

Enseignement à distance 2020 de l'anglais
Semaine 26 : du 23 au 27 mars 2020
Activités de la semaine 10VP

Consigne générale :

- Les activités pour la semaine 26 sont des activités de révision. Tu devras faire des exercices sur des thèmes et des points de grammaire qui ont été traités en classe avec ton enseignante.
- Le travail est organisé par sections et tu peux les faire dans l'ordre que tu veux.
- Lorsque tu commences une section, tu dois suivre l'ordre proposé dans la section.

Ex : dans la section grammaire, tu dois faire les activités dans l'ordre donné.

English in Mind 10^e : Unit 1 – Learning languages

• **Vocabulaire**

Matériel/manuels	Exercices/activités	Temps (estimation)
LB p. 10 et 11	Unit 1 : réviser le vocabulaire sélectionné par ton enseignante en classe.	10 minutes par jour

• **Grammaire**

Matériel/manuels	Exercices/activités	Temps (estimation)
LB p. 6 + éventuelle prise de notes dans le cahier	Comparatives : relire et apprendre la formation du comparatif en anglais.	10 minutes
Fiche n°1 Cahier	Comparatives : faire la fiche d'entraînement + se corriger. → Si tu ne peux pas imprimer la fiche, fais-la dans ton cahier. Inscris le titre de la fiche et inscris les réponses.	10-15 minutes
LB p. 7 + éventuelle prise de note dans le cahier	Superlatives Focus : relire et apprendre la formation du superlatif en anglais.	15 minutes

Fiche n°2 Cahier	Superlatives : faire la fiche d'entraînement + se corriger. → Si tu ne peux pas imprimer la fiche, fais-la dans ton cahier. Inscris le titre de la fiche et inscris les réponses.	10 minutes
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• Listening

Matériel/manuels	Exercices/activités	Temps (estimation)
Site Internet <u>English in Mind</u>	Accès: 1/ Dans le moteur de recherche Google (ou autre), taper « English in Mind 10 » et sélectionner la 1 ^{ère} proposition. 2/ Se rendre dans la section « Student Zone ».	2 minutes
Listening Level 2	Effectuer les 3 exercices d'écoute et se corriger.	15 minutes

• Reading

Matériel/manuels	Exercices/activités	Temps (estimation)
Site Internet <u>English in Mind</u>	Accès: 1/ Dans le moteur de recherche Google (ou autre), taper « English in Mind 10 » et sélectionner la 1 ^{ère} proposition. 2/ Se rendre dans la section « Student Zone ».	2 minutes
Reading Level 2	Effectuer les 3 exercices de lecture et se corriger.	30 minutes

• Games

Matériel/manuels	Exercices/activités	Temps (estimation)
Site Internet <u>English in Mind</u>	Accès: 1/ Dans le moteur de recherche Google (ou autre), taper « English in Mind 10 » et sélectionner la 1 ^{ère} proposition. 2/ Se rendre dans la section « Student Zone ».	2 minutes

Spell or Slime + LB pour référence Level : Medium + Hard	<u>Explication du jeu</u> : avec les lettres, composer des mots du vocabulaire aux pages 10 et 11 du LB en un minimum de temps.	En fonction de ton rythme
Sentence Stacker Level : Medium + Hard	<u>Explication du jeu</u> : choisir la phrase correcte le plus rapidement possible. Le but est de créer une pile de phrase justes de la hauteur indiquée par le tableau.	En fonction de ton rythme

• **Exercices audiovisuels**

Matériel/manuels	Exercices/activités	Temps (estimation)
Site Internet <u>English in Mind</u>	Accès: 1/ Dans le moteur de recherche Google (ou autre), taper « English in Mind 10 » et sélectionner la 1 ^{ère} proposition. 2/ Se rendre dans la section « Student Zone ».	2 minutes
Video	Effectuer les trois exercices audiovisuels et se corriger. → Regarde la vidéo autant de fois que nécessaire.	En fonction de ton rythme.

Fiche n°1
Unit 1 – Learning languages
Comparatives

1/ Write sentences. Follow the example.

Example: Clare / old / Jenny Clare is older than Jenny.

1. This car / cheap / yours.

2. This river / wide / the Thames.

3. This test / easy / the other.

4. Charles / fat / Tom.

5. An elephant / heavy / cat.

6. Alice / sad / Mary.

7. August / hot / May.

8. Today / she / happy / yesterday.

9. My shoes / wet / yours.

10. That building / high / my house.

2/ Complete with the comparative form of the adjective in brackets.

