys: I enjoy figure skating. I take ballet classes and play the clarinet. Our parents encourage us to participate in all afterschool activities. They often volunteer to help with classroom and afterschool activities. Sometimes they make costumes for plays, play the piano, or assist a teacher on a class trip.

Mike: Last year, my parents helped organise a trip to Scotland. My mother also helps a lot with our Arts and Crafts Club.

5 Join the parts to make up sentences.

1. John's friend is a
2. There are a lot of
3. Soccer is a very
4. Chrys plays the clarinet
5. Fitness is as

- a) needlework pictures on the wall.
- b) at school concerts.
- c) important as intellect.
- d) member of the rock band.
- e) popular sport in America.



6 Watch, listen and take notes. Decide what clubs Olivia, Kevin, John, and Kate have decided to join.

Photography Club

Animal Club

Science Club

Robotic Club

Book Club

Cycling Club



7 In pairs, talk about where you can do the following:

- learn about the trees and flowers that grow in your town and village
- study the stars you can see at night
- play folk music and sing folk songs
- write or recite poetry
- paint pictures
- play football, basketball, tennis, etc.
- do needlework

Pronunciation

Spelling and transcription

play rock music /'pleɪ 'rɒk 'mju:zɪk/

sing folk songs /'sɪŋ 'fəʊk 'sɒŋs/

recite poetry /rɪ'saɪt 'pəʊətri/

enjoy drawing /ɪn'dʒɔɪ 'drɔ:ɪŋ/



8 In groups, talk about your afterschool activities. Report to the class.

Grammar Guide

Comparison

Needlework is **as interesting as** painting.

Reciting is **not as difficult as** writing poetry.

GRAMMAR

9 Make up sentences and write them in your exercise books.

Example: English Speaking Clubs are /useful/ Debate Clubs
English Speaking Clubs are as useful as Debate Clubs.

1. Folk music is /popular/ rock music.
2. Playing tennis is not /easy/ playing badminton.
3. The Science Club is /interesting/ the Drama Club.
4. Playing the clarinet is /difficult/ playing the piano.
5. Reading is /important/ writing.
6. Playing chess is not /noisy/ playing football.

WRITING

10 Write about the afterschool activity that you enjoy most.

When in doubt, go to the library.
(J.K. Rowling)

ICEBREAKER

Can you comment on the quote of the lesson?
Why are books important?
Where do you get books from?



1 Listen to some people speaking about libraries. Then choose the correct word and read the sentences.

- Libraries are a *safe / dangerous* place for teenagers.
- Libraries offer free *access / programmes* to books and information.
- Librarians give us professional *advice / homework*.
- Libraries help *teenagers / librarians* feel responsible.
- Libraries can make people of all ages feel *useful / different*.
- Libraries help people feel part of a *healthy / hospitable* community.



New

encyclopedia
information
free
digital

librarian
magazine
to access
to check out



2 Read and make a list of library facilities.



Tina: I like to do my homework in our school library. It is quite large and modern. In fact, it has turned into a digital learning centre.

Silvia: What do you mean?

Tina: There are lots of books on the shelves, fiction and non-fiction books, dictionaries and encyclopedias. Also, we can access resources online: books, magazines and even movies. It is easy to find what you need, you just use the online catalogue. There are several computers, all connected to Internet, so it is not a problem. And the librarians are really helpful and friendly.

Silvia: I think the library is a good place to do your homework and to read books because it is so quiet. Can you listen to audio books or watch a movie in the library?

Tina: Yes, we can, but we have to use our headphones. We can also browse the Internet to find the necessary information. We often work on our projects there.



3 In pairs, ask and answer the questions.

- Does Tina often go to the school library?
- What does she do there?
- How can she find a book that she needs?
- Must Tina use headphones in the library?
- Why does Tina like her school library?
- Is Tina's school library modern? Why?



4 Read and make a list of library rules. Role-play the dialogue.

- Librarian:** Can I help you?
- Ann:** Yes, please. I want to borrow some books. What do I need?
- Librarian:** You need a library card. Here's the application form. You can check out no more than six books today.
- Ann:** OK. Six books.
- Librarian:** Yes. You have two weeks to read the books. Then you bring them back.
- Ann:** Good. Can I bring my laptop?
- Librarian:** You can bring your laptop, but you have to use your headphones to watch videos or listen to music.
- Ann:** OK, great.
- Librarian:** You must switch off your mobile phone in the library. And you can't bring any food or drink.
- Ann:** No food, no drink. And ...?
- Librarian:** And speak quietly, please! People are working here.
- Ann:** Oh! Oh, OK. Thank you.
- Librarian:** You're welcome.



5 In groups, compare the Internet and the library. Read the sentences and fill in the chart.

1. It has professional librarians who can help you.
2. The information is not always true.
3. You spend more time to get the resources.
4. It has free access to many newspapers, dictionaries and encyclopedias.
5. It's cheap.
6. You can find old and rare editions there.
7. Web addresses can change or disappear.
8. You can find educational movies and music there.
9. It's expensive.
10. You cannot use it if there is no electricity.

6 Speak about the advantages of using the library.

GRAMMAR

7 Choose the right option and read the sentences.

1. Ann *has to* / *doesn't have to* bring the books back after two weeks.
2. She *has to* / *doesn't have to* use headphones in the library.
3. She *has to* / *doesn't have to* keep the books neat.
4. She *has to* / *doesn't have to* read the books in the library.

WRITING

8 Write what you have to do or don't have to do on Sundays.

Example: get up early – I don't have to get up early on Sundays.

help my mother make breakfast	wash the dishes	call the teacher	wash my pet
play with my little brother/sister	water the flowers	do my homework	

Grammar Guide

We use *have to* for necessity

I have to exercise more.

(The doctor told me)

I don't have to go to school by bus.

(My school is not far.)

Nick has to visit his grandma every day.

(She is sick.)

He doesn't have to go there in the morning.

Unit 1

TEST YOUR SKILLS

Oral Assessment

- 1 Can you say why English is important?
- 2 Can you describe the classroom in the picture?



- 3 Can you talk about your best classmate?

Written Assessment

- 4 Can you write four polite imperative sentences?

- 5 Can you complete the sentences using the right words?

eat laptop library card headphones check audio book mobile phone

1. If you want to borrow books from the library, you need a _____.
2. Each time you _____ out up to six books.
3. If necessary, you may bring your _____.
4. If you want to watch a video, you should use your _____.
5. You may also listen to an _____.
6. Don't forget to switch off your _____.
7. You may not _____ in the library.

6 Can you write about your favourite school activity?

My self-assessment chart

Tick the sentences that are true for you.

If you need help, review the materials in the lessons.

I can...

- | | |
|--|----------|
| <input type="checkbox"/> comment on proverbs and quotes | Lesson 1 |
| <input type="checkbox"/> talk about the importance of English | Lesson 1 |
| <input type="checkbox"/> express my opinion about lessons | Lesson 2 |
| <input type="checkbox"/> evaluate my own learning | Lesson 2 |
| <input type="checkbox"/> describe a classroom | Lesson 2 |
| <input type="checkbox"/> express permission, possibility, ability, duty and obligation | Lesson 3 |
| <input type="checkbox"/> use right intonation in questions | Lesson 3 |
| <input type="checkbox"/> use comparisons of equality (as...as) | Lesson 4 |
| <input type="checkbox"/> use proper language to speak about the library | Lesson 5 |

ICEBREAKER

Read the joke. Why is it funny?

Tim: Who are your family members?

Alex: My five fish, my pet Speedy, my pet Max, and Flick and um..., I'm sure there's another one – no that's all of them.

Tim: Do you have any people in your family?

Alex: Oh yeah – my brother, two sisters and my Mum.



1 In pairs, ask and answer the following questions.

1. How big is your family?
2. Who are your family members?
3. How many grandparents have you got?
4. How many cousins have you got?
5. Who is the oldest in your family?
6. Who is the youngest in your family?



New

to swap
helpful
hopeless

lucky
own

Useful phrases:

to be an only child
to make someone do something
to care for each other



2 Watch, listen and take notes. Which of the children's answers do you like best?



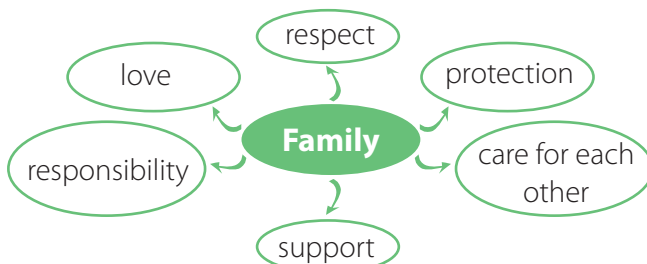
It's cool ...

The best thing about
my family is ...

My family is ...



3 In groups, study the spidergram. Speak about the good things you find in your families.



Pronunciation

Sounds and spelling

Words ending in the sound /ə/
mother, father, sister,
brother, teacher, writer

Words ending in the sound /i/
family, baby, lucky,
happy, only, geography



4 Read the dialogue. Speak about what you like/dislike in Leo's family.

Helen: Tell me something about your family.

Leo: In our family, there is my mother, my father, three children, a dog and two cats. My father has his own business and my mother is a teacher. My brother, my sister, and I have to help a lot at home. There are chores that we have to do every day. But we swap every week. One week I have to wash the dishes after supper, and then the next week I have to take care of the pets.

Helen: It's good to have brothers and sisters. I am an only child and I have always wanted to have a sister.

Leo: We have fights sometimes when my brother tries to make my sister and me do his chores. I never do, but my sister does. She is so kind and helpful.

Helen: How do you do your homework?

Leo: We all help each other with our homework. I am good at maths, but my sister is hopeless. She is good at languages, though. And my brother is good at geography. But he loves football more and hates doing his homework.

Helen: You are lucky to have such a big family.

Leo: I am. We are different but we care for each other.



5 Read the dialogue again. Disagree with the following:

1. Leo has two sisters and no brothers.
2. There are no chores to do in Leo's family.
3. Leo's sister likes to help her brothers.
4. Leo helps his sister with languages.
5. Leo's brother likes doing his homework.
6. Leo and his brother never fight.

6 Choose the right words for each sentence. Then write your own sentences.

1. I have read this book. Can I _____ with you?
2. My uncle is a farmer. He has his _____ farm.
3. Mary has no brothers or sisters. She is an _____ child.
4. John likes to help people. He is _____.
5. Sam never tries to improve his English, and the teacher says he is _____.
6. They say I am _____. I have a brother who protects me.

own
helpful
swap
lucky
hopeless
only

GRAMMAR

7 Choose a word from the Remember box and complete the sentences.

1. You should be _____ not to wake your baby sister.
2. Thank you for your advice. It was really _____.
3. John's grandfather says he cannot learn to text-message. He is _____.
4. If you are optimistic, you are _____.
5. You made a few mistakes. Try not to be so _____ in the future.

Remember!

-ful	-less
helpful	helpless
useful	useless
hopeful	hopeless
careful	careless

WRITING

8 Read about Allan's brothers. Write about one of your family members.

My name is Allan. I have two brothers, Peter and Eddy. Peter is sixteen and he is my good friend. He helps with homework and we often do the chores together. He is very good at telling stories and we like listening to him.

Eddy is only four but he knows he is an important family member. He likes to play, have fun and try new things. His role in the family is to make us happy every day.

ICEBREAKER

What does your mother look like?
What does your father look like?

1 Find someone whose

- brother has long curly hair;
- sister has long straight hair;
- mother has green eyes;
- father has blue eyes;
- grandmother is tall;
- grandfather is thin.

Example: Does your brother have long curly hair?

Yes, he does. / No, he doesn't.

Report your findings to the class.

Pronunciation

Stress in numbers

13 thirteen /,θɜ:'ti:n/	30 thirty /'θɜ:ti/
14 fourteen /,fɔ:'ti:n/	40 forty /'fɔ:ti/
15 fifteen /,fif'ti:n/	50 fifty /'fifti/
16 sixteen /,siks'ti:n/	60 sixty /'sɪksti/
17 seventeen /,sevn'ti:n/	70 seventy /'sevnti/
18 eighteen /,er'ti:n/	80 eighty /'eɪti/
19 nineteen /,naɪn'ti:n/	90 ninety /'naɪnti/

Look at the numbers and spell the words.

80, 16, 90, 14, 15, 30, 40, 17, 19, 16



New

heavy fit
patient storyteller
medium height

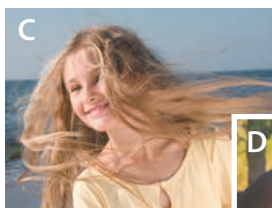
Useful phrases:

to take after somebody
to look happy/tired



2 Mike's grandmother is showing her friend photographs of her grandchildren. Listen and match.

Andrew
Mike
Catherine
Eddy



3 Read and say why Mike thinks his grandma is special.

Tina: You look very happy today.

Mike: I do. My grandma has come and she'll spend the weekend with us.

Tina: That sounds great. How old is your grandmother?

Mike: She's seventy-one, but she looks younger. She has got short hair and she likes wearing jeans. She's very active and sociable. She is also kind and patient. She always has time to answer my questions.

Tina: What else makes her special?

Mike: She is a wonderful storyteller. I enjoy the evenings when we sit round her and she begins as usual: "Once upon a time..." Grandma is so good at telling stories that when she speaks I

can imagine everything. She is like a school of tales for me and my cousins. But this is a very special school from which we never want to go on vacation. She never asks us to memorize her tales but we always do. And we know that honest, brave and kind people usually win, while dishonest and unkind people fail.

Tina: Well, Mike, you are a good storyteller yourself. I think that you are as talented as your grandma.

Mike: Thank you. You may come and meet my grandma.

Tina: With pleasure.

4 Read again and disagree with the following:

1. Mike is happy because his grandma will visit them soon.
2. Mike's grandma knows few stories.
3. Mike never listens to his grandma's tales.
4. Grandma tells stories only about unkind and dishonest people.
5. Tina doesn't want to meet Mike's grandma.



5 Use the words from the box and follow the example:

beautiful	honest	talkative	thin	a little heavy	clever	polite	pretty
patient	curly	sociable	fit	attractive	shy	slim	straight

A: What does your cousin look like?

B: He's of medium height and a little heavy. He's got short black hair and brown eyes.

A: What is he like?

B: He's very sociable and talkative. He is fond of reading fantasy books and likes talking about them.

GRAMMAR

6 Use the clues and make up sentences.

1. Andrew is 150 centimeters. Mike is 160 centimeters.
Andrew (not tall) Mike
2. Anne is twelve. Kate is thirteen. Anne (young) Kate
3. Nick is brave. Kevin is brave too. Nick (brave) Kevin
4. Eddy likes outdoor games. Allan likes chess. Allan (not active) Eddy
5. Alex and John always say 'Thank you' and 'Please'. Alex (polite) John

Remember!

Mary is shorter than her sister.
Sally is the most patient in the family.
You are as tall as your father.
He is not as active as his brother.

WRITING

7 Tina wrote about her cousin Silvia. Order the sentences according to the plan and read the complete text.

1. Introduction
2. Physical appearance
3. Personality
4. Hobbies
5. Conclusion

- a. She is taller and thinner than I am. She has got long brown hair and beautiful green eyes.
- b. This is my cousin Silvia. She is twelve and she goes to a secondary school in her native town in Moldova.
- c. She likes sports and she exercises every day. It makes her strong and healthy. She is also fond of languages. She speaks Romanian, English and French.
- d. She is sometimes shy, but she likes making friends.
- e. I am very happy that she is my cousin.

8 Describe a member of your family. Follow the plan in Exercise 7.

Traditions are those special times that bring families together.

ICEBREAKER

Comment on the quote of the lesson.

New

decision	destination	to bake
tradition	homemade	to value



1 Read the poem and say what it is about.

Family cycling is so exciting,
It is so funny and so uniting!

We are so happy to ride bikes together
When it is sunny and in good weather!

2 Look at the pictures and at the list of family traditions. What traditions do these families have?



baking homemade cookies
spending weekends outdoors
growing flowers
going on a picnic



visiting grandparents
sharing meals
doing sports
celebrating holidays/birthdays



3 Listen to Tom talking about his family traditions and complete the sentences.

- | | |
|-------------------------------------|--|
| 1. Tom lives in | 4. In early spring they choose a |
| 2. He ... family traditions. | 5. Last year they visited |
| 3. His favourite tradition is | 6. Tom thinks traditions make families |



4 Read the texts and describe the family traditions Peter and Silvia like most.

Peter: My family is really big and we enjoy spending time together. At weekends we have long walks after lunch and in the evening we watch a movie or play a board game. The tradition I like most is going to football matches. We all play football in the family and we are fans of Manchester United. We sometimes travel to a different city where this team has to play a match. We like discussing the football game and predict results. My grandfather started the tradition and he is a good football player too.

Silvia: I like all traditions we have in our family. My sister and I enjoy reading and we often discuss books as a family. The tradition I like best is celebrating Christmas. Two weeks before Christmas, we select the carols we want to sing on Christmas Eve and we rehearse a lot. We also make Christmas postcards for all family members. We always spend an afternoon baking homemade cookies. On Christmas Day, we usually visit our grandparents who live 70 km from our town. We sing our carols for them and we wish them Merry Christmas and a Happy New Year.

5 Disagree with the following:

1. Peter's favourite tradition is playing board games.
2. Peter cannot play football.
3. Peter's family never spends time together.
4. Silvia's grandparents live in the town.
5. Silvia buys Christmas cards for all the family.
6. There is one tradition in Silvia's family.

6 Match and make up sentences.

- | | | |
|------------|---|---------------------|
| 1. bake | → | a) a board game |
| 2. play | → | b) results |
| 3. discuss | → | c) homemade cookies |
| 4. watch | → | d) carols |
| 5. select | → | e) books |
| 6. predict | → | f) a movie |

7 Interview your deskmate about his/her family traditions. Report your findings to the class.

1. Do you share meals in your family?
2. Do you have family walks at weekends?
3. Do you watch movies together?
4. Do you go camping?
5. Do you play football with your father?
6. Do you read together with your sister?
7. Do you celebrate holidays?
8. Do you travel in summer?
9. Do you celebrate family birthdays?
10. Do you cook food together?



8 In pairs, talk about your family traditions.

What family traditions do you like?

I like ...
What about you?

GRAMMAR

9 Write the correct past forms of the verbs.

According to a legend, Anna Russell the Duchess of Bedford, a friend of Queen Victoria, _____ (create) the afternoon teatime tradition. One summer day, when she was at Belvoir Castle, she _____ (invite) her friends to an afternoon meal at 5 o'clock. The menu _____ (contain) small cakes, bread and butter, sandwiches, sweets and tea. When she _____ (return) to London, she _____ (send) cards to her friends asking them to join her for tea. Soon this practice _____ (become) very popular and later it _____ (turn) into a national English tradition.



WRITING

10 Make a poster of your family traditions. Follow the questions.

1. What is your favourite family tradition?
2. Why do you like this tradition?
3. Who started this tradition?
4. How do you keep this tradition?

ICEBREAKER

Can you comment on the quote of the lesson?
Why do you love your grandparents?

New

advice	gift	to blow both
steaks	cricket	to forgive
mashed potatoes		

Useful phrases: to stay overnight



1 Listen to what Tina says about her grandparents. Say why Tina is thankful to her grandparents.



2 Read the texts about what Stacy, Nick and Kate do at their grandparents' and answer the questions.

I like to stay with my grandparents in their village. My grandfather often plays with me and we laugh a lot. He has taught me to ride my bike, to catch fish and to swim. My grandmother always has the tastiest jam, apricot juice and the best pancakes. I feel very happy there and I even enjoy doing some chores that I usually don't like to do at home and I drink milk there too.



Stacy

My favourite place at my grandparents' is the garden. I like to read there on a bench that my grandpa has made. Sometimes we sit there together and we talk about different things. My grandmother and grandfather are wise people and always have some good advice for me.



Kate

I also spend a lot of time with my grandparents. I like the Friday nights most of all. It is the time when I go to stay overnight at their place. We usually cook steaks and potatoes, listen to the crickets' songs and to the wind which blows differently in the village.



Nick

Pronunciation

Sounds and spelling

/aɪ/

like

ride

bike

time

wise

polite

I

my

advice

Friday

night

kind



3 Look through the text and correct the sentences.

1. Stacy never drinks juice.
2. Stacy cannot swim.
3. Stacy's grandfather seldom laughs.
4. On Sundays, Nick stays overnight at his grandparents'.
5. Nick has never heard a cricket's song.
6. Nick never eats meat.
7. Kate's grandparents don't have a garden.
8. Kate doesn't like reading.

4 Choose the best answer to complete the sentences.

1. I like to stay _____ at my grandparents.
a) the night b) overmorning c) overnight
2. The wind _____ strongly tonight.
a) is singing b) is blowing c) is feeling
3. _____ usually sing in the evening.
a) Crickets b) Butterflies c) Reindeer
4. Wise people give good _____.
a) rules b) advice c) questions
5. She enjoys _____ with her friends.
a) play b) playing c) to play
6. We use _____ to make steaks.
a) meat b) bread c) milk



5 In pairs, ask and answer questions about your grandparents.

1. you / have / grandparents
2. how old / they / be
3. where / your grandparents / live
4. you / often visit / them
5. you / help / them
6. what / you / learn to do / from your grandparents
7. what / you / like to do / at your grandparents'
8. your grandparents / be / wise

GRAMMAR

6 In the text, find:

- a) nouns that you can count and make them plural.
Example: one village – many villages
- b) nouns you cannot count.
Example: time

7 Fill in *many*, *much*, *little*, *few*.

1. Grandma always makes _____ jam.
2. They grow _____ apples, but _____ pears.
3. I feel _____ love in my grandparents' words.
4. She is little and has _____ chores to do.
5. There is _____ meat at home. Let's buy more.
6. Grandma, we can't make pancakes. We have _____ milk.



8 In pairs, ask and answer questions using *How much/How many*.

- Example:** A: How many cakes do you want?
B: Two, please.

Grammar Guide

Countable vs Uncountable nouns

many / few

crickets
songs
chores

much / little

juice
jam
milk

WRITING

9 Write about what your grandparents are like. Use the adjectives in the box.

kind, energetic, helpful, imaginative, friendly, talkative, clever, wise, generous, honest, rude, devoted, hard-working, sociable, polite, boring, responsible, attentive, interesting.

ICEBREAKER

Do you celebrate birthdays in your family?
Do you like to celebrate your birthday? Why?



1 Listen to the dialogue and say how Tina and her family celebrate her grandparents' birthdays.

2 Look at the Smiths' birthday calendar and name the day and month when each member of the family was born.

Example: Mary was born on the eighth of June.



New

 coin
luck

 board game
lawn game

to lift

THE SMITHS' BIRTHDAY CALENDAR											
JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
	2		7		8		14		11		25
	John		Mark		Mary		Vicky		Nick		Lucy

Pronunciation

Writing and saying dates

- | | |
|----------------------------|----------------------------------|
| 1 May – the first of May | 4 June – the fourth of June |
| 2 May – the second of May | 12 July – the twelfth of July |
| 3 June – the third of June | 25 May – the twenty-fifth of May |

3 Make your family birthday calendar. Display your calendar in class and name the day and month of each birthday.

Example: My mother's birthday is on the ... of



4 Read the following birthday party ideas. Can you add more ideas?

- Plan your family birthday party together with other members of the family.
- Make an invitation list. You can send the invitations by mail, e-mail or you can make the invitations by phone.
- Decorate your home. Make or buy decorations you may need for the party.
- Every party usually has food and drinks. Help your parents plan the menu. You may help to do the shopping too.
- Decide what games you will play. Choose some board or lawn games.
- Write or find a beautiful poem for the person whose birthday you celebrate.



5 In pairs, ask and answer the following questions.

- | | |
|--|---|
| 1. Who in your family plans birthday parties? | 4. Do you like to cook or buy food for parties? |
| 2. Do you make invitations for your birthday party? What kind of invitations are they? | 5. Who plans the menu in your family? |
| 3. Do you decorate your home for a birthday party? What decorations do you prefer? | 6. What is your favourite board game? |
| | 7. What is your favourite lawn game? |



- 6** In groups, read about some birthday party traditions in England. Make a list of birthday party traditions in Moldova. Speak about them.

Do you know that...

- In England there are cakes known as Fortune Telling Cakes which are made for the birthday. People add symbolic objects into the birthday cake when they prepare it. If your piece of cake has a coin in it, then you will be rich.
- Also, when it's your birthday, your friends give you the "bumps". They lift you in the air by your hands and feet and raise you up and down to the floor, one for each year, then
*one for luck,
two for luck and
three for the old man's coconut!*
- The tradition of sending birthday cards began in England about 100 years ago. Today, millions of people send electronic cards.



- 7** Read the poem. Do you agree that grandmothers can do magic? Why/Why not?

When Granny comes, I like to see
The magic that she does for me.
She turns a pumpkin into pie
As quickly as you wink an eye.

And when she mixes dough for bread,
It turns into a dove instead.
Some read of magic out of books
And I see the magic when Granny cooks.



GRAMMAR

- 8** Write the past forms of the verbs below.
Check with the list at the end of the book.

have make be eat come go write read

- 9** Complete the sentences with the correct form of the verbs in brackets.

It _____ (be) our grandmother's birthday last Saturday. We _____ (have) a birthday party at home. We _____ (invite) all our big family. We all had presents for our grandma. I _____ (recite) a poem about grandma's magic. Mother _____ (make) a delicious birthday cake for the party. Everybody _____ (enjoy) the party. We _____ (play) party games and _____ (eat) a lot of food. We all _____ (sing) Happy Birthday to grandma. It was a very special party. Grandma _____ (look) happy.

WRITING

- 10** Write about the last birthday party in your family.

ICEBREAKER

What are your parents' jobs? Where do they work?
What would you like to do when you grow up? Why?



1 Listen to Kate and Nick and answer the questions.

1. Why does Kate play the violin every day?
2. What is Kate's dream?
3. Why is music very important?
4. Is Nick going to be a musician?
5. What is his dream?
6. What is he going to see during his travels?
7. What is he going to do when he comes back home?

New

customer	to consult
patient	to prescribe
spectator	to appreciate
violinist	violin

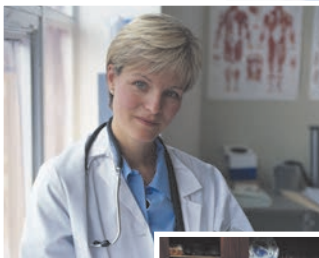
Useful phrases: to work long hours



2 Read the texts and match them to the pictures.



Mrs Johnson



Mrs Stanford



Mrs Parker



Mr Jackson

1. I work for the circus. I amuse spectators, most of whom are children. I paint my face, wear funny clothes and do tricks to make people laugh. Sometimes the tricks I do are very dangerous. I am a _____.

2. I work for the city hospital. My patients are children. I examine them and prescribe the right medicine. I often save children's lives. I treat the sick children kindly. I often tell them jokes and they are never afraid of me. I like my job. It is a great job, I should always be very responsible. I am a _____.

3. I teach English and I know English, Spanish, Italian and French. I read, write and speak these languages very well. I read a lot of books and I write books for my students. I work long hours. I am a _____.

4. I work in a shop. I start work early in the morning and finish it late in the evening. My work is very important. I make bread, pies and different tasty things. I always keep my shop neat and tidy and my customers appreciate it. They also say my fruits and vegetables are the best in the neighbourhood. I like my job though it is not easy. Sometimes I am very tired. I am a _____.



3 In pairs, ask and answer the questions.

1. Who works for the city hospital?
2. Who speaks four languages?
3. Who makes bread and pies?
4. Who keeps the shop neat and tidy?
5. Who amuses spectators?
6. Who likes his / her job?
7. Who writes books for the students?
8. Who does dangerous tricks?

