

Unit

2

Personal identity

- **Topics** Life at school; describing someone in your family; family history
- **Use of English** The present perfect simple for situations continuing up to now; apostrophes 's and s'



Today is

Days of the Week

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

25th of September 2023

Months of the Year

January

February

March

April

May

June

July

August

September

October

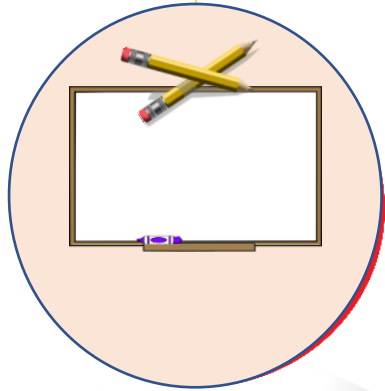
November

December

Our Class rules!



**Be on
time**



**Prepare books
and school
supplies**

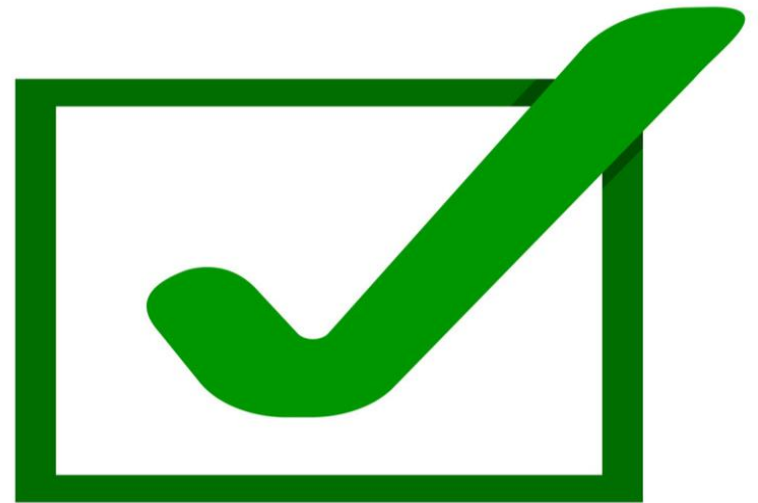


**Respect your
friends and
don't disturb
them**



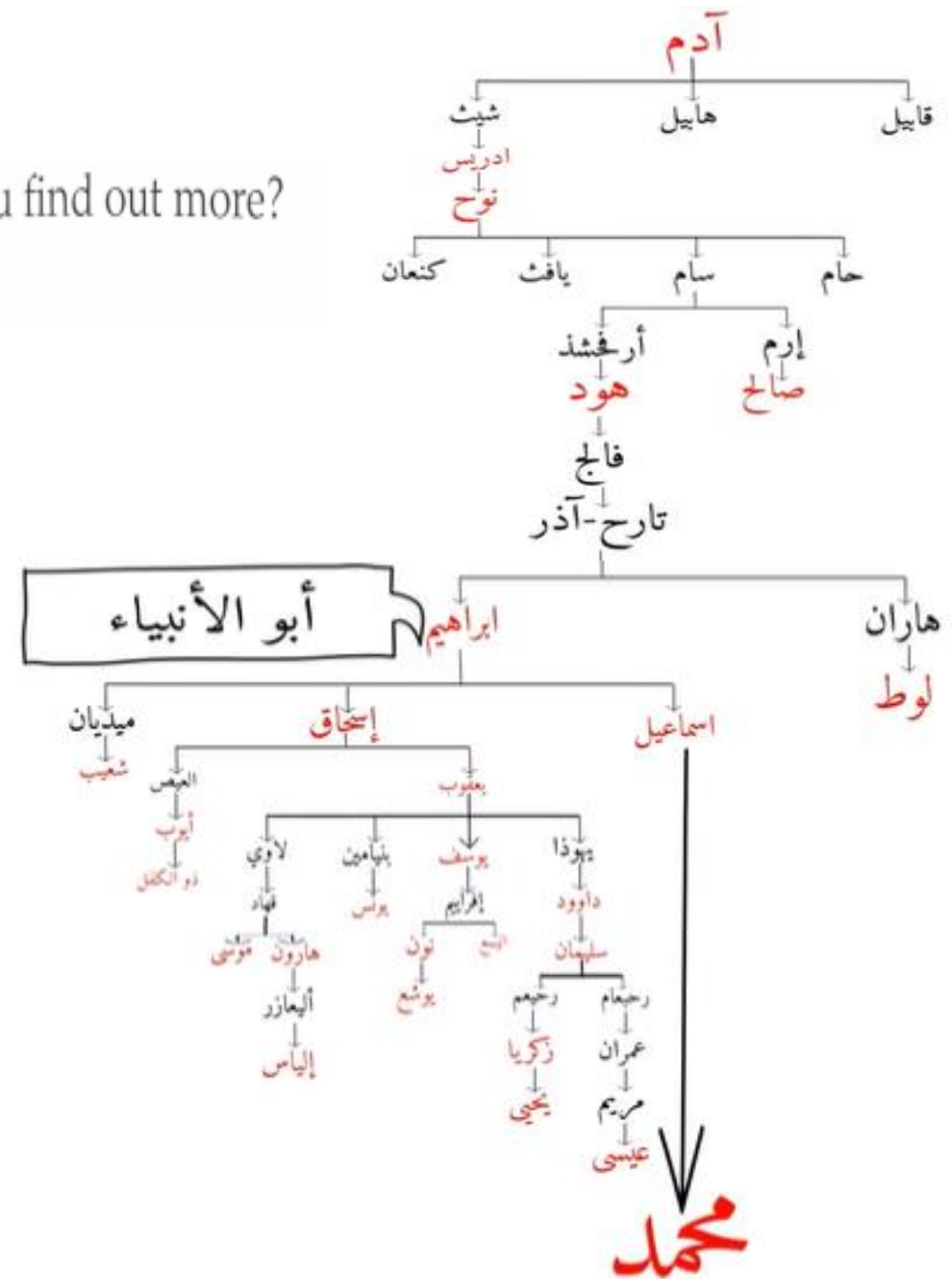
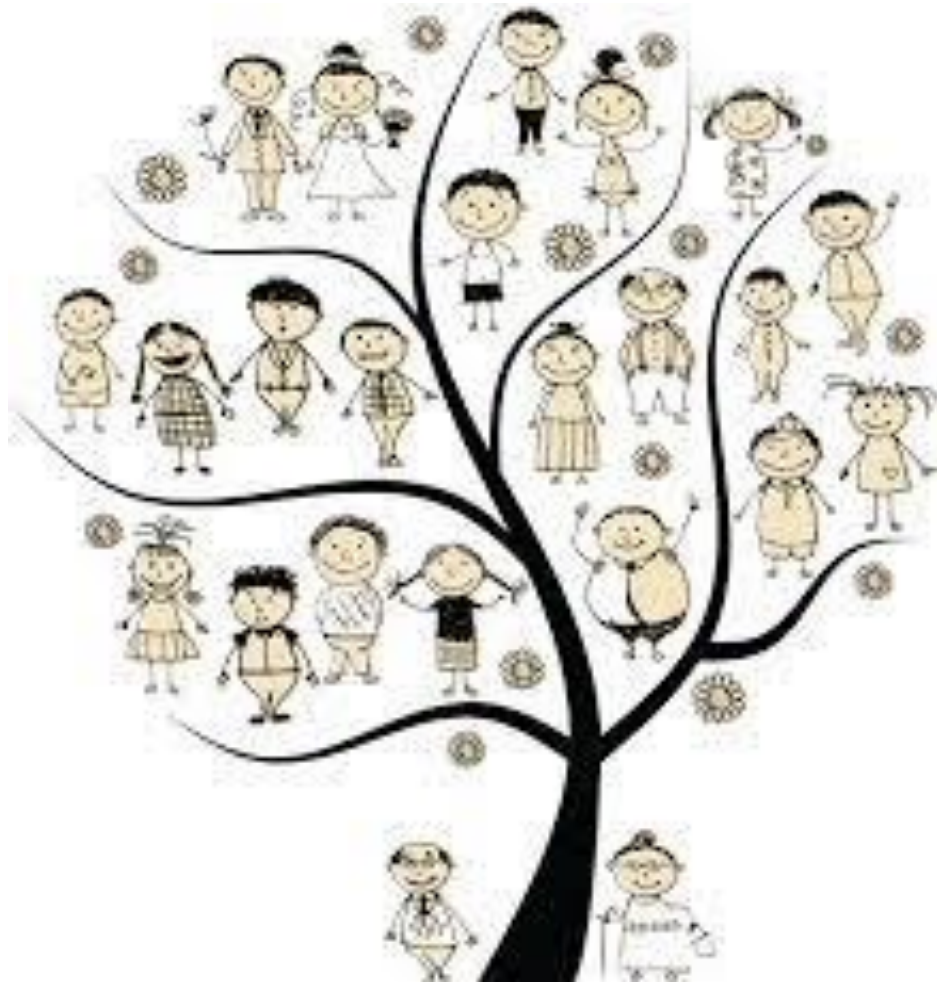
**Be a good
listener**

attendance



Lessons 7–8 Family history

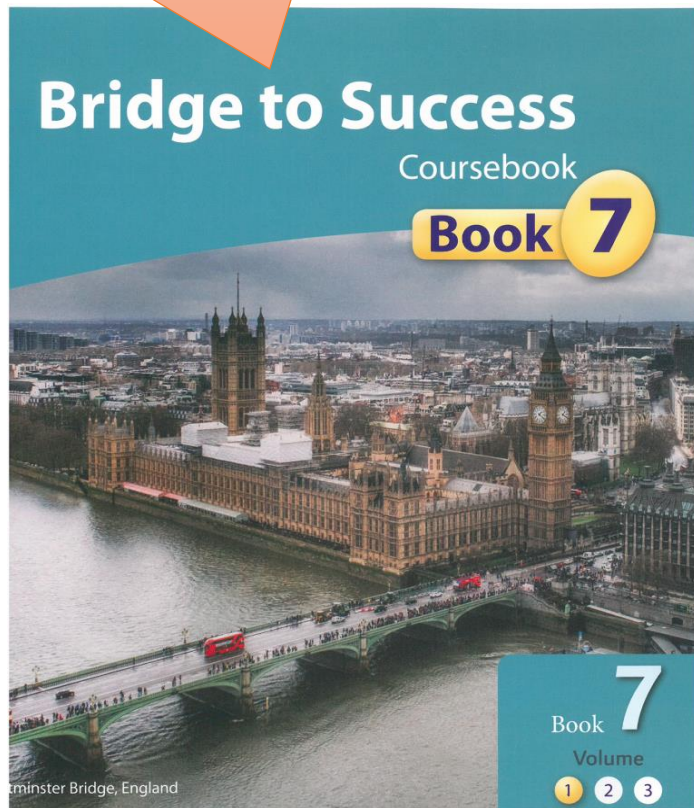
- What do you know about your family's history? How could you find out more?
How do people find out about their family history?



