

MINISTERUL EDUCAȚIEI NAȚIONALE

LILIANA PUTINEI
CRISTINA MIRCEA
CRISTINA TRUȚĂ

Limba modernă **1** **ENGLEZĂ**

Clasa a V-a



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Manualul școlar a fost aprobat prin ordinul Ministrului Educației Naționale nr. 5266/3.10.2017.

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Anul	Numele elevului	Clasa	Anul școlar	Aspectul manualului*			
				Format tipărit		Format digital	
				la primire	la predare	la primire	la predare
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II							
III							
IV							

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Icons used in the digital manual



VIDEO ICON

- video recordings
- videos covering grammar and vocabulary notions, as well as trans-disciplinary elements



AUDIO ICON

- audio recordings



POP-UPS

- drawings, photos, diagrams containing additional information



INTERACTIVE EXERCISES



Simbolurile utilizate în manualul digital



ELEMENTE VIDEO

- înregistrări video
- videoclipuri ilustrând noțiuni de gramatică și vocabular, precum și elemente trans-disciplinare



ELEMENTE AUDIO



ILUSTRAȚII

- desene, fotografii, tabele, diagrame cu informație suplimentară



EXERCIȚII INTERACTIVE

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- Subject pronouns

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- Greeting someone



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- Points of the compass
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- Ordinal numbers
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- Reading about role models and what makes a role model
- Asking and answering questions about the text
- Matching words to their explanation

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- Asking for / giving personal information
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- Identifying role models
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- Developing reading skills and raising cultural awareness
- Developing listening and speaking skills
- Talking about trans-curricular topics
- **Alice's Adventures in Wonderland** by Lewis Carroll
- Geography: Interesting facts about the Earth

PROJECT

- Assessing language and vocabulary
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- Matching words to their explanation

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WRITING

- Writing an email describing family members

CULTURE &

CROSS-CURRICULAR

- Developing reading skills and raising cultural awareness
- Developing listening and speaking skills
- Talking about trans-curricular topics
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PROJECT

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- Asking and answering questions about the text
- Matching words to their explanation

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- Identifying the right time of day
- Pronouncing the sounds:
/ a / , / ae /

WRITING

- Writing an email / SMS to a friend

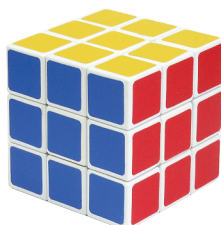
CULTURE &

CROSS-CURRICULAR

- Developing reading skills and raising cultural awareness
- Developing listening and speaking skills
- Talking about trans-curricular topics
- **The Selfish Giant** by Oscar Wilde
- Quiz: How to choose a hobby

PROJECT

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/ θ / , / ð /

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CULTURE &

CROSS-CURRICULAR

- Developing reading skills and raising cultural awareness
- Developing listening and speaking skills
- Talking about trans-curricular topics
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- Assessing language and vocabulary
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/ dʒ / , / ʃ /

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CULTURE &

CROSS-CURRICULAR

- Developing reading skills and raising cultural awareness
- Developing listening and speaking skills
- Talking about trans-curricular topics
- **The Wind in the Willows** by Kenneth Grahame
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PROJECT

- Assessing language and vocabulary
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- Asking and answering questions about the text
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SPEAKING

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LISTENING

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- Matching pictures to dialogues
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WRITING

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CULTURE &

CROSS-CURRICULAR

- Developing reading skills and raising cultural awareness
- Developing listening and speaking skills
- Talking about trans-curricular topics
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- Science: The Digestive System

PROJECT

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UNIT 7 (pp. 93-104) RISE AND SHINE!

VOCABULARY

- Daily routines & chores

GRAMMAR

- Present Simple - affirmative
- Adverbs of frequency

READING

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- Matching words to their explanation

SPEAKING

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- Matching speakers to dialogues
- Identifying information related to a text
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WRITING

- Writing about daily routine

CULTURE &

CROSS-CURRICULAR

- Developing reading skills and raising cultural awareness
- Developing listening and speaking skills
- Talking about trans-curricular topics
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- History: Ancient civilizations

PROJECT

- Assessing language and vocabulary
- Daily life of your favourite character in a book / video game / cartoon



UNIT 8 (pp. 105-118) MEET THE ANIMALS! REVISION 7&8

VOCABULARY

- Wild animals and pets
- Habitats
- Animal body parts

GRAMMAR

- Present Simple - negative and interrogative
- WH - question words

READING

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- Asking and answering questions about the text
- Matching words to their explanation

SPEAKING

- Asking questions about animals
- Describing animals

LISTENING

- Listening to people talking about animals
- Matching pictures to dialogues
- Filling in information about animals
- Pronouncing the sounds: / ɔ: / , / ʌ /

WRITING

- Writing a blog entry about your favourite wild animal

CULTURE &

CROSS-CURRICULAR

- Developing reading skills and raising cultural awareness
- Developing listening and speaking skills
- Talking about trans-curricular topics
- **The Jungle Book** by Rudyard Kipling
- Biology: Animals

PROJECT

- Assessing language and vocabulary
- Endangered animals in your country



UNIT 9 (pp. 119-130) READY, STEADY, GO!

VOCABULARY

- Sports & sports equipment

GRAMMAR

- Can / can't (ability and permission)
- May / may not (permission)
- The imperative

READING

- Reading about unusual sports
- Asking and answering questions about the text
- Matching words to their explanation

SPEAKING

- Talking about sports
- Asking for / giving / denying permission

LISTENING

- Listening to people talking about free time activities
- Matching pictures to dialogues
- Identifying types of instruments
- Identifying types of sports
- Pronouncing the sounds: / s / , / ʃ /

WRITING

- Writing an invitation to see a sports celebrity

CULTURE &

CROSS-CURRICULAR

- Developing reading skills and raising cultural awareness
- Developing listening and speaking skills
- Talking about trans-curricular topics
- **Diary of a 6th Grade Ninja** by Marcus Emerson
- Sports Events: The Olympic Games

PROJECT

- Assessing language and vocabulary
- A sport celebrity in your country



UNIT 10 (pp. 131-146) OFF WE GO!

REVISION 9 & 10 SELF-ASSESSMENT 2

VOCABULARY

- Types of holidays
- Means of transport
- Festivals

GRAMMAR

- Present Simple – revision
- Present Continuous – revision

READING

- Reading about unusual holidays
- Asking and answering questions about the text
- Matching words to their explanation

SPEAKING

- Talking about travelling
- Talking about holidays

LISTENING

- Listening to people talking about holidays
- Matching pictures to dialogues
- Identifying types of holidays
- Pronouncing the sounds: / ŋ / , / ŋk /

WRITING

- Writing an email while on holiday

CULTURE &

CROSS-CURRICULAR

- Developing reading skills and raising cultural awareness
- Developing listening and speaking skills
- Talking about trans-curricular topics
- **Robinson Crusoe** by Daniel Defoe
- Geography: Our Amazing Planet

PROJECT

- Assessing language and vocabulary
- Amazing holiday destinations



MID-REVISION (p. 78)

VOCABULARY

- Identifying specific information through matching pictures
- Assessing vocabulary and language skills

GRAMMAR

- Writing sentences using Present Continuous, have / has got, who's / whose

READING

- Reading a postcard / an SMS and skim to get the general idea

SPEAKING

- Talking about abilities (can / can't)

WRITING

- Describing a character from a book using appropriate language
- Producing clear and coherent writing, using appropriate organisation and style



FINAL REVISION (pp. 147-148)

VOCABULARY

- Completing specific tasks to assess vocabulary and language skills
- Identifying specific information through matching pictures
- Matching specific words to their definitions / list words under a category

GRAMMAR

- Writing sentences using Present Simple and Present Continuous

READING

- Reading short sentences / paragraphs and skim to get the general idea

SPEAKING

- Talking about yourself, others and daily routines, using the learnt vocabulary



Answers and transcripts (pp. 149-152)

COMPETENȚE GENERALE ȘI COMPETENȚE SPECIFICE



1. RECEPTAREA DE MESAJE ORALE ÎN SITUAȚII DE COMUNICARE UZUALĂ

- 1.1. Identificarea sensului global al unor mesaje și dialoguri uzuale, clar articulate
- 1.2. Identificarea semnificației unor schimburi verbale uzuale și clar articulate, în situația în care interlocutorul oferă ajutor pentru a facilita înțelegerea
- 1.3. Manifestarea curiozității față de unele elemente specifice spațiului cultural al limbii studiate

2. EXPRIMAREA ORALĂ ÎN SITUAȚII DE COMUNICARE UZUALĂ

- 2.1. Prezentarea simplă a unei persoane / a unui personaj
- 2.2. Stabilirea de contacte sociale pe baza unor formule conversaționale simple (salut, bun rămas, prezentare, mulțumire, instrucțiuni)
- 2.3. Exprimarea preferințelor
- 2.4. Manifestarea disponibilității pentru participarea la dialog

3. RECEPTAREA DE MESAJE SCRISE ÎN SITUAȚII DE COMUNICARE UZUALĂ

- 3.1. Identificarea informațiilor din panouri și semne aflate în locuri publice pentru facilitarea orientării
- 3.2. Extragerea informațiilor dintr-un text scurt, însoțit de ilustrații
- 3.3. Identificarea informațiilor din mesaje scrise simple de la prieteni sau de la colegi
- 3.4. Manifestarea curiozității pentru lectura de orientare

4. REDACTAREA DE MESAJE ÎN SITUAȚII DE COMUNICARE UZUALĂ

- 4.1. Redactarea de mesaje simple și scurte
- 4.2. Descrierea unor aspecte ale vieții cotidiene (oameni, locuri, școală, familie, hobby-uri), folosind propoziții scurte
- 4.3. Manifestarea disponibilității pentru schimbul de mesaje scrise simple

What is your name?

STARTER UNIT

THE ALPHABET

1 Listen and repeat:



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk
Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv
Ww Xx Yy Zz

2 Listen, write down and spell the names, as in the example:



eg. J-E-N-N-Y



3 Now spell your name.

NUMBERS

4 Read, listen and repeat:



1 one	8 eight	15 fifteen
2 two	9 nine	16 sixteen
3 three	10 ten	17 seventeen
4 four	11 eleven	18 eighteen
5 five	12 twelve	19 nineteen
6 six	13 thirteen	20 twenty
7 seven	14 fourteen	

5 Match the numbers to the words:

30	• seventy-three
40	• ninety-four
58	• eighty
60	• forty
73	• thirty
80	• one hundred
94	• sixty
100	• fifty-eight

6 Do the maths and write out the numbers:

a. $23 + 15 =$	38	thirty-eight
b. $43 + 19 =$
c. $60 + 20 =$
d. $73 + 27 =$
e. $13 + 18 =$

7 Write down the number of:

- students in your classroom
- chairs in your classroom
- subjects you study
- windows in your classroom



Listening & Reading

Greetings

Introductions

The indefinite article a / an

GREETINGS & INTRODUCTIONS

1 a. Listen and read:



Teacher Hi! What's your name?

Student Hello! I'm **Matthew**.

Teacher And your surname?

Student **Smith**.

Teacher How old are you?

Student I'm **eleven**.

Teacher What's your address?

Student **8, Park Avenue**, Manchester.

Teacher And your home phone number?

Student **061 397 6488**.

Teacher Thank you.



b. Use the prompts below to replace the emphasised words in ex 1a:

- Jennifer - Brown - 10 - 28,
Rose Close - 061 253 1472
- Thomas - Morrison - 9 - 12,
Bellevue Crescent - 061 998 7633

c. Work in pairs to act out a similar dialogue, giving your personal information.

2 Listen and fill in the form:



Library Registration Form



FIRST NAME: AMANDA

SURNAME: _____

AGE: _____

CLASS: 5

ADDRESS: 18 _____ ROAD, _____

PHONE NUMBER: 3055 _____

THE INDEFINITE ARTICLE A / AN

3 Listen and repeat:



- We use **a / an** before singular nouns:
a schoolbag, a book, a car
- We use **a** before consonant sounds:
a boy, a desk, a map, a yacht
- We use **an** before vowel sounds (a, e, i, o, u):
an apple, an egg, an umbrella

4 This is what Annie has in her schoolbag:



Now write in a / an for each of the items:

- a pencil case
- ... notebook
- ... atlas
- ... book
- ... pencil
- ... eraser
- ... schoolbag
- ... pen
- ... sharpener
- ... apple

COLOURS

5 a. Watch the video and repeat:



b. Write in the colours:

- blue + yellow = green
- red + blue = ...
- yellow + red = ...
- white + black = ...
- red + white = ...
- green + red = ...

c. Write in the number of:

- a. red sharpeners in your classroom
- b. blue notebooks in your classroom
- c. green pencil cases in your classroom
- d. black pencils in your classroom
- e. pink rubbers in your classroom



6 Ask and answer questions about the items in ex 4, as in the example:

- A: What's this?
 B: It's a pencil case.
 A: What colour is it?
 B: It's...

7 Write in the correct pronoun:

he / she / it / we / you / they



1. schoolbag

...



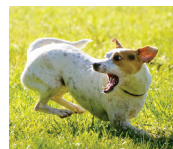
2. pens

...



3. Tom and I

...



4. dog

...



5. uncle

...



6. desk

...



7. grandma

...



8. Tim and Jill

...



9. You and Kim

...

8 Complete the sentences with the correct pronoun:

1. They are sisters.

2. ... are students.



3. ... is my grandfather.



4. ... am seven years old.



5. ... is my teacher.



6. ... is a furry cat.

Grammar practice

Present Simple of the verb TO BE

TO BE – AFFIRMATIVE & NEGATIVE

1 Read the tables and fill in the gaps:

Affirmative

Long Forms

- I am
- You ...
- He / She / It ...
- We are
- You are
- They ...

Short Forms

- I'...
- You're
- He's / She's / It's
- We'...
- You'...
- They're

Negative

Long Forms

- I am not
- You ... not
- He / She / It ... not
- We are not
- You are not
- They ... not

Short Forms

- I' ... not
- You aren't
- He / She / It isn't
- We ...
- You aren't
- They ...



2 Complete the sentences using:

am / are / is

1. I ... a student.
2. You ... my friends.
3. She ... my deskmate.
4. We ... from Romania.
5. He ... happy.
6. They ... in my class.

3 Fill in the correct form of the verb TO BE:

Long Forms

1. I am Pam.
2. She ... a doctor.
3. He ... a fireman.
4. We ... from Paris.
5. It ... a ball.
6. You ... Mary.
7. They ... brothers.
8. I ... tall.

Short Forms

1. I m Pam.
2. She ... a doctor.
3. He ... a fireman.
4. We ... from Paris.
5. It ... a ball.
6. You ... Mary.
7. They ... brothers.
8. I ... tall.

QUESTIONS & ANSWERS

4 Listen and study the table:

Questions

- Am I wrong?
- Are you Mary?
- Is he Tom?
- Is she Pam?
- Is it a dog?
- Are we English?
- Are you French?
- Are they Romanian?

Positive

- Yes, I am.
- Yes, you are.
- Yes, he is.
- Yes, she is.
- Yes, it is.
- Yes, we are.
- Yes, you are.
- Yes, they are.

Negative

- No, I'm not.
- No, you aren't.
- No, he isn't.
- No, she isn't.
- No, it isn't.
- No, we aren't.
- No, you aren't.
- No, they aren't.



5 Use the prompts to ask and answer questions, in the affirmative and the negative:

1. They / classmates?
2. You / sad?
3. We / basketball fans?
4. Janet and Paul / teachers?



6 Fill in the gaps using the correct form of the verb: TO BE

Hi! My name (1) ... Billy. I (2) ... a student in the 5th grade. This (3) ... Tina. She (4) ... my deskmate. Tina and I (5) ... best friends. I (6) ... ten years old, but Tina (7) ... eleven. We (8) ... from Bristol, England.

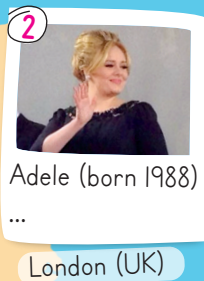
Who's your role model?

UNIT 1

LEAD IN



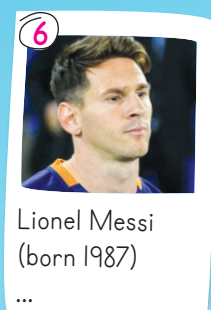
Los Angeles (USA)



St. Petersburg
(Russia)



Lhasa (Tibet)



Rosario (Argentina)



4 Watch and repeat the cardinal points.



1 Look at the pictures of famous people and try to guess their jobs from the list below:

gymnast / football player /
monk / singer / actor / ballerina

2 Now listen and check.



3 Talk about the people in pictures 1-6 according to the example.

eg. This is Adele.
She is a singer born in 1988.
She is from London, UK.

- "in the south of Italy"
but
- "on the south coast of Italy"

5 Read the example below and use it to make up similar dialogues about the places linked to the pictures 1-6. Use the cardinal points and the map of the world given above.

eg. A: Where is Leonardo DiCaprio from?
B: He is from Los Angeles, USA.
A: Where exactly is LA?
B: It's in California, on the west coast.

Listening & Reading

Countries

Nationalities

Jobs

1 Listen and read, then fill in the missing words:



a Portugal / name / where / Mrs. / boy

- Lucy Good morning, ... Jones!
 Mrs. Jones Good morning, Lucy! Who's that ...
 standing in front of your classroom door?
 Lucy He is our new classmate.
 Mrs. Jones What's his ... ?
 Lucy Adao.
 Mrs. Jones ... is he from?
 Lucy He is from
 Mrs. Jones Where exactly in Portugal?
 Lucy From Lisbon, the capital city of Portugal.
 Mrs. Jones Thank you, Lucy. See you later in class!



b her / old / who / school / eighteen

- Sandra Hi, Mark! So, ...'s that girl you're looking
 at?
 Mark Hello, Sandra! She's my new friend on
 Facebook.
 Sandra She seems nice. What's ... name?
 Mark Her name is Maria.
 Sandra Is she Italian?
 Mark No, she's from Madrid, Spain.
 Sandra How ... is she?
 Mark She's the same age as my sister. She is
 Sandra Does she go to ... ?
 Mark No, she doesn't. She is a flamenco dancer.



c him / nationality / role / how / what

- Lucy Hi, Fred! ... are you?
 Fred Great! I've got an A for my project.
 Lucy Congrats! ...'s your project about?
 Fred It's about my ... model.
 Lucy And who's your role model?
 Fred Lionel Messi.
 Lucy I don't know Is he a singer?
 Fred No, he isn't. He is one of the best football
 players in the world.
 Lucy Of course. What ... is he?
 Fred He is Argentinian, but he plays for a Spanish
 football club.
 Lucy I see. Sorry, Fred, but I have to go now.
 Fred No problem, Lucy! Talk to you later!

2 Now match each dialogue to the right picture.



3 Read the dialogues in ex 1 again, then answer the questions:

1. Who is Lucy's new classmate?
2. Where's Adao from?
3. How old is Maria?
4. What is Maria's job?
5. Who is Fred's role model?
6. What nationality is Lionel Messi?

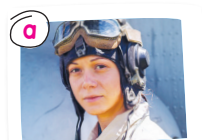
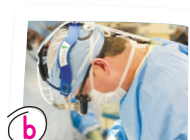
4 Fill in the table with words from the list:

Tokyo / French / Mexico City / Chinese / France / Madrid / Spain / Mexico / Russia / Russian / Japanese

COUNTRY	NATIONALITY	LANGUAGE	CAPITAL CITY
	French		Paris
China		Chinese	Beijing
Japan	Japanese		
	Mexican	Spanish	
		Russian	Moscow
	Spanish	Spanish	

5 a. Look at the pictures and fill in the gaps using the words in the box.

pilot / web designer / photographer / surgeon / vet / lawyer

Emma is a pilot

Sam is a ...



Sarah is a ...



Iris is a ...



George is a ...



Tom is a ...

b. Match each sentence to the right picture in ex 5a:

- They defend people in court.
- They fly planes and helicopters.
- They design sites and computer games.
- They take pictures.
- They take care of sick animals.
- They perform operations on sick people.



6 Listen and fill in the blanks:



- Name: ...
- Age: ...
- Country: ...
- City: ...
- Geographical location: ...
- Job: ...
- Nationality: ...

- Name: ...
- Age: ...
- Country: ...
- City: ...
- Geographical location: ...
- Job: ...
- Nationality: ...



7 Answer questions about the people in ex 6, as in the example:

A: What's his name?

B: His name is Fabio.
He is...

A What's her name?

B ...

A How old is he / she?

B ...

A Where is he / she from?

B ...

A What nationality is he / she?

B ...

A What's his / her job?

B ...

Grammar practice

Subject & Object pronouns

1 Fill in the correct object pronouns:

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

Subject pronouns	Object pronouns
I	
You	
He	
She	
It	
We	
You	
They	

2 Fill in the gaps using the right pronoun:

us / we / me / her / they / him / you / them / I

- Do you know that woman? Do you know her?
- My friend and I have some money. ... can go shopping today.
- Mike and Peter are late for school. ... live a long way away from here.
- My grandma always gives ... chocolate. I really like it.
- Don't listen to ...! They are not telling the truth.
- Can you please help ...? He has a problem.
- Are you OK? Can I help ...?
- He is talking to me, but ... can't hear him.
- The teacher gives ... projects to do and we love that.
- Let's follow ...! She knows the way to the library.

3 Look at the pictures and fill in the right subject or object pronoun:



Look at it! It's a parrot.



Look at ...! ...'s a chef.



Look at ...! ...'re Chinese.



Look at ...! ...'s an English book.



Look at ...! ...'s a ballerina.



Look at ...! ...'re police officers.

TITLES

1 Watch the video and study the table:



Mr.

- pronounced "mistə"
- used with a man's last name
- the man can be single or married
- **eg.** Please give this paper to Mr. Blake.



Mrs.

- pronounced "misiz"
- used with a woman's last name
- the woman is married
- **eg.** Please call Mrs. Blake.



Miss

- pronounced "mis"
- used with a female's last name
- the woman is single
- **eg.** Come in, Miss Blake.



Ms.

- pronounced "miz"
- used with a woman's last name
- the woman can be single or married
- **eg.** Have a seat, Ms. Blake.

2 Correct the mistakes in the following sentences:

Incorrect: "Nice to meet you, Miss Lucy!"

Correct: "Nice to meet you, Lucy!"

Incorrect: "Where's Ms. Snow from?
He looks American."

Correct: ...

Incorrect: "Mr. John Smith is in the office."

Correct: ...

Incorrect: "This is Ms. John Smith and that is
Mr Brian Smith."

Correct: ...

Incorrect: "Miss. Moore takes care of our children."

Correct: ...

Incorrect: "Look at Mrs. Helen! She is so elegant."

Correct: ...

3

Listen to the example and use the prompts to make up similar dialogues:



eg. A: Good morning, Mr. Stevens!

This is Mrs. Abbot. She is a web designer and she is from England.

B: Nice to meet you, Mrs. Abbot.

1. Miss Abbey / Mr. Pascal / music teacher / France
2. Mr. Blackwood / Mr. Borisov / gymnast / Russia
3. Mrs. Cooper / Miss Morella / vet / Spain

NUMBERS

4 Watch the video and study the table:



- 100 a / one hundred
- 1,000 a / one thousand
- 100,000 a / one hundred thousand
- 1,000,000 a / one million

- | | |
|-------------------------------|----------------------------------|
| • 1 st first | • 16 th sixteenth |
| • 2 nd second | • 17 th seventeenth |
| • 3 rd third | • 18 th eighteenth |
| • 4 th fourth | • 19 th nineteenth |
| • 5 th fifth | • 20 th twentieth |
| • 6 th sixth | • 21 st twenty-first |
| • 7 th seventh | • 22 nd twenty-second |
| • 8 th eighth | • 30 th thirtieth |
| • 9 th ninth | • 31 st thirty-first |
| • 10 th tenth | • 40 th fortieth |
| • 11 th eleventh | • 50 th fiftieth |
| • 12 th twelfth | • 60 th sixtieth |
| • 13 th thirteenth | • 70 th seventieth |
| • 14 th fourteenth | • 80 th eightieth |
| • 15 th fifteenth | • 90 th ninetieth |

- 100th one hundredth
- 1,000th one thousandth
- 1,000,000th one millionth

5 Match each cardinal number to its corresponding ordinal number:

- | | |
|--------------|---------------------|
| • one | • the twenty-second |
| • twenty-two | • the third |
| • ten | • the tenth |
| • four | • the thirtieth |
| • three | • the first |
| • thirty | • the fourth |

6 Write in the correct abbreviation:

- | | |
|-----------------------------|--------------------------|
| a. the first <u>the 1st</u> | g. the eleventh ... |
| b. the second ... | h. the twelfth ... |
| c. the third ... | i. the twenty-second ... |
| d. the fourth ... | j. the twenty-third ... |
| e. the fifth ... | k. the thirtieth ... |
| f. the tenth ... | l. the thirty-first ... |

MONTHS & DAYS OF THE WEEK

7 Watch the video and repeat:



December
January
February



March
April
May



June
July
August



September
October
November

Sunday Monday Tuesday Wednesday
Thursday Friday Saturday

8 Put the months in their correct order:

- ☐ February ☐ March ☐ May ☐ September
☐ June ☐ April ☐ August ☐ July ☐ October
☐ December ☐ November ☒ January

WH-QUESTIONS

9 Listen and study the table:

- | | |
|---------------------------|--------------------------------|
| • What is it? | → It's a kendama toy. |
| • Who is that man? | → He is Mr. Kennedy. |
| • Where is Alina from? | → She is from Romania. |
| • How old is Miss Parker? | → She is twenty-two. |
| • Why are you in London? | → I'm here to study English. |
| • When is your birthday? | → It's on 4 th May. |

10 Answer the questions following the example:

eg. When is Christmas? *It's on 25th December.*

- When is your birthday?
- When is Mother's Day?
- When is New Year's Eve?
- When is St. Valentine?