1. Today is _____ (clear) than yesterday.
2. This test is _____ (difficult) than mine.
3. The white house is _____ (large) than the grey house.
4. The tea is _____ (hot) than the coffee.
5. Films are _____ (interesting) than adverts.
6. A train runs _____ (fast) than a bus.
7. This cake is _____ (sweet) than that one.
8. Istanbul is _____ (busy) than Geneva.
9. Butterflies are _____ (beautiful) than flies.
10. German grammar is _____ (intuitive) than Chinese grammar.

Fiche n°1: Corrigé

Ex. 1:

1. This car is cheaper than yours.
2. This river is wider than the Thames.
3. This test is easier than the other.
4. Charles is fatter than Tom.
5. An elephant is heavier than a cat.
6. Alice is sadder than Mary.
7. August is hotter than May.
8. Today she is happier than yesterday.
9. My shoes are wetter than yours.
10. That building is higher than my house.

Ex. 2:

1. clearer
2. more difficult
3. larger
4. hotter
5. more interesting
6. faster
7. sweeter
8. busier
9. more beautiful
10. more intuitive

Fiche n°2
Unit 1 – Learning languages
Superlatives

1/ Fill in the correct form of the word. Don't forget to write the each time!

Example: **Bob is the best (good) student in our class.**

1. July is _____ (hot) month of the year.
2. My bike is _____ (cheap).
3. This is _____ (high) tree in this park.
4. Jules is _____ (good) runner at the school.
5. Mona is _____ (clever) student in our class.
6. This exercise _____ (difficult) in the test.
7. The traffic on this road is _____ (dangerous).
8. It is _____ (heavy) box here.
9. My grandmother is _____ (old) in the family.
10. This car is _____ (expensive) in the garage.
11. Oodle is _____ (fat) cat in the neighborhood.
12. This is _____ (good) translation.
13. *Game of Thrones* is _____ (popular) TV series.
14. I think today is _____ (cold) day of 2018.
15. 48 is _____ (big) size for this tracksuit.

Fiche n°2: Corrigé

1/ the hottest

2/ the cheapest

3/ the highest

4/ the best

5/ the cleverest

6/ the most difficult

7/ the most dangerous

8/ the heaviest

9/ the oldest

10/ the most expensive

11/ the fattest

12/ the best

13/ the most popular

14/ the coldest

15/ the biggest

6

Survival

1 Past events

a Write the infinitive form of the irregular past simple verbs.

- | | |
|---------------------|-------------------------|
| 1 <u>e a t</u> ate | 9 <u>make</u> made |
| 2 <u>fall</u> fell | 10 <u>put</u> put |
| 3 <u>find</u> found | 11 <u>see</u> saw |
| 4 <u>give</u> gave | 12 <u>take</u> took |
| 5 <u>hit</u> hit | 13 <u>teach</u> taught |
| 6 <u>hurt</u> hurt | 14 <u>think</u> thought |
| 7 <u>keep</u> kept | 15 <u>wake</u> woke |
| 8 <u>know</u> knew | 16 <u>write</u> wrote |

b These sentences are about the story on page 40 of the Student's Book.

Circle the correct time connectors.

- The plane flew into a storm half an hour after / before take-off.
- One moment, Juliane was next to the window and ~~after~~ then she was in the air.
- ~~Then~~ / When she woke up the next morning, she was on the forest floor.
- Her father taught her how to survive in the jungle ~~after~~ / when she was young.
- ~~Before~~ / While she was in the jungle, the only things Juliane ate were some sweets.
- She walked for ten days before / after she saw a small boat on the river.
- Later / When that day, three men found her in the hut.
- Thirty years ~~before~~ / later, a director made a film about Juliane's story.

2 Describing places and events

a Complete the sentences about the pictures with ^{= too} too or ^{= très} very.



- They're ...very... old.
- You can't play. You're too... old.

- Wow! That looks very... heavy!
- It's too... heavy for him to pick up.

- Her car is very... expensive.
- It's too... expensive. I've only got £10.

b Complete the reasons using too + an adjective of your choice.

- 1 We can't swim here. The water is too dirty.
- 2 You won't get back home in time. It's too late / too far.
- 3 I can't sleep before an exam. I get too nervous / anxious / stressed.
- 4 You can't go into the jungle alone. It's too dangerous.
- 5 Please turn the music down. It's too loud.
- 6 I can't buy a new mobile. It's too expensive.

3

Pronunciation: /əʊ/ and /ɔɪ/

a CD3 T18 Listen and repeat the pairs of words.

	1	2	3	4	5
/əʊ/	boat	cold	flow	coat	woke
/ɔɪ/	<u>bought</u>	called	floor	court	walk

b CD3 T19 Listen and circle the words you hear.

4 The weather

a Complete with the correct weather words.

