



Emma
Heyderman

Fiona
Mauchline

Ana-Magdalena
Iordăchescu

Mariana
Stoenescu

5

Limba modernă 1

Limba engleză

Manual pentru clasa a V-a

Manualul școlar a fost aprobat prin Ordinul ministrului Educației Naționale nr.

Manualul este distribuit elevilor în mod gratuit, atât în format tipărit, cât și digital, și este transmisibil timp de patru ani școlari, începând cu anul școlar 2017–2018.

Inspectoratul școlar

Școala/Colegiul/Liceul

ACEST MANUAL A FOST FOLOSIT:

Anul	Numele elevului	Clasa	Anul școlar	Aspectul manualului*			
				format tipărit		format digital	
				la primire	la predare	la primire	la predare
1							
2							
3							
4							

* Pentru precizarea aspectului manualului se va folosi unul dintre următorii termeni: nou, bun, îngrijit, neîngrijit, deteriorat.

- Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.
- Elevii nu vor face niciun fel de însemnări pe manual.

Limba modernă 1. Limba engleză. Manual pentru clasa a V-a

Emma Heyderman, Fiona Mauchline, Ana-Magdalena Iordăchescu, Mariana Stoenescu

Referenți științifici: prof. univ. dr. Bogdan Ștefănescu – Departamentul de Engleză, Facultatea de Limbi și literaturi străine,

Universitatea din București

prof. dr. gr. I Mihaela-Raluca Ionescu – Școala Gimnazială nr. 119 din București



Prelucrare după:

Motivate, Student's Book 1 © **MacMillan Publishers Limited**/ Emma Heyderman și Fiona Mauchline, 2013

Motivate, Workbook 1 © **MacMillan Publishers Limited**/ Emma Heyderman și Fiona Mauchline, 2013

Ediție publicată sub licență. Edițiile originale au fost publicate pentru prima dată în 2013

de MacMillan Publishers Limited

Copyright © 2017 Grup Media Litera

Toate drepturile rezervate



Editura Litera

O.P. 53; C.P. 212, sector 4, București, România

tel.: 021 319 63 90; 031 425 16 19; 0752 548 372

e-mail: comenzi@litera.ro

Ne puteți vizita pe



Editor: Vidrașcu și fiii

Redactor: Gabriela Niță

Corector: Carmen Bîțlan

Credite foto: Dreamstime, Shutterstock

Copertă: Vlad Panfilov

Tehnoredactare: Olimpia Bolozan, Banu Gheorghe

Descrierea CIP a Bibliotecii Naționale a României

Limba modernă 1 - limba engleză:

manual pentru clasa a V-a/Emma Heyderman,
Ana-Magdalena Iordăchescu, Fiona Mauchline,
Mariana Stoenescu. - București: Litera, 2017

ISBN 978-606-33-2022-4

I. Heyderman, Emma

II. Mauchline, Fiona

III. Iordăchescu, Ana-Magdalena

IV. Stoenescu, Mariana

811.111

**Programa școlară pentru disciplina
LIMBA MODERNĂ 1 clasa a V-a
School curriculum for
MODERN LANGUAGE 1, 5th grade**

Competențe generale	General competences
1. Receptarea de mesaje orale în situații de comunicare uzuală	1. Receive oral messages in routine exchanges
2. Exprimarea orală în situații de comunicare uzuală	2. Oral communication in routine exchanges
3. Receptarea de mesaje scrise în situații de comunicare uzuală	3. Receive written messages in routine exchanges
4. Redactarea de mesaje în situații de comunicare uzuală	4. Write messages in routine exchanges

Competențe specifice	Specific competences
1.1. Identificarea sensului global al unor mesaje și dialoguri uzuale, clar articulate	1.1. Identify the global meaning of some clearly articulated simple messages and dialogues
1.2. Identificarea semnificației unor schimburi verbale uzuale și clar articulate, în situația în care interlocutorul oferă ajutor pentru a facilita înțelegerea	1.2. Identify the meaning of some common and clearly articulated verbal exchanges, when the interlocutor facilitates understanding
1.3. Manifestarea curiozității față de unele elemente specifice spațiului cultural al limbii studiate	1.3. Manifest curiosity towards some specific cultural elements of the studied language
2.1. Prezentarea simplă a unei persoane / a unui personaj	2.1. Simple presentation of a person / a character
2.2. Stabilirea de contacte sociale pe baza unor formule conversaționale simple (salut, bun rămas, prezentare, mulțumire, instrucțiuni)	2.2. Establish social contacts based on simple conversational routines (greetings, bidding farewell, introductions, thanks, instructions)
2.3. Exprimarea preferințelor	2.3. Expressing preference
2.4. Manifestarea disponibilității pentru participarea la dialog	2.4. Express willingness to participate in a dialogue
3.1. Identificarea informațiilor din panouri și semne aflate în locuri publice pentru facilitarea orientării	3.1. Identify information from posters and signs in public places, in order to facilitate orientation
3.2. Extragerea informațiilor dintr-un text scurt, însoțit de ilustrații	3.2. Extract information from a short, illustrated text
3.3. Identificarea informațiilor din mesaje scrise simple de la prieteni sau de la colegi	3.3. Identify information in simple written messages from friends or classmates
3.4. Manifestarea curiozității pentru lectura de orientare	3.4. Manifest curiosity for reading for orientation
4.1. Redactarea de mesaje simple și scurte	4.1. Write simple, short messages
4.2. Descrierea unor aspecte ale vieții cotidiene (oameni, locuri, școală, familie, hobby-uri), folosind propoziții scurte	4.2. Describe aspects of daily life (people, places, school, family, hobbies) using short sentences
4.3. Manifestarea disponibilității pentru schimbul de mesaje scrise simple	4.3. Manifest willingness to exchange simple written messages

What's in this textbook? Let's take a tour!

Ce cuprinde acest manual? Să facem o trecere în revistă!

The printed version • Varianta tipărită

This textbook is an attractive and motivating course with clearly-structured skills and grammar syllabus, and a focus on natural communication. Students become aware of being confident learners and excellent communicators. They discover how to achieve success – at school, in exams and throughout their life!

This **Student's Book** includes:

- ✓ A starter unit of three pages.
- ✓ Eight modules of 12 pages.
- ✓ A two-page Progress Check after modules 2, 4, 6, 8.
- ✓ Six pages of Final revisions at the end of the textbook.
- ✓ Two pages of sketches, jokes, tongue twisters.
- ✓ A Digibook CD-ROM.

Acest manual este un curs atractiv și motivant, cu activități de vocabular și gramatică bine structurate fiind centrat pe comunicarea naturală. Elevii devin conștienți de capacitățile lor, încrezători în procesul de învățare și vorbitori excelenți. Ei descoperă calea spre succes – la școală, la examene și pe tot parcursul vieții!

Manualul elevului include:

- ✓ Un modul introductiv de trei pagini.
- ✓ Opt module de 12 pagini.
- ✓ Patru teste de evaluare de câte două pagini după modulele 2, 4, 6, 8.
- ✓ Șase pagini de Recapitulări finale la sfârșitul manualului.
- ✓ Două pagini de schițe, glume și exerciții de dicție.
- ✓ Un CD-ROM cu manualul în format digital.

Vocabulary

Now say it!

Vocabulary

1. Which of the words in the box describe the actions in the pictures?

2. Read and repeat.

3. Copy and complete the table with the words in the box. Can you add more?

Tip In general, we use -ing verbs for sports. You finished a game or something, but you continue to do something.

4. Put the activities in exercise 3 in your order of preference. Compare your list with a partner. 1. my friend; 2. at school.

5. **Now say it!** Listen to Alex and David. What sports do you do in your class?

6. Ask a classmate. Ask and answer questions about the sports you do.

7. Report to the class what sports the students in your group like doing in their lessons.

8. Ask your group. Write and draw 40 activities.

Reading

Street dancing in schools: is it PE?

Read the text from a newspaper article. Do you think the article is about a normal PE lesson?

1. What sports do British students usually do at school? Is riding a bicycle, football, hockey or contemporary dancing, and is a sport? Is it often serious or relaxing? For an English PE teacher, however, an afternoon, he had an idea that was different.

2. What are the students doing at school? Do you think it is a normal PE lesson?

3. What is street dancing and why are students doing it at school? There are many different types of street dance, but it's basically a combination of hip-hop, break, funk and jazz or funk music. It's a mix of fun and all the students have a good time. The students at High Park School have street dancing and are really happy. But is it sport? Street dancing isn't like Olympic sport. But the teachers don't like doing competitive sports like rugby or football. They don't have time for these activities in their lessons.

4. What are the students doing at school? Do you think it is a normal PE lesson?

5. What is street dancing and why are students doing it at school? There are many different types of street dance, but it's basically a combination of hip-hop, break, funk and jazz or funk music. It's a mix of fun and all the students have a good time. The students at High Park School have street dancing and are really happy. But is it sport? Street dancing isn't like Olympic sport. But the teachers don't like doing competitive sports like rugby or football. They don't have time for these activities in their lessons.

6. What are the students doing at school? Do you think it is a normal PE lesson?

7. What is street dancing and why are students doing it at school? There are many different types of street dance, but it's basically a combination of hip-hop, break, funk and jazz or funk music. It's a mix of fun and all the students have a good time. The students at High Park School have street dancing and are really happy. But is it sport? Street dancing isn't like Olympic sport. But the teachers don't like doing competitive sports like rugby or football. They don't have time for these activities in their lessons.

8. What are the students doing at school? Do you think it is a normal PE lesson?

9. What is street dancing and why are students doing it at school? There are many different types of street dance, but it's basically a combination of hip-hop, break, funk and jazz or funk music. It's a mix of fun and all the students have a good time. The students at High Park School have street dancing and are really happy. But is it sport? Street dancing isn't like Olympic sport. But the teachers don't like doing competitive sports like rugby or football. They don't have time for these activities in their lessons.

Grammar

Pronunciation

Grammar

Present continuous

affirmative	short form
I am understanding	I'm understanding
You are understanding	You're understanding
He/She/It is understanding	He/She/It's understanding
We/You/They are understanding	We/You/They're understanding

negative	short form
I am not understanding	I'm not understanding
You are not understanding	You're not understanding
He/She/It is not understanding	He/She/It isn't understanding
We/You/They are not understanding	We/You/They aren't understanding

Tip We use the Present continuous for actions taking place at the moment of speaking.

1. Copy and complete the table with the sign form of the verbs in the box. Use the spelling rules on page 6 to help you.

2. Complete the sentences with the present continuous form of the verbs in brackets.

3. Read the text. Complete the underlined sentences. Some people... (study) and others... (play) a sport. (Some people are studying and others are playing a sport.)

4. Listen to the text. Complete the underlined sentences. Some people... (study) and others... (play) a sport. (Some people are studying and others are playing a sport.)

Pronunciation

1. Listen and repeat.

2. Write complete sentences in your notebook using the present continuous negative.

3. Listen to the tape.

4. Write the words in the box. Use the spelling rules on page 6 to help you.

5. Listen to the tape. Write the words in the box. Use the spelling rules on page 6 to help you.

6. Listen to the tape. Write the words in the box. Use the spelling rules on page 6 to help you.

The **Vocabulary** is introduced through representative pictures and recorded so that students can practice the pronunciation.

The **Now say it!** box includes a listening activity, leading into a speaking activity meant to practice the vocabulary in short dialogues.

The **Reading** texts are informative and interesting and show the language in context. They promote communication skills and reading for pleasure.

The **Grammar** is presented with clear grammar tables. Graded exercises help students practise the form and meaning of the grammar.

The **Pronunciation** box appears in every unit.

Vocabularul este prezentat prin intermediul unor imagini reprezentative și înregistrat astfel încât elevii să poată exersa pronunția.

Caseta *Acum e rândul tău!* include o activitate de ascultare, care conduce către exersarea vocabularului prin scurte dialoguri.

Textele de *Exersarea citirii* sunt bogate în informații și interesante și ilustrează folosirea limbii în contexte. Ele promovează abilitățile de comunicare și plăcerea lecturii.

Gramatica este prezentată în tablele clare. Exerciții cu grade diferite de dificultate îi ajută pe elevi să exerseze noțiunile de gramatică predate.

Caseta *Pronunție* apare în fiecare unitate.

Writing

Writing an e-mail

Read and listen. Answer the questions.

- What is the teacher's name?
- What is the teacher's job?
- What is the teacher's name?
- What is the teacher's job?

Write an e-mail about your favourite sport. Follow these steps.

Step 1 Plan

Match the sentences from the model with the words.

- I love the beach.
- I love to go to the beach.
- I love to go to the beach.
- I love to go to the beach.
- I love to go to the beach.
- I love to go to the beach.
- I love to go to the beach.
- I love to go to the beach.

Step 2 Write

Write an e-mail about your favourite sport. Use your notes from Step 1 and the model.

Step 3 Check

Check your work. Try to include as many of the words as possible.

Step 4 Write

Write your e-mail and hand it in to your teacher.

Speaking

Speaking Going to a party

Listen

- What is the speaker's name? What type of party is it? What is he talking about?
- What is the speaker's name? What type of party is it? What is he talking about?
- What is the speaker's name? What type of party is it? What is he talking about?

Practise

- Order the words to make questions. Write your questions.
- Order the words to make questions. Write your questions.
- Order the words to make questions. Write your questions.

Functional language

Making and accepting invitations

Write a dialogue between you and Ben.

Culture

Speaking task

Write a dialogue between you and Ben.

Step 1

Imagine it is your birthday and you are having a party at home. Choose a party game to play.

Step 2

Decide what you are going to do at the party.

Step 3

Write a dialogue between you and Ben.

Step 4

Work in pairs. Take it in turns to practise your dialogue.

Culture Festivals

The summer is a great time to visit Australia. Australia is a big country with many different cultures and traditions. There are many festivals and events throughout the year. Some of the most famous festivals in Australia are the Sydney Opera House, the Melbourne International Comedy Festival, and the Sydney New Year's Eve celebration.

The **Writing** page provides a model for different text types.

The **Speaking** section introduces the foreign language in routine exchanges.

The **Culture** section highlights different aspects of life in a variety of English – speaking countries.

Paginile de **Redactare** oferă un model pentru diferite tipuri de texte.

Pagina dedicată **Exprimării orale** introduce limba modernă în situații de comunicare uzuală.

Textele din secțiunea **Cultură** evidențiază diverse aspecte ale vieții din țări în care se vorbește limba engleză.

Progress check

Progress check 3 (Module 5-6)

Match 1-7 with a to make daily routines. Write in your notebook.

1. I get up at 7 o'clock.
2. I brush my teeth.
3. I take a shower.
4. I go to school.
5. I have breakfast.
6. I go to bed.
7. I eat dinner.

Match the verbs to the pictures.

Write the sentences with the present continuous form of the verbs.

Write the sentences with the present continuous form of the verbs.

Write the sentences with the present continuous form of the verbs.

Final revisions

Final revision 1

Vocabulary Grammar

Order the words to make sentences. Write the sentences that are true for you.

Choose the correct answer and write in your notebook.

Write complete sentences about the Marina Life Centre.

Copy and complete the sentences with the correct subject or object pronouns.

Every two modules are followed by a two-page **Progress check** to revise vocabulary and grammar.

The six pages of **Final revisions** invite students to revise and consolidate the vocabulary and grammar from all the modules.

După fiecare două module există două pagini de **Evaluare** menite să recapituleze vocabularul și noțiunile de gramatică predate.

Cele șase pagini de **Recapitulări finale** invită elevii să repete și să consolideze noțiunile de vocabular și gramatică predate.

The Digibook • Varianta digitală



The content of the digital version of the Student's book (The Digibook) is similar to the one in the printed version and it also includes a range of interactive multimedia learning activities (static, animated, interactive).

Forma electronică a manualului școlar are un conținut similar variantei tipărite a manualului și cuprinde, în plus, o serie de activități multimedia interactive de învățare (stative, animate, interactive).

AMII static
AMII static



AMII animated
AMII animat



AMII interactive
AMII interactiv



This icon helps you identify the pages containing multimedia learning activities.

Acest simbol te ajută să identifici paginile din manual cu activități multimedia de învățare.

Module	Vocabulary	Grammar
 Starter module page 8	<ul style="list-style-type: none"> ▪ Introductions 	<ul style="list-style-type: none"> ▪ Demonstrative pronouns ▪ The alphabet and spelling
Module 1 My world page 11	<ul style="list-style-type: none"> ▪ Countries and nationalities ▪ Family 	<ul style="list-style-type: none"> ▪ <i>be</i>: present simple ▪ Subject pronouns and possessive adjectives ▪ Possessive 's ▪ Question words
Module 2 Appearance page 23	<ul style="list-style-type: none"> ▪ Parts of the body ▪ Adjectives of physical description 	<ul style="list-style-type: none"> ▪ <i>have got</i> ▪ Singular and plural nouns
 Progress check 1 page 35		
Module 3 Out and about page 37	<ul style="list-style-type: none"> ▪ Places in town ▪ Landscape features 	<ul style="list-style-type: none"> ▪ <i>there is / there are</i> ▪ Prepositions of place ▪ Prepositions of movement ▪ <i>a / an, some, any</i> ▪ Question words
Module 4 Healthy living page 49	<ul style="list-style-type: none"> ▪ Food ▪ Free-time activities 	<ul style="list-style-type: none"> ▪ Countable – Uncountable nouns ▪ Present simple ▪ Expressing likes and dislikes
 Progress check 2 page 63		
Module 5 School life page 65	<ul style="list-style-type: none"> ▪ Daily routines ▪ School subjects 	<ul style="list-style-type: none"> ▪ Adverbs of frequency ▪ Word order: questions ▪ Expressing ability – <i>can</i>
Module 6 Sport for all page 77	<ul style="list-style-type: none"> ▪ Sport ▪ Adjectives of opinion 	<ul style="list-style-type: none"> ▪ Present continuous ▪ Present simple and present continuous
 Progress check 3 page 89		
Module 7 House and home page 91	<ul style="list-style-type: none"> ▪ Rooms and furniture ▪ Gadgets 	<ul style="list-style-type: none"> ▪ Definite and indefinite articles ▪ Imperative
Module 8 Celebrate! page 103	<ul style="list-style-type: none"> ▪ Clothes and accessories ▪ Weather and seasons 	<ul style="list-style-type: none"> ▪ Asking for permission – <i>may / may not</i> ▪ <i>Present simple</i> and present continuous (extensive practice)
 Progress check 4 page 115		
 Class portfolio page 117	 Let's have fun! page 121	 Final Revisions page 122

Reading	Listening	Speaking	Writing	Culture & CLIL
<ul style="list-style-type: none"> ▪ Times ▪ Classroom objects 	<ul style="list-style-type: none"> ▪ Colours 	<ul style="list-style-type: none"> ▪ Classroom language 		
<ul style="list-style-type: none"> ▪ Around the world on a comic ▪ The name game 	<ul style="list-style-type: none"> ▪ Stamps 	<ul style="list-style-type: none"> ▪ Making friends ▪ Giving personal information 	<ul style="list-style-type: none"> ▪ A personal profile 	 After-school clubs  Literature
<ul style="list-style-type: none"> ▪ Really weird animals ▪ Create your own avatar! 	<ul style="list-style-type: none"> ▪ Cats and dogs 	<ul style="list-style-type: none"> ▪ Looking after pets ▪ Giving instructions 	<ul style="list-style-type: none"> ▪ Describing people 	 Pets  Science
<ul style="list-style-type: none"> ▪ A place with a difference ▪ <i>Tropical Islands</i> 	<ul style="list-style-type: none"> ▪ In town 	<ul style="list-style-type: none"> ▪ A day out ▪ Giving directions 	<ul style="list-style-type: none"> ▪ Describing places – A city guide 	 New Year's Eve  History
<ul style="list-style-type: none"> ▪ Food myths ▪ Have you got a healthy lifestyle? 	<ul style="list-style-type: none"> ▪ Healthy eating 	<ul style="list-style-type: none"> ▪ At the café ▪ Ordering food 	<ul style="list-style-type: none"> ▪ Writing a blog 	 British food  Physical Education
<ul style="list-style-type: none"> ▪ A day in the life of a child genius ▪ Redroofs 	<ul style="list-style-type: none"> ▪ Hidden talents 	<ul style="list-style-type: none"> ▪ Buying a ticket 	<ul style="list-style-type: none"> ▪ A magazine article 	 Performing arts  Maths
<ul style="list-style-type: none"> ▪ Street dancing in schools: is it PE? ▪ Snowboarding blog 	<ul style="list-style-type: none"> ▪ Unusual sports 	<ul style="list-style-type: none"> ▪ Going out ▪ Making arrangements 	<ul style="list-style-type: none"> ▪ Writing an e-mail 	 Traditional sports  Language
<ul style="list-style-type: none"> ▪ History on an English street ▪ Useful gadgets: the toothbrush 	<ul style="list-style-type: none"> ▪ My favourite room 	<ul style="list-style-type: none"> ▪ Asking for information ▪ Giving instructions and performing commands 	<ul style="list-style-type: none"> ▪ A story 	 The White House  Art
<ul style="list-style-type: none"> ▪ Dressing for the occasion ▪ Come to Glastonbury ... but bring your umbrella! 	<ul style="list-style-type: none"> ▪ Fancy dress 	<ul style="list-style-type: none"> ▪ Going to a party ▪ Making and accepting invitations 	<ul style="list-style-type: none"> ▪ Writing an e-message 	 Festivals around the world  Music



Let's have fun!

page 128



Starter module



Introductions

- Read and listen. What are the students' names? What is the teacher's name?
- INTERFACE** Work in pairs. Introduce people in your class.

That's Lucy. She's my classmate.

Competences: 1.1; 1.2; 2.1; 2.2; 2.4.



The alphabet and spelling

- Listen and repeat the alphabet.

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

- Listen to the teacher taking the register. What's Alex's full name?
- INTERFACE** Work in pairs. What's your partner's full name? How do you spell it?

What's your name?

It's Joanna Harrison.

How do you spell it, please?

*It's J-O-A-N-N-A
H-A-R-R-I-S-O-N.*



My school bag

8 Look at Emily's bag. Match objects 1–10 with the words in the box.

1 – book

book dictionary notebook pen pencil pencil case
pencil sharpener rubber ruler school bag



9 Listen and repeat.

Times

6 Match the clocks with the times below.



- | | |
|---------------------|----------------------|
| 1 quarter to eleven | 4 ten past two |
| 2 three o'clock | 5 five to nine |
| 3 half past twelve | 6 quarter past three |

7 What time is your ...

- | | |
|----------------|----------------|
| 1 first class? | 3 lunch? |
| 2 break time? | 4 last lesson? |

Colours

10 Match the colours with the objects in exercise 9. Which colour can't you see?

black blue brown green orange
pink purple red white yellow

The book is green.

Classroom language

11 Match questions 1–5 with answers a–e.

How do you say 'creion' in English? It's 'pencil'.

- | | |
|---------------------------------------|-----------------------------------|
| 1 How do you say 'creion' in English? | a) Yes, of course. It's 'pencil'. |
| 2 Can you repeat that, please? | b) P-E-N-C-I-L. |
| 3 How do you spell that? | c) Here you are. |
| 4 What page are we on? | d) We're on page 9. |
| 5 Can I have a pen, please? | e) It's 'pencil'. |

12 Listen and repeat.



Use these useful expressions in your English class.



Demonstrative pronouns

This is my English class.	That is my desk.
These are my friends.	Those are my pens.



That is a desk.



This is a book.



These are pens.



Those are students.

13 Read the sentences choosing the right word.

This / these is my pencil case.

- 1 *This / these* is my book.
- 2 *That / those* are my pens.
- 3 *This / these* are our school bags.
- 4 *That / those* is my dictionary.
- 5 *That / those* are his notebooks.
- 6 *This / these* is my ruler.

Cardinal numbers

1 one	11 eleven	21 twenty-one	40 forty
2 two	12 twelve	22 twenty-two	50 fifty
3 three	13 thirteen	23 twenty-three	60 sixty
4 four	14 fourteen	24 twenty-four	70 seventy
5 five	15 fifteen	25 twenty-five	80 eighty
6 six	16 sixteen	26 twenty-six	90 ninety
7 seven	17 seventeen	27 twenty-seven	100 a / one hundred
8 eight	18 eighteen	28 twenty-eight	1,000 a / one thousand
9 nine	19 nineteen	29 twenty-nine	1,000,000 a / one million
10 ten	20 twenty	30 thirty	1,000,000,000 a / one billion

Ordinal numbers

1st – first	11th – eleventh	21st – twenty-first
2nd – second	12th – twelfth	22nd – twenty-second
3rd – third	13th – thirteenth	23rd – twenty-third
4th – fourth	14th – fourteenth	24th – twenty-fourth
5th – fifth	15th – fifteenth	25th – twenty-fifth
6th – sixth	16th – sixteenth	26th – twenty-sixth
7th – seventh	17th – seventeenth	27th – twenty-seventh
8th – eighth	18th – eighteenth	28th – twenty-eighth
9th – ninth	19th – nineteenth	29th – twenty-ninth
10th – tenth	20th – twentieth	30th – thirtieth



We use ordinal numbers to express order and dates.

My birthday is on the 15th (fifteenth) of August / on August, 15th.

Our classroom is on the 1st (first) floor.

14 **INTERFACE** Work in pairs. Use the model to make dialogues.

When is your birthday?

*It's on the 20th of June.
When's yours?*

It's on the 2nd of October.





Module

1

My world



In this module you will learn:

Vocabulary ■ Countries and nationalities
■ Family

Grammar ■ *be*: present simple
■ Subject pronouns and possessive adjectives
■ Possessive 's
■ Question words

Speaking ■ Making friends
■ Giving personal information

Writing ■ A personal profile

Competences:

1.1; 1.2; 1.3; 2.1; 2.2; 2.3; 2.4; 3.2.

Find the page numbers for:



Comic characters

The name of a magazine

The picture of a famous actor



Unit
1a

Countries and nationalities



Vocabulary

1 Look at the map. Match places 1–6 with the countries in the box.

Australia Belgium Canada China Colombia
Ecuador France Ireland Japan Mexico Morocco
Romania Spain the UK the USA

2 Write the countries in exercise 1 in your notebook matching them with the nationalities in the box.

Mexican American Japanese Spanish Romanian
Moroccan Irish Chinese Canadian British French
Colombian Belgian Australian Ecuadorian

Australia – Australian

3 Listen and repeat.

Pronunciation

Word stress

a How many syllables do these words have?

- | | |
|--------------|---------------|
| 1 a) Canada | b) Canadian |
| 2 a) Ecuador | b) Ecuadorian |
| 3 a) China | b) Chinese |
| 4 a) Japan | b) Japanese |

b Listen and observe the stress on the words in exercise a.

- 1 a) Canada b) Canadian



4 Choose the correct answers. Write the sentences in your notebook.

- 1** More than 1.3 billion people live in ...
a) China. b) Japan.
- 2** Dracula is from ...
a) Romania. b) Mexico.
- 3** Irish people aren't from ...
a) Europe. b) Asia.
- 4** English and French are the official languages of ...
a) Canada. b) the USA.
- 5** Quito is the capital city of ...
a) Ecuador. b) Colombia.



Now say it!

5 Listen to Alex, Ben and Emily.
Where are they from?

6 Work in pairs. Introduce yourself.

Hi! My name's Katie.

I'm from Melbourne. It's in Australia.



Reading

7 Read the text quickly. What do you think it is about?

- a) Heroes in comics b) Comics in different countries

Around the world on a comic

The two big American comic companies, DC Comics and Marvel, are from New York City in the USA. American comics are usually in colour and they're full of superheroes like Superman, Batman and Spider-Man. Lex Luthor and the Joker are also American comic book characters, but they aren't heroes. They're villains!

Manga comics are from Japan. They're very different from American comics. Manga comics are small, you read the comic from right to left and they aren't usually in colour, they are in black and white. The stories are for boys and girls: Shōnen manga, like Naruto or Dragon Ball, are action stories, but Shōjo manga are normally about people and romance.

The comic industry is also big in France and Belgium. Asterix is French and Tintin is Belgian. These characters are very popular all over the world.

Which comic book characters are popular in your country?

8  Read and listen. Write the sentences in your notebook.

- 1 Superman is from ...
- 2 Naruto is from ...
- 3 Tintin is from ...

9 Read the text again. Are the sentences true or false?


- 1 American comics aren't in colour.
- 2 Comic characters in the USA are all heroes.
- 3 Manga comics aren't big.
- 4 Dragon Ball is an example of Shōjo manga.
- 5 Asterix is Belgian.

Word Tip

Learn words with their antonyms so you've got a bigger vocabulary.

10 Read the text again and match the antonyms. Write them in your notebook.

- | | |
|----------|--------------------|
| 1 big | a) black and white |
| 2 heroes | b) small |
| 3 left | c) villains |
| 4 colour | d) right |

11  **CLASS VOTE** Who is your favourite comic book hero? Who is your favourite villain?



nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar

be: present simple

affirmative	
long form	short form
I am	I'm French.
You are	You're a hero.
He / She / It is	He / She / It's big.
We / You / They are	We / You / They're Greek.

negative	
long form	short form
I am not	I'm not French.
You are not	You aren't a hero.
He / She / It is not	He / She / It isn't small.
We / You / They are not	We / You / They aren't tall.

- Look at the sentences in the table. What is the full form of the words in blue?
- Read the sentences about Superman using the verb to be.
 - Hi! My name ... Superman.
 - My real name ... Clark Kent.
 - I ... from a planet called Krypton.
 - My friends ... Wonder Woman and Batman.
 - This ... my newspaper, the *Daily Planet*.
- Write affirmative and negative sentences about Batman.

Hello there! I / not / Superman. I / Batman.
Hello there! I'm not Superman. I'm Batman.

 - My real name / not / Batman. It / Bruce Wayne.
 - I / not / from New York. I / from Gotham City.
 - My assistant / not / Spider-Man. It / Robin.
 - We / not / from the UK. We / from the USA.
 - The Joker and the Penguin / not / my friends. They / my enemies!
 - My car / not / the Batcar. It / the Batmobile.

- Write true sentences about you with the affirmative and negative form of the verb to be.

Romanian I'm Romanian.

- | | |
|---------------------|------------------|
| 1 from the UK | 4 a football fan |
| 2 14 years old | 5 Japanese |
| 3 in my maths class | 6 a superhero |

Subject pronouns and possessive adjectives

subject pronouns					
I	you	he / she / it	we	you	they
possessive adjectives					
my	your	his / her / its	our	your	their
I'm from Japan. My favourite food is sushi. She's Canadian. Her favourite superhero is Batman. They're students. Their teacher's name is José.					

- Write the text in your notebook choosing the correct words.



Hi! I'm Alex and this is my friend, Lucy. (1) **Our** / **Your** favourite actor is Tobey Maguire. He's from the USA. (2) **His** / **Her** real name is Tobias Vincent Maguire. (3) **His** / **Its** favourite hobby is basketball. Tobey Maguire is famous for the *Spider-Man* films. Spider-Man is (4) **my** / **their** favourite comic book here!

-  **INTERFACE** Work in pairs. Who is your favourite actor?

My favourite actor is ...





be: present simple

questions and short answers	
Am I from Japan? Yes, I am .	No, I' m not .
Are you in the classroom? Yes, you are .	No, you aren't .
Is he / she / it British? Yes, he / she / it is .	No, he / she / it isn't .
Are we / you / they students? Yes, we / you / they are .	No, we / you / they aren't .

- 7** Look at the sentences in the table. What is the correct word order for questions?

- a) subject + verb + other words
- b) verb + subject + other words

- 8** Order the words and write the questions in your notebook.

your name / Tobey / Is ?

Is your name Tobey?


- 1 I / 12 / Am ?
- 2 from Australia / Is / your best friend ?
- 3 your English teacher / from Canada / Is ?
- 4 you / British / Are ?
- 5 Superman / Is / favourite comic / your ?
- 6 your friends / Are / 24 ?