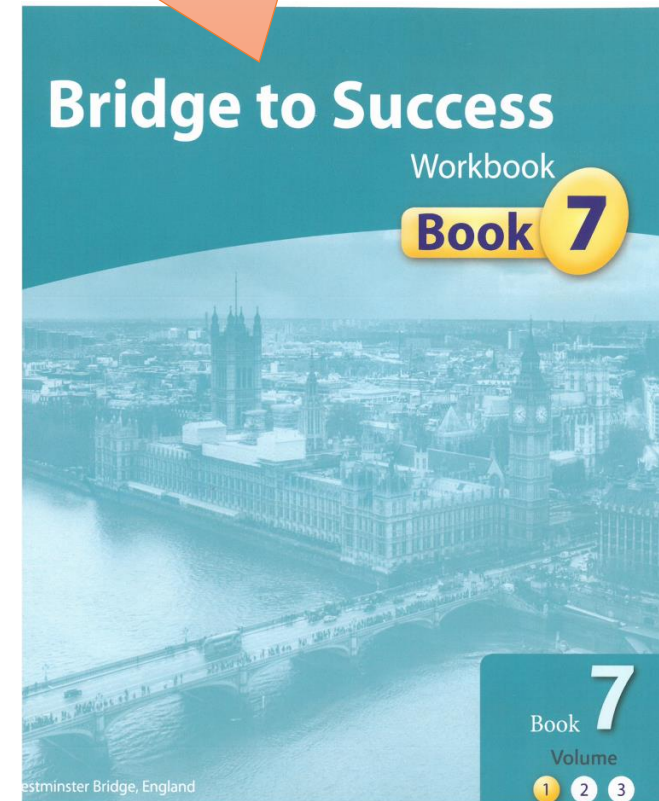
Lesson 7

Open on page:

page 20



page 22



My Learning Outcomes

1. To talk about family history and discuss how to find out about it.
2. To read and answer questions about ancestors and DNA.
3. To use vocabulary related to family history.
4. To complete a form about a man's family history.



Vocabulary

Key vocabulary:



remarkable



ancestors



amazed



nationality



emigrate



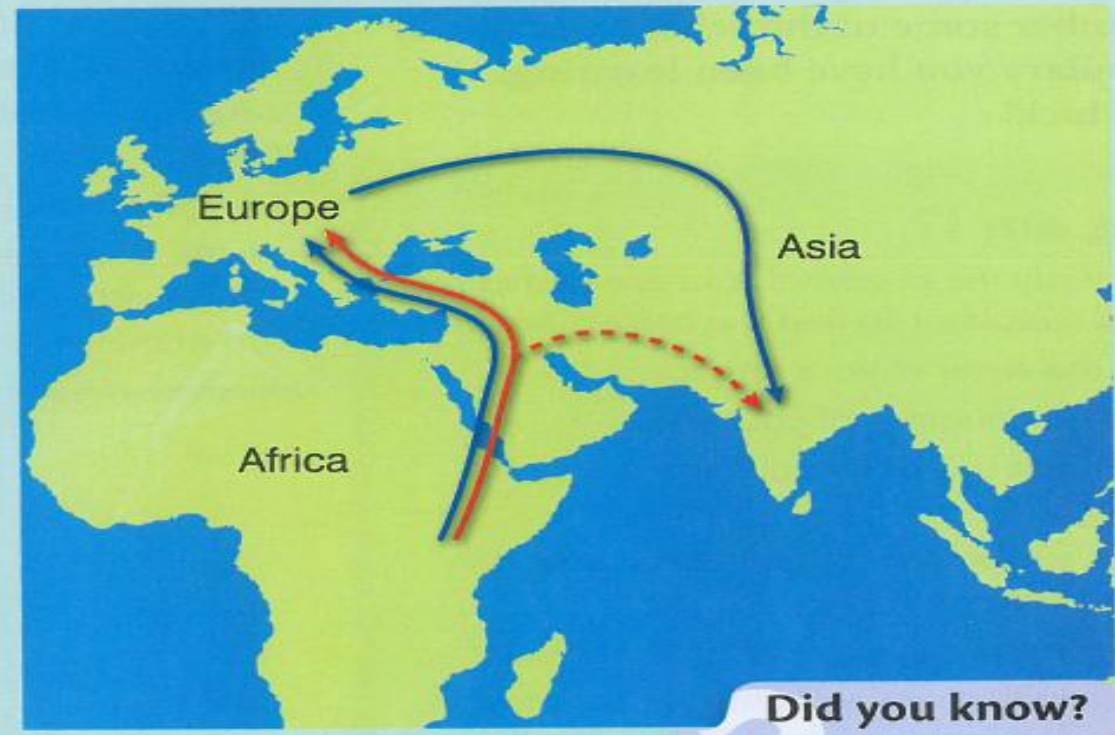
connected with

1 ^{21st} Look at the map and read the article to find out about a scientific approach to family history. What does the map show?

A remarkable journey

'I'm from Poland and my parents, grandparents and great-grandparents are Polish too. It was really interesting to find out that my family history starts in Africa. The DNA test showed that, over time, my ancestors travelled from Africa to north-eastern Europe. They were part of a group which also travelled as far east as India and Pakistan. I had no idea! This has helped me understand one simple thing: we are all one big family!' **Luiza**

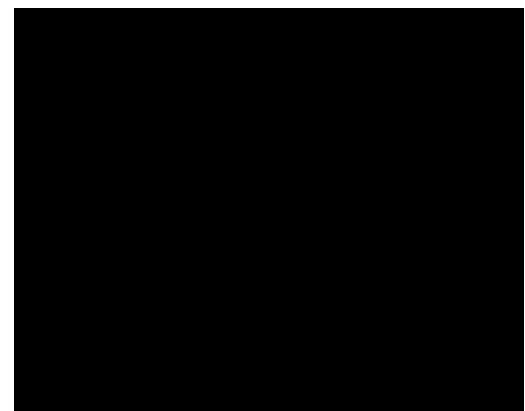
'I was amazed to find out that my ancestors travelled through eastern Europe on their way to India, where I was born. Suddenly I felt connected with countries like Hungary, Romania and the Czech Republic. Before this, they were only names on a map to me.' **Raju**



Did you know?

DNA (deoxyribonucleic acid) is the hereditary material in humans and in almost all other living things. DNA is in the nucleus of the cells. It contains genetic information and instructions. What is DNA in your language?

The map shows where the ancestors of Luiza and Raju originally came from and the different migration routes taken by them over the centuries



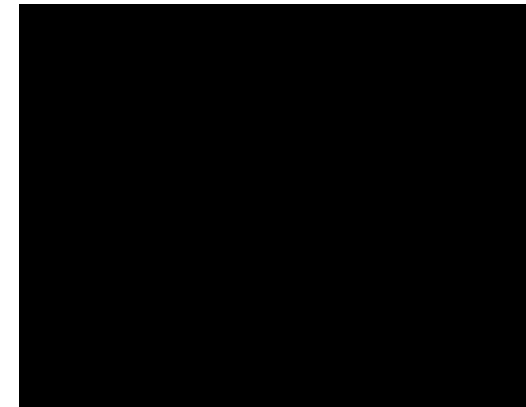
Vocabulary

your language?

Coursebook p. 20

2 Find these words in the text. Choose the correct meaning.

- | | | |
|------------------|-------------------------------|--|
| 1 remarkable | a long and difficult | <input checked="" type="radio"/> b very unusual in a way that you admire |
| 2 ancestors | a important people in history | <input checked="" type="radio"/> b people in your family a long time ago |
| 3 amazed | a confused | <input checked="" type="radio"/> b very surprised |
| 4 connected with | a distant from | <input checked="" type="radio"/> b joined to |



A remarkable journey

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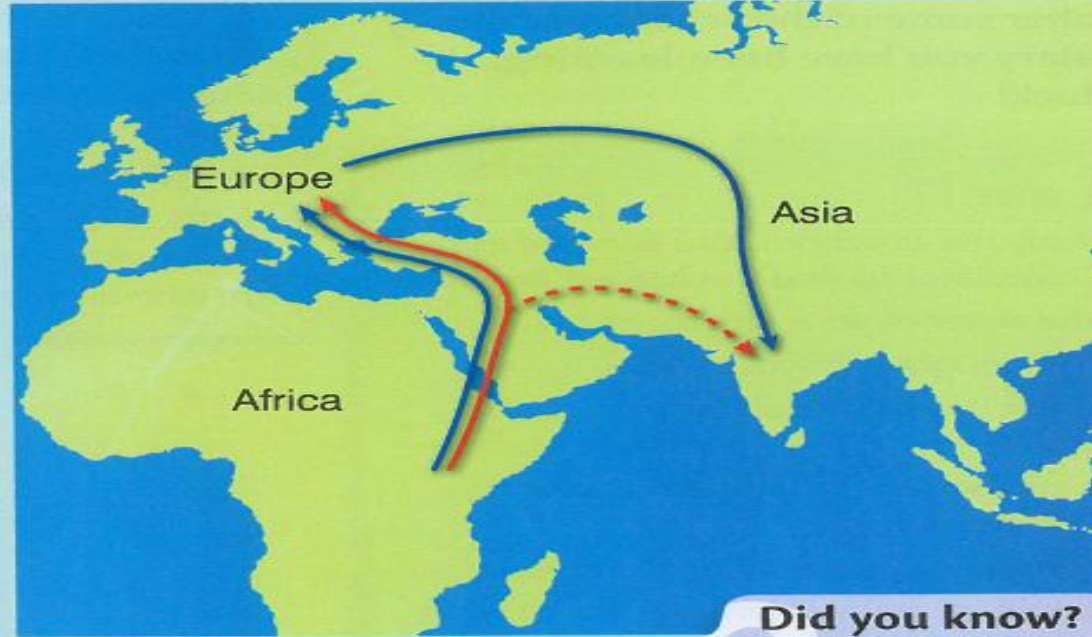


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A remarkable journey

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Did you know?

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'I was amazed to find out that my ancestors travelled through eastern Europe on their way to India, where I was born. Suddenly I felt connected with countries like Hungary, Romania and the Czech Republic. Before this, they were only names on a map to me.' **Raju**

Writing

3 **21st** Answer the questions.

