

Ben Goldstein & Ceri Jones
with Emma Heyderman,
Cristina Rusu, Diana Todoran
and Ioana Tudose



Limba modernă 1 –
studiu intensiv

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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Foreword

The authors have created through *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VI-a* a textbook that follows the Romanian Curriculum step by step, offering:

- high-interest videos and stimulating global topics that spark curiosity, engage and motivate teenage learners;
- a careful progression of personalised language building activities that leads to greater spoken and written fluency;
- flexible teaching support for mixed-ability classes that includes graded tests and extra practice activities.



Unit tour **Limba modernă 1 – studiu intensiv. Engleză. Clasa a VI-a**



The Student's book has two versions:
Student's Book – printed version



Student's Book – digital version
(includes, apart from the information from the printed version, over 180 MILA – multimedia interactive learning activities)

The Student's Book contains:

A *Starter* section to revise basic grammar and vocabulary + 8 Units + Extras.

Each unit has the following structure:

Vocabulary + Reading + Language focus 1 + Listening and vocabulary + Language focus 2 + Discover culture + Speaking + Writing + Extras.

There is a *Review* and an *Evaluation* test after every two units and also a *Final evaluation* test.

Extras: *Say it right!*, *Grammar reference*, *Vocabulary bank*, *Portfolio*, *Festivals*, *Reading for pleasure*, *CLIL*, *Projects*, *Irregular verbs*, *Phonemic script*, *Word list*

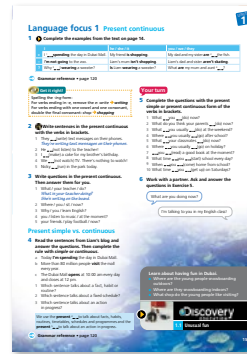
Unit opener

Each unit starts with an impactful image designed to spark curiosity and discussion, and introduce the unit topic. Vocabulary, grammar and unit aims are clearly identified so that students and teachers can easily follow the syllabus progression and record achievement.



Vocabulary section focuses on a listen, check and repeat task through which students can hear how the target vocabulary is pronounced and practise it themselves.

Reading section features a reading text which provides a natural context for the new grammar. All reading texts are recorded.



Language Focus 1 and 2 sections highlight examples that are contextualised in the preceding reading and listening passages. Many of the Language Focus pages include a *Get it Right!* feature and a *Say it Right!* feature.

Listening and Vocabulary section provides a natural context for the new grammar and vocabulary items.



Discover culture section expands on the unit topic and provides a motivating insight into a variety of cultures around the world.



Speaking section provides a progression of easy-to-follow activities which guide students towards written and spoken fluency.



Writing section includes a model text from the featured genre and follows a *Process Writing* methodology.



Review section provides two pages of exercises which are grouped under Vocabulary and Language focus. They come after every two units.

Manualul are două versiuni:

Varianta tipărită



Varianta digitală

(include, pe lângă informațiile din varianta tipărită, peste 180 de AMII – activități multimedia interactive de învățare)

Manualul cuprinde:

0 secțiune introductivă de recapitulare a noțiunilor gramaticale și lexicale de bază + 8 Unități de învățare + *Anexe*.

Fiecare unitate are următoarea structură:

Vocabular + Lectură + Gramatică 1 + Ascultare și vocabular + Gramatică 2 + Comunicare + Redactare + Anexe.

Există o recapitulare, un test la fiecare două unități și o testare finală.

Anexe: *Pronunță corect!, Gramatică, Vocabular, Activitate de grup, Sărbători, Lectură, CLIL, Proiecte, Lista verbelor neregulate, Tabel fonetic, Listă de cuvinte*

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 MILA – listening and studying an image/Activitate statică, de ascultare și observare a unei imagini



Animated MILA – film and animation/Activitate animată (film/animație)



Interactive MILA – exercise with immediate feedback after solving/Activitate interactivă, de tip exercițiu, cu feedback imediat în urma rezolvării

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



Cuprins manual



Fereastră de afișare a rezultatelor



Ajutor general manual



Mișcarea/mărirea imaginii



Salt la începutul/finalul manualului



Pagină înainte/pagină înapoi



Mărire pe tot ecranul



Schimbarea modului de afișare



Includerea unei notițe

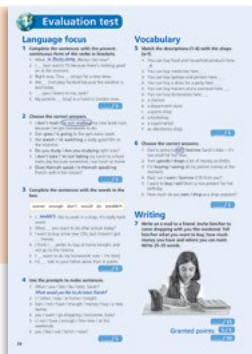


Introducerea de marcaje colorate



Informații despre utilizator

Evaluation test section contains two pages in which the students' knowledge is examined to determine what they have learned after every two units.