- 9** Write questions matching the words and phrases in the boxes below.

English your best friend you
Superman and Spider-Man your friends

British from China superheroes
12 years old your favourite class

Is English your favourite class?

- 10**  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 9.

Is English your favourite class?

Yes, it is.

-  **Grammar guide page 22**

Listening Stamps

- 11** Look at the list of names in exercise 12. Who is your favourite?

- 12**  Listen to Alex talking to Emily about his stamp collection. Put the names below in the order they talk about them.

Astro Boy
Snowy
Batman
Tintin
Osamu Tezuka



- 13** Listen again and choose the correct words. Write the sentences in your notebook.

- 1 The Batman stamp **is / isn't** Alex's favourite stamp.
- 2 The Batman stamp **is / isn't** a British stamp.
- 3 Osamu Tezuka **is / isn't** a manga artist.
- 4 Astro Boy **is / isn't** a manga cartoon character.
- 5 The Tintin stamp **is / isn't** from Belgium.
- 6 Tintin **is / isn't** from France.

- 14** Do you collect things? Are you a stamp collector?




The word *cartoon* comes from the Italian word *cartone*. This is a strong paper which artists use.



Speaking

Making friends

Listen

- Emily is at an after-school club. Look at the picture. Can you remember the names of her classmates?
-  Listen to Emily and Jonathan and answer the questions.
 - How old is Jonathan?
 - Where is Jonathan from?
- Listen again and repeat the dialogue using the information in exercise 2.




Dialogue bubbles with arrows indicating the flow of conversation:

- Emily: Hello, I'm Emily.
- Jonathan: Hi, Emily.
- Emily: What's your name?
- Jonathan: My name's Jonathan.
- Emily: Nice to meet you, Jonathan. How old are you?
- Jonathan: I'm (1) ... years old. What about you?
- Emily: I'm 12. Where are you from?
- Jonathan: I'm from (2) ... How about you?
- Emily: Oh, I'm from (3) ...

Practise

- Act out the dialogue in exercise 3.
- Write the questions below in your notebook and give true answers.
 - What's your name?
 - How old are you?
 - Where are you from?

 **ROLE PLAY** Imagine you are with a friend and you meet a classmate. Introduce your friend to your classmate. Work in small groups.

Speech bubbles for role-play:

- Hello / Hi!
- This is my...
- Nice to meet you!
- Good bye / Bye-bye!

Functional language

Giving personal information

What's your name?
My name's Jonathan.

How old are you?
I'm 14 years old.

Where are you from?
I'm from Ireland.




Speaking task

Prepare a dialogue between you and Emily.

Step 1

First, choose a character.

Name: Jack Age: 11 Country: Canada	
---	---

Name: Rosie Age: 10 Country: the UK	
--	---

Step 2

Think about what Emily says.

*Hello.
 What's your name?
 How old are you?
 Where are you from?
 Nice to meet you.*

Think about what you say.

*Hi!
 My name's ...
 I'm ... years old.
 I'm from ...
 Nice to meet you too.*

Step 3

Write your dialogue.

Step 4

Work in pairs. Take it in turns to practise your dialogue.




Culture After-school clubs

After-school clubs are a fantastic way to make friends. They are very popular in the UK. Here are some of them.



Sports clubs are a great way to do exercise and meet people. Swimming clubs are very popular with young people. Clubs meet every day and members swim in the morning before school and in the evening after school. There are lots of competitions too.

The Scouts is a big international organization. Its name is 'World Organization of the Scout Movement'. It is originally from Britain and is over 100 years old. Its members are from all over the world and they are 6–25 years old. More than 400,000 young people are Scouts in the UK today.

6  Read and listen to the information about after-school clubs. Then answer the questions.

- 1 Are after-school clubs popular?
- 2 Are there swimming classes every day?
- 3 Are there competitions?
- 4 How many members are in the Scouts in the UK?
- 5 How old are they?

7 What after-school clubs are there in Romania?

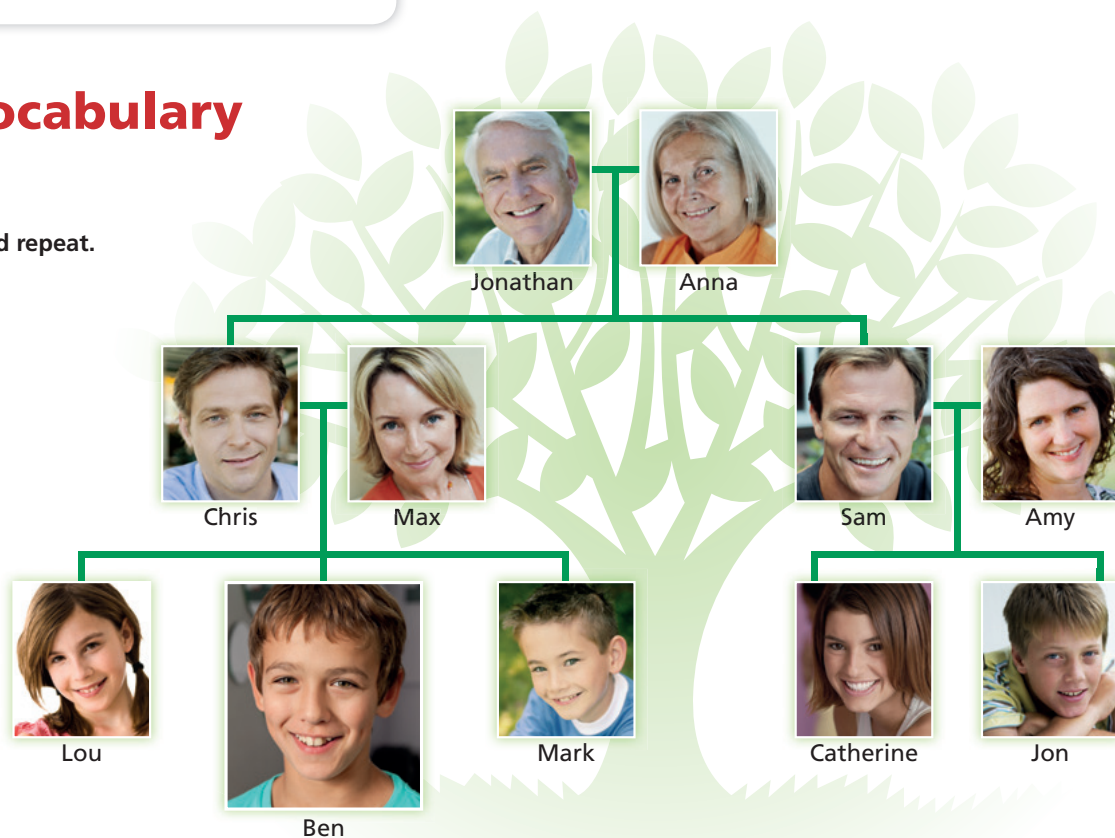
Unit 1b

Family

mum
dad
parents
brother
sister

Vocabulary

1  Listen and repeat.



2 Imagine you are Ben. Look at the family tree and talk about the family members. Use the words in the box. Write the sentences in your notebook.

aunt brother cousin (x2) dad grandad grandma
grandparents mum parents sister uncle

- 1 My little ... is Mark. He's seven.
- 2 My ... is Louise, but her nickname's Lou.
- 3 Chris and Max are my ... They're great!
- 4 Chris is my ... His real name's Christopher.
- 5 Maxine is my ... Her nickname's Max.
- 6 My ... are Jonathan and Anna.
- 7 Jonathan is my ... and Anna is my ... She's from Spain.
- 8 My ... is Sam. He's my dad's brother.
- 9 My ... is Amy.
- 10 My ... is called Jon. His name's Jonathan like my grandad's.
- 11 My other ... is Jonathan's sister and her name's Catherine.

Language Tip

Possessive 's / s'
We use 's after a name or singular noun:
Sam is my dad's brother.
We use ' after a plural word:
My grandparents' names are Jonathan and Anna.

3 Write sentences about the people in Ben's family.


brother
His brother's name is Mark.
grandparents
His grandparents' names are Jonathan and Anna.
1 sister 3 aunt
2 parents 4 cousins

4 Write about your family. Use the sentences in exercise 2 to help you.

My little sister is Marta. She's ten.



Reading

5  Look at the pictures. What have they got in common? Read and listen to the text and check your answer.

Reading
Tip

Read the text quickly first to get a general idea. Then read the text again more slowly.

The name game

When is a name not a name? Is your name the same as your mum or dad's name? Or a grandparent's? Here in the West it's common to give a baby the

name of a relative, but in the East, for example in China, it isn't at all! It is disrespectful.

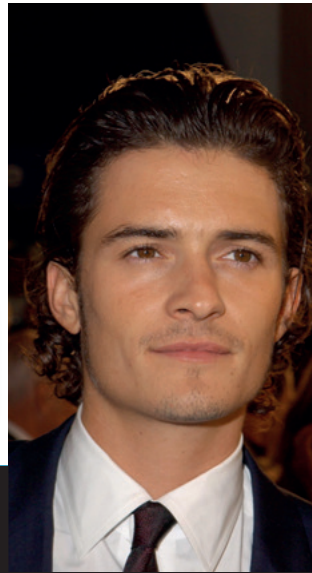
Is your name your parents' favourite place? Where are Brooklyn, Orlando and Paris? Or who are they? They are beautiful places, but they're also first names! And what about fruit? How about Apple or Peaches? They are strange, but they're also real names!

And why is Metallica Sutton called Metallica? It's a cool name for a heavy metal band ... but for a girl? Metallica's parents are Metallica fans, but they say that Metallica is a combination of their names: Merrick and Natalia.

So, where is your name from? How did your parents choose it? Do you know?

6 Read the text again. Are the sentences true or false?

- 1 In China it's common to name a baby after a relative.
- 2 Brooklyn is the name of a person and a place.
- 3 Apple is a name and a fruit.
- 4 Metallica Sutton is a heavy metal fan.
- 5 Metallica Sutton is a girl. Her mum's called Natalia.



Orlando Bloom



Orlando, Florida

nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar Question words




question words

- What** is your mother's name?
- Where** are you from?
- When** is your birthday?
- Who** is your favourite actor? **Why**?
- How** do you say 'nickname' in your language?

7 Complete the questions with question words. Then match questions 1–6 with answers a–f. Write them in your notebook.

- | | |
|--|------------------------------------|
| 1 <i>What's</i> your name? | a) It's on September, 24th. |
| 2 ... are you from? | b) It's D-A-V-I-D-S-O-N. |
| 3 ... is your favourite name? ... is it special? | c) My best friend is Ryan. |
| 4 ... do you spell your surname? | d) My name's Matthew. |
| 5 ... is your best friend? | e) I'm from Edinburgh. |
| 6 ... is your birthday? | f) It's Julie. It's my mum's name. |

8  **INTERFACE** Work in pairs. Use the models in exercise 7 to make dialogues.

 **Grammar guide page 22**



Writing

A personal profile

1  Read and listen. Then answer the questions.

- 1 When is Josh's birthday?
- 2 How old is he?
- 3 Where is Josh from?
- 4 Who is his favourite relative?
- 5 What is his sister's name?

Teen Magazine would like to know more about its readers. Tell us about you and your family to win great prizes!

Hi! My name's Joshua, but my nickname is Josh. My middle name's Andrew. That's my dad's name. My birthday is the same as my dad's birthday. It's the 26th of June, but I'm 11 and he's 45. We're an international family. We're Canadian, but in this picture we are in France. My uncle Dan's from Washington DC in the USA. He's my favourite relative because he's so funny. My sister Emily is 10. She's on her phone all the time. That's enough for now.
Bye!
Josh



3 Write to *Teen Magazine* about you and your family. Follow these steps.

Writing a personal profile

➔ Step 1 Plan

Make notes about your name, birthday and family. Look at Josh's profile to help you with ideas.

➔ Step 2 Write

Write a first draft. Use your notes from Step 1 and Josh's profile to help you.

➔ Step 3 Check

Check your work. Check the punctuation and capital letters.

➔ Step 4 Write

Write your final copy and hand in your work.

Language focus

Capital letters

Capital letters are used for:

- 1) the beginning of a sentence
- 2) names (people, cities, countries)
- 3) nationalities and languages
- 4) the subject pronoun 'I'
- 5) months and days of the week

2 Look at the Language focus and find examples in the text for each rule.

My name's Joshua.

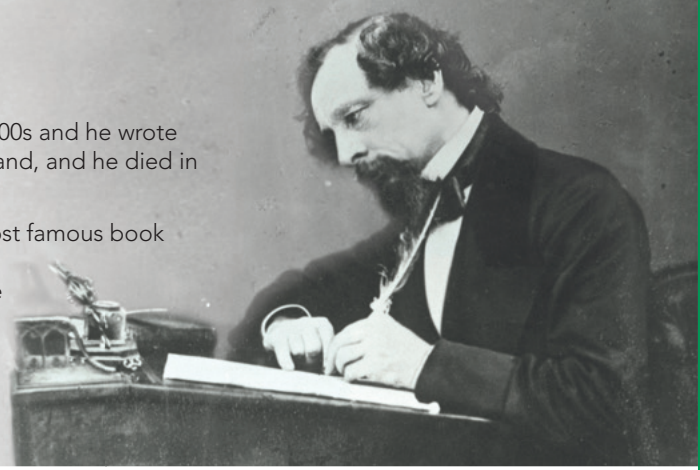


CLIL Literature

Charles Dickens

Charles Dickens was the most popular novelist of the 1800s and he wrote a lot of books. He was born in 1812 in Portsmouth, England, and he died in 1870 while writing his final novel.

Dickens wrote about poor people and the title of his most famous book is *Oliver Twist*. The main character is a boy called Oliver, and the setting for the story is 19th-century London. The plot is about Oliver's adventures with a group of boys who live together and steal on the streets of the capital. The villains are Fagin and Bill Sikes, a terrible, violent man with a dog called Bull's Eye. *Oliver Twist* has a happy ending – but not for all the characters.



Read and listen. Answer the question.

Who is the main character of Charles Dickens' most famous novel?
Bull's Eye Fagin Oliver Twist Bill Sikes

Grammatical Vocabulary

Vocabulary guide

Countries and nationalities

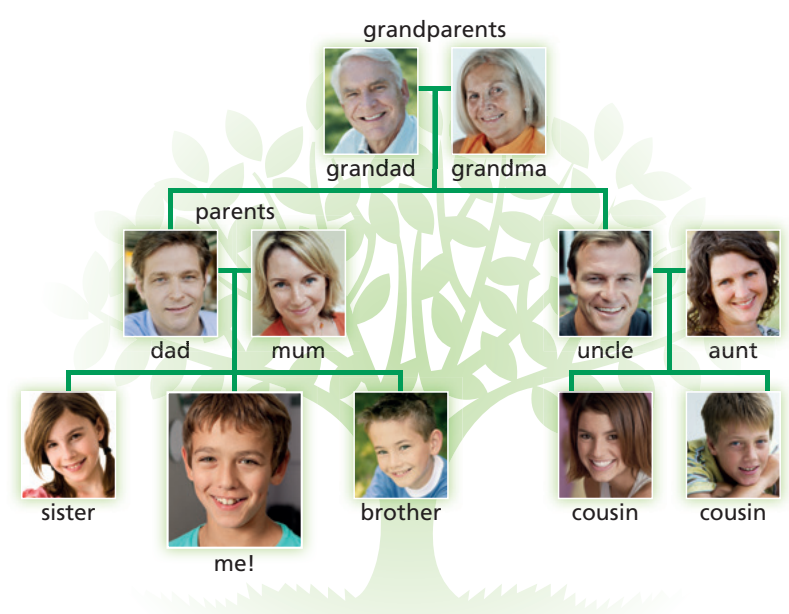
- Australia – Australian
- Belgium – Belgian
- Canada – Canadian
- China – Chinese*
- Colombia – Colombian

- Ecuador – Ecuadorian
- France – French*
- Ireland – Irish*
- Japan – Japanese*
- Mexico – Mexican

- Morocco – Moroccan
- Romania – Romanian*
- Spain – Spanish*
- the UK – British
- the USA – American

* These words are also languages.

Family





Grammar guide

be: present simple

affirmative		
I	'm (am)	Japanese.
You	're (are)	
He / She / It	's (is)	
We	're (are)	
You	're (are)	
They	're (are)	

negative		
I	'm not (am not)	Irish.
You	aren't (are not)	
He / She / It	isn't (is not)	
We	aren't (are not)	
You	aren't (are not)	
They	aren't (are not)	

questions	short answers	
	affirmative	negative
Am I	Yes, I am .	No, I'm not .
Are you	Yes, you are .	No, you aren't .
Is he / she / it	Yes, he / she / it is .	No, he / she / it isn't .
Are we	Yes, we are .	No, we aren't .
Are you	Yes, you are .	No, you aren't .
Are they	Yes, they are .	No, they aren't .

Subject pronouns and possessive adjectives

subject pronouns					
I	you	he / she / it	we	you	they
possessive adjectives					
my	your	his / her / its	our	your	their

Question words

What's your name?	My name's Daniel.
Where are you from?	I'm from Quito.
When's your birthday?	It's in March.
How are you?	Fine, thanks.
How old are you?	I'm 13.
Who's Carlos?	He's my cousin.
Why is your name special?	It's my grandad's name.

Possessive 's

My **mum's** name is Edith.

My **friends'** names are Jack and Mark.



Module

2

Appearance



In this module you will learn:

- Vocabulary**
- Parts of the body
 - Adjectives of physical description
- Grammar**
- *have got*
 - Singular and plural nouns
- Speaking**
- Looking after pets
 - Giving instructions
- Writing**
- Describing people

Competences:
1.1; 1.2; 1.3; 2.1; 2.3; 2.4; 3.2; 3.3; 4.2.

Find the page numbers for:



- Weird animals
- Creating an avatar
- A dog wearing glasses

Unit
2a

Parts of the body



arm
finger
mouth
nose
tooth

Vocabulary

1 Match pictures 1–9 with the parts of the body in the box. Which ones aren't numbered in the pictures?

arm ear eye face finger foot hair
hand leg mouth neck nose tail thumb
toe tooth

2 Listen and repeat.

3 Copy the table in your notebook and complete it with the words in exercise 1.

head	body
ear	



Now say it!

4 Listen to Ben and Emily. Which animal in the pictures do they describe?

5 Work in pairs. Describe an animal to your partner.

It's grey and it's got big ears.

Yes, it is.

Is it an elephant?



Reading

6  Read and listen. Match pictures 1–5 with descriptions A–E.

Really weird animals

These animals are certainly strange, but they're also real. Do you want one as a pet?

A

The star-nosed mole is a small North American mole. It's black and it's got an unusual pink nose. It's also got big feet and a long tail.



C

Alpacas are from South America. They're white and they're similar to sheep, but they have got a long neck. Alpacas are short and their ears are tiny.

D

Tarsiers live on islands in South-East Asia and their family is 45 million years old. They've got enormous eyes, long feet, very long fingers and a face similar to ET's!



E

The chameleon is from Africa, Asia and also Spain and Portugal. It's got strange feet, like a parrot. This chameleon is green. It's got an incredibly long red tongue, but it hasn't got ears.



7 Read the text again and answer the questions.

- 1 Is the star-nosed mole from North America?
- 2 Where is the aye-aye from?
- 3 Are alpacas and sheep different?
- 4 How old is the tarsier's family?
- 5 Has the chameleon got ears?

8 Match adjectives 1–3 in the text with synonyms a–c.

- | | |
|--------------|------------|
| 1 unusual | a) huge |
| 2 very big | b) tiny |
| 3 very small | c) strange |



Learn and use synonyms to improve your reading comprehension skills.

9 Answer the questions.

- 1 What size are the aye-aye's ears?
- 2 Has the alpaca got big ears?
- 3 Has the chameleon got normal feet?

10  **CLASS VOTE** Which is your favourite animal on this page? Which is your least favourite?





nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar have got




affirmative	
long form	short form
I / You have got	I / You've got green eyes.
He / She / It has got	He / She / It's got big ears.
We / You / They have got	We / You / They've got a pet.

negative	
long form	short form
I / You have not got	I / You haven't got green eyes.
He / She / It has not got	He / She / It hasn't got big ears.
We / You / They have not got	We / You / They haven't got a pet.

- Look at the sentences in the table. What is different about the *he / she / it* form?
- Write the sentences in your notebook completing them with *has got* or *have got*. What animal is it?
 - I ... a small head, small ears and short hair.
 - My cousin is the dromedary. It ... one hump.
 - I ... two humps.
 - My relatives are llamas and alpacas but they ... long hair.
 - In our family, we ... long necks and long legs.
- Read the fact file and correct the sentences using the numbers in brackets. Talk about the animals in the pictures.

- Look at the information in the table. Write sentences with the correct affirmative or negative form of *have got*.

Sharks haven't got legs.

	Legs	Teeth	Arms
 Sharks	X	3,000	X
 Gorillas	2	32	2
 Pythons	X	100	X

Pronunciation

/h/

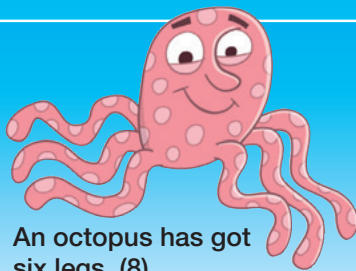
- a**  Listen and repeat.

hair have head horse hump

- b**  Listen and repeat the sentences.

- It has got a small head, small ears and short hair.
- They haven't got one hump, they've got two humps.

The Amazing Animal World



An octopus has got six legs. (8)

An octopus hasn't got six legs. It's got eight legs.

1 An insect has got two legs. (6)



2 A dolphin hasn't got 32 teeth. (200)



3 Normal cats have got 20 toes. (18)



4 Most spiders have got two eyes. (8)





Language Tip

Most nouns take *-s* to form the plural
Nouns ending in *-ch, -o, -s, -sh, -x* and *-z* add *-es*
Nouns ending in consonant + *y*, omit the *-y* and add *-ies*
Nouns ending in *-f / -fe*, omit the *-f / -fe* and add *-ves*
Some nouns have irregular plural.

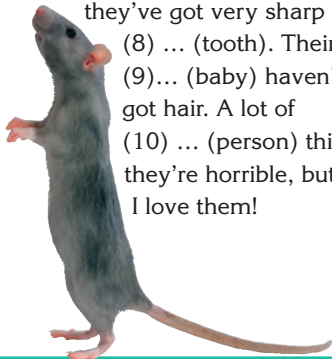
- 5** Write the plural form of the words below in your notebook. Use the spelling rules on page 34 to help you.

animal baby child elephant eye family
leg man mosquito mouse person nose
sheep tooth body woman toy scarf ox
box piano roof dish rhino mouth camel

- 6** Speak about Alex's favourite animal using the plural of the words in brackets.




My favourite (1) ... (animal) are (2) ... (rat). They're in the same family as (3) ... (mouse), but they're intelligent. They've got long (4) ... (body), short (5) ... (leg), pink (6) ... (tail), pink (7) ... (nose) and they've got very sharp (8) ... (tooth). Their (9) ... (baby) haven't got hair. A lot of (10) ... (person) think they're horrible, but I love them!



- 7** Use Alex's text to write some sentences about your favourite animal.

My favourite animals are ... They're in the same family as ... They've got ...

- 8**  **INTERFACE** Work in pairs. Compare your sentences. Have you got the same favourite animal?

 **Grammar guide page 34**



Listening Cats and dogs

- 9** Look at the pictures. What is unusual about these two animals?



- 10**  Listen to the radio programme and check your answers to exercise 9.

- 11** Listen again and choose the correct words.

- Manx cats are from Ireland / the UK.
- Manx cats have got long back legs / teeth.
- Its legs are similar to a dog's / rabbit's.
- Many kinds of dogs / Only Dalmatians have got two different colours of eyes.
- Dalmatian puppies haven't got spots / eyes.



In English, dogs bark and make the sound 'woof', and cats meow.



Follow this link: <http://freekidsmusic.com/traditional-childrens-songs/hes-got-the-whole-world-in-his-hands/>


- Read the lyrics and listen to the song. What has the boy got in his hands? Write the answer in your notebook.
- Bring the song to the class to sing it together.



Speaking Looking after pets

- 1** Ben is going to look after his neighbour's pet. Look at the picture and find the words from the box.

hutch water toys food

- 2**  Listen to the dialogue. What type of animal is the pet?

- 3** Act out the dialogue with the words in exercise 1.



Hi, Ben. Come and see the rabbit.

Hi, Jane. OK, thanks.

Firstly, remember to give it (1) ... twice a day, please.

OK. Twice a day.

Secondly, change its (2) ... in the evening.

Alright. What next?

Then clean the (3) ... at the weekend.

Fine.

And finally, let it play with its (4) ...

OK.

And don't worry. It'll be fine!

Great. Thanks!

Practise

- 4** Complete the sentences with the correct word.

secondly finally firstly

- 1 ..., remember to give it food twice a day.
- 2 ..., change its water in the evening.
- 3 ..., let it play with its toys.

Functional language

Giving instructions

Firstly, remember to give it food twice a day.
Secondly, change its water in the evening.
Then clean the hutch at the weekend.
Finally, let it play with its toys.



Speaking task

Prepare a new dialogue between you and Ben.

➔ Step 1

First, choose a pet.

Cat

Give it water once a day.

Change the litter tray twice a week.

Give it food in the morning and the evening.



Hamster

Change its water.

Feed it in the morning.

Clean the cage at the weekend.



➔ Step 2

Think about what you say.

Come and see the ...

Firstly, remember to ...

Secondly, change its ...

Then ...

Finally, ...

Think about what Ben says.

Alright. What next?

Fine.

OK.

Great. Thanks!

➔ Step 3

Write your dialogue.

➔ Step 4

Work in pairs. Take it in turns to practise your dialogue.



Culture Pets

Do you know ...?


British people love their pets. About **43%** of homes have got a pet. **Dogs** and **cats** are the most popular pets. There are about **10 million** dogs and **10 million** cats in the UK. British people spend **£2 billion every year** on food for their pets.

The most popular names for dogs are **Molly** and **Charlie** and the most popular name for cats is **Tigger**. The most popular breed of dog is the **Labrador**. Most people get their dogs from **rescue centres**.

Other popular pets in the UK are **fish**, **rabbits** and **birds**. Unusual pets include **snakes**, **rats**, **spiders** and **lizards**. Some people have even got pet pigs!

Many schools have got small **classroom pets**, such as **hamsters** and **gerbils**. Students take turns to take them home during the school holidays.



5  Read and listen to the information about pets in the UK. Then answer the questions.

- 1 What are the most popular pets in the UK?
- 2 What is the most popular name for cats in the UK?
- 3 How many pet cats and pet dogs are there in the UK?
- 4 Where do most people get their dogs from?
- 5 What unusual pets have people got?

6 What are the most popular pets in your country? Have you got classroom pets?



Unit 2b

Describing people

blue
curly
dark
straight
wavy

Vocabulary

- 1 Look at the adjectives of physical description in the box. Copy and complete the table with the adjectives.

blue brown curly dark fair green long round short (x2) square straight tall wavy

hair	length	a) long	b) ...	
	style	c) ...	d) ...	e) ...
	colour	f) ...	g) ...	
eyes		h) ...	i) ...	j) ...
height		k) ...	l) ...	
face shape		m) ...	n) ...	

- 2 Listen and repeat.

- 3 Look at pictures a–d. Match them with the descriptions below.

- 1 She's got long wavy hair. She's got green eyes and she's short.
- 2 She's got straight fair hair. Her eyes are blue and she's tall.
- 3 He's got short curly hair. His hair is dark and his eyes are brown.
- 4 He's got short brown hair. His eyes are brown and he's tall.

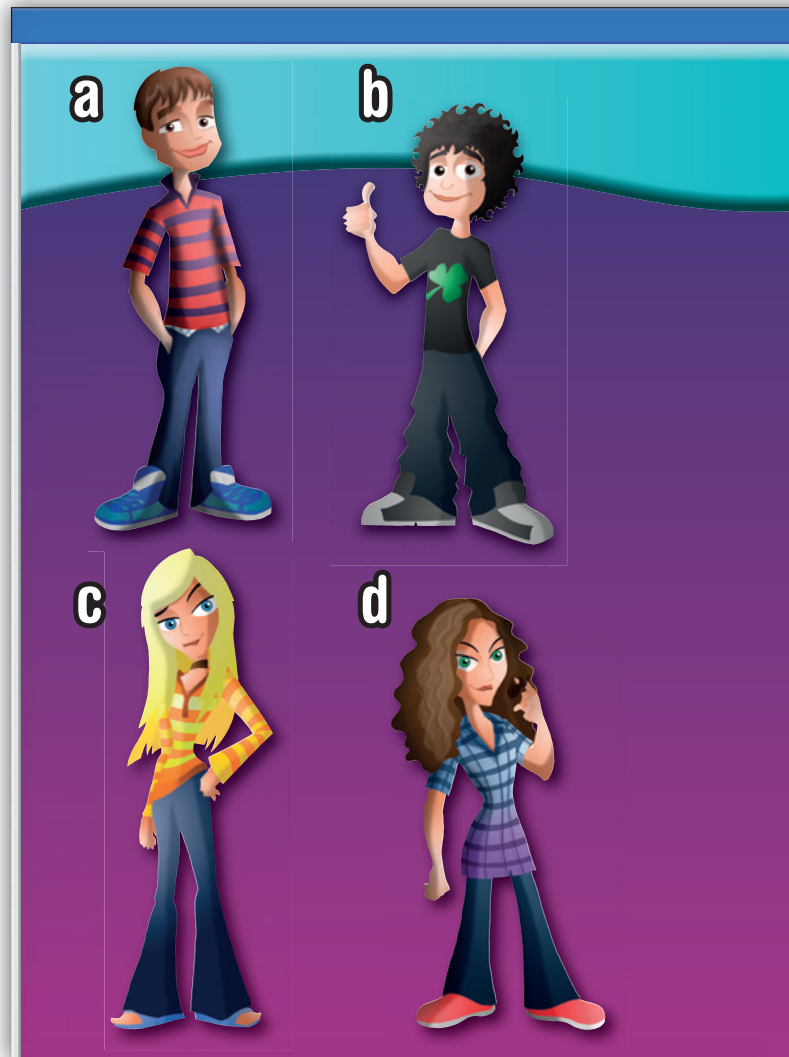
Language Tip

When we use an adjective with a noun, the adjective goes before the noun.
short hair ✓ ~~hair-short~~ X

- 4 Order the words to make sentences.

- 1 got / long / I'm / hair / fair / I've / and / tall .
- 2 My / got / has / hair / blue / and / eyes / best / friend / curly .
- 3 Our / got / short / has / teacher / hair / and / he's / wavy .
- 4 dark / My / eyes / mum / brown / got / long / has / hair / and .

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



Reading

- 6 Read and listen to the text. Are all avatars the same?

- 7 Read the text again. Then follow the steps to create an avatar.

- 8 INTERFACE Work in pairs. Compare your avatar with a partner's.

My avatar is male. It's got a round face.

My avatar hasn't got a round face. It's got a square face.



Create your own avatar!

Do you use an instant messenger program or play games on the internet? Have you got an avatar? Would you like one? Use our easy Avatar Creator to create a character which is you!

Is your avatar a boy or a girl?

Has it got a round face or a square face?

Choose the eyes. Are they blue, brown, green or an unusual colour?

Has it got a long nose or a short nose?

Now the hair. Is it long or short? Has it got curly or straight hair?

And finally, choose some clothes.

Finished? You are now ready to use your avatar. Have fun!

face



eyes



hair



clothes



nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar

have got: questions and short answers

questions and short answers

Have I / you **got** curly hair?

Yes, I / you **have**. No, I / you **haven't**.

Has he / she / it **got** blue eyes?

Yes, he / she / it **has**. No, he / she / it **hasn't**.

Have we / you / they **got** dark hair?

Yes, we / you / they **have**. No, we / you / they **haven't**.

