

Audrey Cowan with
Clare Kennedy, Chiara Soldi,
Cristina Rusu, Diana Todoran
and Ioana Tudose



Limba modernă 1

Limba engleză

Clasa a VI-a



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ACEST MANUAL A FOST FOLOSIT DE:

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

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

* Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.

* Elevii nu vor face niciun fel de însemnări pe manual.

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This textbook uses cutting-edge language and pedagogy research, and follows the Romanian Curriculum step by step. It also:

- creates an inclusive learning environment through learning strategies, games and dynamic activities to ensure all students achieve success;
- inspires passion and sparks the imagination through culture, film, documentaries and authentic videos of the English-speaking world;
- enables students to achieve success in language exams and external certifications.



Instrucțiuni de utilizare a manualului digital

The textbook contains three types of multimedia interactive learning activities (MILA). The three types of MILA are marked as follows / *Activitățile multimedia interactive de învățare sunt de trei feluri și sunt simbolizate pe parcursul manualului astfel:*

Static activity – listening / studying a significant image / *Activitate statică, de ascultare și observare a unei imagini semnificative*



Animated activity – video / animation / *Activitate animată (film/ animație)*



Interactive activity – exercise with immediate feedback after solving / *Activitate interactivă, de tip exercițiu, în care elevii rezolvă și primesc un feedback imediat*



Other buttons used in the digital version / *Alte butoane folosite în varianta digitală:*

- Butonul CUPRINS
- Butonul ECRAN COMPLET
- Mod de afișare 2 pagini (tip carte)
- Mod de afișare pagină lată (pagină sub pagină)
- Mod de afișare digital responsive
- Mod de afișare comutare automată
- Butonul NOTIȚE
- Secțiunea AJUTOR
- Navigare către pagina precedentă
- Navigare către pagina următoare

Grammar Tables, explanations, exercises and contextualised grammar for learning and mastering grammar rules / *Tabele, explicații, exerciții și situații de exersare pentru învățarea și stăpânirea regulilor gramaticale*

Printed Student's Book



Digital Student's Book (consistent with the printed version, it includes over 190 MILA – multimedia interactive learning activities)



The Student's Book contains:

A Starter section + 8 Units + Extra resources.

Each unit has the following structure:

Vocabulary + Dialogue + Grammar + Functions + Skills and culture + Vocabulary strategies + Key strategies. There is an Evaluation test after every two units and a Final evaluation test at the end of Unit 8.

Extra resources: CLIL, Culture, Let's read!, Festivals, Project time!

Vocabulary

Presentation of the key vocabulary with multiple exercises / *Introducerea vocabularului tematic al unității prin exerciții variate*

Vocabulary strategies contains strategic exercises and games for building and memorising vocabulary / *cuprinde diferite strategii didactice (organizatori grafici și jocuri), care contribuie la îmbogățirea vocabularului și la memorarea cuvintelor noi*

Dialogue

Character dialogues teaching Everyday English expressions / *Dialoguri care ilustrează situații reale de comunicare cotidiană în limba engleză*

Video Videos featuring characters (students) in realistic and everyday situations / *Un miniseriale de filme cu protagoniști-elevi, surprinși în situații firești și cotidiene de comunicare, corelate cu tema unității*

Video A video for each grammar point with theory and exemplification / *Tabele gramaticale animate, cu teorie și exemple pentru fiecare unitate*



Varianta tipărită



Varianta digitală
(conformă cu varianta tipărită,
având în plus peste 190 de AMII,
activități multimedia interactive
de învățare)

Manualul cuprinde:

Recapitulare + 8 unități de învățare + Anexe.

Fiecare unitate are următoarea structură:

Vocabular + Dialog + Gramatică + Comunicare + Abilități culturale +
Strategii de învățare a vocabularului + Strategii de pregătire a examenelor.
Există un Test la fiecare două unități și o Evaluare finală la sfârșitul unității 8.

Anexe: CLIL, Cultură, Lectură, Sărbători, Proiecte

Functions Activities and exercises helping students learn to express themselves in English and to use the language in real situations / Activități și exerciții care îi învață pe elevi să se exprime în limba engleză și să folosească limba în situații concrete de comunicare

Buying cinema tickets

1. Read and listen to the first paragraph of the text. Then discuss the questions with the class with the teacher. Discuss about the meaning of each line. Write in your notebook. Listen again and answer the questions.