Grammar reference section provides more detailed examples and explanations, plus additional practice exercises.



Vocabulary bank section contains all the new vocabulary from each unit. Activities revise and consolidate the language.



Portfolio section contains projects to be done step-by-step. It is related to the topic of the corresponding lessons in each unit.



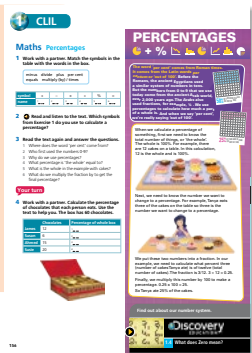
Festivals section contains exercises and texts describing holidays and traditions in some English-speaking countries compared to Romania.



Reading for pleasure section focuses on the world of literature.



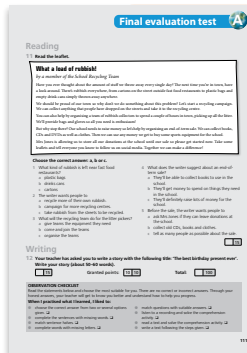
CLIL section gives students the opportunity to study other subjects through the medium of English. Each CLIL lesson is linked to the topic of the corresponding unit.



Projects section provides six optional projects in which students are given a clear model to guide them.



Self-evaluation and observation checklists are provided for teachers to systematically observe students' progress.



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Unit	Vocabulary	Reading	Language focus 1	Listening and Vocabulary	Language focus 2	Discover culture (Video and Reading)
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General and specific competences from the curriculum

- Understand oral messages in different communication situations**
 - Identify key information from TV news/recorded materials related to different events, when the commentary is illustrated by pictures
 - Identify details from messages and interactions on predictable topics, when the speakers/interlocutors speak clearly and slowly
 - Identify the specific cultural elements of the studied language
- Speak in different communication situations**
 - Present future plans, intentions and projects
 - Give a short and simple presentation on activities
 - Initiate, continue and finish a dialogue on familiar or personal interest topics
 - Participate in conversations about planning some activities
 - Show willingness to participate in verbal exchange
- Understand written messages in different communication situations**
 - Extract necessary information from lists or simple functional texts (brochures, menus, schedules, ads)
 - Extract information from multiple short texts based on several predefined or negotiated criteria/constraints
 - Identify information from a simple written letter/email to write an answer
 - Show willingness to be informed through reading
- Write messages in different communication situations**
 - Fill in a form with identification information (education, interests, skills)
 - Write a very simple personal letter (including a digital version) expressing thanks or apology
 - Briefly relate a story using linkers to mark the chronological order
 - Write simple and coherent texts on topics of interest
 - Participate in the exchange of written messages

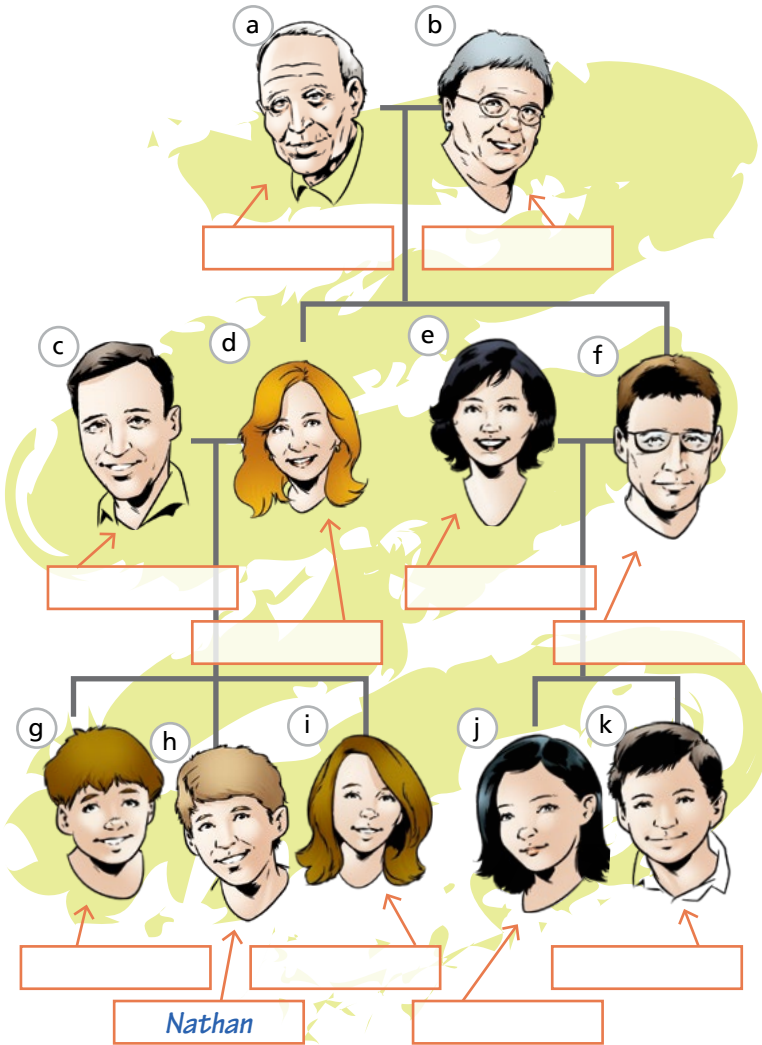
Competențele generale și specifice din programa școlară urmărite în unitățile de învățare

