

MINISTERUL EDUCAȚIEI NAȚIONALE

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Respect pentru oameni și cărți







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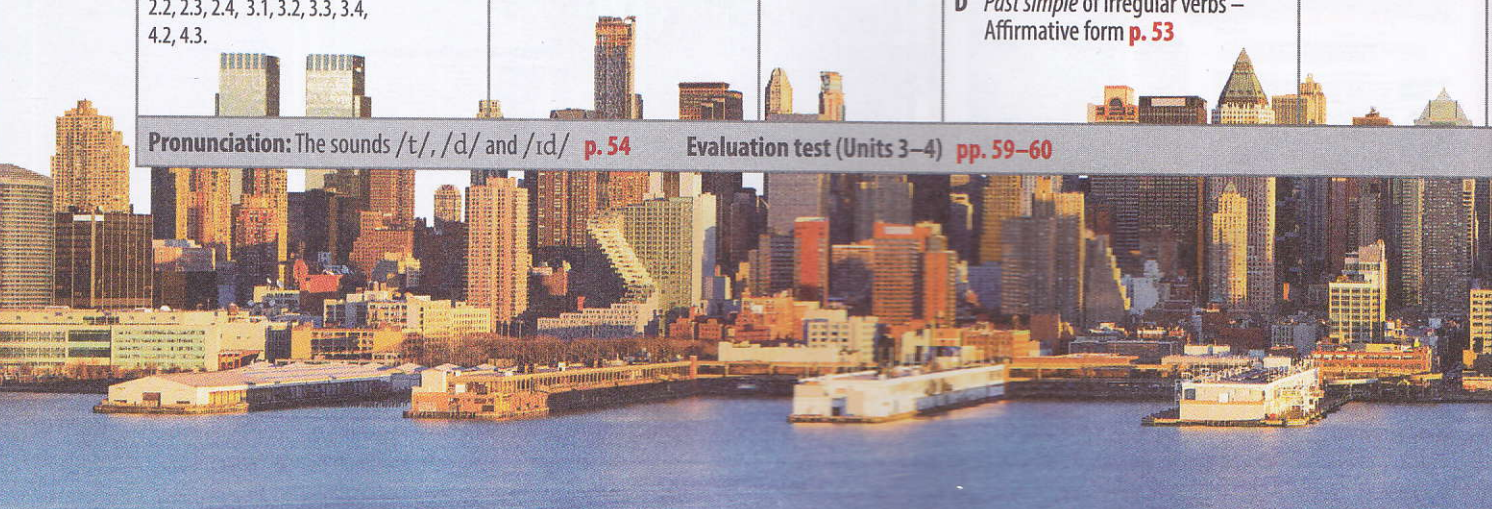
Limba modernă 1