9 Look at the sentences in the table. Do you use **got** in the short answers?

10 Read the questions using **have** or **has**.

Have you got an avatar?

- 1 ... you got any brothers or sisters?
- 2 ... your best friend got curly hair?
- 3 ... you and your friends got brown eyes?
- 4 ... your classmates got computers?
- 5 ... your teacher got a car?

11 **INTERFACE** Work in pairs. Choose a person in your class. Then ask and answer questions. Guess who it is.

Is he tall?

No, he isn't.

Has he got curly hair?

Yes, he has.

Is it Alberto?

Grammar guide page 34



Writing

A description of a person

- 1** Look at the picture and read the description using the words in the box. Then listen and check.

brown glasses tall white short

This is my grandad, Marcus. He's from Germany but he lives near my house now. He's 77 years old and he's very (1) ... ; he's 1m 86.

His eyes are (2) ... and he's got (3) ... for reading. He's got (4) ... straight hair. It's grey and (5) ... now, but in old photos he's got long black hair! His mouth is invisible because he's got a big white moustache.

He's my mum's dad. I love my grandad and he loves his dog. His dog's name's Roxie and they are very similar in appearance. Look!



- 3** Write a description of someone in your family. Follow these steps.

Writing a description of a person

Step 1 Plan

Make notes about the person. Who is it? Think about their hair (length, style and colour), their eyes and their height.

Step 2 Write

Write a first draft. Use your notes from Step 1 and the description on this page to help you.

Step 3 Check

Check your work. Check the apostrophes.

Step 4 Write

Write your final copy and hand in your work.

Language focus

Apostrophes

English hasn't got accents (é) but it's got apostrophes (she's). We use an apostrophe:

- when a letter is missing
He's (is) tall. He's (has) got long fair hair.
- to indicate possession
His father's name (the name of his father)

- 2** Look at the Language focus and correct the sentences below. Write them in your notebook.

- 1 Hes from Ecuador.
- 2 Shes very tall.
- 3 Her eyes are green and shes got glasses.
- 4 Hes got short wavy hair.
- 5 Shes my cousins mum.
- 6 Her cats names Ginger.



Class portfolio 1 page 117

Design a portfolio with the title "Our favourite singer or group". Work in small groups.



CLIL Science

Strange animals

Australia is home to some of the world's strangest animals, including the duck-billed platypus. This is a small mammal with a mouth and feet similar to a duck's. It does not give birth to live young, like other mammals. It lays eggs like a bird! The duck-billed platypus is also venomous, like a reptile.

Another bizarre animal is the echidna. This small mammal has got spines on its body like a hedgehog and it has got spines all over its tongue to capture ants and other small insects. It has got the beak of a bird and it lays eggs, too. The echidna lives for a very long time – about 70 years.

Australia is also home to the majority of the world's marsupials, such as the kangaroo, the koala and the possum. Marsupials are different from other mammals because the females carry their young in a pouch. The fearsome Tasmanian devil is also found in Australia. This is the only carnivorous marsupial in the world.



Read and listen. Answer the question.

What is special about the duck-billed platypus?

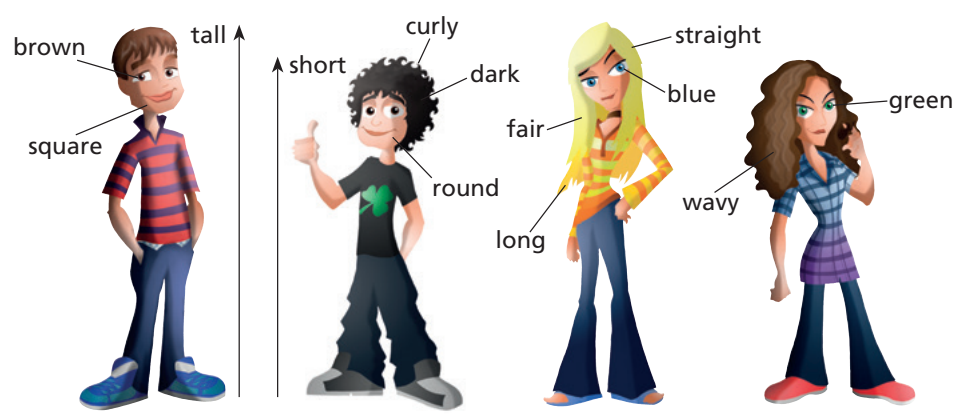
Vocabulary Reading Writing Spelling Listening

Vocabulary guide

Parts of the body



Adjectives of physical description





Grammar guide

have got

affirmative		
I	've got (have got)	a pet.
You	've got (have got)	
He / She / It	's got (has got)	
We	've got (have got)	
You	've got (have got)	
They	've got (have got)	

negative		
I	haven't got (have not got)	an avatar.
You	haven't got (have not got)	
He / She / It	hasn't got (has not got)	
We	haven't got (have not got)	
You	haven't got (have not got)	
They	haven't got (have not got)	

questions		short answers		
		affirmative	negative	
Have	I	got brown hair?	Yes, I have .	No, I haven't .
Have	you		Yes, you have .	No, you haven't .
Has	he / she / it		Yes, he / she / it has .	No, he / she / it hasn't .
Have	we		Yes, we have .	No, we haven't .
Have	you		Yes, you have .	No, you haven't .
Have	they		Yes, they have .	No, they haven't .

Spelling: singular and plural nouns

- for most nouns add -s
dog → dogs
- for nouns that end in -ch, -o, -s, -sh, -x and -z add -es
branch → branches
bus → buses
potato → potatoes
 - exceptions: piano → pianos,
photo → photos, rhino → rhinos
radio → radios
- for nouns that end in consonant +y, omit the -y and add -ies
fly → flies
- for nouns that end in -f / -fe, omit the -f / -fe and add -ves
wolf → wolves
knife → knives
 - exceptions: giraffe → giraffes,
roof → roofs, cliff → cliffs
- irregular nouns
child → children
man → men
woman → women
person → people
foot → feet
tooth → teeth
goose → geese
mouse → mice
ox → oxen
sheep → sheep
fish → fish
deer → deer



Progress check 1 (Module 1-2)



1 Complete the table below in your notebook.

country	nationality
the UK	British
	French
the USA	
	Spanish
Australia	
	Japanese



2 Describe the people in the pictures choosing the correct words.



Mick

Mick has got (1) **straight / wavy** hair. His eyes are (2) **blue / brown**.



Mia

Mia has got (3) **short / long** hair. It's (4) **curly / wavy** and her eyes are (5) **green / brown**.



Molly and Martha

Molly is 12, she's (6) **short / tall** and she has got (7) **long / short** hair. Martha is (8) **tall / short** and she has got (9) **straight / curly** hair. They've both got (10) **dark / fair** hair because they're sisters!

3 Write questions with *have got*. Then look at the pictures in exercise 2 and write short answers.

- Mick / curly hair?
- Mick / brown eyes?
- Mia / green eyes?
- Mia / short hair?
- Molly and Martha / long hair?
- Molly and Martha / green eyes?
- Molly / straight hair?
- Martha / blue eyes?

4 Write the sentences with the correct form of *be* or *have got* in your notebook.

Emily (1) ... you ... a pet?

Alex No, I (2) ..., but my grandad (3) ... a Scottish terrier.

Emily What is that? (4) ... it a cat?

Alex No, silly! It (5) ... a dog. It (6) ... long, dark hair and short ears.

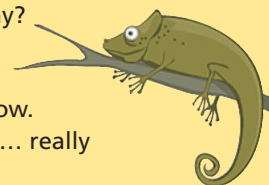
Emily We (7) ... (not) a pet. I want a chameleon.

Alex A chameleon? Why?

Emily They (8) ... great.

Alex Chameleons (9) ... (not) ears, you know.

Emily Yes, but they (10) ... really long tongues!



5 Choose the correct words. Write the sentences in your notebook.

- Superman is from the USA. **He / His** name is Clark Kent.
- My / I** favourite actor is Christian Bale.
- The UK is England, Scotland, Wales and Northern Ireland. **Its / It's** flag is blue, red and white.
- Our / We** English teacher is from the UK.
- Ben's parents are from Ireland. **They're / Their** Irish.

6 Choose a) or b).

- Where are ... friends now?
a) your b) they
- Here is a postcard from ... friend Dan.
a) we b) my
- ... cousin's name is Janet.
a) her b) he
- ... new bike is blue and green.
a) she b) his



5 ... house is at 22, Chapel Street.

- a) I b) our

6 Joanie is ... sister.

- a) their b) they



3 name / your / What / is / favourite ?

4 your / cousin's / When / is / birthday ?

5 old / you / are / How ?



7 Complete the sentences with the right question words and write them in your notebook.

- 1 ... tall are you?
- 2 ... is your birthday?
- 3 ... is your address?
- 4 ... is your favourite singer?
- 5 ... is the capital of our country?
- 6 ... are you sad?
- 7 ... are the colours of the Romanian flag?
- 8 ... are you from?



8 Order the words to make questions. Write them in your notebook.

- 1 real / name / What / Superman's / is ?
- 2 are / you and your / classmates / Where ?

9 Copy and complete the table in your notebook.

<i>singular</i>	<i>plural</i>
<i>family</i>	<i>families</i>
(1) ...	<i>children</i>
<i>mouse</i>	(2) ...
(3) ...	<i>men</i>
<i>nose</i>	(4) ...
<i>person</i>	(5) ...
(6) ...	<i>babies</i>
<i>ox</i>	(7) ...
<i>wolf</i>	(8) ...
(9) ...	<i>fish</i>
<i>piano</i>	(10) ...
<i>watch</i>	(11) ...
(12) ...	<i>feet</i>

Marking scheme

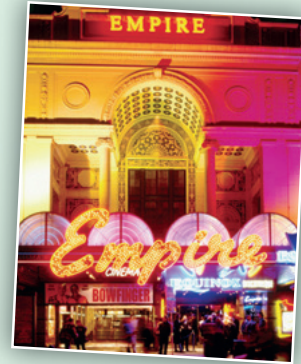
Exercise no.	Score
1	5 × 1 = 5
2	10 × 1 = 10
3	8 × 1 = 8
4	10 × 1 = 10
5	5 × 1 = 5
6	6 × 1 = 6
7	8 × 3 = 24
8	5 × 2 = 10
9	12 × 1 = 12
Total	90
Granted points	10
Final score 100	



Module

3

Out and about



In this module you will learn:

- Vocabulary**
- Places in town
 - Landscape features
- Grammar**
- *there is / there are*
 - Prepositions of place
 - Prepositions of movement
 - *a / an, some, any*
 - Question words
- Speaking**
- A day out
 - Giving directions
- Writing**
- Describing places – A city guide

Competences:

1.1; 1.2; 1.3; 2.2; 2.3; 2.4; 3.1; 3.2; 3.4; 4.2; 4.3.

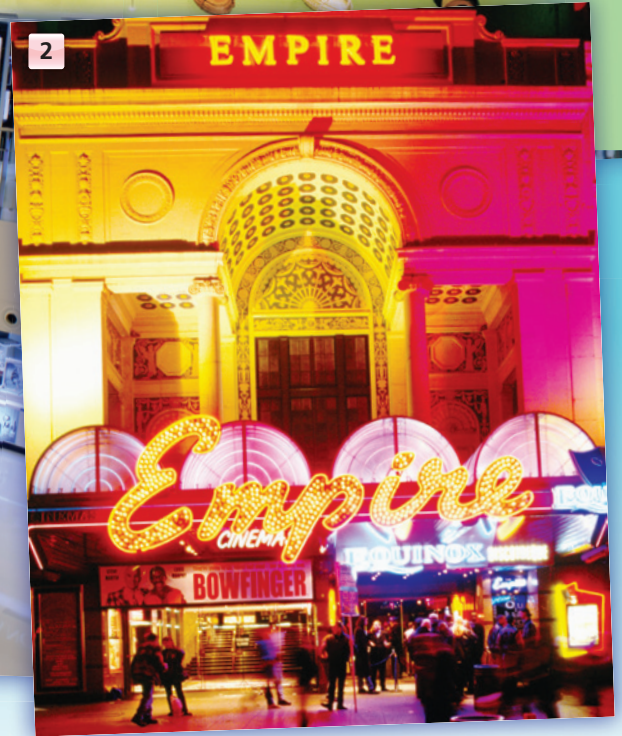
Find the page numbers for:



- The picture of skeletons in a museum
- A landmark of London
- A city guide

Unit
3a

**Places
in town**




chemist
cinema
hotel
museum
school

Vocabulary

1 Match places 1–5 with the words in the box.

bank chemist cinema hotel library
museum newsagent restaurant school
shoe shop shopping centre sports centre
supermarket underground station


2  Listen and repeat.

3  Listen to the sounds. Match them to the places in exercise 1.

- | | |
|-------|-------|
| 1 ... | 4 ... |
| 2 ... | 5 ... |
| 3 ... | 6 ... |



Now say it!

4  Listen to Emily and Alex talking about their favourite places in town.

5 Work in small groups. Look at the pictures above and talk about your favourite places. Report to the class the things you have in common.

In our group Maria and David's favourite place is the Natural Science Museum.

4



Reading



5

6 Read and listen. Why do tourists visit the village in winter?

A place with a difference

In the very north of Sweden – 200 km north of the Arctic Circle – there is a village. In fact, it's a very small village – there are only about 1,000 inhabitants. In winter, temperatures are normally around -10°C . The nights are long and there are only six hours of daylight, so why do tourists visit Jukkasjärvi in winter? Well, it's quiet: there isn't any traffic and there aren't any noisy shopping centres. There's a small restaurant with local food and a museum with a souvenir shop. But the real attraction is the amazing Ice Hotel.

The Ice Hotel is incredibly beautiful. It's different every year and ... it's all ice. The building, the reception, the plates in the restaurant, the bedrooms ... the beds! Everything is made of ice. The temperature in the hotel is -5°C , but there are special clothes and sleeping bags for guests. The hotel is open from December until April (there isn't any ice in summer of course) and it's very popular. There are also ice hotels in Canada and Romania, but there aren't any in Morocco or Italy. Guess why!



7 Read the text again. Are the sentences true or false?

- 1 About a thousand people live in the village.
- 2 The minimum temperature in winter is -10°C .
- 3 It isn't cold in the Ice Hotel.
- 4 The Ice Hotel is closed in the summer.
- 5 There are ice hotels in other countries.

Word Tip

There are lots of compound nouns in English. We form them with different combinations of words:
noun + noun: sports centre
verb + noun: sleeping bag

8 Match 1–6 with a–f to make compound nouns. Write them in your notebook.

- | | |
|---------------|------------|
| 1 sleeping | a) agent |
| 2 underground | b) bag |
| 3 souvenir | c) centre |
| 4 day | d) shop |
| 5 shopping | e) station |
| 6 news | f) light |

9 Answer the questions.

- 1 How long are the nights in winter?
- 2 Why is the village quiet?
- 3 What special things do guests use inside the Ice Hotel?
- 4 Why do you think there aren't any ice hotels in Spain or Italy?

10 CLASS VOTE Would you like to stay in an ice hotel? Is there such a place in Romania?



nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar

there is / there are

affirmative	
long form	short form
There is	There's a library.
There are	two banks.

negative	
long form	short form
There is not	There isn't a museum.
There are not	There aren't any hotels.

1 Look at the sentences in the table. Which sentences are singular and which are plural?

2 Read the sentences using *is* or *are*.



In London, ...

- there ... five airports.
- there ... 270 underground stations.
- there ... a large observation wheel next to the River Thames: the London Eye.
- there ... more than 110 cinemas.
- there ... the Natural History Museum and the Cartoon Museum.

3 Write complete sentences in your notebook.

There / not / sports centre / in my town.

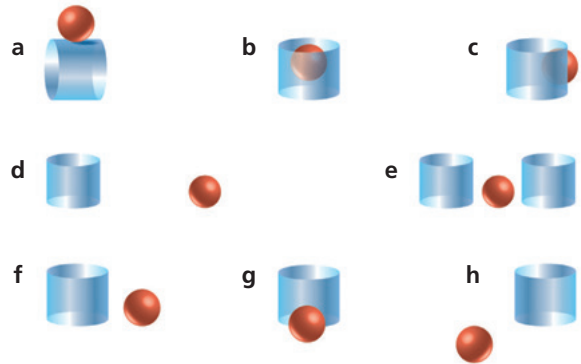
There isn't a sports centre in my town.

- There / three / chemists / on my street.
- There / two airports / in my city.
- There / not / train station / in my town.
- There / newsagent / on my street.
- There / not / shoe shops / in my town.
- There / bank / next to my house.

Prepositions of place

4 Read the prepositions of place in the box and match them with the pictures.


behind between in in front of near
next to on opposite



5 Look at the map and choose the correct words.



- The supermarket is **in** / **near** the town.
- The restaurant is **between** / **opposite** the library.
- There's a chemist's. It's **behind** / **next to** the hotel.
- The hotel is **in front of** / **between** the supermarket and the cinema.
- The cinema is **on** / **in front of** the sports centre.

6  Listen and check your answers.



there is / there are

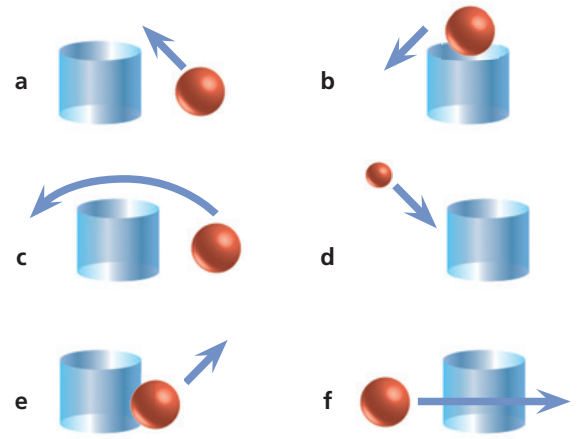
- 7** Look at the grammar guide on page 48 and write the correct questions in your notebook.
- any parks / Are / in front of / your house / there ?
Are there any parks in front of your house?
- 1 a bus / near here / station / there / Is ?
 2 Are / a lot of banks / in your town / there ?
 3 there / Is / an underground / opposite your house / station ?
 4 a library / there / Is / in your town ?
 5 many newsagents / near your house / there / Are ?

- 8** **INTERFACE** Work in pairs. Ask and answer the questions in exercise 7.

Are there any parks in front of your house?

Yes, there are. / No, there aren't.

Prepositions of movement



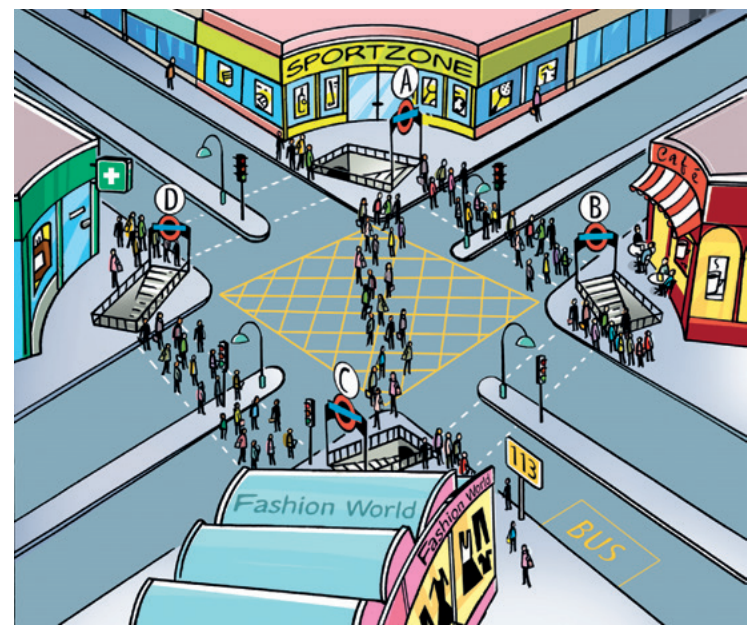
- 9** Look at the grammar guide at page 48 and match the prepositions of movement in the box with the pictures.

up down over to from past



Listening In town

- 10** Look at the map. Describe the location of the four underground station exits A–D.
- Exit A is next to the sports shop and opposite exit C.*



- 11** Ben is at one of the underground station exits and he's looking for Emily. Listen to the dialogue. Which exit is he at?
- 12** Listen to Ben and Emily again. Choose the correct words.
- There are **four** / **five** underground exits.
 - The traffic lights change every **2** / **2.5** minutes.
 - People have got **13** / **30** seconds to cross the road diagonally.
 - Emily is near the number **113** / **130** bus stop.
 - There are **200** / **2,000** people in front of Ben.



Tourists often get confused crossing the road in London because cars and buses drive on the left in the UK. So, look right first when you cross the road!

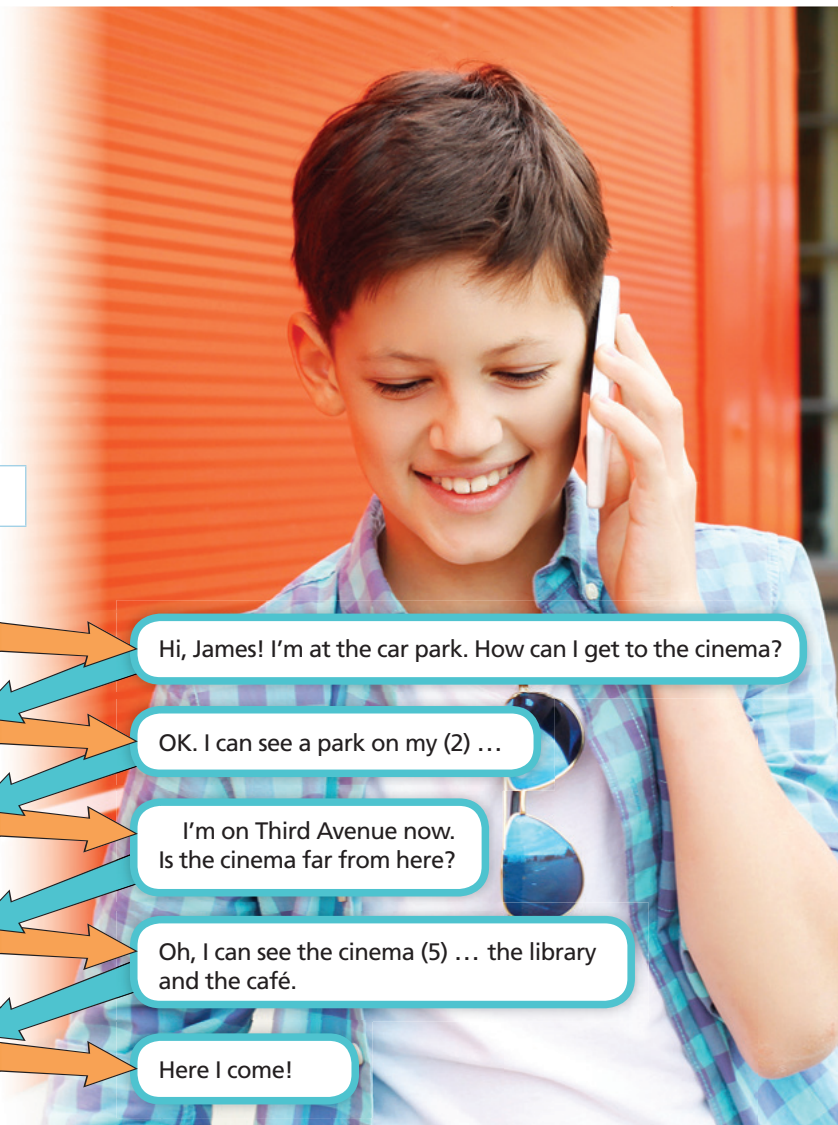


Speaking A day out

Listen

- 1 Look at the boy in the picture. What is he doing?
- 2 Look at the map below and use the words in the box to act out the dialogue.

along down right left between



Hi, Tom! I'm already at the cinema. Where are you?

Hi, James! I'm at the car park. How can I get to the cinema?

Turn (1) ... into Pine Street!

OK. I can see a park on my (2) ...

Good! Go (3) ... Pine Street and then turn left and go (4) ... Third Avenue!

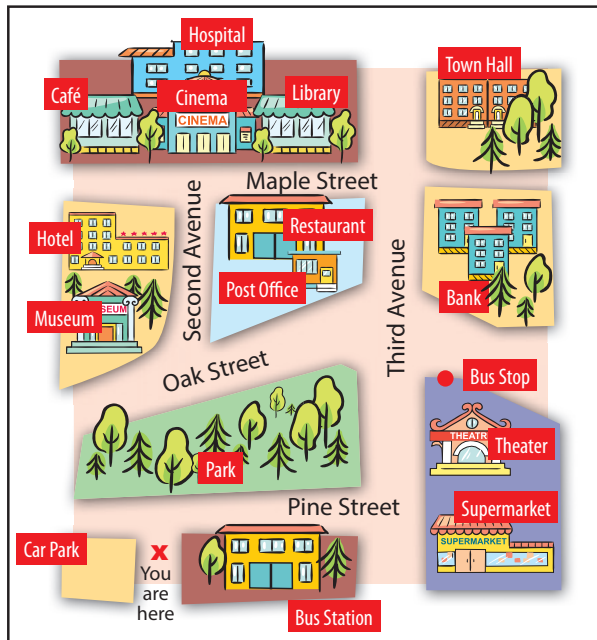
I'm on Third Avenue now. Is the cinema far from here?

Well, at the end of Third Avenue turn left into Maple Street.

Oh, I can see the cinema (5) ... the library and the café.

Great! Hurry up!

Here I come!



Practise

- 3 Work in small groups. Ask for and give directions about places in town using the map and the functional language box.

Functional language

Asking for and giving directions

How can I get to the cinema?
Turn right into Pine Street!
Go past the park!
Walk along Third Avenue!



Speaking task

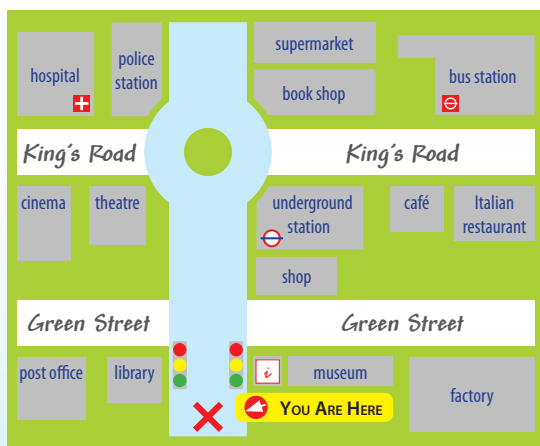
Prepare a dialogue between you and a friend.



Culture New Year's Eve

➔ Step 1

Look at the map and decide where you want to go.



➔ Step 2

You can ask for and give directions using:

How can I get to the book shop / hospital / underground station / theatre?

Go down / past / along ...

Turn right / left into ...

Turn right / left ...

It's on your right / left.

It's near / next to / in front of / opposite / between ... and ...

➔ Step 3

Write your dialogue.

➔ Step 4

Work in pairs. Take it in turns to practise your dialogue.




The 31st December is New Year's Eve and around the world there are thousands of celebrations. In the UK, New Year's Eve is a big celebration and there are lots of street parties around the country.

In London there is a big fireworks display next to Big Ben by the River Thames.

In Edinburgh there are hundreds of thousands of people in the streets celebrating *Hogmanay* – the Scottish word for New Year. Traditionally, it runs for 24 hours – from 12 pm on 31st December to 12 pm on 1st January.

At midnight, people sing a song called *Auld Lang Syne*. This is a Scottish song about friends.

4  Read and listen to the information about New Year's Eve. Then answer the questions.

- 1 When is New Year's Eve?
- 2 How is it celebrated in London?
- 3 What is *Hogmanay*?
- 4 What is *Auld Lang Syne* about?

5 How is New Year's Eve celebrated in Romania?

Singing time!

Follow the link to: *Auld Lang Syne*, the traditional Scottish song.

<https://www.youtube.com/watch?v=7x-A4dzgdqo>

Listen to the song.

- a) Write down the countries from the postcards.
- b) Bring the song to the class to sing it together.



Unit 3b

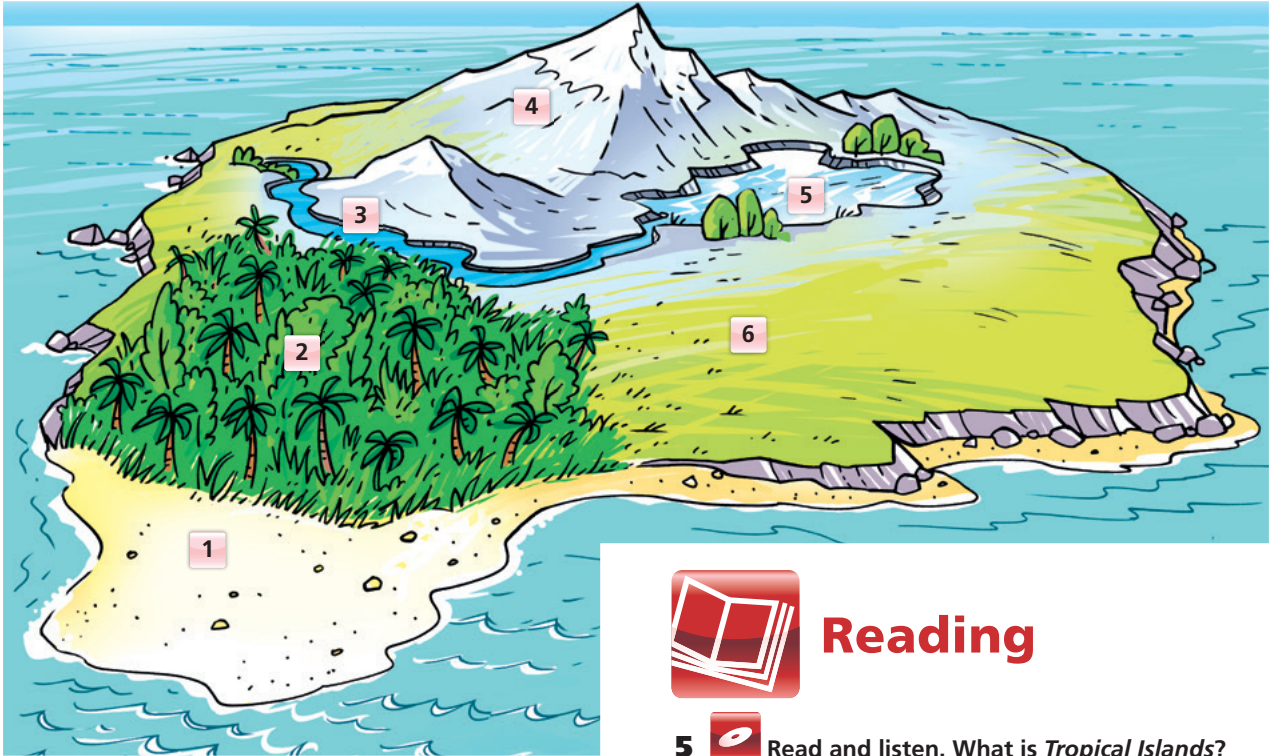
Landscape features

beach
forest
island
river
water

Vocabulary

1 Match the places on the map with the words in the box.

beach forest island lake mountain river



2 Use the picture to identify the words in the box.

ice sand snow trees water waves

3 Listen and repeat.

4 Read the text choosing the correct words.

We're on a beautiful island. Let's start on the beach. Look at the (1) **sand** / **waves**. They're really big. Feel the white (2) **trees** / **sand** between your toes. Behind the beach, there's a forest. There are some palm (3) **waves** / **trees** there. What's that behind the forest? It's a river. Let's follow it. There's a lake – the (4) **water** / **waves** is really cold. Look! There's some (5) **ice** / **water** on the lake and there's some (6) **snow** / **water** over there on top of the mountain.



Reading

5 Read and listen. What is *Tropical Islands*?

Tropical Islands
Is it cold and wet outdoors? Are you bored? Here's a special place for a winter weekend.