- Receptarea de mesaje orale în diverse situații de comunicare**
 - Identificarea informațiilor esențiale din știrile prezentate la TV/materiale înregistrate, referitoare la diferite evenimente, atunci când comentariul este ilustrat prin imagini
 - Identificarea detaliilor din mesaje și interacțiuni pe subiecte previzibile când locutorii/interlocutorii vorbesc clar și rar
 - Identificarea unor elemente culturale specifice limbii studiate
- Exprimarea orală în diverse situații de comunicare**
 - Prezentarea unor planuri/unor intenții și proiecte de viitor
 - Descrierea scurtă, elementară a unor activități
 - Inițierea, susținerea și încheierea unui dialog pe teme familiare sau de interes personal
 - Participarea la conversații în legătură cu planificarea unor activități
 - Manifestarea interesului pentru participarea la schimbul verbal
- Receptarea de mesaje scrise în diverse situații de comunicare**
 - Extragerea informațiilor necesare din liste sau din texte funcționale simple (pliante, meniuri, orare, reclame)
 - Extragerea informațiilor din mai multe texte scurte pe baza mai multor criterii/constrângeri prestabilite sau negociate
 - Identificarea informațiilor dintr-o scrisoare personală simplă/e-mail în vederea redactării unui răspuns
 - Manifestarea disponibilității pentru informare prin lectură
- Redactarea de mesaje în diverse situații de comunicare**
 - Completarea unui formular cu informații de identificare (educație, interese, competențe)
 - Redactarea unei scrisori personale (inclusiv digitale) foarte simple exprimând mulțumiri sau scuze
 - Relatarea pe scurt a unei întâmplări utilizând cuvinte de legătură pentru a marca ordinea cronologică
 - Redactarea de texte simple și coerente pe teme de interes
 - Participarea la schimbul de mesaje scrise

Starter Unit

Family

1 Listen and complete Nathan's family tree with the names in the box.



Sophie Dave Ben Henry Anne
Tom Phil Diana Marie Lucy

2 Complete the table with the words in the box.

parents mum brother husband dad
aunt sister grandma cousin uncle
wife granddad grandparents

..... <i>mum</i> <i>brother</i> <i>parents</i>

Subject pronouns and *be*

3 Complete the examples from the listening in Exercise 1.

	I	you / we / they	he / she / it
+	I ¹ 'm Nathan.	You're 13.	He ² from Newcastle.
-	I'm not Matthew.	You aren't 12.	My dad ³ from Liverpool.
?	Am I right?	Are you from Scotland?	⁴ your family big?

Grammar reference • page 118

4 Complete the sentences with the correct form of *be* and with the correct subject pronoun.

- Where ¹... your mum from?
...*She*'s from Barcelona.
- What your dad's name?
...*'s* Pete.
- you in a sports team?
Yes, am.'m in the basketball team.
- How old your granddad?
...*'s* 82.
- your parents teachers?
No, aren't.

Possessive 's

5 Look at the examples and put the apostrophe (') in the correct place.

- My mums name is Michaela.
- My grandparents names are Melania and George.

Grammar reference • page 118

Your turn

6 Write questions with the correct form of *be* and possessive 's. Use one word from each box. Then ask and answer the questions with a partner.

Where
What
Who
When

parents
classmates
cousin
best friend

favourite singer
favourite book
birthday
English lesson

When's your mum's birthday?

It's on 20 May.

School subjects

1 Complete the school subjects.
Then match them with the pictures.

- | | |
|--------------|------------------|
| 1 Fr _ nch | 6 P _ |
| 2 _ ngl _ sh | 7 G _ _ gr _ phy |
| 3 M _ s _ c | 8 M _ ths |
| 4 Sc _ enc _ | 9 H _ st _ ry |
| 5 _ CT | |



2 Listen to Nathan talking to his cousin Lucy about his school. Which of the school subjects in Exercise 1 do you hear?

there is/are; some and any

3 Complete the examples from the listening in Exercise 2. When do we use *some* and *any*?

	Singular	Plural
+	There ¹ some cola in the fridge.	There ³ some classrooms in the main building.
-	There isn't any orange juice.	There ⁴ any laptops in our classroom.
?	² there any orange juice?	⁵ there any science labs at your school?