Engleză

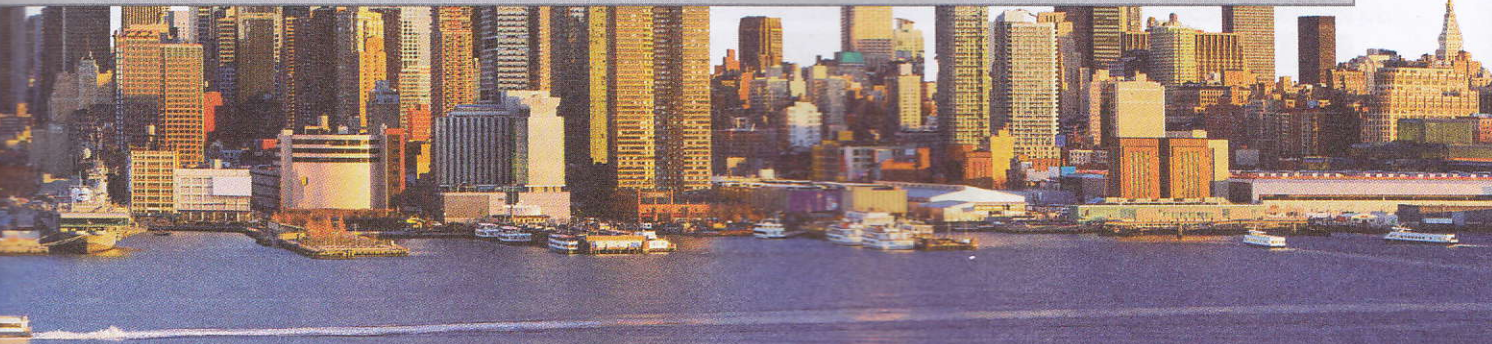
Clasa a VI-a







	Vocabulary	Dialogue	Grammar	Functions
Unit 1 I love watching cartoons! p. 10 Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2.	Films p. 11 Word bank 1: TV programmes p. 148 Vocabulary strategies: Creating a word cloud p. 20	 What are you doing? p. 12	A Present simple and present continuous p. 14 B Like / enjoy / love / hate + -ing form p. 15 C Adverbs of manner p. 16	Buying cinema tickets p. 17
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Skills and culture	KEY strategies	CLIL	Culture
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<p>The power of nature pp. 30–31</p> <p>Reading: Understanding a text about natural disasters</p> <p>Study tip: Reading for specific information</p> <p>Listening: Understanding weather forecast</p> <p>Speaking: Asking / answering about climate</p> <p>Writing: Writing an email</p>	<p>Key strategies: Reading and writing Reading and writing p. 35</p>		
<p>Our favourite stars, then and now! p. 44–45</p> <p>Reading: Understanding a text about stars' appearance</p> <p>Listening: Understanding a description of favourite stars</p> <p>Study tip: Matching specific information to photos</p> <p>Speaking: Describing favourite stars</p> <p>Writing: Writing a description of favourite stars</p>	<p>Key strategies: Listening for specific information p. 47</p>	<p>B CLIL History p. 128</p>	<p>B Culture: The USA and the UK: Multicultural nations p. 136</p>  
<p>Ask Annie for advice about the problems in your life. p. 56–57</p> <p>Reading: Understanding a text about teenagers' problems</p> <p>Listening: Understanding a description of a problem</p> <p>Study tip: Listening for specific information</p> <p>Speaking: Asking / answering questions about a personal problem</p> <p>Writing: Writing a post about a personal problem</p>	<p>Key strategies: Reading and writing p. 61</p>		



	Vocabulary	Dialogue	Grammar	Functions
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Unit 6 I'm going to the museum p. 74 Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1.	Places in town p. 75 Word bank 6: Shops and services p. 153 Giving directions p. 154 Vocabulary strategies: Using maps p. 84	 What are you doing on Saturday? p. 76	A Present continuous with a future meaning p. 78 B Time expressions used with the future p. 78 C Present simple with a future meaning p. 79	Asking for and giving directions p. 81
Pronunciation: The sounds /tʃ/ and /ʃ/ p. 75 Evaluation test (Units 5–6) pp. 85–86				
Unit 7 Did you go by plane? p. 88 Competences: 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1, 4.2, 4.3.	Transport p. 88 Word bank 7: Travel and transport p. 155 Vocabulary strategies: Using word families p. 98	 It's better than my bike p. 90	A Comparative adjectives – Regular adjectives p. 92 B Comparative adjectives – Irregular adjectives p. 92 C As ... as p. 92 D Superlative adjectives – Regular adjectives p. 93 E Superlative adjectives – Irregular adjectives p. 93 F Possessives: noun + 's and of + noun p. 94	Agreeing and disagreeing p. 95
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Unit 8 I never make my bed! p. 100 Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3.	Housework p. 101 Vocabulary strategies: Verb and noun collocations p. 110	 I have to help with the housework p. 102	A Have to / don't have to p. 104 B Have to – Interrogative form and short answers p. 104 C Had to p. 105 D Must / mustn't p. 105 E Mustn't / don't have to p. 106	Making a polite request on the phone (will/can/would) p. 107
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Skills and culture

KEY strategies

CLIL

Culture

My glamping holiday pp. 70–71

Reading: Understanding a text about glamping

Listening: Understanding a conversation about a summer camp

Speaking: Asking / answering about an unusual holiday

Writing: Writing a blog about a holiday

Study tip: Writing a blog

Key strategies:
Reading and writing
p. 73

C
CLIL Art
p. 130

C Culture:
Three great American cities
p. 138



Going geocaching pp. 82–83

Reading: Understanding a description of geocaching

Listening: Understanding an interview on planning a geocaching day

Speaking: Planning a day out

Writing: Writing a description of a geocaching day

Study tip: Using linkers

Key strategies:
Speaking
p. 87

Greener transport for London pp. 96–97

Reading: Understanding a text about green transport in London

Listening: Understanding an interview about transport

Speaking: Asking / answering questions about city transport
Study tip: Understanding the aim of the task