• You write **25th December**,
but you say **the 25th of December**

11 Choose the correct word:

1. Where / when is Christmas Eve?
2. Why / what is he in Paris today?
3. What / where nationality is Miss Rodriguez?
4. Who / when is that girl over there?
5. How / what old is your friend, Tom?
6. Where / when is Mr. Elliades from?
7. What / who is this green object?

12 In pairs, use the prompts below to ask and answer questions, as in the example.

what / how old / when / where / who

Name: Maria Turner

Age: 34

Date of Birth: 21st June

Place: Boston, USA

Nationality: American

Job: actress

Telephone number: 202 555 0162



eg. A: Who is she?

B: She is Maria.

A: What's her surname?

B: Turner.

13 Make up a similar card about yourself and act out dialogues with your deskmate.

1 Read and listen:

What is a role model?

A person you admire, someone you aspire to be like, at present or in the future. Why? Because we like their **looks** and the way they dress, or we admire their job or successful life.

It may be someone you know and interact with on a **regular** basis, like your parents, other family members, or friends. Sometimes you choose someone famous, like an actor, musician, author, sports star, humanitarian or entrepreneur.

We tend **to copy** the behaviour of our role model, so it's important to choose one who inspires us and brings out the best in us.

a Danny, 11, New York, USA

Michael Phelps is an American **competition** swimmer and the most decorated Olympian of all time, with 22 medals in three Olympiads. He is my role model.



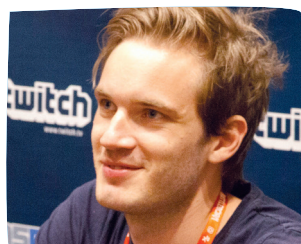
b Samira, 10, Istanbul, Turkey



My role model is my mother. She is a singer. She is very talented and she **encourages** me to be **creative** and hard-working.

c Mario, 11, Milan, Italy

I love PewDiePie! He's a famous Swedish YouTuber who plays video games in a funny manner. He has over 50 million subscribers!



2 Mark the sentences T (true) or F (false):

1. A role model is someone you admire.
2. A family member can't be a role model.
3. Michael Phelps is American.
4. PewDiePie is a TV show host.

☐
☐
☐
☐

3 a. Answer the following questions:

1. Where is Danny from?
2. How old is she?
3. Who is her role model?

b. In pairs, use the same prompts to ask and answer questions about the other children, Samira and Mario.

4 Match the children to their role models:

- | | |
|-----------|-------------------|
| 1. Danny | a. PewDiePie |
| 2. Samira | b. mother |
| 3. Mario | c. Michael Phelps |

5 Read the text again and use the words in the box to replace the ones emphasised in the text.

inspire / imitate / frequent / original / contest / appearance

6 Your turn:

• Who is your role model? What is his / her job? Where is she / he from? How old is she / he? Why do you admire him / her?

• Go round the class and ask your friends about their role models. Fill in the grid.

• Give examples of famous actors, musicians and sports stars who you admire.

• Decide who is the most popular celebrity in your class.

Role model	Job	Country	Nationality	Age

Language practice

Introductions & Greetings

1 Watch the videos and read:



a

- A Hello. My name's **Clarissa Wolf**. I'm from **San Francisco, US** and my mother is part of the camp staff.
- B Hi! I'm **Maria Ionescu**. I'm from **Craiova, Romania**.
- A What's your last name again?
- B **Ionescu. I-O-N-E-S-C-U**.
- A How old are you, **Maria**?
- B I'm **ten**.



b

- A **Sarah**, this is **Maria**, my new friend.
- B Nice to meet you, **Sarah**.
- C Nice to meet you, too. Where are you from?
- B I'm from **Romania**. I'm **Romanian**.
- C Really? Where is that?
- B It's in the **southeast** of Europe. The map of my country looks like a **fish, jumping from the Black Sea!**
- A Oh, that's funny! I think I know where it is!



c

- A Hello, **James!** How are you?
- B **Pretty good**, thanks. And you?
- A **Fine**. I can't wait to meet everyone!
- B Well, see you in class in a few minutes.
- A OK, **see you!**

2 Act out the dialogues in ex 1.

3 Use the following prompts to replace the words emphasised in ex 1:

a

- | | |
|----------------|-----------------|
| → Alison Percy | → Bob Brown |
| → Bristol, UK | → London, UK |
| → Paolo Corsi | → José García |
| → Milan, Italy | → Madrid, Spain |
| → 11 | → 10 |

b

- | | |
|-----------|-----------|
| → Amanda | → Mark |
| → Carmen | → Paolo |
| → Spain | → Italy |
| → Spanish | → Italian |
| → west | → south |
| → tooth | → boot |

c

- | |
|------------------------|
| → Jessie |
| → not bad |
| → very well, thank you |
| → bye |



4



Listen, study the table, then use the prompts below to act out dialogues:



• Greet people

Hi. How are you?
How's everything?
(It's) good to see you!

• Responding

Great.
Pretty good.
I'm fine (thanks).
Very well, thanks.
Couldn't be better.
So-so.

• Introduce yourself / others

Hi. I'm...
Hello, my name's...
I'm...
This is...

• Responding

Nice to meet you.
Hi. I'm...
Hello. I'm...
Oh, hi. I'm...

• Saying goodbye

Goodbye.
Bye.
See you.

• Responding

See you later / soon.
See you tomorrow.
Take care.

- You make a new friend at the camp. Greet him / her.
- Alba is a newcomer. She's from Italy. Introduce yourself and your friend to her.
- The camp is over. Say goodbye to your friends.

CAPITAL LETTERS

1 Study the examples below:

- In English, we use capital letters with:
 - names / surnames
eg. Bob Dylan
 - cities / countries / nationalities
eg. London, Britain, British
 - languages
eg. English, Romanian
 - days / months
eg. Monday, April
 - the personal pronoun I
eg. Mary and I are very good friends.

2 Read the blog entry and find examples to illustrate the rules above.

Home
About
Contact
FAQ



Hi! I'm Ann Stevenson and I'm ten years old. I live in London.

Role model

My role model is Serena Williams because I admire her very much. She's an American professional tennis player. She is one of the best tennis players in the world. I play tennis too, every Monday and Thursday. I hope to be like her one day.



3 a. Read the text again and fill in the grid.

	Ann's role model	Your role model
Name:		
Nationality:		
Job:		
Admired because:		

b. Now watch the video and write a blog entry about your role model.

c. In groups, exchange anonymous notes about your role models and try to guess the sender.

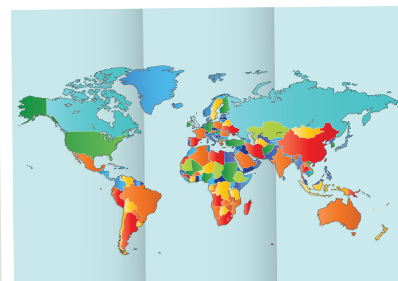
4 Use capital letters to correct the sentences:

- andrew is from edinburgh, scotland.
...
- my favourite sport star is usain bolt.
he's jamaican.
...
- julie's favourite day is saturday.
she learns chinese then.
...
- vladimir is russian. he's a journalist and his
role model is barack obama.
...

PRONUNCIATION

5 Listen and tick the sound you hear.

	/ei/	/ae/
eight		
black		
say		
cat		



PROJECT TIME

- ### 6 Draw a map of your country and find interesting facts about some of its cities. Give an oral presentation in class.

Reading corner

ABOUT THE AUTHOR



Lewis Carroll

- Lewis Carroll is the pseudonym of Charles Lutwidge Dodgson, a famous writer of books for children, born in Oxford in 1832; he was also a lecturer in mathematics. "Alice in Wonderland" and its sequel, "Through the Looking Glass", are stories written for Alice Liddell, the daughter of his close friends.



ABOUT THE BOOK

- "Alice's Adventures in Wonderland", first published in 1865, was translated in more than 170 languages.

Alice's Adventures in Wonderland (adapted)

by Lewis Carroll



The Gold Key



When Alice reaches the corner, the White Rabbit is gone. She finds herself in a long hall lit by lamps in the **ceiling**. There are doors all the way round, but they are locked. How to get out?

She then sees a little table made of glass. On top of it is a gold key. But it is too small to unlock any of the doors. Then Alice notices a low curtain. Behind it she finds a tiny door. The key fits perfectly!

Alice has to **kneel** down to look through the door. There is a small passage, not much larger than a rathole, that leads to a wonderful garden. But she is too big to get her head through the doorway.

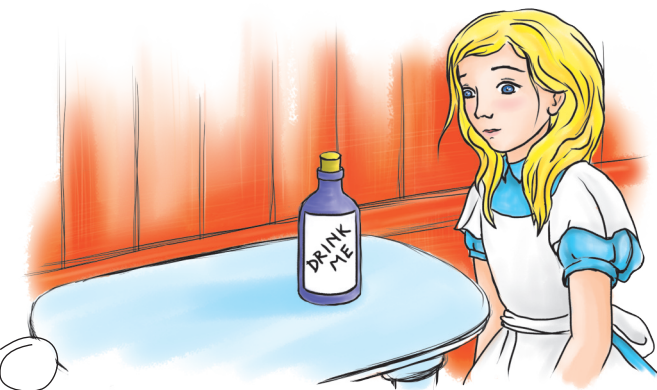
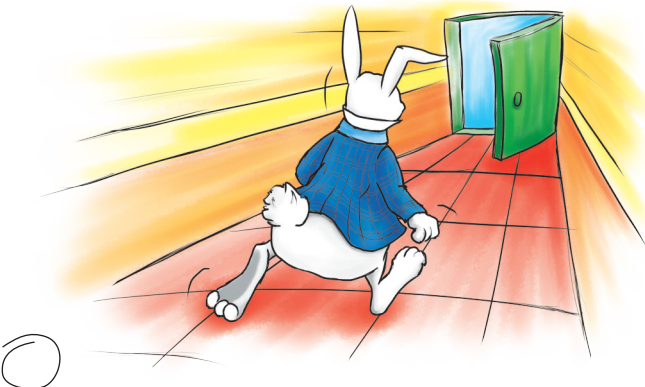
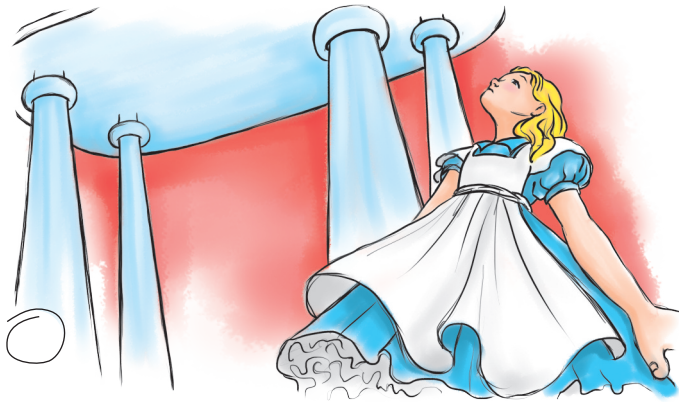
She walks back to the glass table. To her surprise there is a bottle on it with a label saying DRINK ME in large letters. Alice **takes a sip**. It is delicious and tastes like her favourite food. So she drinks it up. "What a strange feeling!" she says, as she feels herself becoming smaller and smaller. "I'm just the right size to go through the little door into the lovely garden".

But poor Alice! When she gets to the door, she realises that the gold key is still on top of the glass table, and now she is too small to reach it. She tries to climb up one of the table legs, but it's too slippery. At last, she sits down and starts crying.

Then she notices a little glass box on the floor, just under the table. Inside there is a very small cake with the words EAT ME beautifully marked on it in **currant** sauce. (...)



1 Read the text and arrange the pictures to tell the story.



2 Tick the things you can see in the pictures in ex 1:

- | | |
|-------------------------------------|------------------------------------|
| <input type="radio"/> a key | <input type="radio"/> a cat |
| <input type="radio"/> a bottle | <input type="radio"/> a small cake |
| <input type="radio"/> a hat | <input type="radio"/> a crown |
| <input type="radio"/> a door | <input type="radio"/> a plate |
| <input type="radio"/> a glass table | <input type="radio"/> a rabbit |

3 Mark the sentences as Right, Wrong or Doesn't say.

- Alice and the White Rabbit are friends.
☐ Right ☐ Wrong ☒ Doesn't Say
- Alice finds herself in a long hall lit by lamps on the walls.
☐ Right ☐ Wrong ☐ Doesn't Say
- Alice sees a little table made of glass.
☐ Right ☐ Wrong ☐ Doesn't Say
- A label round the bottle neck says TOUCH ME in large letters.
☐ Right ☐ Wrong ☐ Doesn't Say
- She tries to climb up one of the table legs, but she can't.
☐ Right ☐ Wrong ☐ Doesn't Say
- There is also a big glass chair in the room.
☐ Right ☐ Wrong ☐ Doesn't Say



4 Match the words to their definitions:

- | | |
|---------------|--------------------------------------|
| 1. currant | a. get down on your knees |
| 2. take a sip | b. small dried fruit used in cooking |
| 3. ceiling | c. drink |
| 4. kneel | d. top wall of a room |

Interesting facts

Geography

The Earth's movements

1 Listen and fill in the blanks:



- Like all the planets in the Solar System, the ... spins on its own axis and it also orbits the These two movements cause the difference between day and night and the changing of the
- The Earth takes ... days, 5 hours and 48 minutes to orbit the Sun. On ... March and 21st September, days and nights are the same length – both 12 hours. This is called an equinox.
- Every ... years, the month of ... has 29 days instead of 28. This is called a leap year.
- The Earth is divided into ... different time zones by imaginary lines that go from pole to pole. Each time zone is one hour different from its neighbours, with the Greenwich Meridian at the centre.

- The Earth is divided into two halves: the northern and southern hemispheres. The equator is the imaginary line that separates the two hemispheres. When it is summer in the ..., it is winter in the

2 Listen again and check your answers.

A big happy family!

UNIT 2

LEAD IN



FAMILY MEMBERS

1 Listen and repeat:



- grandma, grandpa, grandparent(s)
- mother, father, parent(s)
- daughter, son, child, children
- sister, brother, sibling(s), twin(s)
- aunt, uncle, cousin(s)
- niece(s), nephew(s)
- grandson, granddaughter, grandchildren

2 Listen to Claire talking about her family, then fill in the names of the people.



- Claire's grandfather (grandpa) ...
- Claire's grandmother (grandma) ...
- Claire's father (dad) ...
- Claire's mother (mum) ...
- Claire's uncle ...
- Claire's aunt ...
- Claire's sister ...
- Claire's brother ...

3 Answer the following questions:

- Who are Claire's parents?
- Who are Claire's grandparents?
- Who is Laura's husband?
- Who is Mark's wife?
- Who are Hannah and John's daughters?
- Who is Hannah and John's son?
- Who are Helen and Robert's daughters?
- Who is Amber's sister?
- Who are Laura and Mark's nieces?
- Who is Laura and Mark's nephew?

PROJECT TIME

4 Your turn: following Claire's example, talk about your own family. Feel free to bring photos.

eg. My grandfather's name is...

Listening & Reading

Family members

Appearance

Special features

1 Listen and read:



a

- Emma Who's this, Ann?
 Ann Which one?
 Emma The girl with a coronet and long white dress, just in front of the **bride**.
 Ann Oh, that's my sister, Amy.
 Emma Really? How old is she?
 Ann She's nine. She's very **shy**. Her **nickname** is Whisper. My other sister, Sally, is funny and talkative. Have you got any sisters or brothers?
 Emma No. I'm an only child.



b

- Mia Who's that man in the picture, Dan?
 Dan Which one?
 Mia The one with short grey hair and a moustache.
 Dan That's my grandpa! His name is Oliver.
 Mia Really? He hasn't got any **wrinkles** on his face!
 Dan Well, he's an actor.
 Mia What about the young **fair-haired** woman next to him?
 Dan She's my aunt, Audrey. She lives in South Africa, but she is here for my grandparents' wedding anniversary.
 Mia She's got beautiful blue eyes.



c

- Chris This is a **lovely** picture, Mary!
 Why are you covering your face?
 Mary Because I'm laughing.
 Chris Who's that boy?
 Mary Oh, behind me?
 Chris Yes, with curly brown hair.
 Mary Oh, that's my cousin, Jerry. He's very funny. He tells really good jokes.
 Chris Is that your sister? The girl with blonde hair, next to Jerry. She's got **freckles**.
 Mary Yes, it is. Her name is Angela.
 Chris What is she like?
 Mary She's friendly and **talkative**!
 Chris She's pretty, too!

2 Match each dialogue to the right picture.



3 Mark the sentences T (true) or F (false).

- Amy is Ann's sister.
- Dan's aunt, Audrey, lives in Australia.
- Mary's cousin, Jerry, is very funny.

4 Read the dialogues again and fill in the names of the people in the pictures.

- 5 Match the emphasised words in the dialogues from ex 1 to their definitions:

fine lines under the eyes / character name /
chatty / timid / a woman who gets married /
blonde / charming / small spots on one's face

- freckles → ...
- talkative → ...
- shy → ...
- nickname → ...
- bride → ...
- fair-haired → ...
- wrinkles → ...
- lovely → ...

- 6 Use the words in the list to fill in the table:

granddaughter / aunt / cousin /
husband / daughter / nephew

wife	husband
	son
niece	
	uncle
cousin	
	grandson

APPEARANCE & SPECIAL FEATURES

- 7 Watch the video and use the prompts in the table to ask and answer questions about your classmates.

HAIR

- straight
- wavy
- curly
- blonde
- brown
- black
- grey
- long
- short
- medium

EYES

- blue
- green
- brown
- small
- big
- almond-shaped

HEIGHT & BUILD

- tall
- short
- of medium height
- well-built
- thin
- chubby
- slim

SPECIAL FEATURES

- freckles
- beard
- moustache
- beauty spot
- dimples
- wrinkles
- bald
- glasses

eg. A: What sort of hair has Willow got?

B: She's got long curly hair.

A: What colour are her eyes?

B: Her eyes are brown.

A: Is she short?

B: No, she isn't. She's tall.

- 8 a. Look at the picture, read the descriptions and fill in the name of each character:



1. ... is hard-working. She can work all day long.
2. ... is shy. His cheeks can turn red easily.
3. ... is clumsy. He can't do things well.
4. ... is joyful. He can't be sad.
5. ... is lazy. He can do nothing but sneeze for hours.
6. ... is miserable. He can't be joyful.
7. ... is clever. He can be brilliant.
8. ... is tired. He can fall asleep at any time.



b. Watch the video, then in pairs, use the adjectives in ex 8a to make up similar dialogues, as in the example:

eg. A: This is Grumpy.

B: Why do they call him Grumpy?

A: Because he's always miserable.

c. Decide which of the following words are good qualities (+) and which are flaws (-):

intelligent / joyful / sensitive / funny /
miserable / rude / polite / honest / noisy /
quiet / sociable / talkative / confident / clumsy

d. Now answer the following questions:

- Which is your favourite cartoon character?
- What does he / she look like?
- What is he / she like?

Grammar practice

HAVE GOT

Possessive adjectives



Possessive pronouns

THE VERB "HAVE GOT"

1 a. Study the table:

Affirmative

I / you / we / they have got / 've got

He / she / it has got / 's got

Negative

I / you / we / they have not got / haven't got

He / she / it has not got / hasn't got

Interrogative

Have I / you / we / they got?

Has he / she / it got?

Short answers

Yes, I / you / we / they have.

No, I / you / we / they haven't.

Yes, he / she / it has.

No, he / she / it hasn't.



b. Fill in the gaps using:

have / has / haven't / hasn't

1. My mother has got long hair.
2. "... she got a sister?" "No, she"
3. Ida is from Denmark. She ... got blonde hair.
4. "... they got a big family?" "No, they"
5. "... you got any sisters or brothers?"
"No, I I'm an only child."
6. They ... got a cat, but they ... got a dog.
It ... got a long tail.

2 a. Look at the pictures and say what Kim has / hasn't got.



eg. Kim has got a doll, but she hasn't got a bike.

b. Now write down four things that you have / haven't got. Then work in groups to guess what the others have / haven't got.

POSSESSIVE ADJECTIVES & POSSESSIVE PRONOUNS

3 a. Watch the video and study the table:

Possessive adjectives
(go before a noun)

my
your
his
her
its
our
your
their

Possessive pronouns
(do not take a noun after them)

mine
yours
his
hers
its
ours
yours
theirs

b. Fill in the blanks using the right possessive adjective, as in the example:

1. Her (she) eyes are green.
2. ... (we) family has six members.
3. ... (I) toys are nice.
4. ... (he) cousin lives in Germany.
5. ... (you) brother is my classmate.
6. ... (she) books are on this desk.
7. ... (they) cousins live in France.
8. ... (it) ears are really small.

c. Circle the correct answer.

1. This is my / mine sister, Jane.
2. She's our / ours grandma.
3. Is this your / yours car?
4. Which is their / theirs house?
5. The red bag is her / hers.
6. The white cats are theirs / their.
7. This car is not our / ours. It's her / hers.
8. The white jacket is mine / my.

HAVE GOT

Possessive adjectives & Possessive pronouns

The Possessive Case

4 Circle the correct answer:

- Your uncle's son is your father / cousin.
- Your mother's daughter is your sister / granddaughter.
- Your father's brother is your uncle / cousin.
- Your brother's daughter is your nephew / niece.
- Your uncle's wife is your cousin / aunt.

THE POSSESSIVE CASE

5 Watch the video and study the examples:



• the girl's dog



• the man's hat



• the woman's sons



• the children's toys



• the parents' children



• the boys' cat

6 a. These are the Smiths. Listen and match the people to their possessions:



Mrs. Smith



parrots



Billy



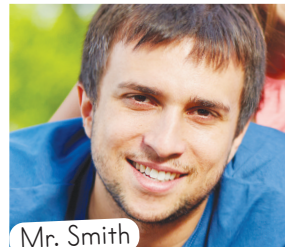
hamster



Olivia



house



Mr. Smith



motorbike



The Smiths



jewellery

b. Now in pairs, ask and answer questions, as in the example.

eg. A: What has Mrs. Smith got?

B: She's got jewellery.

A: You're right! This is Mrs. Smith's jewellery.

The verb CAN

THE VERB "CAN"

7 Watch the video and study the examples:



• I **can** dance.



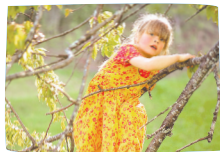
• You **can** run.



• She **can** count to 100 in English.



• He **can** swim.



• **Can** you climb trees? Yes, I **can**.



• It **can't** fly!
It's a cat!

• **Can** they speak French?
No, they **can't**.