➔ Grammar reference • page 118

4 Write sentences with *there is/are* and *some/any* about the things and places in your school in the box below.

posters food computers balls laptops
students science lab classroom walls
library IT room canteen sports hall

There are some posters on the classroom walls.

have got + a/an

5 Complete the examples from the listening in Exercise 2.

	I / you / we / they	he / she / it
+	I ¹ PE tomorrow.	My school's ⁴ four labs.
-	We ² got an IT room.	It hasn't got any laptops.
?	Have you ³ a big sports hall?	Has Lucy got a laptop?

➔ Grammar reference • page 119

Your turn

6 Write questions with *have got*. Use the people and the things below. Then ask and answer your questions with a partner.

you
your best friend
your mum, etc.
your teacher
your classmates

Maths, History, PE, etc.
a big family
a mountain bike
a laptop
an English dictionary

Have you got PE today?

Yes, I have.

Sports and activities

1 Match the pictures with the sports in the box.

judo volleyball bowling skiing swimming
 snowboarding cycling skateboarding
 basketball surfing karate yoga

2 Listen to Nathan and Lucy talking about their free time. Which of the sports and activities in Exercise 1 does Nathan do? Which of them does Lucy do?

Present simple: affirmative and negative

3 Complete the examples from the listening in Exercise 2.

I / you / we / they	he / she / it
+ I ¹ ... <i>like</i> ... surfing My friends and I usually ³ ... cycling.	He sometimes ² ... bowling with granddad.
- You don't ⁴ ... near the sea.	He ⁵ ... <i>like</i> it very much.

4 Complete the sentences with the present simple form of the verbs in brackets.

- I (go) snowboarding with my parents in the winter.
- My friends (have) football training on Fridays.
- I (not play) volleyball very often.
- My sister (do) drama after school.
- My uncle (not play) chess.
- My friends and I (ride) our bikes to school every day.
- We (not live) near the sea so I (not go) surfing.

5 Rewrite the sentences in Exercise 4 so they are true for you.

- I don't go snowboarding with my parents in the winter. We don't live near the mountains.*

Present simple: questions

1 Complete the examples from the listening on page 10.

	I / you / we / they	he / she / it
Wh-?	What sports ¹ <i>do</i> you do ? When do they go bowling?	How often does he go snowboarding?
Y/N?	² ... you go swimming?	³ ... your sister go surfing too?
Short answers	Yes, I do . No, I ⁴	Yes, she ⁵ No, he doesn't .

➔ Grammar reference • page 119

2 Write questions about your sentences in Exercise 5 on page 10.

- When / you / go snowboarding?
When do you go snowboarding?
- When / your friends / have training?
- you / play volleyball?
- your sister / do drama after school?
- What sports and activities / your uncle / do?
- How / you and your friends / go to school?
- you / go surfing?

Your turn

3 Work with a partner. Ask and answer the questions in Exercise 2.

When do you go snowboarding?

I don't go snowboarding with my parents in the winter. We don't live near the mountains. What about you?



Adverbs of frequency

4 Complete the examples from the listening in Exercise 2 on page 10. Then answer the questions.

- My friends and I go cycling on Saturday afternoons.
- I go swimming with Mum and Dad.
- The water's cold.
- He goes now.

- Does the adverb of frequency go before or after the verb *be*?
- Does the adverb of frequency go before or after other verbs?

➔ Grammar reference • page 119

5 Rewrite the sentences with the adverbs of frequency in the correct place.

- We do ICT in the IT room. (usually)
We usually do ICT in the IT room.
- My friends play basketball at school. (sometimes)
- I do yoga at school. (never)
- My grandparents go bowling. (sometimes)
- My cousin does judo at the weekend. (often)
- I go cycling on Sunday morning. (always)

Your turn

6 Write true sentences about you. Use the present simple, adverbs of frequency and the words below.

- have lunch in the school canteen
- be tired on Monday morning
- play basketball in the sports hall
- go bowling
- go swimming in the sea
- do Science in the science lab

I always have lunch in the school canteen.

7 Work with a partner. Use 'How often...?' and the present simple to ask and answer questions about your sentences in Exercise 6.

How often do you have lunch in the school canteen?

I always have lunch in the school canteen.



Money matters

Discovery
EDUCATION

In this unit ...