Writing: Writing a text about transport in a city

Key strategies:
Reading and writing
p. 99

D
CLIL Technology
p. 132

D Culture:
America coast to coast
p. 140

The island pp. 108–109

Reading: Understanding an article about an English TV programme

Listening: Understanding an interview about a TV programme

Speaking: Asking / answering questions about an interview

Study tip: Taking time to answer

Writing: Writing five golden rules to survive on a desert island

Key strategies:
Listening
p. 113

General and specific competences from the curriculum

1. Understand oral messages in everyday communication situations

1.1. Identify essential information in short recorded excerpts referring to predictable everyday aspects, when articulated slowly and clearly

1.2. Identify the general meaning of clearly articulated oral messages

1.3. Identify specific aspects of the culture of the language studied

2. Speak in everyday communication situations

2.1. Give a short presentation on a familiar topic

2.2. Take part in short verbal exchanges with support from the interlocutor

2.3. Express an opinion on a familiar topic / about a familiar situation

2.4. Show willingness to be informed through reading

3. Understand written messages in everyday communication situations

3.1. Identify information from lists or simple functional texts (flyers, menus, timetables, advertisements)

3.2. Extract information from a clearly structured text (simple newspaper / online articles, brochures) in which numbers and names play an important part

3.3. Identify detail information from a web document

3.4. Show willingness to read for information purposes

4. Write messages in everyday communication situations

4.1. Fill in a form with personal information (education, interests, skills)

4.2. Present an activity in writing using connecting words ("and", "but", "because")

4.3. Participate in the exchange of simple 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

Festivals

St Patrick's Day p. 142

Thanksgiving p. 143

Project time!

p. 144

Irregular verbs

p. 165

UK map

p. 166

USA map

p. 167

I love watching cartoons!



1

comedy



2

she just doesn't know it



4



5



7



8

Films

- 1 Write the film words in the box under the pictures. Listen and check. Then listen again and repeat.

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

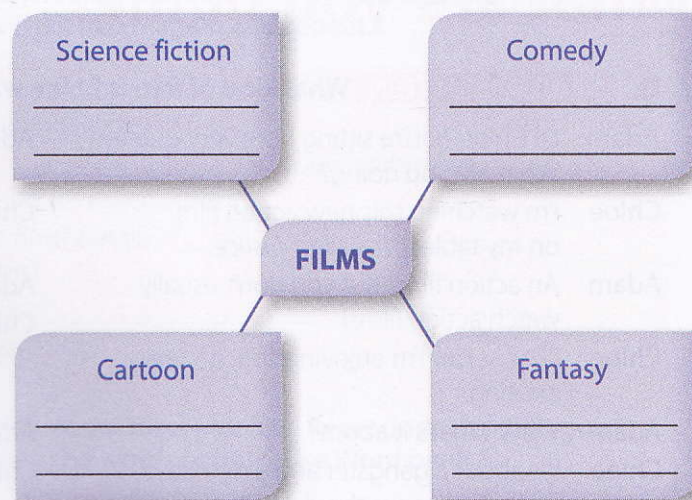
- 2 Listen to two friends talking about their favourite kinds of films. Complete the table with the missing information.

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 kinds 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.



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

A What are your favourite kinds 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 ...

Look out!

In informal language, the names of some kinds of films are often shortened:

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

1 Dialogue

Respect pentru oamenii și carti



DVDSTORY 01

What are you doing?

1 READ AND LISTEN What kind 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!

Listen again 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.

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

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

- 3 Choose the correct answer.

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



- 4 **1** Fill in the gaps with information from the dialogue on page 12.
Listen and check. Then listen again and repeat.

Adam Hi Chloe. You're sitting here very quietly.
¹ What are you doing ?

Chloe ² _____ this new action film
on my tablet. It's called *Justice*.

Adam An action film? But you ³ _____
action films!

Chloe I know, but I ⁴ _____ this.
It's really exciting!

- 5 **PAIRWORK** Think about films you like. Reproduce the dialogue in exercise 4, changing the words in bold. Use Word bank 1.

A Hi Fede. 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 and present continuous

VIDEO

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 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 such as *always, continually, all the time* etc. with the *present continuous* to show something happens very often (more often than usual), annoying the speaker.