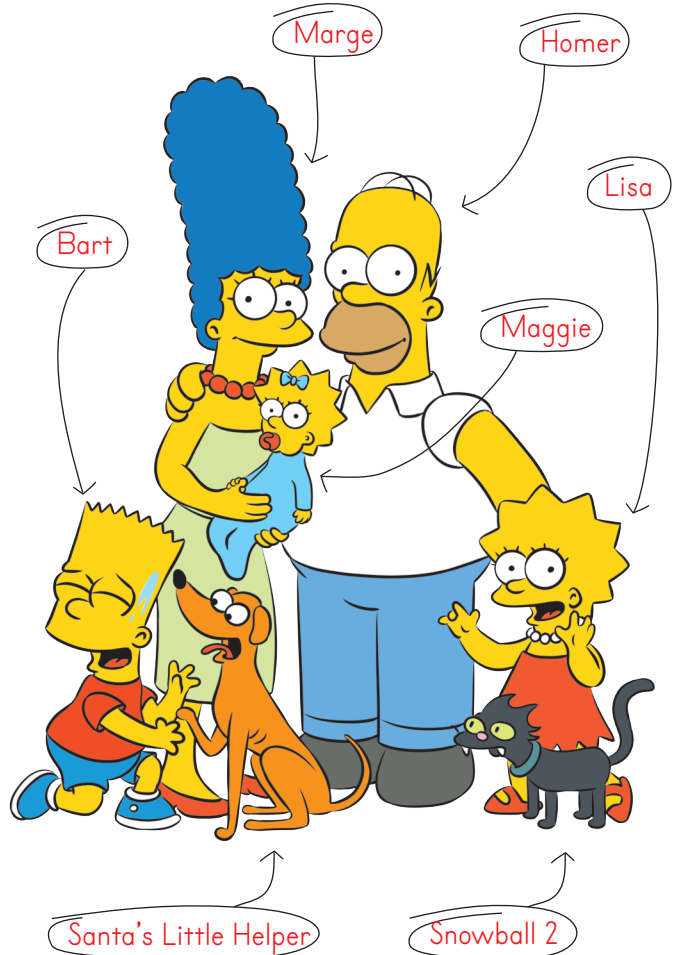
Bonjour.
Quel âge as-tu ?
...



• We **can't** reach the top shelf!
We're too short.

8 What can the Simpsons do?

a. Use the prompts to ask and answer questions about what they can / can't do.



eg. A: Can Homer cook?

B: No, he **can't**.

1. Homer / cook? (X)
2. Marge / dance hip hop? (X)
3. Lisa / keep a secret? (✓)
4. Bart / skate? (✓)
5. Maggie / speak French? (X)
6. Santa's Little Helper / catch mice? (X)
7. Snowball 2 / climb a ladder? (✓)

b. Your turn: now write down what your family members can or can't do.

1 Read the texts:

A

Will Smith is an American actor and musician, considered to be “the most powerful actor in Hollywood”. He owns four Grammy Awards. He is tall and slim with short black curly hair and gentle dark eyes. He has got dark skin, dimples in his cheeks and a beard. He can play basketball very well. He is a kind and funny person. He is married to actress Jada Pinket Smith, and they have got two lovely children: Jaden and Willow. They are smart, and they are both very talented actors.



B

Angelina Jolie is one of the most beautiful women in the world. She is a very talented actress and she has an Academy Award and three Golden Globe awards. She is tall and thin, and has got long straight brown hair, a small nose, bright blue eyes and lots of tattoos on her body. She is a sensitive and caring person. She can fly planes and she has got a pilot certificate.

Angelina is a loving and devoted mother to her six children, Maddox, Zahara, Pax Thien, Shiloh, and the twins Knox and Vivienne.

C

Prince William, Duke of Cambridge, is the son of Prince Charles and Princess Diana, Queen Elizabeth II's grandson and heir to the British Throne. He is tall and good-looking. He is a confident, hard-working and joyful person. His wife is Kate, Duchess of Cambridge. She is charming and very elegant, and she has got dimples and a pearly-white smile. She is athletic and she can ski and play hockey. They have two cute and chubby children, Prince George and Princess Charlotte.



2 Mark the sentences T (true) or F (false):

1. Will and Jada Smith have two children.
2. Angelina Jolie has got green eyes.
3. Prince William is a confident and joyful person.
4. The Duchess of Cambridge can't ski.

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☐

3 Match the words in the two columns, then use the phrases to make sentences:

- | | |
|-----------------|-------------|
| 1. pearly-white | a. eyes |
| 2. gentle | b. mother |
| 3. devoted | c. smile |
| 4. charity | d. projects |

eg. My teacher is a tall woman, with a pearly-white smile.

4 Imagine you are one of the children in the families above. Describe yourself to the class. For further details, search the internet. The class guesses who you are.

eg. A: I'm short and chubby. I can draw. I've got short blonde hair and brown eyes. I'm Queen's Elizabeth II's great-grandson.
Who am I?
B: Prince George.

Language practice

Introducing one's family

Family tree

Whose/Who's

1 Listen and repeat.



- Have you got any brothers or sisters?
- They are twins.
- They are called Adele and Eric.
- What about you?
- I'm an only child.
- Who is that boy over there?
- Which one?
- What's he like?
- He is bossy and rude.
- Whose photo is this?
- He looks like your father.
- She looks a lot like me.
- What sort of hair has he got?
- What colour are her eyes?

2 Listen and match each dialogue to the correct picture:



3 a. Read and fill in the dialogue.

curly / eyes / smart / wife / which / like / 's

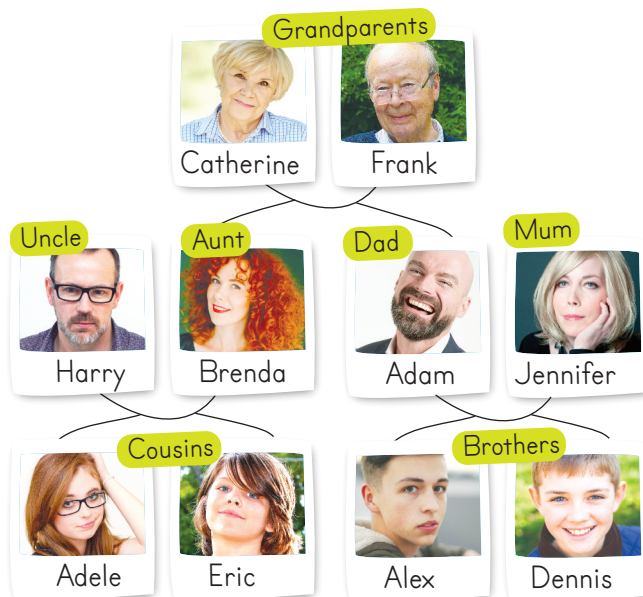
"Who ... that person?"
 "... one?"
 "The one with long ... hair."
 "She is my ..., Mary."
 "What colour ... has she got?"
 "Green."
 "What's she ...?"
 "She's ... and funny."

b. Use the following prompts to act out similar dialogues about your friends.

- long curly red / daughter / brown / sensitive and shy
- short wavy grey / husband / dark / intelligent and honest

4 a. Look at Dennis' family tree. In pairs, ask and answer the following questions:

1. Who's Adam's father?
2. Whose wife is Brenda?
3. Who is Dennis' sibling?
4. Whose aunt is Jennifer?
5. Whose cousin is Alex?



b. In pairs, ask and answer questions about Dennis' family, as in the example.

eg. A: Whose daughter is Brenda?
 B: Frank and Catherine's.

PROJECT TIME

5 Create your own family tree. Describe the people in it to the class.

1 Read the emails and mark the sentences T (true) or F (false):



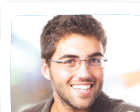
Subject: about me

Hi!

My name's Alina. I'm from Bucharest, Romania. I am an only child. I haven't got any brothers or sisters. I have got short wavy ginger hair and blue eyes. I am intelligent, but quite lazy.

Talk to you soon,

Alina



Subject: about me

Hello,

I'm Juan. I'm tall and well-built. I've got short dark hair and dark eyes. I live with my big family in Madrid: my grandparents, my parents and my siblings, two brothers and three sisters. My favourite brother is Carlos. He is short and chubby, with curly dark hair and big brown eyes. He's got freckles, too. He's funny and sometimes bossy.

That's all for now,

Juan



Subject: about me

Dear Miranda,

We're three in my family: my husband, Paul, our daughter, Celine and I. My husband is forty-two. He is of medium height and thin. He's bald and he's got glasses. He's shy and sometimes clumsy. My daughter is beautiful. She is tall and thin, with long blonde hair, green eyes and pretty dimples. She is sensitive and friendly.

Cheers,

Abbie

1. Juan is an only child.
2. Alina is intelligent, but lazy.
3. Carlos has got wrinkles.
4. Abbie's daughter is sensitive and sociable.

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2 Watch the video and study the examples:



and / but

- We use **and** to join similar ideas
eg. He can read and write.
- We use **but** to join contrasting ideas
eg. He can swim but he can't climb.



3 Join the following sentences, using and / but:

1. He has got medium blonde hair. He has got almond-shaped eyes, too.
He has got medium blonde hair and almond-shaped eyes.
2. My son is tall. He is slim, too.
...
3. Joanna's father is friendly. He is also honest.
...
4. They are short. They aren't chubby.
...
5. Mark has got a moustache. He hasn't got a beard.
...
6. We have got a brother. We've also got a sister.
...

4 Write an email about your family to your English friend.

PRONUNCIATION

5 Listen and tick the sound you hear.



	/u/	/a/
blue		
cup		
true		
luck		

Reading corner

Diary of a Wimpy Kid (adapted)

by Jeff Kinney

ABOUT THE AUTHOR



Jeff Kinney

- Jeff Kinney is an American cartoonist, actor and author of children's books. He also works as a designer for online games and is the creator of the child-oriented website Poptropica.



ABOUT THE BOOK

- "Diary of a Wimpy Kid" is a series of fiction books released in 2004. These journals of the main character, Greg Heffley, include hand-written notes and simple drawings of the boy's daily adventures.

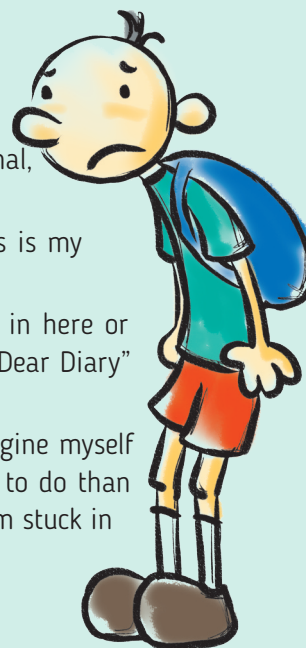
Sunday

First of all, let me get something straight. This is a journal, not a diary.

The other thing I want to clear up right away is that this is my mother's idea, not mine.

But if she thinks I'm going to write down my "feelings" in here or whatever, she's crazy. So just don't expect me to be all "Dear Diary" this and "Dear Diary" that.

The only reason I agree to do this at all is because I imagine myself being rich and famous later on and having better things to do than answer people's silly questions all day long. But for now I'm stuck in middle school.



Monday



Tonight at dinner dad has told us that his younger brother, uncle Gary, is getting **engaged** to his girlfriend, Sonja. I guess that's great news and everything, but it's not the first time uncle Gary has got married. This is his third time. In fact, we don't even use growth charts at home, because we can just look at pictures from uncle Gary's weddings **to keep track** of our progress.

So, I think everyone's a little **burned out** by now. Uncle Gary is marrying for the third time, but my mother doesn't even bother to replace his wedding picture on the **mantelpiece**. She just tapes a photo of the new wife's head on top of the old one.

Uncle Gary's not a bad guy or anything. He just **rushes** into these relationships too quickly. For example: he got engaged to his first wife, Linda, two months after they met, and she didn't even find out what he does for a living until their wedding day.

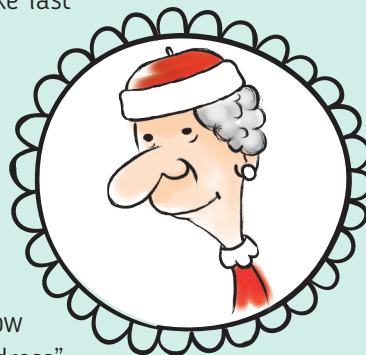
Tuesday

I am told that uncle Gary's wedding is in November, and the reception is taking place at my **great-grandmother** Gammie's house, like last time.

Gammie is ninety-five years old, but has been living in the same big house since her childhood. She's like the official head of the whole Heffley family.

Gammie is one of the only people in the world who still writes letters. And when she writes you a letter she expects you to write one **BACK**.

I try to explain to her that people my age don't know how to write letters with a stamp and a "return address" and all that stuff, but she doesn't wanna hear it.



1 Match the words and phrases to their definitions:

- | | |
|----------------------|--|
| 1. engage | a. a shelf above the fireplace |
| 2. to keep track | b. very tired |
| 3. burned out | c. mother of a grandparent |
| 4. mantelpiece | d. to do something very quickly |
| 5. to rush | e. agree to marry someone |
| 6. great-grandmother | f. to be informed of something or somebody |

2 Mark the sentences T (true) or F (false):

1. This is a diary, not a journal.
2. Keeping a journal is Greg's great-grandmother's idea.
3. Greg is in high school now.
4. Uncle Gary is divorcing his girlfriend.
5. Gammie still writes letters.

(F)

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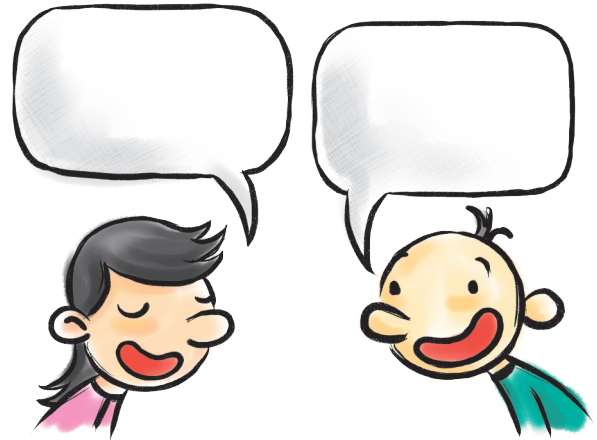


3 Put the events in chronological order:

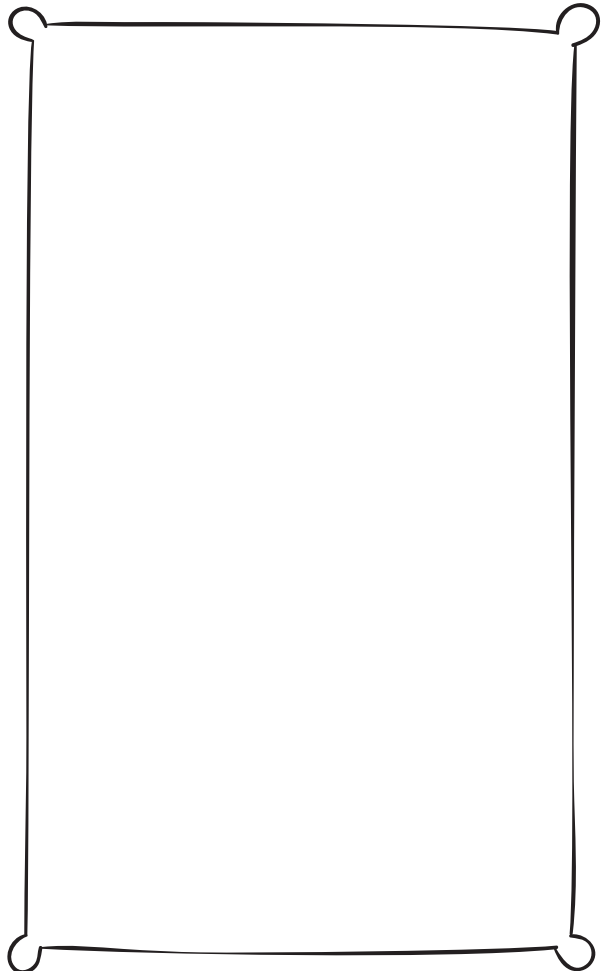
- ☐ His dad tells the family that uncle Gary's getting engaged.
- ☐ He finds out that his uncle's wedding is in November.
- ☐ His mother buys him a diary.
- ☐ His mother doesn't bother to replace the picture on the mantelpiece.
- ☐ He's not going to write down his feelings.

4 Look at the picture and fill in the speech bubbles. Then draw and write the next episode of Greg's life:

Wednesday



Thursday



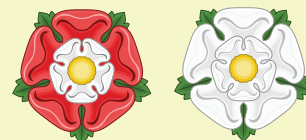
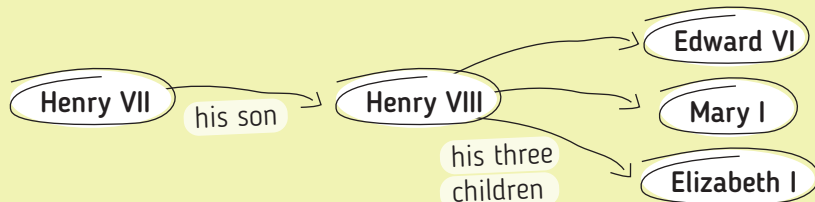
Interesting facts

History The Tudors



The Tudors

ruled the Kingdom of England and Wales between 1485 and 1603, producing five sovereigns during that time:



The Wars of the Roses

(15th century)

are a series of wars over the throne of England, fought between the royal Houses of Lancaster (associated with a red rose), and York (whose symbol is a white rose).



Henry VII



Henry VIII



Edward VI



Mary I



Elizabeth I

Henry VII

Henry VIII

Edward VI

Mary the queen

Elizabeth I

(1485–1509)

becomes king after defeating Richard III in the Battle of Bosworth Field, which ends the Wars of the Roses.

(1509–1547)

is famous for marrying six times and beheading two of his wives. His marital problems lead to the initiation of a religious Reformation in England: the King declares himself Head of the Church, instead of the Pope in Rome.

(1547–1553)

is the only legitimate son of Henry VIII. He is intellectually gifted and studies French, Greek, Latin and theology.

(1553–1558)

is also known as Bloody Mary, because as a Catholic, she persecutes Protestants.

(1558–1603)

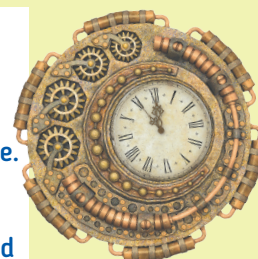
is also known as the Virgin Queen, because of her refusal to marry. She is a skillful diplomat and a supporter of all arts. During her reign, England becomes one of the major European powers.

1 Read the text again and answer the following questions:

1. What is the name of the dynasty ruling England between 1485 and 1603?
2. Who is the third Tudor king?
3. What is Henry VIII known for?
4. Who is called Bloody Mary and why?
5. Who are the two opponents in the Wars of the Roses?

PROJECT TIME

2. Imagine you have a time machine that takes you to your favourite past age, under the rule of a historical figure you admire. Use pictures and write a few lines mentioning his / her name, ruling period and why he / she is famous.



1 Match each picture to the right job: 6 pts

ballerina football player web designer
teacher fire-fighter dentist



Units 1 & 2

2 Write down the ordinal numbers corresponding to each cardinal number: 5 pts

- twenty one the 21st • fifty-four ...
- thirty-two ... • sixty ...
- fifteen ... • three ...

3 Fill in the missing countries / nationalities: 5 pts

Russia / Canada / Poland / Spanish / French

1. Marie lives in Paris, France. She is ...
2. They speak English but they aren't from the UK. They are Canadian. They live in ...
3. Igor is a ballet dancer. He is from Moscow, ...
4. Carmen is forty two years old. She is ... She is from Spain.
5. Rubik is fifteen. She is Polish and she studies at a boarding school in her country, ...

4 Look at the pictures and write in the missing questions: 5 pts



• This is Mark Smith.
He is forty three.
He is from London,
UK and he is a vet.



• This is Tom.
He's Mark's brother
and he's thirty five.
He is a pilot.

1. A What's his name?
B Mark Smith.
2. A
B He is forty-three.
3. A
B He's a vet.
4. A
B Mark's brother.
5. A
B He is thirty-five.
6. A
B He's a pilot.

5 Fill in the blanks using: 10 pts

have got has got

1. My dad ... a new job.
2. My sister and her friend ... a new teacher.
3. My neighbours ... a big house.
4. My aunt and uncle ... three children.
5. I ... a new classmate.

6 Circle the correct word. 10 pts

1. This is my grandma. Her / his name is Julia.
2. This is our / ours big happy family!
3. This is my / mine cousin, George.
4. This is mum's car. It's her / hers.
5. Is she your / yours sister?

7 Use the prompts to write what they can or can't do. 10 pts



1. Snow White / not / climb buildings.
2. Princess Elsa / freeze people.
3. Bart Simpson / not / fly a spaceship.
4. Wally, the robot / not / feel nervous.
5. Batman / drive really fast.

8 Use and or but to join the sentences. 10 pts

1. I can swim. I can jump really high.
2. My sister can dance. She can't sing.
3. My cousin can ride a bike. She can climb trees.
4. My uncle can fly a plane. He can't cook.
5. My mother can cook. She can't play video games.

9 Choose the appropriate answer to each of the following lines: 12 pts

1. Holly, this is my brother Tom.
 - a. What's your name?
 - b. Hi, who is it?
 - c. Nice to meet you!
2. Whose is this computer?
 - a. It's my brother.
 - b. It's my brother's.
 - c. It is a computer.
3. Can you see my mother?
 - a. Yes, I do.
 - b. No, I can't.
 - c. See you later.
4. Have you got a pet?
 - a. No, I hasn't.
 - b. Yes, they have.
 - c. No, I haven't.



10 Complete the questions: 8 pts

1. ... the fair-haired girl? Is she your niece?
2. ... is this photo? Is it yours?
3. ... book is this? It is not mine.
4. ... your favourite uncle?

11 Read the email and unjumble the paragraphs. 4 pts

Subject: about me



Dear Barry,

- a** I need to go now. Write soon. Bye!
- b** She is very smart and playful, but clumsy. She gets into trouble all the time, but Bear helps her out. They are really good friends!
- c** Hi! I'm glad you are fine.
- d** My favourite cartoon character is Masha from Masha and the Bear, a Russian animated television series. She's got straight blonde hair and big blue eyes. She is tiny and slim.

Love,
Summer



12 Write an email to your friend about your favourite cartoon character. Say: 15 pts

- who he / she is
- what he / she looks like (appearance)
- what he / she is like (character)

I'm happy with my hobby!

UNIT 3

LEAD IN



a



c



b



d



e

1 Match the following activities to the pictures:

1. skateboarding
2. cycling
3. horse riding
4. playing kendama
5. knitting



2 Listen and write down the names under each picture:

Mike Mrs Needle

Anne Bones Michelle

3 Look at the pictures and say which activities you like / don't like doing in your free time:

eg. I like skateboarding,
but I don't like knitting.

4 Match the time to the right clock:

a half past twelve c quarter past three

b quarter to nine d six o'clock



5 Put the following school subjects in the order you hear them:

- ☐ Music ☐ Art ☐ P.E. (Physical Education)
☐ English ☐ Geography ☐ Maths
☐ Science ☐ History ☐ Biology

6 Name your favourite school subjects.

eg. My favourite school subject is English.

Listening & Reading

School subjects Hobbies

1 Watch the videos and read:



a

Sarah It's We have a ten-minute break and then my favourite subject, Maths.

Peter Oh, I really don't like Maths. I hate solving problems. I prefer English instead. What do you say, Helen?

Helen I don't mind Maths, but my favourite subject is History. I love learning about queens and kings.



b

Sasha What time is it, Peter? I don't think my watch is working.

Peter It's ..., Sasha.

Sasha Oh, really? I'm late again. I have to be in the laboratory at ten to eleven. We have Biology on Monday mornings. Sorry, Peter, but I have to go now. See you later!

Peter See you, Sasha!



c

Mark Look, Sammy, is that your Music teacher?

Sammy Yes, Mark. We call her Mrs. Needle.

Mark Why is that?

Sammy Because she likes knitting.

Mark My mother loves knitting, too, but I don't know anything about it. I love playing kendama.

Sammy Oh, Mark, I see that we don't have the same tastes at all...

2 Listen again and fill in the correct time:

quarter to eleven

ten forty five

3 Read the texts in ex 1 again and mark the sentences T (true) or F (false):

1. It's quarter past eleven.
2. Sarah, Peter, and Helen have a ten-minute break.
3. Helen's favourite subject is Maths.
4. Sasha has Biology on Mondays.
5. Mark and Sammy have the same hobbies.

☐
☐
☐
☐
☐

4 Match each dialogue to the right picture:



1 Listen and match the following words to the correct activity:

airplane / car / board / helmet / parachute / water



Karting



Windsurfing



Skydiving

2 Put the following hobbies and free-time activities in the right category:

shopping / jogging / hiking /
blogging / bird-watching /
jewellery making / hunting /
card games / cooking / skiing /
rugby / computer games /
surfing / skydiving

Indoor activities	Outdoor activities

3 Write in which of the activities in ex 2 you:

Play	Do	Go

4 Which hobby would you recommend to your friends? Match each person to a hobby:

bird-watching / hiking /
cooking / blogging /
jewellery making

- Dana fancies writing about each day in her diary.
- Peter enjoys helping his mum in the kitchen.
- John loves taking long walks in the countryside.
- Mary likes studying nature and wild animals.
- Anna loves doing arts and crafts projects with her friends.