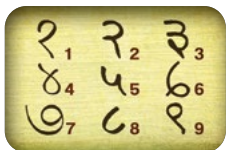
Unusual fun p15



Tiger sanctuary p18



Shopping p20



CLIL What does Zero mean? p156

Vocabulary

- Shops
- Money verbs
- Extreme adjectives
- Adjective prefixes

Language focus

- Present continuous
- Present simple vs. continuous
- (don't) want to, would(n't) like to, would prefer to, would rather/ would sooner
- (not) enough + noun

Unit aims

I can ...

- talk about shops and shopping centres.
- talk about the things I'm doing now and the things I do every day.
- understand a conversation about how young people spend their money.
- describe things I want to, would like to or would prefer to do.
- understand information about charities.
- ask for things in shops.
- write an email asking for advice.

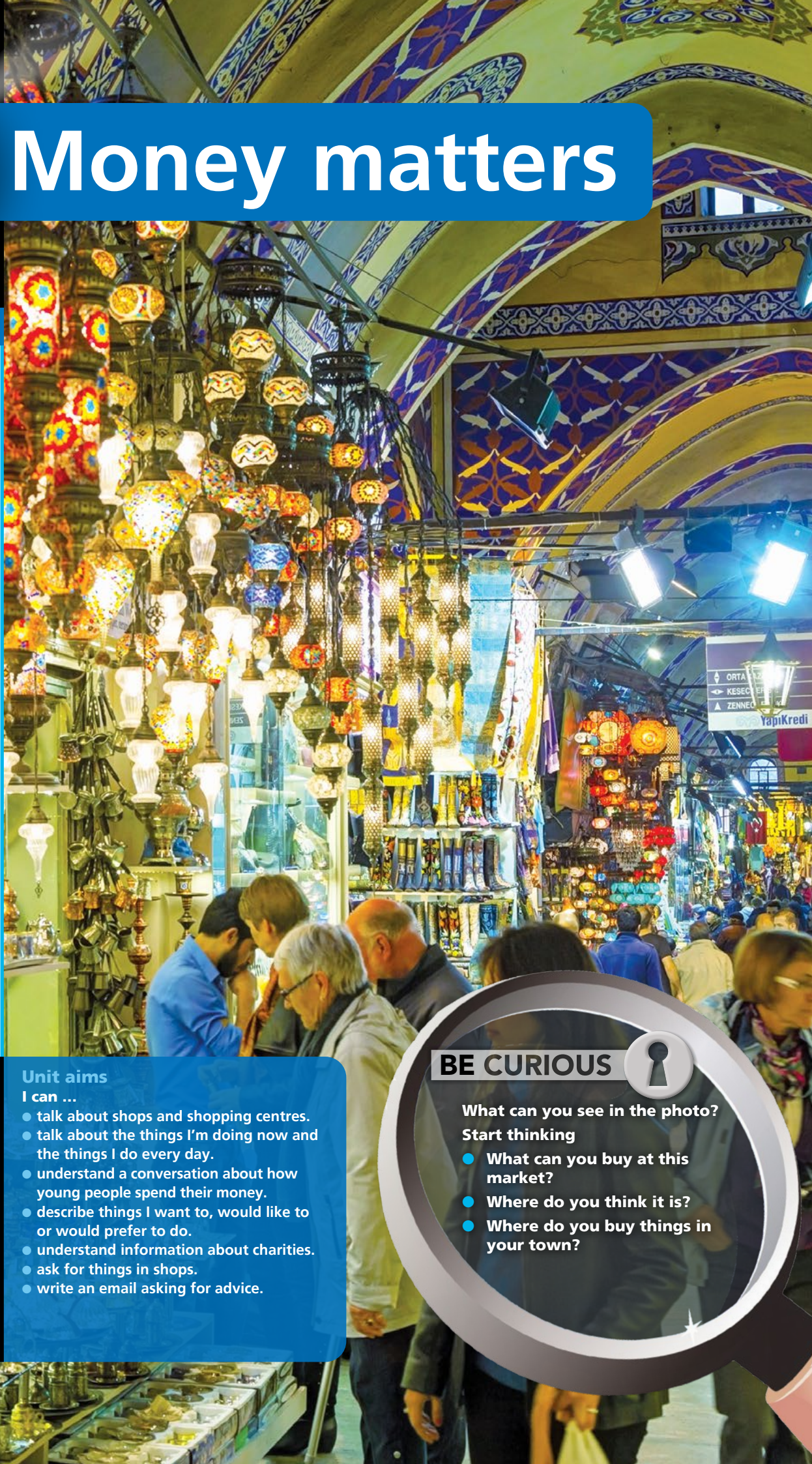
BE CURIOUS



What can you see in the photo?