- 1** On the map, which is Luiza's ancestors' route? Which is Raju's? **Luiza: red route and Raju: blue route**
- 2** Has Luiza's family lived in Poland for a long time? How do you know? **Yes, because her great-grandparents were Polish.**
- 3** What nationality is Raju? **Indian.**
- 4** What surprised Luiza and Raju about their ancestors? **They've travelled from far away.**
- 5** What can your DNA tell you about your family? **genetic information**

1 Read about Patrick O'Connell.

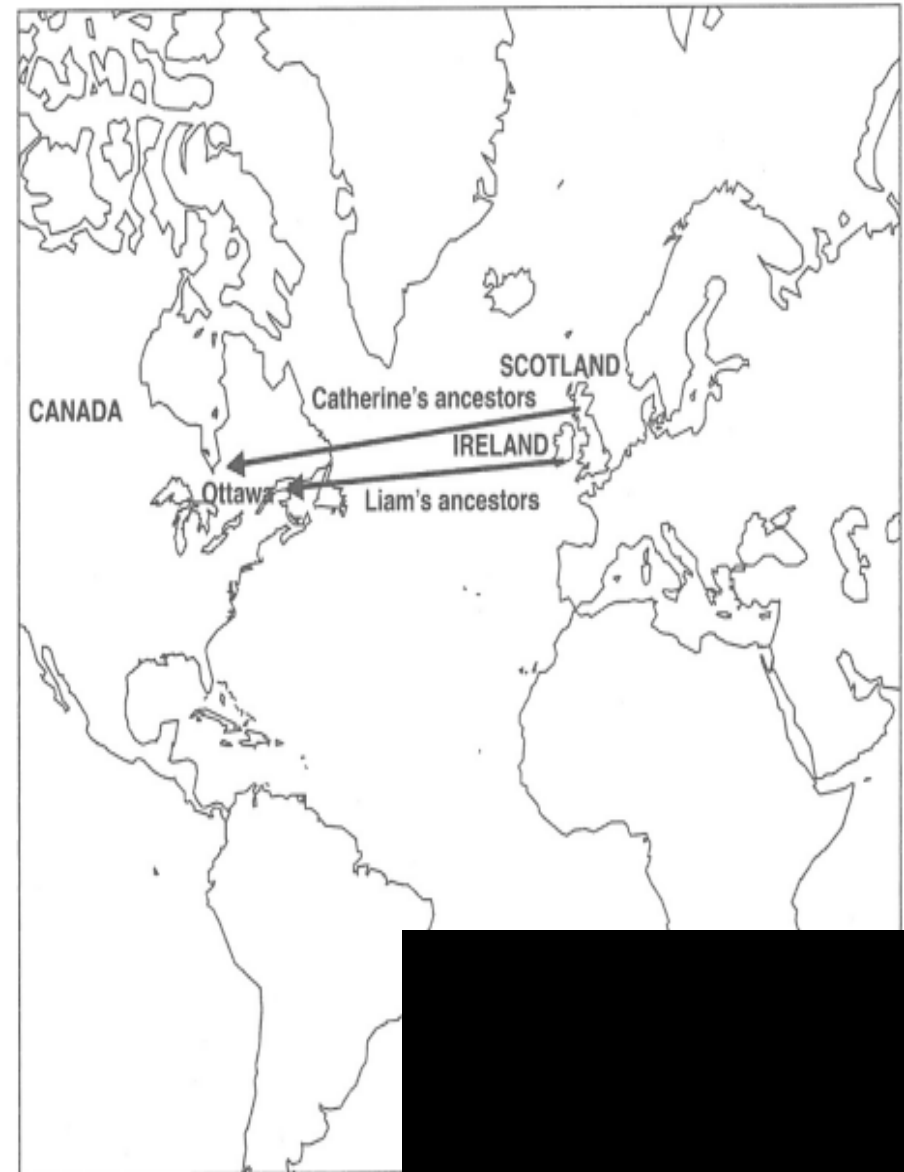
Patrick wants to know more about his family history. Complete this form for him.

First name: Patrick
 Family name: O'Connel
 Nationality: Canadian
 Place of birth: Ottawa
 Date of birth: 27th July 2002
 Father's name: Liam
 Mother's name: Catherine
 Parents' nationality: Canadian
 Parents' place of birth: Ottawa

Details already known about family history

Father's ancestors: Irish
 Mother's ancestors: Scottish

Patrick O'Connell is Canadian. He was born in Ottawa on 27th July 2002. His parents, Liam and Catherine, were also born in Ottawa. However, the family isn't originally from Canada. Patrick's ancestors on his father's side emigrated from Ireland in the 1840s. Patrick and Liam have been to visit the village where they lived and to meet distant relatives who still live there. Catherine's family emigrated from Scotland at about the same time.



2 Complete the form with details of your own family history.

First name: _____

Family name: _____

Nationality: _____

Place of birth: _____

Date of birth: _____

Father's name: _____

Mother's name: _____

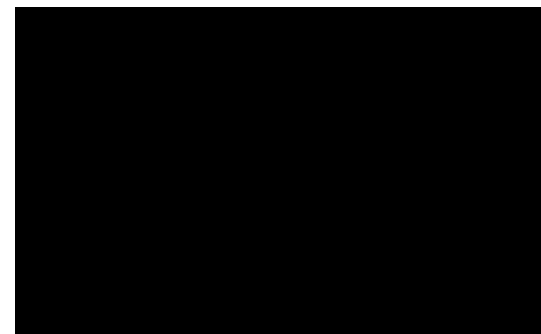
Parents' nationality: _____

Parents' place of birth: _____

Details already known about family history

Father's ancestors: _____

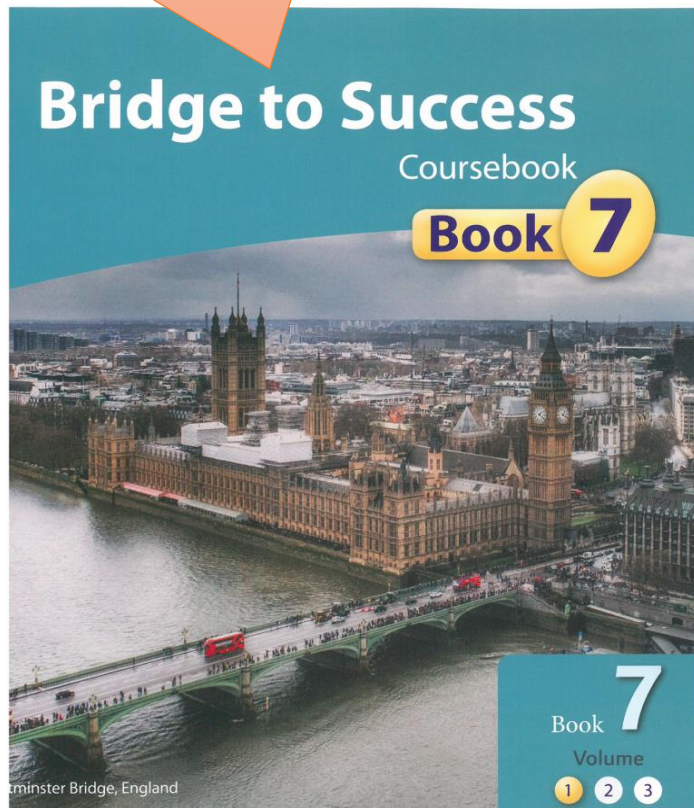
Mother's ancestors: _____



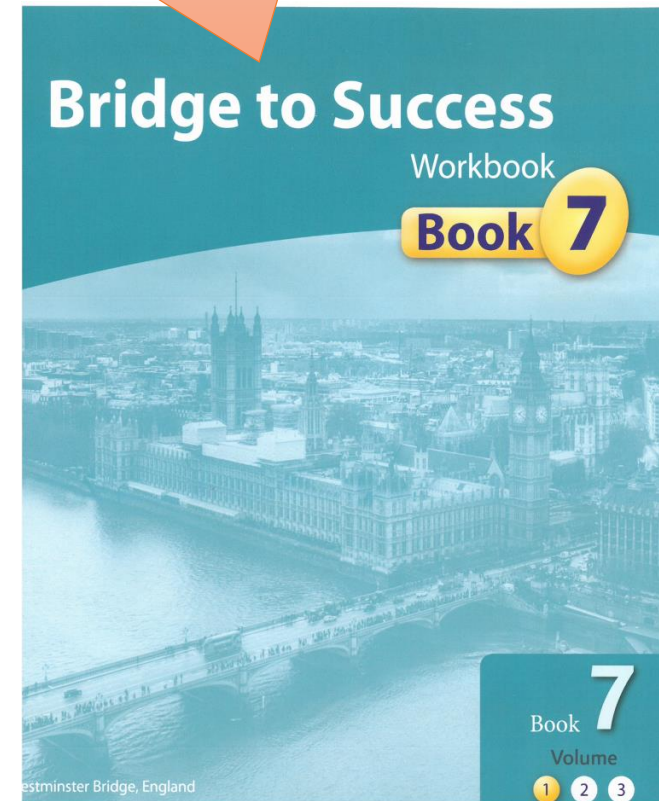
Lesson 8

Open on page:

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page 23



My Learning Outcomes

1. To read a profile about a family member and identify apostrophe use
2. To use the relative pronoun who to join sentences.
3. To complete a crossword with vocabulary related to family and family history.



Vocabulary

Key vocabulary:



remarkable



ancestors



amazed



Family members



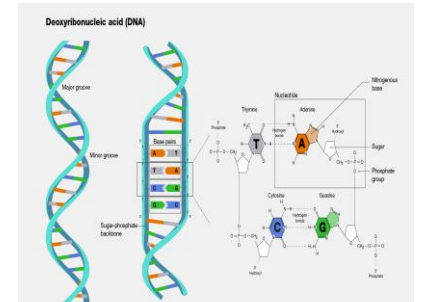
emigrate



grandparents



relatives



DNA

Key expressions:

identical twins - joining sentences about people by using the relative pronoun who

Reading

Coursebook p. 21

- 4 Read Samia's profile of her grandmother. Look at the second sentence: She's my father's mother. What does the first apostrophe show? What does the second apostrophe show?

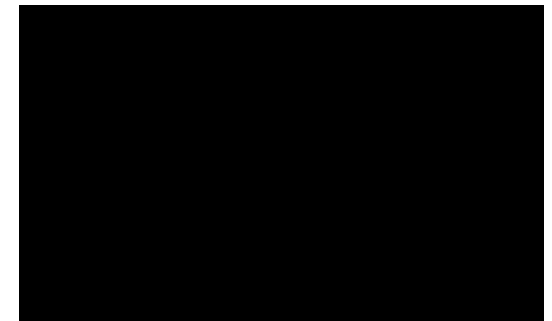
The oldest person in my family is my grandmother. She's my father's mother. Her name is Sarah. She's 78 and she was born in Egypt. She had seven brothers and sisters.

When she was 18, she emigrated to Abu Dhabi with her brothers and sisters.

She's lived there for 60 years and she's never been back to Egypt, but she still remembers her house and neighbours. I've got some cousins and other relatives who live in Egypt. I haven't met them, but I'd love to meet them one day.

Samia, Sharjah, UAE

The first apostrophe (She's) is a contraction for She is. The second apostrophe (father's) is a possessive apostrophe showing that the mother was the mother belonging to the father



Writing



- 5** Write a profile of the oldest person in your family. Use Samia's profile to help you. Check what you've written. Make sure you have used the apostrophes correctly.