5 Watch the video and name two free-time activities you love doing and two free-time activities you hate doing:

eg. I love playing basketball, going hiking and skiing. I hate playing rugby and computer games.

Grammar practice

Expressing likes and dislikes

EXPRESSING LIKES AND DISLIKES

1 Study the table:

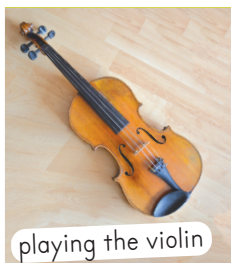
Verbs of likes and dislikes	+	Noun ING form of the verb
-----------------------------	---	------------------------------

		
love like enjoy fancy	not mind	not like dislike can't stand hate






eg. I like music.
He likes reading.

Affirmative:	Answers
<ul style="list-style-type: none"> I (you / we / you / they) like / enjoy / hate swimming. He (she / it) likes / enjoys / hates jogging. 	<ul style="list-style-type: none"> Yes, I do. Yes, he does.
Interrogative:	
<ul style="list-style-type: none"> Do you enjoy jogging in the park? Does he like music? 	<ul style="list-style-type: none"> I don't mind it. He doesn't mind it.
Negative:	
<ul style="list-style-type: none"> I (you / we / you / they) don't like / enjoy boxing. He (she / it) doesn't like / enjoy / hate skating. 	<ul style="list-style-type: none"> No, I don't. No, he doesn't.

2 How do you feel about the following activities? Watch the video and talk about your own preferences:






3 Fill in the right verb of likes and dislikes, and make the appropriate changes to the verbs in brackets:

- Jenny  loves baking (bake) pies for her friends.
- Our Maths teacher  ... (find out) that we don't do our homework.
- Children  ... (watch) Disney cartoons.
- I  ... (eat) fish as long as it's not every day.
- Matt  ... (watch) horror films; his favourites are comedies.

4 Use the following prompts to speak about what these people like, enjoy, don't mind or dislike doing:

- vets
→ look after animals / people are cruel to animals
- photographers
→ take photos / break a camera
- surgeons
→ cure sick people / people who ruin their health
- teachers
→ work with children / explain too many times

5 Read the questions and use the key to answer about your preferences. Then ask your partner and fill in his / her answers.

-  → Yes, I do.
 → No, I don't.
 → It's OK.

Do you like...	You	Your partner
singing?		
rock music?		
ballet?		
gymnastics?		
reading?		
fruit?		
tea / coffee?		

ASKING AND TELLING THE TIME

6 Watch the video and repeat:



- It's ten o'clock.
- It's ten.



- It's half past ten.
- It's ten thirty.



- It's (a) quarter past ten.
- It's ten fifteen.



- It's (a) quarter to eleven.
- It's ten forty-five.



- It's twenty past ten.
- It's ten twenty.



- It's ten to eleven.
- It's ten fifty.

• **am** → ante meridiem – for times between midnight and noon

• **pm** → post meridiem – for times between noon and midnight

7 Listen to the dialogues and tick the right time:



10:15

4:45

8:30

9:10

8 a. In pairs, ask and tell the time, using:

10:45 / 12:00 / 6:45 / 7:25 / 1:15 / 4:10 / 5:40.

eg. A: Excuse me, please! What time is it?
Excuse me, can you tell me the time, please?
B: It's quarter to eleven.
A: Thanks!
B: You're welcome.

b. Match the phrases to their definitions:

- | | |
|-----------------------------|-----------------|
| • 60 seconds | • midnight |
| • twelve o'clock in daytime | • one hour |
| • 24 hours | • a day |
| • two minutes to two | • one minute |
| • 60 minutes | • midday / noon |
| • twelve o'clock at night | • 1:58 |



PREPOSITIONS OF TIME

9 Study the table and fill in the right prepositions:

In	years, decades, parts of the day	1992 / the 1980s / the 20th century / the morning
	months, seasons	September / the spring
On	days	20th September / Tuesday / my birthday
At	hours, moments of day	5 o'clock / noon / midnight / the weekend

- We have piano classes at the weekend.
- ... Wednesdays Helga has Art and Music; this is what makes her week perfect.
- Have you got any holidays planned ... April?
- ... the morning she has breakfast before she leaves home and ... noon she eats her lunch in the school cafeteria.
- Let's meet ... midday before we go to John's party; we can shop for his present together.
- The sky is clear today, we may see a starry sky ... midnight.
- The concert starts ... 7 pm, so we'll meet ... 6.30. Don't be late!
- Everyone hopes for a more peaceful life ... the 21st century.

Vocabulary & Grammar practice

Timetables School Subjects

Expressing likes and dislikes

1 Watch the video, then in pairs, ask and answer questions about the films which are on at the cinema.

Film

Day

Time

- | | | |
|-----------------------|------------------------|------------|
| • "Collateral Beauty" | • Friday and Saturday | • 10.15 am |
| • "Ice Age" | • Sunday and Saturday | • 2.45 pm |
| • "La La Land" | • Sunday and Wednesday | • 6.30 pm |
| • "Passengers" | • Tuesday and Thursday | • 9 pm |



eg. A: When can we watch "Passengers"?

B: On Tuesday and Thursday evenings, at nine o'clock.

2 a. What do you like / dislike doing each season? Use the prompts (or your own ideas):

spring go swimming / ride a bike

summer go surfing / wear warm clothes

autumn pick fruit / go to school

winter eat ice cream / go skiing

GAME

b. Say what you like doing and let your colleagues guess your job:

- I like curing sick people.
- I enjoy looking after sick animals.
- I don't mind flying planes whether it's night or day.
- I enjoy designing buildings.
- I love fashion!
- I like numbers and I want to make children love them, too.
- I don't mind using my camera everywhere I go.

3 a. Look at Mark's timetable to work out the weekdays and the exact times for his school subjects:

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8	Literature	English	IT	History	Maths
9	Maths	Art	Biology	French	Art
10	Geography	Music	English	IT	French
11	P.E.	Biology	Literature	Science	Biology
12		Grammar		Music	P.E.

eg. He has Literature on Mondays from 8 to 9 and on Wednesdays from 11 to 12.

b. In pairs, talk about the school subjects you like / do not like.

eg. I don't like Literature, but Michael loves it.
I don't mind Art, but Michael hates it.

1

Read the texts:



People around the world have all kinds of **strange** hobbies. They are often creative and sometimes they can become a business; but some are just weird. No need to worry, though: as long as these hobbies relax people, and others enjoy the results too, everyone is happy.



There is an artist in Taiwan who loves **spray painting** so much, that he paints graffiti on cars, covering the **whole** surface of the vehicle with religious words. His grandson promises to buy him a bus later, so he can spray all the words he wants on it.



In Thailand it is common to find **hand-carved** soap, shaped into beautiful flowers. This artistic hobby is very much appreciated by tourists, so Thai people sell their creations at the souvenir market.

The ToyVoyagers website invites people to choose a **temporary** location around the world and send their toys travelling. Once plans are made, off they go! The **owners** can even write emails to the toys and ask for pictures of them while they are away from home. In the end, the **hosts** send them back if the owners miss their cuddly toy too much.



2 Read the text again and correct the sentences:

1. The artist from Taiwan paints graffiti on buses.
2. Thai people sell their creations in supermarkets.
3. People can write letters to their toys and send them by post.

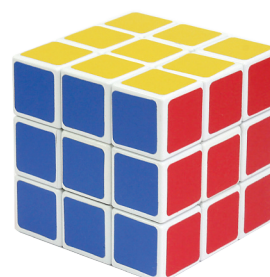
4 Answer the questions:

1. What is the grandson's promise to the graffiti artist?
2. What shape do the Thai hand-carved soaps have?
3. How do the owners know where their toys are?

3 Match the words emphasised in the text to their synonyms / definitions:

- | | |
|------------------|--------------------------|
| • strange | • graffiti technique |
| • spray painting | • possessors |
| • whole | • uncommon |
| • hand-carved | • entire |
| • temporary | • sculpted by hand |
| • owners | • someone who has guests |
| • hosts | • not lasting long |

5 Find information about a strange hobby and present it to the class. Say who has the hobby, where they live and what they like about it.



Language practice

Expressing preference

1 Listen and repeat:



- Do you like watching films?
- I don't mind taking the bus.
- I like travelling.
- What time is it?
- It's quarter past ten.
- At the weekends.
- At midday.
- I hate being late.
- Do you fancy going to the cinema?

2 Read the following texts and choose the correct subject for each of them.

- Thank you for inviting me.
- I don't mind going to the cinema.



A

B

From: Taylor

To: Mark

Subject:



Hi, Mark!

Thank you for your invitation. You know how much I like going to the theatre. I haven't got anything special to do at the weekend. Let's meet at three o'clock on Saturday afternoon, at my place. I don't mind taking the bus or the tram to get there. Make sure you're here on time. I hate being late!

Taylor

3 Read the texts again, scan for the phrases / sentences in ex 1 and underline them.

4 a. Listen to the phone conversation and put the lines in the correct order:



- No, I don't like her much.
I prefer Daya.
- Do you like listening to music?
- The Chainsmokers? And favourite singer?
- Do you like Taylor Swift?
- What kind of music do you like?
- I don't mind.
- What's your favourite band?
- I think I can get tickets to her concert in July. Do you want to come with me?
- It depends. Sometimes I like classical music.
- I haven't got a favourite band, but I like The Chainsmokers.
- Let me think... Bruno Mars.
- Of course. That's great!



b. Now listen again to check your answers.

5 Work in pairs. Ask and answer the following questions:

- What's your favourite school subject?
- What time is it?
- Do you like playing chess?
- Do you fancy going to the cinema or to the theatre?
- Do you love baking muffins?
- Do you mind using your phone?
- Do you enjoy listening to pop music?



Feel free to add other questions to the list.

- 1 Read the following messages and tick the right description:

To: Diana

From: Alan

Subject: let's play basketball together

I know you really like playing basketball and you want to join a sports club. I'm a member of a really good one. We play basketball on Tuesdays and Fridays after school. We have basketball tournaments each week.

Call me after 6 pm this evening if you want to come with me. We can meet at the park gates at 4.45 and go to the club together. It only takes 10 minutes to get there.

Cheers,
Alan



- ☐ a job advert
☐ an SMS about a contest
☐ a note about homework
☐ an email about a sports club



- ☐ a job advert
☐ an SMS about a contest
☐ a note about homework
☐ an email about a sports club

- 2 Read the texts again and answer the questions:

- Who is a member of a sports club?
- Who wants to become one?
- When do they play basketball?
- Who has a new mobile number?
- What time is the drawing contest?

- 3 Read the following poster. You are a member of the swimming club and your friend wants to join it, too. Write an email giving details about it.



- 4 You have to send a text message to a friend to meet you at the library on Wednesday at 5 pm, to practise for a chess contest. Use the model in ex 1.

PRONUNCIATION

- 5 Listen and tick the sound you hear.



	/ɑ:/	/æ/
are		
and		
bank		
art		

PROJECT TIME

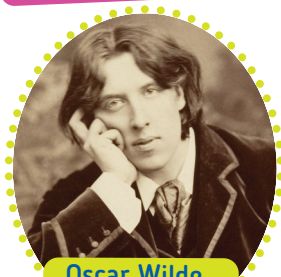
- 6 Do a class survey to find the most popular hobby among your classmates.

Reading corner

The Selfish Giant (adapted)

by Oscar Wilde

ABOUT THE AUTHOR



Oscar Wilde

- Born in Dublin on 16th October 1854, the author, playwright and poet Oscar Wilde is a popular literary figure from late Victorian England, known for his brilliant and rich style.



ABOUT THE STORY

- “The Happy Prince and Other Tales” is a collection of stories for children by Oscar Wilde, first published in May 1888. It contains five stories: “The Happy Prince”, “The Nightingale and the Rose”, “The Selfish Giant”, “The Devoted Friend”, and “The Remarkable Rocket”.



Every afternoon, as they come from school, the children go and play in the Giant’s garden, because he is away to pay a visit to his cousin.

It is a large lovely garden, with soft green grass. Here and there over the grass stand beautiful flowers like stars, and there are twelve peach-trees that in the spring-time break out into delicate blossoms of pink and pearl, and in the autumn **bear** rich **fruit**. The birds sit on the trees and sing so sweetly that the children sometimes stop their games in order to listen to them. “How happy we are here!” they cry to each other.

But one day the Giant comes back. “My own garden is my own garden,” he says. “Anyone can understand that, and I allow nobody to play in it but myself.” So he builds a high wall all round it. He is a very **selfish** Giant.

The poor children have now nowhere to play. They try to play on the road, but the road is very dusty and full of hard stones, and they do not like it. They **wander** round the high wall when their lessons are over, and talk about the beautiful garden inside.

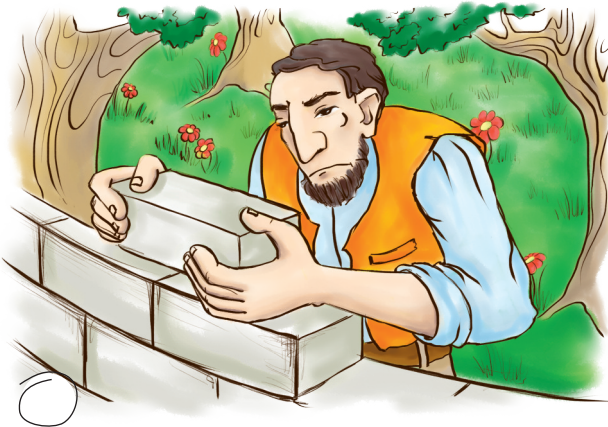
Then the Spring comes, and all over the country there are little blossoms and little birds. Only in the garden of the Selfish Giant it is still Winter. The birds do not care to sing in it as there are no children, and the trees forget to blossom. Once a beautiful flower puts its head out from the grass, but when it sees no children playing, it slips back into the ground again, and goes off to sleep. The only people pleased are the Snow and the Frost. “Spring is not here in this garden,” they cry, “so it is ours now!” The Snow covers up the grass with her great white **cloak**, and the Frost paints all the trees silver. Then they invite the North Wind to stay with them, and he comes. He is **wrapped** in furs, and he **roars** all day about the garden, and blows the **chimney-pots** down. “This is a lovely spot,” he says, “we must ask the **Hail** on a visit.” So the Hail comes. He is dressed in grey, and his breath is like ice.



“I cannot understand why the Spring is so late in coming,” says the Selfish Giant, as he sits at the window and looks out at his cold white garden; “I hope there is a change in the weather soon.”

But the Spring never comes, nor the Summer. The Autumn gives golden fruit to every garden, but to the Giant’s garden she gives none. “He is too selfish,” she says.

1 Read the text and arrange the pictures to tell the story.



2 Read the text again and mark the sentences T (true) or F (false).

1. Every afternoon, as they come from school, the children go and play in the Giant's house. ☒ F
2. One day the Giant comes back and builds a high wall around the garden. ☐
3. The children try to play on the road, but the road is very dusty and full of hard stones. ☐
4. Only in the garden of the Selfish Giant it is still Spring. ☐
5. The birds do not care to sing in the garden as there are no children, and the trees forget to blossom. ☐
6. The Snow covers up the grass with her great white cloak, and the Frost paints all the trees silver. ☐
7. The Hail is dressed in grey, and his breath is like ice. ☐
8. The Autumn gives golden fruit to every garden, but to the Giant's garden she gives more. ☐

3 Match the words to their definitions:

- | | |
|-----------------|---|
| 1. wander | a. make a long, loud sound (like a lion or a jet plane) |
| 2. wrapped | b. a short pipe attached to the top of a house |
| 3. selfish | c. walk without purpose |
| 4. roar | d. frozen rain |
| 5. cloak | e. produce |
| 6. chimney-pots | f. an item of clothing that hangs from the shoulders |
| 7. bear fruit | g. uncaring |
| 8. hail | h. covered |

4 What do you think of the Giant's behaviour? What is your favourite season of the year? Why?

Interesting facts

Day-to-day life

How to choose your hobby

1 Take the quiz to find out which hobby suits you:

① What is your favourite colour?

- a. bright b. pastels c. earthy tones

② What is your favourite learning style?

- a. by watching and doing
b. learning online
c. trial & error

③ What kind of art materials do you like?

- a. paint b. textiles c. ceramics

④ Your favourite school subject is...

- a. Art b. Natural sciences
c. Design & Technology

⑤ Are you a computer addict?

- a. hate them
b. they're useful, but nothing more
c. can't stay away from them

⑥ What's your favourite kind of holiday?

- a. trying something new
b. exploring nature
c. exploring cities

⑦ Do you like being outdoors?

- a. I almost live outdoors
b. I only go outdoors in good weather
c. sometimes, but never all day

⑧ What's your favourite reward?

- a. making something to sell
b. fun without responsibility
c. creative experiments



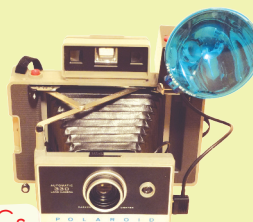
Mostly As

Watercolour painting!
You can do this indoors or outdoors, and experiment with colour and materials like salt, textiles and different sorts of paper.



Mostly Bs

Writing stories!
Why not try writing stories instead of only reading? You only need a pen and paper or a laptop, and you can go wherever your imagination takes you.



Mostly Cs

Photography and photo-editing!
You can specialise in portraits, landscapes, or close ups, and use editing apps to enhance the images.



Mixed answers:

Making mosaics!
Look online for inspired ideas. Making mosaics needs some skill, but you can start with simple patterns and go on to make great art.

PROJECT TIME

2 Watch the videos, then tell the class about your own hobby. Form groups of students with the same hobby and make posters to display for a class gallery.

No place like home...

UNIT 4

LEAD IN

- 1** Watch the video and match the words below to the right picture:



a



b



c



d



e



f

1. a cottage
2. a tree house
3. a flat

☐
☐
☐

4. a caravan
5. a tent
6. an igloo

☐
☐
☐

- 2** Match the words in ex 1 to their definitions:

1. A set of rooms in a large building.
2. A small house in the countryside.
3. A small building in the branches of a tree.
4. A house made of blocks of ice and snow.
5. A portable shelter made of fabric.
6. A vehicle on wheels for living and travelling.

- 3** Using the information in ex 1 and 2, speak about yourself:

eg. I like living in a cottage. I love the countryside. I don't like living in an igloo. It's too cold.



- 4** Look at the picture and choose the correct answer:

1. This room is a ...:
a. bedroom b. living room c. kitchen
2. There are ... on the bed.
a. cups b. glasses c. pillows
3. There are ... windows.
a. seven b. eight c. no
4. There is a ... under the bed.
a. lamp b. chair c. carpet
5. The lamp is ... the bedside table.
a. in b. under c. on
6. There is a brown door ... the bed.
a. in front of b. on c. next to



- 5** Look at the picture again and mark the sentences T (true) or F (false):

1. There is one picture on the wall.
2. There is a bed in the middle of the room.
3. There is a big brown door.
4. There are plants in the room.
5. There is a red chair in front of the desk.
6. There is a lamp next to the bed.

Listening & Reading

Types of houses & buildings

1 a. Watch the video, listen and read.



a

Helen

It's my birthday this weekend and I'm having a **barbecue** in my garden. Can you come too?

Christie

I'm free this weekend so yes, I can. I remember you live in the **countryside**.

Helen

Right, just outside the **city**. You can come here by train. It takes 20 minutes.

Christie

May I have your address, please?

Helen

Of course. It's 42 Melbourne Road. When you are in front of the **railway station**, you turn left on Apple Street and then right on Melbourne Road. My house is opposite the Post Office, in front of the park.



b

Abby

Whose house is that over there?

Paul

That's my cousin's tree house. This is my house. It's got an iron **gate**.

Abby

Wow! It's huge! You can pretend that you are a prince and live in a castle.

Paul

You're funny, but it's nothing special.

Abby

You've also got a garage and a beautiful garden. Have you got a **swimming pool**, too?

Paul

Yes, there is a small one behind the house.

Abby

You're so lucky! I live in a caravan. My parents don't like spending too much time in the same place.

Paul

Hmm... I think you're the **lucky** one. I don't like living in the same place every day.



c

Ms. Brown

Good afternoon, my name is Laura Brown. How may I help you?

Mr. Smith

Good afternoon! I'm looking for a flat **to rent**. Have you got any?

Ms. Brown

Yes, we've got a lovely one, on the 23rd floor of a **skyscraper** near the city centre.

Mr. Smith

How many rooms has it got?

Ms. Brown

There are 2 rooms: a large bedroom and a **cosy** living room. There are also a small bathroom and a modern kitchen. It's perfect for a young married couple.

Mr. Smith

Has it got any balconies?

Ms. Brown

Yes, it has. There are two balconies with a wonderful view over Central Park.

Mr. Smith

Perfect! When can I come see it?

b. Now match each dialogue to the right picture:



2 Read the dialogues again and mark the sentences T (true), F (false) or DS (doesn't say):

- Helen is having a barbecue this weekend.
- Christie is not free this weekend.
- Helen lives in the middle of the city.
- Christie lives at 42 Melbourne Road.
- Paul's house has got a brown roof.
- Abby lives in a caravan with her parents and her brother.
- Paul has got a swimming pool, a garage and a garden.
- Mr. Smith is looking for a skyscraper to rent.
- Mr. Smith is married.
- The flat has got a wonderful view over Central Park.

3 Match the emphasised words in the dialogues to their definitions and make sentences with them:

- a place where trains stop
- meat, fish or other food cooked outdoors over an open fire
- used to close an opening in a wall or a fence
- bringing, having or resulting from good luck
- giving a feeling of comfort
- land of a rural area (outside the city)
- a large town
- a place where you can swim
- a very tall building
- pay someone for the use of something (a house or a car)

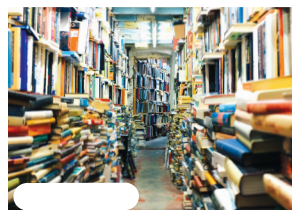
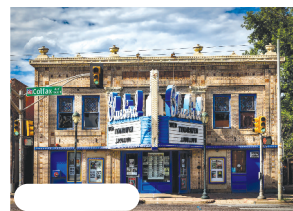
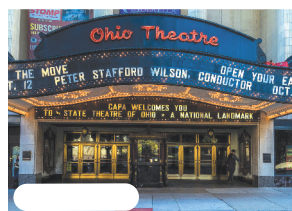


4 Look at the pictures in ex 5 and use the following prompts to say what you can do there:

pray / play football / buy stamps and envelopes /
buy meat / buy bread and muffins / learn Maths /
see films / see a play / read books /
buy magazines and newspapers /
see firefighters / take the bus / take the plane

5 Label each picture using the words in the box:

baker's / bus stop / airport / cinema / market /
school / church / stadium / library / fire station /
newsagent's / post office / butcher's / theatre



Grammar practice

The plural of nouns

Demonstratives

There is there are

THE PLURAL OF NOUNS

1 a. Study the table:

To form the plural,

- most nouns take 's':
eg. books; dogs;
- nouns ending in -s, -ss, -sh, -ch, -x, -o, take 'es':
eg. buses; brushes; watches; boxes; tomatoes;
- nouns ending in consonant + y drop the y and take 'ies':
eg. countries; ladies;
- nouns ending in vowel + y take 's':
eg. boys; toys;
- nouns ending in -f or -fe take 'ves':
eg. wolves; wives.

- There are some **irregular plurals**:
child-children; man-men;
woman-women; tooth-teeth; foot-feet;
mouse-mice; goose-geese.

b. Write in the plural forms of the following nouns:

- | | |
|--------------|-----------------|
| • pillow ... | • policeman ... |
| • shelf ... | • factory ... |
| • watch ... | • life ... |
| • tooth ... | • child ... |

DEMONSTRATIVES

2 a. Listen and study the table:

- We use **this** / **that** for singular nouns
- We use **these** / **those** for plural nouns
- We use **this** / **these** for things near us, **here**
- We use **that** / **those** for things far from us, **there**



*This is my room.
These are my toys.*



*That is my village.
Those are its houses.*

b. In pairs, use the prompts below to act out dialogues:

eg. A: What's this?

B: It's a sofa. What are those?

A: They're chairs.

here	there
sofa	chairs
flower vases	bookcase
painting	armchairs
carpets	curtains
washing machine	lamp
toaster	cookers

THERE IS / THERE ARE

3 a. Study the table:

Affirmative

- There is a white bed in the room.
- There are some chairs around the table.

Negative

- There isn't a sofa in the room.
- There aren't any armchairs.

Interrogative

- Is there a lamp in the room?
- Are there any pictures on the walls?