Start thinking

- What can you buy at this market?
- Where do you think it is?
- Where do you buy things in your town?



Vocabulary Shops



department store



1 Match the pictures with the words in the box. Then listen, check and repeat.

bookshop chemist clothes shop
 department store electronics shop
 music shop newsagent shoe shop
 sports shop supermarket

2 Look at Exercise 1.

- | | |
|-----------------------|-------------------------|
| Which places sell ... | Where can you ... |
| 1 food and drink? | 4 buy a new computer? |
| 2 things to read? | 5 listen to music? |
| 3 things to wear? | 6 go when you feel ill? |

Your turn

3 Write your answers to the questions.


- 1 What kind of shops do you like?
- 2 When do you go there?
- 3 Who do you go with?
- 4 What do you buy there?

My favourite shop is a music shop. I go there on Saturday with my friends.

4 Work with a partner. Ask and answer the questions in Exercise 3.

Vocabulary bank • page 130

Reading A blog

- 1 Look at the photos of a shopping centre in Dubai. What can you do there?
- 2  Read Liam's blog and check your ideas to Exercise 1. Then match the photos with the places in bold.
- 3 Read Liam's blog again. What are the numbers about?

1,300 26 200 80 million 250

Explore extreme adjectives

- 4 Look at the adjectives from Liam's blog. Do they mean very good or very bad?

great awful wonderful
brilliant amazing

- 5 Find three adjectives in the text that mean *very hot*, *very cold* and *very big*. Do we use *very* or *absolutely* before these adjectives?

➔ Vocabulary bank • page 130

Your turn

- 6 Work with a partner. Ask and answer the questions.

- 1 Would you like to visit the Dubai Mall?
- 2 What would you like to do there?
- 3 Are there many shopping centres in your town?
- 4 How often do you go there?
- 5 What other things can you do there?



AN ENGLISH BOY IN DUBAI



I'm Liam. I'm 15 years old and I'm from London. My parents are working in Dubai this year so I'm writing all my news about life here on this blog. Hope you like it!

A DAY AT THE MALL

POSTED BY ENGLISHBOYINDUBAI
🕒 SATURDAY 20 APRIL

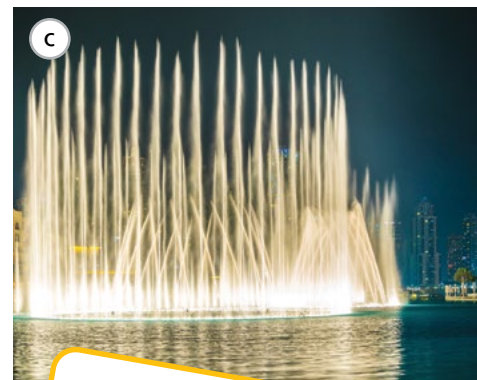
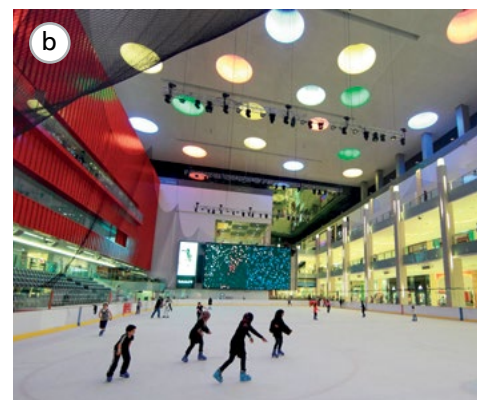
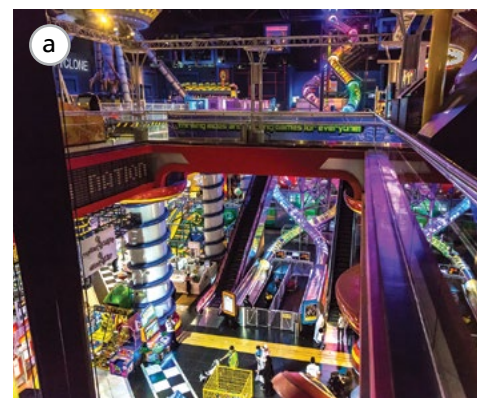
Today I'm spending the day in Dubai Mall with my family. It's great! It's got about 1,300 shops, 26 cinema screens and over 200 cafés and restaurants.

More than 80 million people visit the mall every year because there are a lot of cool things to do here. Luckily, there aren't only shops because I hate shopping. It's awful! My dad and my sister are watching the fish right now in the wonderful **Underwater Zoo**. There are more than 30,000 marine animals – even sharks!