4 Match the words to their definitions.

1. A doctor
2. A programmer
3. A baker
4. A teacher
5. A clown
6. A farmer

- a) a person who bakes bread and cakes
- b) a person in the circus who makes people laugh
- c) a person who treats sick people
- d) a person who grows wheat
- e) a person who writes computer programs
- f) a person who teaches pupils, students



5 In groups, decide which of the following jobs are interesting/dangerous/easy/difficult/creative.

journalist	painter	actor
vet	barber	architect
pianist	driver	writer
violinist	forester	traveller

6 Find someone whose parents work...

in a studio	in a forest	on a farm	in a shop	in the theatre
in a factory	at school	at a post office	at the zoo	at a police station

Report the findings to the class.



7 In pairs, ask and answer questions about what you would like to be when you grow up.

Example: A: What would you like to be ? A: Why?
 B: I would like to be a musician. B: I like music very much.

GRAMMAR

8 Choose the correct option and write the sentences.

1. *Amy and Bill's / Amy's and Bill's* father works in a shop.
2. *Nick's and Dave's / Nick and Dave's* sister treats sick children.
3. *Ted and Pat's / Ted's and Pat's* fathers are clowns.
4. *My cousins' / cousin's* schools have got modern facilities.
5. *Her sister's / sisters'* names are Kate and Stacy.
6. *Sid's and John's / Sid and John's* jobs are interesting.
7. *My mother's / mothers'* sister lives in Italy.
8. *These children's / child's* parents work in a factory.

Remember!

Possessive Case

Nick's father is a forester.
 Ann and Dan's father is an actor.
 Pam's and Tim's fathers are doctors.

WRITING

9 Write about your parents' jobs. Use the clues:

- ▶ your father's / mother's job and place of work;
- ▶ what your father / mother does;
- ▶ what he / she thinks about his / her work.

Unit 2

TEST YOUR SKILLS

Oral Assessment

1 Can you say the dates?

January 21	February 28	March 3	April 6	May 21	June 19
July 2	August 5	September 1	October 16	November 4	December 23

2 Can you use *many/few* and *much/little* correctly? Look and say.



3 Can you match and read the sentences?

1. Nina talks very much. She is...
2. Ann always does her job very well. She is ...
3. Alex doesn't tell lies. He is ...
4. Andrew is never rude. He is...
5. Kate likes to be with other people. She is...
6. Learning is easy for Dan. He is ...

- a) sociable.
- b) clever.
- c) polite.
- d) talkative.
- e) responsible.
- f) honest.

Written Assessment

4 Can you write the correct suffix (*-ful* or *-less*)?

1. She always thinks before she does something. She is care_____.
2. Helen cannot do anything alone. She's help_____.
3. Your advice will not help. It is use_____.
4. Reading is very use_____.

5 Can you write the correct form of the verbs in brackets?

Last week, my aunt and uncle _____ (visit) us. We _____ (be) all very happy. They _____ (live) in England and we seldom _____ (meet). They _____ (come) by plane and we _____ (meet) them at the airport. At home, we _____ (have) lunch and _____ (talk) a lot. They _____ (tell) us many interesting things about England.

6 Can you write seven sentences about what you do at your grandparents'?

My self-assessment chart

Tick the sentences that are true for you.

If you need help, review the materials in the lessons.

I can...

- | | |
|--|----------|
| <input type="checkbox"/> express my likes and dislikes in a conversation | Lesson 1 |
| <input type="checkbox"/> form words using the suffixes <i>-ful</i> and <i>-less</i> and use them correctly | Lesson 1 |
| <input type="checkbox"/> speak about people's moral qualities | Lesson 2 |
| <input type="checkbox"/> order sentences according to a plan to make a complete text | Lesson 2 |
| <input type="checkbox"/> describe a family tradition | Lesson 3 |
| <input type="checkbox"/> use quantifiers correctly | Lesson 4 |
| <input type="checkbox"/> correct wrong sentences | Lesson 4 |
| <input type="checkbox"/> write and say the dates | Lesson 5 |
| <input type="checkbox"/> talk about organising parties | Lesson 5 |
| <input type="checkbox"/> speak about my parent's jobs | Lesson 6 |

Never put off till tomorrow what you can do today.

ICEBREAKER

Comment on the proverb of the lesson.
Do you sometimes put off tasks or chores? Why?

New

cereal
glass

juice
routine

daily
efficient

Useful phrases: to put off ...
to get ready for ...
It takes me ... minutes to ...



1 Match the activities with the parts of the day.



▶ do morning exercises
do homework
do chores
do the dishes

▶ make the bed
make a sandwich
make a cup of tea
make breakfast

▶ have a shower
have lunch
have a chat with friends
have a snack



2 Listen and say what Mike does at:

Pronunciation

Writing and telling the time

1:10 It's one ten.

2:05 It's two oh five.

3:45 It's three forty-five.

6:00 It's six o'clock.

To specify the time use *in the morning*,
in the afternoon, *in the evening*, *at night*.

In more formal contexts use:

a.m. = in the morning or after midnight;

p.m. = in the afternoon, in the evening
or before midnight.



7:15

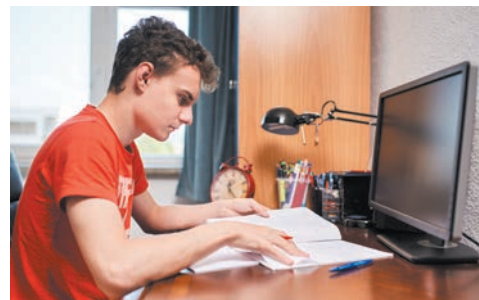
8:45

1:00

4:00

5:30

7:00



3 In pairs, ask and answer questions about your daily routine.

What do you
do in the ...?

When do you ...?

Do you ...
every day?



4 Andrew Flynn moved to a new school. Read the paragraphs and match them with the headings.

- | | | |
|------------------------|-----------------------|-------------------------|
| 1. Getting to school | 3. Evening routine | 5. Time for school work |
| 2. The morning routine | 4. The school uniform | |

Every morning I wake up at around 7 o'clock. First, I do my morning exercises and have a shower. Then my day really begins. After the morning chores, I make my breakfast. I usually drink a glass of juice and have a large bowl of cereals with milk.

I like getting ready for school. I check my school bag and put on my school uniform. Boys wear a shirt, a tie, a blazer, trousers and shoes in my new school. I like wearing jeans and trainers but I know that the school has strict rules about school uniform.

There is a school bus that carries pupils to and from school. I don't have to take the school bus because I live near the school. I always leave home at 8 o'clock. It takes me twenty minutes to walk to school. If the weather is nice, I go to school by bike.

In the evening, I eat dinner and watch my favourite TV programme. After dinner, I always wash the dishes and clean the table. I never go to bed later than 11 o'clock. Before going to bed, I have a chat with my family. I sometimes read a book.

School begins at 8:30 and normally finishes at 3:20, but not every day. Monday and Wednesday are my busy days because the school day ends at 4:20. When I come home, I often make myself a light snack and rest a bit. At about 5 o'clock in the afternoon, I start doing my homework. I always study the hardest things first and then move to easier ones. I often draw charts and colourful pictures that help me learn efficiently. It takes me two hours to do my homework.

5 Read again. Complete Andrew's agenda. Speak about Andrew's ordinary day.

6 Play the game *Two Truths and a Lie*. Make up three sentences about your daily routine. Two sentences must be 'truths' and one must be 'a lie'. Let your classmates guess which sentence is a lie.

from 7 a.m. till 8 a.m.	...
from 8 a.m. till 8:30 a.m.	...
from 8:30 a.m. till 3:20 p.m.	...
from 5 p.m. till 7 p.m.	...
from 7 p.m. till 11 p.m.	...

1. I usually ...
2. I always ...
3. I often ...
4. I sometimes ...
5. I never ...



7 Listen to the poem about lazy-bones Grundy. Do you agree that Grundy is lazy? Why?

WRITING

8 Complete the sentences to write about your daily routine.

Dressing well is a form of good manners.
(Tom Ford)

ICEBREAKER

Can you comment on the quotation of the lesson?

New

polo neck sundress	top silk	perfect terrible	overdressed
-----------------------	-------------	---------------------	-------------

1 Read the sentences and match them to the pictures.

1. She is wearing a polo neck, a skirt, stockings and trainers.
2. He is wearing a shirt, trousers, socks and shoes.
3. She is wearing a T-shirt, a shirt, white jeans and pink trainers.
4. He is wearing a T-shirt, a shirt, shorts and socks.
5. She is wearing a jacket, a skirt and high boots.



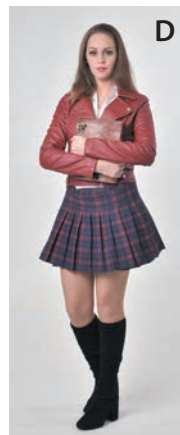
A



B



C



D



E

Pronunciation

Past Simple forms of regular verbs

/t/	/d/	/ɪd/
talk ed	climb ed	invit ed
ask ed	play ed	excit ed
lik ed	lov ed	decid ed
look ed	liv ed	start ed



2 Listen to the dialogue and answer the questions.

1. What clothes is James wearing?
2. When did he get them?
3. What clothes does James like?



3 Read the text and say why Stacy and Kate felt terrible at Silvia's party.

SILVIA'S PARTY

Silvia and her parents were preparing for her birthday party. They decided to have the party out in the forest. Silvia invited some of her friends. She invited Stacy and Kate too.

Stacy and Kate were excited. They talked much about the party and the clothes they were going to wear. Stacy asked her mother to buy a new dress for her. They bought her a pretty blue dress made of silk. Stacy liked it very much. It was just the colour of her eyes. Kate's mother bought a yellow blouse and a brown skirt for Kate.

On the day of the party, Stacy and Kate put on their new clothes and thought they looked perfect. When they came to Silvia's place, most of Silvia's friends were there. Everybody was wearing shorts, sundresses and trainers. Silvia was wearing a T-shirt and jeans. Stacy and Kate felt they were overdressed.

In the forest, the children had a wonderful time. They sat on the grass, climbed trees, ran and played a lot. Only Stacy and Kate felt terrible.



4 Scan the text and complete the sentences with the right words.

1. Silvia was preparing for _____.
2. Stacy and Kate talked about _____ for the party.
3. Stacy bought a pretty _____ made of silk.
4. Kate put on _____.
5. Stacy and Kate felt _____ at the party.



- 5 In pairs, discuss which of the following clothes are for:
- a) boys and girls;
 - b) girls;
 - c) boys.

trousers, jeans, T-shirt, blouse, shorts, skirt, trainers, shoes, cap, hat, anorak, coat, dress, shirt, blazer, socks, tracksuit, tights, sweater, boots, gloves, scarf, sandals

6 Do this weather and clothes quiz.



1. When do we usually wear boots?
 - a) when the weather is hot
 - b) when we go swimming
 - c) when it rains or snows



2. Which of these clothes do we wear in hot weather?
 - a) gloves and a scarf
 - b) shorts and a T-shirt
 - c) a jumper and jeans



3. Which of these clothes do we wear in cold weather?
 - a) a scarf and gloves
 - b) a T-shirt and shorts
 - c) sandals and a sun hat



4. What do we wear when we go jogging?
 - a) a raincoat and an umbrella
 - b) jeans and a blazer
 - c) a tracksuit and trainers
5. On what weather should we not forget our umbrella?
 - a) on hot weather
 - b) on cold weather
 - c) on rainy weather



GRAMMAR

7 Fill in with *was* or *were*.

1. Dan _____ wearing blue jeans and a T-shirt.
2. Nina and Mary _____ wearing black jeans and tops.
3. Nick _____ wearing shorts and trainers.
4. Silvia and Vicky _____ wearing blouses and skirts.
5. Pete _____ wearing a hat and sunglasses.

8 Write the correct form of the verbs in brackets and find out what Silvia's friends were doing at three o'clock yesterday.

1. Vicky _____ (write) a letter.
2. Angela _____ (read) a book.
3. Diana _____ (play) the piano.
4. Nina and Ann _____ (do) their homework.
5. Nick _____ (watch) TV.
6. Sandy _____ (ride) a bike.
7. Alex and Kate _____ (make) a cake.
8. Tim and Pete _____ (wash) their dog.

Grammar Guide

Past Continuous

I **was eating** a sandwich at 8 a.m.
 He **was climbing** a tree at 4 p.m.
 We **were watching** the birds at 10 a.m.
 They **were running** at 7 a.m.

WRITING

9 Write what you and your family were doing at three o'clock yesterday.

ICEBREAKER

What does personal hygiene mean?
Can you name the objects in the picture?

New

dental	to prevent	at least
disease	to spread	once
especially		



1 Listen to the dialogue and agree or disagree.

1. Helen is reading about ways to protect in the flu season.
2. All germs are harmful and can make us sick.
3. Emily is not afraid of germs.
4. Helen is sneezing all the time.
5. Emily knows the rules of good hygiene.
6. She doesn't want to spread germs.

Useful phrases:

to look after
to fall ill
to be in good health
to keep the body clean

Pronunciation

/tʃ/

chat

checklist

chicken

lunch

touch

kitchen

picture

/dʒ/

change

germ

vegetable

hygiene

jogging

object

jump



2 In pairs, ask and answer the questions.

1. Do you often get ill?
2. Do you follow the rules of personal hygiene?
3. How often do you wash your hands?
4. When do you clean your teeth?
5. When do you go to bed?
6. What fruits do you eat?
7. What vegetables do you eat?



3 Read the text about hygiene habits and answer the questions.

Hygiene habits help us to look after our body and keep it clean.

A shower at least once a day, especially after doing sports, is a very good habit. We start with washing our hair with some shampoo. Then we wash our body.

Another hygiene habit is to keep our nails short and clean.

Washing our hands is very important because it keeps bad germs away. We should wash our hands when we get home, before and after meals, after using the bathroom or after touching animals.

Dental hygiene is very important because it helps to prevent many diseases. We should brush our teeth twice a day, in the morning and last thing at night.

Before going to bed, we should wash our face. And in the morning, when we wake up, we should repeat this hygiene habit.

1. Why are hygiene habits important?
2. Why is washing our hands important?
3. When should we wash our hands?
4. Why is dental hygiene important?
5. When should we brush our teeth?
6. When should we wash our face?

4 Match the parts and read the sentences.

1. It's important to shower once a day,
2. After having a shower, we'll wear clean
3. We should keep our
4. Before eating and after every meal,
5. Before going to bed,

- a) we should wash our hands.
- b) especially after doing sports.
- c) we should wash our face.
- d) clothes and comb our hair.
- e) nails short and clean.

5 Max and Liz think they practise good healthy habits. Read and say which habits they should change.



Max

I have a shower every morning. I like to wear clean clothes. I don't like vegetables. I like having pizza for lunch. Sometimes mom makes me drink some milk. I always walk to school. I ride my bike in the park at weekends. I never go to bed early.

I take care of myself. I keep my body clean and I wash my hands as often as I can. I eat lots of fruits and vegetables. I usually have chicken with rice and salad for lunch. I also drink milk because it keeps my bones and teeth strong. I can't ride a bike so my mother drives me to school every day.



Liz

GRAMMAR

6 Read the text. Match the answers to the questions.

Yesterday I had a really crazy morning. I woke up at 7:15 and immediately jumped out of bed. I ran to the bathroom, but my sister was brushing her teeth there and father was waiting to have his morning shower. I went to the kitchen to get my breakfast. But mother was still making it. I went into the room to make my bed. My brother was making it. I ran to the bathroom again. My father was getting out. So I finally could do my morning hygiene. But when everybody was having breakfast, I had to run to school.

1. Was John sleeping at 7:16 yesterday morning?
2. Was his sister brushing her teeth at 7:15?
3. Was John's mother waiting near the bathroom?
4. Was John's brother making his bed?

- A. Yes, he was.
- B. No, she wasn't. She was in the kitchen.
- C. No, he wasn't.
- D. Yes, she was.

Grammar Guide

Past Continuous

Were you **having** your breakfast at 7:30?

Yes, I **was**. / No, I **wasn't**.

Was she **washing** up at 6 p.m.?

Yes, she **was**. No, she **wasn't**.

Were they **sitting** in the kitchen at 7:45?

Yes, they **were**. / No, they **weren't**.

7 Change the sentences as in the example.

Example: I was watering the flowers at 8 in the evening.

I wasn't watering the flowers.

1. Bill was writing an email at 3 p.m.
2. Mary was chatting with her mother at 9 p.m.
3. Ted and Mike were jogging at 8 a.m.
4. We were having tea at 5 p.m.
5. Mr Smith was driving to work at 6 a.m.
6. Mrs Simth was shopping at 11 a.m.

WRITING

8 Make a Daily Hygiene Checklist and write about your hygiene habits.

*When diet is wrong, medicine is of no use.
When diet is correct, medicine is of no need.*

ICEBREAKER

Read the proverb of the lesson and comment on its meaning.

Do you agree to it? Why Yes/No?

Do you know other proverbs related to food?

New

bacon	beef	cereal	grains
marmalade	meal	mushroom	roast
mutton	skewer		

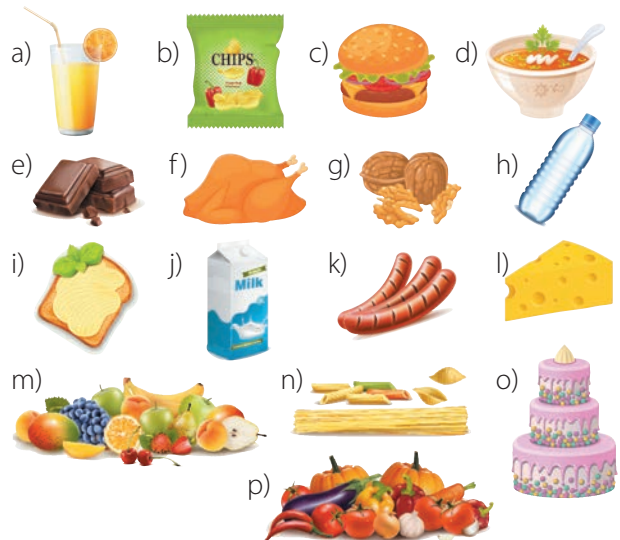


1 Listen to Tina and Mike talk about food. Make a list of the foods Tina's family eat in England. Do you think they eat healthy food?



2 In pairs, decide which foods and drinks are healthy and which are not. Why?

bread	sausages	potatoes	water
butter	ice-cream	pasta	soup
chips	fruit juice	chocolate	coke
burgers	nuts	cakes	coffee
chicken	cheese	yogurt	milk



3 Make sentences as in the example.

Example: I usually eat bread and butter every day. Sometimes I eat ice cream.
I seldom eat cakes and I never drink coffee.



4 Read and answer the questions for each part of the text.

English people believe that their beef and mutton, bread and cheese, eggs and bacon are the best in the world. They also think that no apples have a better taste than good English ones and no other cup of tea is better than tea made in England.

Do English people like their foods? Why?

Meals in England are much the same as in other countries, with the exception of breakfast. A traditional English breakfast is a very big meal, sausages, bacon, eggs, tomatoes, mushrooms. But very many people just have cereal with milk and sugar, or toast with marmalade, jam or honey. People traditionally drink tea at breakfast. Some of them have coffee.

What does a traditional English breakfast include?

Lunch is at one o'clock. Many people have lunch at snack bars. Schoolchildren can have a hot meal at school, but many just take a snack from home – a sandwich, a drink, some fruit, and perhaps some crisps. A sandwich is bread or a roll with all sorts of salad and meat or fish.

Where do the English usually have lunch?

English people have dinner in the evening between six and eight o'clock. They usually eat roast beef and boiled or roast potatoes.

What do the English usually have for dinner? Do you think English people eat healthy food?



5 In groups, compare the English and Moldovan meals. Draw a Venn diagram and speak about the differences and similarities.



6 In pairs, talk about what you had for breakfast/lunch.

Example: A: Did you have cereal for breakfast?

B: No, I didn't.

A: What did you have?

B: I had bread and butter and an egg.

Do you know that...

What you eat between meals is called a snack. It is usually smaller than a meal.

7 Look at the table and say what snacks they were having at 11:15 yesterday.

Bill	✓				✓		
Tom		✓				✓	
Linda			✓				✓
Fanny				✓	✓		
Eve	✓						✓
You							

WRITING

8 Read Tina's blog. In pairs, ask and answer the questions.

Tina's blog
Home
Website
For Parents
For Pupils
Contact

I think that the best snack is chicken skewers. It is tasty, easy to make and healthy.

To make this snack you need chicken white meat, 1 tablespoon of olive oil, 1 clove of garlic, 1 lemon, wooden skewer sticks.

Method: Cut the meat into small pieces. Add the garlic and lemon juice to the oil. Put the strips of chicken into the marinade and leave them in the fridge. Place the skewers down the chicken. Bake the chicken skewers for 15–20 minutes.



1. What is Tina's favourite snack?
2. Why does she like it?
3. What kind of meat does she use?
4. How does she make the marinade?



5. What kind of oil does she use?
6. How much garlic does she use?
7. How does she cut the meat?
8. How long does she bake the skewers?



9 Write about your favourite snack using the clues:

- ▶ What / your favourite snack?
- ▶ How much / many ... / you need?
- ▶ What / you need / to make it?
- ▶ How long / you bake / it / them?

ICEBREAKER

Do you have much free time?
What do you do in your free time?

New

dream exhausting rewarding

Useful phrases: to get smb. out of the house
to get out of the house
to keep one's mind sharp
to hang out with friends

1 Look at the pictures, name the free time activities, and group them into:

Home activities

Social activities

Sports activities



2 Which sports activities would you describe as relaxing, stressful, dangerous, boring, exhausting, rewarding? Why?

3 Read the *Do you know that ...* text and find more information about Jessica Long.

Do you know that...

An ambitious person may transform a simple hobby into an Olympic victory. Jessica Long was only 18 months old when she got her lower legs amputated. She had to learn how to walk with prostheses. Luckily, none of this stopped her from holding world records and winning gold medals. Her biggest achievement is winning three gold medals in swimming at the 2004 Paralympic Games in Greece, at the age of only 12.





4 Read and answer the questions.

David: I like jogging with my dog. It is a great way to have some fun. I also like playing baseball. I joined a baseball club. I go there twice a week.



Erica: My friends and I go for a bike ride on weekends. I'm also a member of a chess club. It helps me keep my mind sharp. I go once a week, on Saturdays.

Mike: I go skateboarding. I started three years ago. I like it because it gets me out of the house and it's relaxing. I love horses. I have joined a horse club. It's an amazing experience. It was my dream to ride a horse.



1. What does David like doing for fun?
2. How often does David play baseball?
3. What does Erica like doing?
4. What club has Erica joined? Why?
5. Who goes skateboarding?
6. Why has Mike joined a horse club?

5 Read and say why people like these activities. Join each pair of sentences as in the example:

Example: I like swimming! It makes me feel so good.

I like swimming because it makes me feel so good.

1. I love camping! It is so exciting.
2. I like surfing. It makes me so happy.
3. I like playing golf. It's so much fun.
4. I like playing chess. It keeps my mind sharp.
5. I enjoy fishing. It's so relaxing.
6. I enjoy hiking. It's a wonderful adventure.
7. I enjoy reading books. They make me smarter.
8. I enjoy doing gymnastics. It helps me stay healthy.

Remember!

We use *because* to give reasons:

I like swimming because it makes me feel good.

I like skateboarding because it gets me out of the house.



6 In pairs, talk about your free time activities.

What do you like doing?
Why?

I like...
because...

WRITING

7 This is what Tina's sister Vicky wrote about her hobby. Read and fill in with the right word.



I enjoy spending free _____ with my family. I feel so comfortable. I like listening to _____ or playing the piano. I learn much from my _____. I play the _____ mostly when I need to relax, after doing my homework or when I had a hard _____ at school. Sometimes I love going to _____. It's such an incredible _____.

sister
piano
experience
concerts
music
day
time

8 Write about a free time activity you like most.

ICEBREAKER

Do you live in a house or a flat?
What is your favourite room? Why?

New

carpet	rug
coverlet	wardrobe
curtain	open into
cushion	along



1 Look at the picture and make a list of furniture in each room. Compare your list with your deskmate's.

2 Correct the sentences.

- | | |
|---|---|
| 1. There is a wardrobe in the bedroom. | 5. There is a green rug on the kitchen floor. |
| 2. There are no chairs in the kitchen. | 6. There are some cushions on the sofa. |
| 3. There are two armchairs in the baby's room. | 7. There is no fireplace in the living room. |
| 4. There are blinds on the window in the living room. | 8. There are some toys in the baby's room. |



3 Read the dialogue and draw a plan of Andrew's flat.

Mike: Tell me about your room, Andrew.

Andrew: Well, I have a really nice room. In fact, it is a one-room flat. There's a big window on the south side, which opens out into a balcony.

Mike: That's great. You can sit out there in warm weather. Is your room comfortable?

Andrew: Yes, it's small but it is comfortable. I haven't got a sofa, but I have a bed. I cover it with a coverlet and some cushions, so it looks like a sofa during the day.

Mike: Have you got a working area?

Andrew: Opposite the bed there's a desk and a chair. There are some bookshelves on the wall too.

Mike: And where do you cook?

Andrew: There is a kitchen area along the wall opposite the window. There is a cooker, a fridge and a sink there. In the centre of that area, I have a small table and two chairs. There is no dishwasher.

Mike: I would like to make a plan of your room.

Andrew: Don't forget the doors. Next to the bed, there are two doors, one leading outside, the other – into the bathroom.

Mike: What do you like best about your room?

Andrew: It is really light and I can see the park from the balcony.





4 Listen to some questions about Andrew's flat and answer them.



5 In pairs, ask and answer questions about your favourite rooms.

Do you share a room with your brother/sister?

Have you got posters on the wall?

Have you got a computer in your room?

What colour are the walls?

What's your favourite room?



6 Listen to Tina describing her room. Say if the room in the picture is Tina's room. Why Yes/No?



GRAMMAR

7 Look at the picture again and answer the questions.

1. Is the room big or small?
2. Is the floor brown or green?
3. Is there a bed or a wardrobe in the room?
4. Is there a carpet on the floor or on the wall?
5. Are there three or more cushions on the bed?
6. Are the flower pots pink or white?

Pronunciation

Weak and strong forms

There is and **there are** are not stressed.

Is there and **are there** are stressed.

There isn't and **there aren't** are stressed.

Read the sentences.

There is a 'cushion on the sofa.

There are 'no chairs in the room

'Are there children in the room?

There 'aren't any curtains.

Remember!

An alternative question gives a choice and includes *or*.

Is there a sofa *or* a bed in the room?

There is a sofa in the room.

Is the kitchen big *or* small?

The kitchen is small.

Are there photos *or* posters on the wall?

There are posters on the wall.

WRITING

8 Write a description of your favourite room.

Follow the plan:

- ▶ Introduction
- ▶ Furniture and walls
- ▶ Conclusion

My favourite room is ... and it is ...

There is a ... and there are ...

I like the room because ...



Unit 3

TEST YOUR SKILLS

Oral Assessment

- 1** Can you answer the questions and speak about what you usually do in the morning, in the afternoon, in the evening?

In the morning	In the afternoon	In the evening
What time do you usually get up? What do you usually do before breakfast? What do you usually have for breakfast?	When do lessons usually finish? Do you sometimes stay at school after classes? Why? Do you usually have lunch at school or at home?	What do you like doing in the evening? Do you spend time with your family? At what time do you usually go to bed?

- 2** Can you describe the picture and say what the pupils are wearing?



Written Assessment

- 3** Can you write the missing words to make a list of personal hygiene habits?

1. It's important to _____ once a day.
2. Wear clean _____.
3. Dental _____ helps to prevent diseases.
4. Keep the nails _____ and clean.
5. Eat _____ food.
6. Go to bed _____.