[Home](#) [Info](#) [Contact](#) [Blog](#)

The weather on our holiday in Scotland was really strange. There was a ¹ c o l d wind on the day we arrived and it was very ² cloudy. The next day it was really ³ boiling. In fact, it was so ⁴ hot that we swam in the sea. The following morning, it was still ⁵ sunny, but then it got ⁶ windy later on. That night, the weather was terrible. It was ⁷ freezing in the tent and we couldn't sleep. There was also a lot of ⁸ rain during the night. In the morning, when we looked out, we couldn't see anything – it was so ⁹ foggy. There was one good thing – it didn't ¹⁰ snow while we were there. But then ... it was August!

b **SB Vocabulary bank page 91** Put the letters in order and write the phrases for talking about the weather.

- 1 a t h i g l w o h r e s
- 2 a o r n g s t d n i w
- 3 c h i t k g o f
- 4 t h i g b r n u s i n e s h
- 5 k r a d u c l s o d
- 6 v a e h y n o w s
- 7 a l e n g t e e e r b e z
- 8 a r e v e s e s h u m t r o n d e r t
- 9 a n i h t s t i m
- 10 y a e h v n i r a

- a light shower
- a strong wind
- thick fog
- bright sunshine
- dark clouds
- heavy snow
- a gentle breeze
- a severe thunderstorm
- a thin mist
- heavy rain

5 Describing actions

a Write sentences to describe what happened in the pictures. Use the past simple form of the verb and make an adverb from the adjective.



travel / slow



work / hard



play / bad



run / quick



smile / happy



shout / angry



win / easy



get up / late

- 1 They travelled slowly
- 2 She worked hard *
- 3 He played badly
- 4 The dogs ran quickly

- 5 She smiled happily
- 6 They shouted angrily
- 7 She won easily
- 8 He got up late *

* hard est invariable, jamais de -ly

* pareil pour late

b Complete the sentences with the adjectives in the box or their adverb form.

bright fast good heavy late quiet slow strong

- 1 Work quietly, please. You're making too much noise.
- 2 I couldn't go kite surfing yesterday because the wind was too strong.
- 3 They walked to school very slowly and they were late.
- 4 Don't ride your bike so fast when it's raining. You'll have an accident. *fast est invariable*
- 5 I'm a bad dancer, but I can sing quite well. *good devent well*
- 6 He missed the plane because he arrived late. *(invariable)*
- 7 There was heavy snow last night, so now we can't get to school.
- 8 I need my sunglasses. The sun is shining really brightly.

6 The natural world

Match the definitions with the words.

desert **4** field **6** forest **1** hill **7** island **2** jungle **10**
lake **3** mountain **8** river **11** sea **5** waterfall **9**

- 1 a large area of land where there are a lot of trees
- 2 a piece of land with water all around
- 3 a large area of water that has land around it
- 4 a large area of sand where it's very hot
- 5 the salt water that covers large areas of Earth
- 6 an area of land on a farm
- 7 a high piece of land, smaller than a mountain
- 8 a very high piece of land
- 9 the place where a river falls down a long way
- 10 an area of land with many trees and plants in a tropical country
- 11 water that goes across the land to the sea or a lake

7 Everyday English

Circle the correct words.

- 1 A: I haven't got any money.
B: Ah ... well, we can't go because I haven't got any money then / either. *non plus*
- 2 A: I'm sure the test tomorrow will be really hard.
B: Don't worry / Hang on - it's not very important. *T'inquiète pas!*
- 3 A: I'm bored.
B: Let's go out and do something, anyway then. *alors*
- 4 A: Oh no! We're late for the bus.
B: I know! It's your fault / There's no way. You got up late!
- 5 A: Do you know the answer?
B: No. I've got no idea at all / anyway. *du tout*
- 6 A: Let's go.
B: Don't worry / Hang on! I need to make a quick phone call. *Attends*

Skills in mind

8 Read

Read and tick the answers that are true for you. Then add up your score.

How easily do you give up?

Are you a survivor or do you give up easily when there's a problem? Do our quiz to find out.



1 You have some very difficult homework. Do you ...

- a** give up and do something else?
- b** keep working at it?
- c** go away and do something else and then come back to the problem?

2 You're camping with friends and it doesn't stop raining. Do you ...

- a** pack up the tent and go home?
- b** get a bus to the nearest town and go to the cinema because at least it's dry and warm there?
- c** organise games to play and have fun because it doesn't matter if you get a bit wet?

3 You lend some money to a friend but he/she doesn't give it back. Do you ...

- a** stop talking to your friend?
- b** forget about the money?
- c** remind your friend to give you the money back as soon as possible?