When it's cold and wet, *Tropical Islands* is our favourite indoor place to spend the day! It's open all year round, 24 hours a day. There are some hotels and a campsite! Forget the winter here, it's 26°C on this indoor tropical island. Leave your grandparents on the beach with a book. Tell mum and dad there are shops to visit and there's a rainforest to discover, but don't tell them that there are some insects there! For your baby brother, there's a children's club with activities all day. And for you ... are you brave? Check out the turbo slide on the water slide tower. It's 25 metres high! Finally, remember this is a trip to 'the Tropics', so bring clothes for the beach! Amazing!



- 6** Read the text again and then choose the correct answers.
- 1 Tropical Islands **closes** / **doesn't close** at night.
 - 2 **It's** / **It isn't** cold at Tropical Islands in winter.
 - 3 There **are some** / **aren't any** insects in the rainforest.
 - 4 The children's club **has got some** / **hasn't got any** activities.
 - 5 Visitors **need** / **don't need** beach clothes.

nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar

a / an, some, any

countable nouns
There's a rainforest / an island. There are some hotels.
There isn't a lake. There aren't any insects.
Is there a school? Are there any museums?

uncountable nouns
There's some snow.
There isn't any ice.
Is there any sand?

- 7** Look at the sentences in the table and choose the correct words to complete the rules.
- 1 Countable nouns **have** / **haven't** got singular and plural forms.
 - 2 Uncountable nouns **have** / **haven't** got plural forms.
 - 3 We use *a* or *an* with **singular** / **plural** nouns.
 - 4 We use *some* in **affirmative** / **negative** sentences.
 - 5 We **use** / **don't use** *any* in negative sentences or questions.

Language
Tip

We use *a* before consonant sounds:
a mountain, a university, a hospital.
We use *an* before vowel sounds: *an ice hotel, an underground station, an hour.*

- 8** Do you use *a* or *an* with the nouns in the box?

apple house hotel island lake
sport station umbrella

- 9** Complete the sentences with *a / an, some* or *any*. Write them in your notebook.



Underwater World Singapore

- 1 There's ... aquarium on Sentosa Island, Singapore.
- 2 There are ... interesting activities like swimming with sharks.
- 3 There isn't ... indoor beach in the aquarium.
- 4 There aren't ... swimming pools or water slides for people.
- 5 There's ... long glass tunnel to look at the fish.

- 10** Read the text choosing the correct words.

Come to the climbing arena. There (1) **isn't** / **aren't** any water here and there aren't (2) **some** / **any** beaches but there are (3) **an** / **some** incredible climbing walls. If you're a beginner, there (4) is **an** / **some** instructor for you. If you're an expert, there are (5) **any** / **some** competition walls. Do your parents want to watch? There's (6) **a** / **some** café, and there's (7) **a** / **an** area for your little brother or sister to play. It's cold outside and there (8) **are** / **is** some ice on the roads but we're warm and active inside.

- 11** Write true sentences about where you live.

- 1 There ... a water park near my house.
- 2 There aren't any ... in my town.
- 3 There's a really good ...
- 4 There ... an ...
- 5 There ... some ...

- 12** **INTERFACE** Work in pairs. Compare your answers to exercise 11.

Grammar guide page 48



Writing A city guide

1 Read and listen. Answer the questions.

- 1 What is there near the beach?
- 2 Are there any shopping centres? What are they like?
- 3 Is it a fun place? What is there to do?

Dubai is a fantastic city between the sea and the desert. Here are some reasons to visit!

The landscape

Dubai is on the Persian Gulf. There are kilometres of amazing, sandy beaches here. There are luxurious hotels next to the beaches. There are also private islands – some Hollywood actors have got private islands with private beaches.

Shopping

There are great shopping centres everywhere in Dubai, with fantastic clothes shops, sports shops and brilliant cafés. Dubai is famous for its traditional Arabic markets too. They're called *souks*. How about visiting a *souk* to see people buying and selling gold?

Fun

Finally, there are lots of things to do! It's the perfect place for an adventure. There are quad bikes in the desert. There's also a water park for water sports!



4 Write a city guide. Follow these steps.

Writing a city guide

➔ Step 1 Plan

Make notes about reasons to visit the city. Think about the landscape and the activities.

➔ Step 2 Write

Write a first draft. Use your notes from Step 1 and the guide on this page to help you.

➔ Step 3 Check

Check your work. Try to add more information using *there is / there are* and *also*.

➔ Step 4 Write

Write your final copy and hand in your work.

Language focus

also

We use *also* with *there is / there are* to add information:
There's also a water park.
There are also private islands.

2 Look at the sentences in the Language focus. Where does *also* go in the sentence?

3 Rewrite the sentences with *also*.

There's a beach near my house. There's ^{also} a park.

- 1 In my town there are two museums. There's a supermarket.
- 2 There are some beautiful shops. There are two great markets.
- 3 There's a water park next to the shopping centre. There's an aquarium.
- 4 There are some fantastic restaurants. There are some luxurious hotels.
- 5 On my street there's a newsagent. There's a chemist.



Class portfolio 2 page 118

Design a portfolio with the title "Nature in our area". Work in small groups.



CLIL History

The American Civil War

The abolition of slavery is a very important event in the history of the United States of America. It is also the reason for the American Civil War between 11 southern states in favour of slavery, and 25 northern states, wanting to abolish it.

To continue with slavery, the South declares its independence from the North and forms the Confederate States of America. The President of the USA, Abraham Lincoln, does not want the South to be independent. He wants the USA to remain as one country and he wants liberty for the slaves.

War starts in April 1861 and the conflict lasts for four years. An estimated 620,000 soldiers and many civilians die before the North wins in the spring of 1865. The result is the total abolition of slavery in the USA.



Read the text and answer the question.

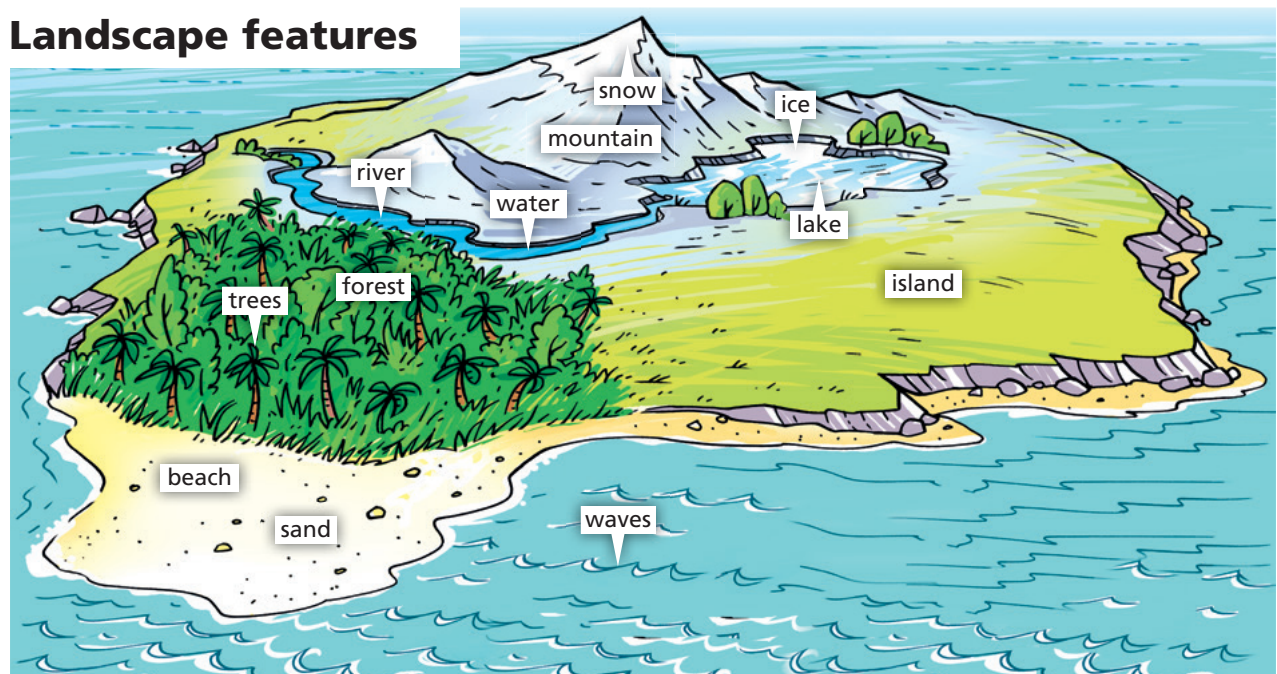
What is the reason for the beginning of the American Civil War?

Vocabulary guide

Places in town



Landscape features





Grammar guide

there is / there are

affirmative	negative
There's (is) an ice hotel.	There isn't (is not) a restaurant.
There are some chemists.	There aren't (are not) any houses.

questions	short answers
Is there a cinema in your town?	Yes, there is. / No, there isn't.
Are there any newsagents?	Yes, there are. / No, there aren't.

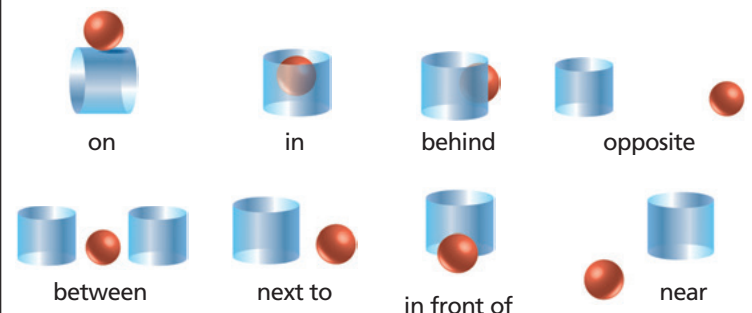
Countable and uncountable nouns

- Countable nouns are nouns which can be counted. So, they have both singular and plural forms.
a banana – two bananas, an orange – two oranges
- Uncountable nouns are nouns which cannot be counted and they usually have no plural form.
cheese, bread, chocolate, milk

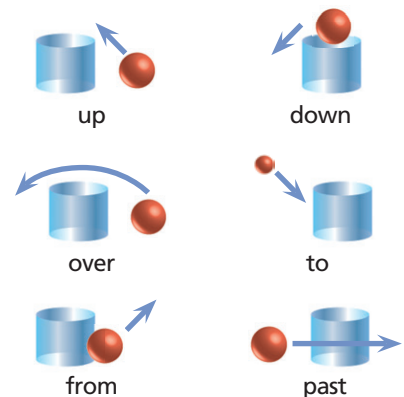
a / an, some, any

	countable	uncountable
+	There is a cinema. There are some restaurants.	There is some water.
-	There isn't a cinema. There aren't any restaurants.	There isn't any ice.
?	Is there a cinema? Are there any restaurants?	Is there any snow?

Prepositions of place



Prepositions of movement





Module

4

Healthy living



In this module you will learn:

- Vocabulary** ■ Food
 ■ Free-time activities
- Grammar** ■ Countable – Uncountable nouns
 ■ Present simple
 ■ Expressing likes and dislikes
- Speaking** ■ At the café
 ■ Ordering food
- Writing** ■ Writing a blog

Find the page numbers for:



- Traditional British food
- The picture of a hockey player
- A menu

Competences:

1.1; 1.2; 2.1; 2.2; 2.3; 2.4; 3.1; 3.2; 4.3.



Unit
4a Food

apple
bread
cake
carrot
cheese
ice cream

Vocabulary



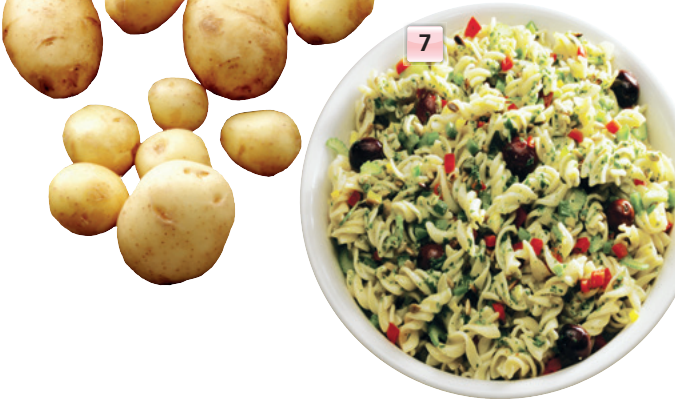
1 Match pictures 1–14 with the words in the box.

apple bread cake carrots cheese fish ice cream
meat milk nuts pasta potatoes strawberries yoghurt

2 Listen and repeat.

3 Talk about the *Eat well* plate. Complete the gaps with the words and phrases in the box.

carbohydrates dairy products fat fibre protein vegetables



Eat well, enjoy life!



A healthy diet consists of:

- 33%** fruit and a) ..., like apples or carrots – they contain a lot of b) ... and vitamins
- 33%** c) ... like potatoes and pasta
- 15%** d) ... like yoghurt and cheese
- 12%** non-dairy sources of e) ... like nuts and fish
- 7%** food and drink high in f) ..., like ice cream and cake



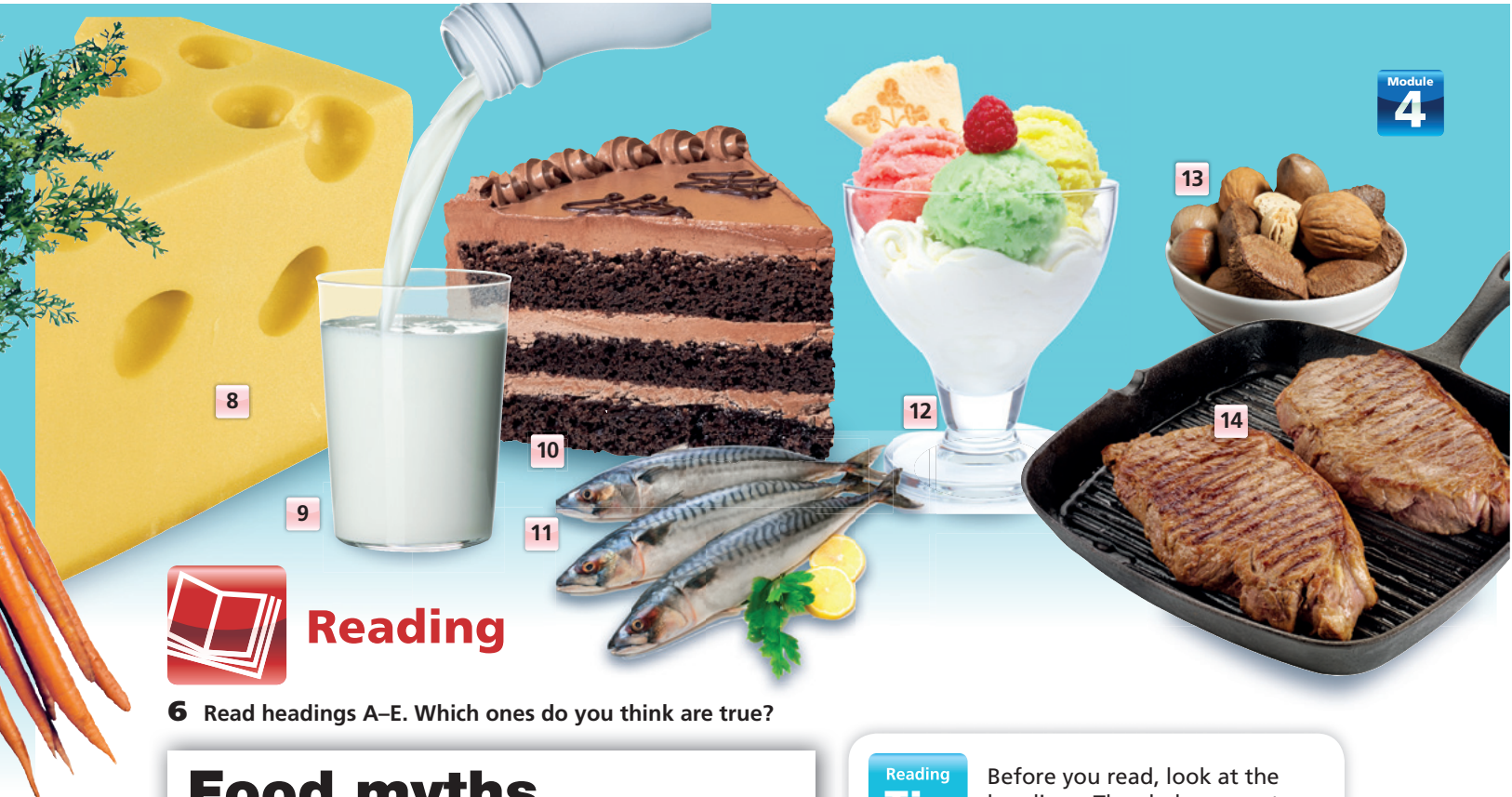
Now say it!

4 Listen to Ben, Alex and Emily. What's their favourite food?

5 Work in pairs. Ask and answer questions about your favourite food.

What's your favourite food?

It's pasta.



Reading

6 Read headings A-E. Which ones do you think are true?

Food myths

We need to eat and drink to stay alive. But is it true that ...?

A Carrots help us to see in the dark

Carrots contain beta-carotene, and our body converts beta-carotene into vitamin A. Vitamin A maintains our eyesight, but it doesn't help our night vision.

B An apple a day keeps the doctor away

This old myth isn't completely false. Apples contain antioxidants, and they help to protect our body's cells. Apples also contain natural sugars and are low in fat, so they're the perfect snack!

C Eating fish makes you intelligent

Some scientists say this is true! Boys who eat fish every week do much better in intelligence tests than boys who don't eat fish regularly. Do you like fish?

D Chocolate gives you acne

Chocolate contains antioxidants, so it doesn't cause acne. What's more, it contains a substance that helps people to relax. Stress causes spots and acne, so chocolate is good for you!

E Pizza's bad for you

In fact, if you don't buy pizza in a shop but you make it at home, it's very healthy! Home-made pizza contains fibre, vitamins, minerals, proteins ... perfect for young people!

7 Read, listen and check your answers.

Reading
Tip

Before you read, look at the headings. They help you get a general idea of the text.

8 Read and listen again. Match 1-5 with a-e to make sentences.

Carrots don't help you to see in the dark.

- | | |
|-------------------------|---------------------------------------|
| 1 Carrots | a) are low in fat. |
| 2 Apples | b) helps you to relax. |
| 3 Eating fish regularly | c) a home-made pizza. |
| 4 Chocolate | d) don't help you to see in the dark. |
| 5 There's fibre in | e) helps your intelligence. |

9 Answer the questions.

- Do carrots contain vitamin A?
- Do apples contain sugar?
- What causes acne?
- What kind of pizza is healthy?

Word
Tip

Sometimes words in English are similar to words in your language because they are borrowings or loanwords of Latin or Germanic origin.

10 Find at least six words in the text that are similar to words in Romanian.

vitamin, chocolate ...

11 **CLASS VOTE** Which paragraph of the text surprises you?





nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar

Countable – Uncountable nouns

countable nouns

a carrot – two carrots, an apple – two apples

uncountable nouns

Food: cheese, bread, chocolate, butter, meat, ham, salt, pepper, bacon, honey, jam, sugar, rice, flour

Liquids: milk, coffee, tea, water, wine, juice, oil, lemonade

Materials: gold, silver, iron, wood, paper, cotton, wool, soap

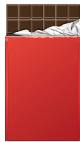
Abstract nouns: love, happiness, beauty, kindness

Others: news, money, advice, information, furniture, snow, weather, hair, homework

1 Look at the pictures and read the words using: *a, an or some.*



some milk



1 ... chocolate



2 ... leaves



3 ... orange



4 ... coffee



5 ... doll



6 ... cups



7 ... jam



8 ... meat



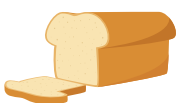
9 ... soup



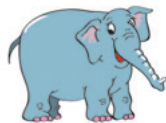
10 ... butter



11 ... egg



12 ... bread



13 ... elephant



14 ... lemons

2 Copy the words in your notebook and write *a, an* or *some*. Which nouns are countable (C) / uncountable (U)?

a biscuit

- | | |
|----------------|----------------|
| 1 ... tea | 10 ... cat |
| 2 ... carrot | 11 ... dress |
| 3 ... ring | 12 ... money |
| 4 ... bread | 13 ... watches |
| 5 ... boxes | 14 ... salt |
| 6 ... armchair | 15 ... honey |
| 7 ... plate | 16 ... water |
| 8 ... chair | 17 ... advice |
| 9 ... pepper | |

3 Underline the uncountable noun in each group. Write them in your notebook.

- 1 bottle, jug, glass, orange juice
- 2 carrot, soup, tomato, cabbage
- 3 pig, sheep, ox, meat
- 4 slice, loaf, bread, piece
- 5 wood, leaf, flower, tree
- 6 chocolate, cherry, pear, apple
- 7 coffee, glass, can, bottle
- 8 desk, chair, table, furniture

Language
Tip

We express quantity in English by using the following words in front of uncountable nouns: *slice, loaf, cup, tin, piece, jug, bowl, can, packet, bottle, jar, glass, carton, bar, kilo.*





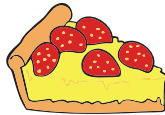
4 Look at the pictures and read the examples.



a bowl of soup



a bottle of beer



a piece of pie



a loaf of bread



a cup of coffee



a bar of chocolate



a glass of milk



a kilo of meat



a carton of milk



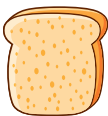
a jar of marmalade



a can of fruit juice



a jug of orange juice



a slice of bread



a tin of fish



a packet of spaghetti

5 Match the words from column A with the ones in column B.

A	B
1. a tin of	a. chocolate
2. a carton of	b. milk
3. a cup of	c. jam
4. a glass of	d. tuna
5. a slice of	e. water
6. a bar of	f. lemonade
7. a packet of	g. bread
8. a loaf of	h. cola
9. a kilo of	i. coffee
10. a jug of	j. biscuits
11. a jar of	k. ham
12. a bottle	l. meat

6 Make the following nouns countable. Write the phrases in your notebook.

Some milk – three *cartons of milk*

- Some cheese – two ...
- Some water – four ...
- Some coffee – two ...
- Some bread – five ...
- Some honey – three ...
- Some chocolate – six ...
- Some tuna – two ...

7 Find 4 countable and 4 uncountable nouns in the crossword. Write them in your notebook.

L	E	M	O	N	A	D	E
X	D	A	R	C	P	Z	R
P	O	T	A	T	O	E	S
I	N	E	N	R	C	A	E
B	R	O	G	A	T	P	I
R	I	C	E	P	T	P	J
E	G	G	S	U	J	L	H
A	J	C	O	F	F	E	E
D	A	O	U	C	T	S	M
O	B	R	P	U	Y	Q	N





Present simple

affirmative	
I / You	eat fruit.
He / She / It	runs fast.
He / She / It	goes to the park.
We / You / They	need vitamins.

1 Look at the sentences in the table. What is different about the *he / she / it* form?

2 Read and choose the correct words.



- 1 My brother **eat / eats** strawberries every day!
- 2 Strawberries **help / helps** you to stay healthy.
- 3 They **contain / contains** vitamin C.
- 4 Your body **need / needs** vitamin C for protection.
- 5 Most animals **produce / produces** vitamin C in their bodies, but not humans.

3 What is the third person singular form of the verbs in the box? Use the spelling rules on page 62 to help.

drink see try watch pass play

4 Write the sentences in your notebook using the present simple affirmative.

- 1 We ... (eat) more than 680 kilos of food a year.
- 2 She ... (go) to vegetarian restaurants.
- 3 They ... (cook) healthy food.
- 4 He ... (drink) milk for breakfast.
- 5 Grapes ... (explode) in the microwave.

Language Tip

We use the present simple for permanent states, repeated actions and daily routines.

Pronunciation

Third person singular -s: /s/ /z/ or /ɪz/

a Listen and repeat. Can you hear the difference?

/s/ or /z/	eats goes
/ɪz/	teaches watches

b Listen to the verbs in the box. Then add them to the table in exercise a.

washes	drinks	does	uses
explodes	passes		

negative

I / You	don't eat vegetables.
He / She / It	doesn't drink water.
We / You / They	don't like cakes.

Language Tip

Be careful with the -s!
He doesn't drink water. ✓
He doesn't drinks water. ✗

5 Look at the sentences in the table. How do you form the present simple negative?

6 Write the sentences in your notebook using the present simple negative.

- 1 I ... (eat) dairy products.
- 2 She ... (drink) milk.
- 3 Water ... (contain) vitamins.
- 4 Some people ... (like) chocolate.
- 5 My mum ... (cook) unhealthy food.
- 6 My friends ... (eat) vegetables.

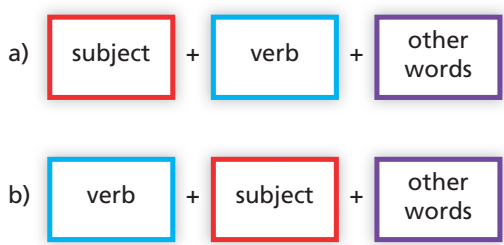
7 Read and complete the text with the present simple. What is the text about?

Your body (1) ... (need ✓) a lot of this. It (2) ... (contain ✗) fat or sugar. Doctors (3) ... (say ✓) 'Drink eight glasses every day'. It (4) ... (give ✗) you energy, but it (5) ... (hydrate ✓) you.



questions and short answers	
Do I / you eat healthy food?	Yes, I / you do . No, I / you don't .
Does he / she / it drink coffee?	Yes, he / she / it does . No, he / she / it doesn't .
Do we / you / they buy fish?	Yes, we / you / they do . No, we / you / they don't .

8 Look at the sentences in the table. How do you form present simple questions?



9 Write complete questions. Then write short answers that are true for you.

- you / have breakfast every day?
Do you have breakfast every day? Yes, I do.
- you / drink milk?
 - you and your friends / eat fruit?
 - your best friend / drink eight glasses of water a day?
 - your teacher / drink coffee in the classroom?
 - your classmates / have healthy snacks at break time?

Language Tip Be careful with short answers: don't repeat the main verb!
Do you drink milk?
Yes, I do. ✓ *Yes, I drink.* ✗

10 **INTERFACE** Work in pairs. Ask and answer questions using the ideas in the box.

drink fizzy drinks eat sweets eat vegetables
have dinner at 9 pm have a healthy diet

Do you drink fizzy drinks? *Yes, I do. I drink cola.*

Grammar guide page 62

Listening Healthy eating

11 Look at the photo of Akio. Which of the words in the box can you see in the picture?

canteen chopsticks fast food
green tea rice soup



12 Listen to Akio talking about food. Put the words in exercise 11 in the order you hear them.

13 Listen again and answer the questions. Use short answers.

- Does Akio eat healthy food? *Yes, he does.*
- Does he have breakfast?
 - Does he drink milk with his breakfast?
 - Does he have lunch in the classroom?
 - Does he eat with a knife and fork?
 - Do the students help to clean the classroom after lunch?
 - Does he only eat traditional Japanese food?

14 **INTERFACE** Write down what you eat for breakfast. Find someone who eats the same as you. Report to the class.

Do you have cereal for breakfast? *Yes, I do.*


Maria and I have cereal for breakfast.

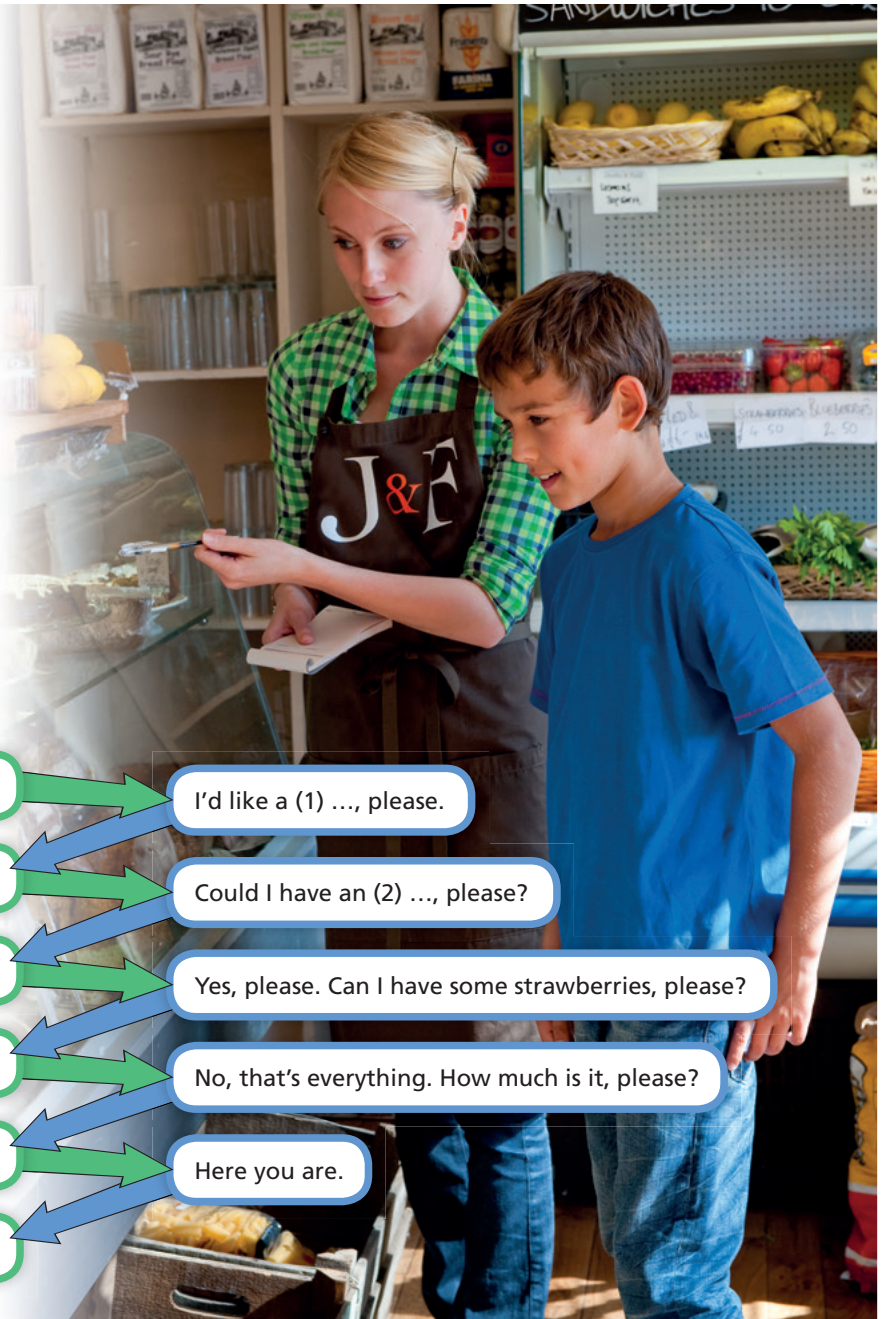
Cultural Fact Before eating, Japanese people say *itadakimasu*. It means 'I receive this food'. In English, you can say 'Enjoy your meal!' What do you say in Romanian?



Speaking At the café

Listen

- 1 Look at the picture. What food and drink can you see?
- 2  Listen to Ben ordering some food. Then answer the questions.
 - 1 What does he want to eat?
 - 2 What does he want to drink?
- 3 Listen and complete the dialogue.



Hello. What would you like?

I'd like a (1) ..., please.

Of course. Would you like anything to drink?

Could I have an (2) ..., please?

There you go. Would you like anything else?

Yes, please. Can I have some strawberries, please?

Sure. Anything else?

No, that's everything. How much is it, please?

That's (3) ..., please.

Here you are.

Thank you! Enjoy your meal!



We express preference using:
What would you like?
I'd like ... please.
and polite requests using:
Could I have ..., please?
Can I have ..., please?