Outside it's boiling so why am I wearing a sweater? Because I'm skating on the **Olympic-sized ice rink** and it's absolutely freezing. The temperature of the ice is below zero! After the ice rink, I want to go to the mall's theme park, **Sega Republic**. It's brilliant – it's got 250 games and rides.

And what are my mum and aunt doing? They're looking at the **Dancing Fountain**. It's 152 metres high! At night, there's an amazing light show. On a clear night, you can see it from space!

FACT! The Dubai Mall is absolutely huge! It's the size of 50 football pitches.



Open
10:00 am - 12:00 pm
every day

d

Language focus 1 Present continuous

1 Complete the examples from the text on page 14.

I	he / she / it	you / we / they
+ I ¹ spending the day in Dubai Mall.	My friend is shopping .	My dad and my sister are ² the fish.
- I'm not going to the zoo.	Liam's mum isn't shopping .	Liam's dad and sister aren't skating .
? Why ³ I wearing a sweater?	Is Liam wearing a sweater?	What are my mum and aunt ⁴?

Grammar reference • page 120

Get it right!

Spelling the *-ing* form:
 For verbs ending in *-e*, remove the *e*: *write* → *writing*
 For verbs ending with one vowel and one consonant,
 double the final consonant: *shop* → *shopping*

2 Write sentences in the present continuous with the verbs in brackets.

- They (write) text messages on their phones.
They're writing text messages on their phones.
- He (not listen) to the teacher!
- I (make) a cake for my brother's birthday.
- We (not watch) TV. There's nothing to watch!
- Nicky (run) in the park today.

3 Write questions in the present continuous. Then answer them for you.

- What / your teacher / do?
What is your teacher doing?
She's writing on the board.
- Where / you / sit / now?
- Why / you / learn English?
- you / listen to music / at the moment?
- your friends / play football / now?

Present simple vs. continuous

4 Read the sentences from Liam's blog and answer the questions. Then complete the rule with *simple* or *continuous*.

- Today I'm **spending** the day in Dubai Mall.
 - More than 80 million people **visit** the mall every year.
 - The Dubai Mall **opens** at 10:00 am every day and closes at 12 pm.
- Which sentence talks about a fact, habit or routine?
 - Which sentence talks about a fixed schedule?
 - Which sentence talks about an action in progress?

We use the **present** ⁴.... to talk about facts, habits, routines, timetables, schedules and programmes and the **present** ⁵.... to talk about an action in progress.

Grammar reference • page 120

Your turn

5 Complete the questions with the present simple or present continuous form of the verbs in brackets.

- What you (do) now?
- What do you think your parents (do) now?
- What you usually (do) at the weekend?
- Where you usually (go) after school?
- What your classmates (do) now?
- Where you usually (go) on holiday?
- you (read) a good book at the moment?
- What time you (start) school every day?
- When you (come) home from school?
- What time you (get up) on Saturdays?

6 Work with a partner. Ask and answer the questions in Exercise 5.

What are you doing now?

I'm talking to you in my English class!

Learn about having fun in Dubai.



- Where are the young people snowboarding outdoors?
- Where are they snowboarding indoors?
- What shop do the young people like visiting?



Discovery
EDUCATION


1.1 Unusual fun

Listening A radio programme

- 1 Look at the photos. Which things have you got?
- 2  Listen to a radio programme. Which of the things in Exercise 1 have Josh and Megan got in their bags?
- 3  Listen again and choose the correct answers.
 - 1 Josh wants to buy a games console / a mobile phone.
 - 2 Josh is shopping with his pocket money / his birthday money.
 - 3 Josh and his family buy / don't buy clothes online.
 - 4 Josh is shopping with his family / his friends.
 - 5 Megan gets / doesn't get pocket money.
 - 6 Megan likes / doesn't like getting money for her birthday.



Vocabulary Money verbs

- 4  Look at the pictures and complete the sentences with the present continuous form of the verbs in the box. Then listen, check and repeat.

earn sell borrow buy save spend



1 He 's selling his bike.



4 He all his money on some new trainers.



2 He money in a jar.



5 He money washing his dad's car.



3 He a book.



6 He money from his brother.

- 5 Choose the correct words.

- 1 I never **sell** / **buy** / **borrow** clothes online. I like to try them on first.
- 2 I don't save my money. I usually **spend** / **buy** / **borrow** it all at once.
- 3 I'm **earning** / **spending** / **saving** for a new mobile phone.
- 4 I want to **buy** / **sell** / **borrow** my old bike. I've got a new one now.
- 5 I sometimes **save** / **earn** / **spend** money by cleaning my dad's car. He gives me £2.
- 6 I often **borrow** / **save** / **sell** money from my sister when I want to buy something.