Answers

- Yes, there is. / No, there isn't.
- Yes, there are. / No, there aren't.

some / any

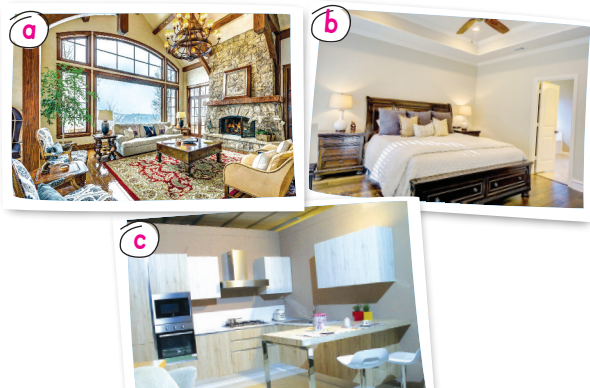
- We use **some** in affirmative sentences.
eg. There are some pillows on the bed.
- We use **any** in negative and interrogative sentences.
*eg. There aren't any mirrors on the wall.
Are there any books on the table?*



b. Use the prompts below in sentences, as in the model:

- (a) fireplace / sofa / armchairs / curtains / windows / cushions / bookcase
- (b) drawers / lamp / bed / wardrobe / mirror
- (c) cupboards / shelves / cooker / chairs / table

eg. There are some drawers in the bedroom.
There aren't any curtains in the living room.



c. Use the prompts to ask and answer questions:

- painting / living room? • lamp / bedroom?
- books / living room? • fridge / kitchen?
- pillows / bedroom? • table / kitchen?

eg. Is there a painting in the living room?

PREPOSITIONS OF PLACE

4 a. Watch the video and study the table:



b. Look at the pictures in ex 3b, then ask and answer questions, as in the example:

eg. Where is the fireplace?

It's in front of the coffee table.

- (a) fireplace / window; sofa / coffee table; armchair / sofa; carpet / coffee table
- (b) lamp / bedside table; bed / door; bed / bedside tables; pillows / bed
- (c) plant pots / table; cooker / oven; chairs / table; cupboards / table

THE DEFINITE ARTICLE

5 a. Study the table:

We use the definite article 'the'

- to speak about something specific:
eg. The bed in my room is new.

We don't use 'the'

- with proper nouns: **eg. Tom works hard.**
- with demonstratives:
eg. This lamp is blue.
- with possessive adjectives:
eg. My car is red.
- with place names:
eg. China is in Asia. Paris is in France.
- with sports: **eg. Football is a popular sport.**

b. Fill in the right article (if necessary):

1. ... toys in my ... room are all arranged on ... shelf.
2. Is there ... wardrobe behind your ... door?
3. Tina's nice house is in my ... old neighbourhood.
4. There are many ... flowers in your garden, but ... roses are my favourite.
5. ... Paris, ... capital of ... France, is ... famous holiday destination.

Vocabulary & Grammar practice

Prepositions of movement Furnishings & house appliances

1 a. Fill in the gaps using the following prepositions:

between / behind / in front of / 4x on /
in the middle of / on the left / opposite / next to

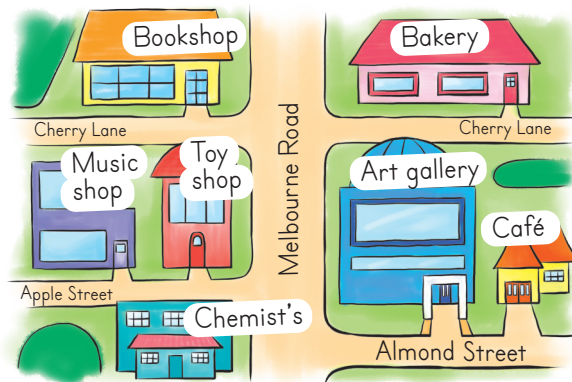
This bright living room is ... the ground floor of a house in the countryside. There are two sofas ... each other ... the room. There is a coffee table ... the sofas, ... the carpet. There are two armchairs facing the coffee table, ... the French windows. There are two small round tables, one ... each sofa. There is a lamp ... each of them. There is a painting ... the wall, ... the sofa, ...



b. Take the description in exercise 1a as an example and talk about your living room:

b. Ask and give directions using the map below:

eg. Excuse me, do you know where the café is?
Sure, we're at the chemist's, on Melbourne Road. Go across the street into Almond Street, go past the art gallery and it is on the left.



3 a. Say where in the house you can find the following appliances:

toaster / fridge / washing machine / cooker /
coffee maker / TV / telephone /
vacuum cleaner / mixer / microwave /
hair dryer / radio / computer / dishwasher /
lamp / air conditioner

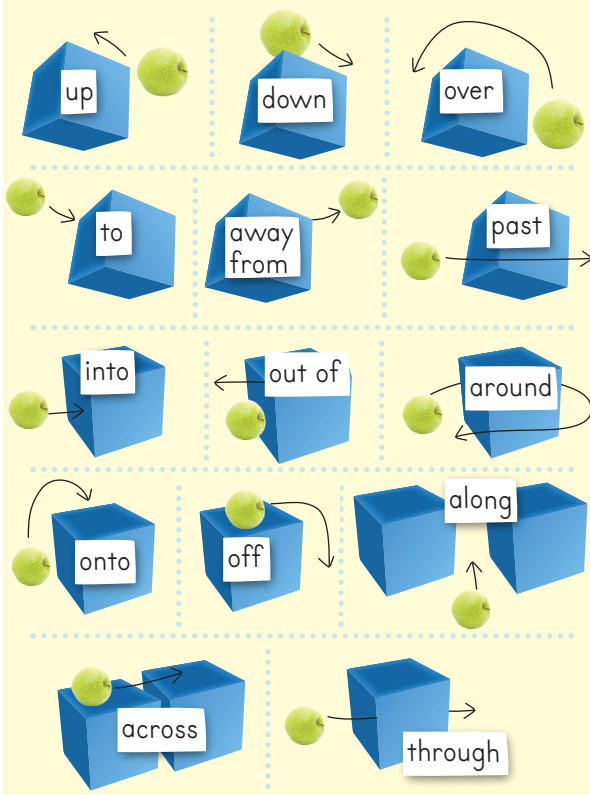
eg. There is a hair dryer in the bathroom.



b. In pairs, talk about the house appliances you have in your own home.

PREPOSITIONS OF MOVEMENT

2 a. Watch the video and study the table:



1 Read the texts:

There are houses everywhere around the world, but there are no two alike. Countries and regions have different natural characteristics such as climate or landforms, but specific traditions and personal tastes are also important. All these influences affect what houses look like. Some people, though, simply want to be different and choose to live in houses with **unusual** shapes because of their interests or because they want to transform an ordinary house into something special.

1

Japan's open houses are inspired by **ancient** tree houses. They have exterior walls partly made of glass, and some have several floors. The rooms are open spaces, so that it is easy for the family to see and talk to each other, even if they are in different parts of the house.

2

People who like skateboarding sometimes become so **fond of** their hobby that they want their homes to allow full time training. Here we are in Malibu, California, in a house where you can skate on any inside or outside surface. The **owner** is, of course, a world champion skater who wants to use walls, floors and ceilings as well as furniture, to practise this sport.

3

If you visit the Austrian village of Terfens, make sure to enter the upside-down house where every room is decorated so that you get the impression that it is upside-down. There are different furniture items inside (such as the toilet seat or the bath tub in the bathroom, or the bed and shelves in the bedroom) that are **attached** to the ceiling for a better effect. The house stands on its roof and even the flower pots at the windows give the impression that they are the wrong way up.



2 Match the texts to the right pictures.



3 Mark the sentences T (true) or F (false), then correct the false ones:

1. People live in strange houses for different reasons.
2. The open house in Japan is made of glass.
3. You can only skate on the floors in the skateboard house.
4. Everything looks normal inside the upside-down house.

4 Match the emphasised words in the text to their synonyms, then use them in sentences:

keen on / very old / fastened /
possessor / surprising

5 Find another example of an unusual house and tell the class about it.

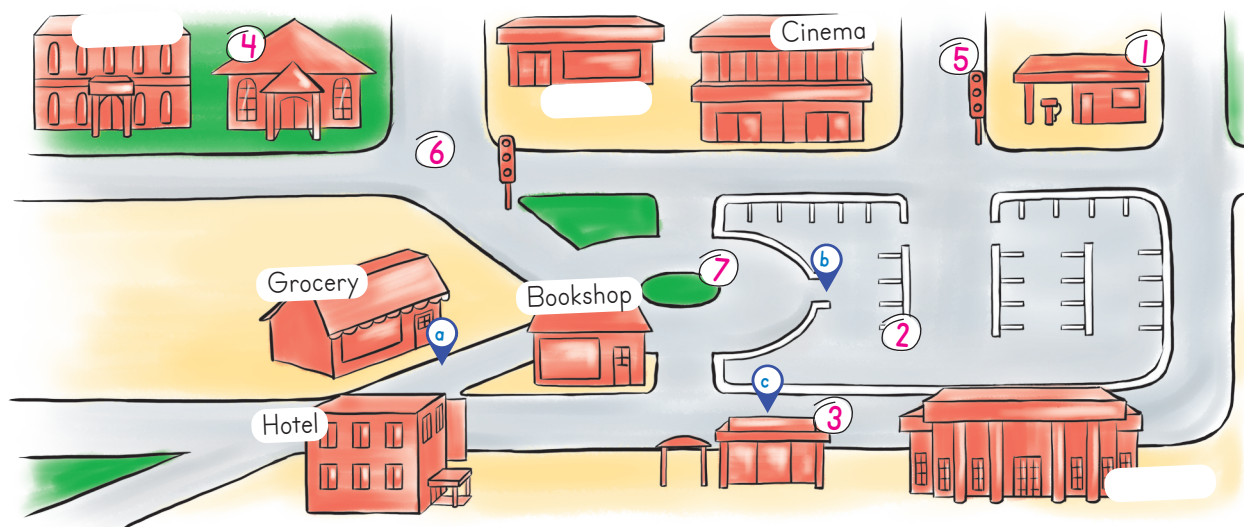
Language practice

Asking and giving directions

1 Listen and repeat:



- Can you help me, please?
- Take the first turning on the left / right.
- Turn left / right.
- Go down / up that street.
- Go straight ahead.
- Go over the bridge.
- At the roundabout, take the first turning on the right.
- It's right there, on the corner of the street.
- Excuse me, can you tell me the way to the museum, please?



2 Look at the map and match each place with the right number:

- | | | | |
|---|-------------------------------------|--|----------------------------------|
| • Petrol Station <input checked="" type="radio"/> 1 | • Crossroads <input type="radio"/> | • Theatre <input type="radio"/> | • Car Park <input type="radio"/> |
| • Roundabout <input type="radio"/> | • Bus station <input type="radio"/> | • Traffic lights <input type="radio"/> | |

3 a. Listen, look at the map and identify the locations people are looking for. Departure points are shown on the map.



b. Now read the following dialogues and do the same:



"Excuse me, can you tell me the way to the museum, please?"

"Yes, of course. Are you on foot?"

"Yes, I am."

"OK. That's easy then. Turn left here. Take the first turning on the left and go straight up until you reach the main street. Then turn left again. The museum is on the right, next to the bus station."



"Excuse me, can you tell me the way to the library, please?"

"It's near the theatre. It's not far from here. Go left then take the first turning on the right. Go straight up until you reach the roundabout. At the roundabout, don't take the first turning on your left, but the second. Once you reach the traffic lights, turn left again. It's right there, on your right, past the theatre."

"Thank you!"

4 Follow the examples in ex 1 to act out similar dialogues, asking and giving directions to different locations on the map.

eg. Excuse me, do you know where the cinema is?
Sure, we're in front of the bookshop now, so you need to...

1 Read the following emails, then answer the questions:

To: Mark

From: Sammy

Subject: housewarming party



Hi Mark!

Thanks for your email! I'm so happy you can come to our housewarming party. Remember: it's next Saturday, at five pm. I can't wait to show you our new house! The swimming pool is great!

Lots of people from school are coming. Do you know Ally Donovan? She sings really well, so she can have a go at my new karaoke kit - by the way, you can bring your favourite music too, if you want to.

There's also a barbecue in the back garden, so I hope you like hamburgers and sausages!

Well, just make sure you get here on time!

See you!

Sammy

To: Sammy

From: Mark

Subject: thanks!



Hi Sammy!

Thanks again for inviting me to your housewarming party. You know me, I love parties!

Who else is coming? What can I bring?

Bye for now!

Mark

Which writer (Mark or Sammy)...

- invites someone to a housewarming party?
- loves parties?
- gives details about a party?
- has a new karaoke kit?
- can bring his favourite music?
- asks questions about the party?

2 Your friend David invites you to a housewarming party. Write a thank-you email and ask for details.

Ask:

- when the party starts
- who else is coming
- what to bring

3 Read the following advert:

Hearst Castle

Location: San Simeon, California, USA

- 56 bedrooms, 61 bathrooms and 19 sitting rooms
- beautiful gardens
- garage for 25 large cars
- two swimming pools (one inside and a larger one outside)

Use the information in the ad to write an email of invitation to a party at Hearst Castle.

PRONUNCIATION

4 Listen and tick the sound you hear.



	/θ /	/ð /
Thursday		
three		
third		
these		

PROJECT TIME

5 a. Bring pictures of famous buildings in your country. In groups, write adverts for them and ask your classmates to guess the building.

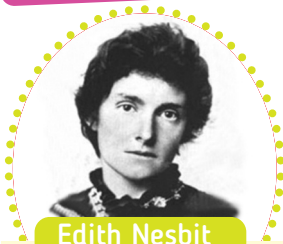
b. Draw a poster of your dream house and write a short description: number of rooms, special features, etc.

Reading corner

The Railway Children (adapted)

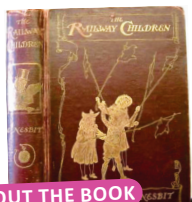
by E. Nesbit

ABOUT THE AUTHOR



Edith Nesbit

- Edith Nesbit (1858 – 1924) was a British author and poet, best known for her children's books. She is known as “the first modern writer for children”, combining real-world settings with magical elements in her stories.



ABOUT THE BOOK

- “The Railway Children” first appeared as a book in 1906. It follows the adventures of three siblings, Roberta, Peter and Phyllis, who have to leave London and move to the countryside with their mother, once their father is falsely accused of spying.



There are three of them. Roberta is the eldest (and possibly Mother's favourite). Next comes Peter, who wishes to be an Engineer when he grows up; and the youngest is Phyllis, who means extremely well.

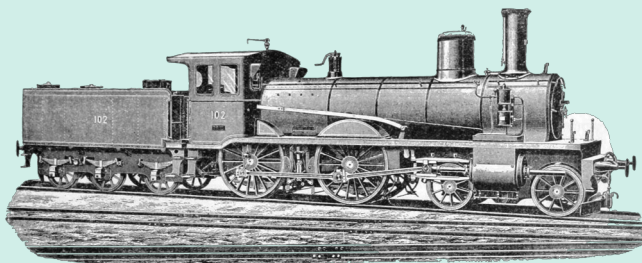
Mother is almost always there, ready to play with the children, and read to them, and help them to do their home-lessons. Besides this she writes stories for them while they are at school, and reads them aloud after tea, and she is always making up funny pieces of poetry for their birthdays and for other great occasions, such as the christening of the new kittens, or the **refurnishing** of the doll's house.

These three lucky children have everything they need: pretty clothes, good fires, a lovely **nursery** with **heaps** of toys, a kind and merry **nursemaid**, and a dog called James. They also have a Father who is just perfect – never cross, never unjust, and always ready for a game.

On his tenth birthday, among other presents, Peter finds the best **model engine** you could have ever dreamed of. The other presents are full of charm, but the Engine is fuller of charm than any of the others are.

Its charm lasts in its full perfection for exactly three days. Then, owing either to Peter's inexperience or Phyllis's good intentions, which are known to be rather pressing, or to some other cause, the Engine suddenly **goes off** with a bang.

All Peter's hopes for the **curing** of his broken Engine are now fixed on his Father, for Father is most wonderfully clever with his fingers. He can **mend** all sorts of things.



After dinner that night,

while Peter brings what is left of the Engine, Mother says to Father, “Now, dear, if you're quite rested, and quite comfy, we want to tell you about the great railway accident, and ask your advice.”

“Hum,” says Father, when he looks the Engine over very carefully.

The children hold their breaths.

“Is there NO hope?” says Peter, in a low voice.

“Hope? Rather! Tons of it,” says Father, cheerfully. “I'll give up Saturday afternoon to it, and you shall all help me.”

“CAN girls help to mend engines?” Peter asks not believing it.

“Of course they can. Girls are just as clever as boys, and don't you forget it! How would you like to be an engine-driver, Roberta?”

“I should just love it,” says Roberta – “do you think I could when I'm grown up, Daddy? Or even a **stoker**?”

“You mean a fireman,” says Daddy. “Well, if you still wish it, when you're grown up, we'll see about making you a fire-woman.”

1 Read the text and arrange the pictures to tell the story.



2 Match the words to their explanation:

- | | |
|-----------------|---|
| 1. refurnishing | a. a person who supplies fuel to the firebox of a steam train |
| 2. nursery | b. repair something that is broken |
| 3. heap | c. heal, restore, make better |
| 4. nursemaid | d. explode, burst |
| 5. model engine | e. providing a house with new furniture |
| 6. go off | f. a room for young children |
| 7. cure | g. a large amount of |
| 8. mend | h. woman (girl) who looks after young children |
| 9. stoker | i. a toy train |

3 Mark the sentences T (true) or F (false):

- Peter is the youngest of the three children.
- James is the children's cousin.
- Mother makes dinner for the family.
- The children never play with Father.
- Mother enjoys writing.
- Phyllis breaks the model engine.
- The engine cannot be repaired.
- Roberta wants to be a fire-woman when she grows up.
- Peter is ten.
- The children live in London.

F
○
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○

PROJECT TIME

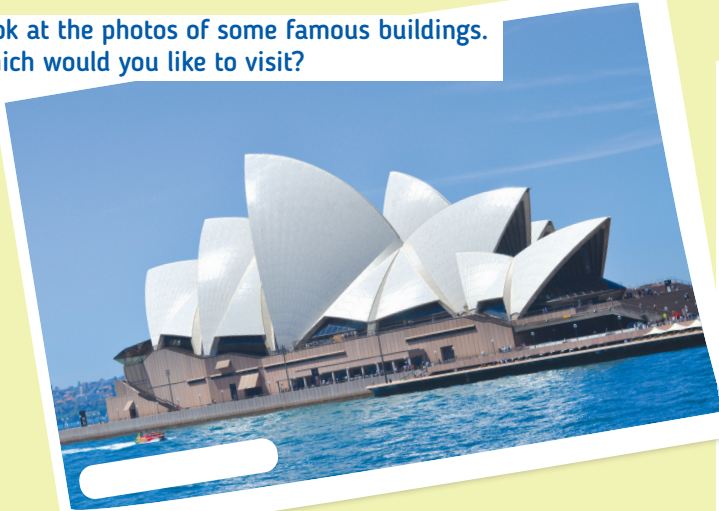
- 4 You are in charge of organizing your brother's / sister's birthday party. Make a plan and present it to the class: who are you planning to invite? What present(s) are you thinking of buying?

Interesting facts

Art and Design

Famous buildings around the world

- 1** Look at the photos of some famous buildings.
Which would you like to visit?



- 2** Match each building to the correct location.

New York, USA Beijing, China Sydney, Australia
Mexico, Yucatan Dubai, UAE London, UK

- 3** Now watch again and check your answers.

Units 3 & 4

1 Fill in the correct preposition of time: 7 pts

on at in

- A How many classes are there on your timetable ... Monday?
- B Five classes ... the morning starting ... 8 o'clock.
- A Are there any other activities ... the afternoon?
- B No, not right after I finish school, but I have swimming classes ... the evening, ... 6 pm.
- A Do you practise swimming ... any season?
- B Yes, of course! I go to the Sports Centre where the pool is indoors and the water is never cold.

2 Write down the following times in words: 5 pts

- 1. Every morning, Tina starts her skating classes at **5.45**. ...
- 2. We love watching documentaries about animals on Discovery, every day at **8.30**. ...
- 3. "What time is the Biology class on Friday?"
"**10.15**, after the break." ...
- 4. Let's meet at **7.20** to go to school together.
Be on time! ...
- 5. The British always have tea at **5.00**. ...



3 Fill in the right verb of likes and dislikes, then put the verb in brackets in the correct tense: 4 pts

- 1. Our English teacher 😊 ... (sing) Irish songs during her class.
- 2. When we have PE the boys in my class 😐 ... (play) volleyball in the schoolyard.
- 3. I 😊 ... (ski and skate) in winter.
- 4. Tina's dog 😞 ... (spend) the morning indoors.

4 Circle the odd word out: 4 pts

- 1. sofa / armchair / carpet / bookcase / shower
- 2. cupboard / table / fridge / bookshelf / cooker
- 3. toilet / washbasin / desk / hairdryer / bath tub
- 4. wardrobe / bed / toaster / curtains / carpet

5 Change the sentences from singular to plural: 10 pts

- 1. There is a book on the desk.
- 2. Is there a child playing in the schoolyard?
- 3. This copybook has got a blue cover.
- 4. That woman has got a red car.
- 5. There isn't any apple in my lunch box.

6 Look at the picture and fill in the blanks using: 8 pts

on the right / between /
in the middle / on / in front of /
behind / on the left / in



This is my parents' bedroom, a very tidy, quiet place in our house. There is a double bed ..., and a big fluffy carpet ... the wooden floor. ... the bed, ..., there is a two-seater sofa; ..., in the corner, there is a wardrobe with many clothes ... it. There is a chest of drawers ... the sofa and the wardrobe, with a lamp on it. There is a big window ... the chest of drawers.

7 Guess the words! 16 pts

a. You study this to learn about the past.

H_____

b. We find fresh bread there.

B_____

c. We buy stamps and envelopes there.

P_____ O_____

d. You can relax and watch TV in this room, at home.

L_____ R_____

e. People put food in it to keep it fresh.

F_____

f. You decorate your sofa with these.

C_____

g. You study this to learn about animals and plants.

B_____

h. We buy fresh fruit and vegetables there.

G_____ S_____



8 Listen and fill in the table. 10 pts



	Albert	Toby
Lives in		
Favourite room		
School name		
Favourite subject		
Hobby		

9 Choose the appropriate answer to each of these questions: 4 pts

1. What's your hobby?

- a. I'm a teacher.
- b. I love cycling.
- c. I hate bird-watching.

2. Where's my camera?

- a. It's on the shelf, next to the blue book.
- b. It's too late for me.
- c. Let's use it.

3. Is that your house?

- a. Yes, there is.
- b. No, it's Mary's.
- c. Yes, it is there.

4. What's on that sofa?

- a. There is a cupboard next to the sink.
- b. There are some cushions.
- c. These are drawers.



10 Use the phrases in the box to fill in the following conversation. 6 pts

Do you fancy I don't mind I'd love to

- A Would you like to go swimming on Sunday morning?
- B ..., but I have basketball practice. Maybe next week!
- A Do you like playing kendama?
- B ... it, but I really like skateboarding.
- A ... going shopping tonight?
- B Of course! I'm always ready for that!



11 Write an email about your favourite school subject to your English penfriend. Say: 26 pts

- which is your favourite school subject
- what it teaches you
- why you like it

Fit like a glove

UNIT 5

LEAD IN



a



b



c



d

- 1 Look at the pictures and identify each of the clothing items listed in the box.

gloves / sweatshirt / skirt / scarf / tie / dress / jacket / suit / hat / umbrella / socks / shorts / shoes / shirt / trousers / sandals / T-shirt

- 2 Look again at the pictures and say what the people are wearing.

eg. The little girl in picture c is wearing a jacket, gloves, a scarf, and a hat.

- 3 Using the prompts below, say what the people in the pictures are doing:

play on the beach sit in the rain
enjoy the snow watch the birds

eg. The children are playing on the beach.

- 4 Listen and match the names to the pictures:

Helen Frank Bobby Lizzie

- 5 Listen again and match the pictures to their correct locations:

Venice, Italy London, UK
Salzburg, Austria Florida, USA

- 6 Fill in the blanks using the following words:

new / heavy / big / old /
interesting / leather / beautiful

It's a ... brown suitcase. It belongs to my grandpa, that's why it's not ... It's the same age as him. It's made of leather and it's got a ... handle too. It's also got some ... stickers on it from different places around the world. It's ... too. It's my favourite object, because it's ..., but ...