- 4** Can you write the missing words to complete the sentences?

honey sandwich
cheese tomatoes
bread rice
tea

Andy: I usually eat _____ and jam or _____ for breakfast. I also have a cup of _____. At school, I often eat a _____ with _____ and _____ for lunch. On Sunday, I eat chicken with _____ and vegetables for dinner. I love ice cream.

sausages cakes
cereal fruits
vegetables egg
milk

Jane: I often eat _____ with _____ for breakfast. I never eat _____, I don't like them. At school, I usually eat some _____ salad with an _____. I eat lots of _____ and I drink much tea. I seldom eat _____.

5 Can you complete the sentences with *some*, *any*, *much* or *many*?

Mrs Flynn: Is there _____ butter left?

Mr Flynn: No, there isn't _____ butter. And there isn't _____ honey.

Mrs Flynn: There aren't _____ eggs in the fridge. Shall I buy some?

Mr Flynn: Yes, a dozen of eggs. We have _____ sausages, don't buy any.

Mrs Flynn: There aren't _____ tomatoes. And I would like _____ cherries.

Mr Flynn: Is there _____ fizzy water in the fridge?

Mrs Flynn: No fizzy water; it's bad for health. I'll buy _____ apple juice.

Mr Flynn: Don't buy _____ juice. We still have _____ orange juice.

Shopping List

6 Can you write Mrs Flynn's shopping list?

My self-assessment chart

Tick the sentences that are true for you.

If you need help, review the materials in the lessons.

I can...

- | | |
|--|----------|
| <input type="checkbox"/> speak about my daily routine | Lesson 1 |
| <input type="checkbox"/> write and tell the time | Lesson 1 |
| <input type="checkbox"/> describe people's clothes | Lesson 2 |
| <input type="checkbox"/> use <i>past simple</i> and <i>past continuous</i> correctly | Lesson 2 |
| <input type="checkbox"/> speak about personal hygiene habits | Lesson 3 |
| <input type="checkbox"/> give advice | Lesson 3 |
| <input type="checkbox"/> use food vocabulary to speak about meals | Lesson 4 |
| <input type="checkbox"/> write a recipe for a snack | Lesson 4 |
| <input type="checkbox"/> speak about my favourite free time activities | Lesson 5 |
| <input type="checkbox"/> describe a room using proper vocabulary | Lesson 6 |

MY AWESOME SCHOOL PROJECT

You are going to design and describe **Your Awesome School**, that is the school where the pupils make all the decisions.

Decide which of the following committees you would like to join:

1. The Awesome School Timetable Committee
2. The Awesome Classroom Design Committee
3. The Awesome Uniform Design Committee
4. The Awesome School Menu Committee



A friendly note! As member of one of these Committees, you should be polite. Listen to each other and take turns in expressing your ideas / points of view.

The Awesome School Timetable Committee	The Awesome Classroom Design Committee
Research	
Research timetables in schools around the world. Make notes.	Research various ways of arranging furniture in a classroom.
Share and collaborate	
Your Committee wants to improve the school timetable. Discuss what you have found out about timetables in other schools. Which of the features can you apply in your school?	Your Committee wants to make classrooms more comfortable for pupils. Discuss what classroom arrangement you like/dislike. Why?
Create	
Create your school timetable for the 6th form. Include the time when lessons should begin, the breaks, the subjects. You may use the website https://www.canva.com/ to choose a beautiful design for your timetable.	Create your ideal classroom design. Draw the plan of your classroom or you may use the website http://classroom.4teachers.org/ .
Present	
Present your school timetable. Speak about its advantages.	Present the new design of your classroom. Speak about its advantages.

The Awesome Uniform Design Committee	The Awesome School Menu Committee
Research	
Research school uniforms in schools around the world. Make notes.	Research various menus in schools around the world.
Share and collaborate	
Your Committee wants to design a new school uniform. Discuss what you have found out about uniforms in other schools.	Your Committee wants to create healthy and tasty menus for the pupils. Discuss what other school canteens offer to their pupils.
Create	
Create your school uniform for the 6th form. Include items for both boys and girls. You may use the website https://www.schoolcolours.co.uk/design-tool to design your awesome school uniform.	Create a healthy menu for the pupils of your school. You may use the website https://www.canva.com/ to choose a beautiful design for your menu.
Present	
Present your school uniform. Speak about its advantages.	Present the weekly menu. Speak about its advantages.

Evaluate

Evaluate your peers using the following rubric:

Language: Speaks English, uses new vocabulary and integrates structures	40
Team skills: Participates actively and collaborates with group	30
Tool skills: Uses dictionary when necessary. Uses tools effectively	30
Total	100

Self-assessment

Knowledge

What vocabulary did you use while working on the project?
What vocabulary did you have to look up in the dictionary?

Collaboration and teamwork

What was the most difficult part of the project?
Were you helpful / collaborative / polite?

Technology and communication

What new skills have you learnt?
Was communication in the group only in English?

ICEBREAKER

Can you match the words to the weather symbols?

1. rainy

2. sunny

3. cloudy

4. snowy

5. sunny and rainy

6. windy

a)



b)



c)



d)



e)



f)



New

temperature

degree

weather forecast

Useful phrases:

What is the weather like ...?

What is the weather going to be ...?

1 Look at the map of Europe. Name the capitals and the countries.



2 Listen to the weather forecast. Look at the map and agree or disagree.



3 Look at the map again. Ask and answer questions about the weather.

Example: A: What's the weather like in London?
B: Wet and windy.
19°C.



4 Tina needs to make a report on the weather in a European country. Listen to the conversation between Tina and her grandfather and take notes.



5 Read the conversation. Role-play it with your deskmate.

Tina: What's the weather like in Moldova today?

Grandfather: It's cool and cloudy in the North, wet and windy in the East.

Tina: What is it like in the South?

Grandfather: In the South, it is warmer and a little cloudy.

Tina: And in the West?

Grandfather: Warm and rainy. No wind.

Tina: What was it like yesterday?

Grandfather: Oh, it was wet and windy everywhere.

Tina: And what is it going to be tomorrow?

Grandfather: I think it's going to be warm and sunny.

Do you know that...

- Some frogs get noisier just before it rains.
- You can tell the temperature by counting a cricket's chirps!
- It was so cold in 1684 that the River Thames froze solid for two months.
- About 2,000 thunderstorms rain down on Earth every minute.



6 In pairs, ask and answer questions about the weather in Moldova for today, yesterday and tomorrow.



7 Look at the pictures. Ask and answer the questions.



1. What's the weather like in the picture?
2. Are there people outside?
3. What are they doing?
4. Is the dog enjoying itself?



1. What's the weather like in the picture?
2. Why has Liz opened her umbrella?
3. What is she wearing?



1. What's the weather like in the picture?
2. Where is little Philip?
3. What is he doing?



1. What's the weather like in the picture?
2. What are the children wearing?
3. What are they doing?



1. What's the weather like in the picture?
2. Where are the children?
3. What are they doing?

8 Talk about the weather in Moldova in spring / summer / autumn / winter.

9 Listen to the song. Then make a list of things you do in good weather and a list of things you do in bad weather. Report to the class.



FUN FACTS

Weather is the combination of sunlight, wind, snow or rain, and temperature in a specific region at a particular time.

GRAMMAR

10 In your exercise books, write sentences with if-clauses. Put a comma where necessary.

Example: If it rains, I'll not go to the park.

- | | |
|---|----------------------------|
| 1. rain/ not go to the park | 6. put on the jacket/windy |
| 2. take the umbrella/cloudy | 7. make a snowman/snowy |
| 3. foggy/father not drive | 8. cold/stay at home |
| 4. hot/go swimming | |
| 5. frosty/take the scarf and the gloves | |



11 Make dialogues as in the example:

A: What will you do if it is too cold tomorrow?

B: I'll watch a video at home.



WRITING

12 Write the weather forecast for the coming weekend in Moldova. Use the code to get to the gismeteo.com page for information.

Grammar Guide

If-clauses

If the weather **is** fine, I'll **go** for a walk.

If it **rains**, I'll **read** a book at home.

Remember to put a comma after the if-clause when it comes first.

The death of the forest is the end of our life.

ICEBREAKER

Why are trees important for human life?
Why is planting trees a noble task?

New

lungs
oxygen

vineyard
ancient

to breathe

1 Read and learn what trees grow in our forests.



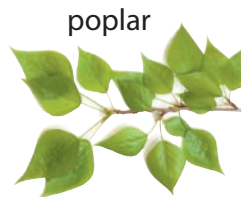
oak



beech



birch



poplar

linden



willow



acacia



2 Listen to the text. Choose the right option and read the sentences.

1. Forests/Houses are an important source of oxygen.
2. We need *air*/water to breathe.
3. The forests are the green *eyes*/lungs of our planet.
4. Without trees the Earth will be *lifeless*/helpless.
5. Oaks and birches are names of *trees*/flowers.



3 Read the dialogue and say what trees grow in the Moldovan forests.

Mike: Hi, Tina. What are you doing?

Tina: Hi, Mike. Our teacher of geography asked me to tell our classmates about the flora of my country.

Mike: I remember you told me about the national reservation Pădurea Domnească. It is one of the oldest forests in Moldova, isn't it?

Tina: Yes, it is. There is another forest in the centre of Moldova. It is called the Forest of Beech Trees.

Mike: It sounds so nice. Do only beech trees grow in this forest?

Tina: Various trees grow there, but most of them are beech trees. They have branches as long as 27 metres. Some of the beech trees are about 150 years old.

Mike: What other forests are there in your country?

Tina: We, Moldovans, are proud of our Codrii.

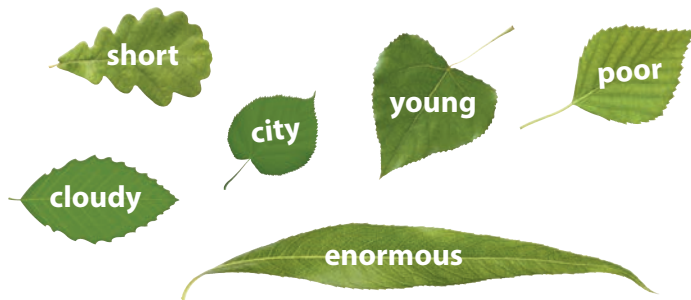
Mike: What are the Codrii?

Tina: The Codrii are the hills and valleys covered with forests. There are ancient oaks that look fantastic. We can also see poplars, maple, beech trees and sunny spots surrounded with acacia and linden trees. In fact, the Codrii are rich orchards and vineyards, ancient villages, and small rivers lined with willow trees.

Mike: I'd like to visit your country and see the beautiful Codrii.



4 In the dialogue, find antonyms of the given words.



5 In groups, find in the text adjectives that describe the forests.

*Pădurea Domnească The Codrii
The Forest of the Beech Trees*

6 Read the information from the *Do you know that...* text. In pairs, make a list of reasons why trees are important.

GRAMMAR

7 Use the clues and say what will happen if we...

plant trees	shout in the forest
make bird houses	play with matches
stop littering the forests	break branches
feed animals and birds	litter the forest

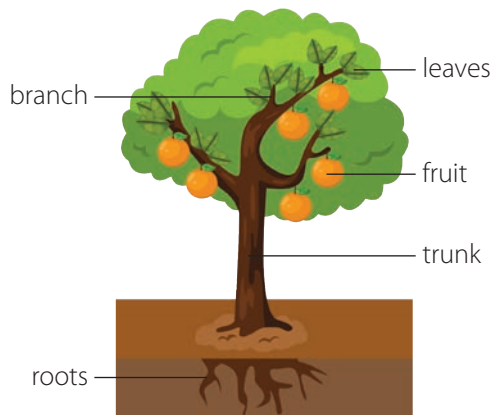
Example: If we shout in the forest, the birds will leave their nests and fly away.

8 Join the parts of the sentences to make up a story.

1. If I go to the forest,
2. If I see a beautiful flower,
3. If I find good mushrooms,
4. If I see a hedgehog,
5. If I meet a fox,
6. If I hear a bird singing,
7. If I find berries,
8. If I am tired,

- a) I'll stop to listen to it.
- b) I won't frighten it.
- c) I'll sit on the grass.
- d) I'll eat some.
- i) I'll admire it.
- f) I'll put them into my basket.
- g) I'll take a basket.
- h) I won't be afraid of it.

Parts of a Tree



Do you know that...

The different parts of a tree grow at different times throughout the year. Normally, most of the leaves grow in spring, the trunk grows in summer and the roots grow in autumn and winter.

Every day one large tree can make enough oxygen for four people.

Trees need sunlight and water to grow.

Trees help to modify the climate. They provide shade in hot weather and protect from the wind.

Trees cover about 30 percent of the earth's total area.

WRITING

9 Complete the sentences. Write what you will do at weekend.

1. If it rains, I ...
2. If the weather is fine, I ...
3. If my parents are at home, I ...
4. If my cousin comes on a visit, I ...
5. If I have a lot of homework, I ...
6. If we go for a picnic, I ...

ICEBREAKER

Do you like to go to the forest? Why?
 Have you ever seen any animals in the forest?
 Is it interesting to watch animals? Why?

New

background	speckle	to blend
motionless	habitat	to lie
lizard	shadow	to replace



1 Listen to Matthew and say if he likes his father's job. Why?



2 Listen again and answer the questions.

- | | |
|---|--|
| 1. What does Matthew's father do? | 4. When does Matthew fall asleep? |
| 2. Where does he work? | 5. Who does Matthew make friends with? |
| 3. What should Matthew's father do in the forest? | 6. What is Matthew's dream? |



3 Read the text and say what the pupils learnt at the sitting of the Science Club.

Anna: Forests and lakes are the natural homes of various plants and trees, birds, animals and insects. But how do animals protect themselves from enemies?

Stacy: Some animals can change their body colour to match different backgrounds. The hare changes the colour of its fur with the seasons. During summer, its grey-brown colour matches the soil and leaves. Late in autumn, white fur grows and replaces the hare's brown coat. This allows the hare to blend with the white snow.

Roman: The hare is active both in summer and in winter, isn't it?



Vicky: It is. The colour changes are necessary to its survival. In winter, the hare is all white except for its ears and its nose. In spring, the colour changes again, and the hare becomes brown. The enemy will not see it if it doesn't move.

Adrian: The lizard changes its skin colour too. The colour changes due to differences in light and temperature.

Nick: The fur of a fawn has white speckles. When it lies or stands motionless it blends with the sunlight and grass. It isn't possible to see it, is it?

Kate: It's amazing to watch the animals in their natural habitat. It teaches us about the wonders and mysteries of living things.



4 In pairs, ask and answer the questions.

1. Forests are the natural homes for many animals, aren't they?
2. The hare is all white in winter, isn't it?
3. It isn't easy to see a lizard in the grass, is it?

Grammar Guide

Question Tags

It **is** interesting to watch wildlife, **isn't** it?
 Yes, it **is**.

Some animals **aren't** active in winter, **are** they?
 No, they **aren't**.

You **are** animal friendly, **aren't** you?
 Yes, I **am**.

5 Match the words to their definitions.

1. to match
2. to change
3. mystery
4. habitat
5. to blend
6. motionless

- a) mix with something
- b) combine well with something, especially in colour
- c) to make or become different
- d) without movement; completely still
- e) something we cannot explain or understand
- f) the natural home of a plant or animal



6 In groups, read the information about two wild animals. Guess the names of the animals. Then choose an animal and talk about it using the given information.

Animal _____

Lives: Asia, India, Russia

Sleeps: during the day

Hunts: at night

Eats: deer, monkeys

It has: small eyes, big ears, black stripes, four legs, long tail

Weight: about 200 kg

Duration of life: 15 years



Animal _____

Lives: Europe, Canada, the USA, Russia

Sleeps: in winter

Eats: grass, leaves, berries, insects

It has: strong body, small eyes, small ears, four legs, brown fur

Weight: 350–450 kg

Duration of life: 20–30 years

GRAMMAR

7 Join the parts to make correct sentences. Write the sentences in your exercise books.

1. If it doesn't rain on Saturday,
2. If we go to the zoo,
3. If the workers feed the animals,
4. If alpaca comes to us,
5. If we want to admire white water lilies,
6. If we want to see a lot of pelicans,
7. If we want to remember our visit to the zoo,

- a) we'll see exotic animals and birds.
- b) we'll treat it to carrots and apples.
- c) we'll go to Bardar zoo.
- d) we'll go to the lake.
- e) we'll help them feed the pony.
- f) we'll hurry to Beleu Lake.
- g) we'll take pictures of all the animals.



Do you know that...

Bardar Zoo is the first and only private zoo in Moldova. It is situated in Bardar village, not far from Chişinău. It houses exotic animals and birds.

Remember!

We use question tags to keep a conversation going.

Some animals *are* dangerous, *aren't they*?
Yes, they *are*. Even pets can be dangerous.
You *are* fond of sciences, *aren't you*?
Yes, I *am*. I am a member of the Science Club.



8 In pairs, ask and answer the questions.

1. Elephants are the only mammals that cannot jump, _____?
2. Parrots aren't as intelligent as little children, _____?
3. A polar bear's hair is not white, _____?
4. Adult bison are the largest land mammals, _____?
5. A giraffe's tongue is about 53 cm long, _____?

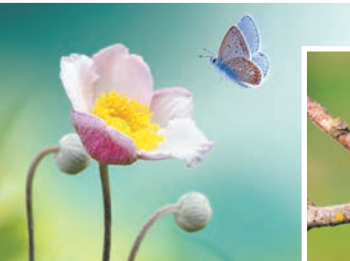
WRITING

9 Write about an animal you know.

ICEBREAKER

Read the quote of the lesson and comment on it.

- 1 What do you see in the pictures?
Ask and answer questions.



If the bee disappears off the surface of the globe, then man will have only four years of life left. No more bees, no more pollination, no more plants, no more animals, no more man.

Albert Einstein

New

bucket
hose

creature
watering can

empathy
to waste



- 2 Listen to a text about polar bears and take notes. Then answer the questions.

- What is the Latin name of the polar bear?
- Where does the polar bear live?
- Why is it dangerous?
- How tall is the polar bear?
- How much does it weigh?
- What does it eat?
- Why is the polar bear in danger?
- How can we save the polar bear?



- 3 Read the announcement in the local paper and learn what Tina and Mike's classmates think of it.

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For
and weekend hours available. Fax
application Attn: HR Dept.
Apply Today!

ACT NOW FOR BETTER TOMORROW!

If we take care of nature, it will give us everything we need to live a happy and healthy life. But we use too much water, too much electricity and too many **natural resources** and they are not cheap, are they? As a result, our nature is in great danger. A lot of people understand this and try to do something to save our beautiful world. What can you do to help?

• **Sales Reps Wanted**

Self Starter with 3 Yr. Sales Exp. Necessary! Must have commercial experience with the ability to

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Stacy

I think we shouldn't waste water. We can do it in many ways. Thus using a watering can instead of a hose is not bad, is it? And we may use a bucket of water when we wash the bike or the dog. We can also have one minute shorter showers to save up to 568 litres of water a month and turn off the water when we brush the teeth or put water into a glass.

Saving electricity is important too, isn't it? I always remember to turn the lights off when I leave a room and also unplug the toaster or any other small machine after I use it. Even if we're not using it, it takes up energy from the Earth when it is plugged in.



Nick



Kate

I think we must never forget about recycling. It is necessary to separate different types of waste, containers, glass, paper, electronics and metal. We may reuse old crayon pieces by melting them into new crayons.



Roman

My mother and I paint coffee cans and plant flowers in them. We make birdfeeders from soda bottles, use milk jugs to organize our suppliers.



Anna

We should always remember to respect and look after animals, flowers and trees around us. Let's have empathy for all living creatures.

4 Look through the text again and find the antonyms of:

to remember	to turn on	never
to plug	to waste	few
to enter	to begin	often



5 In groups, decide what you can do to make the environment in your community better. Report to the class.

6 Read the announcement and make a plan of what you will do on the river bank and what you will need to take with you.

Remember to include in your plans:

cut dry branches / trim bushes / collect waste / separate different kinds of waste / put waste in bags...

...ARA 1/o A/T 10u%orig
...asa fxd wkept 50Tkm
...683
...996
...4755568
...47368587
...5309099
...4755924
...3169939
...3632585
...5021214
...t9753418
...19399364
...2588345
...3435304

NOW HIRING

...loc. / 852-11b

LOCAL RIVER CLEAN-UP

Come to clean the bank of the river and help the environment. Meet at the stadium at 9 a.m. on Saturday. For more information, contact boris@cleancommunity.org

...87 5
in out
...90
blk mags
93MB 30.
398K Stoc
96 E230 64
1ST OWN
96 E230
76 JUAN L

GRAMMAR

7 Complete the sentences using *When, Where, How, Why*.

- _____ do we have Local River Clean-Up?
- _____ will we work?
- _____ do we get to the stadium?
- _____ do we meet there?
- _____ do we start work?
- _____ do we need bags?

8 Next week, the school organises a clean-up day. Ask questions to learn more about it.

- **Date of the event:** When ...? / What time ...?
- **Meeting place:** Where ...?
- **Number of volunteers needed:** How many ...?
- **The work to be done:** What ...?
- **Tools you will need:** What tools ...?
- **Contact person:** Who ...?

Do you know that...

We celebrate World Environment Day on 5 June every year. On this day, the United Nations encourages all people to protect the environment. It all started in 1974.

WRITING

9 Write an announcement for a clean-up event.



ICEBREAKER

Which of the adjectives in the box describe country life and which of them describe city life?

quiet, fast, clean, big, healthy, cheap, small, dirty, safe, slow, interesting, dangerous, noisy, unhealthy, expensive, boring, peaceful

New

bakery	clinic
grocery	railway station
countryside	traffic jam

Useful phrases: to know each other



1 Make up sentences comparing life in the city and in the country.

The city is	quieter	bigger	than the country.
The country is	healthier	noisier	than the city.
	more dangerous	cleaner and fresher	



2 Read the texts and answer the questions.

Hi. My name is Alex. I live in a small village on the river bank. People here are very friendly and we all know each other. It's a very quiet place, the air is clean and fresh and the countryside is beautiful. You can enjoy several sports here, such as hiking, biking, and football playing. I often practise these sports with my friends. There are two shops in my village, a **bakery** and a **grocery** shop. There is also a school and a post office. There is a small clinic near my house. There's also a bus stop and a railway station. It's a beautiful village, and I love growing up in the country, but sometimes it's a little boring.

1. What is Alex's village like?
2. What public places are there in the village?
3. What shops are there in the village?
4. Does Alex like living in the village?

Hi. My name is Ben. I live in a big city. It's a very noisy place. You can see a lot of people in the streets who don't know each other. I enjoy walking along the streets. There are so many old buildings in my city. There are many supermarkets, cafes, swimming pools, sports centres, museums, and beautiful parks. My school is far from where I live, so I have to take a bus or a trolleybus to get to school. Many people get to work by public transport, but sometimes we have to wait in traffic jams. That's one of the things I don't like about my city. And there is much pollution in the city, but, luckily, we have many parks.

1. What is Ben's city like?
2. What public places are there in the city?
3. Why does Ben get to school by bus?
4. Does Ben like living in the city?

3 Read again and find the differences between the village and the city. Report to the class.

4 In the texts, find the antonyms of the following words: noisy, dirty, big, far, exciting, few, new

5 Match the parts and read the sentences.

A

1. In a bakery you get...
2. In a clinic you get...
3. In a grocery you get...
4. On a farm you get...
5. At school you get...
6. At a post office you get...

- a) medical help.
- b) bread and cakes.
- c) marks for your work.
- d) food and household supplies.
- e) letters and parcels.
- f) healthy food.

B

1. At a railway station you get...
2. At a bus stop you get...
3. At a cycling competition you get...
4. At the airport you get...

- a) on a bus.
- b) on a plane.
- c) on a train.
- d) on a bike.

C

1. City people often get...
2. Pupils usually get...
3. We had to take a taxi to get...

- a) to the theatre on time.
- b) to work by public transport.
- c) to school on foot.



6 Listen to the dialogue and answer the questions.

1. Who lives in the city?
2. What does Uncle Tom like about the city?
3. What does Uncle Henry like about the country?
4. How does Uncle Tom get to work?
5. Who can eat food straight from the farm?
6. What do both Uncle Tom and Uncle Henry like?

GRAMMAR

7 Use **by**, **to**, **at**, **on** or **off** to complete the sentences.

1. We usually go _____ the country _____ bus. We get _____ the bus when we start our journey. We get _____ the bus when we get _____ the village.

2. My parents get _____ work _____ trolleybus. They get _____ the trolleybus _____ the bus stop near our house and get _____ when they get _____ the bus stop near their work.

Grammar Guide

go / get **to** work / school
go / get **by** bus / train
get **on / off** the bus **at** the bus stop

Pronunciation

Sounds and spelling

/eɪ/		/əʊ/	/eə/
name	railway	also	air
place	straight	don't	there
bakery	wait	go	there are
station	dangerous	grocery	there is
play	café	grow	there's
		know	where

3. People get _____ and _____ the train _____ the railway station.

WRITING

8 Describe your village / town / city

I live in ... There aren't any...
There are... My favourite place is...
There are lots of... I hate going to...
There isn't...

Oral Assessment

1 Can you speak about the weather in the picture?



2 Can you say how we should help nature?

3 Can you answer the questions?

1. Why is life quieter in the country?
2. Why is it noisier in the city?
3. Why is the air cleaner in the country?
4. Why is there more pollution in the city?
5. Why is it more dangerous to live in the city?
6. Why is life more boring in the country?

Written Assessment

4 Can you write the correct form of the verb in brackets?

1. If it _____ (be) frosty, we _____ (go) to the skating rink.
2. If it _____ (snow), we _____ (ski) on the hills.
3. If it _____ (rain), we _____ (take) our umbrellas.
4. If it _____ (be) cool and windy, we _____ (stay) at home.
5. If it _____ (stop) raining, we _____ (play).

5 Can you write sentences about the elephant using the given information?

Lives: Africa, India

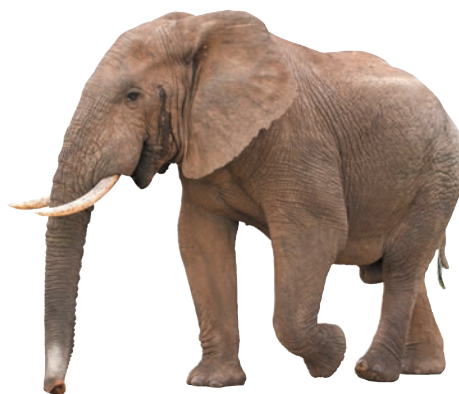
Sleeps: at night

Eats: grass, leaves, branches, roots of the trees

It has: small eyes, big ears, long trunk, four legs, long tail

Weight: up to 4,000 kg

Duration of life: 60–70 years



6 Can you make a poster for the World Environment Day?

My self-assessment chart

Tick the sentences that are true for you.

If you need help, review the materials in the lessons.

I can...

- | | |
|---|----------|
| <input type="checkbox"/> make a report on the weather | Lesson 1 |
| <input type="checkbox"/> use <i>if-clauses</i> correctly | Lesson 1 |
| <input type="checkbox"/> talk about the flora of Moldova | Lesson 2 |
| <input type="checkbox"/> join parts of sentences to make up a story | Lesson 2 |
| <input type="checkbox"/> talk about nature using proper vocabulary | Lesson 3 |
| <input type="checkbox"/> match words to make definitions | Lesson 3 |
| <input type="checkbox"/> express opinions about how to help the environment | Lesson 4 |
| <input type="checkbox"/> plan what to do during a local event | Lesson 4 |
| <input type="checkbox"/> use prepositions correctly | Lesson 5 |
| <input type="checkbox"/> describe a village/city | Lesson 5 |

ICEBREAKER

Would you like to visit the UK?
What places would you like to see there?