Practise

- 4 Listen again and repeat the dialogue.
- 5 Order the words to make sentences.
 - 1 pizza / have / I / Can / some ?
 - 2 is / How / it / please / much ?
 - 3 cheeseburger / like / I'd / a .
 - 4 you / like / Would / else / anything ?
 - 5 would / What / like / you ?

Functional language

Ordering food

Assistant

What would you like?
Would you like anything to drink?
Would you like anything else?
That's £6.30, please.

Ben

I'd like a sandwich, please.
Could I have an apple juice, please?
Can I have some strawberries, please?
How much is it?



Speaking task

Prepare a dialogue between you and the assistant.

Step 1

First, look at the menu and decide what you want to eat and drink.

<u>MENU</u>	
<u>Sandwiches</u>	£3.00
Tomato, cheese, tuna, chicken, egg mayonnaise	
<u>Jacket potatoes</u>	£1.40
Tuna, cheese, beans	
<u>Extras</u>	
Salad	£2.00
Chips	£2.00
<u>Drinks</u>	
Mineral water	£1.30
Apple juice, cola	£1.30

Step 2

Think about what the assistant says.

What would you like?

Would you like anything else?

That's £..., please.

Think about what you say.

I'd like a ...

Could / Can I have a / an / some ...?

How much is it, please?

Step 3

Write your dialogue.

Step 4

Work in pairs. Take it in turns to practise your dialogue.



Culture British food

Traditional Sunday lunch

A traditional British family meal is a roast dinner. This is beef, lamb or chicken cooked in the oven. The meat is served with different vegetables and gravy.



International food

The British love food from all over the world. They love spicy food from India like curries and Mexican food like fajitas. Chinese food such as fried rice is also very popular.



Vegetarians

About four million British people are vegetarian. Some vegetarians eat fish, but don't eat meat. Some vegetarians also don't eat or drink any dairy products. They are called vegans.



6 Read and listen to the information about British food. Then answer the questions.

- 1 What meat and vegetables can you see in the pictures?
- 2 Where is fried rice from?
- 3 What is a vegan?

7 Work in small groups. Talk about your favourite traditional Romanian food.

Singing time!

Follow this link: <https://www.youtube.com/watch?v=9Fr1iDqemjY>

- a) Listen to *The healthy habits song*. What habits are mentioned in the song? Write them in your notebook.
- b) Bring the song to the class to sing it together.



Unit 4b

Free-time activities



Vocabulary

1 Match pictures 1–6 with the free-time activities in the box. Which activities are not in the pictures?

go shopping listen to music meet my friends
play football read comics ride my bike
stay up late surf the internet
talk on the phone watch TV



2 Listen and repeat.

3 Which activities in exercise 1 do you do in your free time?

4 **INTERFACE** Work in groups. Discuss about your free time activities.

What do you do in your free time?

I listen to music and read comics.



Reading

5 Read and listen. Then do the healthy lifestyle quiz and check your score.



Do our quick test and find out!

1 Do you like sport?

- a Yes, I do. I love playing football or doing other sports.
- b No, I don't, but I like riding my bike.
- c I hate doing sport, but I like watching it on TV.

2 What do you like doing on Saturday afternoon?

- a I like relaxing at home with a book or listening to music.
- b I like talking on the phone or watching TV.
- c I like surfing the internet and eating fast food.

3 What do you do after school?

- a I ride my bike home and do my homework. Then I relax.
- b I go shopping with my friends. We go by bus.
- c I surf the internet or watch TV. I do my homework before breakfast.

Score: a = 3 points; b = 2 points; c = 1 point

8–9 points: Perfect! Don't change anything!

5–7 points: Not bad! But you need to change one or two habits.

3–4 points: Try to think about your health; you need to be more active, but you also need to relax!



nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar

love, hate, (don't) like + -ing

love, hate, (don't) like + -ing

- I **love** surfing the internet.
- You **like** watching TV.
- He / She / It **doesn't like** playing football.
- We / You / They **hate** talking on the phone.

- 6** Look at the sentences in the table. What do the words in blue mean?
- 7** Write complete sentences. Use *love, like, don't like* or *hate*.

- 1 I / stay up late / on Saturday.
I like staying up late on Saturday.
- 2 My best friend / read comics / about superheroes.
- 3 My classmates / go shopping.
- 4 My brother / play football / with his friends.
- 5 I / meet / my friends / after school.
- 6 My teacher / surf the internet / every day.

- 8** Rewrite the sentences in exercise 7 so they are true for you.

Subject and object pronouns

subject pronouns

I	you	he / she / it	we	you	they
---	-----	---------------	----	-----	------

object pronouns

me	you	him / her / it	us	you	them
----	-----	----------------	----	-----	------

Do **you** go shopping with **them**?
Riding my bike is my favourite thing. I love **it**!
Jack reads comics every day. **He** loves **them**.

- 9** Write the sentences in your notebook using the correct words.

- 1 Italian food is my favourite food. I / **Me** really like pasta.
- 2 Hugh's bike is fast. I like riding my bike with **him / he**.
- 3 My mum hates fizzy drinks. She never drinks **they / them**.
- 4 My sister likes listening to music with **me / I**.
- 5 My friends and I love sport. **Us / We** play football every day.
- 6 My brother sometimes plays football with **we / us**.

- 10** Read the dialogue completing it with the correct subject or object pronouns.

- Chris** Do *you* like watching TV in your free time?
Jim No, (1) ... don't like (2) ... very much. I prefer listening to music.
Chris Do you like surfing the internet?
Jim Not much, but my sister and I have got computer games. (3) ... like playing (4) ...
Chris Do you like reading comics?
Jim Yes, I do. My brother's got lots of comics and (5) ... lends them to (6) ...

- 11** Listen and check your answers.

ROLE PLAY Imagine you meet one of the following characters: Snow White, Rapunzel, Pinocchio, Harry Potter, Asterix. Ask them about their likes and dislikes. Look at exercise 10 to make up a similar dialogue. Work in small groups.

Grammar guide page 62



Writing A blog

1 Read and listen. Then answer the questions.

- 1 What food does Marc eat?
- 2 What sports does he play?
- 3 What does he like doing in his free time?



Marc's blog

8th July

I think I've got a healthy lifestyle and I eat well. I eat bread and cheese for breakfast and I drink milk. At break time, I normally have a banana or an apple. I love things like chocolate, biscuits and cakes, but I don't eat them very much.

I'm active in my free time. I like meeting my friends and we play sport. Our favourite sport is ice hockey. In the summer, we love riding our bikes. I also like being at home with my family.

My sisters love watching TV, but I like reading fantasy novels or listening to music. I love listening to reggae music. I think it's because reggae is my dad's favourite music too. We listen to it together.

Comments 24

Have you got a healthy lifestyle?
Do you eat well? Are you active?

Language focus

and or but

Improve your writing by avoiding repetition.

Use *and* and *but* to connect your sentences.

I eat bread for breakfast and I drink milk.

I love biscuits, but I don't eat them very much.

2 Connect the sentences with *and* or *but*.

I eat eggs for breakfast. I drink orange juice for breakfast.

I eat eggs and I drink orange juice for breakfast.

- 1 My friends surf the internet. They stay up late.
- 2 My mum watches TV. She doesn't listen to music.
- 3 I meet my friends. We go to the town centre.
- 4 We sometimes go to the park. We don't play football.
- 5 I like reading comics. My brother doesn't like reading them.

3 Write a blog entry about your lifestyle. Follow these steps.

Writing your own blog

Step 1 Plan

Make notes about your lifestyle. Have you got a healthy lifestyle? Do you eat well? What do you like doing in your free time?

Step 2 Write

Write a first draft. Use your notes from Step 1 and Marc's blog to help you.

Step 3 Check

Check your work. Try to connect some sentences using *and* and *but*.

Step 4 Write

Write your final copy and hand in your work.



Physical Education Rugby

Rugby is first played in 1823, when a student at a prestigious school in the town of Rugby in England picks up the ball with his hands during a game of football and starts running. As the students start to play this form of 'football' more and more frequently, they invent the rules that are still followed to this day.

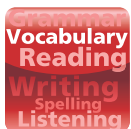
Rugby is a sport played by two teams of 15 players each with a ball shaped like a big egg. They score points by kicking the ball over a high bar, which is like a giant letter H. Players also score points by putting the ball down over the goal line. This is called a try.

Today rugby is more popular than football in some parts of the world. The most important international teams are Argentina, Australia, South Africa, England, France, New Zealand, Scotland and Wales. These and other teams compete for the Rugby World Cup every four years.



Read and listen. Answer the question.

How many players compete in a game of rugby?



Vocabulary guide Food



apple



bread



cake



carrots



cheese



fish



ice cream



meat



milk



nuts



pasta



potatoes



strawberries



yoghurt

Free-time activities



go shopping



listen to music



meet my friends



play football



read comics



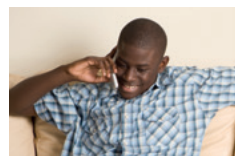
ride my bike



stay up late



surf the internet



talk on the phone



watch TV



Grammar guide

Present simple

affirmative		
I	eat	fruit.
You	eat	
He / She / It	eats	
We	eat	
You	eat	
They	eat	

negative		
I	don't eat	meat.
You	don't eat	
He / She / It	doesn't eat	
We	don't eat	
You	don't eat	
They	don't eat	

questions	short answers	
	affirmative	negative
Do I	Yes, I do .	No, I don't .
Do you	Yes, you do .	No, you don't .
Does he / she / it	Yes, he / she / it does .	No, he / she / it doesn't .
Do we	Yes, we do .	No, we don't .
Do you	No, you do .	No, you don't .
Do they	No, they do .	No, they don't .

love, hate (don't) like + -ing

I	love	watching TV.
You	love	
He / She / It	loves	
We	love	
You	love	
They	love	

	love
	like
	don't like
	hate

Spelling: third person singular

- for most verbs add -s
drink → drinks
- for verbs that end in -s, -sh, -ch and -x add -es
pass → passes
wash → washes
watch → watches
fix → fixes
- for verbs that end in consonant +y, omit the -y and add -ies
study → studies
- for verbs that end in vowel +y, keep the -y and add -s
play → plays
- irregular verbs
be → is
have → has

Subject and object pronouns

subject pronouns					
I	you	he / she / it	we	you	they
object pronouns					
me	you	him / her / it	us	you	them

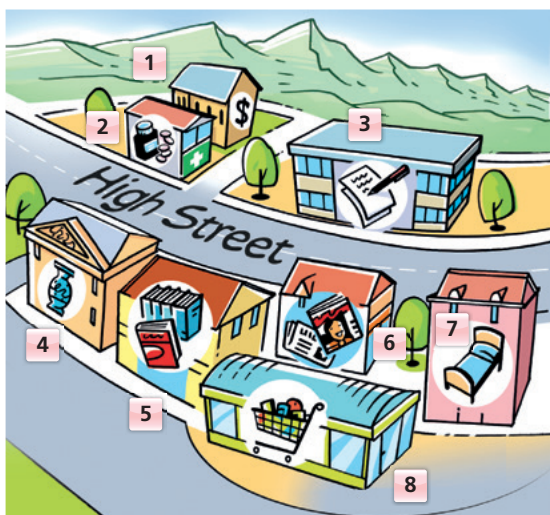


Progress check 2 (Module 3-4)



1 Order the letters to make words of places. Then match them to places 1–8 in the map.

- | | |
|--------------|---------------|
| a) chloos | e) ehlot |
| b) aeegnstvw | f) kban |
| c) emmsuu | g) abilrry |
| d) cehimst | h) aekmprrstu |



2 Complete the sentences with the free-time activities. Write them in your notebook.

- The boys ... football every day. They're Manchester United fans.
- I ... to ... on my mp3 player. My favourite band is The Killers.
- We ... TV every night. The Simpsons is our favourite programme.
- I ... the ... in my free time. I've got a computer in my bedroom.
- I ... my friends in the park after school and we play basketball.
- They comics. Manga is their favourite type.
- In our free time we We love buying new clothes.
- I ... my bike on Sunday mornings. I cycle 30 kilometres.
- I ... on the ... a lot – my mobile, not the phone in the house.

3 Complete the sentences with the words related to food.

- C ... contain Vitamin A – this helps us maintain our eyesight.
- A healthy diet includes protein like meat or f

- Babies drink a lot of m
- Some people drink seven or eight glasses of w ... a day.
- Carbohydrates like pasta and p ... give us energy.
- C ... and yoghurt contain a lot of milk.
- F ... and vegetables are healthy foods.
- A ... are fruit that contain antioxidants.
- Beef, chicken and lamb are different types of m
- S ... are small, red fruit.

4 Look at the map in exercise 1 and write sentences. Use *there is / there are* or *there isn't / there aren't*.

- | | |
|-------------|---------------|
| 1 bank | 4 airport |
| 2 mountains | 5 supermarket |
| 3 snow | 6 rivers |

5 Look at the map again. Complete the sentences with the words in the box.

behind between in front of next to opposite

- The school is ... the library.
- The newsagent's is ... the supermarket.
- The library is ... the museum and the newsagent's.
- The bank is ... the chemist's.
- The hotel is ... the newsagent's.
- The chemist's is ... the school.
- The museum is ... the library.
- The supermarket is ... the newsagent's.

6 Read and complete the dialogue with the correct form of the verbs in brackets.

- Ben** (1) ... (have) a favourite free-time activity?
Emily Well, I like (2) ... (meet) my friends in town.
Ben What (3) ... you ... (do) there?
Emily We (4) ... (go) shopping or we (5) ... (sit) in a café with a drink.
Ben Really? Sounds boring!
Emily (6) ... you and your friends ... (like) shopping?
Ben No, we (7) ... (hate) it. Jack sometimes (8) ... (go) shopping with his sister, but we usually (9) ... (play) football or we (10) ... (ride) our bikes.
Emily Very healthy! Look, I (11) ... (be) hungry. Let's have something to eat.
Ben Sure!



7 Choose the correct words. Write the sentences in your notebook.

There are (1) **some** / **any** good things about my town. There's (2) **a** / **some** beach near my house and in winter there are (3) **some** / **any** big waves. There are also (4) **some** / **any** bad things. In winter it's cold and there's (5) **an** / **some** ice on the road, so it's very dangerous. I like climbing, but there aren't (6) **some** / **any** mountains near my town.

8 Choose A, B or C.

- 1 He is ... boy.
A) some B) an C) a
- 2 I have ... umbrella.
A) some B) an C) any
- 3 I have ... apples in my bag.
A) any B) a C) some
- 4 There aren't ... eggs.
A) any B) some C) an
- 5 There are ... pens in that drawer.
A) a B) some C) any
- 6 Are there ... books on the desk?
A) some B) any C) a
- 7 Has he got ... souvenirs from the ice hotel?
A) an B) any C) some
- 8 Is there ... bank in your street?
A) a B) some C) any
- 9 Have they got ... brothers and sisters?
A) some B) an C) any

9 Complete the text with the correct form of the verbs in brackets. Write it in your notebook.

I've got a healthy lifestyle. I (1) ... (eat) breakfast every morning. Then I (2) ... (walk) to school with my friends, but they (3) ... (not live) in my street. At break time, I (4) ... (play) football with my friends because we (5) ... (like) doing sport. After school, I (6) ... (go) home to do homework. Then I (7) ... (listen) to music and I (8) ... (read) a comic. My sister (9) ... (not have) a healthy lifestyle. She (10) ... (not play) sport and she (11) ... (not eat) fruit and vegetables. She (12) ... (watch) TV all the time!

10 Complete the questions. Then write short answers that are true for you.

- 1 ... you eat fish regularly?
- 2 ... your teacher ride a bike to school?

- 3 ... you and your friends talk on the phone for hours?
- 4 ... your grandparents surf the internet?
- 5 ... your best friend stay up late on the computer?

11 Write the questions in the present simple in your notebook. Then complete the short answers.

- 1 you and your family / eat fast food?
Yes,
- 2 Leonardo / like ice cream?
Yes,
- 3 you / cook dinner for your family?
No,
- 4 your mum / surf the internet?
No,
- 5 your friends / go jogging / every week?
Yes,
- 6 Ann / live / in London?
No,

12 Complete the sentences with the correct subject or object pronouns.

- 1 Strawberries are my favourite fruit. I love
- 2 Julia's a vegetarian. ... doesn't eat meat.
- 3 Anna and I study together. I like studying with
- 4 Akio is a new boy in our class. ...'s from Japan.
- 5 This apple is horrible. I don't like
- 6 My uncle goes skating with my brother and me. He likes skating with

Marking scheme

Exercise no.	Score
1	8 × 0,5 = 4
2	8 × 0,5 = 4
3	10 × 0,5 = 5
4	6 × 2 = 12
5	8 × 0,5 = 4
6	11 × 1 = 11
7	6 × 1 = 6
8	9 × 1 = 9
9	12 × 1 = 12
10	5 × 1 = 5
11	6 × 2 = 12
12	6 × 1 = 6
Total	90
Granted points	10
Final score 100	



Module

5

School life



In this module you will learn:

- Vocabulary**
- Daily routines
 - School subjects
- Grammar**
- Adverbs of frequency
 - Word order: questions
 - Expressing ability – *can*
- Speaking**
- Buying a ticket
- Writing**
- A magazine article

Competences:

1.1; 1.2; 2.1; 2.2; 2.3; 2.4; 3.1; 3.2; 4.2; 4.3.

Find the page numbers for:



A messy room
Famous people
School subjects



Unit
5a Daily routines



7:00

get up
go to bed
start school

Vocabulary

1 Look at pictures 1–6. Complete the sentences about daily routines with the correct form of the words in the box. Write them in your notebook.

do homework finish school get dressed
get up go to bed have a shower have dinner
play the piano start school tidy your room

- 1 Mike ... at seven o'clock and he gets dressed.
- 2 Ellie ... at ten to nine. Here she is with her classmates.
- 3 Jack ... at five o'clock every night. He hates maths and science!
- 4 Jenny ... at quarter to seven. You can see her little sister in this picture too.
- 5 Lisa usually ... at eight o'clock. It's always a mess!
- 6 On a school night Simon ... at half past nine, but not at the weekend!

2 Listen and repeat.



3



8:50

3 Match the expressions in the box with *have, go, and play*. Can you add more?

a bath golf home lunch some milk
the guitar to the cinema with friends

4 Write sentences about your daily routine. Use the verbs in exercise 1.

I get up at seven o'clock. I have a shower ...



Now say it!

5 Listen to Emily and Ben talking about the weekend. What time does Ben do the things in the box?

get up have lunch
do homework go to bed

6 Work in pairs. Ask and answer questions about your routine at the weekend.

What time do you get up?

I get up at nine o'clock.



17:00



18:45



Reading

- 7 Read the text quickly. Which musical instruments do Aisha and Rick play?

Sunday 9 pm – Channel 13

A day in the life of a child genius

There are millions of children in the world, but there aren't many children like Aisha or Rick. On tonight's programme, we talk to two of Britain's gifted¹ children about their daily routines.



a **Aisha Patel** is 13. Just like other British 13 year olds, Aisha usually gets up at seven o'clock. She starts school at nine o'clock and she's never late. But there is a difference. Aisha's very intelligent: she's got an IQ² of 150 – a 'normal' IQ is 100! In her free time, she designs computer games. She also speaks six languages, plays the cello and paints beautiful pictures. And she's got time to meet her friends.



b **Rick Moore** is 13, and he's also got an IQ of 150. He plays the piano and he sometimes writes music too – his ambition is to be a top composer. He always gets up very early to play the piano, around half past five in the morning. He wants to play the piano all day, but he can't do that because he goes to school and he's got homework – he always does his homework. He often goes to bed at half past eleven.

Glossary

- ¹ gifted: extremely intelligent and / or talented
² IQ: intelligence quotient



20:00



21:30

- 8 Read and listen. Complete the sentences with the names *Aisha* or *Rick*.

- 1 ... wants to be a music composer.
- 2 ... is also an artist.
- 3 ... often sleeps for less than six hours a night.
- 4 ... doesn't usually get up at half past five.
- 5 ... has got several hobbies.

- 9 Answer these questions.

- 1 Where are Aisha and Rick from?
- 2 Are they the same age?
- 3 What instruments do they play?
- 4 Have they got the same IQ?



We form some nouns in English by adding suffixes to verbs. This helps us expand our vocabulary and understand new words.

- 10 Add *-er* or *-or* to the verbs in the box to make the name of the person who does these things. Write them in your notebook.

act compose dance sing teach write

act – actor

- 11 **CLASS VOTE** Do you want to be gifted like Aisha and Rick?



nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar

Adverbs of frequency

adverbs of frequency	
0%	She is never late for school. He sometimes writes music too. He often goes to bed late. She usually gets up at seven o'clock. He always does his homework.
↓	
100%	

- Look at the sentences in the table. Complete the rules with *before* or *after*.
 - Adverbs of frequency normally go ... the main verb.
 - They go ... the verb *be*.
- Rewrite the sentences with the adverbs of frequency in brackets.



Amy gets up at five o'clock in the morning. (always)
Amy always gets up at five o'clock in the morning.

- Amy paints pictures in her house. (usually)
- She paints in a special art room at school. (sometimes)
- She goes to extra art classes after school with a professional artist. (often)
- She misses her extra art lessons. (never)

Adverbs of frequency: questions

adverbs of frequency in questions	
How often	does she play the piano?
Do	you usually have a shower in the morning?

- Look at the sentences in the table. What question word can you use with *often* to ask about frequency?

- Order the words to make questions. Then answer the questions so they are true for you. Write them in your notebook.

you / late / How often / for school / are ?

How often are you late for school?

I'm often late for school, especially on Monday.

- usually / Do / you / get up / at 4 am ?
- usually / Do / go / you / to bed before 9 pm ?
- meet / How often / you / your friends / do ?
- a musical instrument / How often / do / you / play ?
- you / How often / do / tidy your room ?

- INTERFACE** Work in pairs. Ask and answer the questions in exercise 4.

Word order: questions

be			
question word	am / is / are	subject	other words
/	is	your name	Peter?
What	is	your name?	/

have got				
question word	have / has	subject	got	other words
/	Have	you	got	any brothers?
How many brothers	have	you	got?	/

other verbs				
question word	do / does	subject	verb	other words
/	Do	you	listen	to music every day?
How often	do	you	listen	to music?

- Read the questions using the words in the box.

does are has do is have

Where ... you from?

Where are you from?

- ... your sister French?
- ... you got any pets?
- ... you like school?
- How many talents ... your best friend got?
- ... your brother get up early?




7 Order the words to make questions.



- 1 you / How old / are ?
- 2 from / you / Where / are ?
- 3 any brothers or sisters / you / Have / got ?
- 4 do / you / What sports / do ?
- 5 sport / you / How often / do / do ?
- 6 read / before you go to bed / you / Do ?

8 Match the questions in exercise 7 to these answers.

- 1 No, I don't. I listen to music.
- 2 I'm 10 years old.
- 3 My favourite sport is basketball, but I like playing football too.
- 4 Yes, I have. I've got one brother and two sisters.
- 5 I'm from Atlanta, in the USA.
- 6 I always play basketball at the weekend and I often play football on Thursday.

9  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 7.

 **Grammar guide** page 76




Listening

Hidden talents

10 Look at the people. What are they famous for?



11  Listen to three people talking about the celebrities in exercise 10. Match the celebrities with the hidden talents.

- 1 acting and singing
- 2 playing musical instruments
- 3 designing clothes

12 Listen again and answer the questions.

- 1 Does Hugh Jackman sing in films?
- 2 What instruments does he play?
- 3 Does the speaker like Beyoncé?
- 4 What type of music does Beyoncé sing?
- 5 What other hidden talents has Pau Gasol got?

13 Who do you admire? Why is he / she famous? Has he / she got a hidden talent?




Britain's Got Talent is a popular TV talent show. The winner performs at the Royal Variety Performance, in front of the Queen. Is there a similar TV programme in your country?

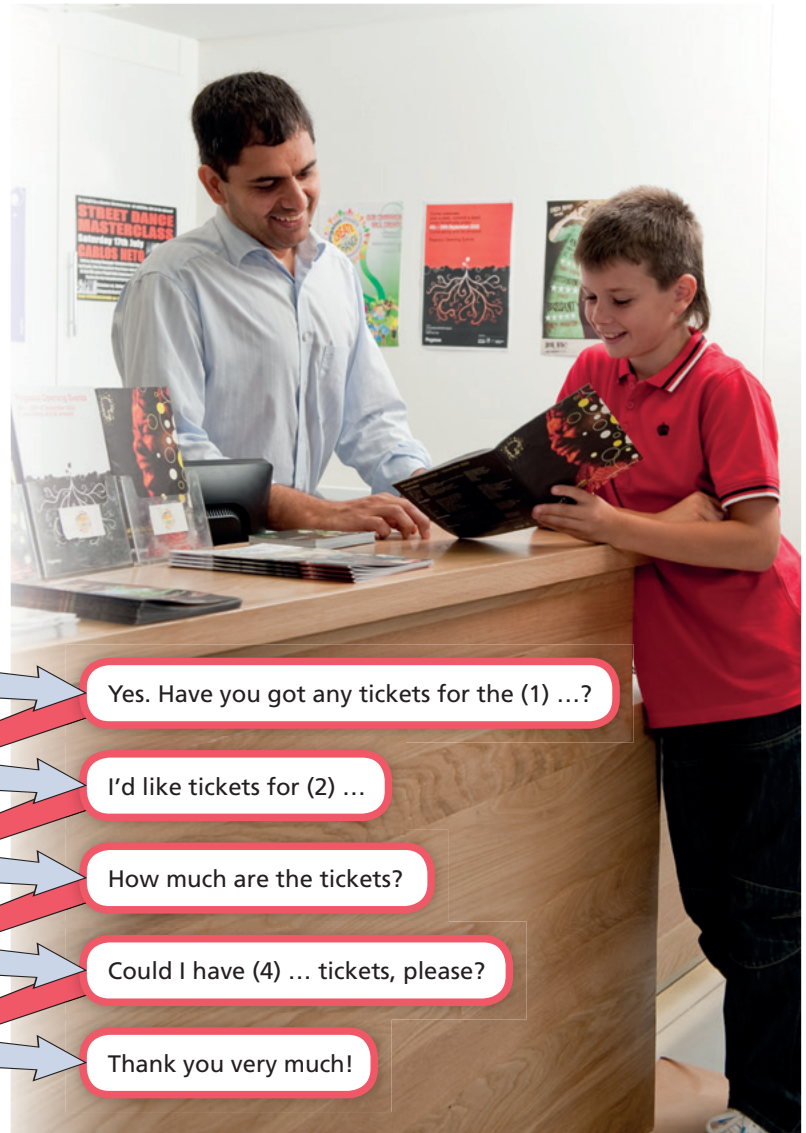


Speaking At the box office

Listen

- 1 Look at the picture. Who is Alex talking to?
- 2  Alex is buying some tickets for an event at the weekend. Listen to the dialogue and choose the correct answer.
Alex wants to go to a music concert / the cinema.
- 3 Read the dialogue using the words in the box. Then listen and check your answers.

rock concert two three Saturday



Can I help you?

Yes. Have you got any tickets for the (1) ...?

Yes, we have. What day would you like?

I'd like tickets for (2) ...

Sure, of course!

How much are the tickets?

They're (3) £ ... each.

Could I have (4) ... tickets, please?

Here you are.

Thank you very much!

Practise

- 4 Listen again and repeat the dialogue.
- 5 Match questions 1–4 to answers a–d.

1 What day would you like?	a) Yes, here you are.
2 How much are the tickets?	b) They're £5 each.
3 Can I help you?	c) Yes. Have you got any tickets for the disco?
4 Could I have three tickets, please?	d) Friday, please.

Functional language

Buying a ticket

Attendant

Can I help you?
What day would you like?
How many tickets would you like?
They're £3 each.

Alex

Have you got any tickets for the rock concert?
I'd like tickets for Saturday.
How much are the tickets?
Could I have two tickets, please?



Speaking task

Prepare a dialogue between you and the box office attendant.

Step 1

First, decide which event you want to go to.



Step 2

Think about what the attendant says.

*Can I help you?
What day would you like?
Sure, of course.
They're £ ... each.
Here you are.*

Think about what you say.

*Yes. Have you got any tickets for ...?
I'd like tickets for ...
How much are the tickets?
Could I have ... tickets, please?
Thank you very much.*

Step 3

Write your dialogue.

Step 4

Work in pairs. Take it in turns to practise your dialogue.



Culture Performing arts




The *National Eisteddfod* is a Welsh festival of literature, music and performance. It takes place once a year in the month of August.

The *Eisteddfod yr Urdd* is Wales's youth festival. The competition is for one week and 15,000 talented young people take part!

You can compete from six years old. Some children do music competitions, some do drama and some dance. You can also read poetry. There are about 10,000 visitors and it is on TV.

The official language of the festival is Welsh and all the performances are in Welsh.



6  Read and listen to the information about performing arts. Then answer the questions.

- 1 What is an *Eisteddfod*?
- 2 What can you do at the *Eisteddfod yr Urdd*?
- 3 What language is the competition in?

7 Do you have any national talent competitions in your country?



Unit 5b

School subjects

art and design
history
maths
science

Vocabulary

art and design drama English French geography history ICT (information and communication technology) literature maths music PE (physical education) science

1 Match the pictures with the school subjects in the box.



2 Listen and repeat.

3 Copy and complete the table with the subjects in exercise 1 so that it is true for you.

<i>I'm very good at</i>	<i>I'm good at</i>	<i>I'm quite good at</i>
PE		
<i>I'm OK at</i>	<i>I'm bad at</i>	<i>We don't study</i>
		drama

4 **INTERFACE** Work in pairs. Ask and answer questions about school subjects.

Do you like PE?

Yes, I do. I'm very good at it.



Reading

5 Read and listen. What is different about this school?

Redroofs

Are you good at maths and science at school? Or do you prefer acting and singing? Can you dance well? Redroofs is a school with a difference: all of its students are talented in the performing arts. Students at this theatre school in the south of England study normal school subjects, including maths, English, science, geography and history, but they don't study PE. For half of every school day, Redroofs students study dance and musical theatre, and classes are very energetic! In fact, students at Redroofs can sing and act very well and some students can also compose music or make costumes.

6 Read the text again. Are the sentences true or false?

- 1 Redroofs is a theatre school.
- 2 Students at Redroofs never study maths and science.
- 3 Students don't study PE at Redroofs.
- 4 Students at Redroofs are good at singing and acting.



nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar

Modal verb: *can* / *can't* – expressing ability

affirmative	
I / You	can play the piano.
He / She / It	can dance.
We / You / They	can compose music.

negative	
I / You	cannot / can't play the cello.
He / She / It	cannot / can't sing.
We / You / They	cannot / can't run fast.


- 7** Look at the sentences in the table. Choose the correct words to complete the rules.
- We use **the same** / **a different** form of *can* for the different subject pronouns.
 - The negative form of *can* is / isn't *can't*.
 - After *can*, we use the verb **with** / **without** *to*.
- 8** Complete the text with *can* or *can't*. Write it in your notebook.




My best friend's good at music. He (1) ... sing and he (2) ... compose music. In our drama classes, some of my friends (3) ... act brilliantly. And me? Well, I (4) ... (not) dance very well so I'm bad at musical theatre. I (5) ... (not) understand algebra so I'm not very good at maths, but everyone says I (6) ... (draw) really well and I'm really good at art and costume design.

Pronunciation

can / *can't*

- a**  Listen and repeat. Can you hear the difference?

- He can dance very well.
- He can't dance very well.

- b**  Listen and choose the correct words.

- I **can** / **can't** speak French.
- My sister **can** / **can't** play the piano.
- She **can** / **can't** play football.
- I **can** / **can't** draw.

questions and short answers

Can I / you draw? Yes, I / you can . No, I / you can't .
Can he / she / it dance? Yes, he / she / it can . No, he / she / it can't .
Can we / you / they act? Yes, we / you / they can . No, we / you / they can't .
What language can I / you / he / we / they speak?