4 You see some clothes that you really like, but they're very expensive. Do you ...

- a** feel sad that you haven't got enough money to buy them?
- b** buy something cheaper?
- c** start saving money to buy them?

5 You're hiking with your family when you get lost. Do you ...

- a** sit down and start crying?
- b** use your mobile phone to call the rescue services?
- c** get out a map and compass and find your own way back?



6 You really like a boy/girl and want to go out with him/her. You know that he/she goes out with lots of people. Do you ...

- a** forget about this person?
- b** look for someone else to go out with?
- c** ask him/her to go out with you and see what happens?

7 You want to play your favourite sport for the school team, but your teacher never chooses you. Do you ...

- a** decide not to do the sport any more?
- b** choose a different sport and try to get into that team?
- c** train hard and ask the teacher why he/she doesn't choose you for the team?

8 You're walking near a river when you see a child in trouble in the water. Do you ...

- a** run and call for help?
- b** throw a rope to the child and pull him/her out of the water?
- c** jump in and save the child because you're a good swimmer?



Check your score

a = 0 points b = 1 point c = 2 points

12-16 points Well done! You never give up. You're a true survivor!

8-11 points You don't give up easily.

4-7 points Come on! You need to try hard to get what you want.

0-3 points Oh dear! It's life too hard for you! Don't give up so easily!

9 Write

a Look at the picture story and put the sentences in order to tell the story.

Eva, Gaby, Craig and Tom are climbers

① One day in December ...

② Suddenly ...

③ Luckily ...

④ That night ...

⑤ The next morning ...

⑥ Six hours later ...

- a 4 They camped on the mountain.
- b 2 There was an avalanche and they fell 50 metres down the mountain.
- c 6 They reached the top of the mountain.
- d 1 They were in the Alps and it started to snow.
- e 5 They decided not to give up.
- f 3 They were all OK, but Gaby's arm was hurt.

b Brainstorm words and phrases for each picture in Exercise 9a.

WRITING TIP

Planning a story

- Brainstorm words and phrases, thinking about the weather, what they said, etc.
- Use your notes and the phrases under the pictures to write more sentences.
- Now write the full story. Include the sentences from Exercise 9a and add more detail.
- Use adjectives and adverbs to make the story more interesting. Link your ideas with:
after and because before but later then when while

Picture 1	Picture 2	Picture 3
heavy snow very windy 'Oh no! I can't see anything.'		
Picture 4	Picture 5	Picture 6

c Write the story.

1 after or then?

Complete the sentences with *after* or *then*.

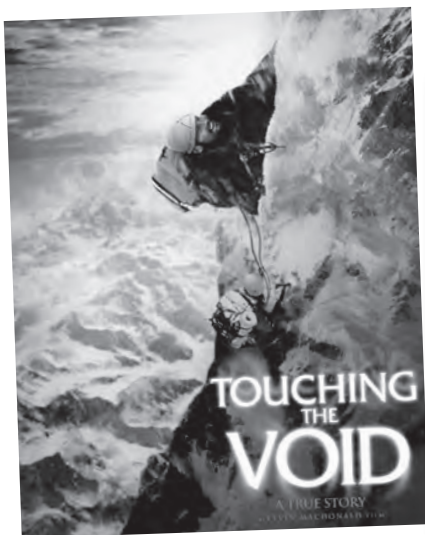
- I went out ... *after* ... breakfast.
- In the morning, I did some shopping and ... *then* ... I went home for lunch.
- I tidied the kitchen ... *after* ... lunch.
- I did my homework and ... *then* ... I played some games online.
- A friend came for supper and ... *then* ... he went home.
- I washed the dishes and ... *then* ... I watched a film.
- I went to bed ... *after* ... the film finished.

Be careful! **after** and **then** are not the same.

- | | | |
|-------------------------|--------------|-------------------------|
| 1st | | 2nd |
| She walked for ten days | then | (she saw) a boat. |
| 2nd | | 1st |
| She saw a boat | after | ten days in the jungle. |
- ✗ She walked for ten days and **after** (she saw) a boat.

2 too or very?

~~Cross-out~~ and correct three more mistakes in the film review.



too has a negative meaning:

I didn't enjoy the party. It was **too** noisy.

We don't use **too** for positive meanings.

We use **very** or **really**:

✗ The party was ~~too~~ nice. ✓ The party was **very** nice.

Touching the Void is a film about two climbers, Joe Simpson and Simon Yates. The film is a true story and it is ~~too~~^{very} interesting. In 1985, these two men climbed the Siula Grande in the Andes. People said it was too dangerous to climb, but Joe and Simon were ~~too~~^{very} good climbers and they were ~~too~~^{very} successful at first. Then Joe had an accident. Simon tried to help him, but it was too difficult, so he had to leave Joe. In the end, Joe survived. He was ~~too~~^{very} lucky.