- 1 Look at the map of the United Kingdom. Read the geographical names.**

New

castle channel peak plain
to spread to freeze to shelter

- 2 Use the map and complete the sentences.**

The United Kingdom of Great Britain and Northern ... spreads on the British Isles in Western Europe. The British Isles lie between the North ... Ocean and the North In the south, the English Channel separates Great Britain from In the west, the Irish Sea separates Great Britain from Ireland.

The UK consists of four parts: England, ..., Wales and Northern Ireland.

More than 67 million people live in the UK now. The largest cities of the UK are London, Birmingham, ..., Liverpool, Glasgow and

Many people say that the UK is like a large well-kept park. There are beautiful forests there. The best-known is Sherwood Forest in Scotland where Robin Hood once lived.



- 3 Read about the parts of the United Kingdom and Northern Ireland. Say what each part is famous for.**

**England**

England is the largest part of the United Kingdom. It borders Scotland in the north and Wales in the west. London, the capital of England stands on the River Thames. It is the deepest river in England. England is famous for sheep and wool. The symbol of England is the red rose.

**Scotland**

Scotland is the land of mountains and lakes. Ben Nevis, the highest peak, is in Scotland. The most famous lake is Loch Ness. The capital of Scotland is Edinburgh. The symbol of Scotland is the thistle.

**Wales**

Wales is an area of deep valleys, waterfalls and lakes. The high mountains protect the valleys from cold east winds. Wales is the land of songs and poetry. It is well-known for its musical festivals. There are many medieval castles in Wales. The capital of Wales is Cardiff. The symbol of Wales is the yellow daffodil.

**Northern Ireland**

Northern Ireland occupies the north-eastern part of Ireland. The North Channel separates Northern Ireland from Great Britain. Almost all the area of Northern Ireland is a plain of volcanic origin. Belfast is the capital of Northern Ireland and its national symbol is the shamrock.

4 Match the words to their definitions.

- | | |
|--------------|---|
| 1. channel | a) the top of a mountain |
| 2. castle | b) a passage of water that connects two seas |
| 3. plain | c) to turn to ice |
| 4. peak | d) a large area of flat land |
| 5. to spread | e) a large strong building with thick high walls and towers |
| 6. to freeze | f) to cover a large area of land |



5 Listen to the dialogue about the weather in the UK and make a list of weather words.



6 Watch the movie about places in London. Find them on the map on the book cover.



7 Read the dialogue. In pairs, role-play it.



Mr Norris: Well, Mr Brad, what places have you seen today?

Mr Brad: The Tower of London, Piccadilly Circus, and St. Paul's Cathedral. I really felt I was in London.

Mr Norris: Where did you go yesterday?

Mr Brad: I went to Trafalgar Square and I saw Nelson's Column. I also went to the National Gallery. It contains one of the largest collections of paintings in the world.

Mr Norris: You have to see Madam Tussauds' Museum too.

Mr Brad: Oh, thank you. I am going to see the Changing of the Guards at Buckingham Palace tomorrow. I'll go to Madam Tussauds' next.

Mr Norris: You should be early at Buckingham Palace.



GRAMMAR

8 Write *the* where necessary.

- ___ England is a far away country.
- It's cold today in ___ London.
- ___ Severn is the longest river in ___ England.
- ___ Atlantic Ocean makes the weather warm in ___ UK.
- We are going to spend our holidays in ___ South.
- ___ Ben Nevis is the highest peak in ___ Scotland.



9 In groups, create a poster of the places Mr Brad visited in London. Present your poster to the class.

Grammar Guide

The is used

before names of oceans, seas, rivers, mountain ranges and cardinal points: **the** Pacific Ocean, **the** Irish Sea, **the** River Severn, **the** Carpathians, **the** North

The is not used

before names of continents, islands, towns and villages: Europe, France, Ireland, Cardiff, Islip

WRITING

10 Write about a place you visited or would like to visit in the UK.

ICEBREAKER

What types of schools are there in Moldova?
Till what age must pupils attend school in Moldova?

New

boarding school boarding house
to attend school school grounds
to educate middle term
state / private school



1 Listen to the dialogue and answer the questions.

1. Until what age must pupils attend school in England?
2. What types of schools are there in England?
3. In what schools do parents pay for their children's education?
4. To what schools do pupils go only during the day?
5. In what schools do pupils live in a boarding house on the school grounds?

2 Choose the right words from the box to complete the sentences.

teach choose attend grounds boarding

1. Parents _____ their children to protect the environment.
2. There are many buildings on the _____ of our new school.
3. Some schools have _____ houses for their pupils.
4. There are many books in the library to _____ from.
5. My friends _____ all the games of my favourite team.



3 In pairs, compare the education system in England and in Moldova.

Example: Children between 7 and 8 are in Year 3 in England and in Form 1 in Moldova.

Age	England		Age	Moldova	
5 – 6	Year 1	Primary school	5 – 6		Kindergarten
6 – 7	Year 2		6 – 7		
7 – 8	Year 3		7 – 8	Form 1	Primary school
8 – 9	Year 4		8 – 9	Form 2	
9 – 10	Year 5		9 – 10	Form 3	
10 – 11	Year 6		10 – 11	Form 4	
11 – 12	Year 7	Secondary school	11 – 12	Form 5	Secondary school
12 – 13	Year 8		12 – 13	Form 6	
13 – 14	Year 9		13 – 14	Form 7	
14 – 15	Year 10		14 – 15	Form 8	
15 – 16	Year 11		15 – 16	Form 9	



4 Read the text and answer the questions.

The School Year in England

The schools in England have a three-term school year. The Autumn Term runs from early September to mid December.

The Spring Term runs from early January to Easter.

The Summer Term runs from Easter to mid July.

In October, February and May, pupils have a short one-week holiday.

Christmas and Easter holidays last about two weeks.

The summer holiday is usually about six weeks long.

1. How many terms do English schools have? What are they?

2. How long is the school year in England?

3. What holidays do English pupils have during the school year?

4. How long are Christmas and Easter holidays?

5. How long is the summer holiday in England?



5 In pairs, speak about the school year in England and in Moldova.

GRAMMAR

6 Complete the sentences with the right noun from the box.

- The _____ system in Moldova is different from that in England.
- I collect books about wildlife. There are five books in my _____.
- Cars pollute the air. _____ of air and water is dangerous for people.
- Describe the picture. Write the _____ in your exercise book.
- Two football teams compete for the prize. The _____ is very important.
- I would like to invite you to my birthday party. Here is the _____.

Remember!

inform	–	information
invite	–	invitation
educate	–	education
examine	–	examination
occupy	–	occupation
collect	–	collection
pollute	–	pollution
compete	–	competition
describe	–	description

7 Complete the sentences with the words from the box and read Tina's email.

INBOX you have a new letter ...

Hi, Silvia,

You asked me if pupils wear a school _____ in my school. Yes, they do. Boys wear grey or black _____, white shirts and school ties. Girls wear _____, white blouses and stockings or tights. Both girls and boys wear _____ with the school logo on and black shoes. During the summer _____ girls often wear summer school dresses. I like my _____ here and am proud to wear the school uniform.

I will write more about my school next time.

See you soon,

Tina

skirts
trousers
uniform
term
sweaters
school

REPLY

FORWARD

WRITING

8 Make a Note Board about the school year in Moldova.



ICEBREAKER

The symbol of what country is this flag?
What is the capital of the USA?
What do you know about the USA?



1 Listen to the text and agree or disagree.

1. There are 50 stars on the USA flag.
2. There were 50 stars on the USA flag in 1776.
3. People from Germany came to America in 1600.
4. English people named the first colony Virginia.
5. English people founded the first colony in 1607.
6. There were eleven colonies at the beginning.
7. The colonies became independent in 1770.

New

avenue	to bloom
freedom	to honour
state	to join
stripe	to lead
broad	



2 Read the text and say what city it is about and what sights you would like to visit in the city.

The UNITED STATES of AMERICA

The USA is the third largest country in the world. The United States are a union of states. Initially, there were thirteen states. After 1776 new states joined the USA and today there are fifty states. The national flag of the USA has 13 stripes and 50 white stars on blue background.



The stripes represent the first thirteen states and the fifty stars represent the number of states at present.

The capital of the USA is Washington, D.C. It is situated on the Potomac River. It is a beautiful city with broad avenues lined with trees.

Most Government buildings are in the same area as the Capitol and the White House. The Capitol is the place where Congress meets. The White House is the home of the US president.

The city of Washington has many monuments. Three of them honour the memory of very great presidents: the Washington Monument, the Lincoln Memorial and the Jefferson Memorial.

There is much natural beauty in the city's parks. The most famous attraction of the parks is the Japanese cherry-trees. They were a gift from Japan long ago. When these trees bloom, thousands of visitors come to Washington to see them.

3 Match the words to their definitions.

1. stripe
2. star
3. avenue
4. park
5. visitor
6. to bloom
7. to honour

- a) a broad street in a city sometimes lined with trees on each side;
- b) a person who visits a place or another person;
- c) to show great respect or admiration for a person or country;
- d) a long narrow line of colour different from other colours;
- e) to produce flowers (to be in flower);
- f) a large piece of land in a city with grass, flowers and trees used for pleasure and rest;
- g) a bright point of light in a clear sky at night.



4 In the text, find the synonyms of the given words.

country present statue wide freedom neighbourhood

5 Complete the text with the words from the box. Read about the Washington Monument.

symbol	Washington	flags	honour
completed	founders	America	

They built the Washington Monument to _____ George Washington – the first president of the United States of _____.

George Washington was commander-in-chief in the American Revolution and people considered him one of the _____ of the United States of America.

The monument is located in the park area near the White House and the Capitol Building in _____ DC.

When they _____ it in 1884, it was the tallest structure in the world. Now the Washington Monument is nearly twice as tall as the US Capitol and five times taller than any other building in Washington.

Fifty _____ circle the base of the monument, one for each state.

The Washington Monument is the _____ of American strength and unity.



6 In pairs, ask and answer questions. Use the clues.

- | | |
|---|--|
| 1. Which anniversary / the USA / celebrate / this year? | 5. Who / be / the founder / the USA? |
| 2. Who / be / the greatest / presidents? | 6. Where / be / the Washington Monument? |
| 3. Who / be / the present / American president? | 7. Why / be there / 50 stars / the American flag? |
| 4. What / be / the symbols / American nation? | 8. When / thousands of visitors / come / Washington? |

GRAMMAR

7 Complete the sentences with the right forms of the verbs in the Past Simple or the Past Continuous.

Mike and his friend Steve took part in a maths competition and won it. They got the first prize – a one month stay in Honolulu, the capital of Hawaii.

1. When Mike and his friend _____ (leave) home, it _____ (rain) hard.
2. When they _____ (get) on the plane, the passengers _____ (sit) in their seats.
3. When the plane _____ (land) at Honolulu airport, the sun _____ (shine) brightly in the sky. It _____ (not rain).
4. When Mike and his friend _____ (come) into the dining-room, the guests _____ (not eat). They _____ (sing) a song.
5. When Mike _____ (go) to Waikiki Beach, he _____ (see) some dolphins that _____ (play) in the ocean.
6. When Mike _____ (come) to the beach, he _____ (see) some surfers. They _____ (ride) on surfboards.
7. Mike _____ (read) a book when a small boy _____ (ask) him for help.

WRITING

8 Make a poster about the USA. Write some interesting facts and add pictures.

What book are you reading at the moment?
Who is the author of the book?

New

journey sailor afraid rough
wealthy to sail to forget



1 Listen to Luke speaking and answer the questions.

1. What does Luke like doing?
2. How much does he read?
3. Where does he read?
4. What books has he read?
5. When is he unhappy?
6. What are the benefits of reading?



2 Match and learn about the English writer Daniel Defoe.

1. The English writer Daniel Defoe was born
 2. He was the son of wealthy parents and
 3. His father wanted him to become
 4. But young Defoe refused to be a priest
 5. Then he became
 6. Daniel Defoe was an old man of sixty
 7. It was a book about the life and adventures of a sailor,
 8. Everybody knows
 9. They translated into
 10. Grown-ups and children read it
- a) this book.
 - b) a journalist.
 - c) many languages.
 - d) in 1660.
 - e) and for many years he was a seller.
 - f) with great pleasure.
 - g) a priest.
 - h) when he wrote his first book.
 - i) Robinson Crusoe by name.
 - j) received a good education.



3 Read an extract from *Robinson Crusoe* and say why Robinson's father did not allow him to go to sea.

My name is Robinson Crusoe and I was born in the city of York in the north of England. My father was German, but he came to live and work in England. Soon he married my mother, who was English. Her family name was Robinson, so, when I was born, they called me Robinson, after her.

My father did well in his business and I went to a good school. He wanted me to get a good job and live a quiet, comfortable life. But I didn't want that. I wanted adventure and an exciting life. "I want to be a sailor and go to sea," I told my mother and father. They were very unhappy about this.

"Please, don't go," my father said. "Sailors have a difficult and dangerous life." I loved my father so I tried to forget about the sea. But I couldn't forget. About a year later, I saw a friend in town. His father was the captain of a ship. My friend said to me, "We are sailing for London tomorrow. Why don't you come with us?" And so we sailed for London.



A few days later, there was a strong wind. The sea was rough and dangerous, and the ship went up and down, up and down. I was very ill and very afraid.

"Oh, I don't want to die!" I cried. "If I live, I'll go home and never go to sea again!"

The next day the wind dropped, and the sea was quiet and beautiful again.

"Well, Rob," my friend laughed. "How do you feel now? The wind wasn't too bad."

"What!" I cried. "The storm was terrible."

"Oh, that wasn't a storm," my friend answered. "Just a little wind. Forget it."

Soon I forgot about the danger and decided not to go home. I didn't want my friends and

family to laugh at me. So I went to London. There I met the captain of a ship which was going to Africa. The captain invited me to sail to Africa with him and I agreed.



4 In pairs, ask and answer the following questions.

1. Where was Robinson Crusoe born?
2. What did Robinson's father want for him?
3. What did Robinson want to be? Why?
4. Why did Robinson try to forget about the sea?
5. Why didn't Robinson like his first sea journey?
6. Where did Robinson go from London?

5 Complete the sentences with the words from the box.

Germany sailor England businessman comfortable quiet dangerous stormy

1. Robinson was born in _____.
2. Robinson's father came from _____.
3. Robinson's father was a _____.
4. Robinson wanted to be a _____.
5. A sailor's life is _____.
6. Robinson didn't want a _____ life.
7. Robinson disliked the _____ sea.
8. He enjoyed the _____ sea.

WRITING

6 Write the questions to the following answers.

Why _____? Robinson's father came to live and work in England.

Who _____? Robinson's mother was English.

What _____? His mother's family name was Robinson.

Where _____? Robinson went to a good school.

What _____? Robinson wanted adventure and an exciting life.

Why _____? There was a strong wind and Robinson was very ill.

Pronunciation

/ɜ:/	/ɔ:/	/ɒ/
first	author	drop
German	because	strong
journey	born	want
journalist	north	wasn't
work	storm	what

7 Write about a book you have read. Follow the clues.

- ▶ Title of the book.
- ▶ Main characters.
- ▶ Why you like it.
- ▶ Author of the book.
- ▶ Most important events.

ICEBREAKER

Can you comment on the quote of the lesson?
Do you like going to museums? Why Yes / No?
When did you last go to a museum?

New

bottom	elder	observatory
painting	twisted	unrealistic
freaky	proper etiquette	

Useful phrases: I cannot take my eyes off

A country that has few museums is both materially poor and spiritually poor.



1 Tom and his elder sisters Amelia and Olivia are at the Art Museum. Listen to the dialogue and answer the questions.

1. What can you see at an art museum?
2. What is not proper etiquette to do in a museum?
3. Do you know what abstract painting is?
4. Can you think of the name of a famous abstract painter?
5. What painters do the children mention in the dialogue?
6. What do you know about them?
7. Have you ever seen any of their pictures?



2 In groups, think of the things that are not proper etiquette to do in a museum. The first two are mentioned in the dialogue:

1. Don't speak loudly.
2. Don't take photos.
3. ...



3 Read the advertisements. What do they advertise?



MUSEUM OF CHILDHOOD, EDINBURGH

This museum is full of childhood memories – from dolls and doll houses to computer games. A favourite with both adults and children, it is the “noisiest museum in the world!”

ENTRY IS FREE

Open:

Monday: 10 am – 5 pm

Thursday - Saturday: 10 am – 5 pm

Tuesday and Wednesday: closed

Sunday: 12 pm – 5 pm



LONDON PLANETARIUM, ROYAL OBSERVATORY

Come and fly to the heart of the Sun, go to distant galaxies, see the birth of a star or land on Mars. Take a tour of the Universe and experience the wonders of the night sky with expert commentary. All this you can do at the Royal Observatory that stands on the Meridian Line.

Open: 10:00 am – 5:00 pm

Ticket Prices: Adult: from 16 pounds

Child: from 8 pounds

AUDUBON ZOO, NEW ORLEANS, USA



An adventure awaits you at the world class Audubon Zoo, New Orleans. Many of the world's most exotic animals live in natural surroundings. Meet Amur leopards, orangutans, and our mysterious white alligators. Stop at the Tropical Bird House and look at some exotic and colourful birds.

OPEN: Wednesday - Friday from 10 AM - 4 PM
Saturday & Sunday from 10 AM - 5 PM
CLOSED: Monday & Tuesday

Ticket Prices:
Adult: \$24.95
Child : \$19.95



4 In pairs, ask and answer questions about the ticket prices and hours of admission.

Example: A: How much is the ticket to Audubon Zoo?
B: It's \$19.95 for children and \$24.95 for adults.
A: When does it open?
B: It opens at 10 in the morning.



5 In pairs, speak about the museums mentioned in Exercise 3.

Example: A: Which is the noisiest museum in the world?
B: I think it is the Museum of Childhood.

6 Find someone who has ever been to ...

- | | | |
|------------------|------------------|------------------------|
| a. a planetarium | c. an art museum | e. a folk museum |
| b. a zoo | d. an aquarium | f. a museum of history |

Ask about what he/she saw there. Report your findings to the class.

GRAMMAR

7 Use the verbs in brackets in the Simple Past or Past Continuous.

It was Easter Eve. I _____ (sit) on the sofa, near the window. I _____ (read) an adventure story. A bright fire _____ (burn) in the fireplace. The room _____ (be) warm and cosy. Suddenly I _____ (feel) the smell of chocolate. Wow! I was at Cadbury Chocolate Museum. I _____ (enter) one room. Some people _____ (make) chocolate cakes. In the next room, other people _____ (make) chocolate cookies and, in the third room, still other people _____ (make) chocolates, chocolate Easter eggs and Bunnies. A Princess _____ (give) me the biggest possible chocolate bar...

When I got up in the morning, I _____ (see) a big Cadbury Chocolate Easter Nest Cake on my desk.



WRITING

8 Write about why it is good to visit a museum. Use the clues below.

- ▶ learn new things
- ▶ make you feel good
- ▶ make you smarter
- ▶ inspire you
- ▶ spend time with family and friends

Do you know that...

Cadbury World Chocolate Museum is a favourite visitor attraction in Birmingham, England. Children especially like to go there on their birthday. The tour, the 4D cinema, the shop and the free chocolate are all brilliant.

I am proud of the fact that I never invented weapons to kill.
(Thomas Alva Edison)

ICEBREAKER

Comment on the quote of the lesson.
Are all inventions good for people? Why Yes/No?

New

falcon	loudspeaker	to land	to sort
lifesaver	to invent	to notify	to warn



- 1 Listen to a text about new gadgets and say which of them you would like to have. Why?



- 2 In the text below, the teacher and some pupils talk about new inventions and gadgets. Read the paragraphs and complete them with the correct sentences on the right.

Useful phrases: to chase away
to take off



Teacher

Let's talk about the inventions and gadgets that make our life better.

I would like to speak about a new gadget called the *Smartbrush* that can clean your teeth in three seconds!



Kate



Roman

Have you heard about the robotic falcon? It chases away real birds from the airport. These birds may sometimes be dangerous to planes when they're taking off and landing. So the robotic birds come to help!

I will tell you about the math clock. There's one equation for the hour of the day and another for the minutes. So to tell the time, you have to do the math first!



Liz



Nick

Sometimes trash and recycling aren't separated properly. To solve this problem, some researchers invented a smart trash bin called the *Bin-e*.

A lifesaver drone is programmed to fly above open waters and warn swimmers and surfers when a shark appears in the area. To do this, the drone will use its loudspeakers to notify a lifeguard.



Anna

- For example, if the clock displays 8+3 hours and 25-3 minutes, that means it's 11:22.
- And the lifeguard can use the loudspeakers to yell down to those in the water that they should hurry to dry land.
- When they fly around the airport, the real birds are afraid of them and fly away.
- It has special sensors and cameras that help the bin sort trash and recycling.
- The toothbrush even sprays out mouthwash to clean your tongue.

- 3 Make nouns from the following verbs as in the example:

swim – swimmer
program – _____

research – _____
speak – _____

surf – surfer
save – _____

clean – _____
use – _____

- 4 Scan the text and find:** a) five names for places where the new gadgets can be used;
b) five compound nouns.

5 Scan the text again and say which gadget you think is the most useful. Express your opinion using *I think/I don't think/In my opinion*.

Example: In my opinion, the most useful gadget is *the lifesaver drone* because it is very important to save people's lives.



6 In pairs, talk about your favourite gadgets.

Example: A: What is your favourite gadget?

B: My favourite gadget is the Tablet. I can take photos and record videos. I can type and read texts and play video games. I can also send photos, video games and information to my friends.



GRAMMAR

7 Use the correct form of the verb in brackets. Read and learn about one of the greatest inventors.

1. One of the greatest American inventors Thomas A. Edison _____ (be) born in 1847.
2. At age ten, he _____ (build) a laboratory in his house.
3. At age 23, he _____ (make) a telegraphic machine and _____ (sell) it for much money.
4. He _____ (work) day and night.
5. He _____ (sleep) very little.
6. He _____ (invent) fire alarms, the battery, the phonograph and the light bulb.
7. Edison _____ (die) in 1931.
8. He _____ (have) 1.300 inventions.



WRITING

8 Write about an inventor. Follow the plan:

- | | | |
|-------------------------|-------------------------|------------------------|
| ► Inventor's name. | ► Name of invention | ► Use of the invention |
| ► Year when he was born | ► Year of the invention | |

Unit 5

TEST YOUR SKILLS

Oral Assessment

- 1 Can you say what you have learnt about the UK?
- 2 Can you name these places in London?



- 3 Can you answer the questions?
 - a. What can you see at an Art Museum?
 - b. In what museum can you see toys for children?
 - c. Where can you take a tour of the Universe?
 - d. In what museum can you see white alligators?
- 4 Read and answer the questions.
 1. Where is Audubon Aquarium of the Americas?
 2. On what days can you visit it?
 3. How much are the tickets?
 4. What can you see there?



AUDUBON AQUARIUM OF THE AMERICAS

Discover the many wonders of the undersea world at the Aquarium of the Americas on the banks of the historic Mississippi River. Walk through an underwater tunnel, watch penguins play and octopus change colour.

OPEN: Monday - Thursday from 10 AM - 5 PM
CLOSED: Tuesday & Wednesday

Ticket Prices:
Adult: \$29.95
Child: \$24.95

Written Assessment

5 Can you correct the sentences and write them?

1. In England children start school at the age of seven.

2. State schools are boarding schools.

3. Pupils in private schools live with their parents.

4. There are four terms in the school year in England.

5. The summer holiday in England is two weeks long.

6 Can you write the correct form of the verb in brackets?

1. When I _____ (come) home yesterday, my brothers _____ (play) chess.

2. At 5 o'clock, I _____ (do) my lessons.

3. When we _____ (arrive) in London, it _____ (rain).

4. When I _____ (wake) up, my sister _____ (read) *Anne of Green Gables*.

5. At 9 'clock, we _____ (watch) the film 'Robinson Crusoe'.

7 Can you write *the* where necessary?

1. ____ USA is a big country.

5. It is in ____ England.

2. Its capital is ____ Washington, D.C.

6. ____ UK spreads on ____ British Isles.

3. It is situated on ____ Potomac River.

7. ____ British Isles are between ____ Atlantic Ocean

4. The capital of ____ UK is ____ London.

and ____ North Sea.

My self-assessment chart

Tick the sentences that are true for you.

If you need help, review the materials in the lessons.

I can...

<input type="checkbox"/> use the map to complete a text	Lesson 1
<input type="checkbox"/> create an infographic of London sights	Lesson 1
<input type="checkbox"/> use <i>the</i> with geographical names correctly	Lesson 1
<input type="checkbox"/> compare the school year in England and in Moldova	Lesson 2
<input type="checkbox"/> express agreement and disagreement	Lesson 3
<input type="checkbox"/> make a poster about a country	Lesson 3
<input type="checkbox"/> speak about the benefits of reading	Lesson 4
<input type="checkbox"/> use proper vocabulary to write about a book I have read	Lesson 4
<input type="checkbox"/> talk about advantages of visiting museums	Lesson 5
<input type="checkbox"/> write about an inventor following a plan	Lesson 6

MY TOUR OF A UK CITY PROJECT

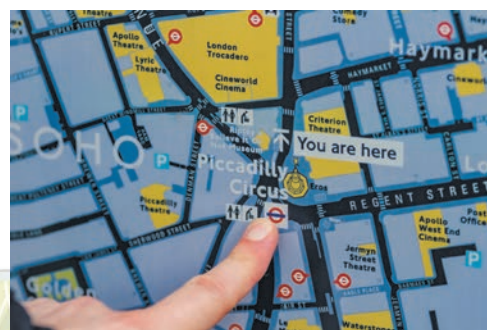
In this project you are going to work in groups and plan a tour of a city in the UK. Your groups will act as tour companies.

Stage 1. Plan

Choose a city in the UK where you will plan your tour. Join the group of classmates who have chosen the same city as you. In your group, decide what you would like to see or to do during your virtual tour.

You may choose from the following:

- ▶ Sights in the city;
- ▶ Famous persons (musicians, inventors, actors, sportsmen/sportswomen) who were born in the city;
- ▶ Famous sports teams/ music bands/ that made the city famous;
- ▶ Festivals and holidays that the city celebrates.



Stage 2. Research

Research and select the information you want to include in your tour. You may ask the school librarian to help you with books or access information online.

You may need information about ticket prices to museums, admission hours, special dates (in case you chose to include festivals).

Stage 3: Share and Collaborate

Share your findings with members of your group.

Discuss and decide what information you will use to create your tours.

Stage 4: Create

Create your tour of the city. If your tour includes sights, create a route which will include these sights. If your tour takes tourists to places that connect to famous persons, create a route that will include these places.

You may include ticket prices, how long you plan to stop there and places to stop for a meal. You may recommend your tourists good shops to buy souvenirs.

You may create your map on paper or you may use the computer.

Stage 5: Present

Present your tour to the other groups. Be convincing.
You have to attract more tourists to your tour.

Stage 6: Evaluate

Leave your vote on which tour you would like to go on the most.
Name two reasons why you liked the tour.

Peer evaluation

Evaluate your peers using the following rubric:

Language:	40
Speaks English, uses new vocabulary and integrates structures	
Team skills:	30
Participates actively and collaborates with group	
Tool skills:	30
Uses dictionary when necessary. Uses tools effectively	
Total	100

Self-assessment

Knowledge

What vocabulary did you use while working on the project?

What vocabulary did you have to look up in the dictionary?

Collaboration and teamwork

What was the most difficult part of the project?

Were you helpful / collaborative / polite?

Technology and communication

What new skills have you learnt?

Was communication in the group only in English?

It's our duty to make our countries a good place to live in for everyone.