2. Listen to the second paragraph of the text and answer the questions.

GLIDE PICTURE HOUSE

| Movie | Genre | Director | Cast |
|-------------|------------|--------------|--------------------|
| Gladiator | Historical | Ridley Scott | Riccardo Scamarcio |
| Gladiator 2 | Historical | Ridley Scott | Riccardo Scamarcio |
| Gladiator 3 | Historical | Ridley Scott | Riccardo Scamarcio |

QUESTIONS

1. What is the name of the cinema?
2. What is the name of the cinema?
3. What is the name of the cinema?
4. What is the name of the cinema?

COMIXITY customer receipt

NAME: _____
DATE: 12/05/24
ITEMS: 2 tickets for 12.00 each
TOTAL: 24.00
CASH PAID: 20.00
CHANGE: 4.00

3. Listen and complete with the missing information. Write in your notebook.

4. Write a short text about TV programmes you like or dislike. Use the information provided in the text. Use the information provided in the text. Use the information provided in the text.

Competences A route through materials for developing key 21st century competences / Competențe-cheie pentru cetățenii secolului al XXI-lea, urmărite prin activitățile propuse

1 Vocabulary strategies

Creating a word cloud

Cinema

1. Look at the list of film titles on pages 12-13 and create a word cloud.

TV programmes

2. Write a word cloud for TV programmes with the words below.

SpeedReading

3. Read the text about TV programmes as fast as you can. Write in your notebook the words you see.

COMPETENCES learning to learn and social competences

Skills and culture Texts and images to help students discover the English-speaking world, its culture and its traditions, and to practise the four skills: Reading, Listening, Speaking and Writing / Texte și imagini care îi ajută pe elevi să descopere lumea vorbitorilor de limbă engleză, cultura și tradițiile acesteia, exersându-și, totodată, cele patru competențe generale

Culture Reading, video, oral and project activities to deepen knowledge of culture and traditions in English-speaking countries / Texte, filme și activități orale sau de proiect, care aprofundează elemente de cultură și tradiție din spațiul anglofon

Festivals Presentation of widely-celebrated festivals from English-speaking countries / Prezentarea specificului unor sărbători foarte cunoscute din spațiul anglofon

1 Skills and culture

DOCTOR WHO?

1. Read and listen to the first paragraph of the text. Then discuss the questions with the class with the teacher. Discuss about the meaning of each line. Write in your notebook. Listen again and answer the questions.

2. Listen to the second paragraph of the text and answer the questions.

Reading

3. Read and listen to the text. Write the missing information in your notebook.

Listening

4. Listen to the text and answer the questions.

Speaking

5. Write a short text about TV programmes you like or dislike. Use the information provided in the text.

A Culture

The USA and the UK: MULTICULTURAL NATIONS

1. Read and listen to the text. Write the missing information in your notebook.

2. Listen to the text and answer the questions.

Reading

3. Read and listen to the text. Write the missing information in your notebook.

Listening

4. Listen to the text and answer the questions.

Speaking

5. Write a short text about TV programmes you like or dislike. Use the information provided in the text.

A Festivals

ST PATRICK'S DAY

1. Read and listen to the text. Write the missing information in your notebook.

2. Listen to the text and answer the questions.

Reading

3. Read and listen to the text. Write the missing information in your notebook.

Listening

4. Listen to the text and answer the questions.

Speaking

5. Write a short text about TV programmes you like or dislike. Use the information provided in the text.

Key strategies Activities providing preparation for an exam or revision of the key structures from the unit / Activități de recapitulare sau de pregătire pentru susținerea unei testări

CLIL (Content and Language Integrated Learning) materials covering non-linguistic curriculum topics / Materiale pe teme care extind sfera de cunoaștere a elevilor și integrează conținuturile studiate

Evaluation test Two pages of evaluation after every two units / Două pagini de evaluare la fiecare două unități

Final evaluation test Two pages of final evaluation for units 1-8 / Două pagini de evaluare finală a celor opt unități

1 Key strategies

Listening

1. Listen to the text and answer the questions.

LET'S PRACTISE!

2. Write a short text about TV programmes you like or dislike. Use the information provided in the text.

A CLIL

GEOGRAPHY

Reading comprehension

1. Read the first paragraph of the text. Put the words in the box in the correct category. Write in your notebook.

30 degrees Celsius tropical rain

WEATHER

What is the difference between weather and climate? You might think they are the same, but they are not.