Your turn

- 6 Rewrite the sentences in Exercise 5 so they are true for you.

1 *I often buy clothes online but I sometimes try them on first.*

- 7 Ask and answer questions with the verbs in Exercise 4. Use these question beginnings.

- How often do you ...?
- Are you ...ing at the moment?
- Do you ever ...?
- Do you usually ...?

How often do you buy clothes online?

➔ Vocabulary bank • page 130

➔ Portfolio • page 131

Language focus 2 (don't) want to, would(n't) like to, would prefer to, would rather/would sooner

1 Complete the examples from the listening on page 16.

Question	Answer
What do you ¹ ... to buy?	I want to / don't want to buy some new shoes.
What would you like to buy?	I' ³ ... / wouldn't like to buy a new games console.
² ... you prefer to get a present?	I'd prefer to get some money.

We use *would prefer to, would rather/would sooner* to say we prefer to do one thing more than another.

Grammar reference • pages 120–121

2 Complete the conversations with *do(n't)* or *would(n't)*. Then listen and check.

- A: ¹... you like to go shopping?
B: No, I ²... prefer to stay at home.
- A: What ³... you want to do this afternoon?
B: I ⁴... like to go to the new shopping mall.
- A: I'm saving my money at the moment. I ⁵... like to buy a new skateboard.
B: ⁶... you prefer to buy it in a shop or online?
- A: When you're older, ⁷... you like to work in a shopping centre?
B: No, I ⁸....

Get it right!

Remember we use the infinitive after **would like to, would rather / would sooner**, NOT *-ing*.
I would like to go to the cinema. ✓
I would like going ... ✗
I would rather have some tea. ✓
I would rather having ... ✗
I would sooner go to the cinema than watch this film at home. ✓
I would sooner going ... ✗

3 Choose the correct answers.

- Mum would rather **stay / to stay** at home and read. She's too tired to go to the mall.
- I'd sooner **buying / buy** fruit and vegetables from the market.
- Sue likes hamburgers but Anne would prefer **eat / to eat** pizza.

(not) enough + noun

4 Look at these examples from the listening on page 16. Write *enough* in the correct place.

- I'd like to buy a new games console but I haven't got money.
- I've nearly got money.

Grammar reference • page 121

Say it right! • page 116

5 Rewrite the sentences with *enough*.

- My cousin wants to buy some new sunglasses but she hasn't got money.
My cousin wants to buy some new sunglasses but she hasn't got enough money.
- I'd like to watch a film but I haven't got time.
- We'd like to make hot chocolate but there isn't milk.
- My dad thinks I don't do homework.
- My brother is unhealthy because he doesn't do sport.
- We want to start a football team but we haven't got players.

6 Complete the conversations with the words in the box. Then listen and check.

enough like prefer want

- A: Would you ¹... to go to the new shopping centre?
B: I'm sorry I can't. I haven't got ²... money.
- A: Do you ³... to play football after school?
B: I'd ⁴... to ride my bike. I don't like ball sports.

Your turn

7 Work with a partner. Rewrite the conversations in Exercise 6 by changing the words in bold. Use these words or your own ideas.

go to my house the cinema the ice rink
a restaurant the underwater zoo watch a film
play tennis have a pizza play computer games

Would you like to go to my house after school?

I'm sorry I can't. I haven't got enough time.



Discover culture

1 You are going to watch a video about a tiger charity. How do you think it helps tigers? Why is it important to help them?



Find out about a tiger sanctuary in Thailand.



 **Discovery**
EDUCATION



1.2 Tiger sanctuary

2 Watch the video and answer the questions.

- 1 What is special about the people who work at the sanctuary?
- 2 Why do tigers come to the sanctuary?
- 3 How do the people who work there get money to buy food for the tigers?

3 Test your memory. Which animals do you see in the video?

monkey bear elephant owl dog duck
snake bat horse deer buffalo

4 Watch the video again. Check your answers to Exercise 3 and choose the correct words.

- 1 Tigers go to the sanctuary when they are ill / old or in danger.
- 2 Unfortunately, some people like hunting / hurting tigers.
- 3 These tigers can / can't live in the wild.
- 4 The tigers are / are not like pets.
- 5 Every day they run / eat a lot!

Your turn

5 Write answers to the questions.

- 1 Are there any animal sanctuaries in Romania?
- 2 What animals do they help?
- 3 Do people give money to help animals?
- 4 What wild animals have you got in Romania?

6 Work in small groups. Ask and answer the questions in Exercise 5.

What wild animals have you got in Romania?