ICEBREAKER

What does Moldova mean to you?
Are you proud of your country? Why Yes/No?

New

pelican	species	stork
heart-like	one-day trip	water bird
swan	water lily	aid



1 Listen to Silvia and answer the questions.

1. Where are Silvia and her classmates going?
2. Do you agree that learning from excursions is more exciting than learning in the classroom? Why Yes/No?
3. Why do the pupils need to read about the place they are going to visit?
4. Why do they need a *First Aid Kit*?
5. Do you think it is necessary to have the pupils look out for each other? Why Yes / No?

2 Read the dialogue and answer the questions.
Say which places you would like to visit too. Why?

George: Hey, Nick. How was your trip to the reservation Prutul de Jos? How long did you stay there? I saw your post online only yesterday.

Nick: It was a fantastic one-day trip. I went there with my father, grandfather and brother last Saturday. We liked everything, especially Lake Beleu.

George: I know. It's the biggest lake. Did you also see Lake Manta?

Nick: Yes. Many people say it is the most beautiful in Moldova. There are twenty species of fish there and it is a paradise for water birds, like swans, ducks, geese and storks.

George: It really sounds cool! I would like to go there too.

Nick: You should. Lake Beleu is also beautiful. In summer, the pelicans that come there and the water lilies make it look fantastic.

George: My parents, my sister and I are planning to go to Naslavcea. My mother has always wanted to see the heart-like island in the Nistru. It is fully covered with trees.

Nick: We have been there. Now we plan to go to Țîpova to see the forest Stâncă Horodiște-Funduc and, of course, the church built in a rock. I am going to make a video there. Sorry, I have to run. Bye-bye.

George: See you.



Useful phrases:

to look out for each other



1. Which lake is the most beautiful?
2. Which lake is the biggest?
3. What water birds can you see on Lake Manta?
4. Where can you see pelicans in summer?
5. What makes Lake Beleu look fantastic?
6. Where can we see the heart-like island?
7. Why is Țîpova a tourist attraction?

3 Match 1-8 to a-h to complete the definitions.

- | | |
|--|------------------|
| 1. An area of land where animals are not in danger is called a | a) one-day trip. |
| 2. A large water bird which catches fish for food is a | b) paradise. |
| 3. Any bird that swims or walks in the water is a | c) water lily. |
| 4. Anything that looks like a heart is | d) reservation. |
| 5. A set of necessary articles necessary for something is | e) pelican. |
| 6. A plant which grows in water with large white, yellow and pink flowers is a | f) water bird. |
| 7. A trip that lasts one day is called a | g) a kit. |
| 8. A place of perfect happiness is | h) heart-like. |



4 In pairs, speak about the places in Moldova you would like to visit. Use the clues.

1. What / you / would like / visit?
2. Where / it / be?
3. Why / you / want / visit / it?
4. When / you / want / visit / it?



5 In groups, decide where you may go as a class. Think about what you should do before the trip and distribute responsibilities. Report to the class.

GRAMMAR

6 Say what interesting places in Moldova you have seen and when you did it.

Example: I have seen Saharna Monastery. I went there last summer.

7 Choose the right variant.

A: *Have you been to / Were you in* the reservation Prutul de Jos?

B: Yes, I *have / was*.

A: When *did you go / have you gone* there?

B: We *went / have gone* there at the beginning of summer.

A: What water birds *have you seen / did you see* there?

B: I *saw / have seen* pelicans, storks, swans, ducks and geese.

A: Which of them *did you like / have you liked* most?

B: In my opinion, all of them *are / have been* beautiful, especially the pelicans.

Remember!

I have already been to Soroca.
I went there last month.

I have seen the Candle of Gratitude.
It was in July.

WRITING

8 Describe your last trip. Follow the plan:

- | | |
|-------------------------|----------------------------|
| ► When did you have it? | ► What did you see there? |
| ► Where did you go? | ► What impressed you most? |

ICEBREAKER

What is the best way to get around your hometown?
How do you usually get to school?

New

hometown	seat	senior
disability	to offer	convenient



1 Listen to some pupils talk about how they get to school. Make a list of means of transport.

2 Listen to the text again and correct the sentences.

1. Greg walks to school.
2. He goes to the tennis club by bike.
3. There are no trolleybuses in Kate's town.
4. She never waits in traffic jams.
5. Andrea likes going to school by minivan.
6. She always comes to school on time.
7. Pete goes to school by car.
8. It takes him 30 minutes to get to school.



Useful phrases:

How long does it take you to get to ... ?
to make room for smb
to lower the volume
to take a number ... bus



3 Read Mike's blog. Enumerate the public transport rules.

Mike's blog

Home

Website

For Parents

For Pupils

Contact

I always go to school by bus. I usually take a number 7 bus to get there. The traffic is often heavy with lots of buses, cars, trolleybuses and minivans. When I get on the bus, I always move to the back to make room for new passengers. I never sit in front seats. They are for seniors, small children and people with disabilities. I always lower the volume of my smartphone when I get on the bus.

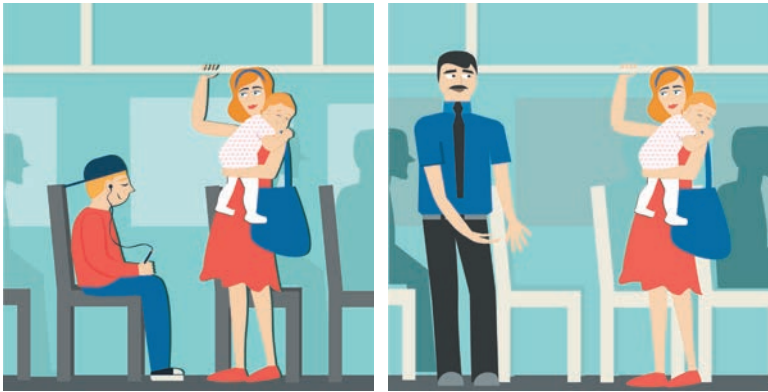
Many young people wear backpacks. They take them off even when there are not many passengers on the bus. When a mother with a baby gets on the bus, somebody stands up to offer them a seat. Sometimes the bus conductor reminds the passengers not to leave their things in the bus. If there are some noisy people on the bus, the conductor asks them not to speak loudly.



4 Fill in the gaps with the words from the box.

1. Move along, please, and ... for the old woman.
2. The front seats are for ... people.
3. Our village is small. You don't have to wait in ...
4. When we get on a bus, we should not speak ...
5. My friends always take off their ... when they get on a bus.
6. When I use public transport, I always ... of my smartphone.

traffic jams
lower the volume
make room
backpacks
senior
loudly



5 In groups, speak about the rules of proper behavior in public transport.



6 In pairs, read the dialogues. Make up similar dialogues.

- A: Excuse me. What trolleybus goes to the Central Post Office?
 B: Take a number 25. Get off at Independence Square.
 A: How long will it take me to get there?
 B: It will take you 30 minutes.
 A: Thank you very much.
 B: You are welcome.



- C: What public transport do you usually use?
 D: I mostly use the bus.
 C: Why do you like it?
 D: It's convenient and cheap.



7 In pairs, ask and answer questions as in the example:

- A: How long does it take you to do your homework?
 B: It takes me 3 hours to do it.

Use the clues: to draw a picture, to water the plants, to write a letter, to wash the dishes, to learn a poem, to read a book.



8 Read the newspaper article.
 Express your opinion in favour or against the government decision:

UK MAY BAN FOOD ON PUBLIC TRANSPORT

The UK is thinking about banning food and drink on public transport. This is not popular with people. They say governments should not control what people can eat and drink on trains and buses. The UK's Chief Medical Officer said the plan was necessary to reduce obesity in children by 2030. It is also to help people live healthier lives.

WRITING

9 Make a list of public transport rules.

ICEBREAKER

Do you sometimes go to the post office?
What do people do at the post office?

New

envelope stamp receipt to stick
parcel postal clerk to hand to weigh



1 Listen, choose the correct words and read the sentences.

1. The Post Office is a very *useful* / *useless* place.
2. You can post *letters* / *newspapers* at the Post Office.
3. You can *waste* / *collect* money there.
4. You can buy *stamps* / *parcels* there.



2 Read the dialogue and say what Tina and Mike did at the post office.

Tina: I need to go to the post office and mail a parcel. Can you go with me?

Mike: Sure. I'll buy my favourite magazine there. And my mother asked me to buy some envelopes and stamps.

Tina: Do you sometimes send or collect parcels at the post office? I have never done it.

Mike: If you want to send a parcel, you hand it to the clerk who weighs it and sticks the necessary stamps on it.

At the post office

Tina: Hello. I'd like to mail some letters and a parcel to Moldova, please.

Postal Clerk: What's in the parcel?

Tina: Just a book. It's a birthday present.

Postal Clerk: I need to weigh your parcel. It's one kilogram.
The parcel will cost eight pounds and fifty cents.

Tina: Thank you. Here is the money.

Postal Clerk: Here is your change and a receipt. Keep it, please.

Mike: I would like to buy three envelopes and some stamps.

Postal clerk: Here are the envelopes and the stamps.
Anything else?

Mike: Can I buy some birthday cards?

Postal clerk: Certainly. Which ones do you like?

Mike: I think I'll take those two.

Postal clerk: Here you are.

Mike: Thank you.



3 Listen to the dialogue and answer the questions.

1. What is Steve buying at the post office?
2. How many stamps does he want?
3. How much is one stamp?
4. Does he want any postcards?



4 Choose the right words to complete the sentences.

stamps postcard box parcel book address clerks

Silvia's birthday is next month. I used to give her a box of chocolates on her birthday, but this year I decided to send her a _____. I made a beautiful birthday _____ and bought *Harry Potter and the Deathly Hallows* for her. I put the postcard into the book and went to the Post Office. There, they weighed the book and put it into a small _____. They said it is safer to send the book in a box than as a _____. I wrote my address and Silvia's _____ on the box. I bought several _____ and stuck them to the top-right corner of the box. The postal _____ were really helpful. I am sure Silvia will get the present on time.



5 In groups, read the information. Create a quiz and have your classmates answer your questions. The group who will answer most questions correctly is the winner.

A long time ago, the person who received the letter had to pay for it. Often people did not want to get the letter because they did not want to pay for it. Postmen walked back with their bags full of letters and with no money. Later, the sender had to pay for the letter and they used stamps as receipts.

Two hundred years ago people waited for weeks for a letter from family or friends. In 1850, for example, people from San Francisco had to wait for four to six weeks to get a letter from New York. Today you can send a message to a friend with a touch of a button by text, email or phone call.

GRAMMAR

6 Make up sentences as in the example:

Example: We/go hiking every weekend.

We used to go hiking every weekend.

1. I/live in a flat when I was a child.
2. We/go to Italy every summer.
3. She/eat lots of chocolate, but now she hates it.
4. We/play tennis when we were at school.
5. He/write postcards on Christmas and Easter.

Grammar Guide

Used to + infinitive

to talk about habits in the past
which we don't do in the present:

We used to jog every morning.

He used to read a book before going to bed.

7 Mr Smith expresses his opinion on the future of post offices. Complete the text with the correct form of the verb. Write in *used to* where necessary.

When I _____ (be) young, I _____ (go) to the post office very often. I _____ (buy) a newspaper every day and _____ (talk) to the post office clerk. I _____ (send) post cards on Christmas and Easter. I _____ (get) excited every time when the postman _____ (come) with a real letter. Today everyone _____ (send) e-mails and text-messages. I am not sure if the post offices can survive.

WRITING

8 Do you think post offices are useful today?

Write your opinion about it.

Tips for writing.

Opinion

I think ...

I believe ...

Start with opinion: *The post offices are / are not useful today.*

Write your reasons: *I think so because ... I believe that ...*

ICEBREAKER

Do you like shopping? Why Yes/No? What do you like to buy?
What's your favourite supermarket? Why?



1 Listen to the text and say if you think Mr Brown is a happy man. Why?

2 Listen again and answer the questions.

1. Where does Mr Brown live?
2. What is his nationality?
3. What language does he speak?
4. What is his job?
5. What can people buy in his shop?
6. Why do children like his shop?

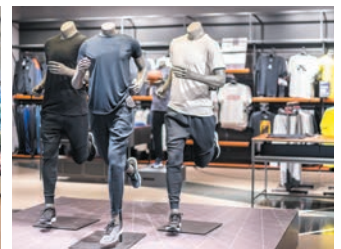
New

department	footwear	sweater
sportswear	tracksuit	
size	light	

Useful phrases: to try on
to be on sale
30% off

3 Look at the pictures and say where you can buy the following things.

Example: We can buy a sweater in the *Men's clothes* department.



boots	a dress	a T-shirt	shoes	a backpack
a blouse	a skirt	a tie	a sweater	a tracksuit
sandals	a shirt	trainers		



4 Complete the sentences with the new words.

1. May I _____ that green tracksuit?
2. The bag is _____. I can carry it myself.
3. These trainers are very cheap. They are _____.
4. The boxing gloves are on sale. They are twenty percent _____.
5. If you want to buy pens and pencils, you should go to the _____ department.
6. You are always losing things. You are too _____.



5 Read the dialogue and say how much Mike's new football shoes are.

Mr Flynn: What's wrong, Mike? Why are you so sad?

Mike: We're having a competition tomorrow. We're playing football against All Stars team.

Mr Flynn: So, what's the problem?

Mike: I'm afraid I'll not be able to play. I've lost my football shoes, Dad.

Mr Flynn: That's too bad. You shouldn't be so absent-minded. Anyway, you need a new pair of football shoes, don't you?

Mike: I guess so.

Mr Flynn: Let's go shopping right now.



In the sportswear department

Shop assistant: Can I help you?

Mr Flynn: We want a pair of football shoes, please.

Shop assistant: What size?

Mr Flynn: Size 38, please.

Shop assistant: Try these shoes on. They are light and comfortable.

Mike: I think they are great and they are just my size.

Mr Flynn: How much are they?

Shop assistant: They are on sale. They were 60 pounds and now they are 30% off.

Mr Flynn: We'll take them. Thank you.

Shop assistant: Here you are. Thank you.

Mike: Thank you, Dad.

6 Read the instructions and make up dialogues "Shopping for fruits and vegetables".

Instructions:

Customer

Greet the shop assistant.
Say you want apples.
Say you want seven apples.
Say "Yes" and ask the price.
Pay and say "Good bye".

Shop assistant

Answer the greeting and offer help.
Ask how many.
Ask if you like these.
Say the price.
Thank and say "Good bye".

GRAMMAR

7 Choose the correct pronoun.

1. Bob is *their/theirs* cousin.
2. This is our school. It is *our/ours*.
3. These are Phillip's books. They are *his/hers*.
4. Green is *my/mine* favourite colour.
5. Is this *your/yours* ball? No, it isn't *my/mine*.

Grammar Guide

Possessive pronouns

This is **my** dress. It's **mine**.
This is **your** cap. It's **yours**.
This is **his** bag. It's **his**.
This is **her** ball. It's **hers**.
This is **our** house. It's **ours**.
This is **their** game. It's **theirs**.

Pronunciation

/ʊ/	/u:/
football	boot
should	lose
shouldn't	school
book	shoe

8 Fill in with the right possessive pronouns.

Example: This is my book. Where is **yours**? (you)

1. This is his ruler. Where is _____? (she)
2. That is your skirt. Where is _____? (I)
3. These are our shoes. Where are _____? (they)
4. Those are their trainers. Where are _____? (we)
5. This is her backpack. Where is _____? (he)
6. This is my tracksuit. Where is _____? (you)

WRITING

9 Follow the questions and write about your last shopping:

- Where did you do the shopping?
- How much .../many ... did you buy?
- What did you buy?
- How much did you pay?

ICEBREAKER

Who does food shopping in your family?
What food do you usually buy in a grocery?

New

change	grocery	cash desk
dairy	cashier	olive
produce section		

Useful phrases: to pay cash
to pay with a credit card



1 Read the dialogue and answer the questions.

Daughter: What are we going to buy from the grocery, mum?

Mother: Let's first go in the produce section to buy fruits and vegetables. We need tomatoes and carrots.

Daughter: Mum, can I buy some chips to have a snack a little later?

Mother: I'm afraid not. Chips are not healthy. I am going to bake some cookies later on, so you'll have a great snack.

Daughter: That sounds wonderful!

Mother: Let's go and pick up the ingredients. We need flour, sugar, butter, and eggs. This is the dairy section. Let's take the butter and the eggs. Let's go to the cash desk now.

Cashier: Hello!

Mother: Hello!

Cashier: How would you like to pay? Cash or with credit card?

Mother: I'll pay with a credit card.

Cashier: Thank you! Have a wonderful day!

Mother: You too. Bye.



produce section



dairy section

1. Where do the mother and daughter go?
2. What does the mother need from the grocery?
3. Why can't the daughter buy chips?
4. In what section do they buy butter and eggs?
5. How does the mother pay?

2 Match the words to their definitions.

- | | |
|--------------|---|
| 1. cash desk | a) made from milk |
| 2. grocery | b) money in the form of coins or notes |
| 3. produce | c) things connected with farming |
| 4. dairy | d) a shop/store that sells food and other things used in the home |
| 5. cash | e) the place in a shop where we pay for the goods that we buy |



3 Listen to the dialogue and make a list of what the customer has bought.

4 Go to the local grocery or supermarket and learn about the prices of the foods given below. Report to the class.

Example: A loaf of bread is 4 lei.



a loaf of bread



a cup of yogurt



a bag of flour



a bottle of oil



a jar of olives



a bunch of bananas



a carton of milk



a box of cereals



5 In pairs, role-play buying things at a grocery. Be polite in your conversation.

6 Choose the right word to complete the sentences.

- When we want to buy food we go to a _____.
a) hospital b) grocery c) post office
- We buy milk and butter in a _____ section.
a) dairy b) produce c) fish
- We pay for the goods that we buy at the _____.
a) door b) post office c) cash desk
- We can buy a _____ of grapes.
a) bunch b) carton c) bag
- We usually buy a _____ of jam.
a) cup b) box c) jar
- We often buy a _____ of oil.
a) packet b) bottle c) loaf

7 Listen to the song *Shopping at the Grocery Store* and make a list of foods.

Mr. Baker, can you, please, make me a loaf of bread?
I'd like a fresh-baked apple pie, or make that cherry instead.
I'll push the cart across the aisle, we'll buy some milk and cream.
I'm so happy I'm with mum at the grocery!



WRITING

8 Write the missing words and sum the total cost of the foods:

A: Hello! Can I help you?

B: Yes, please. I would like a _____ of white bread and a _____ of milk.

A: Anything else?

B: Yes, a small _____ of flour and a _____ of oil.

A: Here you are.

B: I would also like a _____ of bananas and two _____ of yogurt.

A: Will that be all?

B: Yes, that's all. How much is it?

A: That's _____.

B: Here you are.

A: And here is your receipt.
Have a nice day.

B: Thank you. Good-bye!

ICEBREAKER

Do you have e-pals?
Do you ever send emails in English?

New

e-pal
to clickexchange
for ages

to type



1 Listen to the conversation and answer the questions.

- Who are Silvia and Tina talking about?
- Where did Silvia meet Pierre?
- What is Pierre fond of?
- What does he like doing?
- Why did he join the Magician's Club?
- What did he teach Silvia?

2 Read Silvia's email. Decide if the sentences are *True* or *False*.

INBOX you have a new letter ...

Hi Pierre,

How are you? I hope you are well. Thanks for your last email. I'm writing to tell you that I finally got a laptop of my own.

You know I wanted one for ages. And I wanted it for schoolwork, not just for games.

My parents bought a used laptop because it was cheaper. But it has a large screen and they bought me a new gaming mouse. It is more sensitive and has a cool design. My headphones are old but they are okay.

I am well-equipped now to browse the Internet for music, films, books and information. And we can Skype more often.

Well, that's all for now. Have you made plans for the summer vacation? You may leave the hot and noisy Paris and spend a week at my grandparents'. Write to me soon.

Best,
Silvia

REPLY

FORWARD

- Silvia is writing to answer Pierre's last email.
- Silvia didn't have her own laptop.
- Silvia's parents bought her a new laptop.
- Silvia will use her laptop to play games.
- Pierre lives in France.
- Silvia wants to go to Paris on vacation.

3 Study the chart and complete the sentences.

These days we have Skype and email which help making friends around the world easier. But things were not always the same. We can communicate with friends all over the world due to very recent inventions.

- Tim Berners-Lee developed the World Wide Web in ...
- In, ... he created the first web page.
- The first communication by Skype took place in ...
- In ..., Ted Leonsis sent his first online message.
- Ray Tomlinson sent the first email in ...
- The first video appeared on YouTube in ...

Invention						
Year	1989	1991	2003	1971	1993	2005



4 In pairs, make a list of questions you may want to ask a virtual e-pal. Use the clues below.

First name	Weekend activities
Age	Talents / Hobbies
Country/Hometown	Favourite sports
Name of school	Favourite music

5 Read the profiles of some children who are looking for e-pals. Choose a friend and say why you want to be his / her e-pal.

Paul Brian, 12, Birmingham.
If you are interested in modern inventions, please, write. I also like reading science fiction.



Do you know that...

E-Pals is a platform which helps schools, teachers, pupils and students around the world to participate in group projects. In 2016, teachers from Moldova and their pupils participated in the eTwinning project. They learned about Christmas traditions in different countries of the world. Pupils from Moldova made friends with pupils from Canada, Lithuania, Pakistan, Poland, Russia and Ukraine.

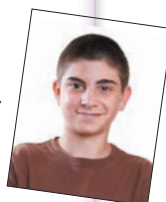
Agnes Wilson, 12, Leeds.
Hobby – reading adventure stories.
Favourite colour – green.
Hate boring people.



Helen, 11
Nice, France
Hobby: playing the guitar
Good at: volleyball
Favourite sport: cycling
Favourite movie: Lady Bird
Email address: helenabeau@gmail.fr



James Fisher,
London.
Hello, I'm 12.
I love rock music and roller skating.
I'm looking for a friend abroad.
Write soon.



Luciano, 13
Padova, Italy
Hobby: puzzles
Good at: drawing
Favourite sport: football
Favourite book: The Hobbit
Email address: luciano20@gmail.it



WRITING

6 When you write an email to a friend, you should follow some rules. Read the rules and write the letter.

1. Type your friend's email address.
2. Write the subject.
3. Open with a greeting.
4. Ask how he/she is doing.
5. Tell him/her why you are writing.
6. Write the email body.
7. Add emojis, if appropriate.
8. Ask questions to sound more polite.
9. Close and sign.
10. Click the 'Send' button to send the letter.

Wantafriend@email.fr

Plans for summer

Hi, Nick,

How are you?

I hear you plan to go to Rome for a short vacation.

Rome is fantastic. It has lots of monuments and it is really unique. 👍

Have you decided how long you are going to stay there?

Best wishes, John!

Unit 6

TEST YOUR SKILLS

Oral Assessment

1 Can you name some beautiful places in Moldova?



2 Can you speak about one of the most interesting places you have visited or read about in Moldova?

3 Can you say how much they are?



£52.95



£38.99



£15.48



Written Assessment

4 Can you circle the right pronoun?

1. Tim is (my, mine) brother.
2. This is my dog, that is (her, hers).
3. (Our, Ours) hats are yellow.
4. This is Bill's pen, not (my, mine).
5. These are (their, theirs) books.

Where are (your, yours)?

5 Can you complete the dialogue using the words from the box?

get off welcome will take get long number

A: How can I _____ to the stadium?

B: Take a _____ 17 and _____ at the stadium.

A: How _____ will it take me?

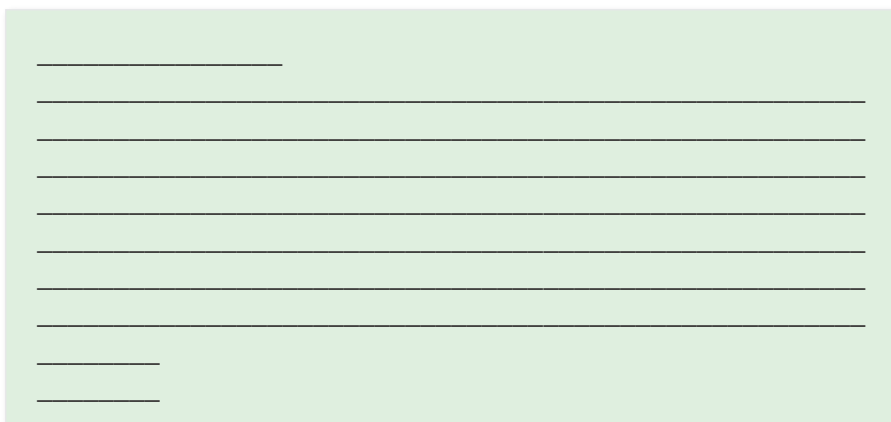
B: It _____ you about twenty minutes.

A: Thank you.

B: You are _____.

6 Can you write a letter to your new e-Pal following the plan?

- Introduce yourself
- Your age and height
- Date and place of birth
- Your nationality
- What you look like
- Your hobbies
- Your favourite things (i.e. colour, food, sport)
- What you want to be when you grow up



My self-assessment chart

Tick the sentences that are true for you.

If you need help, review the materials in the lessons.

I can...

- | | |
|--|----------|
| <input type="checkbox"/> identify synonyms in a text | Lesson 1 |
| <input type="checkbox"/> use the <i>simple past</i> and the <i>present perfect</i> correctly | Lesson 1 |
| <input type="checkbox"/> use phrases correctly | Lesson 2 |
| <input type="checkbox"/> talk about services provided by the post office | Lesson 3 |
| <input type="checkbox"/> arrange sentences to make dialogues | Lesson 3 |
| <input type="checkbox"/> select relevant information from a text for listening | Lesson 4 |
| <input type="checkbox"/> make dialogues based on given instructions | Lesson 4 |
| <input type="checkbox"/> use possessive pronouns correctly | Lesson 4 |
| <input type="checkbox"/> use proper vocabulary to say how much things cost | Lesson 5 |
| <input type="checkbox"/> write a message to an e-Pal | Lesson 6 |

TRANSCRIPTS

Unit 1

Lesson One

1 Listen to some pupils talk about the importance of English. What adjectives do they use?

Max: I think English is very important because it is the most widely used language.

John: I believe English is useful because it is the Top language for the internet.

Mary: I think English is fantastic because it is easy to learn.

Andy: I also think English is useful. In an international summer camp you can communicate with children from different countries.

Jane: English is fun. It opens a whole world through books, movies and songs.

Ann: English is cool. When you go abroad, you can speak it.

Sandy: English is great! It helps you make friends all over the world and communicate with them.

5 Read the *Do you know that ...* text. Then listen to the sentences and correct them.

1. Romanian is a world language.
2. Fifty million people in the world speak English.
3. They speak Canadian in Canada.
4. English is a second language in New Zealand.
5. The word *poodle* comes from Spanish.
6. There are no words in English from Native Americans' languages.
7. There are some hundreds of words in English that come from other languages.

Lesson Two

1 Adam from the local newspaper has come to interview pupils. Listen and take notes. Say what the pupils like during their lessons.

I am Mike. The most exciting for me is when the teacher lets us use our phones to do some tasks. We can use different applications and this is really great!

I am Tina. I think it is very good that many teachers use the Internet during the lessons. They use different applications. This makes learning fantastic.

I am Vicky. I like when teachers use diagrams and charts. They can be very helpful. The teacher of Romanian often does this when we write something. This helps us plan our ideas.

I am Alex. I like that teachers give us time to think when they ask questions. Even if somebody immediately raises her/his hand, the teacher stops and waits. It allows us all to understand the question and to think of an answer.

I am Irene. I like very much when we use *pair work* and *group work* at the lessons of English. It is very interesting and I feel that I know something. I also like the projects that we do at these lessons.