Listening & Reading

Clothes & materials

Weather forecasts

1 Listen and read:

- a** Luke You seem a bit **absent-minded** today.
 Miranda I'm just **leafing through** this magazine to find something to wear for my cousin's wedding this weekend.
 Luke How about a long evening dress in your favourite colour?
 Miranda A red dress, then?
 Luke Yes, perfect! A red dress with a pair of golden **high-heeled** sandals.
 Miranda Do you think I need some special accessories, too?
 Luke Only a pair of earrings and a bracelet. Don't forget to take a small **handbag**!
 Miranda I have one at home. Same colour as the dress. This is great, thanks for the advice!
 Luke You're welcome.
- b** Susan Hi, Patrick !
 Patrick Susan, what a surprise! How are you?
 Susan I'm fine, thanks. I'm enjoying my time here in Paris.
 Patrick Well, **it's raining cats and dogs** in London today. It's chilly too – I'm wearing a jumper and my old leather jacket.
 Susan What a pity! It's such a lovely weather in Paris, a beautiful sunny day. I'm wearing a **silk** shirt and skirt and my sunglasses, too.
 Patrick Lucky you! So, what are you doing at the moment?
 Susan I'm drinking a cup of coffee and eating a **tasty** croissant.

- c** Jim Is that Paul over there?
 Lily Paul? Where?
 Jim He's sitting on that bench, **feeding** the birds.
 Lily Is that really him? He isn't wearing his usual t-shirt and ripped jeans today. He's got his suit and bow tie on.
 Jim Yes, he's meeting an important client for lunch today.
 Lily Well, he looks **uncomfortable** and hot in those clothes. The wind is blowing, but it's warm outside. The temperature is 15°C today.
 Jim I think you're right. Let's get him an ice cream!

2 Match the dialogues to the right picture.



3 Listen again and tick the words you hear.

- | | |
|--|--|
| <input type="checkbox"/> jumper | <input type="checkbox"/> boiling hot |
| <input type="checkbox"/> suit | <input type="checkbox"/> leather dress |
| <input type="checkbox"/> high-heeled sandals | <input type="checkbox"/> handbag |
| <input type="checkbox"/> magazine | <input type="checkbox"/> necklace |
| <input type="checkbox"/> socks | <input type="checkbox"/> earrings |
| <input type="checkbox"/> windy | <input type="checkbox"/> warm |
| | <input type="checkbox"/> tie |

4 Read the dialogues again and answer the following questions:

- Why is Miranda absent-minded?
- Where is Patrick?
- What's the weather like in Paris today?
- What's Susan doing at the moment?
- What's Paul wearing today?

5 Match the words to their definitions, then make sentences with them.

- | | |
|--------------------------|---|
| 1. absent-minded | a. to rain heavily |
| 2. leafing through | b. to give food to |
| 3. high-heeled | c. a small bag |
| 4. handbag | d. soft shiny material |
| 5. to rain cats and dogs | e. delicious |
| 6. silk | f. not paying attention |
| 7. tasty | g. with high heels |
| 8. to feed | h. not feeling comfortable |
| 9. uncomfortable | i. to quickly turn the pages of a book or a magazine, reading only a little of it |
| 10. ripped jeans | j. jeans with rips |



6 Mark the following items C for clothes, A for accessories or F for footwear:

- | | |
|-----------------------------------|---|
| <input type="radio"/> boots | <input type="radio"/> leggings |
| <input type="radio"/> belt | <input type="radio"/> high-heeled shoes |
| <input type="radio"/> trainers | <input type="radio"/> slippers |
| <input type="radio"/> fur coat | <input type="radio"/> swimsuit |
| <input type="radio"/> straw hat | <input type="radio"/> gloves |
| <input type="radio"/> necklace | <input type="radio"/> tie |
| <input type="radio"/> flip-flops | <input type="radio"/> ripped jeans |
| <input type="radio"/> watch | <input type="radio"/> trousers |
| <input type="radio"/> sweater | <input type="radio"/> shorts |
| <input type="radio"/> sun glasses | <input type="radio"/> handbag |

7 Watch the video, then describe what your deskmate is wearing today:



eg. Alex is wearing a shirt, jeans and shoes.

8 Match the words to the right picture:

- gold
- silk
- wool
- plastic



- leather
- canvas
- wood
- metal / iron



WEATHER FORECASTS

9 a. Watch the video and study the table:



b. Fill in the blanks using the words in ex 9a:

- The wind is blowing. It's a ... day.
- The snowflakes are falling on the ground. It's a ... day.
- The sun is shining brightly. It's a ... day.
- There is fog all over the town. It's a ... morning.
- There are clouds in the sky today. It's a ... day.
- Raindrops are falling from the sky. It's a ... day.

Grammar practice

The Present Continuous Tense

THE PRESENT CONTINUOUS TENSE

1

a. Fill in the right form of the verb 'to be' (long and short forms) in the Present Continuous Tense:

- We use the **Present Continuous Tense** to speak about events happening at the moment of speaking.
- The common time expressions are: **now**, **at the moment**, **today**

Affirmative long forms

- I ... singing
- You ... dancing
- He / she / it ... playing
- We / you / they ... running

Affirmative short forms

- I'... singing
- You' ... dancing
- He / she / it' ... playing
- We / you / they' ... running

The spelling rules:

- We simply add **-ing** to most verbs:
eg. read - reading
- Verbs ending in consonant + **e** drop the **e** and take **-ing**
eg. come - ...; have - ...;
- Verbs ending in a **vowel + consonant**, **double the consonant** and take **-ing**:
eg. stop - ...; dig - ...;

b. Fill in the '-ing' form of the following verbs:

- | | | |
|-----------|------------|------------|
| • say ... | • stay ... | • make ... |
| • do ... | • run ... | • sit ... |
| • try ... | • swim ... | • jump ... |

c. Look at the pictures and use the prompts to describe what the people are doing:



- the woman - cook spaghetti
- the man - prepare salad
- they - have fun
- they - stand in the kitchen



- the children - play computer games
- they - watch the screen
- they - shout
- they - pay attention to the game



- the girls - have a ballet class
- they - listen to their teacher
- they - enjoy their time



- Tommy - play in the park
- he - swing
- he - smile

FORMS OF THE PRESENT CONTINUOUS

2

a. Study the table and fill in the right form of the verb 'to be':

Interrogative

- ... I singing?
- ... you singing?
- ... he / she / it singing?
- ... we / you / they singing?

Answers

- Yes, I ... / No, I'... not.
- Yes, we / you / they ...
- No, we / you / they ... 't.
- Yes, he / she, it ...
- No, he / she / it ... 't.

Negative - long forms

- I ... not singing.
- You ... not singing.
- He / she / it ... not singing.
- We / you / they ... not singing.

Short forms

- I'... not singing.
- You ... 't singing.
- He / she / it ... 't singing.
- We / you / they ...'t singing.

b. Change the following sentences into the negative:

1. The girls are reading a book of fairy tales.
2. The girl's mum is working in her office.
3. Sarah is swimming in the pool.
4. Her parents are watching her.
5. Tim is writing a composition on seasons.

ADJECTIVES

- 3** We use adjectives to talk about / describe people, animals, objects, buildings, places etc. We can use opinion and fact adjectives. Read and study the table:

Opinion adjectives

- | | | |
|---------------|---------------|-------------|
| • pretty | • good | • expensive |
| • beautiful | • bad | • nervous |
| • nice | • funny | • happy |
| • interesting | • important | • excited |
| • boring | • comfortable | |

Fact adjectives

- | | | | |
|---------|----------|---------|---------|
| • big | • white | • hot | • old |
| • short | • round | • cold | • young |
| • tall | • square | • long | |
| • thin | • long | • heavy | |

- Adjectives in English are used before the nouns they refer to.
- When we use both opinion and fact adjectives, the opinion one is mentioned before the fact adjective.

e.g. a beautiful young girl
an expensive red car

- 4** Use the adjectives to describe the pictures:



e.g. a nice
big box



interesting /
heavy



happy /
fair-haired



small / cute



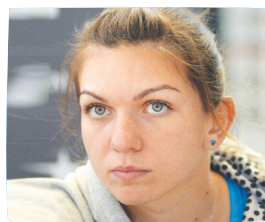
strong / tall



round / cheap

- 5** Describe the two sportswomen using the following adjectives:

old / young / tall / short / thin / happy /
nervous / excited / pretty / strong /
ambitious / beautiful / slim / plump



Simona Halep

- date of birth:
27th September 1991
- height: 1.68m
- weight: 60 kg



Cătălina Ponor

- date of birth:
20th August 1987
- height: 1.60m
- weight: 51 kg

e.g. Simona is young. She isn't old. She is tall and slim. She isn't short or plump. She is ambitious, but nervous before her tennis matches.

- 6** Use the following adjectives to describe the holiday destinations:

expensive / cheap / luxurious / comfortable /
hot / mild / long / short / noisy / peaceful



Spain

- £517
- 4-star hotel
- 27°C
- 2 weeks



Egypt

- £425
- 3-star hotel
- 38°C
- 1 week

e.g. The holiday in Spain is expensive.
The holiday in Egypt is cheap.

1. The hotel in Spain / Egypt is ...
2. The weather in Spain / Egypt is ...
3. The atmosphere in Spain / Egypt is ...
4. The holiday in Spain / Egypt is ...

- 7** Use the adjectives in ex 6 to describe your dream holiday.



1 Look at the pictures and put the verbs in brackets into the present continuous.

1. The children ... (make) a sand castle on the beach. It ... (not rain).
2. Matt ... (wash) the dishes. He ... (not cook), so he's sad.
3. The boys ... (play) football with their cousins. They ... (not swim) today.
4. Jimmy and Anna ... (brush) their teeth. They ... (not wash) their face.

2 Watch the video, then choose suitable adjectives to describe how you feel in different weather situations.



eg. It is raining cats and dogs today! I feel annoyed!

- sad / miserable
- worried / annoyed
- nervous / shy
- happy / excited
- scared / frightened

1. It is raining cats and dogs today!
2. The sun is shining brightly and there is no cloud in the sky! What a beautiful spring day!
3. What a terrible storm! The wind is blowing strongly.
4. Grey snowy clouds are so close to the ground that it seems I can touch them.
5. High temperatures and boiling hot weather are expected today, so make sure you drink lots of water.

3 Use the words in the box to fill in the gaps:

trousers / warm / shoes / shirt / cloudy /
sunglasses / jacket / blouse / vest



This is a picture of my parents on holiday. They love cycling, so here they are both riding their bicycles. It is a ... autumn day, with ... temperatures and a light breeze. My mum is wearing a pair of blue ..., a black ... and a short light ... She has got her ... on, too. My dad is wearing a dark blue ... and a dark red They have both got comfortable ... on.

4 Find a picture of your family and describe it to the class:

- Who is in the picture?
- What are they doing?
- Where are they?
- What are they wearing?
- What is the weather like?

5 Choose an outfit to wear and accessorise it. Imagine you are on the catwalk. Walk along it and describe what you are wearing.

eg. I am wearing a red blouse and a white leather jacket. Also, I am wearing black leggings and white high-heeled shoes.



1 Read the texts:

A special event: London Fashion Week

Twice a year, in February and September, designers from around the world meet here to decide the main trends in fashion for the spring-to-summer and autumn-to-winter campaigns. Brands such as Chanel, Nina Ricci, Luis Vuitton, Dior and Gautier display their latest creations and set the future direction of **menswear**, **womenswear**, **footwear** and **accessories**.



A special fashion model

Naomi Campbell is a popular British supermodel. For many, her very name means “supermodel”. She has over 30 years of experience in the fashion industry, but she still feels very nervous on the **catwalk**. “I feel I am very lucky to work with excellent photographers around the world and I trust them to use my image in a positive way,” she says.

A special fashion icon

A special retail icon, Harrods is one of the many luxury department stores in London. It is a world-class shopping destination, where top designers display their fashion collections. The building has 7 floors and 330 departments selling fashion, perfumes, **homeware**, technology and much more. Harrods Food Hall is famous, and there are 27 restaurants in the store, offering everything from Chinese food to pizza.



2 Match the words in bold to their definitions:

- the narrow stage that models walk on
- clothing for men
- decorative objects to wear
- clothing for women
- furniture and other products for use in houses or apartments
- shoes, boots, sandals, etc.

4 Answer the following questions:

1. What main trends in fashion are decided during London Fashion Week?
2. Name some famous fashion brands.
3. Is Naomi Campbell relaxed on the catwalk?
4. What is her opinion about her photographers?
5. How big is Harrods and what can someone do there?

3 Mark the sentences T (true) or F (false), then correct the false ones:

1. London Fashion Week takes place three times a year. ☐
2. Naomi Campbell is French. ☐
3. Fashion designers display their new creations during Fashion Week. ☐
4. Naomi Campbell is a famous fashion designer. ☐
5. Harrods is a store for luxury items. ☐

PROJECT TIME

5 Find information about a famous fashion event / model / department store and present it to the class:

Famous event

- name
- where
- what for

Famous model

- name
- nationality
- age

Famous store

- name
- location
- type

Language practice

Buying clothes

Talking about the weather

1 a. Listen and repeat:



- I'm looking for a present.
- What size is she?
- She is small.
- What material is the T-shirt made of?
- What's the weather like in London today?
- What temperature is it right now?
- What are the people wearing today?

b. Study the sizes:

Small Medium Large Extra-large

c. Match the sizes in the box with the pictures.



2 In pairs, use the pictures in ex 1c to act out short dialogues as in the example:



- eg. A:** Good morning! Can I help you?
B: Yes, please. I'm looking for a present for my sister.
A: How about a dress? What size is she?
B: Small. What colours have you got?
A: Green and red.
B: I want the red one. What fabric is it made of?
A: Silk.
B: She loves silk. This is the perfect present. Thank you!

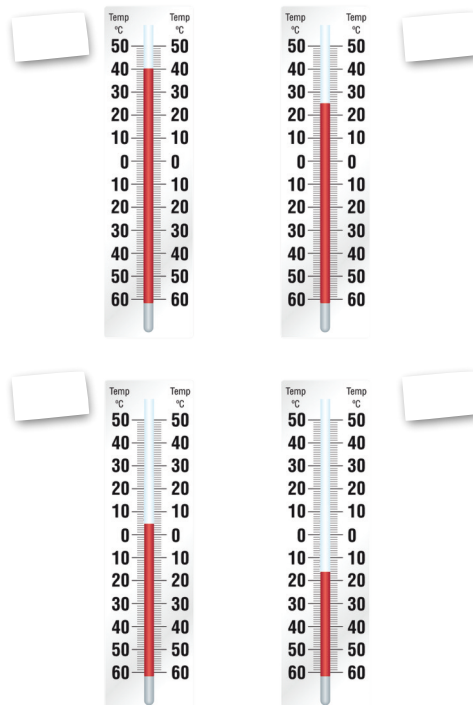
3 a. Listen and repeat the words:



freezing cold cold warm
chilly cool boiling hot



b. Look at the thermometers and use the words in ex 3a to label the temperatures:



4 a. Use the prompts to talk about today's weather in different parts of the world:

Rome

35°C

Bucharest

18°C

London

10°C

Moscow

0°C

- eg. A:** What's the weather like in Rome today?
B: It's hot and sunny.
A: What is the temperature in Rome right now?
B: It's 35°C. It's a sunny day.

b. Look again at ex 4a and decide what people are wearing today in each place.

- eg. A:** What are people wearing in Rome today?
B: They are wearing dresses, T-shirts, shorts, sunglasses and sandals. It's boiling hot.

1 a. Look at the pictures and describe them using the following prompts:

double decker /
zoo / cathedral /
crowded / exotic
animals / tower



b. Read and match the postcards to the pictures. Underline the opening and closing remarks.

Saturday, 1 June

Hi Layla,
After two days in Alicante, we're leaving for Barcelona. Today it's so hot and sunny that I'm wearing a T-shirt and shorts, sunglasses and a straw hat too, of course!
We're taking the motorway to Barcelona. Everyone says the city is beautiful, but I can't wait to see their famous cathedral, The Holy Family! Thinking of you,
John



Sunday, 27 July

Mark,
Greetings from Bristol. We're having a great time here. I'm writing from Bristol Zoo - they have lots of exotic animals! The only problem is it's raining now, so we're having hot tea at a café while waiting for the rain to stop. Luckily, I'm wearing my boots and raincoat! Pity you're not here!
Betty



Monday, 4 August

Betty,
Hi from London. We're having a great time, but the weather is not so great! It's cloudy and chilly today, so I'm wearing my warm jacket and woollen scarf for my bus tour. It's a typical red double decker, just like in the pictures! Lots to see, of course, but I can't wait to see the Buckingham Palace! See you soon!
Mark



3 You are on holiday. Write a postcard to your friend, mentioning:

- where you are
- what you are wearing
- what the weather is like
- what you are doing

PRONUNCIATION

4 Listen and tick the sound you hear.



	/j/	/dʒ/
jumper		
shop		
jeans		
shirt		

2 a. Study the box:

- When writing postcards to friends, **use short forms** (we're staying) and **omit pronouns** **eg. See you soon, NOT I'll see you soon.**
- This is writing in a friendly, informal style.

b. Read the postcards again and circle the short forms.

Reading corner

The Riverbank (adapted)

by Kenneth Grahame

ABOUT THE AUTHOR



Kenneth Grahame

- Born in Edinburgh in 1859, Kenneth Grahame was a British writer, best known for "The Wind in the Willows" (1908) - a collection of bedtime stories written for his young son, Alastair.



ABOUT THE BOOK

- "The Wind in the Willows" follows the adventures of Mole, Ratty, Badger and Toad, four animals with human qualities living in the English countryside at the beginning of the 20th century.

The Mole is working hard this morning, spring-cleaning his little home. There are **splashes** of **whitewash** all over his black fur. His back aches and his arms are tired. It is spring in the world outside. Mole can feel the fresh air and sunshine calling to him in the dark, underground **burrow**.

Suddenly he throws his brush down. He rushes out of the house and goes up the narrow tunnel that is his front entrance. "Up we go! Up we go!" At last - pop! his **snout** comes out into the sunlight, and he finds himself rolling in the warm grass of a great field.

"This is fine! It's so much better than whitewashing!" he says, running joyfully across the field.

Suddenly he gets to the bank of the river. Gosh! It's the first time he sees the river. The water is full of life and sparkles. Mole sits down on the grassy bank and listens to the sound of the water. As he looks at the opposite bank, he sees something moving behind a bush. Then a small face appears. A brown little face with whiskers, small ears and thick silky hair. It's the Water Rat.

The animals stand and look at each other.

"Hello, Mole!"

"Hello, Rat!"

"Would you like to come over?"

"How can I get to you?"

The rat steps down and **unfastens** a rope. He pushes a little boat into the river. It's just the right size for two animals. He **rows** across, and gives Mole his paw to step carefully down into it.

The two animals make friends at once. Water Rat explains why he loves the river so much.

"It's my world and I don't want any other."

"But isn't it a bit boring sometimes?" asks Mole. "Just you and the river, and nobody else?"

"Nobody else? You're joking! It's full of people - too many of them sometimes."

"What's over there?" asks Mole, waving a paw towards a dark forest, beyond the fields.

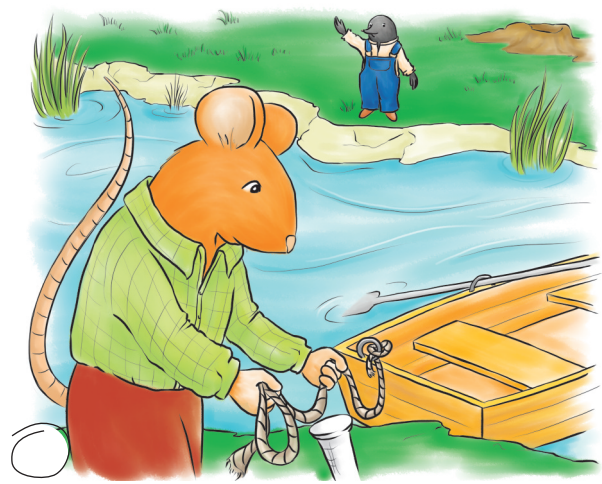
"Oh, that's just the Wild Wood. We don't go there much, we Riverbankers."

"And beyond the Wild Wood?"

"Beyond the Wild Wood comes the Wide World, and that's something that doesn't matter to you or to me."



1 Read the text and arrange the pictures to tell the story.



2 Match the words to their explanation:

- | | |
|--------------|---|
| 1. snout | a. undo or detach |
| 2. riverbank | b. use paddles to make a boat move |
| 3. unfasten | c. nose and jaws of an animal |
| 4. row | d. a hole or tunnel dug by a small animal |
| 5. splashes | e. drops of liquid |
| 6. burrow | f. a liquid composition for whitening a surface |
| 7. whitewash | g. the ground at the edge of a river |



3 Read the text again and mark the sentences as Right, Wrong or Doesn't Say.

- | | |
|---|--|
| 1. The Mole is working hard this morning.
<input checked="" type="radio"/> Right <input type="radio"/> Wrong <input type="radio"/> Doesn't Say | 4. Mole pushes a little blue and white boat into the river.
<input type="radio"/> Right <input type="radio"/> Wrong <input type="radio"/> Doesn't Say |
| 2. There are splashes of whitewash all over his black fur.
<input type="radio"/> Right <input type="radio"/> Wrong <input type="radio"/> Doesn't Say | 5. Water Rat explains why he loves going by boat so much.
<input type="radio"/> Right <input type="radio"/> Wrong <input type="radio"/> Doesn't Say |
| 3. Mole finds himself rolling in the cold snow of a great field.
<input type="radio"/> Right <input type="radio"/> Wrong <input type="radio"/> Doesn't Say | 6. Beyond the Wild Wood comes the big city.
<input type="radio"/> Right <input type="radio"/> Wrong <input type="radio"/> Doesn't Say |

Interesting facts

Types of climate

- 1 a. Look at the pictures. Which place would you like to visit?
b. Listen and label each picture with the name of the city it represents.



1

- hot, dry summers;
- winters are mild and wet.

2

- very hot days and cold nights;
- little rain.

3

- warm to hot summers;
- cool winters with some rain all year.

4

- short, cool summers;
- long, very cold winters with snow and ice.

5

- always hot;
- heavy rain in the wet season and less rain in the dry one.

6

- always hot and humid, with heavy rain.

c. Match each picture to the right type of climate, then use the prompts to describe it.

d. Listen again and check your answers.

PROJECT TIME

- 2 a. Find other cities in the world with the types of climate illustrated in ex 1. Bring pictures and give an oral presentation to the class.
b. Draw (or find) a picture of your city on a day during your favourite season. Talk about the type of climate in your town / country.

Self-assessment

1 Read Sally's text about her role model, then mark the sentences T (true) or F (false):



I find J.K. Rowling a fascinating person. In my mind she is a true hero. Rowling is most commonly known as the author of the famous "Harry Potter" series. She is hardworking and I also admire her for

her charity donations to people in need. She has blonde hair, she is of medium height, slim, she has a pearly-white smile and gentle blue eyes. I think she is an amazing writer, a great storyteller, with an incredible imagination.

- a. J.K. Rowling is blonde, of medium height and slim. ☐
- b. J.K. Rowling is known for "The Lord of the Rings" series. ☐
- c. She has got gentle green eyes. ☐
- d. Sally admires J.K. Rowling for her amazing writing and her charity projects. ☐

2 What can you do in each place? Match the columns:

- | | |
|-------------|--------------------------|
| baker's | • see a football match |
| newsagent's | • buy meat |
| butcher's | • buy muffins |
| stadium | • buy a Science magazine |

3 Use the prompts to talk about these people, as in the example:

- 1. Akira / Japan / photographer / take wedding photos 😊
- 2. Antonio / Mexico / writer / deadlines 😐
- 3. Anna / Russia / surgeon / cure sick people 😊
- 4. Diego / Spain / teacher / when students do not do their homework 😞
- 5. Adele / Great Britain / singer / when people know her songs by heart 😊

eg. Akira is a Japanese photographer. She loves taking wedding photos.

4 Circle the correct word:

it / him / her

a. Look at ...! The pigeon is flying away.

her / she / hers

b. ... gloves are on the table, under the scarf.

their / they / theirs

c. The students are doing an Arts project. It's ... canvas.

your / you / yours

d. I can't find my handbag. This is ...

5 Put the verbs in brackets into the present continuous:

At the moment, my parents ... (get ready) to go to a party. My mother ... (wear) a red silk dress, high-heeled white sandals, and a pearl necklace. My father ... (wear) a black suit, a white shirt and a tie. He ... now ... (wait) for her in the car. Grandpa ... (watch) TV with my sister, and grandma ... (knit) a sweater. I ... (play) kendama.

6 When can we see the plays at the theatre? Say the time in two ways.



- "Matilda. The Musical" – Saturday – 3.30 pm
eg. We can watch "Matilda. The Musical" on Saturday, at half past three / three thirty.
- "Beauty and the Beast" – Monday and Tuesday – 10.45 am
- "Peter Pan" – Wednesday – 7.15 pm
- "Punch and Judy" – Thursday and Friday – 4.20 pm

7 Write an email to a friend inviting him to your housewarming party. Give him directions on how to get to your house.

Now check your answers on page 149.