We use *can* to say that someone has the ability to do something.

- 9** Complete the questions. Write them in your notebook.

Can you draw?

Yes, I can. I'm really good at art.

1 ...?

No, I can't. I dance terribly.

2 ...?


No, I can't run fast. I'm bad at PE.

3 ...?

No, I can't, but my dad can play the guitar wonderfully.

4 What ...?

Me? I can speak English and French well.

- 10**  **INTERFACE** Ask and answer the questions in exercise 10.

Can you draw?

Yes, I can. I'm good at art. I can draw very well.



- ROLE PLAY** You meet your favourite book / cartoon character. Make up a dialogue similar to the one in exercise 11. Work with a partner.



Follow this link: <http://freekidsmusic.com/traditionalchildrens-songs/do-your-ears-hang-low/>. Listen to the song. Do your ears hang low?

- Copy the lyrics containing the verb *can* in your notebook.
- Bring the song to the class to sing it together.




Grammar guide page 76



Writing

A magazine article

- 1  Read and listen. What talents has Jaden got?

Who do you admire?

I admire Jaden Smith because he's talented. Jaden Smith is an American actor and a dancer. He's from a very famous family. His father, Will Smith, is an actor, a rapper and a film producer. His mum, Jada Pinkett, is multi-talented because she can act, sing and write songs. He's got a younger sister, Willow, and she can act and sing too.

Jaden Smith has got an unusual daily routine because he never goes to school. He studies at home with special teachers. Jaden hasn't got very much free time. When he isn't at home with his school books or in the film studio, he sometimes helps Project Zambia. This charity collects money for orphans in Africa.



Language focus

because

*I admire Jaden Smith because he's talented.
Jada is multi-talented because she can act,
sing and write songs.*

- 2 Look at the sentences in the Language focus. When do we use **because**? Choose the correct answer.

- a) to add information
- b) to give a reason
- c) to contrast information

- 3 Match the sentence halves, then rewrite them with **because**.

I admire Jaden Smith because he's talented.

- | | |
|-----------------------------|---|
| 1 I admire Jaden Smith | a) he can sing and dance well. |
| 2 He's got a big family | b) she studies for three hours every morning. |
| 3 His dad is talented | c) he's got four brothers and sisters. |
| 4 She usually gets up early | d) he's talented. |

- 4 Who do you admire? Write an article about a famous person. Follow these steps.

Writing a magazine article

Step 1 Plan

Make notes about a famous person you admire. Who is it? Why do you admire him / her? What is his / her daily routine?

Step 2 Write

Write a first draft. Use your notes from Step 1 and the article about Jaden Smith to help you.

Step 3 Check

Check your work. Try to include sentences with **because**.

Step 4 Write

Write your final copy and hand in your work.



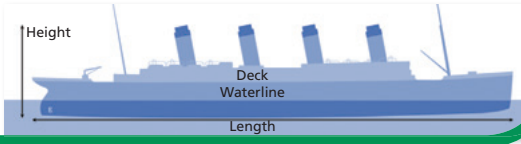
CLIL Maths

The Titanic

Read and listen. Answer the questions.

In 1912, the *Titanic* was the biggest passenger ship in the world. When it hit an iceberg and went down on its first voyage it was also the greatest maritime tragedy in history with the loss of 1,517 lives. Here are some facts and figures: do the maths!

- The *Titanic's* capacity was for 3,547 people. There were lifeboats for 1,178 people. What approximate percentage of the passengers could go on a lifeboat?
a) 25% b) 33% c) 45% d) 50%
- There are 2.54 centimetres in an inch and there are 12 inches in a foot (ft). Work out these measurements of the *Titanic* in metres.
a) length = 882 ft 9 inches b) height (waterline to deck) = 59 ft
- There were lifeboats for 1,178 people. Lifeboats one and two were for 40 people. Lifeboats three to 16 were for 65 people. How many people were the remaining four lifeboats for?



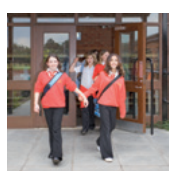
Grammar
Vocabulary Reading
Writing
Spelling
Listening

Vocabulary guide

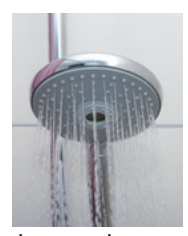
Daily routines



get up



start school



have a shower



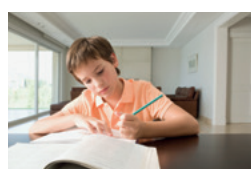
get dressed



play the piano



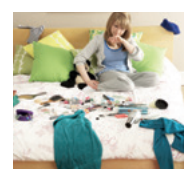
finish school



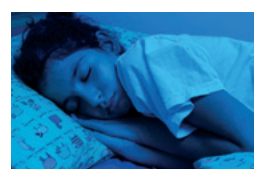
do homework



have dinner



tidy your room



go to bed

School subjects



art and design



drama



English



French



geography



history



ICT



literature



maths



music



PE



science



Grammar guide

Adverbs of frequency

0% 100%				
never	sometimes	often	usually	always

Word order: questions

<i>be</i>			
question word	<i>am / is / are</i>	subject	other words
/	is	your name	Peter?
What	is	your name?	/

<i>have got</i>				
question word	<i>have / has</i>	subject	<i>got</i>	other words
/	Have	you	got	any brothers?
How many brothers	have	you	got?	/

other verbs				
question word	<i>do / does</i>	subject	verb	other words
/	Do	you	listen	to music every day?
How often	do	you	listen	to music?

Modal verb: *can / can't* – expressing ability

affirmative		
I	can	sing.
You	can	
He / She / It	can	
We	can	
You	can	
They	can	

negative		
I	can't (cannot)	dance.
You	can't (cannot)	
He / She / It	can't (cannot)	
We	can't (cannot)	
You	can't (cannot)	
They	can't (cannot)	

questions	short answers	
	affirmative	negative
Can I	Yes, I can .	No, I can't .
Can you	Yes, you can .	No, you can't .
Can he / she / it	Yes, he / she / it can .	No, he / she / it can't .
Can we	Yes, we can .	No, we can't .
Can you	Yes, you can .	No, you can't .
Can they	Yes, they can .	No, they can't .



Module

6

Sport for all



In this module you will learn:

Vocabulary ■ Sport

- Adjectives of opinion

Grammar ■ Present continuous

- Present simple and present continuous

Speaking ■ Going out

- Making arrangements

Writing ■ Writing an e-mail

Competences:

1.1; 1.2; 2.1; 2.2; 2.3; 2.4; 3.1; 3.2; 3.3; 4.2; 4.3.

Find the page numbers for:



Ostrich racing

Cricket players

Street signs



Unit
6a Sport



catch
dance
jump
kick
throw

Vocabulary

1 Which of the words in the box describe the actions in the pictures?

catch dance dive hit jump kick lose run
score shout throw train walk win

2 Listen and repeat.

Language
Tip

In general, we use:
play with ball sports: *play football*
go + *-ing*: *go swimming*
do + other activities: *do athletics*

3 Copy and complete the table with the words in the box. Can you add more?

athletics basketball cycling football golf
hockey judo rugby snowboarding surfing
swimming tennis yoga

<i>play</i>	<i>go</i>	<i>do</i>
<i>football</i>		

4 Put the activities in exercise 3 in your order of preference. Compare your list with a partner's.

1 play football, 2 do athletics ...



Now say it!

5 Listen to Alex and Emily. What sports do they do in their free time?

6 a) Work in small groups. Ask and answer questions about the sports you do.

b) Report to the class what sports the students in your group like doing in their free time.

In our group Maria and David do athletics.



Reading

7 Read the headline from a newspaper article. Do you think the article is about a normal PE lesson?

Street dancing in schools: is it PE?

What sports do British students usually do at school? In winter, it's usually football, hockey or cross-country running, and in summer it's often tennis or athletics. But at High Park School, lessons are different. So, what are they doing for their PE lessons?

The students aren't playing football or hockey and they aren't running. They're doing a new form of exercise – they're doing street dance!

So, what is street dancing and why are students doing it in school? There are many different types of street

dance, but it's basically a combination of hip-hop dance, funk and lots of physical exercise. It's a lot of fun and all the students have a good time.

The students at High Park School love street dancing and are really happy. But is it sport? Street dancing isn't an Olympic sport, but the students are doing physical exercise. Some teenagers don't like doing competitive sports like rugby or running. They often bring notes from their doctors with an excuse, so they don't do anything. These students love street dance and there aren't any notes from the doctor today!

What's next for British PE lessons? Skateboarding, martial arts ... yoga?

8  Read, listen and check your answers.

9 Read the text again and say if the sentences are true or false.

- 1 British students always do street dance in their PE lessons.
- 2 There is only one type of street dance.
- 3 Students at High Park School like doing street dance.
- 4 Street dancing is an Olympic sport.

10 Answer the questions.

- 1 What sports do British students do at school?
- 2 What is street dancing?
- 3 Why do some students bring notes from their doctor?




We often add *-er* or *player* to describe a sportsperson:

football player *street dancer*

11 Who does these sports? Add *-er* to the verb or use *player* to make the sportsperson and write the words in your notebook.

basketball football golf hockey rugby
surfing swimming tennis

basketball – *basketball player*

12  **CLASS VOTE** Do you want to try street dancing? What other sports would you like to try at school?



nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar

Present continuous

affirmative	
long form	short form
I am snowboarding	I'm snowboarding.
You are doing exercises.	You're doing exercise.
He / She / It is dancing.	He / She / It's dancing.
We / You / They are running.	We / You / They're running.

negative	
long form	short form
I am not training.	I'm not training.
You are not skiing.	You aren't skiing.
He / She / It is not jumping.	He / She / It isn't jumping.
We / You / They are not skating.	We / You / They aren't skating.

Language
Tip

We use the present continuous for actions taking place at the moment of speaking.

- 1 Copy and complete the table with the *-ing* form of the words in the box. Use the spelling rules on page 88 to help you.

dive ~~do~~ hit lose play swim watch win

+ <i>-ing</i>	<i>e + -ing</i>	double consonant + <i>-ing</i>
doing		

- 2 Complete the sentences with the present continuous form of the verbs in brackets.

- It's April and we ... (watch) the London Marathon.
- Over 30,000 people ... (participate) in this marathon.
- Some people ... (run) and others ... (jog).
- Many runners ... (collect) money for charity.
- Look! That man ... (wear) strange clothes. He's a chicken!

Pronunciation

-ing

- a Listen and repeat.

doing hitting participating watching

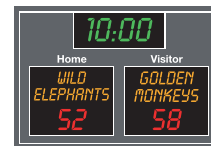
- b Listen. Which word do you hear?

- a) swim b) swimming
- a) win b) winning
- a) play b) playing
- a) train b) training

- 3 Write complete sentences in your notebook using the present continuous negative.

- I / win / the race.
- He / play / hockey / today.
- My friends / watch / TV.
- Emily / train / for the marathon.
- We / cycle / now.
- They / have / fun.

- 4 Read the dialogue using the present continuous form of the verbs in brackets.



- Ellen Hi, Dave, it's Ellen. Where are you?
 Dave Oh, hi, Ellen. I (1) ... (watch) the basketball match. The Wild Elephants (2) ... (play) the Golden Monkeys. The Elephants (3) ... (not win) at the moment. The Monkeys' Number 7 player (4) ... (run) now. The Elephants (5) ... (not stop) him. He's got the ball.
 Ellen Dave, what's he doing?
 Dave Oh, no! Another three points for the Monkeys!

- 5 Listen and check.





questions and short answers	
Am I playing football? Yes, I am .	No, I'm not .
Are you swimming ? Yes, you are .	No, you aren't .
Is he / she / it running ? Yes, he / she / it is .	No, he / she / it isn't .
Are we / you / they cycling ? Yes, we / you / they are .	No, we / you / they aren't .

7 Look at the sentences in the table. Complete the rules with the words in the box.

subject be (x2) verb + -ing

- a) The order for present continuous questions is (1) ... + (2) ... + (3) ... + other words.
- b) We use the verb (4) ... with short answers.

8 Complete the questions with the present continuous form of the verbs in brackets. Write them in your notebook.

... your teacher ... (write) on the board?

Is your teacher writing on the board?

- 1 ... your classmates ... (speak) English?
- 2 ... any students ... (play) football outside?
- 3 ... your dad ... (train) at the moment?
- 4 ... your partner ... (eat)?
- 5 ... you ... (use) a green pen?
- 6 ... your best friend ... (sit) next to you?

9 Answer the questions in exercise 8 so they are true for you. Use short answers.

10 **INTERFACE** Work in pairs. Ask and answer your questions in exercise 8.

Is your teacher writing on the board?

Yes, he is.

Grammar guide page 88



Listening Unusual sports

11 Match pictures 1–3 with the unusual sports in the box.

underwater hockey ostrich racing chess boxing



12 Listen to three sports commentaries. Put the sports in exercise 11 in the order you hear them.

13 Listen again, then read the sentences choosing the correct words.

- 1 Both players are **sitting** / **standing** at the table.
- 2 Player 2 is **watching** / **moving** Player 1.
- 3 The players are **diving** / **jumping** into the swimming pool.
- 4 The blues are **playing** / **swimming** with the ball.
- 5 The jockeys are **running** / **waiting** at the starting line.
- 6 Jockey 1 is **falling** / **winning**.

14 Do you know any unusual sports?




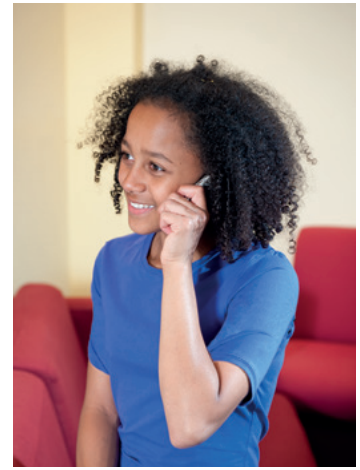
In South Africa, racing ostriches is very popular. These birds can't fly, but they can run up to 70 km per hour. That's faster than lions and leopards!



Speaking Going out

Listen

- 1 Look at the picture. Who is Ben talking to?
- 2  Listen to Ben and Emily. What are the tickets for?
- 3 Listen again and choose the correct words.



What are you doing on Saturday, Emily?

Nothing. Why?

I'm going to a football match. Do you want to come?

Oh, yes, please! What time are you going?

They're playing at three o'clock.

Let's meet at (1) two o'clock / half past two then.

Fine. Where shall we meet?

How about at the (2) station / bus stop?

Good idea. See you on Saturday then.

Great! (3) Two o'clock / Half past two at the (4) station / bus stop. Don't be late!

Practise

- 4 Listen again and repeat the dialogue.
- 5 Put the sentences below in the correct order.
 - 1 Nothing special. Why?
 - 2 I'm going to a basketball match. Do you want to come?
 - 3 Let's meet at three o'clock at school.
 - 4 Yes, please. What time are you going?
 - 5 What are you doing on Sunday?
 - 6 They're playing at four o'clock.

Functional language

Making arrangements

What are you doing?
 Do you want to come?
 What time are you going?
 Where shall we meet?
 Let's meet at half past two.

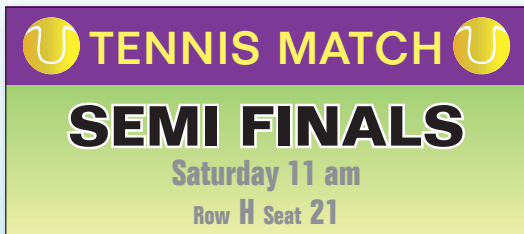
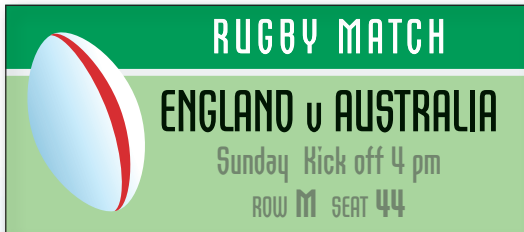


Speaking task

Write a dialogue between you and Emily.

Step 1

First, look at the tickets and decide which match you want to go to.



Step 2

Decide what you say.

What are you doing on ...?

I'm going to ...

Do you want to come?

They're playing at ...

Where shall we meet?

See you on ...

Decide what Emily says.

Nothing. Why?

Oh yes, please!

Let's meet at ...

Don't be late!

Step 3

Write your dialogue.

Step 4

Work in pairs. Take it in turns to practise your dialogue.



Culture Traditional sports

Ireland is sports mad. Read about its most popular sports.

Gaelic football

The most popular spectator sport in Ireland is Gaelic football. It is a combination of football and rugby. 15 players kick and pass the ball, but they can also run with the ball for a short distance of four steps.



Hurling

Hurling is the second most popular sport and some people say that it's the fastest game on Earth. It is similar to hockey. Players run across the field with their sticks (called *hurleys*). They can carry the ball on their stick or hit the ball into the air like in baseball.



6 Read and listen to the information about traditional sports. Then answer the questions.

- 1 Look at the pictures. What are the players doing?
- 2 What is Gaelic football?
- 3 Is hurling a fast sport?

7 What traditional sports are there in Romania?



Unit 6b Adjectives of opinion

amazing
boring
difficult
easy
exciting

Vocabulary

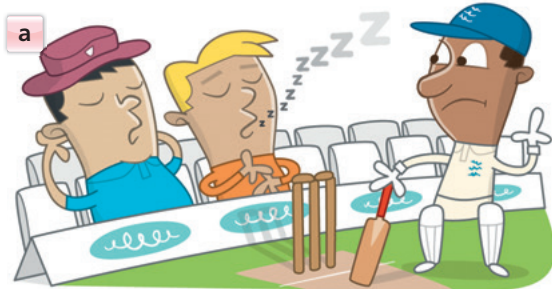
1 Read the words in the box and find 2 pairs of antonyms.

amazing boring dangerous difficult
easy exciting fun interesting

2 Listen and repeat.

3 Choose the correct words. Then match sentences 1–4 with pictures a–d.

- I can't snowboard. It's too **easy** / **difficult**.
- I hate cricket. It's really **boring** / **exciting**.
- Many rugby players have accidents when they play. It's **dangerous** / **easy**.
- We love volleyball. It's **boring** / **fun**!



4 **INTERFACE** Work in pairs. Ask and answer questions about the sports in the box or use your own ideas.

athletics golf judo rugby
snowboarding surfing

What do you think about judo?

I think it's very difficult and it's dangerous!



Reading

5 Read and listen. What's Cathy's problem?

6 Read the text again. Choose the correct answers.

- Cathy is ...
a) in the mountains. b) at home. c) on a bus.
- Cathy usually ... on Saturday.
a) goes to the mountains b) relaxes c) watches TV
- On Saturday, Cathy normally has ... on the bus.
a) breakfast b) lunch c) dinner
- Cathy thinks that snowboarding is a ... sport.
a) boring b) fun c) dangerous

Snowboarding blog ❄️

Snowboarding is a fun winter sport, but it can also be dangerous. Read how our regular snowboarder Cathy is feeling at the moment and why she isn't going snowboarding with her friends this weekend.

16th March

This is so boring. In this picture I'm having an amazing time, but at the moment I'm sitting on the sofa and relaxing ... on a Saturday! What do I usually do at the weekend? Well, I usually meet my friends at 7 am and we get the bus to the mountains. We have breakfast on the bus and then we snowboard all day.

So, why am I watching TV when my friends are snowboarding in the mountains? The doctor says I can't go because of my leg. It's broken! He thinks snowboarding is dangerous but I don't – I think it's fun and exciting.

So, I'm resting at the moment, but perhaps next weekend? Log in next weekend and find out!





nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar

Present simple and continuous

present simple and continuous

Today I'm **sitting** on the sofa and I'm **watching** TV.
On Saturday, I usually **go** to the mountains.

7 Look at the sentences in the table. Which is the present simple and which is the present continuous?

8 Complete the rules.

- a) We use the ... to describe activities in progress at the moment or temporary situations.
- b) We use the ... to talk about routines and habits.

Language Tip We use the time expressions *at the moment, today, now, this week* with the present continuous. We use *every week, always, never, generally, on Mondays* with the present simple.

9 Read the text choosing the correct words.



The Ashes (1) **is being / is** a famous cricket competition. It (2) **'s taking / takes** place every two years. England (3) **'s always playing / always plays** Australia in this competition. In this picture, England (4) **'s winning / wins** and Australia (5) **'s losing / loses**. I love cricket. I (6) **'m watching / watch** it every summer with my friends.

10 Write complete sentences. Use the present simple or present continuous. Then rewrite them so they are true for you.

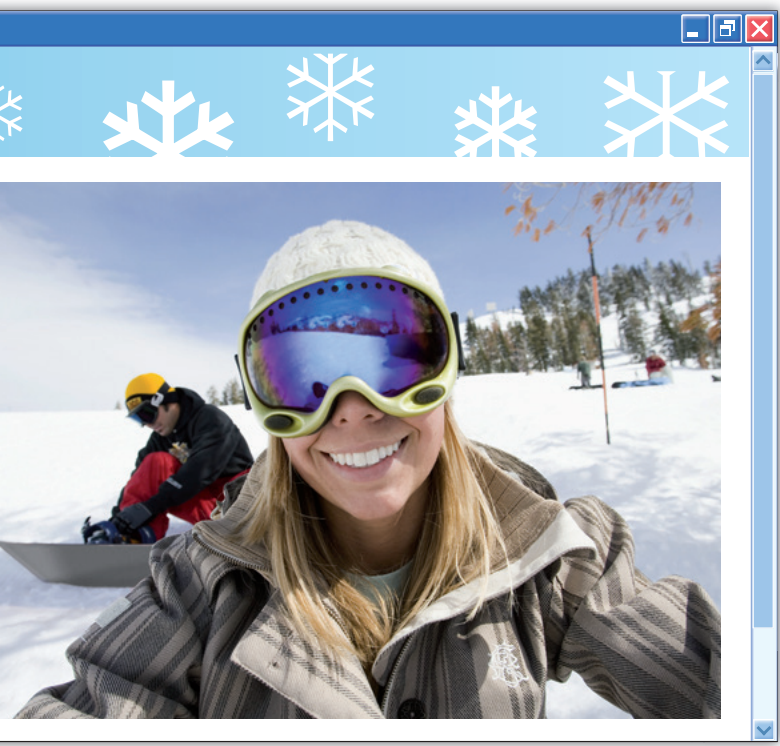
- 1 My parents / play / golf / now.
- 2 My friends / go snowboarding / every weekend.
- 3 I / usually / train / on Monday and Wednesday.
- 4 My dad / run / a half marathon / today.
- 5 We / play football / every Thursday.
- 6 I / learn / yoga / at the moment.

11 **INTERFACE** Work in pairs. Compare your answers to exercise 10.

My parents aren't playing golf now. They're playing tennis.

Really? My parents are working today.

Grammar guide page 88

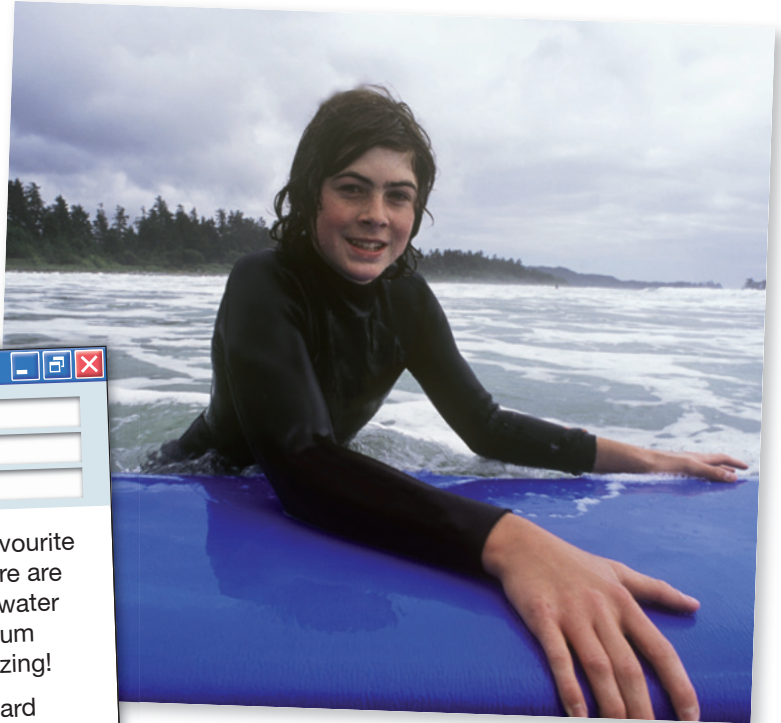




Writing An e-mail

1 Read and listen. Answer the questions.

- 1 What is Lucas's favourite sport?
- 2 Why does he like it?
- 3 What equipment does he need?
- 4 How often does he do it?



To: Sam
From: Lucas
Subject: My favourite sport

Hi! I'm Lucas and I'm from Biarritz, in France. My favourite sport is surfing. Why do I like surfing so much? There are two reasons. Firstly, I live near the sea, so I love all water sports. Secondly, surfing is an exciting sport! My mum says it's dangerous and difficult, but I think it's amazing!

You need a wetsuit and a surfboard. A good surfboard costs more than €400, so surfing is expensive. You can borrow a board from a friend of course, that's free!

I usually go surfing at the weekend with my friends. We aren't surfing at the moment because we've got exams next week!

3 Write an e-mail about your favourite sport. Follow these steps.

Language focus

so

*Firstly, I live near the sea, so I love all water sports.
A good surfboard costs more than €400, so surfing is expensive.*

2 Match the sentences halves then rewrite them with so.

I live near the beach, so I love all water sports.

- | | |
|---------------------------------|-------------------------------------|
| 1 I live near the beach | a) he's teaching me to play. |
| 2 I can't throw or catch a ball | b) I like athletics. |
| 3 I'm good at running | c) I'm in the school swimming team. |
| 4 My dad is good at tennis | d) I often go skiing. |
| 5 I love swimming | e) I love all water sports. |
| 6 We live near the mountains | f) I don't like basketball. |



Class portfolio 3 page 119

Design a portfolio with the title "Sport is fun and healthy". Work in small groups.

Writing an e-mail

➔ Step 1 Plan

Make notes under three headings:

- 1 What's your favourite sport? Why?
- 2 What equipment do you need?
- 3 How often / When do you do your favourite sport?

➔ Step 2 Write

Write a first draft. Organize your writing in three paragraphs. Use your notes from Step 1 and the e-mail on this page to help you.

➔ Step 3 Check

Check your work. Try to include so and adjectives of opinion.

➔ Step 4 Write

Write your final copy and hand in your work.



CLIL Language
Irish



There are two languages spoken in Ireland: English and Irish, or *Gaeilge*. This is the first official language and it is used by half a million people as their mother tongue. It is also one of the official languages of the European Union and almost two million people around the world speak *Gaeilge*.

Gaeilge is a Celtic language and is similar to Scottish Gaelic, Welsh and Breton, which is spoken in the north-west of France. Its alphabet is similar to English, but without the letters j, k, q, w, y and z.

In Ireland there are *Gaeilge*-language newspapers, radio stations and television shows and school students have to study the language. Traffic signs and notices in shops appear both in English and *Gaeilge*. It is also one of the oldest languages in Western Europe.

Read and listen. Answer the question.

How is the alphabet of *Gaeilge* different to that of English?

Vocabulary Reading
Writing Spelling Listening
Vocabulary guide
Sport



Adjectives of opinion

- amazing
- boring
- dangerous
- difficult
- easy
- exciting
- fun
- interesting



Cricket is boring.



Snowboarding is difficult.



Playing rugby is dangerous.



Playing volleyball is fun.



Grammar guide

Present continuous

affirmative		
I	'm (am)	running.
You	're (are)	
He / She / It	's (is)	
We	're (are)	
You	're (are)	
They	're (are)	

negative		
I	'm not (am not)	playing football.
You	aren't (are not)	
He / She / It	isn't (is not)	
We	aren't (are not)	
You	aren't (are not)	
They	aren't (are not)	

questions		short answers	
		affirmative	negative
Am	I	Yes, I am .	No, I' m not .
Are	you	Yes, you are .	No, you aren't .
Is	he / she / it	Yes, he / she / it is .	No, he / she / it isn't .
Are	we	Yes, we are .	No, we aren't .
Are	you	Yes, you are .	No, you aren't .
Are	they	Yes, they are .	No, they aren't .

Spelling: verb + *-ing*

- for most verbs add *-ing*
do → **doing**
play → **playing**
- for verbs that end in *-e*, omit the *-e* and add *-ing*
dive → **diving**
lose → **losing**
- for verbs that end in *-ie*, change the *-ie* to *-y* and add *-ing*
die → **dying**
- for one-syllable verbs that end in a short vowel + a consonant (except w, x or y), double the consonant and add *-ing*
hit → **hitting**
- for two-syllable verbs that end in a stressed vowel + a consonant, double the consonant and add *-ing*
begin → **beginning**

Present simple and continuous

We **play** football **every Saturday**. We'**re playing** football **at the moment**.



Progress check 3 (Module 5-6)

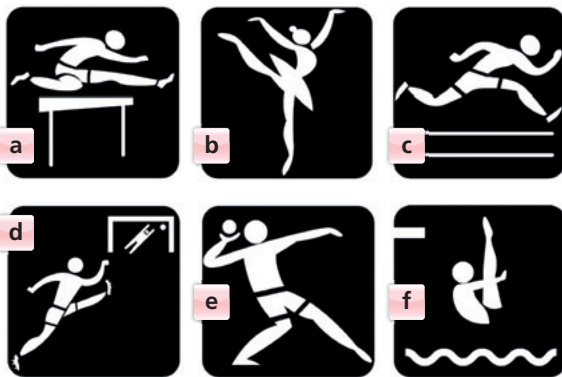


1 Match 1–7 with a–g to make daily routines. Write them in your notebook.

- | | |
|----------|--------------|
| 1 do | a) a shower |
| 2 finish | b) school |
| 3 get | c) school |
| 4 go | d) the piano |
| 5 have | e) to bed |
| 6 play | f) up |
| 7 start | g) homework |

2 Match the verbs to the pictures.

run jump dance throw score dive



3 Rewrite the sentences with the adverbs of frequency in brackets.

- My sister watches the news on TV. (always)
- I am tired on Monday morning. (usually)
- We go to the cinema on Saturday. (often)
- My brothers play the guitar together. (sometimes)
- My teacher is late for class. (never)
- I do my homework before dinner. (always)

4 Write down sentences in the present simple using the words in brackets.

- I / be / tired / after school. (sometimes)
- He / get up / at seven o'clock. (always)
- We / tidy / our rooms / on Saturdays. (often)
- You / have / dinner / at half past six. (usually)
- They / play / the piano. (never)
- She / go / to bed / at 11 pm. (sometimes)

5 Write the sentences using the present continuous form of *play, go or do*.

- Jack and Jill ... hockey.
- I ... (not) judo.
- My sister ... basketball.
- My friends ... (not) surfing.
- You ... (not) golf.
- My teacher ... yoga.

6 Choose the correct words.

Alex Hi, Emily! What (1) are you doing / do you do here?

Emily I (2) 'm going / go to the swimming pool.

Alex Really? Why?

Emily I've got (3) a / an swimming competition.

Alex Really? (4) Does / Can you swim?

Emily Yes, I (5) can / do.

Alex My friend Jack (6) swim / swims for the club.

Emily Jack Fisher? He's amazing. He (7) always / never wins.

Alex Yes, he's really good. Look! The bus (8) is coming / comes. See you tomorrow!

Emily Yeah! See you tomorrow!

7 Write the questions with the present continuous in your notebook.

- ... Jack and Jill ... rugby?
- ... you ... judo?
- ... your sister ... tennis?
- ... your friends ... surfing?
- ... you ... golf?
- ... your teacher ... yoga?