3 Adjectives and adverbs

Circle the correct words.

- He always speaks **quick** / **quickly**.
- I can't speak **Italian well** / **well Italian**.
- The rain fell **heavy** / **heavily**.
- There was a **strong** / **strongly** wind.
- She was tired, so she **slowly walked** / **walked slowly**.
- Your English is very **good** / **well**.

Adjectives describe things and people:

He's a very **slow** driver.

Adverbs describe actions – and usually go after verbs:

✓ He drives **slowly**.

✗ He drives **slow**.

We don't usually put an adverb between a verb and its object:

✓ I can speak German **well**.

✗ I can speak **well** German.

Units 5–6 Check your progress

1 Listen

a ▶ CD3 T20 Listen to Amelia and Robert discussing the future. Tick the topics that they talk about.

- | | | | |
|-------------------|--------------------------|------------------------|--------------------------|
| 1 animals | <input type="checkbox"/> | 6 housework | <input type="checkbox"/> |
| 2 being rich | <input type="checkbox"/> | 7 shopping | <input type="checkbox"/> |
| 3 food | <input type="checkbox"/> | 8 space travel | <input type="checkbox"/> |
| 4 getting married | <input type="checkbox"/> | 9 the changing weather | <input type="checkbox"/> |
| 5 home computers | <input type="checkbox"/> | 10 video games | <input type="checkbox"/> |



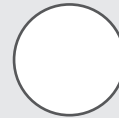
b ▶ CD3 T20 Listen again. What does Robert say? Write *T* (true) or *F* (false).

- | | |
|--|--------------------------|
| 1 It didn't snow last winter. | <input type="checkbox"/> |
| 2 Spring started at the end of April. | <input type="checkbox"/> |
| 3 Many people in the world don't have enough to eat. | <input type="checkbox"/> |
| 4 He's happy about a home computer doing everything for him. | <input type="checkbox"/> |
| 5 There will be more computers than human beings in the world. | <input type="checkbox"/> |
| 6 He thinks that people won't have to work in the future. | <input type="checkbox"/> |

c Read and draw.



I can understand specific information in a dialogue about the future.



- 😊 = Very well!
 😐 = Quite well!
 ☹️ = Not very well!

2 Speak

a Work in groups. Choose and discuss one of the questions. Take notes to prepare a short talk about the topic.

Tell the story of a camping trip or a holiday in the country.

How and where will people travel and live in the future?

What can you remember about Juliane Köpcke's story?

How will the weather in your home town be different in the future?

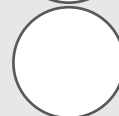
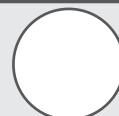
b Talk to the class about the topic that you prepared.

c Complete and draw.



I can speak with my classmates about

I can talk to the class about the same topic.



- 😊 = Very well!
 😐 = Quite well!
 ☹️ = Not very well!



3 Read

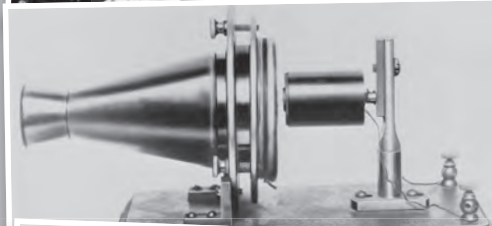
a Read the article and complete the sentences to summarise the predictions.

Getting the future wrong!

People love reading predictions and looking into the future. They want to know what will or won't happen – tomorrow, next week, next year, in the next century.

But predictions are not always right – they can go very, very wrong! Here are some of our favourite 'predictions that went wrong'.

- In 1859, a man called Edwin Drake wanted to drill for oil. One of his workers said, 'Drill for oil? You mean, make a hole in the ground to find oil? You're crazy. It won't work.'
- In 1872, the US President, Rutherford B. Hayes, looked at Alexander Graham Bell's new telephone and said, 'It's a great invention, but who will ever want to use it?'
- In 1899, a top British scientist said, 'Radio has no future and X-rays won't work.'
- In 1908, a French general said, 'Aeroplanes are interesting toys – but they'll never be important for war.'
- In 1927, the head of Warner Brothers Film Company said, 'Talking? Actors talking in films? Nobody will want that!'
- In 1943, the head of IBM said, 'In the future, perhaps five people will buy a computer.'
- In 1949, a writer in a magazine wrote about computers. He said, 'In the future, it's possible that computers will only weigh about 1.5 tons.'
- In 1962, a man at Decca Records listened to a song and said, 'We don't like it. People won't buy this music.' The song was by a group called The Beatles.
- In October 1987, a BBC weatherman said, 'Tonight it will be a little windy.' That night, a big storm hit the south of England. There were winds of 190 kilometres an hour.