Weather refers to the general conditions in the air above the Earth at a particular place and time such as:

Climate refers to the general weather conditions usually found in a particular place over a long period of time. There are five categories of climate in the world:

- tropical
- moderate
- continental
- polar
- dry

EVALUATION TEST 1-2

Vocabulary

1. Write in each box.

Grammar

2. Choose the correct answer.

Functions

3. Complete the dialogues with the correct words.

FINAL EVALUATION TEST

Vocabulary

1. Write in each box the correct word.

Grammar

2. Complete the sentences with the correct present simple present continuous or past simple form of the verb in brackets.

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General and specific competences from the curriculum

1. Understand oral messages in everyday communication situations

- 1.1. Identify essential information from short, recorded fragments which are related to predictable everyday situations, when the utterances are clear and slow-paced
- 1.2. Identify the general meaning of real-time oral messages, when utterances are clear and slow-paced
- 1.3. Identify cultural aspects of the language studied

2. Speak in everyday communication situations

- 2.1. Make a short, practised exposition on a familiar topic
- 2.2. Participate in short oral interactions with support from the other speakers
- 2.3. Express an opinion on a familiar topic / situation
- 2.4. Show willingness to participate in a dialogue

3. Understand written messages in everyday communication situations

- 3.1. Identify necessary information from lists or simple functional texts (leaflets, menus, schedules, advertisements)
- 3.2. Select information from a clearly-structured text (newspaper articles, simple digital media articles, brochures), in which numbers and names play an important role
- 3.3. Identify detailed information in a web document
- 3.4. Show willingness to inform yourself through reading

4. Write messages in everyday communication situations

- 4.1. Fill in a form with identification information (education, interests, skills)
- 4.2. Present an activity in written form, using linkers (*and, but, because*)
- 4.3. Participate in the exchange of written messages

Competențe generale și specifice din programa școlară

1. Receptarea de mesaje orale în situații de comunicare uzuală

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

2. Exprimarea orală în situații de comunicare uzuală

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

3. Receptarea de mesaje scrise în situații de comunicare uzuală

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

4. Redactarea de mesaje în situații de comunicare uzuală

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

Starter



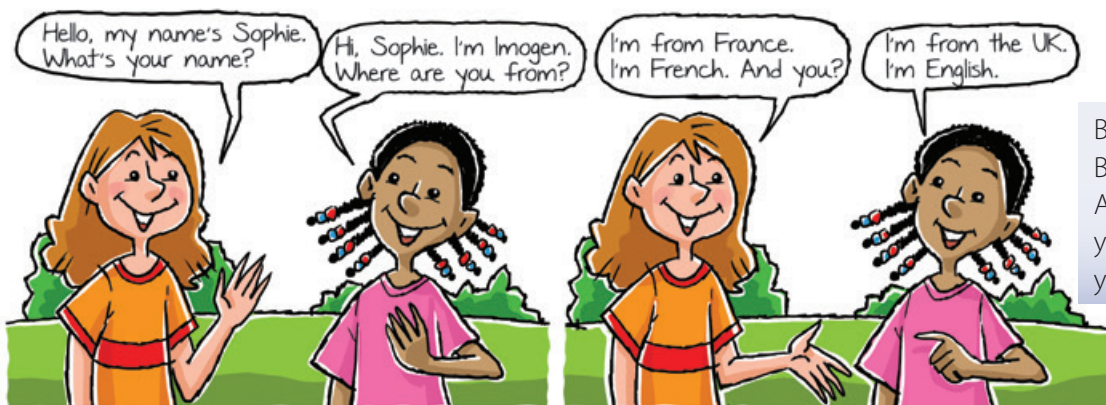
Countries and nationalities. Making introductions. Giving personal information



1 **1** Complete the sentences with the correct nationality adjectives. Write in your notebook. Then listen and check.

- 0 Marie is from France. She's French.
- 1 Keiko is from Japan. She's _____.
- 2 Juan is from Spain. He's _____.
- 3 We are from Romania. We're _____.
- 4 I am from Ireland. I'm _____.
- 5 They are from Germany. They're _____.
- 6 You are from Italy. You're _____.

2 **1** **PAIRWORK** Listen and repeat. In pairs, act out the dialogue using the prompts in the box.



Ben – the USA
Bogdan – Bulgaria
Adriana – Brazil
you – Romania
your best friend – ...

3 **1** Listen and choose the words you hear. Write in your notebook.