8 Answer the questions in exercise 7. Use the information in exercise 5. Give short answers.





9 Order the words and write the questions in your notebook.

- 1 from / is / your / friend / Where / best ?
- 2 old / is / How / your / mum ?
- 3 usually / a / you / have / do / shower / When ?
- 4 finish / often / do / school / How / you / 3 pm / before ?
- 5 any / got / Have / you / pets ?
- 6 time / you / do / bed / What / to / go ?

10 Choose the correct words.

- 1 I'm **playing** / play hockey every Sunday morning.
- 2 Our family **are going** / go skiing every winter.
- 3 My brother's **learning** / learns to snowboard at the moment.
- 4 My parents aren't at home right now. They're **playing** / play golf.
- 5 We're **going** / go horse-riding every weekend.
- 6 I can't play football now. I'm **doing** / do my homework.

11 Write the sentences in your notebook.

Use present simple and continuous.

- 1 Look! Cynthia (go) ... to school.
- 2 She (wear) ... a raincoat and wellies and she (carry) ... an umbrella.
- 3 Jenny usually (cycle) ... to school, but today she (take) ... the bus because it (rain) ...
- 4 The bus (leave) ... at 7.35 and (arrive) ... at Cynthia's school at 7.45.
- 5 The first lesson (begin) ... at 8 o'clock.



12 Complete the text with the correct verbs. Write it in your notebook.

My alarm clock rings at quarter to six and I (1) g... up at seven o'clock. I hate mornings! I (2) h... a shower and then I (3) g... dressed. I (4) s... school at half past eight. After lunch I (5) p... the piano in the music room. I love music! I (6) f... school at half past three. I walk home and then I (7) d... my homework. My parents and I (8) h... dinner together at half past seven and then I (9) g... to bed at ten o'clock. I (10) t... my bedroom at the weekend.



13 Read the definitions of the school subjects and match them with the pictures above. Write the subjects in your notebook.

- 1 We sing songs and learn about composers.
- 2 We learn about using maps, relief and population.
- 3 It helps us keep fit.
- 4 We learn about past events.
- 5 We work with numbers and do calculus.
- 6 We learn the language spoken in the UK, The USA and Australia.

14 Write about your favourite subject at school.

- 1 When you have it.
- 2 What time it is.
- 3 Why you like it.

Write 25–35 words.

Marking scheme

Exercise no.	Score
1	7 × 1 = 7
2	6 × 1 = 6
3	6 × 1 = 6
4	6 × 1 = 6
5	6 × 1 = 6
6	8 × 1 = 8
7	6 × 1 = 6
8	6 × 1 = 6
9	6 × 1 = 6
10	6 × 1 = 6
11	5 × 1 = 5
12	10 × 1 = 10
13	6 × 1 = 6
14	3 × 2 = 6
Total	90
Granted points	10
Final score 100	



Module 7

House and home



In this module you will learn:

- Vocabulary** ■ Rooms and furniture
■ Gadgets
- Grammar** ■ Definite and indefinite articles
■ Imperative
- Speaking** ■ Asking for information
■ Giving instructions
and performing commands
- Writing** ■ Telling a story starting from pictures

Competences:
1.1; 1.2; 2.1; 2.4; 3.1; 3.2; 4.3.

Find the page numbers for:



A bookcase
The White House
An old phone

Unit
7a Rooms
and furniture



bed
chair
cooker
mirror
table

Vocabulary

1 Match pictures 1-8 with the words in the box.

armchair bed bookcase chair cooker
cupboard desk lamp mirror sofa table
toilet wardrobe

2 Listen and repeat.

3 Look at the words in the box. Which objects in exercise 1 do you have in each room?

bathroom bedroom dining room
kitchen living room

Now say it!

4 Listen to Emily and Alex. Where do they eat? Where do they do their homework?

5 Work in pairs. Find out where your partner does the things in the box.

do homework have breakfast have dinner
read listen to music watch TV

Where do you usually do your homework?

I usually do it in the kitchen.



Reading

6 Read the first sentence of each paragraph in the text. Then match headings 1–3 with paragraphs A–C.

- 1 The 1980s flat
- 2 The Victorian terrace
- 3 The 1950s semi

A The Victorian era is the beginning of industrial Britain, and industry development starts in the cities. There are millions of terraced houses in Britain from that era. They're popular because they've often got big rooms with large windows. There's a fireplace in each room for heating. In a 'two-up-two-down' house, there are two bedrooms upstairs and a kitchen and living room downstairs. The toilet is outside. Victorian terraces have neighbours on both sides.

B Semi-detached houses have neighbours on one side only. They are the most popular type of home in England. A 1950s semi has usually got a kitchen and a large living room and dining room downstairs. Upstairs, there are two or three bedrooms and a bathroom with a toilet and bath. These houses have usually got a garage too.

C In the 1980s, more young people who aren't married start living on their own. Their jobs are stressful, so they don't want a garden to work in at the weekend. As a consequence, flats become popular. In these flats, there are normally one or two bedrooms, a living room, a bathroom and a kitchen. There isn't a garden or a balcony, but there's usually a car park as more and more people own a car.

History on an English street

On an English street there is often a variety of houses from very different periods of history.

7 Read the text choosing the correct answers.

- 1 The houses on an English street are ...
a) very similar. b) often different. c) all flats.
- 2 Victorian houses haven't got any ...
a) fireplaces. b) windows. c) dining rooms.
- 3 The 1950s semi has often got ...
a) neighbours on one side. b) a garage. c) a bathroom.
- 4 A 1980s flat has normally got ...
a) a dining room. b) a balcony. c) a car park.

8 Answer the questions.

- 1 Why have Victorian terraces got fireplaces?
- 2 What is a 'two-up-two-down' house?
- 3 What type of house do most English people live in?
- 4 Why has the 1950s semi got a garage?
- 5 Why are flats popular in the 1980s?



Group new words under headings such as 'rooms' or 'furniture'. This will help you to remember them.

9 Look at the text again and find ...

- 1 three types of house.
- 2 five rooms.
- 3 two places to keep cars.

10  **CLASS VOTE** Which type of English house would you prefer to live in?





nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar

Definite and indefinite articles

definite article: the

There are many semi-detached houses in the UK.

The semi-detached houses have neighbours on one side only.

indefinite article: a / an

There is **a** Victorian house on my street.

There is **an** armchair in the living room.

1 Look at the sentences in the tables and complete the rules.

- The definite article is ... It is used to refer to specific singular or plural nouns.
- The indefinite article is ... It is used before singular nouns when we mention them for the first time, or when we don't refer to something specific.

2 Fill in the gaps with *the, a / an*. Write the sentences in your notebook.

- Mr. Brown is ... teacher.
- ... good student works hard.
- ... water in your glass is hot.
- She lives on ... island.
- ... Mississippi river is ... longest river in ... world.
- ... lot of ships cross ... Pacific Ocean.
- ... tea in this cup is too cold.
- For me breakfast is ... best meal of ... day.
- Is your mother working in ... old office building?

3 Write the sentences in your notebook using *the, a/an*.

- ... igloo is ... traditional house of ... Inuit people.
- Snow is ... traditional material for igloos in Canada and Greenland.
- In other Arctic areas, bone is ... main material.
- ... small igloo is ... temporary house.
- ... big, permanent igloo is traditionally ... home of about 20 people.



4 Read the text filling in the gaps with *the, a / an*.

(1) ... tepee is (2)... cone-shaped tent traditionally made of animal skins upon wooden poles. Historically, (3) ... tepee is (4) ... traditional home of Native Americans from (5) ... Great Plains. They are dry during (6) ... rain, and they are not hot in summer. (7) ... tepee is perfect for these nomadic tribes because it is durable and it is not heavy. (8) ... tepee is distinguished from other conical tents by (9)... smoke flaps at (10) ... top of (11) ... structure.



5 Read the sentences choosing **A, B or C**.

- I want to buy ... laptop computer next week.
A) an B) a C) the
- Can you please go to ... grocery store on Fifth Street and buy two cartons of milk?
A) a B) an C) the
- Please meet me at the train station in ... hour from now.
A) the B) an C) a
- I like to watch tennis on television. It is ... very good game.
A) the B) a C) an
- How much does it cost to go on ... holiday to Bali?
A) an B) a C) the
- Can you please help me pick out ... birthday present for my father?
A) a B) an C) the



Listening My favourite room

6 Read and listen. Answer the questions.

- 1 What is Molly's favourite room?
- 2 Has she got her own room?
- 3 What is there in her room?
- 4 What does she usually do in there?



My favourite room

My favourite room is my bedroom. Now I've got my own room, because our new flat has got four bedrooms. I love it! I've got the usual things in my bedroom such as a big desk, a green chair and an enormous wardrobe. I've also got fantastic posters on the wall. My favourite piece of furniture is my bed of course. I often sit in my bedroom on my own and I listen to music. I also read magazines, but I don't like studying on my own – it's boring. What's your favourite room in your house?

Language
Tip

Use adjectives in your writing to give more description:
We live in a small flat.
... a big desk, a green chair, an enormous wardrobe ...
I've also got fantastic posters on the wall.

7 Listen again. Are the sentences true or false?

- 1 Molly's favourite room is the living room.
- 2 Molly lives in a big, new house.
- 3 She's got posters on the walls.
- 4 Her favourite piece of furniture is the sofa.
- 5 Molly enjoys studying on her own.



8 Fill in the gaps with *the, a / an*. Write the sentences in your notebook.

- 1 We live in ... old house in ... middle of ... city. There is ... garden behind ... house. ... roof of ... house is red.
- 2 On warm, sunny days the children play in ... garden. There is ... tree-house and ... swing, ... sand box and a lot of toys.
- 3 When you turn left on Grafton Street, you can see three houses: ... blue one, ... red one and ... white one. I live in ... blue house.
- 4 We have ... cat and ... dog. ... dog never bites ... cat, but ... cat often scratches ... dog.
- 5 My cousin lives in ... small village in ... the country. He doesn't go to ... theatre very much because in ... village where he lives there isn't ... theatre.
- 6 I often go out for ... meal to ... Italian restaurant where ... food is very good.
- 7 Sam likes fruit for breakfast. He usually eats ... apple, ... banana or ... orange. He sometimes has ... bowl of cereal or ... egg.
- 8 When we are at ... seaside we often take walks along ... beach before going to ... restaurant for ... light dinner.



Grammar guide page 102



Speaking

On a school trip


Listen

1 Look at the picture. Who do you think Alex is talking to?

2 Alex, Ben and Emily are on a school trip. Match the places in the box to the icons.

café gardens information centre
gift shop toilets



3  Listen to the dialogue. What time does the gift shop close?

4 Listen again and choose the correct words in exercise 2. Act out the dialogue.

Excuse me. → Can I help you?

Where is the (1) ...? → It's on the ground floor.

Thanks! And is there a (2) ...? → Yes, there is. It's on the ground floor next to the toilets.

What time does the (3) ... close? → It closes at 5.30. Anything else?

No, thanks for your help. → You're welcome. Enjoy your visit.



Practise

5 Match the sentence halves.

- | | |
|----------------|---------------------|
| 1 Where are | a) a gift shop? |
| 2 Is there | b) the toilets? |
| 3 It's next to | c) the first floor. |
| 4 It's on | d) the café. |

Functional language

Asking for information

Alex

Where is the information centre?
Is there a café?
What time does the gift shop close?

Assistant

It's on the ground floor.
It's next to the toilets.
It closes at 5.30.



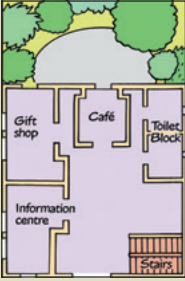
Speaking task

Prepare a dialogue between you and the assistant.

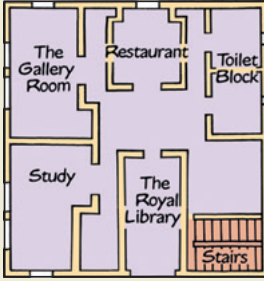
Step 1

First, look at the leaflet and decide what you want to see.

**WELCOME TO
THE HISTORIC
COURT
PALACE**



Gift Shop: 10.30–17.30
 Restaurant & Café: 10–18.00
 Gardens: 10.00–18.00
 Royal library: 11.00–17.30



Step 2

Think about what you say.

Excuse me.

Where is ...?

And is there a ...?

What time does the ... close?

Thanks for your help.

Think about what the assistant says.

Can I help you?

It's on the ... floor next to the ...

Yes, there is. No, there isn't.

It closes at ...

You're welcome. Enjoy your visit.

Step 3

Write your dialogue.

Step 4

Work in pairs. Take it in turns to practise your dialogue.




Culture The White House



6 Look at the picture and answer the questions.

- 1 Who lives and works at 1600 Pennsylvania Avenue, Washington DC, the USA?
- 2 What's the name of this house?
- 3 How many rooms do you think there are?
- 4 What sports facilities are there?

7  Read and listen to the information about the White House. Then check your answers.

In facts and figures:

- 1600 Pennsylvania Avenue is the home of the President of the USA.
- It is also known as the White House, built between 1792 and 1800.
- There are 132 rooms, 35 bathrooms and six floors.
- There are also 412 doors, 147 windows, 28 fireplaces, eight staircases and three lifts.
- This house has also got a tennis court, a jogging track, a swimming pool, a cinema and a bowling alley.

8 Are there any famous houses in Romania?



1



2



3



Unit
7b

Gadgets

camera
fridge
laptop
telephone
toothbrush

Vocabulary

- 1** Match pictures 1–6 with the words in the box. Which gadgets are not in the pictures?

camera dishwasher fridge laptop
microwave mp3 player remote control
telephone toothbrush washing machine

- 2** Listen and repeat.

- 3** Read the sentences using words from exercise 1.

- 1 A ... cleans clothes.
- 2 You use a ... to change channels on the TV.
- 3 A ... is a portable computer.
- 4 You use a ... to take photos.
- 5 You use a ... to heat or cook food.

- 4** Look at the words in exercise 1 again. Which gadgets are the most useful?

- 5** **INTERFACE** Work in small groups. Compare your lists of useful gadgets.

What do you think of the remote control?

I think it's very useful!

It isn't a very useful gadget at all.



Reading

- 6** Read the text about modern toothbrushes.

Useful gadgets: the toothbrush

Toothbrushes have a long history. They come from Egypt, and they are very different. Toothbrushes from ancient Egypt are made of wood from trees. The modern toothbrush dates back to the 15th century. The Chinese brushes are made with hair from pigs, while Europeans use horse hair for their brushes. After the chemist Wallace Carothers invents nylon in 1935, the first nylon toothbrushes arrive in Europe from the USA in 1938. Switzerland is the producer of an experimental electric toothbrush in 1939, but these electric toothbrushes are sold in the shops in the 1960s. Modern electric toothbrushes are in use since 1987. So, when you brush your teeth, think about this question: do you prefer your toothbrush, a piece of wood or pig's hair? A difficult question?

4





5



7 Read the text again. Are the sentences true or false?

- 1 The first toothbrushes come from Switzerland.
- 2 The ancient Egyptian toothbrushes are made of wood.
- 3 The Chinese make toothbrushes with horse hair.
- 4 The nylon brushes come to Europe in 1938.
- 5 The first electric toothbrushes appear in the shops in the late 1970s.

nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar

The Imperative

The imperative affirmative

Brush your teeth after meals!
Show me your new computer game, please!

The imperative negative

Don't speak with your mouth full!
Don't stay up late!

Language Tip a) We use the imperative to tell someone to do or not to do something.
b) The imperative can be used as a command, for giving instructions or orders.

8 Write affirmative and negative imperative sentences in your notebook.

- 1 ... to John. (to speak)
- 2 ... here, please. (not, to come)
- 3 ... your notebooks. (to open)
- 4 ... the door. (not, to push)
- 5 ... English in the classroom. (to speak)
- 6 ... some water if you are thirsty. (to drink)
- 7 Please ... your name on the sheet of paper. (to write)
- 8 ... in the classroom. (not, to run)

6



9 Write instructions matching the first column to the second one.

- | | |
|---------------------------|---------------------------------------|
| 1 Turn off the lights | a) the door to David. |
| 2 Bring your dictionaries | b) candies from strangers. |
| 3 Don't accept | c) before you go to bed. |
| 4 Brush your teeth | d) to bring the CDs. |
| 5 Don't step | e) late at night. |
| 6 Don't watch TV | f) on the lawn. |
| 7 Don't open | g) for the English class. |
| 8 Don't forget | h) when you go to bed to save energy. |

10 Read the text and answer the questions.

Useful gadgets


In 1954 an American company invents the very first portable radio. People enjoy listening to the radio although there are TVs in every home. 25 years later, Sony presents the Walkman to the world and this gadget becomes very popular. In the 1980s, people stop buying cassettes when CDs appear and Sony presents the Discman. The first MP3 player appears in Korea in 1998. Three years later, Apple introduces the iPod®. The marketing manager calls it '1000 songs in your pocket'. And the rest is history!



- 1 When is the first portable radio invented?
- 2 Who presents the Walkman to the world?
- 3 Where does the first MP3 player appear?
- 4 What company introduces the iPod?
- 5 How does the Apple marketing manager call the iPod?



Writing A story

- 1**  Read and listen. Put the pictures in the correct order.

A disastrous holiday!

Ben is on holiday to Italy with his family. But there are lots of problems along the way. First, the alarm clock doesn't ring, so they arrive to the airport really late. The flight to Italy is fast and smooth, but when they arrive, his sister's bag isn't there. It is in Portugal and she doesn't have any clean clothes. Then they take the bus to the hotel.

At the hotel there are more problems. The hotel doesn't have two rooms for them, so they all share one room for the first night. In the morning they have breakfast at the hotel. They walk into the restaurant and then Ben sees them! His teachers are on holiday at the same hotel! What a disaster! In the end, Ben and his family have a great holiday trying out new sports, exploring new places, making new friends. And his teachers ...? Well, they go back home on the second day. This is indeed a holiday to remember!



- 3** Write complete sentences.
Use the present simple.

- 1 First / he / get dressed / and / he / have breakfast
- 2 Then he / wait / for a taxi, but he / not have / any money
- 3 In the end / he / phone / his dad / and he / go / to the airport by car

- 4** Write about a disastrous holiday.
Follow these steps.

Writing a story

➔ Step 1 Plan

Make notes under three headings:

- 1 Where do you go?
- 2 What do you do?
- 3 What happens in the end?

➔ Step 2 Write

Write a first draft. Organize your writing in three paragraphs. Use your notes from Step 1 and the story on this page to help you.

➔ Step 3 Check

Check your work. Use the present simple and include the time connectors *first*, *then* and *in the end*.

➔ Step 4 Write

Write your final copy and hand in your work.

Language focus

Time connectors

You can improve your story by using time connectors: **first, then, in the end**

First, the alarm clock doesn't ring ..., then they take the bus ..., in the end I have a good holiday

- 2** Rewrite these sentences including the adjectives in brackets.

I live in a house in Bucharest. (big).

I live in a big house in Bucharest.

- 1 In my bedroom, there's a desk and a chair. (brown / plastic).
- 2 I've also got two lamps. (small)
- 3 There are two bookcases. (white)
- 4 I often listen to music in my room. (pop)
- 5 My favourite thing is my bed. (comfortable)



CLIL Art Architecture

Frank Gehry is a well-known architect. Born in Toronto, Canada, this architect has designed some of the most iconic – and most unusual – buildings in the world.

His designs are influenced by the sea. Gehry's buildings are angular, to represent fish, and undulating. This symbolizes the waves. He also uses a lot of steel – a very strong metal – and glass. These materials reflect the light in a similar way to the sun shining on water.

His architectural style is known as deconstructivism and, at first, his work looks very chaotic and surreal. His buildings, however, are extremely ordered and well-planned.

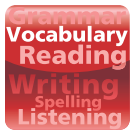
His most famous design is the Guggenheim Museum in Bilbao. This important art gallery is loved around the world because of Frank Gehry's design.

He is also the architect responsible for the Marques de Riscal hotel in Alava.



Read and listen. Answer the question.

How is Frank Gehry influenced by water?



Vocabulary guide Rooms and furniture



armchair



bed



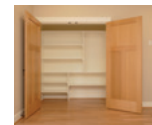
bookcase



chair



cooker



cupboard



desk



lamp



mirror



sofa



table



toilet



wardrobe

Gadgets



camera



dishwasher



fridge



laptop



microwave



mp3 player



remote control



telephone



toothbrush



washing machine



Grammar guide

Definite article - *the*

We use **the**:

- a) when we talk about something specific or when the same noun is mentioned the second time.
Lucy has got a funny **game** for her birthday. **The** game is from her cousin.
- b) before ordinal numbers: the first, the second, the third
Lucy's birthday is on **the** 1st of August.

Indefinite article - *a / an*

We use **a / an**

- a) when we talk about singular countable nouns or we mention them for the first time
I eat **a** banana and **an** orange every day.
- b) when we talk about a job or a profession.
Lucy's father is **a** doctor and her mother is **an** actress.

The imperative

Form:

- Positive: the short infinitive form of the verb
- Negative: do not / don't + short infinitive

Use:

- a) command: **Come** here immediately!
- b) instructions: **Turn off** the lights when you leave!
- c) rules: **Wear** your uniform at school!
Don't park here!



Module

8

Celebrate!



In this module you will learn:

Vocabulary ■ Clothes and accessories
■ Weather and seasons

Grammar ■ Asking for permission – *may / may not*
■ Present simple and present continuous
(extensive practice)

Speaking ■ Going to a party
■ Making and accepting invitations

Writing ■ Writing an e-message

Competences:

1.1; 1.2; 1.3; 2.2; 2.3; 2.4; 3.1; 3.2; 4.2; 4.3.

Find the page numbers for:



Fireworks

A boy talking on the phone

Bowling ball and pins

Unit
8a

Clothes and accessories



a



b

c



boots
dress
jeans
shirt
shorts

Vocabulary



1 Look at the words in the box, listen and repeat.

boots coat dress jacket jeans jumper scarf shirt shorts skirt trainers trousers T-shirt

2 Match descriptions 1–6 to pictures a–f.

- 1 I'm wearing a pair of jeans and a pink jacket. I'm having fun with my friends.
- 2 This is my uncle and cousin at a Scottish wedding. My cousin is wearing a special skirt called a *kilt*.
- 3 This is me at the beach. I'm wearing a pair of shorts and a T-shirt.
- 4 This is Bonfire Night. It's November so I'm wearing a scarf, a coat and boots.
- 5 This is my little brother's birthday party. He's wearing a multi-coloured shirt.
- 6 It's Christmas Day and I'm wearing my favourite jumper and a pair of blue jeans.



We often use a *pair of...* with clothes: a *pair of trousers*, a *pair of boots*. Remember that *trousers* and *boots* are plural. *These are my favourite trousers.* ✓
This is my favourite trousers. X

Now say it!



3 Listen to Emily and Ben. What do they usually wear on special occasions?

4 Work in pairs. Ask and answer questions about the clothes you wear. Use the words in the box or your own ideas.

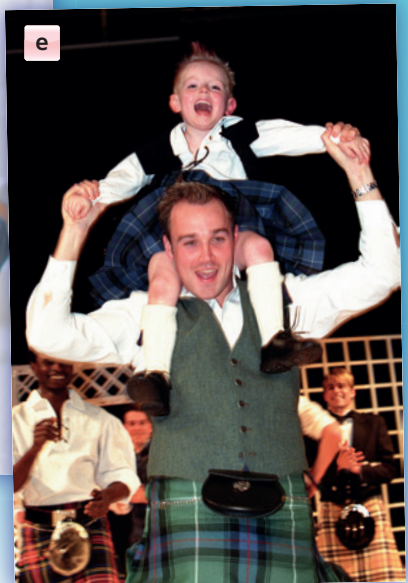
a party a wedding school
Christmas Day the weekend

What do you usually wear to parties?

I usually wear a pair of jeans and a black T-shirt.



d



e



f



Reading

5 Read the text quickly and complete the headings with the words below.

- a) gloves
- b) skirts
- c) white

Men in ...

If you're going to a *ceilidh*, you need your dance clothes and comfortable shoes. *Ceilidhs* are traditional dances from Scotland and Ireland, and the music is fast and energetic. Everybody dances and has a good time, and *ceilidhs* are as popular as discos. Girls wear what they want: jeans, skirts or trousers; boys wear kilts, shirts and jackets. A kilt is similar to a skirt – it is a traditional Scottish outfit and it's perfect for dancing.

Not all brides wear ...

Many people in Britain have Indian origins and they follow different traditions when they get married. The traditional colour isn't white, it's red, because this colour is the symbol of new life. So, an Indian bride doesn't wear a white wedding dress, she wears a beautiful, long, red sari with red and gold jewellery and red henna paint on her hands.

Good fun in ...

You can be sure it is cold on Bonfire Night so wear warm clothes. Coats, scarves and boots are best. The British celebrate Bonfire Night on the evening of 5th November, when the nights are cold and dark. All over the country, people meet and stand around bonfires, watch fireworks and eat potatoes, sausages and other food that you can hold with gloves on. It's a magical night of fire, friends and food, but anyone who doesn't dress warmly is freezing!

6 Read and listen to the text and answer the questions.

- 1 Where do *ceilidhs* come from?
- 2 What do girls wear to a *ceilidh*?
- 3 What is the traditional colour at an Indian wedding? Why?
- 4 Why does the text recommend coats, hats and scarves for Bonfire Night?
- 5 Why do people eat food like potatoes and sausages?

7 Read the text again and find words for these definitions.

- 1 a traditional skirt from Scotland for men
- 2 a woman who is getting married
- 3 a red substance to colour hair or skin
- 4 a big fire at celebrations
- 5 colourful explosives, typical at celebrations



Word Tip When you read a new word, read the context – the words around it – and try to guess its meaning.

8 **CLASS VOTE** Which is your favourite celebration?



nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar

Present simple and present continuous (extensive practice)

- 1 Read and complete the boxes. Use the verb *play* in the right tense.

Present simple

affirmative		negative	
I		.....
You		You	.....
.....	play	We	every day
They	every day	They	
He		He	
She	.....	She	.....
It	every day	.....	every day

interrogative		
Do	I you we	.....? every day
.....	..... he .....	.....? every day

Present continuous

affirmative	
I	am playing now
We, you, they	.....
He, she, it	.....

negative	
I	am / 'm not playing now
We, you, they	.....
He, she, it	is not /

interrogative	
am	I
.....	we, you, they
.....	he, she, it

- 2 Order the words to make sentences. Write them in your notebook.

- are / to / the beach / on / We / going / a party .
- I / wear / clothes / smart / do not .
- play / They / music / usually / great .
- are / next weekend / not / We / a barbecue / having .
- always / I / breakfast / sandwiches / have / for .
- now / fantastic time / You / are / having / a .

- 3 Read the party invitation and write complete sentences. Use the affirmative or negative forms of the present continuous.

Midsummer Night Fun

Come to Jed's birthday party!

When: Saturday 23rd June, 7pm

Where: Jed's garden, Cottage Farm, Stonewold

Bring your swimming costume!

pop music!
swimming games!
pool!
Mexican food!
Magician at 9pm

The party / start / 7.30pm

The party isn't starting at 7.30pm.

- The party / be / in Jed's garden
- I / eat / pizza
- You / wear / swimming costume
- We / watch / a magician

- 4 Write three more sentences about Jed's party. Use these words in the box.

games Mexican food football
smart clothes rock music

We are playing games.

Language Tip Time expressions are used with present continuous to talk about actions which people are definitely doing in the future because they are planned: *this August / weekend; at the weekend; next Tuesday / Christmas / weekend; tonight; tomorrow ...*

- 5 Look at Sarah's calendar. Complete her plans with the time expressions in the box.

next Monday this Thursday
at the weekend tomorrow

- Sarah's going to the cinema with her friends ...
- She's studying maths ...
- She's taking her science exam ...
- She's going to the disco ...



JULY

Monday	8	school excursion – museum
Tuesday	9	Jack and Ellie – cinema
Wednesday	10	study science
Thursday	11	science exam
Friday	12	buy new dress
Saturday	13	summer barbecue – Youth Club
Sunday	14	study maths
Monday	15	last exam – maths! end of school disco



Listening Fancy dress

10 Listen to Emily, Alex and Ben talking about a fancy-dress party. Match the names to pictures a–c.

Emily Alex Ben

11 Listen again and choose the correct words.

- 1 The party is on Friday / Saturday.
- 2 Emily is / isn't taking her black cat.
- 3 The party is / isn't at Alex's house.
- 4 Alex's parrot is / isn't real.
- 5 Ben is wearing his black / brown boots.
- 6 Ben is / isn't wearing a scarf.



6 Write questions using the present continuous.

Who / Sarah / go to the cinema with?
Who is Sarah going to the cinema with?

- 1 What / she / study on Wednesday?
- 2 What / she / buy this week?
- 3 What / she / visit today?
- 4 When / she / take / her last exam?
- 5 Where / they / have a barbecue?

7 Answer the questions in exercise 6. Use Sarah's calendar in exercise 5.

She's going to the cinema with Jack and Ellie.

8 Copy Sarah's calendar into your notebook and complete it so that it is true for you.

9 **INTERFACE** Work in small groups. Ask and answer questions about your calendar.

What are you doing on Saturday?

I'm playing tennis with George.

Grammar guide page 114




Fancy-dress parties become popular in Britain in the early 18th century. People wear masks and there is a game: everyone has to guess who is under the masks!

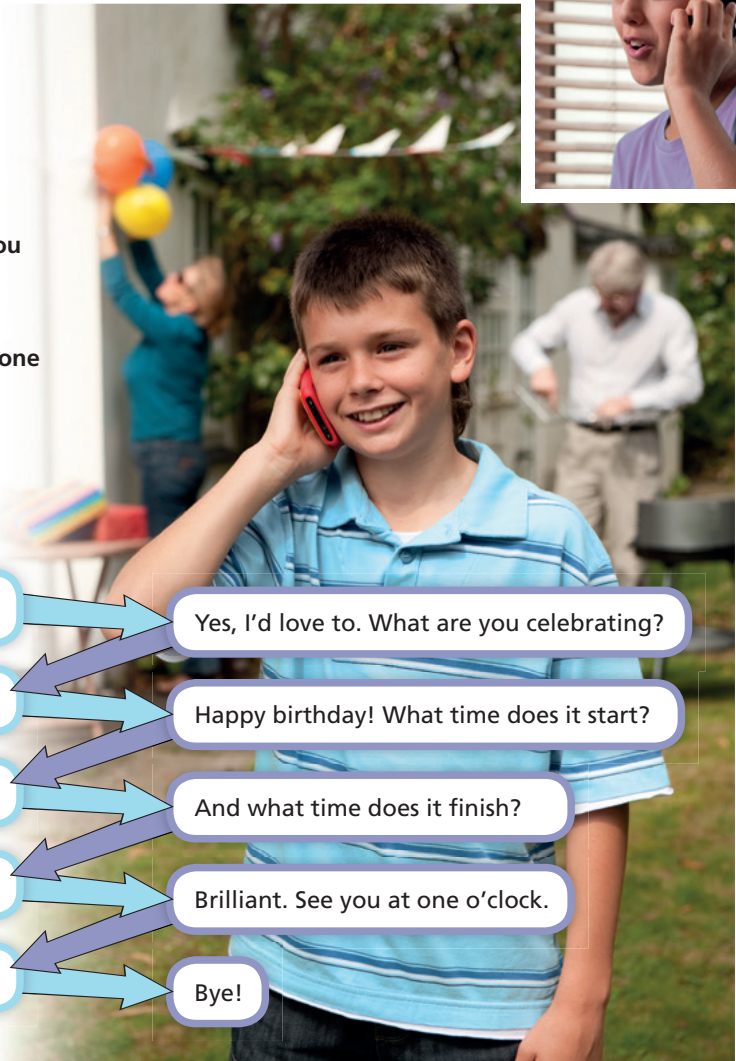


Speaking

Going to a party

Listen

- 1 Look at the picture. What type of party do you think is taking place?
- 2  Listen to Alex talking to Ben on the phone and answer the questions.
 - 1 When is the party?
 - 2 What time does it finish?
- 3 Listen and complete the dialogue.