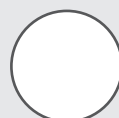


- 1 The boss of a big film company said, '.....'
- 2 The head of a record company said, '.....'
- 3 The head of a computer company said, '.....'
- 4 A US President said, '.....?'
- 5 A British scientist said, '.....'
- 6 A French general said, '.....'

b Read and draw.



I can find specific information in an article about predictions.



- ☺ = Very well!
- 😊 = Quite well!
- ☹ = Not very well!



4 Write

a Read the advert and imagine your life in the future. Think about these topics:

- Job
- Family
- Money
- Home

Win a holiday to the Bahamas!

We're looking for the best young writers of today.

- Have you got good ideas? Do you write them down?
- Write about your ideas, hopes and plans for the future.
- We'll choose the best three and publish them.



b Brainstorm your ideas and make notes in the table.

Job	Family	Money	Home

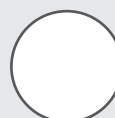
c Write a competition entry about your life in the future.

What will my life be like in the future? I don't know, of course, but this is what I think.

d Read and draw.



I can write a competition entry about predictions about my life.



- 😊 = Very well!
- 😐 = Quite well!
- 😞 = Not very well!



5 Focus on language

a Circle the correct words.

Yesterday was terrible! It was ¹ boiling / freezing cold and it snowed ² heavy / heavily all day. ³ After / Then, in the evening, the cooker broke. We ⁴ couldn't / didn't can cook anything, so we ⁵ ate / eated some salad. After supper, my mum went upstairs, but she ⁶ falled / fell down in the dark and hurt her leg ⁷ bad / badly. Then we all went to bed, but I didn't sleep well because it was ⁸ too / to cold. This morning, I woke up early because the computer switched on the lights and loud music ⁹ during / while was in bed. I don't think a smart home is such a great idea!

/9

b Circle the correct answers.

- He isn't here yet, but I'm he'll be here soon.
a hope b sure c probably
- I I'll go out this weekend.
a sure b maybe c don't think
- Steve did badly in his exams. His parents be happy about it.
a won't b don't c aren't
- find the information on the internet?
a We'll b Do we will c Will we
- You can't get married yet because you're young.
a too b much c very
- It's a lovely morning. I don't think today.
a will rain b it'll rain c it's raining
- They came into the room
a quiet b quietly c too quiet
- I'm really happy. My exam results were
a very good b too good c very well

/8

c Match the word parts from each box. Then write the words with the correct descriptions.

boi clou des free
is jun moun water

dy ert fall gle land
ling tain zing

- it's very high mountain
- it hardly ever rains here desert
- there's water all around this island
- very hot boiling
- it's hot with lots of trees jungle
- very cold freezing
- when you can't see the sun cloudy
- where a river falls down waterfall

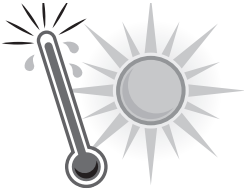
/8

/25



The weather

1 Write the weather words.



1 boiling



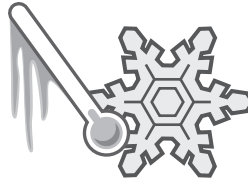
2 cloudy



3 cold



4 foggy



5 freezing



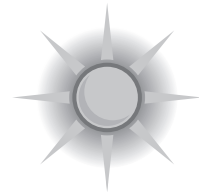
6 hot



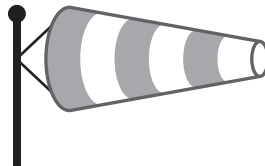
7 rain



8 snow



9 Sunny



10 windy



2 Vocabulary bank page 91 Complete the weather descriptions with adjectives.

- 1 The sun is really bright ! Have you got your sunglasses?
- 2 Oh dear! Look at those dark clouds. It's going to rain.
- 3 It isn't windy – there's a gentle breeze.
- 4 Take your umbrella – the rain is very heavy.
- 5 The forecast is for heavy snow today. I hope we can go skiing tomorrow.
- 6 I don't think it will rain a lot. It's just a light shower.
- 7 That was a really severe thunderstorm last night!
- 8 It's cold and there's a strong wind. You need a coat.
- 9 My mum is driving slowly because the fog is very thick.
- 10 It isn't foggy, but there's a thin mist on the mountains.



Language links

* Phrases about the weather

1 Complete the table about the weather.

	 Spain	 Finland	 Switzerland
GB	It's hot.		
F			
D			

2 Which structures are similar? Which are different?

.....