Language tip

When you're writing about people, you can join sentences together by using *who*:

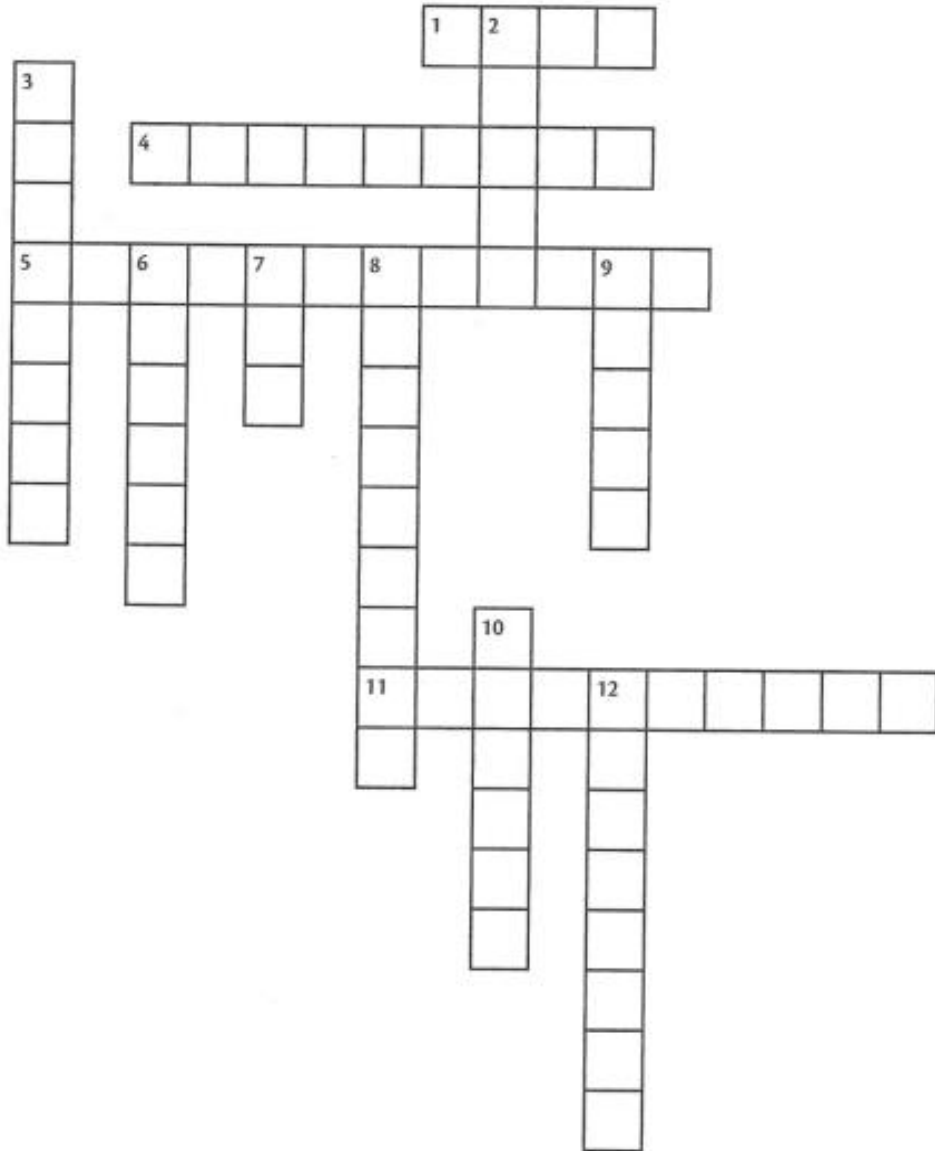
I've got some cousins and other relatives.

They live in Italy.

*I've got some cousins and other relatives
who live in Italy.*

3 Solve the crossword.

Family and family history



Across

- 1** Your first names plus your family name is your ____ name. (4) **full**
- 4** Exactly the same (twins, for example). (9) **identical**
- 5** Your parents' parents. (12) **grandparents**
- 11** Very unusual in a way that you admire. (10) **remarkable**

Down

- 2** Your aunt's husband. (5) **uncle**
- 3** Go to live in another country. (8) **emigrate**
- 6** The opposite of *never*. (6) **always**
- 7** Deoxyribonucleic acid – contains genetic information and instructions. (3) **DNA**
- 8** People in your family a long time ago. (9) **ancestors**
- 9** Brothers and sisters with the same date of birth. (5) **twins**
- 10** Very surprised. (6) **amazed**
- 12** A family member, such as your cousin or your aunt. (8) **12 relative**

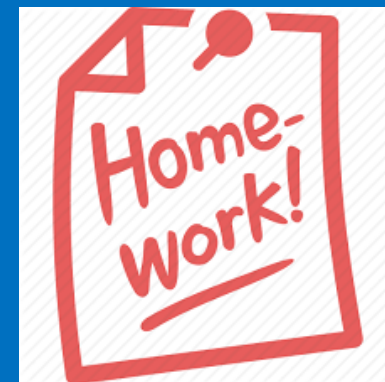




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ALEF



Exit ticket

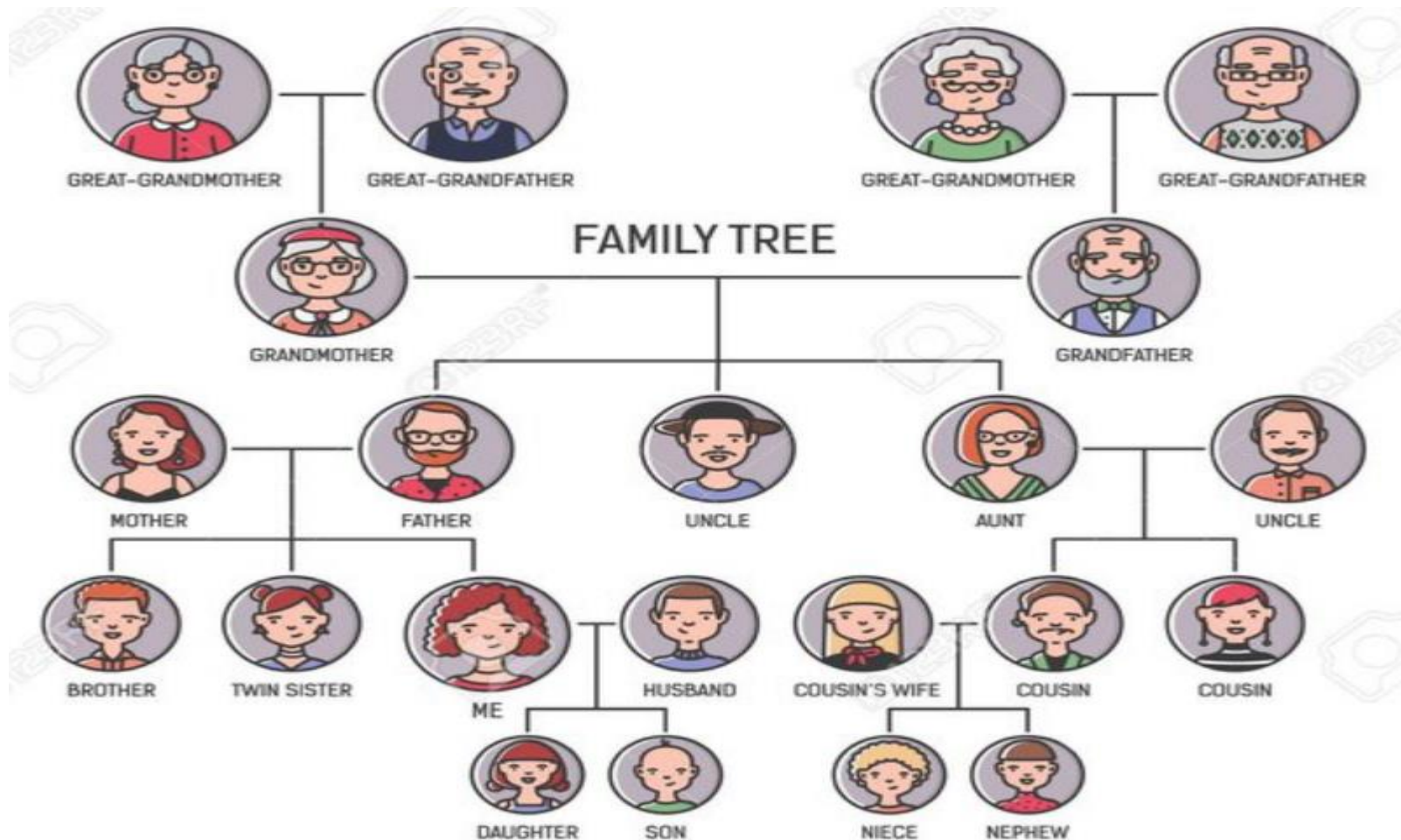
How do you feel about today's lesson



Why?

Lessons 9–10 **Amazing relatives**

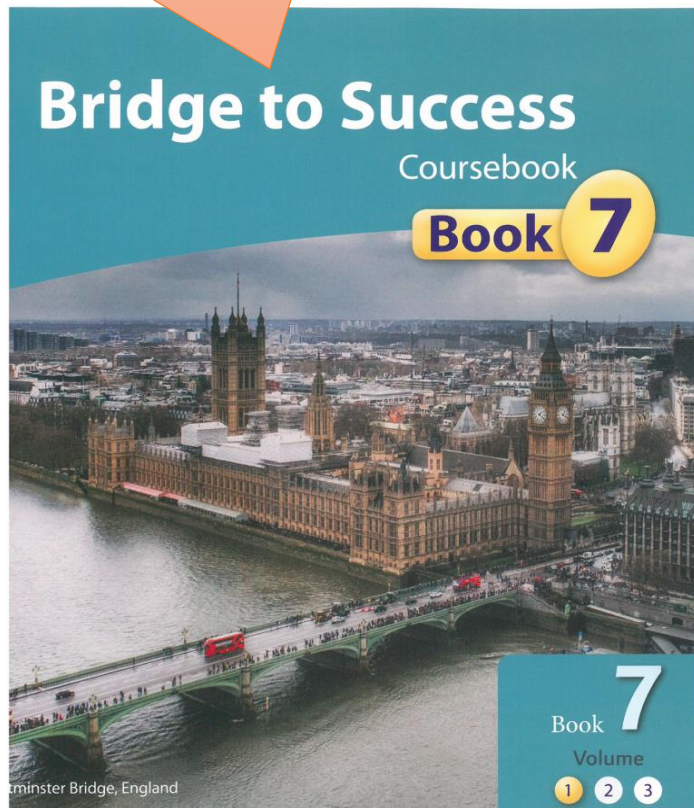
- Who do you admire the most in your family? Are your parents hard-working? Did your grandparents overcome hardship? Do you have a cousin who professionally competes in a sport?