I'm having a barbecue (1) ...
Would you like to come?

Yes, I'd love to. What are you celebrating?

It's my birthday.

Happy birthday! What time does it start?

It starts at one o'clock.

And what time does it finish?

At about (2) ...

Brilliant. See you at one o'clock.

OK. See you then.

Bye!

Practise

- 4 Listen again and repeat the dialogue.
- 5 Order the words to make questions.
Write them in your notebook.
 - 1 does / it / What / time / finish ?
 - 2 like / you / come / Would / to ?
 - 3 it / start / What / does / time ?



ROLE PLAY Invite your favourite cartoon character / actor / singer to your birthday party. Make up a dialogue similar to the one in exercise 3. Work with a partner.

Functional language

Making and accepting invitations

I'm having a barbecue this afternoon. Would you like to come?

Yes, I'd love to. What time does it start?

It starts at one o'clock.

What time does it finish?



Speaking task

Write a dialogue between you and Ben.

Step 1

Imagine it is your birthday and you are having a party. First, choose a party type below.

Bowling party
City bowling alley
7pm–9pm



Picnic in the park
North park
12.30pm–3.30pm



Step 2

Decide what you say.

I'm having a ... on ...
Would you like to come?
It's my ...
It starts at ...
It finishes at ...
See you then.

Decide what Ben says.

Yes, I'd love to. What are you celebrating?
What time does it start?
And what time does it finish?
See you at ...

Step 3

Write your dialogue.

Step 4

Work in pairs. Take it in turns to practise your dialogue.



Culture

Festivals around the world

The summer is a great time to celebrate. In London, in the month of August, they celebrate the Notting Hill Carnival. It is a big street party. People wear fantastic costumes and walk through the streets. Thousands of people watch the processions and there is really loud music. It has a real party atmosphere!



The weather in Australia is different to the UK. When it's winter in Europe, it's summer in Australia and it's very hot. There are a lot of cultural festivals in Australia, including the Adelaide Fringe Festival. This is the second biggest fringe festival in the world – after Edinburgh – and it consists of 24 days and nights of comedy, music, dance and visual arts. The festival is in February and March – the warm months in Australia.



6 Read and listen to the information about festivals. Then answer the questions.

- 1 When is the Notting Hill Carnival?
- 2 What do people wear?
- 3 How long does the Adelaide Fringe Festival last?
- 4 When is it?

7 What festivals do you celebrate in your country? How do you celebrate it?



Follow this link: <https://www.youtube.com/watch?v=8Lu41LulQos>. Listen to *Celebration – Song Around The World*

- a) Learn the song.
- b) Perform the song in groups during the English class.



Unit 8b

Weather and seasons

cloudy
hot
dry
snowy
warm

Vocabulary



spring



autumn



summer



winter

1 Look at the words in the box. Listen and repeat.

cloudy cold dry hot rainy snowy
stormy sunny warm wet windy

2 Which words in exercise 1 can you use to describe pictures a–d?

Picture a: It's warm, dry ...

3 Choose the correct words.

- 1 In the Arctic it's **cold** / **hot**.
- 2 Summer in the south of Spain is usually **sunny** / **snowy**.
- 3 People say that the weather in Britain is **dry** / **wet**.
- 4 There is no rain this summer so the ground is very **dry** / **wet**.
- 5 It's **warm** / **cold** tonight so we can sit outside and eat dinner.
- 6 This summer in Britain is very **rainy** / **windy** – we are using our umbrellas every day!

Pronunciation

/s/

a Listen and repeat.

sometimes sunny spring stormy
summer scarf socks snowy

b Listen and repeat.

- 1 It's sometimes sunny in spring and it's hot and stormy in summer.
- 2 In winter you need a scarf, gloves and thick socks because sometimes it's snowy.

4 **INTERFACE** Work in pairs. Ask and answer questions about your favourite season.

What's your favourite season?

It's autumn. It's windy and rainy, but I love the colour of the trees.

Yes, I agree, but I prefer ...



Reading

5 Read and listen. How old is the Glastonbury Festival?



Come to Glastonbury... but bring your umbrella!

The Glastonbury Festival is on the last Friday, Saturday and Sunday in June – the same every year since 1970!

There are over 700 acts this year – rock, pop, dance music and more, including special circus, music and theatre acts for children. There are 137,500 tickets, but don't wait! The tickets go on sale in October, but they usually sell all the tickets in one day. If your parents say you may go don't forget to send the organizers photos of you and the other members of your family, because all tickets are personal.

When you go to Glastonbury with your family, you may take a tent and sleep in it because there aren't any hotels. There's a special camping area for families. Your parents can give your tent to charity after the festival if they want – the festival organizers give tents to people with no home.

Also, remember to take clothes for bad weather, like anoraks, boots and coats because it always rains! It's often windy and stormy too, so bring warm clothes, but take your T-shirts and sun cream too. You never know – it is summer after all!

6 Read the text again. Are the sentences true or false?

- Glastonbury is only a music festival.
- There are more than 140,000 tickets.
- Your parents can buy your ticket in October.
- If you may go to the festival send the organizers a photo of you to get a ticket.
- You may put up your tent at the festival.
- It's a good idea to take clothes for good and bad weather.

nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar

Modal verb: *may / may not* – expressing permission

affirmative

I / You	may use the dictionary.
He / She / It	may go out.
We / You / They	may stay a little longer.

negative

I / You	may not swim in the river.
He / She / It	may not enter the classroom.
We / You / They	may not use the phone here.

interrogative

May	I / you open the window?
May	he / she / it have some water?
May	we / you / they watch TV?



may – giving permission in a formal way
may not – refusing permission
can – giving permission in a less polite manner
You may take a seat if you like.
You can go home whenever you want.

7 Order the words to make sentences.

- use / May / I / your phone ?
May I use your phone ?
- come / May / in / I ?
 - may / out / go / I / .
 - you / at the festival / make / may not / noise .
 - use / People / mobile phones / the concert / may not / in .
 - may not / to / late / go / You / bed .

8 Look at the festival rules. Write four sentences using *may / may not* in your notebook.

Summer festival	Yes!	No!
	Have a ticket	Bring food or drink
	Bring a tent	Make videos or take photos
	Wear suitable clothes	Drop litter

9 Write sentences about what you *may* or *may not* do at school.

You may not eat food in the classroom.

Grammar guide page 114



Writing

An e-message

1 Read and listen. Answer the questions.

- 1 Is Patrick having a good time?
- 2 How long does the train journey take?
- 3 What is the weather like?
- 4 What is he doing tomorrow?

Hi, Mike,
I'm having a great time here in Scotland. The train journey seems to be a bit boring because it usually takes more than six hours to get here! We're watching a great comedy show tonight. The weather's fantastic. Scottish people say it often rains in Edinburgh in August, but it's dry and sunny now. I'm wearing all my summer clothes! Tomorrow we are exploring Aviemore. It's in the mountains, so I think it's cold there. We're staying there two days. I have to remember to take my jumper and my gloves. I'm prepared to take lots of photos, I promise!

Patrick

Language focus

Review

Improve your writing by using a variety of connectors (*and, but, so*) and the correct punctuation.

2 Read Patrick's e-message and find:

- 1 ... two sentences in the present simple and two in the present continuous.
- 2 ... four connectors.
- 3 ... five different uses of capital letters.

3 Choose the correct words. Then correct the punctuation.

I **have** / **am having** a good time **because** / **but** the weather is great
I'm having a good time because the weather is great!

- 1 we **are arriving** / **arrive** late tomorrow **so** / **also** we are taking a taxi
- 2 it **often rains** / **is often raining** in May, **but** / **and** it isn't raining today
- 3 **but** / **first** we get up early in the morning, **then** / **so** we go to the city centre
- 4 we **climb** / **are climbing** a mountain in Aviemore next week
- 5 it is hot **and** / **but** dry tomorrow
- 6 it is **raining** / **rains** tomorrow.



Class portfolio 4 page 120

Design a portfolio with the title "Festivals around the world".
 Work in small groups.

4 Write an e-message. Follow these steps.

Writing an e-message

Step 1 Plan

Choose a holiday destination. Make notes under three headings:

- 1 How do you get there?
- 2 What activities are you doing?
- 3 What are you doing tomorrow?

Step 2 Write

Write a first draft. Use your notes from Step 1 and the postcard on this page to help you.

Step 3 Check

Check your work. Try to include a variety of tenses and connectors, and the correct punctuation.

Step 4 Write

Write your final copy and hand in your work.



CLIL Music Maori music

In New Zealand, music is an important part of national culture. Wellington is the country's capital and it is home to the New Zealand Symphony Orchestra, which sometimes tours overseas. The New Zealand School of Music is also based in Wellington.

New Zealand's most famous musical export is the opera singer Kiri Te Kanawa, who appears on stage around the world. She performs with famous artists such as José Carreras and she sings to royalty. She is also a Grammy award winner. A soprano with a high singing voice, Kiri Te Kanawa is of Maori origin. The Maoris are the native people of New Zealand and their traditional music uses special instruments, such as flutes made of animal bones, trumpets made of sea shells and drums made of wood and the skin of sharks.

Some of New Zealand's biggest rock, hip-hop and folk groups combine Maori music with European influences.



Read and listen. Answer the question.

What are some of the special instruments the Maori people use to make music?

Vocabulary
Reading
Writing
Spelling
Listening

Vocabulary guide Clothes and accessories



Weather and seasons





Grammar guide

Present simple and present continuous – extensive practice

affirmative			
Subject + Verb		Subject + <i>be</i> + Verb + <i>ing</i>	
I / You / We / They	work	I	am ('m)
He / She / It	works	We / You / They	are ('re)
		He / She / It	is ('s)

working

negative			
I / You / We / They	don't work	I	am ('m) not
he / she / it	doesn't work	we / you / they	are not (aren't)
		he / she / it	is not (isn't)

working

interrogative			
Do	I / you / we / they work?	Am	I
Does	He / She / It work	Are	We / You / They
		Is	He / She / It

working?

tense	use	example
Present simple	permanent states, repeated actions and daily routines.	<i>We usually play football after school.</i>
Present continuous	actions taking place at the moment of speaking.	<i>We are playing football now.</i>

Modal verb: *may / may not* – expressing permission

affirmative		
I / You He / She / It We / You / They	may	go out.

negative		
I / You He / She / It We / You / They	may not	leave the classroom.

interrogative		
May	I / you he / she / it we / you / they	use your pen?

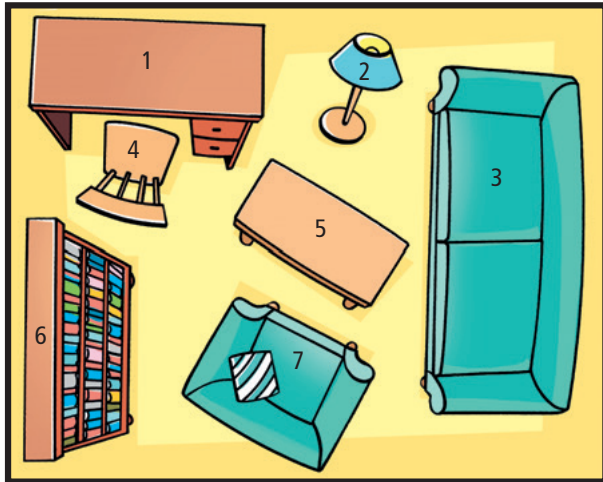
short answers
Yes, you may . No, you may not .



Progress check 4 (Module 7-8)



1 Look at the room plan and name the pieces of furniture. What room is this?



2 Match 1-7 with a-g to make words for gadgets. Write them in your notebook.

- | | |
|-----------|------------|
| 1 micro | a) phone |
| 2 remote | b) top |
| 3 tele | c) machine |
| 4 lap | d) wave |
| 5 washing | e) washer |
| 6 dish | f) control |
| 7 tooth | g) brush |

3 Complete the words with vowels.

- | | |
|-----------------|--------------|
| 1 sc _ rf | 4 j _ ck _ t |
| 2 tr _ _ n _ rs | 5 T-sh _ rt |
| 3 c _ _ t | 6 sk _ rt |

4 Complete the sentences with *may* / *may not*.



- You ... bring glass bottles.
- You ... camp only in designated areas.

- You ... enter without a ticket.
- You ... light fires. It's dangerous.
- You ... only put your rubbish in the bins.

5 Read the text choosing the correct form of the verbs.

Hello from Thorpeness! It's a small village in the east of England and we (1) **stay / 're staying** here right now. We (2) usually **stay / 're usually staying** in a hotel when we're on holiday, but this time we (3) **'s / 've** got a house for two weeks. It's called the, House in the Clouds' because it's about 21 metres high!

It's an interesting house. It seems to be a water tower. Do you know what a water tower is? You (4) **don't / doesn't** see many of them now.

They're tall buildings and they (5) **contain / contains** water for the houses around them.

Anyway, water towers are ugly so the architect (6) **designs / is designing** this one to look like a house. There seems to be a house under the water tower.

They (7) **convert / are converting** the building into a house nowadays. It isn't a water tower anymore.

My bedroom's on the fourth floor so I can see Thorpeness beach and the sea. The sand on the beach (8) **is / are** lovely.

Dad (9) **runs / 's running** on it every morning. He (10) **like / likes** jogging a lot. There's an artificial lake in the village. You (11) **can / can't swim** in it, but you can go boating. It's fun!

See you soon.

Lily X

6 Complete the sentences with *can* / *can't* or *may* / *may not*.

- We ... help you in the garden this afternoon.
- She ... invite friends and have a party on Saturday night.
- David ... speak Spanish well now. He lives in Spain.
- We ... stay out later than 10 pm. Our parents do not allow that.
- I ... hear you very well. Speak louder, please.
- He ... come to the concert because he is ill.
- ... I borrow your pen? I ... find mine.
- You ... take my car today. I need it.



7 Choose A, B or C and read the text below.

(1) ... most striking feature of North America is (2) ... vast chain of lakes which separates Canada from (3) ... United States. Lake Superior, (4) ... greatest of these onland seas, is (5) ... largest body of fresh water in (6) ... world. (7) ... other principal lakes are Lakes Huron, Michigan, Erie and Ontario; from (8) ... last of which issues (9) ... noble river of St. Lawrence, which runs (10) ... uninterrupted course of seven hundred miles before it reaches (11) ... Atlantic. There is thus (12) ... continuous current from (13) ... most remote tributary of Lake Superior to (14) ... Gulf of St. Lawrence, (15) ... distance of more than two thousand miles.

	A	B	C
1	a	an	the
2	the	a	an
3	an	the	a
4	the	a	an
5	a	an	the
6	an	the	a
7	a	an	the
8	the	a	an
9	the	an	a
10	an	the	a
11	an	a	the
12	a	an	the
13	an	the	a
14	the	an	a
15	the	a	an

8 Write affirmative and negative imperative sentences in your notebook.

- ... your beds after you get up in the morning! (to make)

- ... my pencil, please. I need it! (not / to use)
- ... quiet, kids. I can't hear what Jenny is telling me! (to be)
- ... your brother to come to my party on Saturday! (to ask)
- ... the bus to school today! I'm driving you there! (not / to take)
- ... the police if there is no emergency! (not / to call)

9 Order the words to make sentences.

- friends / a beach party / My / are / having .
- They / parties / often / at the end of term / organize .
- not / wearing / I / am / tonight / that green dress .
- are / taking / to the beach / sandwiches / We / not .
- party / for / making / the / is / cake / Mom / a .
- Danny / dance / goes / when / usually / to / parties / he / doesn't .
- Danny / coffee / never / parties / at / drinks .

10 Write down questions for the sentences in exercise 9. Then write short answers.

11 Write questions for these answers in your notebook.

- I'm watching a tennis match.
- Rob usually plays football on Wednesdays.
- Adam goes snowboarding in Italy.
- No, Maria can't speak Chinese.
- Yes, there are some nuts in the bag.

Marking scheme

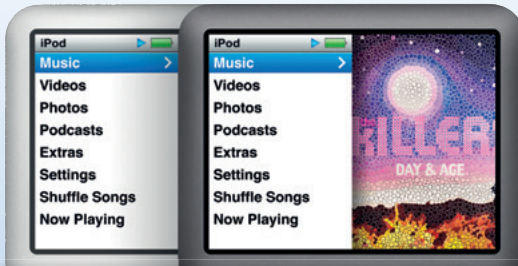
Exercise no.	Score
1	7 × 1 = 7
2	7 × 1 = 7
3	6 × 1 = 6
4	5 × 1 = 5
5	12 × 1 = 12
6	8 × 1 = 8
7	15 × 1 = 15
8	6 × 1 = 6
9	7 × 1 = 7
10	7 × 1 = 7
11	5 × 2 = 10
Total	90
Granted points	10
Final score 100	



Class portfolio 1



Our favourite singer or group



1 Ideas

Who is your favourite singer or group?
Why do you like him / her / it?

2 Group work

Which singers and groups does everyone in your group like?

Choose one and write some notes about them:

- name
- nationality
- type of music
- appearance
- other information you know: age, family and favourite hobbies

3 Write

Write a short text about your singer or group using your notes.



4 Check

Read your text and check it for:

- spelling
- punctuation.



5 Visuals

Find photos or draw pictures of your favourite singer or group.



6 Display

Make a poster. Include your texts, photos and pictures. Show your project to the class.



Class portfolio 2

Nature in our area



1 Ideas

Think of a place of nature in your area.
Have you got a favourite place?
Which one is it?

2 Group work

Which are your group's favourite places?
Choose a place and write some notes:

- Where is it?
- Is there any water?
- Are there any trees?
- What can you do / see there?
- What's special about it?



3 Write

Write a short text about the place
using your notes.



4 Check

Read your text and check it for:

- spelling
- punctuation.



5 Visuals

Find photos or draw pictures of the place.



6 Display

Make a poster. Include your texts, photos and
pictures. Show your project to the class.



Class portfolio 3



Sport is fun and healthy!



1 Ideas

What is your favourite sport?
Why do you like it?
How often do you practise it?



2 Group work

Which sport does everyone in your group like?
Who are your favourite sports people?
Choose and write some notes about them:

- name and nationality
- why you admire them
- what they are famous for: prizes, medals
- other information you know: age, family, hobbies

3 Write

Write a short text about your favourite sports person using your notes.



4 Check

Read your text and check it for:

- spelling
- punctuation
- *because, so.*

5 Visuals

Find photos or draw pictures of your favourite sport or sports people.



6 Display

Make a poster. Include your texts, photos and pictures. Show your project to the class.





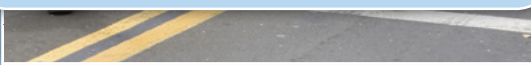
Class portfolio 4

Festivals around the world



1 Ideas

Look for colourful festivals and celebrations that you would like to participate in. Say why you find them attractive.



2 Group work

Which festivals do people in your group like? Choose some places and write some notes about them:

- when and where do these festivals take place?
- what are they famous for?
- what do people celebrate?
- what do people usually wear at these festivals?
- what can you do/see there?

3 Write

Write a short text about your favourite festival using your notes.



4 Check

Read your text and check it for:

- spelling
- word order
- time connectors: *first*, *then*, *in the end*

5 Visuals

Find photos or draw pictures of your favourite festival.



6 Display

Make a poster. Include your texts, photos and pictures. Show your project to the class.





Let's have fun! Sketch 1



1 Listen and answer the questions.

- 1 What problem have they got?
- 2 What kind of music do they like playing?
- 3 What is Molly's favourite kind of music?

2 Read and listen to the dialogue. Check your answers.

Guitar mad

Bob Hi, everybody! Are we all here?

Jack No, we aren't. Dan isn't here.

Bob Where is he?

Sam He's at a new school, and his new school's in Ireland.

Jack Oh, no! We haven't got a guitarist for our band!

Sam I can play the guitar ...

Bob We need a new guitarist. Have you got a friend with a guitar?

Jack Hmm. My cousin's got a guitar.

Sam I can play the guitar ...

Bob But has he got a band?

Jack She. Her name's Molly. I don't know.

Bob Is she nice?

Jack Yes, she's great. And she's got long, dark, curly hair. She's the perfect rock guitarist.

Sam But I can play the guitar ...

Bob Ask her, Jack! Here, use my mobile.

Chorus Hi, Molly!

Molly Hi, everyone. So, this is Bob's band ... What do you need?

Bob We need a guitarist. Can you play rock music?

Molly I like listening to rock, but I don't like playing it. I love playing classical guitar.

Jack Ah! We play rock and pop, but not much classical music.

Sam I can play the guitar.

Molly Well, sorry. I can't help you.

Jack Now what can we do?

Sam I CAN PLAY THE GUITAR!

Bob You? Sam! You're perfect! You've got long hair too!

Sam Thanks. I've got long hair AND I've got a guitar ... because I LOVE playing the guitar!



3 Work in groups. Practise and perform the sketch.

- Choose a character.
- Read and learn your lines.
- Perform for your class.



Read and say!

The cake and the stake give Jake a belly ache.

Joke time!

Why do baby strawberries cry?

Because their parents are in a jam!





Final revision 1

Vocabulary

Grammar

START



C

c _ _ _ _

T

t _ _ _ on the phone



I

a nationality
- I _ _ _ _

U

the U _ _ _



B

my little
b _ _ _ _



E

brown e _ _ _ _



FINISH

F

f _ _ _ hair



C

c _ _ _ hair



P

p _ _ _ football



T

t _ _ _



P

mum and dad are
my p _ _ _ _



S

s _ _ _ _





Final revision 1



Vocabulary

Grammar

1 Order the words to make questions. Then write answers that are true for you.

- 1 your name / is / What ?
- 2 from / Where / you / are ?
- 3 old / you / are / How ?
- 4 you / got / any brothers or sisters / Have ?
- 5 your / Who / is / friend / best ?
- 6 you / music / like / listening / Do / to ?

2 Choose the correct words.

Lily Allen is a (1) **British / Britain** singer. She (2) **is / has got** two sisters and a brother. Her (3) **brother's / brothers'** name is Alfie and her (4) **sisters' / sister's** names are Sarah and Rebecca. (5) **Their / They** parents are also famous. Lily's father is also a musician and actor, and (6) **her**



/ **his** mother is a film producer. Lily writes music, (7) **she / he** also sings and plays various instruments. She (8) **like / likes** football – she's a Fulham FC fan! Lily loves (9) **watching / watch** football matches, but she doesn't like (10) **to play / playing** football!

3 Copy and complete the sentences with the correct subject or object pronouns.

- 1 My classmates are Bill and Emma. Do you know ... ?
- 2 Where is their house? Do ... live near here?
- 3 Who's that boy? Do you know ... ?
- 4 He likes listening to rock music, but he doesn't like playing
- 5 Her first name is Anna, but I don't know

4 Choose the correct answers and write the sentences in your notebook.

- 1 My ... names are Steve and Sandra.
a) friend's b) friends' c) friends
- 2 I don't know those ... names.
a) child's b) children's c) childs'
- 3 Where is ... house?
a) there b) they're c) their
- 4 Who's that boy? Do you know ... ?
a) he's b) his c) him
- 5 That's Gloria, but I don't know ... surname.
a) his b) her c) she's

5 Write complete sentences about the Marine Life Centre. Use *there is / there are, a / an, some and any*.



- | | |
|------------|----------|
| 1 dolphins | 5 ice |
| 2 island | 6 cinema |
| 3 mountain | 7 water |
| 4 trees | 8 shop |



Final revision 2

Vocabulary

Grammar

START



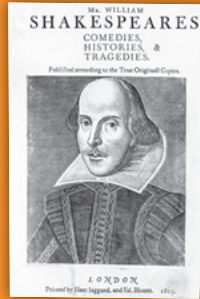
You can buy magazines and newspapers in a n _____ .

Do you do your h _____ every night after school?



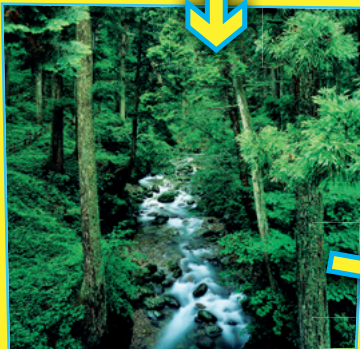
You s _____ goals to win football matches.

Snowboarding isn't easy; it's d _____ .



In l _____ some people study plays by Shakespeare.

There is a lot of sand on a b _____ .



There are lots of t _____ in a forest.

You c _____ a ball with your hands.



In h _____ you study the past.



FINISH



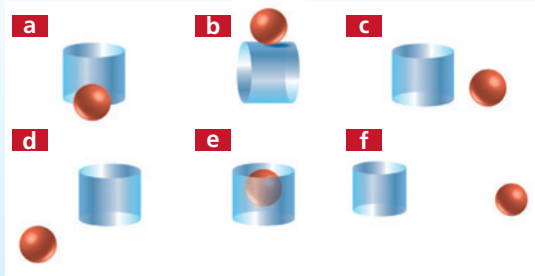
Final revision 2



Vocabulary

Grammar

1 Correct the sentences and write them in your notebook.



- The ball is opposite the box.
- The ball is behind the box.
- The ball is in front of the box.
- The ball is on the box.
- The ball is in front of the box.
- The ball is in the box.

2 Copy and complete the sentences with the present continuous form of the verbs in the box.

have hit participate swim talk train

- You ... for a half marathon.
- Rafael Nadal ... the ball well at the moment.
- They ... in a charity race.
- Mark ... in the pool.
- We ... a good time here.
- I ... to Max on the phone.

3 Copy and complete the sentences with the present simple form of the verbs in brackets and the verbs in the box.

doing going shopping listening to
staying up talking on

- My grandparents ... late. (hate)
- You ... music with your friends. (not like)
- I ... in London. The shops are fantastic. (love)
- Rosie ... the phone, especially to Marina. (like)
- My friend ... his homework. (not like)

4 Write the sentences in your notebook using the words in brackets.

- You are late for school. (never)
- Jim plays football. (badly)
- She speaks English. (really well)
- How do you wash your hair? (often)
- Does Adam get up late on Sundays? (usually)

5 Write questions for these answers in your notebook.

- I always see a movie at the cinema on Saturdays.
What ... ?
- Simon usually plays basketball on Fridays.
When ... ?
- John goes snowboarding in Austria.
Where ... ?
- No, my sister can't speak Japanese.
... ?
- Yes, there are some oranges in the basket.
... ?

6 Write the sentences in the negative form in your notebook.

- My mum buys unhealthy food.
- We go to Japanese restaurants.
- Your body needs chocolate.
- The children like vegetables.
- I have cereal for breakfast every day.
- Maggie drinks fizzy drinks.



Final revision 3

Vocabulary

Grammar

START

Which B do you wear on your feet?

Which L can you use to send e-mails to your friends?



Which R do you use to change the channels on the TV?

Which F do you watch on New Year's night?

Which W is a season?



Which C do you go to if you like live music?

Which M can you see your face in?

Which S can you wear round your neck when it's cold?

Which B do you sleep in?

Which D is an adjective to describe the weather in the desert?

Which S can you do at the seaside when it's hot and sunny?

Which P can you fly to different countries in?



FINISH



Final revision 3



Vocabulary

Grammar

1 Copy and complete the sentences with the present simple or the present continuous form of the verbs in brackets.

- 1 The athlete ... (train) every day.
- 2 They ... (watch) a tennis match at the moment.
- 3 Alex ... (run) towards the ball now.
- 4 She often ... (score) in every game.
- 5 They ... (be) amazing players.
- 6 'Goal!' The fans ... (shout)!
- 7 A spectator ... (play) the drums now.
- 8 They always ... (celebrate) like that after winning a match.

2 Copy and complete the sentences using the present simple or present continuous form of the verbs in brackets.

- 1 When (arrive / the plane)?
- 2 I (not / like) bananas.
- 3 (they / swim) in the pool at the moment.
- 4 She (not / ride) her bike right now.
- 5 (visit / you) Jane in hospital today?
- 6 Why (cry / she) now?
- 7 We (stay) at home on Monday nights.
- 8 They (not / know) the answer.
- 9 What time (get up / you) in the mornings?
- 10 I (not / sit) in the garden at the moment.

3 Copy and correct the sentences using the correct tense.

- 1 The children are playing together every Saturday.
- 2 They watch a match at the moment.
- 3 My friends listen to music right now.
- 4 They are usually meeting after school.
- 5 I am visiting my grandma every day after school.
- 6 I eat my dinner right now.
- 7 Paul doesn't jog in the park today.
- 8 In the UK many students are playing cricket.

4 Copy and complete the text with *can* or *can't*.

Tao is Chinese and he's studying English in Edinburgh at the moment. He speaks Chinese and a little Italian, but he (1) ... speak much

English. He (2) ... only speak a few words. He's living with my family at the moment, but we (3) ... speak Chinese so it's very difficult to communicate with him. Sometimes Tao draws a picture and then we (4) ... understand him. Fortunately, he is very talented so he (5) ... draw brilliantly and we always guess what he wants to tell us.



5 Write affirmative and negative imperative sentences in your notebook.

- 1 buy / sugar and milk, please – I / want / make / pizza.
- 2 not take / my laptop – I / need / it / my project.
- 3 give / me / glass of water, please – I / be / terribly thirsty.
- 4 have / cake – It's delicious.
- 5 not / run / in the street – It's dangerous!
- 6 Not / speak / with your mouth full – It's impolite.

6 Order the words to make sentences.

*I / May / your book / use ?
May I use your book?*

- 1 enter / May / the room / I ?
- 2 may / out / not / go / He / tonight .
- 3 the concert / She / to / may not / go .
- 4 use/ I / the bathroom / May ?
- 5 may not / at school / late / be / We .

7 Complete the sentences with *can* / *can't* or *may* / *may not*.

- 1 We ... play in the garden this afternoon.
- 2 She ... invite friends and have a party on Saturday night.
- 3 Dan ... speak Japanese well now. He lives in Japan.
- 4 She ... stay at parties later than 11 pm. Her parents don't let her.
- 5 He ... come on the trip because he has a flu.
- 6 ... I borrow your textbook? I ... find mine.



Let's have fun! Sketch 2



1 Listen and answer the questions.

- 1 How many rooms do the friends visit?
- 2 Where does Mr Phillips go?
- 3 What does Amy hear?

2 Read and listen to the dialogue. Check your answers.

In the museum

Amy Look at these old bikes! They're enormous! And look at the photos of the people riding them. They aren't very tall.

Billie No! But bikes are different.

Marcus This is a great museum! I love looking at the photos and things. People wear funny clothes – look at those trousers!

Jake I think they are special trousers for cycling.

Billie And the women have beautiful dresses. Come and see the woman in this photo!

Jake Yes, she is the queen, Queen Victoria.

Marcus What's in this room?

Amy This is a model of Henry VIII! His coat's amazing! And he is wearing shorts! I wonder why?

Marcus Jake, stand next to him. I want to take a photo.

Billie You may not take photos in a museum. It's not allowed!

Jake Hey! Where's our class? Where are we?

Marcus I don't know. I think this is the Kings and Queens' room.

Amy Come on! The museum's closing soon, and they're leaving us here!

Billie Look at this furniture, this is the king's bed! It's enormous!

Jake Billie! We're looking for Mr Phillips! I'm afraid he's really angry.

Amy I'm scared. I don't like this. What's this noise! Can you hear it? Over there, near the king's bed!

Marcus You don't hear anything, Amy, it's your imagination.

Amy No, it isn't! Look! I want to go home. Listen! That noise again. Can you hear it, Billie?

Billie I can hear something ... wait. It's my mobile phone! I've got it here! Hello! Mr Phillips!! Hooray!!



3 Work in groups. Practise and perform the sketch.

- Choose a character.
- Read and learn your lines.
- Perform for your class.



Read and say!

*I scream, you scream,
we all scream for ice cream!*

Joke time!

*How do you know
carrots are good for
your eyes?*

*Because you
never see rabbits
wearing glasses!*