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

Get it right!



As a rule, we don't use the *present continuous* with the following verbs of perception: *like, love, hate, want, think, know, understand, remember, hear, see, taste, smell*.

I love action films.

I ~~am loving~~ action films.

1 Choose the correct answer.

- I usually do / am doing my homework at school, but today I do / 'm doing it in my room.
- Graham usually goes / is going swimming on Saturdays, but the pool is closed today so he plays / 's playing a computer game.
- I can't talk to you now because I have / 'm having my dinner.
- They usually have / are having breakfast at home, but it's Saturday today and they have / are having breakfast in a café.
- My mum usually works / 's working in London, but this month she works / 's working in Bristol.

- Harry usually watches / is watching sports programmes on TV but tonight he watches / 's watching a film.
- You drink / are drinking coffee today but you don't like / aren't liking it!
- You are always losing / lose always things. Be more careful!

2 Read Judy's text and complete the sentences with the correct form of the verb in brackets. 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.

- My sister talks to my grandmother on the phone now.
My sister is talking to my grandmother on the phone now.
- The students study for their English exam today.
- Oliver is usually playing football on Sundays.
- At the moment we have breakfast in a café.
- I am always walking to school.
- What do you do in the garden, boys?
It's raining!
- Sally loves cartoons, but I'm liking sci-fi films.
- Those girls aren't going to our school.
They're at Redland High School.
- 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 Listen and write the words in the correct column in exercise 4. Listen and check. Then listen again and repeat.

cartoon uncle kangaroo
lemon bunch earring

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.

- likes / the baby / cartoons / watching
The baby likes watching cartoons.
- eating / pizza / loves / our dog
- computer games / you / like / do / playing / ?
- hate / swimming / the girls / in the sea
- like / you / rugby / playing / do / ?
- doesn't / my mum / working / enjoy /
at weekends!
- music / love / we / listening to / rap
- don't like / our dogs / in the kitchen / staying
- fast cars / my brother / driving / enjoys
- hate / homework / doing / we

7 Complete the interview using the words in brackets.

- Steve Do 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 shopping!

8 Complete the sentences to make them true for you. Use **like, love, enjoy** or **hate**.

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

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

	ME			
	Yes	No	Yes	No
1 stay at home	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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

VIDEO

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.

- 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.

- 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.



- 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

Buying cinema tickets

1  Mark is at the cinema with his father. Read and listen to the dialogue. Then complete the chart with the information about the screening of each film. Listen again and repeat.

Dad What time's the next screening of *Night at the Museum 5*, please?
 Assistant It's at half past eight.
 Dad How much are the tickets?
 Assistant They're £9.50 for adults and £7.00 for children under 14.
 Dad Can I have one adult ticket and one child's ticket, please?
 Assistant Certainly. That's £16.50 ...
 Dad Thank you.
 Mark Which screen is it in?
 Assistant It's in Screen 2.
 Mark Great. Thanks very much.

GLOBE PICTURE HOUSE		
SCREEN 1	SCREEN 2	SCREEN 3
Iron Man 8 (12)	Night at the Museum 5 (12)	Dracula's Daughter (15)
Next screening: 19.45	Next screening: ¹ _____	Next screening: 20.30
Admission prices: Adults £ ² _____ Children £ ³ _____		


Key expressions

Questions

What time's the next screening of ... ?
 How much are the tickets?
 Can I have ... tickets, please?
 Which screen is it in?

Answers

It's at half past eight.
 They're £9.50 for adults and £7.00 for children.
 Certainly. That's £ ...
 It's in Screen 2.

2  Listen and complete with the missing information.

CINECITY customer		receipt
DATE	12.09.16	NUMBER OF TICKETS
TIME	_____	_____
FILM	_____	PRICE
SCREEN	_____	£ _____

COMPETENCES

cultural awareness and expression
 civic and social competences
 initiative

3 **PAIRWORK** In pairs, choose one of the other films in exercise 1 and act out a dialogue using the information in the chart.