I am Andrew. Most of all I like how the maths teacher first shows us how to do a maths problem and she says: *Now I do*. Next, she invites us to do a problem with her and says: *Now we do*. Then, she says: *Now you do*. This time we try to do a maths problem alone. This makes everything very clear.

Lesson Three

2 Watch the video and take notes. Speak about the simple rules of making friends at school.

G: I think the best way to make friends in middle school is just talk to them. From the first day, ask who they are and introduce yourself.

M: The best way to make a new friend in the middle school is just to be friendly.

...

C: You should definitely give help, because this is how you make a lot of new friends. Like I ask someone, Do you know what this is or Do you know what that is. And they say Oh yes, I can show you. And then, you know, you just have a conversation and you get to know the person really well.

E: I think it's important to be in the afterschool programs or clubs, because you can make more friends that way.

F: In middle school you will meet many new people. This will give you the opportunity to make new friendships. Friends can act as your support system, sticking up to you, helping you to solve problems.

I: [...] Devon's my friend and I 'm sure she wouldn't want anybody to know that she failed the maths test.

F: It is not important how many friends you have, it is important to have one you can trust.

Show you friends you care about them by listening and commenting on what they have to say.

Don't set up to make friends, just be friendly. Feeling happy for your friend is a way to show support.

Kids usually become friends with other kids who they have things in common with.

Get involved in afterschool activities, that's where you will meet people with similar interests.

Also, asking for advice from someone is a good way to start a friendship.

Once you've become friends with a classmate, you are going to exchange phone numbers, screen names or invite them over to your house.

You can disagree or be mad at a friend but consider how you express yourself. It's hard to take back hurtful words. When you both cool down, talk about what happened.

Lesson Four

2 Listen to Tina speaking about afterschool activities in her school. Say why Tina and Mike don't go home when classes are over.

Our classes are over at 3 p.m. But we don't go home. There are clubs and centres for all pupils in our school. I like mathematics and I am a member of the Science Club. I believe, it will help me know mathematics better. After Science, I go to the Crafts Centre. I learn needlework there. Mike attends the Arts Club. He is fond of music and he takes music classes. He also enjoys drawing and painting. Mike does sports too. He plays tennis for our school.

Our afterschool activities usually finish at 6 p.m.

6 Watch, listen and take notes. Decide what clubs Olivia, Kevin, John, and Kate have decided to join.



Olivia: Hey guys, did you decide which club to join?

Kevin: Not yet! I still have no idea.

Olivia: Think about what you like to do for fun. What are your hobbies?

John: I just have too many hobbies! I love taking photographs, and even making and collecting Jet model figures. And I also like cooking, watching science fiction movies, skateboarding and...

Olivia: John. Just pick one of them.

John: Why do I need to choose one? There is too much fun in this world! What is your hobby, Olivia?

Olivia: I enjoy reading travel books. So I signed up for a book club. Don't you want to join the club with me?

Kevin: I actually love reading comic books.

Olivia: Well... a comic book is a type of book... That's perfect. Let's sign up for it. It will be awesome!

Kevin: All right! Fine.

Olivia: Let's go now!

Kate: I'm glad Kevin found the right hobby.

John: I'm not really sure if he likes the book club or... Olivia.

Kate: Which club would you join?

John: Hmm. Science is the answer. I will join a science club.

Kate: That's a great idea, but I heard it's really tough. You need to work on many projects and plus, the teacher is really strict.

John: Umm...I just changed my mind. I will probably join a photography club.

Kate: Oh, really? That's a great idea! Please take an awesome picture of me when you become a professional.

John: Yep yep!

Lesson Five

1 Listen to some people speaking about libraries. Then choose the correct word and read the sentences.

A: We all need libraries. Libraries are a safe place for teenagers who like to study and socialize. Libraries offer free access not just to books and information but also to professional advice and support.

B: Librarians help students with homework and offer after-school programmes in art, science, music, language, and math. They recommend books and authors to young people who are searching for something different.

C: Libraries help children and teenagers feel responsible to themselves and to their neighbours. They teach them what it means to borrow and take care of something public, and to return it so others can have it too.

D: For many people, the library is a place where they can volunteer and feel useful. It's where they can be part of a diverse and healthy community.

Unit 2

Lesson One

2 Watch, listen and take notes. Which of the children's answers do you like best?

My family is ...

My brother ...

Me, my mum and my cat ...

Two other brothers...

My little brother and my Guinea pigs ...

Four other sisters and one brother moved out.

My family is ...

Awesome, but a little bit loopy.

My family is fun.

Sporting, encouraging and helpful.

...

It's cool having a family. The best thing about my family is that they don't yell at me much
A family means ...

no arguing,
someone who ... I see a lot,
to care for each other.

You live with your family, you support them.
They are related to you and and they all care
for each other.

Lesson Two

2 Mike's grandmother is showing her friend photographs of her grandchildren. Listen and match.

Here are some pictures of my grandchildren. This is Andrew, he is sixteen now and he's the oldest. He has the most beautiful light brown hair. It's really long in this picture.

This one is Mike. He is getting so tall. I think he's over 160 centimeters and he's only twelve.

Catherine has the most beautiful blonde hair and blue eyes. She takes after her mother. She often plays the clarinet for me.

And this is Eddy, the youngest. He is so cute with his red hair and hazel eyes. He is only six, but he is very helpful.

They are all very beautiful, aren't they?

Lesson Three

3 Listen to Tom talking about his family traditions and complete the sentences.

My name is Tom, I am twelve and I live in New York.

We have many family traditions that I value. However, my favourite is the way we spend our summer vacation. It has become a tradition that in early spring we choose the destination which we want to visit when we go on vacation. Last year my sister chose Canada and there we visited Butchart Gardens. It is a really beautiful and relaxing place. Our next destination will be San Diego ZOO. I think spending vacations together is a great family tradition. It's a lot of fun planning and making decisions together. We learn a lot from each other and we become stronger as a family.

Lesson Four

1 Listen to what Tina says about her grandparents. Say why Tina is thankful to her grandparents.

My grandparents mean very much to me and I am thankful to them for lots of things: for the wonderful stories, for the books and other gifts they have given me, for the stories they have told me and for the rides on the tractor. My grandfather sometimes took me fishing and that was so exciting. I also want to thank them for the kind words they always find for me and for their help. I am thankful for the mashed potatoes, chicken, my favourite cakes and the fun we have had together.

Lesson Five

1 Listen to the dialogue and say how Tina and her family celebrate her grandparents' birthdays.

Tina: My grandparents don't live with us but we always celebrate their birthdays.

Mike: Do you visit them?

Tina: When we were in Moldova, we always did. But now we cannot visit them, so we wish them Many Happy Returns of the Day by phone or Skype.

Mike: We also remember our grandparents' birthdays.

Lesson Six

1 Listen to Kate and Nick and answer the questions.

I am Kate and I am thirteen. I have different hobbies, but most of all I like music. I play the violin every day. My dream is to become one of the best violinists in the world and play in a famous Opera House. I think music is very important. It makes people kinder and happier.

I am Nick. Every vacation my parents show me different beautiful places in Moldova. My dream is to become a traveller and travel to far away continents. I would like to see Asia, America, Europe and Africa. I want to know how people live there. When I come home from my travels, I am going to write a book about the visited places.

Unit 3

Lesson One

2 Listen and say what Mike does at 7:15; 8:45; 13:00; 16:00, 17:30; 19:00.

1. I usually get up at seven fifteen in the morning.
2. I always get to school at eight forty-five.
3. At one o'clock, I often have lunch at the school canteen.
4. I sometimes have a cup of tea and sandwiches at five thirty.
5. At four o'clock, I get home from school. I always wash my hands when I get home.
6. We have dinner with the family at seven o'clock.

8 Listen to the poem about lazy-bones Grundy. Do you agree that Grundy is lazy? Why?

The Timetable of Lazy-bones Grundy
 Lazy-bones Grundy
 Must do sums for Monday.
 "And today is Tuesday",
 Says lazy-bones Grundy,
 "So I'll do it on Wednesday,
 If not – then on Thursday,
 Or even on Friday",
 Says lazy-bones Grundy.
 Not very soon comes Friday
 And Saturday comes,
 But lazy-bones Grundy
 Has no time for sums.
 "Never mind", says Grundy,
 "I'll do it on Sunday."
 So this is the timetable
 Of lazy-bones Grundy.

Lesson Two

2 Listen to the dialogue and answer the questions.

Steven: Hello, James! Are the clothes you are wearing new?

James: Hi, Steven. Yes, they are.

Steven: They look great. When did you get them?

James: My parents bought them for my birthday last week.

Steven: Is this your favourite style of clothes?

James: Yes, I like clothes that are simple and comfortable.

Steven: I see. I like your style.

James: Thank you. I like your style too, Steven.

Lesson Three

1 Listen to the dialogue and agree or disagree.

E: Achoo! Hi Helen, what are you doing?

H: Hi Emily. I am reading about ways to take care of myself during the flu season. Look here, did you know one sneeze can send about 100,000 germs in the air? That's a lot of germs that can make us sick.

E: Whoa, germs everywhere, it sounds scary.

H: Yes. The good thing is not all germs are bad. In fact, most germs are harmless but bad germs aren't a lot of fun. They love dirty places. To take care of ourselves we need to practice good hygiene. Good hygiene stops us from spreading bad germs to others.

E: I don't want to spread bad germs. I always practice good hygiene. I wash my hands before and after meals, after I play outside, after I play with my pet, and after I use the toilet.

H: That sounds like a lot, but you never know where bad germs can be hiding.

E: Achoo! I always use a tissue when I sneeze. That stops bad germs from flying into the air. Oh, that was my last tissue.

Lesson Four

1 Listen to Tina and Mike talk about food. Make a list of the foods Tina's family eat in England. Do you think they eat healthy food?

Mike: What food do you like here in England, Tina?

Tina: I like different things, but at home we continue to cook Moldovan dishes.

Mike: So, what do you eat?

Tina: We eat a lot of vegetables, fruits, eggs, meat and grains. We regularly eat soup.

Mike: How often do you eat soup?

Tina: Practically every day. We think it is good for health. We also make all kinds of vegetable salads. We miss our Moldovan vegetables. They are very tasty there.

Mike: We never eat soup. What kind of meat do you prefer?

Tina: Most often we eat chicken and lamb. I love lamb!

Mike: Do you eat burgers or pizza?

Tina: We don't eat burgers. Though we may have sandwiches in the morning or pizza. My mother makes very tasty pizza. Most often we have cereals and tea for breakfast. We also drink a lot of fruit juice and water.

Lesson Six

4 Listen to some questions about Andrew's flat and answer them.

1. How big is Andrew's flat?
2. Does the window open into a balcony?
3. Where is the working area?
4. Is there a bookcase in the room?
5. Where is the kitchen area?
6. Is there a cooker in the kitchen area?
7. Why does Andrew like his flat?

6 Listen to Tina describing her room. Say if the room in the picture is Tina's room. Why Yes/No?

I have my own room and I like it a lot. It's a bit small, but it's really light and it's always very quiet. There's a big desk under the window. On the desk, there's a computer and a lamp. There's a box of pens and pencils, too. In front of the desk, there's a chair with green cushions and next to it there's a bookcase full of interesting books. The walls are white and there are white curtains on the windows. The rug in front of the desk is pink.

Unit 4

Lesson One

2 Listen to the weather forecast. Look at the map and agree or disagree.

Here's the forecast for Europe today.

At the moment, it is wet and windy in the UK.

It is hot and sunny in Germany.

It is cool and cloudy in Russia.

It is warm but not very sunny in Italy.

In Greece, it is warm and rainy.

It is not so sunny in France. It is cool and cloudy.

4 Tina needs to make a report on the weather in a European country. Listen to the conversation between Tina and her grandfather and take notes.

Tina: What's the weather like in Moldova today?

Grandfather: It's cool and cloudy in the North, wet and windy in the East.

Tina: What is it like in the South?

Grandfather: In the South, it is warmer and a little cloudy.

Tina: And in the West?

Grandfather: Warm and rainy. No wind.

Tina: What was it like yesterday?

Grandfather: Oh, it was wet and windy everywhere.

Tina: And what is it going to be tomorrow?

Grandfather: I think it's going to be warm and sunny.

- 9 Listen to the song. Then make a list of things you do in good weather and a list of things you do in bad weather. Report to the class.**



“SUN, RAIN, WIND, AND SNOW”

LYRICS:

On a sunny day I'm happy
 On a sunny day I smile
 Flowers bloom in the sunlight
 We play outside and we go and look for butterflies
 On a rainy day I'm happy
 On a rainy day I smile
 Hills and trees look fresh and green
 And I see rainbow coloured umbrellas in the streets
 On a windy day I'm happy
 On a windy day I smile
 All the leaves shake and fly
 And my kite is flying high in the sky
 On a snowy day I'm happy
 On a snowy day I smile
 Snowflakes fall on my window
 Frozen leaves shine like silver stars in a dream”

Lesson Two

- 2 Listen to the text. Choose the right option and read the sentences.**

Forests are a major source of oxygen for the air we breathe. The Earth will probably be a totally lifeless planet without forests. They are the green lungs of our planet.

There are many forests and woods in Moldova. We can see oaks, beeches, birches and a lot of other trees and bushes in the forests of Moldova. Various animals, simple plants and medicinal herbs have their natural home in the forests.

Lesson Three

- 1 Listen to Matthew and say if he likes his father's job. Why?**

My father is a forester. He says his job is very interesting, though it is rather difficult. My father is like a doctor of the forest. He works from morning till night. He takes care of both plants and animals in the forest. I often go to the forest and help him. I make friends with roes and hares, with hedgehogs and squirrels. In summer, I usually stay with my father. I wake up with the songs of birds and fall asleep with the chirping of crickets. In winter, I help my father feed the animals with hay and salt, corn and seeds. Life in the forest is really exciting. My dream is to follow in my father's footsteps.

Lesson Four

- 2 Listen to a text about polar bears and take notes. Then answer the questions.**

The polar bear is also called white bear, sea bear, or ice bear. Its Latin name is *ursus maritimus*. It lives in the Arctic. The polar bear is the largest on land. It is not afraid of people and it is a very dangerous animal. It has a big body, a long neck, a small head, short, rounded ears, and a short tail. The male bear can grow up to 2,5 metres tall and weighs up to 500 kg. The female bear grows up to 1,6–2 metres tall and weighs up to 250 kg. Young bears weigh less than 1 kg when they are born. Polar bears are excellent swimmers. They eat seals, birds and fish.

Polar bears are in danger not only because people kill them by hunting. Climate change is worse. The ice melts and this destroys their habitat. Russia has an Arctic Park where they take care of polar bears.

Lesson Five

- 6 Listen to the dialogue and answer the questions.**

Uncle Tom: Hello, Henry. How is life in the country?

Uncle Henry: Hi, Tom. Life in the country is fine. How is life in the city?

Uncle Tom: It's great. I love the buildings, cars, streets and bright lights at night.

Uncle Henry: I don't like bright lights at night. I like bright stars at night.

Uncle Tom: Yes, but in the city, I can get to work by public transport.

Uncle Henry: Yes, but in the country, I can eat food straight from the farm.

Uncle Tom: Food from the farm sounds good. Is it better than the food you can eat in the city?

Uncle Henry: Sure it is.

Unit 5

Lesson One

5 Listen to the dialogue about the weather in the UK and make a list of weather words.

A: What is the weather like in the UK?

B: It is never too hot or too cold but the weather changes very often.

A: Is it frosty in winter?

B: No. The temperature rarely goes below 5 degrees. They have all sorts of weather. Sometimes it snows, sometimes it rains.

A: Does the Thames freeze in winter?

B: It never freezes in winter.

A: What makes weather?

B: The warm waters of the Atlantic Ocean keep the British Isles warm. Overall, the climate is fairly temperate and similar to much of Northern Europe.

6 Watch the movie about places in London. Find them on the map on the book cover.



Lesson Two

1 Listen to the dialogue and answer the questions.

Mike: In England, all children from the age of five to sixteen must attend school.

Tina: What types of schools do you have in England?

Mike: Parents can choose to educate their children at state or private schools.

Tina: What is the difference between state and private schools?

Mike: State schools are day schools. Private schools are boarding schools and parents pay for their children to attend these schools.

Tina: What is the difference between day school and boarding school?

Mike: Day school pupils live at home with their parents or relatives and only go to school during the day. At a boarding school, pupils live in a boarding house on the school grounds.

Tina: Thank you for this useful information.

Lesson Three

1 Listen to the text and agree or disagree.

If you look at the USA flag, you'll see 50 stars, one for each state. But many years ago, there were only 13 stars on the flag. They represented the first 13 colonies.

In the early 1600 a group of English people came to America. They founded Virginia, the first American colony in 1607. People from different countries continued to come and form colonies for many years. The 13th colony, Georgia, was founded in 1732.

The 13 colonies became independent from Great Britain in 1776. July 4, 1776 became the birthday of the American Nation. This day is called Independence Day. George Washington who led the Americans in the war became the first president.

Lesson Four

1 Listen to Luke speaking and answer the questions.



... Just over the past year I've enjoyed reading *Winnetou* by Carl May, the *Harry Potter* series with eight books, the Roald Dahl series with 12 books, and *The Unwanteds* series by Lisa McMann, with seven books. And many many single books in between. Some I've liked less, some I've liked more. But they all took me for such an adventure. Ask my family members. I'm a truly unhappy child when I don't have a good book to read right next to me. I love reading in places like my bed, on the move while walking, in the toilet, in queues, in vehicles, but more importantly, at home. I hide behind various corners of my house, so nobody can find me and make me do anything else... Reading is love in action. And the positives are endless. I usually never have to study for spelling tests, and it makes my vocabulary so good that it easily impresses any grown-up... I can't imagine my life without a book.

Lesson Five

1 Tom and his elder sisters Amelia and Olivia are at the Art Museum. Listen to the dialogue and answer the questions.

Tom: Wow! I've never seen such a huge Art Museum!

Amelia: Tom, it's not proper etiquette to speak that loudly at a museum.

Tom: Alright... Olivia, which art piece are you looking at now?

Olivia: It's the *Mona Lisa* by Leonardo da Vinci. I've always wanted to see it.

Tom: This is the famous Mona Lisa!

Olivia: I cannot take my eyes off her eyes.

Tom: I want to take a picture with her.

Amelia: No, Tom. We can't take pictures in this museum.

Tom: Oh, I didn't know that. I really wanted to take a photo with her. Hmm.. This painting is a little freaky. Its nose and eyes are twisted and the colours are so unrealistic.

Amelia: That's what makes an abstract painting so attractive. This is a painting of the most famous painter, Pablo Picasso.

Olivia: Look at this painting. It seems that its painter loves the stars and the moon a lot.

Tom: This is Vincent van Gogh's famous piece *The Starry Night*.

Amelia: What, Tom? Did you know about this painting?

Tom: Nope, I just saw its title at the bottom here.

Lesson Six

1 Listen to a text about new gadgets and say which of them you would like to have. Why?

1. Some inventions and gadgets are very useful as they make our life easier and more interesting.
2. The Smartbrush can clean your teeth and tongue in three seconds! This can help you keep your personal hygiene.
3. Birds are sometimes dangerous to planes when they're taking off and landing. So the robotic birds come to help the planes.
4. The Math Clock displays math equations instead of actual time. This helps kids develop their math skills.
5. The Bin-e is a smart trash bin that separates trash and recycling. So this gadget puts the planet first.
6. The lifesaver drone helps save people in the sea when a shark appears in the area.

Unit 6

Lesson One

1 Listen to Silvia and answer the questions.

Next week we are going on a class excursion to Soroca. We love such trips as we learn a lot from them. I think learning from excursions or field trips is more exciting than learning in the classroom and from books. We will see the river Nistru, *Soroca Fortress*, *The Candle of Gratitude* and other places. Our teacher says we need to get ready for the trip. Thus we have already learnt something about the history of Soroca to be ready to learn more when we get there. Now we should prepare our personal *First Aid Kit* and other necessary things. Before such trips, the teacher always tells us how to behave outside school and puts us in pairs so that we can look out for each other.

Pete: I live in a village not far from the town. I can get to my school by bus or by minivan. I prefer to go to school by bus. It is more convenient and cheaper. It takes me 50 minutes to get to school.

Lesson Two

1 Listen to some pupils talk about how they get to school. Make a list of means of transport.

Greg: As I live near my school, I don't use public transport to get there. I walk and it takes me 15 minutes to get to school. But, when I go to the tennis club, I usually use my bike.

Kate: My school is not far from the centre of our city, but it is far from our block of flats. So I take a trolleybus and it takes me 30 minutes to get to school. Sometimes I have to wait in a traffic jam. Once I was even late for the first lesson. In autumn and in spring, when the weather is fine I go to school by bike.

Andrea: I live rather far from my school, but I usually walk there. It takes me 45 minutes to get to school and I am never late. This is because I am an early bird and I always get up at 6 in the morning.

Lesson Three

1 Listen, choose the correct words and read the sentences.

The post office is a very useful place. At the post office you can send letters and parcels, collect money, buy stamps, postcards, newspapers or magazines. Sometimes you fill out important forms.

3 Listen to the dialogue and answer the questions.

Steve: Hi, can I have some stamps, please?

Clark: Sure. How many do you need?

Steve: Give me one sheet please.

Clark: Okay, a sheet has 20 stamps. You want the 46 cent stamps, right?

Steve: Yes. The kind we put on letters.

Clark: Alright, here are your stamps. That'll be \$9 dollars and 20 cents.

Lesson Four

1 Listen to the text and say if you think Mr Brown is a happy man. Why?

Mr Brown is a shopkeeper. He has a shop in a small village by the River Thames, near Oxford. The shop sells almost everything from bread to newspapers. It's also the post office. Children always stop by to buy some sweets or ice-cream on their way to and from school. They know they will find everything they need there. Besides, Mr Brown is so hospitable and helpful. He loves children and he always knows what each of them likes.

Lesson Five

3 Listen to the dialogue and make a list of what the customer has bought.

Customer: Hi!

Shop assistant: What can I do for you?

Customer: I would like a bunch of bananas and a kilo of red apples.

Shop assistant: Uh, I'm afraid we only have green apples left. Is that alright?

Customer: Yes, that will be fine.

Shop assistant: Anything else?

Customer: Yes, have you got any olives?

Shop assistant: Yes, we have both green and black olives. Which do you prefer?

Customer: I would like a jar of green olives.

Shop assistant: Here you are.

Customer: How much does it cost?

Shop assistant: It's \$10.75 (ten dollars and seventy-five cents).

Customer: Here you are.

Shop assistant: And here is your change and receipt.

Customer: Thank you. See you soon.

Shop assistant: Thanks for coming. Bye.

7 Listen to the song *Shopping at the Grocery Store* and make a list of foods.



Mr. Baker, can you, please,
make me a loaf of bread?

I'd like a fresh-baked apple pie,
or make that cherry instead.

I'll push the cart across the aisle,
we'll buy some milk and cream.

I'm so happy I'm with mom
at the grocery!

Mr. Butcher, slice it thin,
turkey, beef or ham.

I'll take 2 dozen chicken wings
and a leg of lamb.

I'll push the cart across the aisle,
we'll buy some coffee and tea.

I'm so happy I'm with mom
at the grocery!

At the fruit and veggie stand
you can choose and pick.

Tomatoes, potatoes, bananas, apples
and pears, celery and carrot sticks.

I'll push the cart across the aisle
and buy some broccoli.

I'm so happy I'm with mom
at the grocery!

Oh, I'm so happy I'm with mom
at the grocery!

Lesson Six

1 Listen to the conversation and answer the questions.

Silvia: Do you remember I told you about Pierre? We made friends last summer when I spent two months at Culford School in England.

Tina: Have you become e-pals?

Silvia: Yes, we write to each other quite often. I got another letter from him yesterday. He wrote that he finished reading Harry Potter and the Goblet of Fire. He also joined the Magician's Club and is very excited about it.

Tina: He probably wants to be a magician when he grows up.

Silvia: I don't think so. Last month he wanted to be a chef. He taught me how to cook Chocolate soufflé.

- Read the text and do the tasks that follow.

A Page from British History

One of the greatest queens in British history was Queen Elizabeth (1558–1603) who ruled England for more than forty years. During that time there were many fights between English and Spanish sailors.

The most famous Englishman to fight against Spain was Francis Drake.

Francis Drake was the son of a parson. He went to sea at the age of twelve, learning his craft from the master of an old ship that traded between the Thames and the ports of the southern coast. Later he became an officer on one of the English ships.

In 1577 with his ship the *Golden Hind* Drake set off on a voyage that took him round the world. His aim was to explore South America. He also thought that such a trip would make it possible for him to meet Spanish treasure-ships. On their way back Drake and his crew seized a great part of Spanish treasure. The *Golden Hind* returned to England in 1580. Philip of Spain had already made angry complaints about Drake's actions against his South American treasure-ships. The Queen of England ignored them completely. Instead of punishing Francis Drake, she made him a knight for his exploits.

The people of England were very proud of Drake, and Queen Elizabeth herself came to visit him on board the *Golden Hind*. There, in Drake's low cabin, a fine dinner was served. Then the Queen commanded Drake to kneel before her on the deck. Taking a sword in her hand she said, "The King of Spain has asked for Francis Drake's head, and here I have a sword to strike it off." But instead of striking off Drake's head with her sword, she touched him lightly on the shoulder, and ordered him to rise, no longer Francis Drake, but Sir Francis Drake. So she made him a knight.

1 Read the sentences in correct order.

The *Golden Hind* returned to England in 1580.

Queen Elizabeth had a sword in her hand to strike Francis Drake's head off. Francis Drake's aim was to explore South America.

Queen Elizabeth did not punish Francis Drake, she made him a knight for his exploits.

In 1577, his ship set off on a voyage that took him round the world. The most famous Englishman to fight against Spain was Francis Drake.

On their way back Drake and his crew seized a great part of Spanish treasure.

2 Choose the correct answer to complete the sentences.

- Queen Elizabeth ruled England for _____.
a) more than forty years b) ten years c) about forty years
- Francis Drake went to _____ at the age of twelve.
a) town b) village c) sea
- He became _____ on one of the English ships.
a) a cook b) an officer c) a pirate
- In 1577, Francis Drake set off on a voyage to _____.
a) India b) Australia c) South America

5. The king of Spain asked for Francis Drake's _____.
a) head b) treasure c) house
6. Francis Drake and his crew seized a great part of Spanish _____ on their way back to England.
a) ships b) treasure c) land
7. The Queen of England made Francis Drake _____ for his exploits.
a) a lord b) a peer c) a knight

3 Write the questions to the answers.

1. How long ____ ? Queen Elizabeth ruled England for more than forty years.
2. Who _____ ? Francis Drake was the most famous Englishman to fight against Spain.
3. What _____ ? Francis Drake's father was a parson.
4. What _____ ? Later he became an officer.
5. When _____ ? In 1577, Drake set off on a voyage to South America.
6. Where _____ ? Queen Elizabeth came to visit Francis Drake on board the *Golden Hind*.

4 Discuss the answers to the following questions.

1. Why was Francis Drake the most famous to fight against Spain?
2. Why did Francis Drake set off on a voyage to South America?
3. Why did Philip of Spain make angry complaints about Drake's actions?
4. Why were the people of England proud of Francis Drake?
5. Why did Queen Elizabeth come on board the *Golden Hind*?
6. Why did Queen Elizabeth take a sword in her hand?
7. Why did Queen of England make Francis Drake a knight?

● Read the text and do the tasks that follow.

Honesty Is the Best Policy

A woodman was once working on the bank of a deep river. Suddenly his axe slipped from his hand and fell into the water.

"Oh! I have lost my axe," he cried. "What shall I do? The water is very deep and I am afraid to dive into it. What shall I do? Who can help me?"