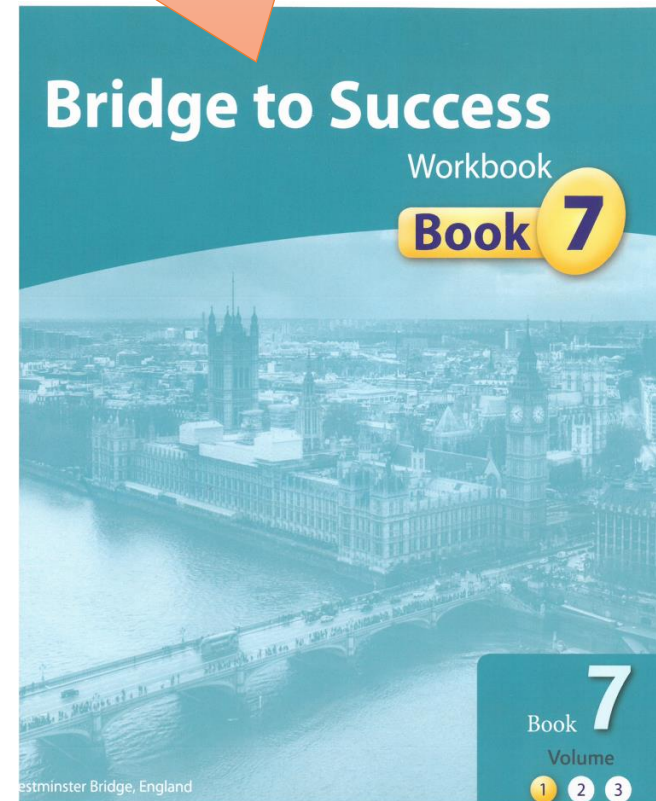
Lesson 9

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My Learning Outcomes

1. To listen for specific information about why a person admires various family members.
2. To talk about family members that are inspirational.
3. To use apostrophes to show possession.
4. To write about an inspirational family member and give reasons why they are.



Vocabulary

Key vocabulary:



personality



positive



generous



determined



caring



admire



inspire



apostrophes

Listening



- 1** Listen to Yusuf talking about his family. Match Yusuf's relatives with the reasons he admires them.

- | | |
|--------------------|-----------------------------------|
| c 1 brother | a he has a positive nature |
| d 2 mother | b he is so hard-working |
| e 3 cousin | c he is so generous |
| a 4 uncle | d she is caring |
| b 5 father | e he is determined |

Listening strategy

Listening for specific information

It can help to try to guess the missing words before you listen. Think about the keywords you will listen for.

Use of English

- 2** For each sentence decide if the possessive apostrophe shows that:
- a** ● something belongs to one person
 - b** ● something belongs to more than one person.
- a 1** Yusuf's family is full of inspirational people.
b 2 The brothers' hobbies include lots of sport.
b 3 My friends' families are also impressive.
a 4 My sister's best quality is her sense of humour.
a 5 My cousin's medals are an achievement to be proud of.
a 6 Max's biggest achievements are his exam scores.
a 7 Helen admires her aunt's positive attitude.



Writing

- 3** Write about the members of your family that inspire you. Try to think about the different reasons you admire them. For example, have they shown determination in achieving their goals? Do they have a friendly, positive personality?

Homework



1 Read Sameera's description of a family member she admires.

Then answer the questions below.

1 Who does Sameera admire the most? **Her mother**

2 How does Sameera describe her mother's cooking? **Delicious**

3 Does Sameera have a large or small family? **A large family.**

4 List three ways in which Sameera's mother makes Sameera's life easier.

5 List five words that describe Sameera's mother.

busy, organised, intelligent, kind, caring

The person in my family that I admire the most is my mother. She's always very busy and organised. We have a large family so there are always lots of people in our house. My mother always cooks delicious meals. She washes our clothes and repairs them when they are torn. I try to help her and she teaches me how to do the housework. My mother is also very intelligent and she helps us with our homework, and she's very kind and caring. Once we found an injured bird and our mother brought it into the house to keep it safe until we could take it to the vet.

She sews Sameera's clothes; she washes the clothes; she helps with homework.

2 Choose the correct answer for each space in the sentences.

1 Yusuf _____ his mother because she is caring.

- ☒ a admires b dislikes c inspires

2 Apostrophes can show that something is _____ by someone or something.

- a borrowed ☒ b possessed c owed

3 Apostrophes can also take the place of _____ in contractions.

- ☒ a letters b people c possession

4 Family _____ can inspire you to be a good person.

- ☒ a members b people c parents

5 We can say that people who are often happy have a _____.

- a grumpy nature ☒ b positive nature c busy nature

6 My brother is _____ because he has two jobs!

- ☒ a hard-working b lazy c generous

7 My aunt is _____ – she spends lots of her time helping others.

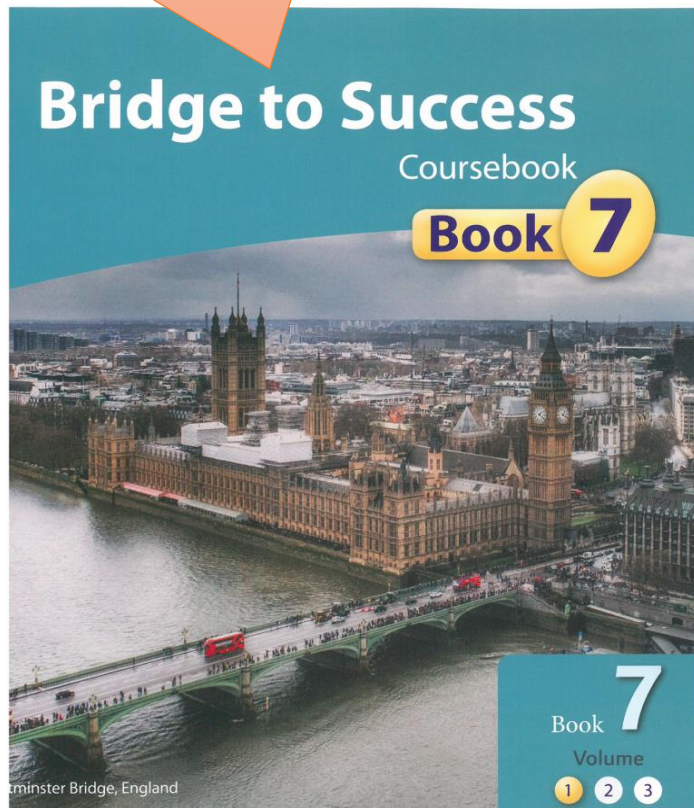
- a positive b determined ☒ c generous

The person in my family that I admire the most is my mother. She's always very busy and organised. We have a large family so there are always lots of people in our house. My mother always cooks delicious meals. She washes our clothes and repairs them when they are torn. I try to help her and she teaches me how to do the housework. My mother is also very intelligent and she helps us with our homework, and she's very kind and caring. Once we found an injured bird and our mother brought it into the house to keep it safe until we could take it to the vet.

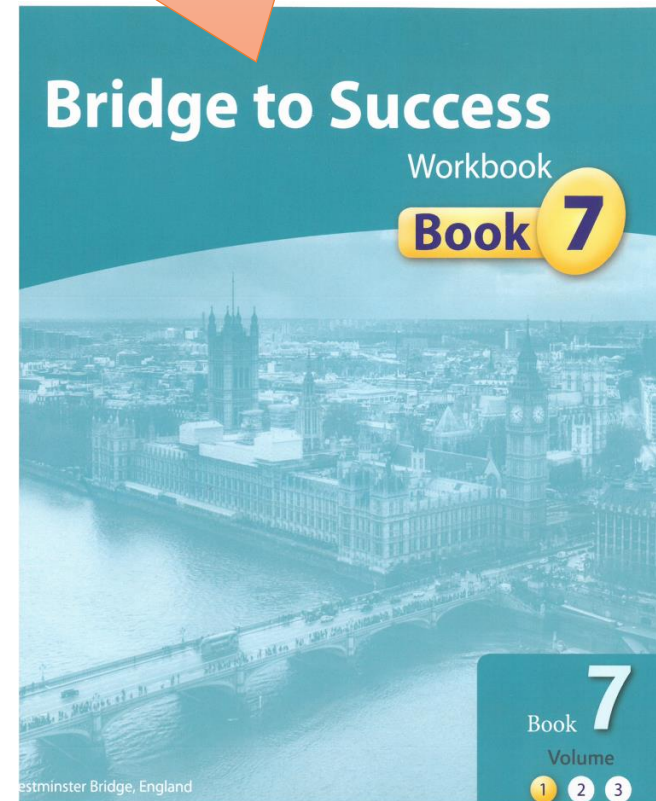
Lesson 1.1

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My Learning Outcomes

1. To read and understand a dialogue between two speakers.
2. To recognise and explain apostrophes in contractions.
3. To use vocabulary associated with personality.



Vocabulary

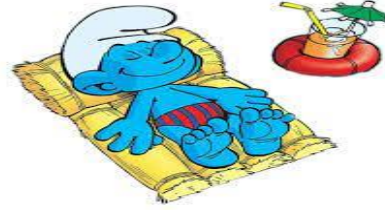
Key vocabulary: Personality: Positive X Negative



fun



sporty



calm



funny



grumpy



annoying



selfish



laid back

Key expressions:

Contractions: what's - we've - that's - I'm - It's - we're - hasn't

Watch the video. List some personality vocabulary?

Write the
answer in
the LMS



Brave



Curious



Vocabulary

- 4 Put the words in the box to describe personality in the correct column in the table. Then add two more words to each column. Think about three reasons you get on with people or three reasons you don't like them.

annoying calm ~~fun~~
funny grumpy laid back
selfish sporty

Positive personality	Negative personality
<div>fun</div> <div>laid back Funny</div> <div>Calm sporty</div>	<div>Grumpy selfish</div> <div>annoying</div>

- 7 Describe the members of your family that you do and don't get on well with and explain the reasons why.

I get on well with my aunt because we both like swimming.

My sister and I argue because she can be selfish.



3 Can you match up the jumbled word on the left with the correct spelling on the right?

f 1 ufn

e 2 ioynngnna

c 3 pmuygr

g 4 mlac

d 5 ortspy

a 6 dial akcb

h 7 nyufn

b 8 fileshs

a laid back

b selfish

c grumpy

d sporty

e annoying

f fun

g calm

h funny



Reading

5 Sunil and Abdullah are talking about getting on and falling out with family members. In pairs, read their conversation and answer the questions.

- 1** Who are Sunil and Abdullah speaking about?
- 2** How do Sunil and Abdullah usually get on with their sisters?
- 3** What causes Sunil and Abdullah to fall out with their sisters?

1 They are talking about their sisters.

2 Usually, Abdullah gets on well with his sister, but Sunil does not get on well with his sisters.

3 Abdullah's sister has spilled paint on his notebook. Sunil's sisters are often selfish and loud.

Sunil: What's the matter?

Abdullah: My sister has been annoying me. We've been quarrelling all morning.

Sunil: What did she do to annoy you?

Abdullah: She spilled paint on my notebook!

Sunil: Do you always fall out with her?

Abdullah: No, normally we get on well.

Sunil: That's a shame then. I've been getting on really well with both of my sisters this week.

Abdullah: I'm surprised to hear that! Usually you complain about them.

Sunil: Yes, they are often selfish and very loud. It's hard to study when they are at home.

Abdullah: Why do you think you are getting on better with them this week?

