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Limba modernă 1

# Limba engleză

Clasa a VI-a



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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



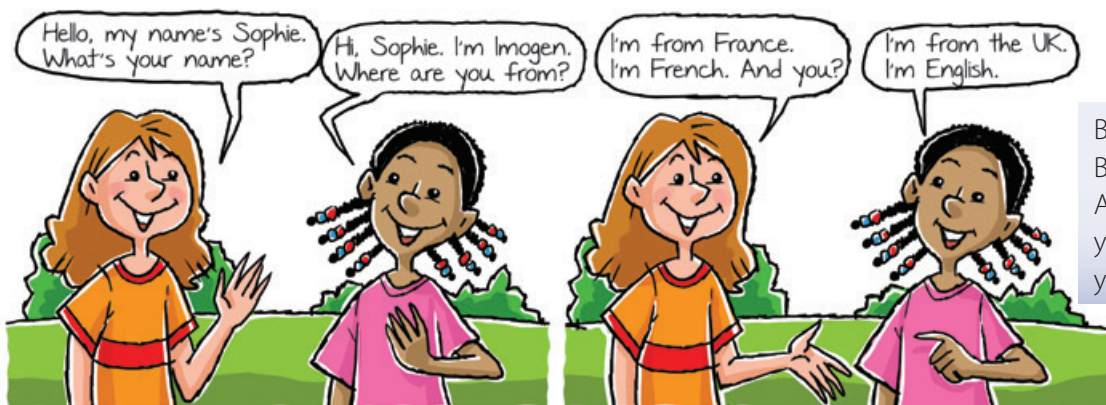
## Countries and nationalities. Making introductions. Giving personal information



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

### Dialogue 2

- Headteacher Just a few questions, George. What's your <sup>1</sup>name / surname?
- Student It's Bachinsky.
- Headteacher And <sup>2</sup>what / how old are you?
- Student I'm <sup>3</sup>12 / 13.
- Headteacher <sup>4</sup>Which / What's your address?
- Student It's 23 Gordon Street.
- Headteacher <sup>5</sup>Where / Which class are you in?
- Student I'm in class <sup>6</sup>5B / 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 \_\_\_\_\_.

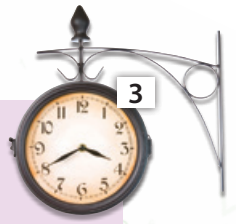
5 It's \_\_\_\_\_.

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 <sup>1</sup> \_\_\_\_\_ do you go to the cinema?

Bella I go <sup>2</sup> \_\_\_\_\_.

Annie Do <sup>3</sup> \_\_\_\_\_ horror films?

Bella No, I <sup>4</sup> \_\_\_\_\_. How often <sup>5</sup> \_\_\_\_\_ to the cinema?

Annie <sup>6</sup> \_\_\_\_\_. 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

**Do**


- Come to class on time
- Listen carefully
- Raise your hand
- Be polite

*Please come to class on time.*

[Read More](#)

**Don't**

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

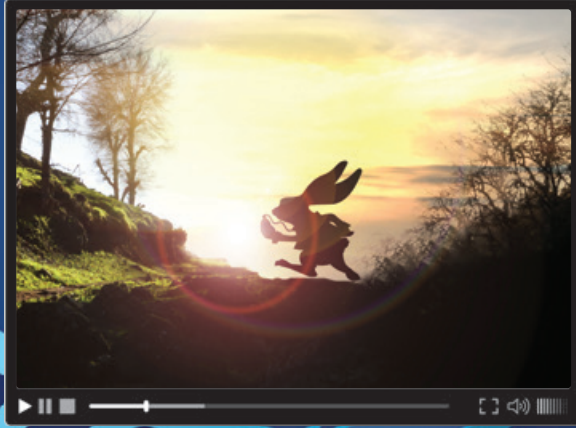
- Mineral Water ..... £1.20
- Lemonade ..... £1.50
- Tea ..... £2.00
- Coffee ..... £2.25