Mercury heard the poor man's cries and appeared before him.

"What is the matter, poor woodman?" he asked. "What has happened that you are so sad and unhappy?"

Mercury listened to the man's story and then said: "Perhaps I can help you". He dived into the river and brought up a golden axe. "Is this yours?" he asked. "No, that is not mine," was the answer. Mercury dived a second time and this time brought up a silver axe. "Is this yours?" he asked. Again the answer was "No". So Mercury dived a third time and this time brought up the very axe that the woodman had lost. "That is my axe," cried the man. "Yes, that is my own good axe. Now I can work again."

Mercury was so pleased with the man's honesty that he at once made him a present of the other two axes and disappeared before the woodman could even say "Thank you".

The woodman went home very pleased with his good luck. He told his friends all about it. One of them decided to try his luck. So he went to the same place, dropped his axe into the river, and cried out: "Oh! I have lost my axe. What shall I do? Who can help me?"

Mercury appeared as before. He listened to the man and dived into the river. Again he brought up a golden axe. "Is this yours?" he asked.

"Yes, it is," said the second wood- man.

"You are not telling me the truth," said Mercury. "You shall neither have this axe nor the one that you so foolishly dropped into water."

1 Read the sentences in correct order.

Mercury was pleased with the man's honesty and made him a present of the other two axes.

Mercury didn't help the woodman's friend because he was not honest.

A woodman was working on the bank of a deep river.

One of the woodman's friends decided to try his luck.

The woodman's axe slipped from his hand and dropped into the water.

Mercury brought the woodman's axe.

Mercury heard the poor man's cries and decided to help him.

2 One word in each sentence is wrong. Correct it and read the sentences.

1. A woodman was painting on the bank of a deep river.
2. Suddenly his brush slipped from his hand and dropped into the water.
3. Mercury heard the poor woman's cries.
4. The woodman went into the woods very pleased.
5. He told his enemies all about his adventure.
6. One of his friends decided to try his axe.
7. Mercury agreed to give the second woodman his axe.

3 Write the questions to the answers.

1. Where _____ ?
A woodman was once working on the bank of a deep river.
2. Who _____ ?
The woodman dropped his axe in the river.
3. What _____ ?
Mercury heard the poor man's cries.
4. How many _____ ?
Mercury dived three times into the water.
5. How many _____ ?
Mercury brought up three axes.
6. How _____ ?
The woodman went home very pleased with his good luck.
7. Where _____ ?
The woodman's friend went to the same place.
8. When _____ ?
Mercury appeared before the second woodman when he heard him crying.

4 Complete the definitions, choosing the best answer.

1. A man who never tells lies is _____.
a) brave b) honest c) friendly
2. A _____ is someone who looks after a forest.
a) woodman b) farmer c) traveller
3. An _____ is used for cutting down trees.
a) knife b) sword c) axe
4. To _____ means to jump head first into the water.
a) dive b) run c) swim
5. To allow something to fall means to _____.
a) throw b) put c) drop

● Read the text and do the tasks that follow.

Robin Hood

The Robin Hood stories come from the old times. Robin Hood was a hero for poor people. He took money from those who had a lot and gave it to the poor. He never took anything from women or people who worked in the fields or in the forest.

Robin Hood was the best bowman in England and he could fight very well with a sword and with a stave. A stave is a thick straight stick, about two metres long, used for fighting.

One day, Robin Hood was looking for deer. He saw some deer on the far side of a little river. There was a bridge over the river, but it was very narrow, and a man was standing on it. He was a very big man, more than two metres tall and his weapon was a strong stave. Robin came to the end of the bridge, but the man didn't move.

"I want to get to the other side of the river. Let me come over the bridge," Robin said.

The big man didn't say anything. "We'll fight for the bridge," Robin Hood said, "The one who falls into the river is the loser." "Ha, ha, ha!" the big man laughed, "I love fighting." And they started to fight.

They fought for an hour. Their staves moved very fast. Then Robin's foot went over the side of the bridge, and he fell into the water. The big man looked down and asked, "Do you want help?" Robin climbed up the river bank. "That was a good fight," he said, "You're a strong man. Can I do anything for you?"



"Yes," said the big man, "Can you help me find Robin Hood? I want to be one of his men." Robin Hood sounded his horn, and twenty men in green clothes were soon at the bridge. One of them said, "You've been in the water, Robin. Did this man throw you in?"

"Robin!" said the big man, "Will you forgive me?" Robin laughed and said, "I like you. What is your name?" "My name is John Little."

"Little?" said Robin and laughed because John was so big. "We'll call you Little John."

They gave Little John green clothes and the biggest bow from the outlaws' store. He became one of Robin Hood's men.

1 Write complete answers to these questions.

1. What country was Robin Hood from?
2. What weapons did he use?
3. Do you think Robin Hood was a brave man? Why?
4. Why did Robin Hood say it was a good fight?
5. Why do you think Robin Hood's men wore green clothes?
6. Why do you think Robin Hood wanted to do something for Little John?
7. What is an outlaw?

2 What is the meaning of the underlined words?

- | | |
|---|--|
| 1. My grandpa helped me make <u>a bow</u> .
a) musical instrument b) weapon | 5. Yesterday I read an interesting story about <u>an outlaw</u> .
a) a man who studies law
b) a man who breaks the law |
| 2. Uncle David has <u>an old sword</u> .
a) weapon b) toy | 6. He likes <u>to sound</u> his trumpet.
a) blow b) clean |
| 3. The old man used <u>a stave</u> when he walked.
a) stone b) stick | 7. Nobody likes to be <u>a loser</u> .
a) a person who doesn't win
b) a person who doesn't hear |
| 4. Sometimes people use <u>a stave</u> to fight.
a) stick b) knife | |

3 One word in each sentence is false. Replace it by the correct one?

- | | |
|--|---|
| 1. Robin Hood is a modern hero. | 6. The bridge was very wide. |
| 2. He took money from the poor. | 7. John fell into the water. |
| 3. He used to fight with a pistol. | 8. John became one of Robin Hood's enemies. |
| 4. Robin Hood was the worst bowman. | 9. Robin Hood's men wore black clothes. |
| 5. He came up to a bridge over a lake. | |

4 Combine the two sentences into one using **and** or **but**.

1. Robin Hood took money from rich people. He gave it to poor people.
2. Robin Hood robbed men. He never robbed women.
3. Robin Hood fought with a sword. He fought with a stave.
4. He wanted to go over the bridge. The big man didn't let him.
5. The big man didn't say anything. They began to fight.
6. Robin Hood fought bravely. He didn't win.

5 Complete the sentences, using the past tense form of the verbs?

Little John _____ (go) to a shooting contest. He _____ (shoot) very well and _____ (win) the contest. The sheriff _____ (give) him gold and a silver arrow. "This is the best bowman I ever saw," the sheriff _____ (think). "Young man," he _____ (say) to Little John. "What is your name?"

"Men call me Reynold Greenleaf," _____ (answer) Little John. "Be my said the sheriff. So Little John _____ (become) the sheriff's man.

● Read the text and do the tasks that follow.

Midas

Once upon a time there lived a king whose name was Midas. He was very fond of gold, he loved it better than anything else in the world, except his daughter. Midas spent the days counting the pieces of gold he had collected. Once, when he was engaged in counting his money, a stranger entered the room and said: "Midas, you are the richest man in the world. You have everything you can wish for. But are you really happy?" "No, I am not," answered Midas, "I shall never be happy until everything that I touch becomes gold."



"You shall have your wish!" exclaimed the stranger. The next morning Midas woke up when the sun was rising. While he was dressing, he noticed that his clothes turned into gold. This made him very happy. He went into the garden and everything that he touched, the trees and the flowers, turned into gold. Soon he sat down to breakfast; his daughter was sitting beside him. Midas lifted his cup of coffee to his mouth, but the coffee became hard and yellow. This frightened him.

"What is the matter with you, Father?" asked his daughter taking his hand, and she turned into gold.

"What have I done?" cried Midas.

"It was madness to want more riches. Now I have lost my daughter."

Suddenly he heard the voice of the stranger: "Midas, which would you like to have now: your gold or your daughter?"

"Give me back my child!" exclaimed Midas. "I shall never want gold again." "I shall help you," said the stranger. "Go to the river and bring some water.

Then pour the water over your daughter".

Midas did as the stranger had advised him. When he poured the water over the gold statue of his daughter its eyes opened and his daughter returned to life.

Midas understood that gold was not the most important thing in the world.

1 Correct the sentences.

1. Midas loved gold better than his daughter.
2. Midas seldom counted his pieces of gold.
3. Midas was not happy because he was not the richest man in the world.
4. Everything that Midas touched turned into glass.
5. The next morning Midas woke up late.
6. At breakfast his daughter was sitting opposite him.
7. When his coffee turned into gold, Midas was very happy.

2 Complete the definitions choosing the best answer.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. To make someone feel afraid means to _____.
a) make him/her angry
b) frighten him/her
c) quarrel with him/her 2. Someone you don't know is a _____.
a) stranger
b) neighbour
c) enemy | <ol style="list-style-type: none"> 3. When you are busy doing something, you are _____.
a) tired b) ready to do it
c) engaged in doing it 4. To become something different means to _____ something else.
a) turn into b) go away c) finish 5. If you have a lot of expensive things and much money, you have _____.
a) gold b) riches c) happiness |
|---|--|

3 Choose the best answer that is closer in meaning to the underlined words.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. <u>Once upon a time</u> there lived a king.
a) a long time ago b) not long ago 2. Midas loved his daughter <u>better</u> than gold.
a) best b) more 3. Midas had <u>everything</u> he wanted.
a) all the things b) a lot of things 4. His coffee became <u>hard</u>.
a) heavy b) solid | <ol style="list-style-type: none"> 5. His daughter <u>also</u> turned into gold.
a) too b) again 6. Midas <u>wanted</u> his daughter back.
a) loved b) wished 7. Midas <u>touched</u> his clothes and they turned into gold.
a) put his hands on b) looked at |
|--|--|

4 Write complete answers to the following questions:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. What did Midas love most of all? 2. What did he like to do every day? 3. Why wasn't Midas happy? 4. When did Midas feel very happy? | <ol style="list-style-type: none"> 5. Why did Midas get frightened? 6. What happened to Midas's daughter? 7. How did Midas's daughter return to life? |
|---|--|

5 Combine the two sentences into one using **and** and **but**.

1. Midas had a lot of pieces of gold. He often counted them.
2. Midas was very rich. He was not happy.
3. Midas wanted to drink his coffee. It turned into gold.
4. Midas had more riches. He lost his daughter.
5. He poured some water over the gold statue. His daughter returned to life.

- Read the text and do the tasks that follow.

Wayland the Smith

After R. Kipling

Wayland the Smith was a god. But people all over England did not love him. They were afraid of him. He was sure he was the master of the people and all the time asked them to give him men, women and horses as sacrifice. But a time came when people didn't want to give him anything more. So Wayland had no food. As he was too proud to beg and he was also too honest to steal, he had to work.

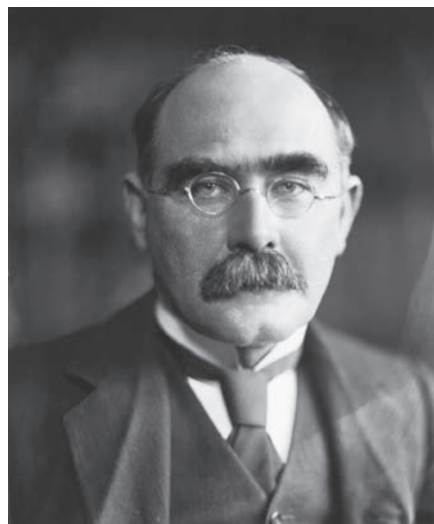
The other gods said, "You'll come and live with us only if some man or woman truly wishes you well". But nobody did.

So Wayland the Smith had to shoe people's horses. However nobody ever saw him at work. Even now, living in the world, he didn't like to appear in the village. Men brought their horses to some place, where they tied them up, and went away, leaving their money there for the smith. When they returned for their horses, they found them shod but they never saw the smith.

One day a farmer brought his horse to the smith, put his money on the stone, tied his horse to a tree and called out: "Smith, smith, here is work for you!" Then he sat down and fell asleep. Wayland shod his horse quickly and when the farmer woke up, he took his horse and rode away without one word of thanks.

A little English elf, Puck, got very angry when he learned about it, and he decided to teach the farmer a lesson. So he made the farmer lose his way. A young man met the farmer and asked him what the matter was. When he heard the farmer's story, he was very angry, as angry as Puck was. He said, "Go back to the smith and thank him or you'll be sorry!" The young man cried, "Ho! Smith of the Gods, I am ashamed of this farmer. But for everything you have done to him and to others of our people I thank you and truly wish you well!"

Wayland was free! He could go away and live with other gods because a man had wished him well. He laughed and he cried with joy. Then he went away and since that time never appeared in England again.



1 Discuss the answers to the following questions.

1. Why did Wayland decide to work?
2. Why didn't people wish Wayland well?
3. Why didn't Wayland like to appear in the village?
4. Why did Puck decide to teach the farmer a lesson?
5. Why was the young man ashamed of the farmer?

2 Write the questions to the following answers.

1. What _____ ? Wayland the Smith was a god.
2. Who _____ ? Wayland became a smith.
3. Where _____ ? The farmer put the money on the stone.
4. How _____ ? Puck felt very angry.
5. What _____ ? He said, "Go and thank the smith".
6. Where _____ ? Wayland could go to the country of gods.

3 Replace the underlined words in the sentences with the words from the box.

1. People didn't want to give him anything more.
2. No man ever saw Wayland at work.
3. Men came back for their horses.
4. The farmer said loudly: "Smith, here is work for you".
5. Puck decided to punish the farmer.
6. The young man sincerely wished Wayland well.
7. Since then, Wayland never appeared in England again.

returned, called out,
nobody, teach a lesson,
truly, that time,
refused

4 Read the sentences in correct order.

He worked hard and people paid him. The smith shod the horse.
People were afraid of Wayland. Wayland left England.
The time came when people refused to give him anything.
But they never saw him.
A young man thanked Wayland and wished him well.
The farmer left without thanking the smith.
A farmer once brought his horse smith.

5 Replace the underlined words in the sentences with the correct pronouns.

1. People in England didn't love him.
2. Wayland thought he was the master of the people.
3. Wayland shod people's horses.
4. People never saw Wayland.
5. He was free and could leave England.

them, it, him,
he, they

PHONETICS, ORTHOEPY AND ORTHOGRAPHY

PRONUNCIATION AND PHONETIC SYMBOLS

CONSONANTS

/p/	pen	/pen/	/f/	fall	/fɔ:l/	/h/	happy	/'hæpi/
/b/	bad	/bæd/	/v/	van	/væn/	/m/	mother	/'mʌðə/
/t/	ten	/ten/	/θ/	thin	/θɪn/	/n/	nut	/nʌt/
/d/	dog	/dog/	/ð/	they	/ðei/	/ŋ/	young	/jʌŋ/
/k/	kid	/kid/	/s/	sit	/sɪt/	/l/	listen	/'lɪsn/
/g/	get	/get/	/z/	zoo	/zu:/	/r/	run	/rʌn/
/tʃ/	child	/tʃaɪld/	/ʃ/	she	/ʃi:/	/j/	yes	/jes/
/dʒ/	jump	/dʒʌmp/	/ʒ/	pleasure	/'pleʒə/	/w/	we	/wi:/

VOWELS and DIPHTHONGS

/i:/	see	/si:/	/ɔ:/	door	/dɔ:/	/eɪ/	day	/deɪ/
/ɪ/	happy	/'hæpi/	/ʊ/	put	/pʊt/	/eʊ/	no	/nəʊ/
/ɪ/	sit	/sɪt/	/u/	loud	/laʊd/	/aɪ/	my	/maɪ/
/e/	ten	/ten/	/u:/	two	/tu:/	/ɔɪ/	toy	/tɔɪ/
/æ/	cat	/kæt/	/ʌ/	bus	/bʌs/	/aʊ/	now	/naʊ/
/ɑ:/	father	/'fɑ:ðə/	/ɜ:/	girl	/gɜ:l/	/ɪə/	here	/hɪə/
/ɒ/	not	/nɒt/	/ə/	winter	/'wɪntə/	/eə/	there	/ðeə(r)/

Words that sound the same

Notice that some words in English sound the same but are spelt differently and have different meanings.

/aɪ/ I, eye	/nəʊz/ nose, knows	/sʌn/ son, sun	/raɪt/ right, write
/nəʊ/ no, know	/fɔ:/ for, four	/aʊə/ our, hour	/weə/ wear, where
/hɪə/ hear, here	/mi:t/ meet, meat	/tu:/ two, too	/nju:/ new, knew
/si:/ sea, see	/baɪ/ by, buy	/ðeə/ there, their	/sʌm/ some, sum

• Write the transcribed words in letters and read the sentences.

/raɪt/ these sentences in your copybook.	/aɪ/ go to my grandparents' village	/baɪ/ bus.
/hɪə/ are /fɔ:/ apples for your sister.	They /nəʊ/ the answer /tu:/.	
/weə/ is my /nju:/ book?	My /sʌn/ lives near the /si:/.	
How did you get /ðeə/?	I can't /hɪə/ you well.	
/mi:t/ my /nju:/ friend.	There are five rooms in /aʊə/ house.	

Silent /d/ at word junctions

Notice that /d/ becomes silent at word junctions like in the examples that follow.

and the /ənðə/	and grass /ən'grɑ:s/
and then /ən'ðen/	and temperature /ən'tempərətʃə/
up and down /'ʌpən'daʊn/	and pheasants /ən'feɪznts/
bread and butter /'bredən'bʌtə/	there used to be /ðeə'ju:ztəbi/.
find two words /'faɪn'tu:'wɜ:dz/	

• Read the sentences and find the silent letters.

I found two words with silent letters.	We receive guests and celebrate holidays here.
I have tea with bread and butter for breakfast.	And this is our treasure.
And then we decided to go out.	This room is cool and peaceful and smells of
This is the largest and most beautiful room in	basil and quince.
the house.	

Silent /h/ in unstressed words

In speech we often don't hear /h/ at the beginning of a word that isn't stressed.

The 'machine has \broken.

I have 'read the \book.

He had \problems.

The 'tiger was 'looking at him through the \window.

There has been 'great \progress.

I have 'learnt 'so 'much about \life.

He has made a 'lot of \friends.

• Read these sentences. Where do you think the /h/ is silent?

When our parents came we had gone to bed.

Maria had made a cake before her mother came.

When John called I had read the book.

Delia had cleaned the room before we came.

Silvia had washed up before she did her homework.

Have you ever read about wonders?

She has followed her parents' career.

Strong and weak forms of was and were

Use the weak vowel sounds of was /wəz/ and were /wə/ in statements and Wh-questions, and the strong vowel sounds of was /wɒz/, wasn't /wɒznt/, were /wɜ:/, weren't /wɜ:nt/ in short answers and negatives.

He was at \home. /hɪ wəz ət \həʊm/

'Was he at \home? /wɒz hɪ ət \həʊm/

\Yes, he was. \No, he wasn't. /jes|hɪ wɒz/

\nəʊ|hɪ wɒznt/

'Were they at \home? /'wɜ: ðeɪ ət \həʊm/

\Yes, they were. \No, they weren't. /jes|ðeɪ

wɜ:/ \nəʊ|ðeɪ wɜ:nt/

They were 'eating \cookies. /wə/

'Were they 'eating \cookies? /wɜ:/

'What were they 'eating? /wə/

Ann was 'reading a \book. /wəz/

'Was 'Ann 'reading a \book? /wɒz/

'What was 'Ann \reading? /wəz/

• Read the sentences. Remember that the weak forms of was and were are never stressed.

was 'out the 'whole \day yesterday.

There was 'merriment and 'happiness in the \palace.

\Where were you?

The 'Greeks were on his \tracks.

The 'princess was 'fond of the \sun.

They were \following him.

'Nick was 'sitting on the \sofa.

He 'used to 'play football when he was \younger.

A 'bright 'fire was 'burning in the \fireplace.

'Everybody was \invited.

Strong and weak forms of prepositions

Some prepositions have strong and weak forms. If they are stressed, for example, at the end of questions, they are in the strong form, but if they are in the middle of sentences and not stressed, they are weak

Express trains don't stop **at** small stations. /ət/

The letter was **from** Amanda. /frəm/

What stations do express trains stop **at**? /æt/

Who was the letter **from**? /frɒm/

The porter carried the luggage **to** the platform. /tə/

The letter was **for** Tina. /fə/

What place did the porter carry the luggage **to**? /tu:/

Who was the letter **for**? /fɔ:/

• Read the sentences. Make the stressed prepositions at the end of questions strong, and the ones in the answers weak.

Who did Amanda and Betty wait for?

They waited for their parents.

What are you looking at?

They got an invitation from London.

I am looking at those beautiful flowers.

What city are the Taylors leaving for?

Where did the Taylors get an invitation from?

They are leaving for London.

GRAMMAR IN A NUTSHELL

1. Proper nouns

Geographical names	Days of the week	Months	Titles of books	Nationalities	Languages
Great Britain London	Monday Thursday	January October	Treasure Island	English Romanian	English Romanian

Remember! Proper nouns always start with a Capital letter.

2. Countable and uncountable nouns

		Countable nouns (we can count)	Uncountable nouns (we cannot count)
Affirmative	singular	There is a tree in the garden.	There is some water in the bottle.
	plural	There are some trees in the garden	
Interrogative	singular	Is there an apple on the plate?	Is there any water in the bottle?
	plural	Are there three apples on the plate?	
Negative	singular	There isn't any tree in the garden.	There isn't any water in the bottle.
	plural	There aren't any trees in the garden.	

Remember! Uncountable nouns always use a singular verb.
We cannot use **a**, **an** or **a number** with uncountable nouns.

3. Possessive case with names and animate nouns

Names	Animate singular	Animate plural	Animate irregular plural
John's father Kate's friend Charles's bike	mother's name uncle's job writer's book	mothers' names uncles' jobs writers' books	children's names men's clothes women's gloves

Remember! *John and Kathy's dogs.* (The dogs belong to both of them.)
John's and Kathy's dogs. (Each person owns one or more dogs individually.)

4. Zero article/omission of the article

We do not use articles with:

Proper names, names of languages and nationalities	George Washington Romanian, English	<i>Daniel Defoe is an English writer.</i>
Means of transport	by bus / car / train / plane	<i>We get to school by bus.</i>
Names of meals	have breakfast / dinner / lunch	<i>We usually have lunch at 3 o'clock.</i>
School subjects	music, history, mathematics	<i>I like history. We study geography this year.</i>

5. Adjectives: Degrees of comparison

	positive	comparative	superlative
		Add -er	Add -est
<u>Monosyllabic adjectives</u>	strong late big thin shy	stronger later bigger thinner shyer	strongest latest biggest thinnest shyest

<u>Disyllabic adjectives</u>	happy clever narrow	happier cleverer narrower	happiest cleverest narrowest
		more /less	the most/ the least
<u>Polysyllabic adjectives</u>	exciting expensive careful	more /less exciting more/less expen- sive more/less careful	the most/the least exciting the most/the least expensive the most/the least careful
<u>Irregular forms</u>	good bad much many little	better worse more more less	best worst most most least
as ... as		not as ... as	
Ann is as tall as Mary. I think maths is as interesting as English.		This phone is not as good as that one.	

6. Indefinite adjectives

Indefinite adjectives with countable nouns	many / few	There aren't <i>many flowers</i> in the garden. There are <i>few apples</i> on the tree.
Indefinite adjectives with uncountable nouns	much / little	There is <i>much salad</i> in the fridge. There is <i>little jam</i> on the cake.
Indefinite adjectives with countable and uncountable nouns	some / any /no	We have some fantastic strawberry jam. Do you have any tulips in the garden? We have no tulips in the garden.
Remember! We use some in positive sentences. We use any in questions and negatives. No is a negative word. We use no with affirmative predicates.		

7. Personal pronouns, possessive adjectives and possessive pronouns

Personal Pronouns	Possessive Adjectives	Possessive Pronouns
I have a sister.	My sister is smart.	Mine is smarter.
You have a bike.	Your bike is green.	Yours is green too.
He has a son.	His son goes to school.	His is at the university.
She has a cat.	Her cat is white.	Hers is white and black.
We have a friend.	Our friend is from France.	Ours are from Italy.
They have a garden.	Their garden is beautiful.	Theirs is more beautiful.
It replaces a thing or an animal: This is our cat . It has green eyes.	Its eyes are green.	

8. Interrogative adjectives

How much...?	How much milk do we need?
How many...?	How many books have you read?

9. Interrogative pronouns

Who	asks questions about people	Who likes summer?
What	asks questions about things	What is your favourite season?
Whose	asks questions about possession	Whose are these jeans?
Where	asks questions about place	Where is the museum?
When	asks questions about time	When is your birthday?
Why	asks questions about reason	Why do you like tennis?
How	asks questions about manner	How do you make salad?

10. Modal verbs

can	<i>ability</i>	We can make a poster.
may	<i>permission</i>	May I ask a question?
	<i>possibility</i>	He may be late.
must	<i>obligation</i>	We must wear uniforms.
have to	<i>necessity</i>	He has to walk his dog. Do you have to wash the dishes? They don't have to buy the tickets.
should	<i>advice</i>	You should ask for help.
	<i>suggestion</i>	You should come before 9 o'clock.

11. Used to+Infinitive to express past habits

Affirmative	I <i>used to</i> go to the library every day when I was a child.
Interrogative	<i>Did you use to</i> hang out with friends when you were at school?
Negative	I <i>didn't use to</i> eat carrots when I was a child.
Remember! You can always use past simple instead of <i>used to</i>	

12. The Present Simple

The Present Simple							
Affirmative			Negative			Interrogative	
I	like football.	I	do not (don't)	play chess.	Do	you we they	like football?
You	swim in the lake.	You		speak French.			play chess?
We	visit their cousins.	We	does not (doesn't)	eat chips.	Does	he she	go to school?
They	drive a school bus.	They		read comics.			drive a bus?
He	reads fables.	He	does not (doesn't)	watch TV.	Does	he she	read fables?
She	speaks English.	She		go to school.			speak English?
	teaches maths.						teach maths?
Time indicators: every day, every summer, every week, every year							
Adverbs of indefinite frequency: always, usually, often, sometimes							

13. The Present Continuous

The Present Continuous					
Affirmative and Negative			Interrogative		
I	am	playing. going. reading. listening. eating. swimming. making.	Are	you we they	playing? going? reading? listening? eating? swimming? making?
	am not				
He	is		Is	he she it	
She	is not				
It					
We	are				
You	are not				
They					
Time indicators: now, at the moment					

14. The Past Simple

The Past Simple							
Affirmative		Negative			Interrogative		
I You He She We They	liked football. visited Rome. played tag.	I You He She We They	did not (didn't)	play chess. speak French. eat chips. read comics. watch TV. go to school.	Did	you we they	like football? play chess? go to school? drive a bus?
	read fables. spoke English. went to school.					he she	read fables? speak English? teach maths?
Time indicators: yesterday, ago, last (week, month, year)							

15. The Past Continuous

The Past Continuous												
Affirmative and Negative				Interrogative								
I	was	playing cooking reading eating swimming watching TV walking	at 5 o'clock yesterday.	Were	you we they	playing cooking reading eating swimming watching TV walking	when the rain started?					
	was not (wasn't)											
He She It	was			Was								
	was not (wasn't)											
We You They	were											
	were not (weren't)											

16. The Present Perfect

The Present Perfect					
Affirmative and Negative			Interrogative		
I	have	played ed football. visited ed Rome. listened ed to the story. been to the USA. read this book. written two letters.	Have	you	played ed football? visited ed Rome? listened ed to the story? been to the USA? read this book? written two letters?
We				we	
You	have not (haven't)			they	
They					
He	has		Has	he she it	
She	has not (hasn't)				
It					
Time indicators: ever, never, just, already					

17. Going to

Going to for future plans and intentions					
Affirmative and Negative			Interrogative		
I am (I'm not)	going to	play football. visit Rome listen to the story. go to the library. read this book. write a postcard.	Are you	going to	play football? visit Rome? listen to the story? go to the library? read this book? write a postcard?
He is (isn't)			Is he		
She is (isn't)			Is she		
It is (isn't)			Is it		
We are (aren't)			Are we		
You are (aren't)			Are they		
They are (aren't)					

18. If Clauses, Type 1

If + present simple, future simple
If we work hard, we will win.
If it snows, they will make a snowman.