Dialogue 1

- Amy **0**Hi / Hello ¹I'm / my name's Amy Brown. What's your ²name / surname?
- Ellis Hey, ³I'm / my name's Ellis and my ⁴name / surname's Jones.
- Amy And this is ⁵my / your sister, Bella.
- Bella Hi, Ellis.
- Ellis Hello, Bella. ⁶Please / Nice to meet you.

Dialogue 2

- Headteacher Just a few questions, George. What's your ¹name / surname?
- Student It's Bachinsky.
- Headteacher And ²what / how old are you?
- Student I'm ³12 / 13.
- Headteacher ⁴Which / What's your address?
- Student It's 23 Gordon Street.
- Headteacher ⁵Where / Which class are you in?
- Student I'm in class ⁶5B / 5D.

4 **GROUPWORK** In groups of three, act out Dialogue 1 in exercise 3. Then use this model to introduce yourselves.

The time. Daily routines. Free-time activities. Talking about frequency



- 1 Look at the clocks and tell the time. Write in your notebook. Then listen and check.

1



2



1 It's quarter past ten.

2 It's _____.

3 It's _____.

4 It's _____.

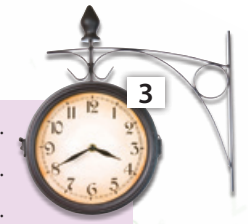
5 It's _____.

6 It's _____.

7 It's _____.

8 It's _____.

3



4



5



6



7



8



- 2 **PAIRWORK** Look at the clocks in exercise 1 again. In pairs, ask and answer questions about the time.

A What's the time?

B It's quarter past ten.

- 3 **PAIRWORK** Tell a partner what time you usually do the activities below.

0 wake up **I usually wake up at six thirty-five.**

1 have a snack

3 get home

5 go to bed

7 start school

4 play

6 do my

8 watch TV

2 have a shower

computer games

homework

- 4 Choose the correct preposition of time. Write in your notebook.

0 My birthday is at / in / on May.

4 The film starts at / in / on 8:30.

1 Kate's party is at / in / on the evening.

5 Christmas is at / in / on winter.

2 We play football at / in / on the weekend.

6 I go to dance lessons at / in / on Thursday afternoons.

3 His 20th birthday is at / in / on 2025.

7 My cat goes out at / in / on night.

8 The school holidays start at / in / on 25th July.

- 5 Complete the sentences with the phrases in the box. Write in your notebook.

once a month you like Never hate them do you go How often

Annie 1 _____ do you go to the cinema?

Bella I go 2 _____.

Annie Do 3 _____ horror films?

Bella No, I 4 _____. How often 5 _____ to the cinema?

Annie 6 _____. I watch films on my computer.



- 6 **PAIRWORK** In pairs, act out the dialogue in exercise 5, answering Annie's questions with things that are true for you.

Look out!



We can use two ways to tell the time:

- saying the hour first and then the minutes;
- saying the minutes first and then the hour using **past** or **to**.

It's seven fifteen. / It's quarter past seven.

It's three fifty. / It's ten to four.

Imperative

1  Match the pictures with the imperatives in the box. Write in your notebook. Then listen and check.

~~Look!~~ Listen! Read! Sit down! Stand up!
Open your books! Close your books! Write!



0 Look



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____

2 **PAIRWORK** Student A gives a series of instructions to Student B. Student B performs these instructions. Use the expressions in exercise 1.


3 Complete the sentences with the imperative form of the verbs in brackets. Write in your notebook.

- 0 We're bored. Let's go (go) to the park.
- 1 It's urgent! _____ (phone) your parents now!
- 2 _____ (not look) in my diary! It's secret!
- 3 This is an exam. _____ (not copy)!
- 4 _____ (stop) and wait here.
- 5 No! _____ (not eat) that cake! It's for me.

4 Read the classroom rules on the class blog below. Write imperative sentences with *please*.

LOGO
Blog Work FAQ Contact Us

CLASSROOM RULES



| | |
|--|--|
| <p>Do</p> <ul style="list-style-type: none"> Come to class on time Listen carefully Raise your hand Be polite <p><i>Please come to class on time.</i></p> <p>Read More</p> | <p>Don't</p> <ul style="list-style-type: none"> Be late Run into the classroom Use your mobile phone Talk to your deskmate during class |
|--|--|

Now create your own class blog. Brainstorm and write your own classroom rules.