Sunil: We're getting on better because we've all been very busy, so there hasn't been time to argue.

4 Read this extract then answer the questions.

At the weekend, I'm going to visit my aunt and uncle in the country. I'm really excited because I get on really well with my cousins. We're all a similar age and we like doing the same things. My cousin Hansar is 15, my cousin Tariq is 13 and I'm 14. My name is Javid. We love playing outside and we love going swimming. My aunt and uncle have a swimming pool at their house, so we spend our time jumping into it. I hope that Mum won't make me play with my little sister. I argue with her because she follows me around. She doesn't like the same activities as us and she cries a lot. I try to be nice to her, but she annoys me.



- 1 Why is Javid excited? Javid is excited because he is going to visit his aunt and uncle.
- 2 Who does Javid get on well with? He gets on well with his cousins.
- 3 Why? They are a similar age and they enjoy similar activities.
- 4 Who does Javid not get on well with? Javid does not get on well with his little sister.
- 5 Why? She follows him around; she doesn't like the same activities; and she cries easily.

Writing

6 Match the contractions that are underlined in the conversation with the words below.

- 1** It is It's
- 2** what is what's
- 3** we are we're
- 4** that is that's
- 5** we have we've
- 6** has not hasn't
- 7** I am I'm

Use of English: Apostrophes in contractions

The apostrophes used in Sunil and Abdullah's conversation are contractions. The apostrophe is used to replace letters in the word.

Contractions are commonly used in informal speech in English.

5 Replace the underlined words with contractions to make the sentences less formal.

- 1 I do not don't have any brothers or sisters.
- 2 We cannot **can't** visit Sam at the weekend.
- 3 My mum has not **hasn't** made the cake yet.
- 4 We are going **We're** to the swimming pool.
- 5 That is **That's** a great idea.






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<https://www.liveworksheets.com/dq255809vm>

https://quizizz.com/admin/quiz/5e9de449a7ba1a001c14e5a6?source=quiz_share




ALEF



Personal Identity

15. Using Adjectives

 Locked

A screenshot of a digital interface. At the top is a photo of a family (mother, father, and two children) smiling. Below the photo, the text "Personal Identity" is displayed. Underneath that, "15. Using Adjectives" is written. At the bottom, there is a lock icon followed by the word "Locked".

10:00

Exit ticket

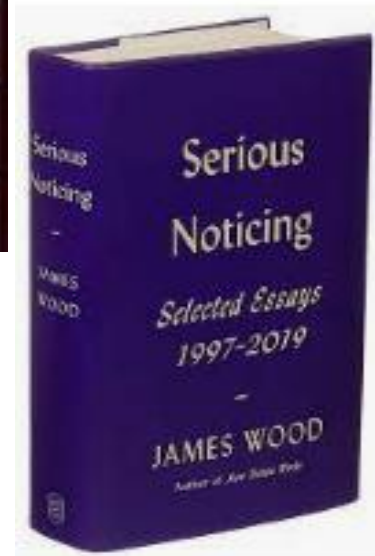
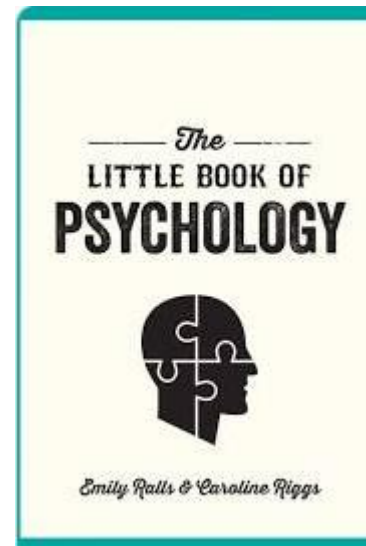
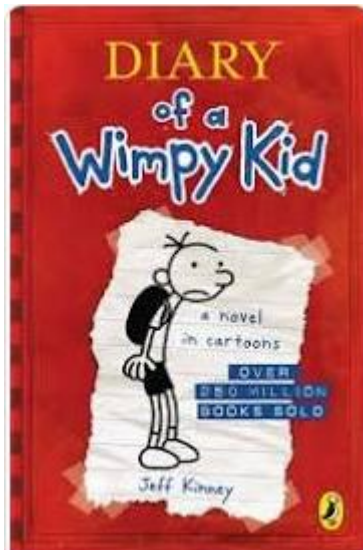
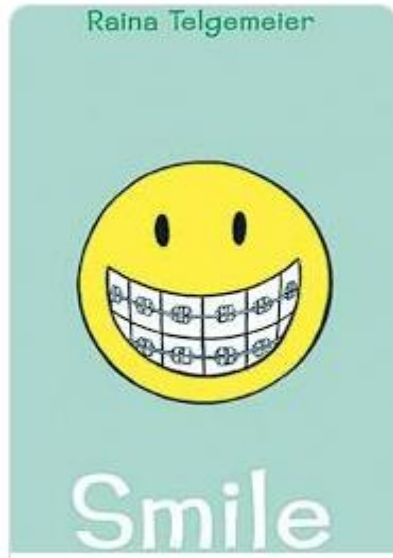
How do you feel about today's lesson



Why?

Lessons 11–12 *Bundle of Sticks*

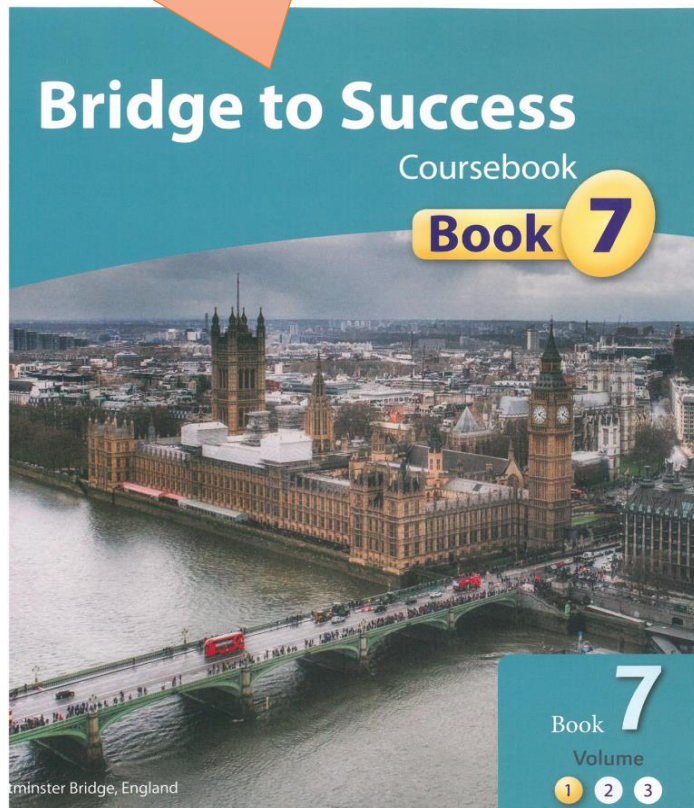
- Do you like humorous books or do you prefer serious ones?
Give some examples of books you've enjoyed.



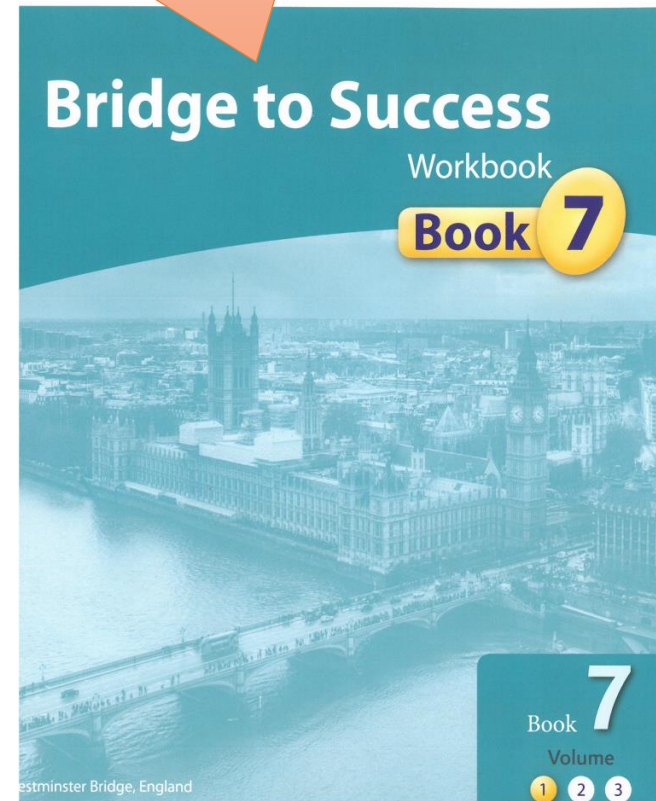
Lesson 11

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My Learning Outcomes

1. To read and understand the content of a narrative story about three brothers who do not get along well.
2. To summarise and sequence parts of a narrative into the beginning, middle and end.
3. To create a poster to communicate the message Unity is strength.



Vocabulary

Key vocabulary: Unity is strength



humorous



serious



quarrel



unite



immediately



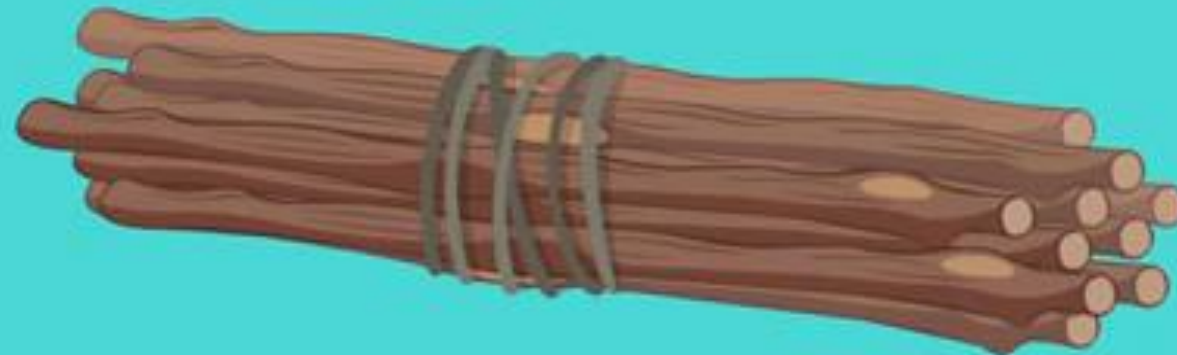
failure

Watch the video. What do you know about the bundle of sticks story?

Write the answer in the LMS



THE BUNDLE OF STICKS



1 21st Read the story. Do you think *Bundle of Sticks* is a humorous story or a **serious** one?

Bundle of Sticks

Once upon a time, an old man lived with his three sons in a village. All three of his sons were hard workers. However, they couldn't agree with each other and quarrelled all the time. The old man tried hard to unite them, but he failed. While the villagers admired their hard work and efforts, they also made fun of them for quarrelling.