.....



The natural world

Write the nature words.



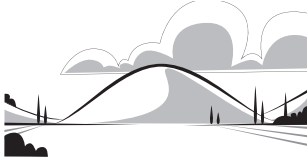
1 desert



2 field



3 forest



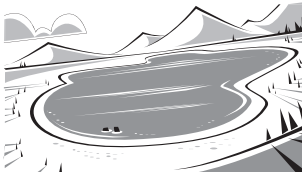
4 hill



5 island



6 jungle



7 lake



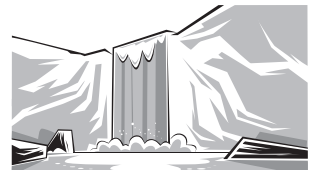
8 mountain



9 river



10 sea



11 waterfall



Study help * Spelling and pronunciation

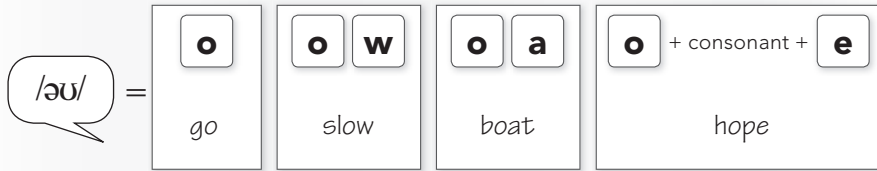


It can be difficult to work out how to:

- say words from their spelling
- spell words from the way they sound

It's useful to learn some sound spelling patterns.

Look at these common spellings for the /əʊ/ sound:



1 Say the words and highlight the letters that spell /əʊ/ sounds.

coat (solid oval) clothes (dashed oval) follow (solid rounded rectangle) goat (dotted oval)

hello (solid rounded rectangle) joke (dashed oval) nose (solid rounded rectangle) potato (dotted oval)

road (dashed rounded rectangle) so (solid circle) tomorrow (solid rounded rectangle) window (solid rounded rectangle)

2 Write the words from Exercise 1 in the correct column.

o (go)	ow (slow)	oa (boat)	o_e (hope)
so potato hello	follow tomorrow window	coat goat road	clothes joke nose



Past simple

- 1 Highlight the past simple regular verbs. Underline the past simple irregular verbs.

Hi! I **arrived** home yesterday. I **had** a terrible weekend in the mountains. It **rained** all the time. On Saturday Mum **fell** over and **hurt** her leg. Luckily she **didn't break** it. I **went** for a long walk with my brother and Dad **made** supper. Today we **didn't go** outside at all. We **played** cards in the tent all day. Boring! I'm so happy to be home :) See you!

- 2 Circle the words to complete the rules.

FOCUS

- Most **regular** / **irregular** past simple forms end in **-ed**.
- We use the **past simple form** in **affirmative** / **negative** sentences.
- In all **negative** sentences, we use **didn't** + the **infinitive** / **past** form.
- Past simple forms** are **the same** / **different** for all persons (*I, you, he, she, etc.*).

- 3 Write the past simple forms of these irregular verbs from Unit 6 in the irregular verb list on pages 82–85.

can eat fall find fly give hit hurt keep know
make put see take teach think wake write



Past simple and time connectors

- 1 Read the sentences and complete the rules.

Where did Juliane land?

She landed in some trees.

What did she see?

She saw some animals, but she didn't see any people.

Did she eat anything?

She ate some sweets, but she didn't eat the fruit.

FOCUS

- We use **did** + the infinitive form in **questions**.
- We use **didn't** + the infinitive form in **negatives**.

- 2 Highlight the past simple verbs. Underline the time connectors. Then complete the rules.

- When lightning **hit** the plane, it **exploded**.
- Juliane **fell** 3,000 metres before she **landed**.
- She **was** unconscious for hours after she **fell**.
- After she **looked for** other survivors, she **started** to walk.
- She only **ate** a few sweets while she **was** in the jungle.
- She **stopped** walking when it **got** dark.

FOCUS

A **clause** is a group of words in a sentence with a **subject** and a **verb**.

All the sentences in Exercise 2 have **time clauses**.

- We can use when, before, after and while at the beginning of time clauses.
- We use a comma at the end of a time clause when it goes first.



too + adjective

1 Highlight the adverbs **too** and **very**. Underline the adjectives. Then match to make the correct rules.

- 1 It was **very** windy yesterday, so we went windsurfing.
- 2 We didn't play tennis because it was **too** windy.
- 3 It was **very** hot yesterday and we swam in the lake.
- 4 We couldn't play football because it was **too** hot.
- 5 It was **too** hot to play football this morning.