Food and drink. Countable and uncountable nouns. Quantifiers



1 Are the words in the box countable or uncountable? Copy and complete the table in your notebook.

~~milk~~ honey eggs butter
coffee biscuits croissants
cupcakes sausages orange juice

| Countable | Uncountable |
|-----------|-------------|
| | milk, |

2 Choose the correct option. Write in your notebook.

- 0 I haven't got **some** / **any** money with me.
- 1 There are **some** / **any** biscuits on the table.
- 2 Are there **some** / **any** apples in this recipe?
- 3 Do you want **some** / **any** juice?
- 4 May I have **some** / **any** yoghurt?
- 5 There isn't **some** / **any** sugar here.
- 6 There's **some** / **any** jam in the fridge.
- 7 I've got **some** / **any** if you want.
- 8 Have you got **some** / **any** butter?

3 Complete the sentences with *How much* or *How many*. Write in your notebook.

- 0 How many students are there in your class?
- 1 _____ oranges are there in the fridge?
- 2 _____ time do you need?
- 3 _____ yoghurt is there?
- 4 _____ days are there in June?
- 5 _____ tea have we got?
- 6 _____ friends have you got?

4 David is at a café. Listen to the dialogue. What does he order from the menu? How much is the bill? Write in your notebook.

5 **PAIRWORK** In pairs, act out the dialogue in exercise 4. Use the other food and drink in the menu.

6 Choose the correct option. Write in your notebook.

I'm a movie fan and I ¹love / like to watching new films at the cinema. I haven't got ²some / much free time but when I have, I love to ³eat / eating out after a good film. I often eat ⁴pasta / a pasta in local Italian restaurants... they cook it very ⁵well / good in some places. I don't know how to cook, but I can make ⁶any / some sandwiches. For breakfast I usually have ⁷a / some cereal. Today ⁸I eat / I'm eating fruit because I'm on a diet and I want to lose ⁹a little / a few kilos.

7 Find the mistakes in each sentence. Then rewrite the sentence correctly.

- 0 He hasn't got some homework to do.
He hasn't got any homework to do.
- 1 I no watch TV during the week.
- 2 There are many eggs in the fridge.
- 3 I've got a few time to talk before I go home.
- 4 Would you like a honey on your toast?
- 5 What's the problem – why do you cry?

BURGER MENU

Burgers

- Hamburger £5.00
- Cheeseburger £5.50
- Veggie Burger £6.25

Sandwiches

- Cheese £2.95
- Ham £3.75
- Fish £3.75

Drinks

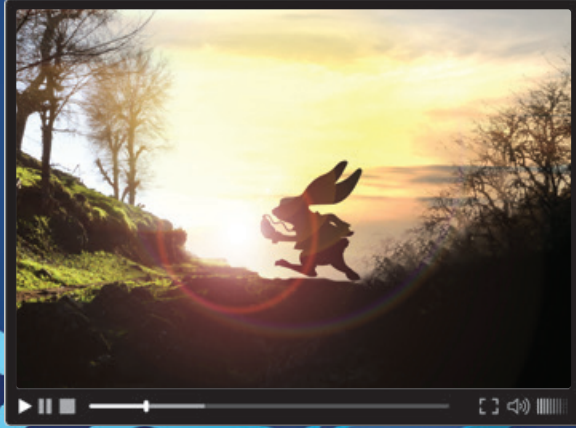
- Mineral Water £1.20
- Lemonade £1.50
- Tea £2.00
- Coffee £2.25

1

I love watching films!



1 comedy



2



4



5



7



8

Films



3



6

Look out!



In informal language, the names of some film types are often shortened:

| | | |
|-----------------|---|---------|
| science fiction | → | sci-fi |
| romantic comedy | → | rom com |
| cartoon | → | toon |

- 1 Match the film types in the box with the pictures. Write in your notebook. Listen and check. Then listen again and repeat.

musical science fiction film ~~comedy~~ action film
cartoon horror film romantic film fantasy film

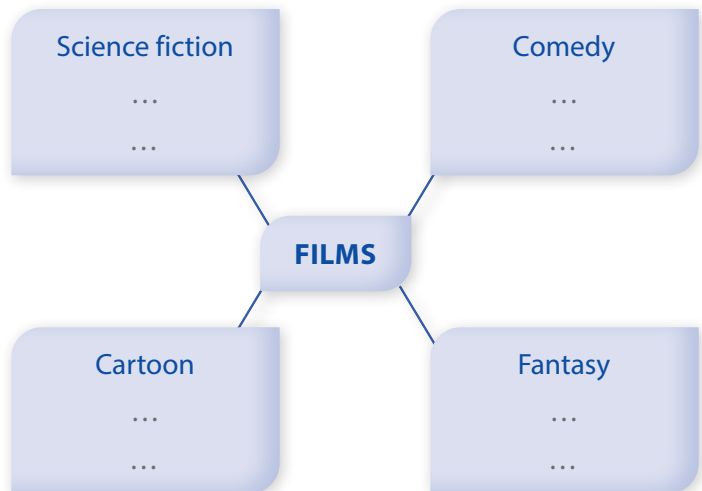
- 2 Listen to two friends talking about their favourite types of films. Copy the table in your notebook and complete it with the missing information.