Months passed by and the old man fell ill. He asked his sons to be united, but none of them listened to his words. So, he decided to teach them a lesson to make them put aside their differences and stay united.

The old man called his sons to him. He told them, 'I will give you a bundle of sticks. You must separate each stick from the bundle and break it into two pieces. The one who breaks the sticks most quickly will be rewarded more.'

The sons agreed. The old man gave a bundle of sticks to each of them. The sons took each stick from the bundle and broke it into pieces within minutes.

They immediately started to quarrel among themselves as to who came first.

The old man said, 'Dear sons, the game is not over. Now I will give you each another bundle of sticks. This time you must break the sticks as a bundle, not as separate sticks.'



The sons agreed and began to try to break their bundle of sticks. Try as they might, they could not break it.

The sons told their father about their failure to complete the task.

The old man replied, 'Dear sons, see! You could easily break the single sticks into pieces, but you were not able to break the bundle! The sticks were the same. If you quarrel with your brothers all the time, you will be easily defeated. But if you stay united, nobody can harm you. I beg you to stay united.'

The three sons finally understood the power of unity and promised their father that whatever the problem, they would all stay together.

Moral: Unity is strength!

03:00

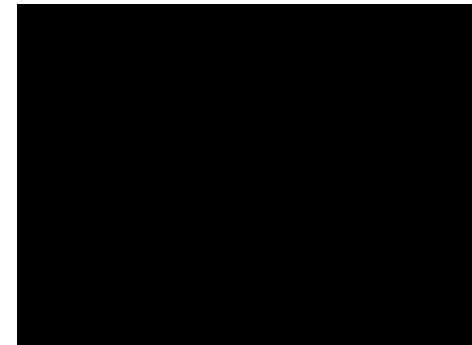
MR. TIMER

Bundle of Sticks

Once upon a time, an old man lived with his three sons in a village. All three of his sons were hard workers. However, they couldn't agree with each other and quarrelled all the time. The old man tried hard to unite them, but he failed. While the villagers admired their hard work and efforts, they also made fun of them for quarrelling.

Months passed by and the old man fell ill. He asked his sons to be united, but none of them listened to his words. So, he decided to teach them a lesson to make them put aside their differences and stay united.

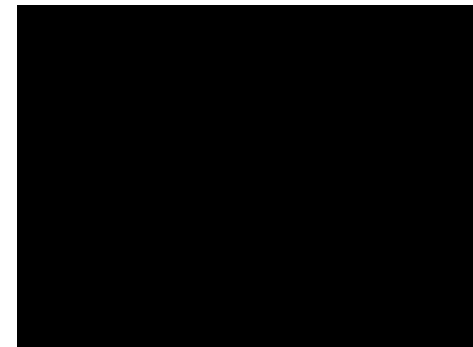
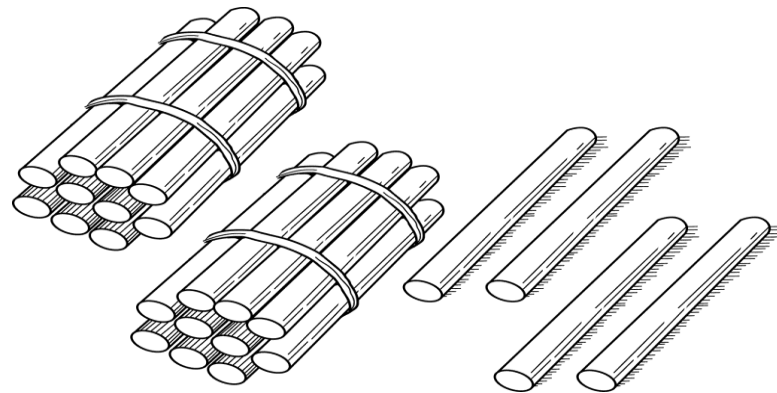
The old man called his sons to him. He told them, 'I will give you a bundle of sticks. You must separate each stick from the bundle and break it into two pieces. The one who breaks the sticks most quickly will be rewarded more.'



The sons agreed. The old man gave a bundle of sticks to each of them. The sons took each stick from the bundle and broke it into pieces within minutes.

They immediately started to quarrel among themselves as to who came first.

The old man said, 'Dear sons, the game is not over. Now I will give you each another bundle of sticks. This time you must break the sticks as a bundle, not as separate sticks.'



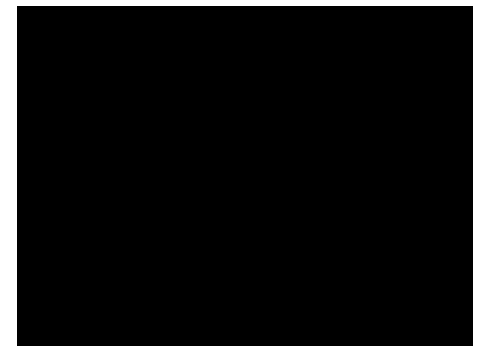
The sons agreed and began to try to break their bundle of sticks. Try as they might, they could not break it.

The sons told their father about their failure to complete the task.

The old man replied, 'Dear sons, see! You could easily break the single sticks into pieces, but you were not able to break the bundle! The sticks were the same. If you quarrel with your brothers all the time, you will be easily defeated. But if you stay united, nobody can harm you. I beg you to stay united.'

The three sons finally understood the power of unity and promised their father that whatever the problem, they would all stay together.

Moral: Unity is strength!



- 1 Think about the story *Bundle of Sticks*. Complete the sentences with the words from the box.

• passed • couldn't • teach • admired • listened • lived • tried • three

- 1 An old man lived with his three sons in a village.
- 2 All three of his sons were hard workers.
- 3 However, they couldn't agree with each other and quarrelled all the time.
- 4 The old man tried to unite them, but he failed.
- 5 While the villagers admired their hard work and efforts, they also made fun of them for quarrelling.
- 6 Months passed by and the old man fell ill.
- 7 He asked his sons to be united, but none of them listened to his words.
- 8 So, he decided to teach them a lesson to make them put aside their differences and stay united.

Writing

- 2 Why did the old man want his sons to learn the importance of unity?
Create a poster to promote the message *Unity is strength*.

Here are some ideas to help you get started:

- Use a phrase like *Staying together will make you stronger*.
- Use bullet points with simple advice like *Remember to work together as a team*.
- Draw a picture of people standing together looking happy.



- 2 Complete the table to explain what happened in the beginning, middle and end of the story.
Use only one or two sentences in each section.

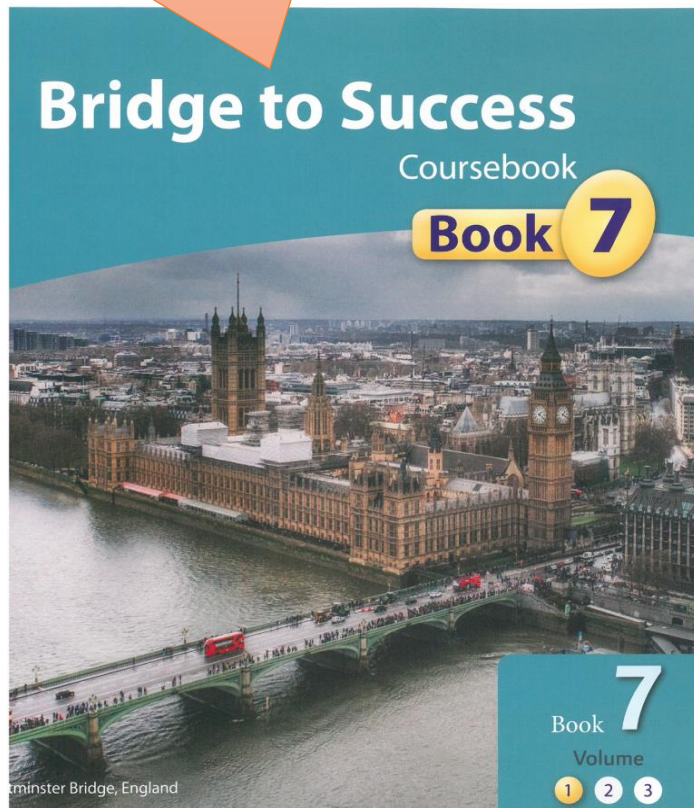
Beginning	
Middle	
End	



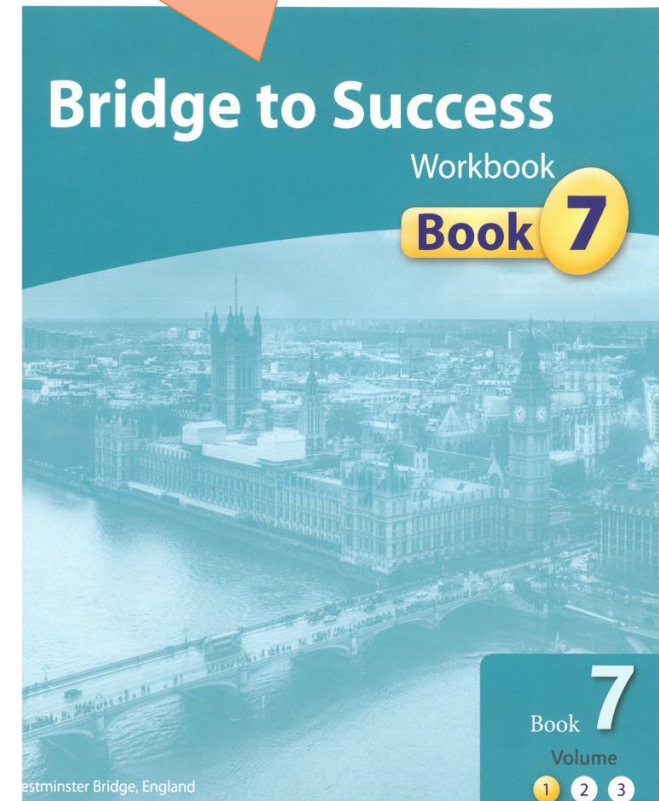
Lesson 12

Open on page:

page 25



page 27



My Learning Outcomes

1. To scan the story to find meanings for words and phrases
2. To discuss similarities and differences, and make comparisons to themes in a text
3. To write short story similar to Bundle of Sticks.



Do you remember the story
“Bundle of Sticks”?

Watch the
story in similar
theme text

Vocabulary

Key vocabulary: teach (someone) a lesson



quarrel



disagree



admire



Bundle of sticks



reward



immediately



failure



defeat



promise



villager



unite



argue

Reading

- 3** Re-read the story *Bundle of Sticks*.

Reading strategy

There are different ways of reading a text quickly. If you want to understand the main points, skim the text. If you want to find specific information, scan the text.

Vocabulary

- 4** Match the words and phrases to their definitions.