FOCUS

- | | | |
|-------------------------------------|---|--|
| 1 We use too and very | 2 | a if the adjective describes a problem . |
| 2 We use too = <i>top</i> | 1 | b before adjectives. |
| 3 We use very = <i>tries</i> | 4 | c an adjective + to + infinitive . |
| 4 We can use too with | 3 | d to make an adjective stronger . |

2 Complete the replies with **too** or **very**.

① Do you like it? Yes, it's very nice.

② Why don't you carry it? I can't. It's too heavy.

③ Let's swim in the lake. It's too cold to swim.

④ Can you wear this jacket? No. It's too small.

⑤ Do you want a small phone? Yes, a very small one.

⑥ Has he got a car? No. He's too young to drive.



Adverbs of manner

Look at the **highlighted** adverbs and complete the rules.

It snowed **heavily** yesterday.

It's raining **hard** this morning.

Can your sister ski **well**?

Can you speak **quietly**, please?

She walked **slowly** along the river.

I can't run **fast**.

FOCUS

- 1 Adverbs of **manner** describe a verb.
- 2 We usually form adverbs of manner with an adjective + *-ly*.
- 3 Adverbs of manner go after the **verb** in sentences. *après*
- 4 These adverbs are **irregular**:

<u>good - well</u>	<u>hard - hard</u>	<u>fast - fast</u>
<i>late - tard</i>	<i>early - tôt</i>	

Study help * Word grammar



To help you remember the difference between adjectives and adverbs, you can write sentence like this:

I'm a **bad** singer. I sing **badly**.

Write pairs of sentences for these adjectives and adverbs.

- 1 slow I'm a slow eater.
slowly I eat slowly.
- 2 quiet André is very quiet.
quietly André works quietly.
- 3 good This football player is good.
well He played well.



Unit 6 Survival

The weather

boiling	<i>(il fait) une chaleur d'enfer</i>
cloudy	<i>nuageux</i>
cold	<i>froid</i>
foggy	<i>brumeux</i>
freezing	<i>(il fait) un froid glacial</i>
hot	<i>chaud</i>
rain (v)	<i>pleuvoir</i>
snow (v)	<i>neiger</i>
sunny	<i>(il y a) du soleil</i>
windy	<i>(il y a) du vent</i>

Phrases to talk about the weather

bright sunshine	<i>un soleil éclatant</i>
dark clouds	<i>des nuages noirs</i>
a gentle breeze	<i>une douce brise</i>
heavy rain	<i>une forte pluie</i>
heavy snow	<i>une neige abondante</i>
a light shower	<i>une petite averse</i>
a severe thunderstorm	<i>un orage violent</i>
a strong wind	<i>un vent violent</i>
thick fog	<i>un brouillard épais</i>
a thin mist	<i>une brume légère</i>

The natural world

desert	<i>désert</i>
field	<i>champ</i>
forest	<i>forêt</i>
hill	<i>colline</i>
island	<i>île</i>
jungle	<i>jungle</i>
lake	<i>lac</i>
mountain	<i>montagne</i>
river	<i>rivière</i>
sea	<i>mer</i>
waterfall	<i>cascade</i>

Words and phrases

attack (v)	<i>attaquer</i>	shallow	<i>peu profond</i>
board (v)	<i>monter à bord de</i>	survive	<i>survivre</i>
deep	<i>profond</i>	survivor	<i>survivant</i>
explode	<i>exploser</i>	take-off	<i>décollage</i>
follow	<i>suivre</i>	too (deep)	<i>trop (profond)</i>
high	<i>haut</i>	very (hot)	<i>très (chaud)</i>
low	<i>de faible altitude</i>	warm	<i>chaud</i>
miss (a plane)	<i>rater (un avion)</i>	well (adv)	<i>bien</i>
narrow	<i>étroit</i>	wide	<i>large</i>
seat	<i>siège</i>		

What's the weather like
in (London)?
It's (sunny).

*Quel temps fait-il
à (Londres) ?
Il y a (du soleil).*

after
before
later
then
when
while

*après
avant
plus tard
puis
quand
pendant que*

Everyday English

And anyway ...
Don't worry.
Hang on.
I'm not going to (tell people
at school), either.
... it's (our) fault ...
Let's play (a game), then.
There's no way (I can ...)
There's no way
(I'm going to ...)
(This is no fun) at all.

*Et de toute façon ...
Ne t'en fais pas / Ne vous en faites pas.
Attends/Attendez.
Je ne vais pas (le raconter à l'école),
non plus.
... c'est de (notre) faute ...
Jouons (à un jeu), alors.
Impossible, (je ...)
Je refuse de ...
(Ce n'est) vraiment pas (drôle).*