| Name | likes | doesn't like |
|-------|------------------|--------------|
| Naomi | <i>comedies,</i> | |
| Ben | | |

- 3 **PAIRWORK** In pairs, ask and answer questions following the model in exercise 2.

- A *What types of films does Naomi like?*
B *She likes comedies and ... but she doesn't like ...*

- 4 What are your favourite films? Complete the *mind map* with the titles of two films for each category. Write in your notebook.



- 5 **PAIRWORK** In pairs, ask and answer questions about your favourite films.

- A *What are your favourite types of films, Luca?*
B *I like action films and fantasy films, but I don't like romantic films.*
A *What's your favourite action film?*
B *It's ...*

1

Dialogue



What are you doing?

1 **READING** Read the text and watch the video. What type of film is Chloe watching?

Adam Hi Chloe. You're sitting here very quietly. What are you doing?

Chloe I'm watching this new action film on my tablet. It's called *Justice*.

Adam An action film? But you don't usually watch action films!

Chloe I know, but I'm enjoying this. It's really exciting!

Adam Why? What's it about?

Chloe It's about a gangster and a detective. Justin Dobson is the detective. He's so cool!

Adam Justin Dobson usually plays the bad guy in films.

Chloe Yes, but in *Justice* he's playing the good guy and Jack Nelson is the bad guy.

Adam So what's happening in the film now?

Chloe Justin Dobson is following Jack Nelson in his car – look!

Adam Wow! They're driving really fast! I love watching action films. This is brilliant!

Chloe Yes, it is, but it's also my tablet and I'm watching this now.

Adam Oh, come on, Chloe!

Chloe But you never share your tablet with me! Oh, OK. You can watch it later ... if you behave nicely.

Adam I always behave nicely!

Chloe Yeah, right!

Now listen and repeat.

Everyday English

What's it about?
the bad / good guy
Oh, come on!

2 COMPREHENSION Read the dialogue again. Complete the sentences with the words and phrases in the box. Write in your notebook.

action films detective Adam
Jack Nelson ~~tablet~~ the bad guy gangster

- 0 Chloe is watching an action film on her tablet.
- 1 Adam thinks Chloe doesn't like _____.
- 2 The film is about a _____ and a _____.
- 3 Justin Dobson usually plays _____ in films.
- 4 _____ is playing the bad guy in this film.
- 5 _____ loves watching action films.

3 Choose the correct answer. Write in your notebook.

- 0 I'm watching / watch a film called *Justice*.
- 1 You don't usually watch / watching action films.
- 2 I'm enjoying / enjoy this film.
- 3 He usually is playing / plays the bad guy in films.
- 4 What happens / is happening in the film now?
- 5 You never share / are sharing your tablet with me.



4 Fill in the gaps with information from the dialogue on page 14. Write in your notebook. Listen, check and repeat.

Adam Hi Chloe. You're sitting here very quietly.
0 What are you doing ?

Chloe 1 _____ this new action film on my tablet. It's called *Justice*.

Adam An action film? But you 2 _____ action films!

Chloe I know, but I 3 _____ this. It's really exciting!

5 PAIRWORK Think about films you like. Remake the dialogue in exercise 4, changing the words in bold. Use the film types on pages 12 and 13.

- A Hi *Sebi*. You're sitting here very quietly.
What are you doing?
- B I'm watching this new **comedy** on my tablet.
It's called ...

Now act out the dialogue with a partner.



A Present simple vs present continuous



We use the *present simple* to talk about habits.

We often use adverbs of frequency before verbs in the *present simple*, such as *always, sometimes, usually, often, never*.

We use the *present continuous* to talk about actions in progress at the time of speaking.

We often use time expressions / adverbs after verbs in the *present continuous*, such as *now, at the moment, etc.*

I **usually** watch cartoons, but **now** I'm watching an action film.

Peter **sometimes** does his homework in his room. **Tonight** he's doing his homework in the kitchen.