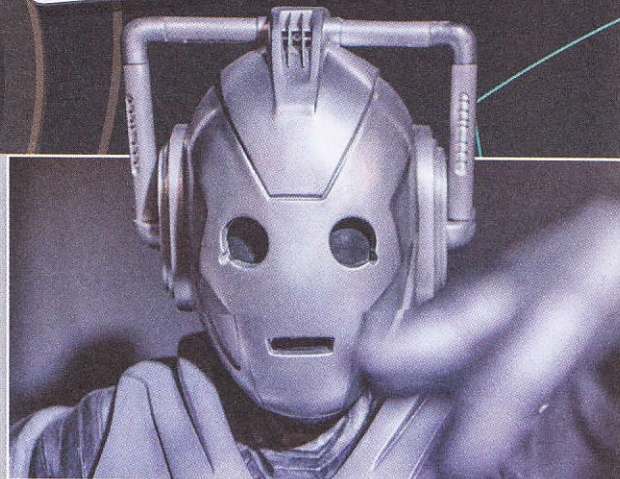
1 Skills and culture

Respect pentru oameni și cărți

DOCTOR

WHO?

Doctor Who is a cult BBC science-fiction TV series in the UK. Children and adults love watching it! It's about the adventures of an alien Time Lord. Her name is the Doctor. She looks human, but she isn't. 5 She has a special power: she can travel in time. She travels the Universe in her spaceship – the TARDIS. The TARDIS has a secret: on the outside it's a small, blue telephone box, but inside it's an enormous spaceship!



The Doctor is brave and intelligent. She loves travelling to distant parts of the Universe and she likes meeting new civilizations. She often helps them to fight their enemies and resolve **dangerous** situations. Sometimes she travels into the past and sometimes she travels into the 15 future. The Doctor also likes being with young people and she always has teenage friends with her. They help her in her adventures. Her enemies are the Daleks, the Cybermen and the Zygons. The Doctor hates them, but *Doctor Who* fans love these monsters and baddies! 20

The *Doctor Who* science-fiction series is over 50 years old, but British people still love it. Why is it popular? Fans say because it combines different types of TV programmes – fantasy with science 25 fiction, comedy with action – and it's always exciting. Every few years a new actor arrives to play the Doctor and this is an important part of the story – every fan has their favourite Doctor! Jodie Whittaker is the actress playing the Doctor now, 30 after replacing actor Peter Capaldi in 2017. She is the first woman to play this character and the thirteenth Doctor.



• Peter Capaldi as the twelfth Doctor (2013–2017)



• Jodie Whittaker as the thirteenth Doctor (2017– ...)

Glossary

spaceship (especially in stories) a vehicle used for travel in space

enormous very big, huge

dangerous (a person, animal, thing, or activity) that could harm you

Reading

1 Read and listen to the first paragraph of the text, then choose the correct answer.

- 1 What is *Doctor Who*? A a film B a TV series C a website
2 What is it about? A time travel B hospitals C science

2 COMPREHENSION Read and listen to the text. Are the sentences true (T) or false (F)? Correct the false ones.

- | | T | F |
|---|--------------------------|--------------------------|
| 1 <i>Doctor Who</i> is a TV series for children and adults. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The Doctor is a human. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The Tardis is an alien. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The Doctor doesn't like travelling. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The stories in the series are always about the future. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The Doctor always travels with his teenage companions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 <i>Doctor Who</i> is a new TV series. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 The same actor always plays the Doctor. | <input type="checkbox"/> | <input type="checkbox"/> |

Listening

3 Listen to Julie and Mark talking about TV programmes. Complete the table.

	love		like		don't like		hate	
	Julie	Mark	Julie	Mark	Julie	Mark	Julie	Mark
Documentaries	✓							
Sports programmes								
Detective series								
Japanese cartoons								
Disney cartoons								



Study tip

Linkers *and, but, because*

We use the linking words (*linkers*) *and, but, because* to add ideas together and make them coherent.

- *and* adds information;
- *but* expresses opposing views;
- *because* explains something.

Speaking

4 PAIRWORK Copy the table in exercise 3 in your notebook and complete it for you. In pairs, ask and answer questions about TV programmes.

- A Do you like watching documentaries?
B Yes, I do. What about you?

Writing

5 Write a short text about TV programmes you like or dislike. Use the following example as a model.

My favourite kinds of TV programmes are cartoons. I usually watch cartoons in the afternoon after school. At the weekends I watch sports programmes. I love sports programmes about basketball and Formula 1, but I hate watching programmes about golf because ...

COMPETENCES

cultural awareness and expression
civic and social competences
learning to learn