How do you rate your progress? Tick the chart.

Excellent

Good

Ok

Can do better

MID-REVISION



1 Look at the picture and tick the correct answer: 4 pts

- a. The fridge is ... the cooker.
☐ next to ☐ opposite ☐ between
- b. The sink is ... the cooker.
☐ behind ☐ in front of ☐ next to
- c. The fruit basket is ... the table.
☐ on the left ☐ under ☐ on
- d. The cupboards are ... side of the room.
☐ on the left ☐ between ☐ opposite

2 What is each person wearing? Look at the picture and name seven different items of clothing. 14 pts



3 Fill in the dialogue using: 12 pts

whose / who's / has got / have got

- A ... that girl with freckles sitting next to you?
 B She's Mary. She ... a cat named Garfield.
 A you a cat?
 B No, but I ... a parrot.
 A ... notebooks are those in the photo?
 B They're mine.



4 What can / can't Superman and Batman do? Use the table to ask and answer questions. 10 pts

	fly	touch kryptonite	save their cities	have super speed	be fantastic
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

5 Read the postcard and put in the verbs in brackets into the present continuous: 24 pts

Hi Susan,
 Greetings from Greece! We ... (have) a great time. It is sunny all day, but sometimes a little too hot. We ... (go) to the beach to look for some seashells now. There are hundreds! The twins ... (collect) them, and Mum ... (swim) at the moment. How ... (you / spend) your holiday? ... (it / rain) there? We ... (take) a lot of photos and I ... (buy) souvenirs for everybody. See you soon!
 Megan



6 Fill in the gaps using the right preposition of time: 6 pts



7 Write an email to a new English classmate about your favourite character from the "Reading corner" section. Mention: what he / she looks like; moral features; what makes him / her special. 30 pts

You are what you eat

UNIT 6

LEAD IN



a



b



c



d



e



f

- 1 Work in pairs. Which types of food and drinks can you see in the pictures?

rice / vegetables / chicken / bread / pasta /
tea / milk / shrimps / peppers / coffee /
biscuits / banana / cheese / ice cream /
grapes / orange / fish / broccoli / melon

- 2 Match each type of food to the right picture:

fruit and vegetables pasta seafood
milk and biscuits fish and chips ice cream

- 3 Listen to Robbie and Giovanna talking, then fill in the table:

Name:	Robbie	Giovanna
Nationality	English	Italian
Favourite food		
Favourite fruit or vegetable		
Favourite drink		

- 4 Use the prompts to describe the following:

cold / bitter / hot / sour / sweet

- strawberry ice cream
- lemonade
- chocolate lava cake
- dark chocolate
- vanilla pudding
- apple pie

eg. Strawberry ice cream is cold and sweet.

- 5 Look at the menu and match each heading to the correct section:

1 Desserts

2 Drinks

3 Main courses

4 Starters

a

(served with bread and butter)

- Onion soup
- Melon with ham
- Seafood salad

b

(served with salad or cooked vegetables)

- Steak with pepper sauce
- Spaghetti with tomato sauce
- Fish and chips
- Chicken and basmati rice

c

(served with vanilla ice cream)

- Chocolate lava cake
- Hot apple pie
- Cheese cake
- Fruit salad

d

- Mineral water (still or fizzy)
- Cola
- Lemonade
- Ice tea or coffee
- Fruit juice

Listening & Reading

Buying and ordering food

Recipes

1 a. Listen and read:



a

- Waiter** May I take your order, Madam?
- Diner** Yes, please. May I have the list of desserts?
- Waiter** Of course. Here you are! We've got some fresh strawberries with ice cream. There is also a **tasty** cheesecake or a delicious lava cake.
- Diner** I don't want anything sweet. Have you got any cheese and biscuits?
- Waiter** I'm terribly sorry, Madam, there isn't any cheese left.
- Diner** In that case, I want the fruit but without any ice cream, please.
- Waiter** Certainly, Madam!



b

- Tina** Mum, can you give me the **recipe** for the chocolate biscuits, please?
- Mum** Yes, darling. First you need the ingredients.
- Tina** I have them all here on the table.
- Mum** Ok, then. Now put the flour into a bowl and pour in the honey, eggs and milk, then mix everything together with a spoon. Finally, add the chocolate bits and leave everything in the fridge for about half an hour.
- Tina** Ok. What's next?
- Mum** **Roll** the **dough** out on the table and cut it into different shapes. Then put them in the oven and bake them for 12-15 minutes. They're very hot when you take them out, so be careful!



c

- Grocer** Good morning! May I help you?
- Customer** Yes, please. I need some bread.
- Grocer** How much bread do you want?
- Customer** Two **loaves**. I also need milk.
- Grocer** How much milk?
- Customer** Three **cartons**. Have you got any cheese?
- Grocer** Yes, we've got some.
- Customer** I only want a slice of Cheddar cheese.
- Grocer** Here you are! Anything else?
- Customer** Some eggs.
- Grocer** How many?
- Customer** Ten, please.

b. Match each picture to the right dialogue:



2 Use the dictionary to explain the emphasised words, then use them in sentences.

3 Act out the dialogues and match them to the correct title:

In the kitchen At the shop At the restaurant

4 Read the dialogues again and answer:

1. What is the woman's choice for dessert?



2. Choose an extra ingredient you can add to the chocolate biscuit dough.

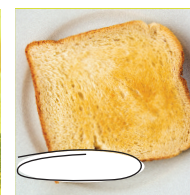
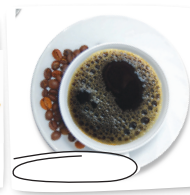
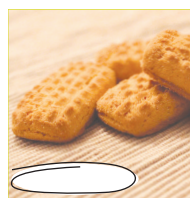


3. Choose the product the man is not buying at the shop.



5 Listen and repeat the words, then label each picture accordingly:

toast / bread / coffee / honey / pizza / cabbage
chicken / fish / jam / cereal / biscuits / cake /
chips / pie / pasta / tea / fruit / cola



6 Look at the pictures and say which are the items we can refer to using:

a bowl of / a slice of / a loaf of / a mug of /
a spoon of / a can of / a packet of / a piece of

eg. a slice of cake

Grammar practice

Countable and uncountable nouns

The indefinite article

COUNTABLE AND UNCOUNTABLE NOUNS

1 a. Listen and study the table:



- We can count countable nouns because they have plural forms.
eg. an orange - two oranges
- We cannot count uncountable nouns because they do not have plural forms.
eg. water

b. Mark the following nouns C (for countable) or U (for uncountable) as in the example:

- | | | | | | |
|----------|------------------------------------|------------|-----------------------|----------|-----------------------|
| • milk | <input checked="" type="radio"/> U | • salt | <input type="radio"/> | • butter | <input type="radio"/> |
| • apple | <input type="radio"/> | • beef | <input type="radio"/> | • banana | <input type="radio"/> |
| • child | <input type="radio"/> | • sandwich | <input type="radio"/> | • water | <input type="radio"/> |
| • carrot | <input type="radio"/> | • man | <input type="radio"/> | • honey | <input type="radio"/> |

A / AN / SOME

2 a. Study the table:

- We use 'a / an' in the affirmative, interrogative and negative with countable nouns in the singular.
eg. a pear; an apple
- We use 'some' in the affirmative with countable nouns in the plural and uncountable nouns.
eg. She's got some pears. He's got some milk;

- We use 'any' in the negative and interrogative with countable nouns in the plural and uncountable nouns.

*eg. She hasn't got any pears.
He hasn't got any milk.
Has she got any pears?
Has he got any milk?*



b. Write in a / an / some for each of the following nouns:

- | | | |
|----------------|-------------|---------------|
| • ... elephant | • ... child | • ... potato |
| • ... pears | • ... bread | • ... carrots |
| • ... butter | • ... onion | • ... lettuce |



(A)



(B)

3 a. What's on the plate in picture A? Use the prompts to ask and answer questions:

grapes? / pineapple pieces? / kiwi pieces? / apple slices? / carrots? / ham?

*eg. Are there any grapes?
Yes, there are some.*

b. Look at picture B and fill in the blanks using:

a / an / some / any

There are ... watermelon pieces, but there aren't ... kiwi pieces. There is a pineapple, but there aren't ... pineapple pieces. There is ... orange and ... mango, but there aren't ... grapes. There aren't ... banana slices, but there is ... melon juice, and ... orange juice.

A LOT OF / MUCH / MANY / (A) LITTLE / (A) FEW

4 a. Listen and study the table:



Countable nouns

- She has got a lot of pears.
- How many pears has she got?
- too many
- a lot of / lots of
- a few / some (enough)
- too few (not enough)

Uncountable nouns

- I drink a lot of water.
- How much water do you drink?
- too much
- a lot of / lots of
- a little / some (enough)
- too little (not enough)

b. Fill in "how much" or "how many":

1. ... sugar is there in the cupboard?
2. ... apples are there on the table?
3. ... vanilla do we need for the cake?
4. ... pumpkins are you carving for Halloween?
5. ... water is there in the human body?
6. ... vegetables are there in this soup?

c. Fill in the gaps in column B using the words in the box, to get the same meaning as the corresponding sentences in column A:

little / a little / few / a few

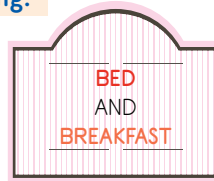
(A)	(B)
I have some milk in the fridge. It is enough to make the cake.	There is ... milk in the fridge.
There isn't enough milk in the fridge to make the cake.	There is ... milk in the fridge.
Tony has got 5 apples in his basket. We are 6 at the picnic.	Tony has got ... apples in his basket.
Tony has got 7 apples in his basket. We are 6 at the picnic.	Tony has got ... in his basket.



d. Choose the right form:

- "How much / many milk have we got?"
"Not many / much. We only have few / little."
- "I want some / any coffee, please."
"Here you are! A cup of coffee with a lot of / a few milk in it."
- "How much / many peppers are there in the fridge?"
"There are a little / a few green peppers."
- "There is many / a lot of milk on the floor!"
- "How much / many apples do you need for the apple pie?"
"Not much / many! Only a few / a little. But I also need a little / a few milk."

5 Read the following notes and match them to their meaning:



- You can sleep and have a meal here.
- If you order 2 dishes you get a free dessert.
- You can eat pizza and drink juice for a special price here.
- You cannot spend the night here.

6 Talk, then write about Tom's, Jamie's and Matt's eating and drinking habits. Use the key:

- ... → a lot of / lots of
- ... → much / many;
- ... → (a) little / (a) few

Food and drinks	Tom	Jamie	Matt
fruit and vegetables
fizzy drinks and juice
cookies and candies
healthy proteins



eg. Tom eats a lot of fruit and vegetables, but he drinks a few fizzy drinks and a little juice.

- Jamie drinks ... juice and fizzy drinks but he eats ... fruit and vegetables.
- Mat eats ... fruit and healthy proteins and he drinks ... juice.
- Tom eats ... healthy proteins.
- Jamie eats ... cookies and candies.

Vocabulary & Grammar practice

Setting the table

Cooking instructions

1 Fill in the following words or phrases:

spoon / bread basket /
glass x 2 /
fork / dessert spoon /
bowl of fruit



- Place the knife on the right side of the dinner plate, and the ... to the left. The ... is on the right too, but to the right side of the knife.
- Place a small ... , on the left side of the plate, just above the fork.
- Place the water ... on the right, above the knife, and the wine ... to its right.
- Place the ... above the dinner plate in a horizontal position.
- To decorate the table, place a vase of flowers, a ... or some candles in the middle of the table so that the guests can see each other over them.

2 Fill in the blanks using:

peel / serve / beat / add / mix /
pour / melt / bake / cut

Apple cake recipe

- ... 100g of sugar in a saucepan until it's light brown and liquid.
- ... six apples, ... them in quarters, take the seeds out and put the apple pieces at the bottom of the cake pan. ... some nuts, too.
- ... 4 eggs, 200g of sugar and 100g of flour. ... everything well.
- Then ... the mixture over the apples and ... it for 30 minutes.
- ... with ice cream!

Enjoy!



3 Fill in the blanks using:

delicious / sweet and juicy /
luxurious / expensive

- There is a / an ... hot dog which costs \$3,200 because its ingredients are: white truffles, Japanese beef, and caviar.
- There is a / an ... cocktail which costs \$7,290 because its ingredients are very old.
- There is a / an ... watermelon on an island in Japan which costs \$6,100. Its peel is black and it is very rare.
- There is a / an ... ice cream which costs \$25,000 because it comes with a golden bracelet and spoon.



4 a. Put the verbs in brackets in the present continuous.

The children in my class ... (have) a cooking competition today. They ... (work) in groups of 5. There is a group of girls on the left. They ... (make) a fruit salad. Two girls ... (peel) the fruit and two ... (cut) them into small pieces. One is ... (beat) the cream. There is a group of boys on the right. They ... (not make) a cake. They ... (prepare) some funny sandwiches. Two boys ... (slice) the ingredients and two ... (chop) the vegetables. One of the boys ... (decorate) them with funny faces.

b. Now imagine you and your friends are preparing something together, and write about it.

5 What's in the fridge? Write sentences using:

much / many /
little / few /
some / any /
a lot of / no

eg. There is a lot of milk.
There are no eggs.



1 Read and match the paragraphs 1-6 to the pictures:

Nutritionists consider it is important to keep a correct diet if we want to stay healthy. What is the best “healthy eating” plate for both kids and adults? Follow these tips:



Half of this plate must consist of colourful vegetables and fruits, and the other half must be whole grains and healthy protein.

- ① Fruits and vegetables of different colours bring different nutritious substances to your body. Choose whole fruit or slices of fruit instead of fruit juice.
- ② Eat products made of whole grains (bread or other baked goods); less processed food is healthy for you and helps digestion.
- ③ Choose healthy proteins taken from peas, seeds, nuts, eggs, chicken and fish. Eat less red meat and avoid processed products such as bacon or hot dogs.
- ④ Use healthy oils that come from seeds, plants or fish and limit dairy consumption – milk, cheese, butter – to small quantities that are sugar free.
- ⑤ As our bodies contain more than 70% water, drink plenty of water and limit sugary drinks or fruit juices to a small glass a day.
- ⑥ Finally, physical activity is as important as the food we choose to eat. So choose to have an active life style. Then both your body and your mind will develop in a healthy way.



2 Mark the sentences T (true) or F (false):

1. Drinking fruit juice is better than eating whole fruit to stay healthy. ☐
2. Less processed grains are healthy. ☐
3. We can take proteins from seeds, fish and nuts. ☐
4. We need dairy products in large quantities. ☐
5. Sugary drinks and fruit juice are better than water for your health. ☐

3 Match the two columns to form expressions, then use them in sentences:

- | | |
|--------------|-------------|
| 1. colourful | a. diet |
| 2. sugary | b. protein |
| 3. correct | c. grains |
| 4. dairy | d. drinks |
| 5. whole | e. fruit |
| 6. healthy | f. products |

Language practice

Ordering food at a restaurant

1 Listen and repeat:



- Can I take your order, please?
- Can I have a cup of coffee, please?
- I want a piece of cheesecake, please.
- Anything else?
- Nothing for me.
- Would you like something to drink?
- Yes, I would like a glass of lemonade.
- All right, thank you very much.

2 a. Fill in the blanks using the words in the box:

tea / chicken / nothing / Madam / water



- Waiter** What can I get you?
Man Can I have a sandwich, please?
 A ... sandwich.
Waiter And for you, ...?
Woman ... for me, thank you.
Waiter And to drink?
Man Can I have a glass of ..., please?
Woman A cup of ... for me, please.
Waiter Anything else?
Woman No, thank you!

b. In groups of three, act out the dialogue.

c. In groups of three, make up a similar dialogue. Fill in the blanks using the following prompts:

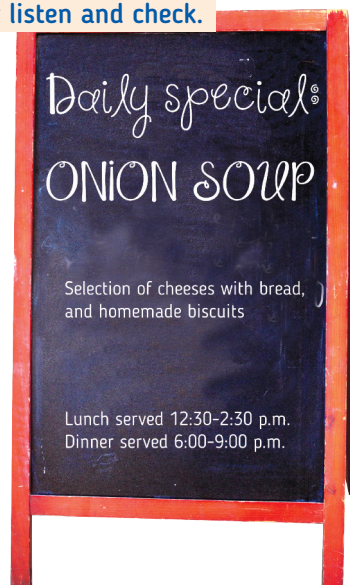
tuna / cheese / Sir / Madam /
 orange juice / coffee

3 a. Put the following lines in the correct order:



- ☐ **Woman** Yes, please. I'd like an onion soup to start with.
- ☐ **Waiter** And for the main course?
- ☐ **Woman** A glass of mineral water, please.
- ☐ **Waiter** All right, thank you very much.
- ☒ **Waiter** Good evening, Madam. Would you like to order?
- ☐ **Woman** Yes, I'd like a piece of the homemade apple pie with vanilla ice cream.
- ☐ **Waiter** Of course, would you like to order the dessert, too?
- ☐ **Woman** I'd like a chicken salad with Caesar dressing.
- ☐ **Waiter** Would you also like something to drink?

b. Now listen and check.



4 In pairs, ask and answer the following questions:

- What's your favourite food?
- What's your favourite fruit or vegetable?
- What's your favourite drink?
- What's your favourite dessert / main course?
- What's your favourite Romanian traditional food?

PROJECT TIME

- 5 Give a presentation about your favourite food, drink, main course and dessert. You can bring pictures or even share the recipe with your classmates.

1 Read the shopping list and fill in the missing words:

carton / jar /
packets / bottles /
loaf / kilo / tin



- 1 ... of potatoes
- 2 ... of pineapple
- 1 ... of bread
- 1 ... of milk
- 2 ... of biscuits
- 1 ... of honey
- 2 ... of sparkling water

2 This is a note from mum. She is cooking for guests tonight and she needs you to do the shopping. Write down the shopping list.

Tom,

I'm making lasagna for dinner tonight, with chocolate cake for dessert. Please do the shopping for me.

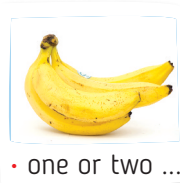
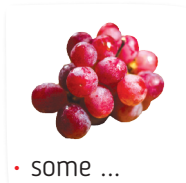
I need some flour, tomato paste, some potatoes, onions, meat, a bar of chocolate, some sugar, milk, eggs and some vanilla sticks.

Thanks. See you later!

P.S. Don't forget to buy two bottles of still water, as well!

3 a. Amanda's favourite dessert is fruit salad. Look at the pictures and fill in the missing words.

Ingredients



b. Now complete the instructions, using the following words to fill in the blanks:

slice / cut / put / peel / mix / serve / open / pour

Instructions

1. ... the orange and the bananas.
2. ... the bananas.
3. ... the orange and strawberries into pieces.
4. ... the tin of peaches.
5. ... all the fruit in a large bowl
6. ... the peach syrup and ... gently.
7. ... the fruit salad in bowls with ice cream or cream.

Enjoy!



4 What's your favourite dish? Watch the video, then tell the class which ingredients you need and give them some instructions on how to make it.

PRONUNCIATION

5 Listen and tick the sound you hear.



	/S/	/Z/
grapes		
carrots		
potatoes		
eggs		

PROJECT TIME

6 Write about the ingredients used in Romanian cuisine. Give examples of popular Romanian dishes. Bring photos or drawings to illustrate your examples.

Reading corner

Millions (adapted)

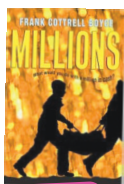
by Frank Cottrell-Boyce

ABOUT THE AUTHOR



Frank Cottrell-Boyce

- Frank Cottrell-Boyce is an English writer born in 1959 in Liverpool. His debut novel, "Millions", appeared in 2004 and won the annual Carnegie Medal from the British librarians.



ABOUT THE BOOK

- "Millions" follows the adventures of two brothers, Damian and Anthony Cunningham, who only have a few days to spend millions of pounds, before the fictional British adoption of the euro.

In the dining hall, a boy on Hot Dinners comes and waggles his burger under my nose. All the people round the table laugh. Anthony, my brother, comes and sits by me and they all stop. We have ham and tomato sandwiches and two small tubes of Pringles. I say, "I'm excellent. What about you?"

He whispers, "You are attracting everyone's attention. You need to **blend in** more. People are laughing at you."

"I don't mind being laughed at. Persecution is good for you."

The huge boy with the freckly neck comes and sits down. His belly moves the end of the table and my tube of Pringles rolls towards him. He picks it up and opens it.

"They're his," says Anthony, pointing at me.

"And who are you?" asks Freckle Neck.

"I'm his big brother."

"You're not that big. All Pringles belong to me." A **dandruff of crumbs** fall from his mouth. "School policy."

"You can't take his Pringles. He's got no mum."

"How can he have no mum? Everyone's got a mum. Even people who've got no dad have got a mum. I'm enjoying these, by the way."

"She's dead," says Anthony.

Freckle Neck stops **crunching** and hands my Pringles back. He says his name is Barry. "Nice to meet you, Barry." Anthony offers him his hand to shake. Anthony believes in making friends. "Where do you live?" he asks.

"Over the bridge, next to the twenty-four hour."

"Now that," says Anthony, "is a very **sought-after** area. Very sought-after."

When we get home, Dad and Anthony start to eat their food straight from the plastic trays. I go and get plates and knives and forks. "Damian, don't bother. It's late. We don't want to be **clearing up**. Here, have some rice."

I carry on setting the table. "Damian..."

"We've got to do things properly. That's the point."

"What point?"

"You say we've got to do things properly. We've got to be excellent. You're always saying that. And now you're eating out of the trays." I am shouting now. "Sit at the table!"

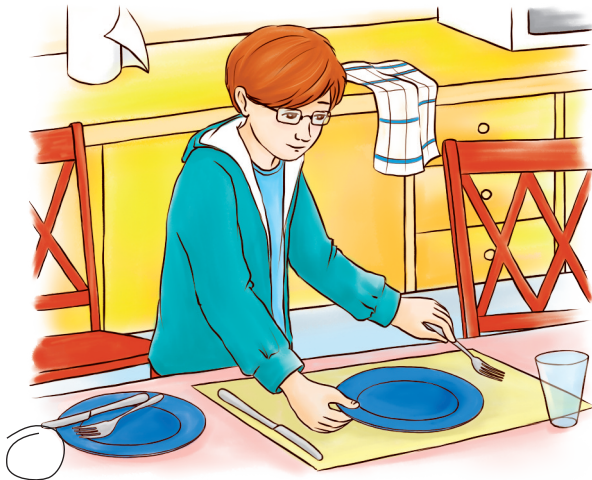
Dad tries to calm me down. "Damian, you think you're upset, but really you're just hungry."

"I'm not hungry. I just want us to sit at the table like a proper family. And do things right."

"OK, but promise to eat a bit – like a proper family."

"OK, then."

1 Read the text and arrange the pictures to tell the story.



2 Read the text and mark the sentences as Right, Wrong or Doesn't Say.

- All the people round the table laugh at Damian.
☒ Right ☐ Wrong ☐ Doesn't Say
- The huge boy with the long neck comes and sits down next to Anthony.
☐ Right ☐ Wrong ☐ Doesn't Say
- Freckle Neck gives Damian his biscuits back.
☐ Right ☐ Wrong ☐ Doesn't Say
- When the family gets home, Dad and Anthony start eating.
☐ Right ☐ Wrong ☐ Doesn't Say
- Damian loves Chinese for dinner.
☐ Right ☐ Wrong ☐ Doesn't Say
- Damian wants everyone to sit at the table like a proper family because it is his birthday.
☐ Right ☐ Wrong ☐ Doesn't Say

3 Match the words to their explanations.

- | | |
|-----------------------|--------------------------|
| 1. blend in | a. many tiny pieces of |
| 2. clear up | b. wanted by many people |
| 3. dandruff of crumbs | c. to make an area clean |
| 4. sought-after | d. eat noisily |
| 5. crunch | e. mingle |

PROJECT TIME

4 a. Watch the video, then talk about a typical dinner in your family. Tell the class how often everyone eats together, who usually cooks, and even what your favourite meal is. Feel free to ask your parents for the recipe and share it with your classmates.

b. How about holiday dinners (Christmas, birthdays, etc.)? Does your family have any special traditions or particular meals they like to cook?