# 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

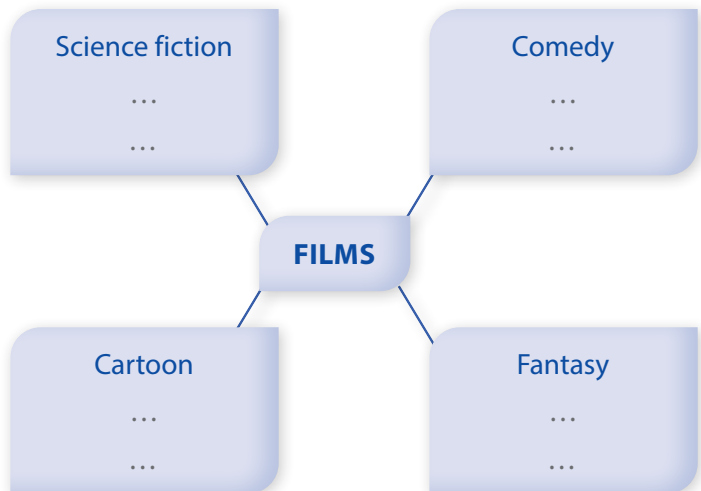
- 2 Listen to two friends talking about their favourite types of films. Copy the table in your notebook and complete it with the missing information.

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 <sup>0</sup> **watch** (watch) films on TV with my friends on Saturday evenings.

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

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

He often <sup>6</sup> \_\_\_\_\_ (play) the bad guy, but in this film he <sup>7</sup> \_\_\_\_\_

(play) the famous detective Sherlock Holmes and he <sup>8</sup> \_\_\_\_\_ (try)

to capture the evil Moriarty. Moriarty <sup>9</sup> \_\_\_\_\_ (hate) Sherlock

Holmes and <sup>10</sup> \_\_\_\_\_ (want)

to kill him. I <sup>11</sup> \_\_\_\_\_ (think)

Benedict Cumberbatch can act really well!

I <sup>12</sup> \_\_\_\_\_ (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 <sup>0</sup>Do you like watching (you / like / watch) TV Rick?
- Rick No, I don't. I don't watch TV very often, but I <sup>1</sup>\_\_\_\_\_ (like / watch / videos) on YouTube on my tablet. I <sup>2</sup>\_\_\_\_\_ (not / like / play) computer games.
- Steve <sup>3</sup>\_\_\_\_\_ (you / like / talk) to your friends online?
- Rick Yes, and I <sup>4</sup>\_\_\_\_\_ (like / meet) them on Saturday afternoons.
- Steve Where <sup>5</sup>\_\_\_\_\_ (you / like / go) with your friends?
- Rick We <sup>6</sup>\_\_\_\_\_ (love / play / sports) so we usually meet at the sports centre.
- Steve <sup>7</sup>\_\_\_\_\_ (you / enjoy / go) to the shops?
- Rick No, I don't! I <sup>8</sup>\_\_\_\_\_ (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 <sup>0</sup> \_\_\_\_\_ here?
- Mark I'm just sitting here <sup>1</sup> \_\_\_\_\_. I'm thinking.
- Helen What <sup>2</sup> \_\_\_\_\_ about?
- Mark About my little brother, Tom. He usually <sup>3</sup> \_\_\_\_\_ really well at school, but this week he's behaving really <sup>4</sup> \_\_\_\_\_.
- Helen Is he happy at school?
- Mark I don't know. He usually <sup>5</sup> \_\_\_\_\_ about school a lot, but this week he <sup>6</sup> \_\_\_\_\_ about school at all.
- Helen <sup>7</sup> \_\_\_\_\_ a lot of homework?
- Mark Yes, but he can usually do his homework <sup>8</sup> \_\_\_\_\_. He always <sup>9</sup> \_\_\_\_\_ it really <sup>10</sup> \_\_\_\_\_.
- Helen Has he got a lot of friends?
- Mark Yes, but his best friend <sup>11</sup> \_\_\_\_\_ his family in Brazil at the moment.
- Helen I <sup>12</sup> \_\_\_\_\_ 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