We can use time expressions / adverbs such as *always, constantly, all the time, etc.* with the *present continuous* to show something happens very often (more often than usual), annoying the speaker.

Why **are you always complaining** about your life?

Look out!



Adverbs of time can show **when** something happens (*now, soon, etc.*) or **how frequently** an action happens (*usually, always, never, etc.*). Here are some other examples of time adverbs: *today, at the moment, at the weekend, in a minute, in the evening, early, often, then, etc.*

Adverbs of place tell us **where** something happens (*here, there, inside, outside, at school, in my room, etc.*).

1 Choose the correct answer. Write in your notebook.

- 0 I usually **do** / **am doing** my homework at school, but today I **do** / **'m doing** it here.
- 1 Graham usually **goes** / **is going** swimming on Saturdays, but the pool is closed today so he **plays** / **'s playing** a computer game.
- 2 I can't talk to you now because I **have** / **'m having** my dinner.
- 3 They often **have** / **are having** breakfast at home, but it's Saturday today and they **have** / **are having** breakfast in a café.

- 4 Harry usually **watches** / **is watching** sports programmes on TV, but tonight he **watches** / **'s watching** a film.
- 5 Why **do you sit** / **are you sitting** here so quietly?
- 6 You **are always losing** / **lose always** things. Be more careful!
- 7 My mum usually **works** / **'s working** in London, but this month she **works** / **'s working** in Bristol.

2 Read Judy's text and complete the sentences with the correct form of the verbs in brackets. Write in your notebook. Listen and check.

My favourite films are comedies and fantasy films. I usually ⁰ **watch** (watch) films on TV with my friends on Saturday evenings.

I ¹ _____ (not / watch) films during the week because I ² _____ (do) my homework in the evenings. If there isn't a good film on TV, I sometimes

³ _____ (chat) online with friends. At the moment I ⁴ _____ (watch) a Sherlock Holmes film – it's brilliant! Benedict Cumberbatch is in it and I ⁵ _____ (like) him.

He often ⁶ _____ (play) the bad guy, but in this film he ⁷ _____

(play) the famous detective Sherlock Holmes and he ⁸ _____ (try)

to capture the evil Moriarty. Moriarty ⁹ _____ (hate) Sherlock

Holmes and ¹⁰ _____ (want)

to kill him. I ¹¹ _____ (think)

Benedict Cumberbatch can act really well!

I ¹² _____ (enjoy) this film!



3 Find the mistakes in each sentence. Then rewrite the sentence correctly.

- 0 My sister talks to my grandmother on the phone now.
My sister is talking to my grandmother on the phone now.
- 1 The students study for their exam today.
- 2 Oliver is usually playing football on Sundays.
- 3 At the moment we have breakfast in a café.
- 4 I am always walking to school.
- 5 What do you do outside, boys? Get inside! It's raining!
- 6 Sally loves cartoons, but I'm liking sci-fi films.
- 7 Why are you always be so rude?

Pronunciation

The sounds /ŋ/ and /n/

4 Listen and repeat.

| /ŋ/ | /n/ |
|----------|--------|
| watching | win |
| doing | dinner |
| sing | chin |
| ... | ... |

5 Copy and complete the table in exercise 4 in your notebook. Listen and write the words in the correct column. Then listen again, check and repeat.

cartoonu unucle kangaroo
 lemonn bunnch earrung

B Like / enjoy / love / hate + -ing form



In English, the verbs we use to express personal likes and dislikes are usually followed by a noun or a verb in the *-ing* form.

- I like watching action films.
- I enjoy going to the cinema.
- They love reading comics.
- We don't like playing rugby.
- He hates playing computer games.

6 Put the words in order to write sentences.

- 0 likes / the baby / cartoons / watching
The baby likes watching cartoons.
- 1 eating / pizza / loves / our dog
- 2 computer games / you / like / do / playing / ?
- 3 hate / swimming / the girls / in the sea
- 4 like / you / rugby / playing / do / ?
- 5 like / I / don't / going / by bus / to school
- 6 doesn't / my mum / working / enjoy /
 at weekends!
- 7 music / love / we / listening to / rap
- 8 don't like / our dogs / in the kitchen / staying
- 9 fast cars / my brother / driving / enjoys
- 10 hate / homework / doing / we

7 Complete the interview using the words in brackets. Write in your notebook.

- Steve ⁰Do you like watching (you / like / watch) TV Rick?
- Rick No, I don't. I don't watch TV very often, but I ¹_____ (like / watch / videos) on YouTube on my tablet. I ²_____ (not / like / play) computer games.
- Steve ³_____ (you / like / talk) to your friends online?
- Rick Yes, and I ⁴_____ (like / meet) them on Saturday afternoons.
- Steve Where ⁵_____ (you / like / go) with your friends?
- Rick We ⁶_____ (love / play / sports) so we usually meet at the sports centre.
- Steve ⁷_____ (you / enjoy / go) to the shops?
- Rick No, I don't! I ⁸_____ (hate / shop), but my sisters love it!