- | | |
|------------------------|---|
| d 1 quarrelled | a to think very highly of |
| g 2 unite | b lack of success |
| a 3 admired | c to receive what one deserves |
| h 4 bundle | d had an angry argument or disagreement with someone |
| c 5 rewarded | e straight away |
| e 6 immediately | f to give one's word |
| b 7 failure | g to come or bring together |
| i 8 defeated | h a collection of things tied together |
| f 9 promised | i beaten in a battle |



5 Answer the questions.

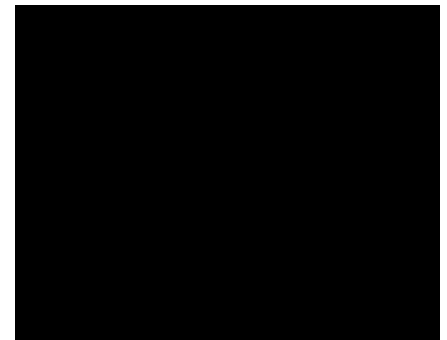
- 1 Where did the old man and his sons live? **In a village.**
- 2 Why did the villagers admire the sons? **They were hard-working.**
- 3 Why did the villagers make fun of the sons? **Because they quarreled.**
- 4 What happened when the old man fell ill? **He asked his sons to be united**
- 5 What did the old man want his sons to do with the bundle of sticks? **He wanted them to separate each stick and break it into two pieces. Then he wanted to break the sticks as bundle, not as separate sticks**
- 6 How did the old man teach his sons a lesson? **6- By showing them that the individual sticks would break, but the bundle would not.**
- 7 What does the story teach us? **It teaches us that you are stronger when working as a group than as an individual.**

Speaking



6 Work in groups. Discuss these questions.

Do you know anyone like the father or the three brothers in *Bundle of Sticks*?
How are they similar? How are they different?

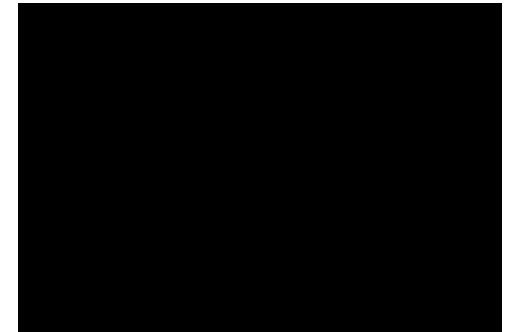


3 Find these words in the wordsearch.

- argue
- brothers
- bundle
- defeated
- disagree
- lesson
- quarrel
- sticks
- villagers
- unite

d	i	s	a	g	r	e	e			q	
e			r							u	
f			g							a	
e		b	u	n	d	l	e			r	v
a			e							r	i
t										e	l
e	l									l	l
d	e										a
	s	t	i	c	k	s					g
	s						u	n	i	t	e
	o										r
	n			b	r	o	t	h	e	r	s

Workbook p. 27



4 Write your own short story in a similar style to *Bundle of Sticks*. Use these questions to help you plan your story:

- 1** Who will be your 'old man' character?
- 2** Who will be your 'three brothers' characters?
- 3** Will there be a reason that the characters don't get on well?
- 4** How will they be taught the lesson that unity is strength?

Use the following to begin your story.

Once upon a time, _____ lived with _____ in a village. All of them were hard workers. However, they couldn't agree with each other ...



<https://quizizz.com/admin/quiz/5900e0f18d05b2100087ce07>



ALEF



Personal Identity

17. Using Vocabulary Words Two



Locked

10:00

Exit ticket

How do you feel about today's lesson



Why?

Lesson 13 **Keeping in touch**

Speaking

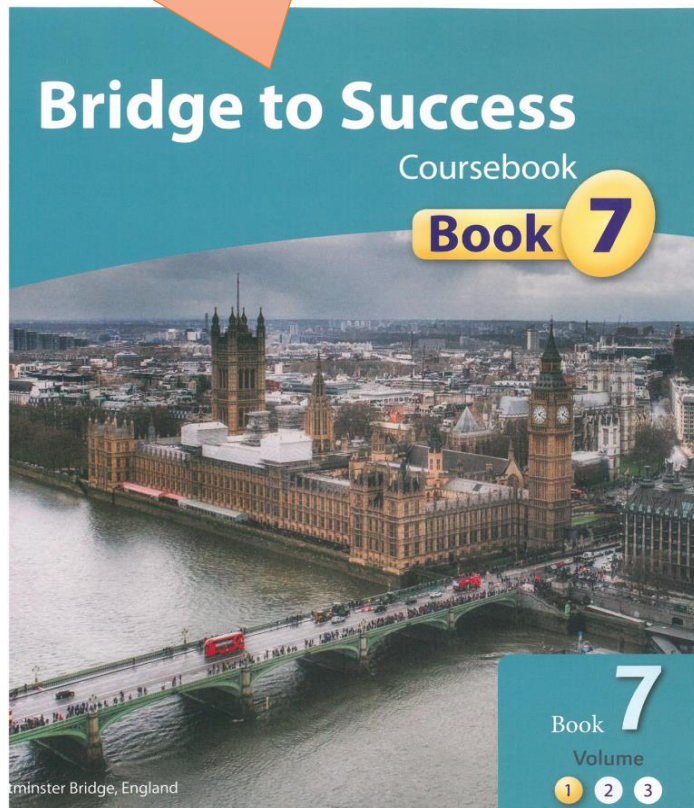
- 1** Do you have some relatives or friends that live far away? Do you have relatives that you don't see very often? How do you keep in touch with them? How often do you speak or write to them?



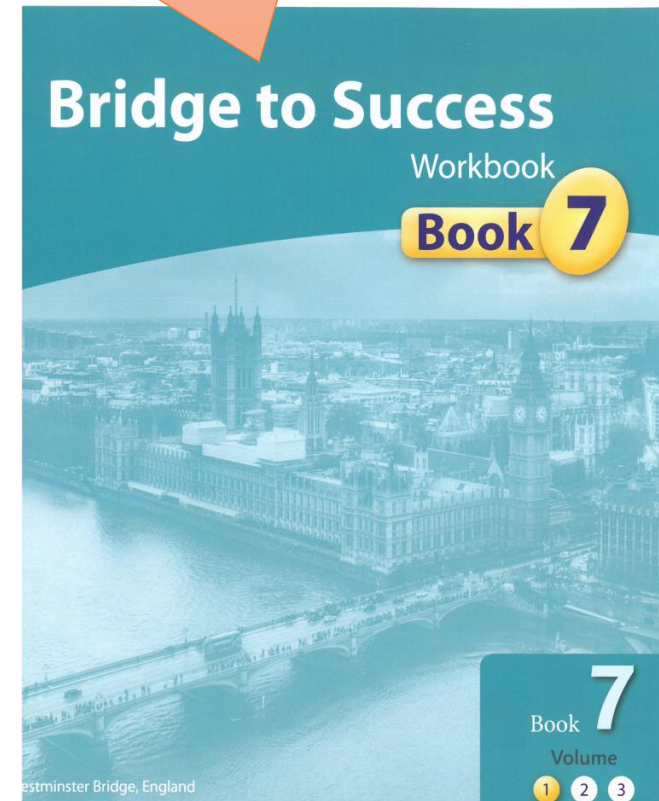
Lesson 13

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My Learning Outcomes

1. To talk about ways of keeping in touch with relatives that may live far away and the methods used to communicate.
2. To read and understand email and letter extracts written to family members.
3. To use and apply the present perfect simple.



Watch the video. What is the difference between past simple rule and present perfect simple rule?

Write the answer in the LMS

Vocabulary

Key vocabulary: grandma, dolphin

Key expressions:

Present perfect simple: I have met - He has just taken - Have you seen?

Use of English: Present perfect simple and past simple

Coursebook p. 26

Present perfect simple

We use the present perfect simple to talk about situations continuing up to the present.

Which hobbies have you enjoyed doing this year?

I've enjoyed walking.

Has mum spoken to you about the party?

Past simple

Remember: we use the past simple to talk about situations which have ended.

Which hobbies did you enjoy doing last year?

I enjoyed walking.

Language tip

We also use the present perfect simple when we don't specify a past time.

What *have you done* to keep active?

I've walked to school.

Reading

- 2 Look at the information in the *Use of English* box. Then find examples of the present perfect simple in the texts on the right. and past simple

Dear Grandma,

How are you?

I have just started at my new school. I'm really enjoying it. I have met lots of new friends and I have joined the games club too. Dad and I have discussed when we can come to visit you and he suggests that the next school holidays will be a good time. Have you seen that new film – the one about the dolphins? I saw it the other day with Mum. We loved it. I hope to hear back from you soon.

Love from Emily



3 Emily and Hassan keep in touch with their relatives by letter and by email. Read their correspondences. Answer the questions.

- 1** How does Emily feel about her new school? Emily likes her new school.
- 2** When does Emily suggest she might visit her grandmother? In the next school holidays.
- 3** What did Emily do recently with her mum? She saw the new dolphin film.
- 4** Who has Hassan sent an email to? His dad.
- 5** Who has taken an important exam? Hassan's cousin Zaffi.
- 6** Why is Hassan in trouble? He has lost his keys.

1 Circle the correct option in each sentence.

- 1 Jim **went** / has gone to the shop yesterday.
- 2 I **knew** / **have known** your Aunt Mary for three years.
- 3 **Have you done** / Did you do your homework yet?
- 4 He **played** / **has played** football since he was three years old.
- 5 Oh no, I can't find the keys. I **lost** / **have lost** them.

2 Complete the sentences in the present perfect simple.

- 1 I've met _____.
- 2 In class, we've discussed _____.
- 3 Have you seen _____.
- 4 I've had _____ for lunch.
- 5 My parents have lived _____.
- 6 My friend has just taken _____.
- 7 Have you finished _____.
- 8 I've lost _____.



- 3** Write an informal letter to a relative that you haven't seen for a while. Remember to ask them questions about their life, as well as telling them about what you have been doing.

Self-assessment

- 4** Can you do all of these tasks?

- I can use apostrophes for possession and contractions.
- I can use adjectives to describe personality.
- I can write a description of my family history.
- I can ask and answer questions about family members.

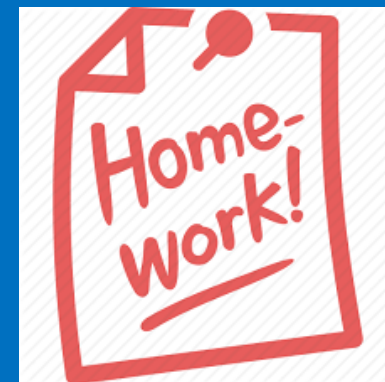
Reflect on your learning

Think about the activities you have completed in the last seven lessons. Write answers to these questions.

- Which kind of activities did you find the most challenging: vocabulary, speaking, listening or writing? Why?
- What do you think you can do to improve your skills in this type of activity?



ALEF



Exit ticket

How do you feel about today's lesson



Why?




ALEF



Personal Identity


14. Using Who

 Locked



Personal Identity

15. Using Adjectives

 Locked



Personal Identity

17. Using Vocabulary Words Two

 Locked



Personal Identity

19. Show My Learning

 Locked



03:00

MR. TIMER



SPACETEAM

A CHAOTIC AND COOPERATIVE CARD GAME