LIST OF IRREGULAR VERBS

Infinitive	Past	Past Participle
to be /bi:/	was /wəz, wɒz/ were /wɜː, wə/	been /bi:n/
to begin /brɪ'ɡɪn/	began /brɪ'ɡæn/	begun /brɪ'ɡʌn/
to bite /baɪt/	bit /bɪt/	bitten /bɪtn/
to break /breɪk/	broke /brəʊk/	broken /brəʊkn/
to bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
to build /bɪld/	built /bɪlt/	built /bɪlt/
to buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
to choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzn/
to come /kʌm/	came /keɪm/	come /kʌm/
to cut /kʌt/	cut /kʌt/	cut /kʌt/
to dig /dɪɡ/	dug /dʌɡ/	dug /dʌɡ/
to do /du:/	did /dɪd/	done /dʌn/
to draw /drɔ:/	drew /dru:/	drawn /drɔ:n/
to drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
to drive /draɪv/	drove /drəʊv/	driven /drɪvn/
to eat /i:t/	ate /et/, /et/	eaten /i:tn/
to fall /fɔ:l/	fell /fel/	fallen /fɔ:ln/
to feed /fi:d/	fed /fed/	fed /fed/
to feel /fi:l/	felt /felt/	felt /felt/
to fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/
to find /faɪnd/	found /faʊnd/	found /faʊnd/
to fly /flaɪ/	flew /flu:/	flown /fləʊn/
to forgive /fə'ɡɪv/	forgave /fə'geɪv/	forgiven /fə'ɡɪvn/
to get /get/	got /ɡɒt/	got /ɡɒt/
to give /ɡɪv/	gave /geɪv/	given /ɡɪvn/
to go /ɡəʊ/	went /went/	gone /ɡɒn/
to grow /ɡrəʊ/	grew /ɡru:/	grown /ɡrəʊn/
to have /hæv/	had /hæd/	had /hæd/
to hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/
to hide /haɪd/	hid /hɪd/	hidden /'hɪdn/
to hold /həʊld/	held /held/	held /held/
to keep /ki:p/	kept /kept/	kept /kept/

Infinitive	Past	Past Participle
to know /nəʊ/	knew /nju:/	known /nəʊn/
to leave /li:v/	left /left/	left /left/
to lose /lu:z/	lost /lɒst/	lost /lɒst/
to make /meɪk/	made /meɪd/	made /meɪd/
to meet /mi:t/	met /met/	met /met/
to put /pʊt/	put /pʊt/	put /pʊt/
to read /ri:d/	read /red/	read /red/
to ride /raɪd/	rode /rəʊd/	ridden /rɪdn/
to rise /raɪz/	rose /rəʊz/	risen /rɪzn/
to run /rʌn/	ran /ræn/	run /rʌn/
to say /seɪ/	said /sed/	said /sed/
to see /si:/	saw /sɔ:/	seen /si:n/
to sell /sel/	sold /səʊld/	sold /səʊld/
to send /send/	sent /sent/	sent /sent/
to shake /ʃeɪk/	shook /ʃʊk/	shaken /ʃeɪkən/
to shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
to shoe /ʃu:/	shod /ʃɒd/	shod /ʃɒd/
to sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
to sit /sɪt/	sat /sæt/	sat /sæt/
to sleep /sli:p/	slept /slept/	slept /slept/
to speak /spi:k/	spoke /spəʊk/	spoken /spəʊkən/
to spend /spend/	spent /spent/	spent /spent/
to spin /spɪn/	span /spæn/	spun /spʌn/
to steal /sti:l/	stole /stəʊl/	stolen /stəʊlən/
to sweep /swi:p/	swept /swept/	swept /swept/
to swim /swɪm/	swam /swæm/	swum /swʌm/
to take /teɪk/	took /tʊk/	taken /teɪkən/
to tell /tel/	told /təʊld/	told /təʊld/
to think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
to understand /ˌʌndə'stænd/	understood /ˌʌndə'stʊd/	understood /ˌʌndə'stʊd/
to wake /weɪk/ up	woke /'wəʊk/ up	woken /'wəʊkən/ up
to wear /weə/	wore /wɔ:/	worn /wɔ:n/
to win /wɪn/	won /wʌn/	won /wʌn/
to write /raɪt/	wrote /rəʊt/	written /rɪtn/

LIST OF PROPER NAMES

Africa /'æfrɪkə/	Royal Observatory /'rɔɪəl əb'zɜ:vətɪri/
Asia /'eɪʒə/	Madam Tussaud's Museum /,mædæm tə'sɔ:dz mju'zi:əm/
Athens /'æθɪnz/	Moscow /'mɒskəʊ/
Audubon Aquarium /'ɔ:dəbən ə'kweəriəm/	National Gallery /,næʃnəl 'gæləri/
Audubon Zoo /'ɔ:dəbən zu:/	Nelson's Column /,nelsnz 'kɒləm/
Australia /v'streɪliə/	New Orleans /,nju: ɔ:'li:nz/
Belfast /'belfɑ:st/	New Zealand /,nju: 'zi:lənd/
Ben Nevis /,ben 'nevis/	Nice /naɪs/
Berlin /bɜ:lm/	North Atlantic Ocean /nɔ:θ ət,læntɪk 'əʊʃn/
Birmingham /'bɜ:mɪŋəm/	North Sea /,nɔ:θ 'si:/
British Isles /,brɪtɪʃ 'aɪlz/	Northern Ireland /,nɔ:ðən 'aɪələnd/
Bucarest /,bu:kə'rest/	Oxford /'ɒksfəd/
Buckingham Palace /,bʌkɪŋəm 'pæləs/	Pacific Ocean /pə,sɪfɪk 'əʊʃn/
Cadbury Museum /'kædbɪ mju'zi:əm/	Pakistan /,pɑ:kɪ'stɑ:n/
Canada /'kænədə/	Paris /'pærɪs/
Capitol /'kæptɪl/	Piccadilly Circus /,pɪkədɪli 'sɜ:kəs/
Cardiff /'kɑ:dɪf/	Plymouth /'plɪməθ/
Clifford /'klɪfəd/	Poland /'pɒlənd/
Dublin /'dʌblɪn/	Potomac River /pə,təʊmæk 'rɪvə(r)/
Edinburgh /'edɪnbərə/	Romania /ru'meɪniə/
England /'ɪŋlənd/	Rome /rəʊm/
English Channel /,ɪŋɡlɪʃ 'tʃænl/	Russia /'rʌʃə/
Europe /'jʊərəp/	San Francisco /,sæn frən'sɪskəʊ/
France /frɑ:ns/	Severn /'sevn/
Germany /'dʒɜ:məni/	Scotland /'skɒtlənd/
Glasgow /'glɑ:zgəʊ/	St. Paul's Cathedral /snt ,pɔ:lz kə'θi:drəl/
Great Britain /,ɡreɪt 'brɪtn/	Thames /'temz/
Greece /ɡri:s/	Tower of London /,taʊər əv 'lɒndən/
India /'ɪndiə/	Trafalgar Square /trə'fælgə 'skweə(r)/
Ireland /'aɪələnd/	United Kingdom /ju,natɪd 'kɪŋdəm/
Irish Sea /,aɪrɪʃ 'si:/	United States of America /ju,natɪd ,sterts əv ə'merɪkə/
Italy /'ɪtəli/	Ukraine /ju:'kreɪn/
Japan /dʒə'pæn/	USA /,ju: es eɪ/
Jefferson Memorial /,dʒefəsən mə'mɔ:riəl/	Virginia /və'dʒɪniə/
Leeds /li:dz/	Wales /weɪlz/
Lincoln Memorial /,lɪŋkən mə'mɔ:riəl/	Washington, DC /,wɒʃɪŋtən ,di: 'si:/
Lithuania /,lɪθju:'eɪniə/	Washington Monument /,wɒʃɪŋtən 'mɒnjumənt/
Liverpool /'lɪvəpu:l/	White House /'waɪt haʊs/
Lock Ness /lɒk nəʃ/	York /jɔ:k/
London /'lɒndən/	
London Planetarium /'lɒndən ,plæni'teəriəm/	
Mississippi River /,mɪsɪsɪpi 'rɪvə(r)/	

USEFUL PHRASES

Unit 1	to make fun of to be jealous of to take turns to cool down to like least to like most	a te amuza de a fi gelos pe a face pe rând a se calma a plăcea cel mai puțin a plăcea cel mai mult	высмеять ревновать по очереди успокоиться нравиться меньше всего нравиться больше всего
Unit 2	to be an only child to make someone do something to care for each other to take after somebody to look happy/tired to stay overnight to work long hours	a fi unicul copil a face pe cineva să facă ceva a avea grijă unul de altul a semăna cu cineva a părea fericit/obosit a rămâne peste noapte a munci peste program	быть единственным ребёнком заставить кого-то что-то сделать заботиться друг о друге походить на кого-либо выглядеть счастливым/ усталым остаться на ночь работать долгие часы
Unit 3	to put off to get ready for It takes me 10 minutes to... to look after to fall ill to be in good health to keep the body clean to get somebody into something to get out of the house to keep one's mind sharp to hang out with friends	a amâna a se pregăti de Îmi ia 10 minute să... a îngriji de a se îmbolnăvi a fi sănătos a menține corpul curat a implica pe cineva în ceva a scoate din casă a menține mintea ageră a-și petrece vremea cu prietenii	отложить подготовиться к Мне нужно 10 минут, чтобы... присматривать за заболеть быть в добром здравии держат тело в чистоте вовлечь кого-то во что-то вывести из дома сохранять острый ум тусоваться с друзьями
Unit 4	What is the weather like...? What is the weather going to be? to know each other	Cum este timpul? Cum va fi timpul? a se cunoaște	Какая погода? Какая будет погода? знать друг друга
Unit 5	I cannot take my eyes off to chase away to take off	Nu-mi pot lua ochii de la a alunga a decola	Я не могу оторвать глаз прогонять взлетать
Unit 6	to look out for each other How long does it take you to get to...? to make room for somebody to lower the volume to take a number ... bus to try on to be on sale 30% off to pay cash to pay with a credit card	a fi cu ochii în patru unul pentru celălalt Cât timp îți ia să ajungi la ...? a face loc cuiva a micșora volumul a lua autobuzul numărul ... a proba a fi la preț redus 30% reducere a plăti în numerar a plăti cu cardul	заботиться друг о друге Сколько времени тебе нужно, чтобы ... освободить место для кого-то уменьшить громкость сесть на автобус номер ... примерять быть в распродаже 30% скидка платить наличными расплачиваться кредитной картой

VOCABULARY

Aa

abroad /ə'brɔ:d/ absent-minded /,æbsənt 'maɪndɪd/ access /'ækses/ add /æd/ addressee /,ædre'si:/ admire /əd'maɪə(r)/ advice /əd'vaɪs/ afraid /ə'freɪd/ aid /eɪd/ aim /eɪm/ allow /ə'laʊ/ along /ə'lɒŋ/ alpaca /æl'pækə/ amazing /ə'meɪzɪŋ/ amuse /ə'mju:z/ ancient /'eɪnʃənt/ appreciate /ə'pri:ʃiət/ attend school /ə'tend sku:l/ avenue /'ævənju:/	în stăinătate distrat acces a adăuga destinatar a admira sfat speriat ajutor obiectiv, țintă a permite de-a lungul alpaca uimitor a amuza vechi, antic a aprecia a frecventa școală bulevard	за границу рассеянный доступ, проход прибавлять, присоединять адресат любоваться совет испуган помощь, поддержка цель позволять, разрешать вдоль альпака поразительный, изумительный забавлять, развлекать древний, старинный ценить посещать проспект
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Bb

background /'bækgraʊnd/ bacon /'beɪkən/ bake /beɪk/ bakery /'beɪkəri/ band /bænd/ beach /bi:tʃ/ beech /bi:tʃ/ beef /bi:f/ benefit /'benɪfɪt/ birch /bɜ:tʃ/ blend /blend/ blind /blaɪnd/ bloom /blu:m/ blow /bləʊ/ board game /'bɔ:d geɪm/ boarding house /'bɔ:dɪŋ haʊs/ boarding school /'bɔ:dɪŋ sku:l/ borrow /'bɒrəʊ/ both /bəʊθ/ bottom /'bɒtəm/ breathe /bri:ð/ broad /brɔ:d/ browse /braʊz/ bucket /'bʌkɪt/	fundal șuncă a coace brutărie grupă plajă fag carne de vită beneficiu, folos mesteacăn a se contopi jaluzele a înflori, floare a sufla joc de masă internat școală internat a împrumuta ambii partea de jos a respira, a sulfa larg, lat a naviga găleată	задний план, фон бекон печь пекарня оркестр пляж бук говядина польза береза сливаться жалюзи цветение, рассвет дуть настольная игра интернат школа- интернат занимать, брать на время оба низ, нижняя часть дышать широкий, просторный искать информацию ведро
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bully /'bʊli/ bun /bʌn/	a intimida chiflă cu stafide	запугивать сдобная булочка с изюмом
Cc		
carpet /'kɑ:pɪt/ cash desk /'kæʃ desk/ cashier /kæ'ʃiə(r)/ castle /'kɑ:sl/ ceiling /'si:lɪŋ/ centre /'sentə(r)/ cereal /'siəriəl/ change /tʃeɪndʒ/ channel /'tʃænl/ chase away /tʃeɪs ə'weɪ/ check /tʃek/ click /kɪk/ clinic /'klɪnɪk/ cloudy /'klaʊdi/ coin /kɔɪn/ consult /kən'sʌlt/ convenient /kən'vi:niənt/ cool /'ku:l/ countryside /'kʌntrisaɪd/ coverlet /'kʌvələt/ craft /krɑ:ft/ crazy /'kreɪzi/ creature /'kri:tʃə(r)/ cricket /'krɪkɪt/ cupboard /'kʌbərd/ curtain /'kɜ:tn/ cushion /'kʊʃn/ customer /'kʌstəmə(r)/	covor casă casier castel tavan centru cereale, fulgi de ovăz, etc. rest canal a fugi, a vâna a verifica a face clic clinică noros monedă a consulta convenabil răcoros țară, provincie cuvertură artă, meșteșug mânios, descumpătat animal, creatură, veșuitoare greier dulap perdea pernută cumpărător	ковер касса кассир замок, дворец потолок центр хлебный злак сдача пролив, канал охотиться проверять щелкать клиника облачный монета консультировать удобный прохладный сельская местность покрывало ремесло сумасшедший создание, живое существо сверчок шкаф занавеска (диванная) подушка покупатель
Dd		
daily /'deɪli/ dairy /'deəri/ decision /dɪ'sɪʒn/ degree /dɪ'ɡri:/ dental /'dentl/ department /dɪ'pɑ:tmənt/ destination /,destɪ'neɪʃn/ digital /'dɪdʒɪtl/ disability /,dɪsə'bɪləti/ disease /dɪ'zi:z/ dream /dri:m/ due to /dju:/	zilnic lactate decizie grad dentar departament destinație digital neputință, invaliditate boală (serioasă) vis datorită	ежедневный молочные продукты решение уровень зубной отделение пункт назначения цифровой неспособность, нетрудоспособность, болезнь сон, мечта благодаря

Ee		
editor /'editə(r)/ educate /'edʒukert/ efficient /'ɪfɪnt/ elder /'eldə(r)/ empathy /'empəθi/ encyclopedia /ɪn,sæklə'pi:diə/ envelope /'envələʊp/ e-pal /'i: pæl/ equation /'ɪkwɪʒn/ especially /ɪ'speʃəli/ exchange /ɪks'tʃeɪndʒ/ excited /ɪk'saɪtɪd/ exhausting /ɪg'zɔ:stɪŋ/ etiquette /'etɪket/	redactor a instrui, a învăța eficient mai mare empatie enciclopedie plic prieten prin corespondență ecuație în special, mai ales schimb emoționat extenuat eticheta	редактор обучать эффективный старший сопереживание энциклопедия конверт друг по переписке уравнение особенно обмен взволнованный утомительный этикет
Ff		
falcon /'fɔ:lkən/ fall asleep /fɔ:l ə'sli:p/ fall ill /fɔ:l ɪl/ fit /fɪt/ folk /fəʊk/ follow /'fɒləʊ/ footwear /'fʊtweə(r)/ for ages /fər 'eɪdʒɪz/ foreign /'fɒrən/ forget /fə'get/ forgive /fə'gɪv/ freaky /'fri:ki/ free /fri:/ freedom /'fri:dəm/ friendship /'frendʃɪp/ freeze /fri:z/ frosty /'frɒsti/	soim a adormi a se imbolnăvi sănătos, viguros popular a urma încălțăminte de un car de ani străin a uita a ierta ciudat liber libertate prietenie a îngheța geros	сокол заснуть заболеть здоровый народный следовать, идти за обувь сто лет, много времени иностранный забывать прощать необычный свободный свобода дружба замерзать морозный
Gg		
get ill /get ɪl/ get on /get ɒn/ gift /gɪft/ glass /glɑ:s/ goal /gəʊl/ grain /greɪn/ grocery /'grəʊsəri/	a se imbolnăvi a urca în dar, cadou pahar țel, scop cereale băcănie	заболеть садиться на подарок стакан цель зерно бакалея

Hh		
habitat /'hæbitæt/ hand /hænd/ handsome /'hænsəm/ harmless /'hɑ:mləs/ heart-like /hɑ:t laɪk/ heavy /'hevi/ helpful /'helpfl/ homemade /,həʊm 'meɪd/ hometown /'həʊmtaʊn/ honour /'ɒnə(r)/ hopeless /'həʊpləs/ hose /həʊz/ house /haʊs/	habitat, arie de răspândire a înmâna frumos neprimejdios în formă de inimă greu de ajutor de casă oraș natal a onora, a cinsti disperat furtun a găzdui	естественная среда вручать красивый безвредный в виде сердца тяжёлый полезный домашнего изготовления родной город почитать, чтить безнадёжный шланг поселить, приютить
Ii		
imaginative /ɪ'mædʒɪnətɪv/ information /,ɪnfə'meɪʃn/ informative /ɪn'fɔ:mətɪv/ invent /ɪn'vent/	plin de fantezie informație informativ a inventa	с богатым воображением информация информирующий изобретать
Jj		
join /dʒɔɪn/ journey /'dʒɜ:ni/ joyful /'dʒɔɪfl/ juice /dʒu:s/	a uni, a adera la... călătorie vesel, fericit suc	стать членом клуба поездка, путешествие радостный, счастливый сок
Li		
lamb /læm/ land /lænd/ lawn /lɔ:n/ lead /li:d/ (at) least /ət li:st/ librarian /laɪ'breəriən/ lie still /laɪ stɪl/ lifesaver /'laɪfsəvə(r)/ light /laɪt/ light bulb /'laɪt bʌlb/ light green /'laɪt ,ɡri:n/ linden /'lɪndən/ plant /plɑ:nt/ lizard /'lɪzəd/ loudspeaker /,laʊd'spi:kə(r)/ luck /'lʌk/ lung /lʌŋ/	miel țară, a ateriza gazon a conduce cel puțin bibliotecară a sta nemișcat salvator luminos bec electric verde deschis tei plantă de cameră șopărlă difuzor noroc plămân	ягненок страна, приземляться лужайка, газон руководить не реже библиотекарь лежать без движения спасатель светлый лампочка светло зеленый липа комнатное растение ящерица радио удача легкое

Mm		
magazine /,mægə'zi:n/ mailbox /'meɪlbɒks/ maple /'meɪpl/ mashed potato /mæʃ pə'tetəʊ/ meal /mi:l/ medieval /,medi'i:vl/ medium height /'mi:diəʊ hɑ:t/ middle /'mɪdl/ million /'mɪljən/ motionless /'məʊʃnləs/ move /mu:v/ mushroom /'mʌʃrʊm/ mutton /'mʌtn/ mutual /'mju:tʃuəl/	revistă cutie postală arțar pireu de cartofi masă, mâncare medieval, vechi înălțime medie mediu milion nemișcat a se muta ciupercă carne de oaie mutual, reciproc	журнал почтовый ящик клен картофельное пюре еда средневековый средний рост средний миллион без движения переехать гриб баранина взаимный
Nn		
native language /'neɪtɪv 'læŋɡwɪdʒ/ neat /ni:t/ needle work /'ni:dl wɜ:k/ newspaper /'nju:zpeɪpə(r)/ notify /'nəʊtɪfaɪ/	limbă maternă bine aranjat broderie, lucru de mână ziar a anunța	родной язык чистый, аккуратный вышивание, рукоделие газета извещать
Oo		
oak /əʊk/ observatory /əb'zɜ:vətɪ/ offer /'ɒfə(r)/ oil /ɔɪl/ olive /'ɒlɪv/ on sale /ɒn seɪl/ once /wʌns/ one-day trip /,wʌn deɪ 'trɪp/ open into /'əʊpən ɪntə/ overall /,əʊvər'ɔ:l/ overdressed /,əʊvə'drest/ own /əʊn/ oxygen /'ɒksɪdʒən/	stejar observator a oferi ulei măslină vânzare la preț redus odată călătorie de o zi a deschide în în general prea elegant propriu oxigen	дуб обсерватория предлагать масло маслина распродажа однажды однодневная поездка открыть в/на в общем слишком нарядно собственный кислород
Pp		
painting /'peɪntɪŋ/ paradise /'pærədaɪs/ parcel /'pɑ:sl/ patient /'peɪjnt/ peak /pi:k/ pelican /'pelɪkən/	pictură, tablou paradis, rai colet pacient, răbdător pisc, vârf pelican	картина рай посылка пациент, терпеливый вершина пеликан

perfect /'pɜ:fɪkt/ plain /pleɪn/ polo neck /'pəʊləʊ nek/ poplar /'pɒplə(r)/ postal clerk /'pəʊstl klɑ:k/ prescribe /prɪ'skraɪb/ prevent /prɪ'vent/ priest /pri:st/ private school /,praɪvət 'sku:l/ produce section /'prɒdʒu:s 'seksn/ proper /'prɒpə(r)/ provide /prə'vaɪd/ put off /pʊt ɒf/	perfect câmpie, șes pullover cu guler întors plop funcționar poștal a prescrie a preveni preot școală privată secție de produse agricole adecvat a asigura a amâna	идеально равнина свитер с круглым воротником тополь почтовый клерк предписывать предотвратить священник частная школа овощной отдел должный обеспечивать откладывать
Rr		
railway station /'reɪlweɪ 'steɪʃn/ receipt /rɪ'si:t/ recognize /'rekəɡnaɪz/ remind /rɪ'maɪnd/ replace /rɪ'pleɪs/ (be) rewarding /rɪ'wɔ:dn/ roast /rəʊst/ roll /rəʊl/ rough /rʌf/ routine /ru:'ti:n/ rug /rʌg/	stație de trenuri chitanța, facture de plata a recunoaște a aminti a înlocui a fi satisfăcător a prăji chiflă, franzelă agitat rutină carpetă	железнодорожная станция квитанция распознавать напоминать заменять приносить удовольствие жарить булка неспокойный рутина коврик
Ss		
safe /seɪf/ sail /seɪl/ sailor /'seɪlə(r)/ scary /'skeəri/ school grounds /sku:l graʊnd/ screen /skri:n/ seat /si:t/ secure /sɪ'kjʊə(r)/ send /send/ sender /'sendə(r)/ senior /'si:niə(r)/ sew /səʊ/ shadow /'ʃædəʊ/ shelter /'feltə(r)/ shine /ʃaɪn/ sick /sɪk/ silk /sɪlk/ size /saɪz/ skewer /'skju:ə(r)/	nevătămat, intact a naviga marinar de groază terenuri școlare ecran scaun sigur, a trimite expeditor în etate a coase umbră adăpost a străluci bolnav mătase marime frigărui	безопасный плыть моряк страшный школьные территории экран сиденье безопасный отправить отправитель пожилой шить тень укрытие сиять больной шёлк размер шашлык

smart /smɑ:t/ snack /snæk/ sneeze /sni:z/ species /'spi:ʃi:z/ speckle /'spekl/ spectator /spek'tetə(r)/ sportswear /'spɔ:tsweə(r)/ spread /spred/ stamp /stæmp/ state school /'steɪt sku:l/ stationery /'steɪʃənri/ steak /steɪk/ stork /stɔ:k/ storyteller /'stɔ:ritelə(r)/ stripe /straɪp/ sundress /'sʌndres/ surfboard /'sɜ:fbɔ:d/ surfer /'sɜ:fə(r)/ survival /sə'vaɪvl/ swap /swɒp/ sweater /'swetə(r)/	ager gustare a strănuta specie picăţea spectator echipament sportiv a răspândi, a se intinde timbru poştal şcoală de stat papetărie biftec barză povestitor dunga rochie de plajă placă de surf surfer supraveţuire a schimba, schimb pullover	умный закуска чихать разновидность крапинка зритель спортивная одежда распространять(ся) почтовая марка государственная школа канцелярские принадлежности бифштекс аист рассказчик полоса сарафан доска для сёрфинга серфингист выживание меняться свитер
Tt		
temperature /'temprətʃə(r)/ terrible /'terəbl/ term /tɜ:m/ thunderstorm /'θʌndəstɔ:m/ tidy /'taɪdi/ top /tɒp/ tracksuit /'træksu:t/ tradition /trə'dɪʃn/ traffic jam /'træfɪk dʒæm/ trash /træʃ/ trash bin /træʃ bɪn/ treat /tri:t/ try on /traɪ ɒn/ twisted /'twɪstɪd/ type /taɪp/	temperatură teribil trimestru furtună curat top trening, costum de antrenament tradiţie ambuteiaj gunoi coş de gunoi a trata a proba strâmb a tasta	температура ужасный триместр гроза аккуратный топ тренировочный костюм традиция транспортная пробка мусор корзина для мусора лечить примерять искривленный печатать
Vv		
valley /'væli/ value /'vælju:/ vary /'veəri/ vineyard /'vɪnjəd/ violin /,vaɪə'li:n/ violinist /,vaɪə'li:nɪst/	vale a aprecia a varia vie vioară violinist	долина ценить, дорожить варьировать виноградник скрипка скрипач

Ww		
wardrobe /'wɔ:drəʊb/	dulap pentru haine	платяной шкаф
warn /wɔ:n/	a avertiza	предупреждать
waste /weɪst/	a irosi	тратить
water lily /'wɔ:tə lɪli/	nufăr	кувшинка
waterfall /'wɔ:təfɔ:l/	cascadă	водопад
watering can /'wɔ:tərɪŋ kæn/	stropitoare	лейка
weather forecast /'weðə fɔ:kɑ:st/	prognoza meteo	прогноз погоды
wet /wet/	umed	мокрый
willow /'wɪləʊ/	salcie	ива
wisdom /'wɪzdəm/	înțelepciune	мудрость
wise /waɪz/	înțelept	мудрый
world language /wɜ:ld 'læŋgwɪdʒ/	limbă internațională	международный язык
Yy		
youth /ju:θ/	tinereț	молодёжь

English

Level A 2.2 Form 6



ISBN 978-9975-54-520-4



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