8 Complete the sentences to make them true for you. Use like, love, enjoy or hate. Write in your notebook.

- 0 I don't like watching music programmes on TV.
- 1 I _____ watching TV documentaries about animals.
- 2 I _____ surfing the internet.
- 3 My friends _____ chatting online.
- 4 I _____ watching football on TV.
- 5 My mum _____ listening to rap music.
- 6 I _____ getting up early.

9 PAIRWORK In pairs, ask and answer questions about what you like or don't like doing at the weekend using the prompts below.

| | ME | | _____ | |
|-----------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| | Yes | No | Yes | No |
| 1 stay at home | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 go to the cinema | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 play sport | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 read books | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 go shopping | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 play computer games | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

A **Paul, do you like staying at home at the weekend?**

B **No, I don't. I hate staying at home.**

C Adverbs of manner



We use adverbs of manner to show *how* somebody does something or *how* something happens.

We usually put the adverb after the verb.

You're sitting very **quietly**.

They're driving really **fast**.

We usually form the adverbs from the adjectives related to them, making the following changes:

Regular adjectives + -ly

nice – nicely

Adjectives of more than one syllable ending in -y → -y + -ily

easy – easily noisy – noisily

Irregular adverbs

good – **well** fast – **fast**

10 Choose the correct answer. Write in your notebook.

- 0 My sister sings very **bad** / **badly**.
- 1 This actor is speaking very **quick** / **quickly**.
- 2 Julie can act **well** / **good**.
- 3 This music is too **noisy** / **noisily**.
- 4 The children are sitting very **quiet** / **quietly**.
- 5 This exercise isn't **easy** / **easily**.
- 6 I can do this exercise **easy** / **easily**.

11 Complete the sentences with the correct adverbs using the adjectives in brackets. Write in your notebook.

- 0 My dad usually walks **slowly** but he's walking **quickly** today because he's late! (slow / quick)
- 1 David usually plays the piano _____ but today he's playing _____. It's awful! (good / bad)
- 2 She usually speaks very _____ but now she's talking to a Spanish boy so she's speaking _____. (quick / slow)
- 3 Mum usually drives _____ but she's driving _____ today because of the traffic. (fast / slow)
- 4 My sister usually speaks _____ but she's speaking _____ this evening because the baby's asleep. (loud / quiet)
- 5 The students usually behave _____, but today they're behaving _____ and they aren't listening to the teacher. (nice / bad)

Round-up

1 Read the dialogue and choose the correct answer. Write in your notebook.



- Helen Hi Mark. What ⁰ _____ here?
- Mark I'm just sitting here ¹ _____. I'm thinking.
- Helen What ² _____ about?
- Mark About my little brother, Tom. He usually ³ _____ really well at school, but this week he's behaving really ⁴ _____.
- Helen Is he happy at school?
- Mark I don't know. He usually ⁵ _____ about school a lot, but this week he ⁶ _____ about school at all.
- Helen ⁷ _____ a lot of homework?
- Mark Yes, but he can usually do his homework ⁸ _____. He always ⁹ _____ it really ¹⁰ _____.
- Helen Has he got a lot of friends?
- Mark Yes, but his best friend ¹¹ _____ his family in Brazil at the moment.
- Helen I ¹² _____ that's why he isn't happy.
- Mark Oh yes, you're right, Helen. Thanks.

- 0 A do you do
 B are you doing
 C you are doing
- 1 A quiet B quietly C well
- 2 A are you thinking
 B do you think
 C you're thinking
- 3 A is behaving B behave C behaves
- 4 A bad B well C badly
- 5 A is talking B talks C talk
- 6 A doesn't talk
 B don't talk
 C isn't talking
- 7 A Does he get B Is he getting C He gets
- 8 A easily B easy C bad
- 9 A is finishing B finish C finishes
- 10 A quickly B quick C slow
- 11 A visits B is visiting C visit
- 12 A think B is thinking C thinks