Interesting facts

Anatomy

Food & Digestion

The digestive system

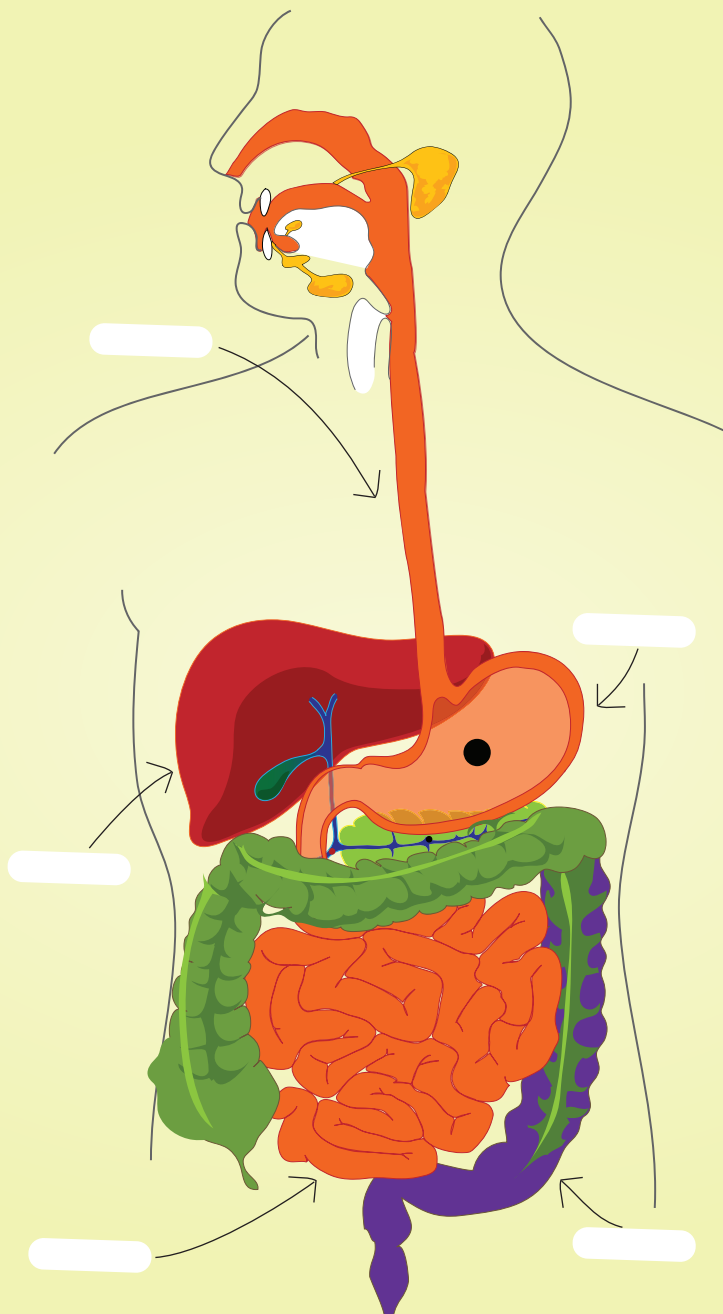
- 1** a. Which types of food are good for your digestion? Listen, then choose from the list below.



- 2** a. Listen and fill in the labels using:



stomach / large intestine / liver /
oesophagus / small intestine



b. Now listen again and check your answers.

b. Listen again and check.

Units 5 & 6

1 a. List the following words under the right heading: 6 pts

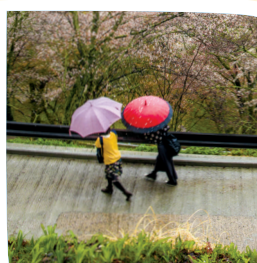
suit / blouse / shoes / tie / jumper / skirt /
coat / boots / scarf / T-shirt / sandals /
jacket / belt / trainers / hat / shorts /
dress / socks / trousers / slippers

Clothing items	Footwear	Accessories

b. Guess the season, then fill in the right form of the verbs in brackets. 15 pts



- It's
- It ... (be) freezing cold today.
- The man ... (clear) the snow off the street.



- It's
- It ... (rain).
- Two people ... (walk) under the cherry blossom trees.
- They ... (have) colourful umbrellas.



- It's
- It ... (be) sunny and warm.
- The children ... (fly) kites.
- They ... (wear) light clothes.



- It's
- It ... (windy) today.
- The brother and sister ... (hurry) home.
- They ... (wear) warm hats and coats.

c. Look again at the pictures, then ask and answer questions, as in the example: 4 pts

eg. the man / make a snowman
Is the man making a snowman?
No, he isn't. He is clearing off the snow.

- the man / clear the snow off his garden
- the man and the woman / walk in the city centre
- the children / have a picnic with their parents
- the brother and sister / jog in the park

2 Fill in the right adjectives: 6 pts

hot and sunny / expensive / healthy /
interesting and unusual / useful / fresh

- Fruit and vegetables are ... to eat daily.
- Summer is a ... season.
- I think broccoli provides ... vitamins and minerals.
- It is amazing that some types of ... ice cream cost \$25,000.
- We need ... milk to make sweet cream.
- Our project on food is about ... facts.

3 Choose the correct word: 6 pts

- There aren't no / any / some knives on the table.
- How many / much / little milk do you drink?
- There is some / any / an egg on your plate.
- We need many / no / much apples for the apple pie, so let's go to the market!
- How many / much / some cheese is there in the fridge?
- Can you pour me few / a little / much juice, please?



4 Match the words to the items in the list. 8 pts

packet tube bottle tin
bar loaf carton jar

- ... of spaghetti
- ... of bread
- ... of orange juice
- ... of tomato paste
- ... of vinegar
- ... of jam
- ... of chocolate
- ... of pineapple

5 Fill in the gaps using the words in ex 4. 5 pts

- A Do you need anything from the supermarket, Melissa?
- B Yes, please! I need a ... of orange juice! We haven't got any left.
- A Ok. Anything else?
- B Yes, we also need a ... of bread and a ... of sardines. Oh, wait! I need a ... of milk and some eggs, a ... of jam and some sugar to bake a cake.
- A Well, I'd better make a list! Anything else?
- B No, thank you. That's all!

6 Fill in the gaps using: 6 pts

fork / spoon / teaspoon / knife / bowl / cup / plate

1. You need a ... to put sugar in your tea.
2. You need a ... to cut your stake.
3. People eat spaghetti with a ...
4. We drink coffee in a ...
5. We put food on a ...
6. You put soup in a ... and you eat it with a ...

7 Fill in the gaps using: 12 pts

What size are the blue shoes?

What's on the menu? How much are they?

What do you recommend?

Are you ready to order? What can I do for you?



①

- A ... ?
- B I'd like to buy a pair of shoes. ...
- A They're size 44. Do you want to try them on?
- B Yes, please.
- A Here you are.
- B ...?
- A They are £20.

②

- A Good afternoon, Sir. ...
- B Not yet. ...
- A We only serve seafood and soft drinks.
- B ...?
- A The grilled octopus in cream sauce is our special dish.
- B I'd like to try it, thank you.

8 Read the following texts. 8 pts

Thanksgiving is a very important holiday in the USA. On the fourth Thursday in November, Americans come together and show their appreciation for what they have. They cook delicious meals with turkey, potatoes and cranberry sauce. For dessert they have pumpkin pie.



Independence Day, or the Fourth of July, is a party celebrating the birth of the USA, with the Declaration of Independence, signed on July 4th 1776 as its birth certificate.

Independence Day is great fun! There are parades and lots of fireworks. People eat hamburgers and sausages grilled on barbecues in their yards.

You can see the US flag everywhere - in people's hands, on their clothes and on their homes!



Now mark the sentences T (true) or F (false).

1. Americans celebrate Thanksgiving in July. ☐
2. The Declaration of Independence is the birth certificate of the USA. ☐
3. People eat pumpkin pie on Fourth of July. ☐
4. There are fireworks and parades on Thanksgiving Day. ☐

9 Write about one public holiday in your country. Mention: 24 pts

When it is

What it celebrates

What you eat and do

LEAD IN



1 a. Look at the pictures. What activities are they suggesting? Listen and repeat.

b. Look again at the pictures, read the prompts and write in the correct heading for each of the columns:

in the evening / in the morning / at noon

- | | | |
|-----------------|----------------|---------------|
| • wake up | • eat lunch | • have dinner |
| • go for a run | • work | • watch TV |
| • have a shower | • see patients | • read a book |
| • drink coffee | | • go to sleep |
| • go to work | | |

2 a. Fill in the blanks, using the actions in ex 1b:

Hello! My Name is Meera Spencer. I'm a GP (general practitioner) at a Hospital in Manchester, UK. Every day I ... up at twenty past six. I ... for a ..., then I ... a shower, ... some coffee and leave for work. At the hospital, I ... different patients until noon, when I have a thirty-minute break. I usually go to a restaurant opposite the hospital and ... lunch, either by myself, or with a few colleagues. I ... late in the evening. I ... dinner and then I ... TV or ... an interesting book. I usually ... to sleep around midnight.

b. Now listen and check your answers.

c. Now mark the sentences T (true) or F (false).

- Meera is a doctor. ☐
- She wakes up at half past 6. ☐
- She drinks tea in the morning. ☐
- She never takes lunch breaks. ☐
- In the afternoon she goes to sleep. ☐
- She watches TV in the evening. ☐

3 Watch the video and tell the class about your own habits. Use adverbs of frequency and the prompts in the box:

always sometimes never

play tennis / read SF books /
go out with friends /
listen to jazz music /
go to the gym / cook dinner /
use a computer

eg. I never play tennis.



Listening & Reading

Everyday life

1 Listen, read and fill in the missing words:



a lunch / salad / always / morning / breakfast

My name is Mario and I live in Madrid, Spain. I'm a tennis coach and I love my job. I never have much free time because I have training sessions every day, weekends included. I always get up early, at about 7 in the ... and I drink some coffee. For ..., I usually choose a croissant and some fruit. I go to work at 8.45 and I start training at 9.30. I have a ... break at 1 pm. My last session is at 6 pm. I get home at around 8 and I eat something light, maybe a ... or pasta. Then I watch TV, listen to music or read a magazine. I ... go to sleep at 11.00 o'clock, after my shower.

b get / sometimes / evening / love / never

My name is Sandra and I live in Buenos Aires, Argentina. I'm a TV presenter and I always work in the I get up late, at about 10.00 am, because I ... work in the morning. I sometimes skip breakfast, but I always have lunch at about 12.30 pm. I go to the gym for 2 hours every morning. Every day I arrive at the TV station at around 6 pm and then go live at 8, when I present the daily Sports News for 30 minutes. I do this again at 11.00 o'clock. I ... home at about 1.00 and go straight to bed. I ... my job, but it ... makes me feel very tired.

c afterwards / meet / dinner / bike / usually

Hi! My name is Mary and I'm a very happy student. I get up at 7.30 every day and go to university by I never have breakfast at home. I eat a sandwich at school. I have lunch at 1.00 pm. I ... go to a café and eat some soup. I finish my classes at 4.30 pm and I sometimes ... my friends and go for a drink. In the evening, I have ... at 7.00 pm at home with my parents and siblings. I usually study ..., but I sometimes go to the cinema or jog in the park.

2 Match each speaker to the right picture.



1 a. Read the texts again and decide who is speaking (Mario, Sandra or Mary):

1. I don't have much free time because I have trainings every day.
2. I have lunch at 1 pm. I usually go to a café and eat some soup.
3. I love my job, but it sometimes makes me feel very tired.
4. My last training is at 6 pm. I get home at about 8 and I eat something light.

b. Now correct the mistakes in the following sentences:

1. Mario never gets up at about 7 in the morning.
 2. He sometimes has coffee and a croissant for breakfast.
 3. His last training session is at 5 pm.
4. Sandra lives in Mexico.
 5. She always works in the morning.
 6. She never has lunch at 12.30.
 7. She goes home at 1 pm.
8. Mary goes to university by bus.
 9. She has dinner at 8.00 pm.
 10. Mary sometimes studies in the evening.



2 Listen, then talk about your own routine. Use prompts, as in the example.

eg. I have a shower at 7.00 am.
I go shopping on Saturday.

- | | |
|--------------------------------|-----------------------------|
| • I have a shower at ... | • I do my homework at ... |
| • I go shopping on ... | • I go to school at ... |
| • I go to a party on ... | • I have dinner at ... |
| • I have lunch at ... | • I go to the cinema on ... |
| • I get dressed at ... | • I go in the park on ... |
| • I go out with friends on ... | |

3 Listen and fill in the blanks to label the activities:

wake / come / play / brush / ride /
eat / do / watch / go / have



• ... your teeth



• ... homework



• ... back home



• ... a sandwich



• ... to sleep



• ... a bath



• ... the piano



• ... the bike



• ... up



• ... cartoons

Grammar practice

The Simple Present Tense

THE SIMPLE PRESENT TENSE



1 a. Listen, study the table and fill in the blanks according to the model:

- We use the **Simple Present Tense** to talk about:
- everyday activities:
eg. I go to school every day.
- habits:
eg. I play the piano at the weekend.
- permanent states:
eg. I love spring.



- I read books.
- You read books.
- He / she / it reads books.
- We read books.
- You read books.
- They read books.

- Spelling rules for the third person singular:

verb+ -s

eat - eats; drink - ...; run - ...;

verbs ending in

-ch, -o, -sh, -ss, -x, + -es:

wash- washes; do - ...;

catch - ...; box - ...

verbs ending in

consonant + **y**,
drop the -y and take
-ies:

try - tries; cry - ...; study - ...;



2 a. Match the activities to the pictures, then make sentences:

in the morning

- wake up
- have breakfast...
- go to school ...
- have classes ...

at noon

- have lunch / a snack ...

in the afternoon

- do homework ...
- meet friends in the evening ...
- watch TV ...
- have dinner with the family ...

at night

- take a shower ...
- read books ...
- go to bed ...

eg. wake up – She wakes up in the morning.



b. Write in the simple present forms of the following verbs:

- | | |
|-----------------------------|-----------------------|
| • I go – he ... | • you do – Emma ... |
| • we say – she ... | • they kiss – she ... |
| • you run – Tom ... | • I sleep – it ... |
| • you cry – the baby ... | • we party – Matt ... |
| • I write – the teacher ... | • we play – she ... |



b. Watch the video, then speak about your regular schedule on a weekday:

*eg. In the morning I get up at 7 o'clock.
I have breakfast at half past 7. I go to school at a quarter to 8. I have classes from 8 o'clock to 2 o'clock. I have a sandwich for lunch.*

3 a. Match each activity to the right picture:

- cycle in the park with my friends
- watch my sister play football in the field
- walk the dog with my grandfather
- go to the swimming pool with my friends
- go to the movies with the family
- practise playing the guitar



b. Ex 3a shows Lisa's programme after school, from Monday to Saturday. Write about her activities and then report to the class.

eg. *On Monday Lisa cycles in the park with her friends.*

c. What about you? What are your free-time activities during weekdays and at the weekend?

ADVERBS OF FREQUENCY

4 Study the table:

- Adverbs of frequency tell us how frequently something happens. They are used before the main verb, but after the verb 'to be'.

eg. *He often flies to Paris.*

He is sometimes late.

Always 100% Usually 75%

Often 50% Sometimes 25%

5 Insert the adverbs in brackets in the right place:

1. Tom sings in the shower. (sometimes)
2. Vegetarians eat meat. (never)
3. We do our homework after classes. (usually)
4. The opera singer practises in the mornings. (often)
5. My dog is on a leash when I take it for a walk. (always)
6. I am late for work because of the morning traffic. (often)



6 a. Write about how often Julie and Dennis practise their hobbies.

eg. *Julie always reads books, but Dennis only sometimes reads books.*

	Julie	Dennis	You
always	read books	ride bike	
usually	ride bike	watch movies	
often	play the piano	buy comics	
sometimes	buy comics	read books	
never	watch movies	play the piano	

b. Now speak about how often you practise these hobbies.

eg. *I often read books.*

1 a. Match the two columns to list some chores:

- | | |
|---------|-----------------------|
| • wash | • the bed |
| • water | • the flowers |
| • clear | • the table |
| • do | • the vacuum cleaning |
| • dust | • the dog |
| • take | • your room |
| • mop | • the furniture |
| • walk | • the floor |
| • tidy | • the rubbish out |
| • make | • the car |

b. Sam and Tina are brother and sister. They help their parents with the chores. Write sentences using the prompts:

- Sam / take the rubbish out / always
- Tina / make the beds / often
- they / mop the floor / sometimes
- Sam / clear the table / never
- Sam / walk the dog / often
- they / wash the car / sometimes
- Tina / dust the furniture / sometimes
- Tina / do the vacuum cleaning / often
- they / water the flowers / often
- Sam / tidy his room / usually



• To link your ideas, use the following connectors:

first...

then...

after that...

2 Read the following daily routine and fill in the right form of the verbs:



My pet parrot, Chip, ... (get) up early in the morning. I know this because I always ... (hear) how he ... (chirp). First, he ... (go) to the water tank and ... (wash) his feathers and beak. Then, he always ... (have) some seeds for breakfast before meeting me for our greetings. I often ... (put) my finger

through the cage rails and he ... (sit) on it for a minute or ... (pick) it softly. He ... (spend) the day playing on

the little swing inside the cage spreading his wings. At noon, I ... (make) sure I leave a lettuce leaf in the food bowl inside the cage and some slices of apple, because I ... (know) he ... (have) lunch when I ... (be) at school.

In the evenings, when I ... (come) home, I ... (take) Chip out of the cage and

... (put) him on my arm. He ... (love) it,

I know, because he always ... (watch) me attentively. After

that, Chip ... (go) to sleep, but only when the lights are off.



3 Match the jobs to what people do at work, then report to the class:

- | | |
|------------|-------------------|
| • vet | • teach children |
| • magician | • repair cars |
| • doctor | • cure animals |
| • teacher | • perform tricks |
| • mechanic | • grow vegetables |
| • musician | • play the piano |
| • farmer | • cure people |

eg. A farmer grows vegetables.

1 a. Do you know Cesar Millan, the man in the picture? What is he famous for?

b. Read to find out who the “Dog Whisperer” is:

THE DOG WHISPERER

Cesar Millan is a Mexican-American who loves dogs more than anything in the world. He even introduces himself in a “doggy” way: “If you are **wondering** what **breed** I am, I’m Mexican, if you are wondering anything else, come to my blog!” he says. Actually, he is well known as the “Dog **Whisperer**” after a television **series** produced between 2004 and 2012. He helps **aggressive** dogs change their **behaviour** and create better relationships with humans.

Cesar recommends handling a dog with ‘a calm energy’ and this is only possible when the **owner** is a calm person in the interaction with his pet. Cesar thinks a dog’s most important three needs are: exercise, discipline and **affection** – and precisely in this order.

When working with a dog, Cesar uses vocal marks, gestures and body language to communicate; he rarely talks or says the dog’s name. He thinks dogs sense, understand and react better to man’s energy than speech.

One of Cesar’s many dogs is an American Pit Bull Terrier named Junior, who helps him cure other dogs with calm energy. Junior learned things from Daddy, one of Cesar’s dogs who is not alive anymore.



2 Read the text again, mark the sentences T (true) or F (false), then correct the false ones:

1. Cesar Millan’s TV series is called “The Horse Whisperer”.
2. The most important needs of a dog are: food, water, exercise.
3. Cesar thinks dog owners need to be calm.
4. Cesar uses only body language to communicate with dogs.
5. Daddy and Junior are Cesar’s Pit Bull Terrier dogs today.

b. Match the words to their definitions:

- | | |
|---------------|---------------------------------|
| 1. wondering | a. someone who has something |
| 2. whisperer | b. asking yourself |
| 3. series | c. the way one acts |
| 4. aggressive | d. speaks quietly |
| 5. behaviour | e. violent |
| 6. affection | f. love |
| 7. owner | g. set of episodes in a TV show |
| 8. breed | h. type of animal |

3 a. Match the two columns to get complete sentences:

1. If you’re wondering what breed I am,
 2. His focus is to help aggressive dogs
 3. Cesar recommends
 4. Cesar uses body language
- a. handling a dog with “calm energy”.
b. I am Mexican.
c. to communicate with dogs.
d. to change their behaviour.

4 In pairs, ask and answer the following questions:

1. What does Cesar Millan do?
2. What are his TV shows about?
3. Which are the most important needs of a dog?
4. How does the ‘Dog Whisperer’ best communicate with dogs?
5. Who is Junior? What breed is he?



Language practice

Schedules & routines

1 Listen and repeat.



- have** a bath / a party
go to school / shopping
do the washing up / the shopping
get up / ready

- How often do you... ?
- I always go shopping at weekends
- I usually have lunch at midday.
- I sometimes do the washing up at the weekends.
- I never do the ironing.

2 a. Put each word or phrase in the right column.

a shower / the ironing /
 breakfast / a snack /
 a party / dressed /
 undressed / a drink /
 to the gym / shopping /
 the washing up /
 homework /
 gymnastics /
 to the office /
 out with friends



have	go	do	get
a bath	to university	the shopping	dressed

b. Now talk about your routine, using the table in ex 1a and the prompts below:

always / usually / sometimes / often / never

eg. *I always have a bath in the evening.*

3 a. Match the words and phrases in the box to the right preposition:

in at every on

the evening / weekdays / the morning /
 day / the weekend / the afternoon /
 weekend / Sunday morning /
 three forty-five / midday / midnight

eg. *in the evening*

b. In pairs, use the phrases in ex 3a to ask and answer questions about your habits.

eg. *What do you do in the evening?*
I usually watch TV in the evening,
but sometimes I read a book.

4 Listen and fill in the table about a pilot's routine:



	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Wakes up at 4:00							
Travels to London							
Flies to New York							
Goes out with his wife							
Goes shopping							
Has coffee with an old friend							



PROJECT TIME

5 a. Imagine you live in a world where children are free to organise their own schedule. Listen, then give a presentation to the class about your daily routines.



eg. *On Monday mornings, I always wake up at 9 o'clock and have chocolate biscuits for breakfast. I often play with my dog afterwards, and sometimes I ride my bike until lunch.*

b. You wake up one day as an adult. You can have any job you want. Write about your schedule.

eg. *I work at a zoo and every day I play with the animals.*

1 a. Look at the pictures and describe them using:

sea life / whale / marine biologist /
gymnastics / training session / medal

b. Read the texts and match
them to the pictures:



a

My name is Jing Min. I'm from Beijing, China. I'm twelve years old and I have a great life!

When most of my friends wake up every morning to go to school, I get ready to go to gymnastics practice. I live on a special campus for sportsmen because I'm part of the national gymnastics team. I usually wake up very early to start the training programme. I have breakfast with my teammates in the dining hall. A chef prepares every meal for breakfast, lunch or dinner and a doctor checks our health weekly. We always eat healthy food to stay fit and avoid getting ill.

After lunch, a teacher teaches us a bit of everything, English, History and Science. Sometimes we don't have classes because we train harder for important world competitions.

In the afternoon, we go jogging with our coach, then we practise jumping, balancing, spinning and other special moves.

We often go to bed early because we need to be ready for training the next day.

Being a champion is not easy, but every medal is worth all pain! I love my life!

b

My name is Peter Watson. I'm from Anchorage, Alaska and I'm eleven years old.

I am usually very busy. Many children wake up early in the morning to go to school. I wake up and I go to my computer to attend online classes.

I don't go to school because I live on a boat with my parents. They are marine biologists and they study sea life in the Arctic Ocean. Sometimes after lunch I work with my parents, studying sea creatures and climate change.

In the evening, I usually spend time on the deck taking pictures and watching the whales. I often keep charts with the weather changes.

I'm fascinated by my parents' work. We often go to conferences about sea life, in different parts of the world. They always take me with them.

I really love my unusual life!

c. Answer the following questions:

1. What's Peter's daily routine?
2. What about Min's?
3. Why do they have special daily routines?
4. Do you know anyone who has an unusual daily routine?

2 Imagine you have an unusual life.
Following the examples in ex 1, write
about your unusual daily routine.

PROJECT TIME

3 Listen, then talk about the daily life of your
favourite character from a book / video game /
cartoon. Feel free to bring pictures.

PRONUNCIATION

4 Fill in the second column of
the table, then listen, tick and
repeat the sound you hear.

1 st person sg.	3 rd person sg.	/s/	/z/	/iz/
I love				
I walk				
I watch				
I get				
I say				
I take				
I wash				

Reading corner

The Giving Tree (adapted)

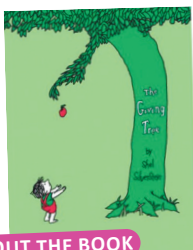
by Shel Silverstein

ABOUT THE AUTHOR



Shel Silverstein

- Shel Silverstein was an American poet, songwriter, cartoonist, and author of children's books, born in Chicago in 1930. His books were translated into more than 30 languages. "The Giving Tree" was published in 1964, and was illustrated by Silverstein himself.



ABOUT THE BOOK

- "The Giving Tree" is a children's picture book about the relationship between an apple tree and a boy, throughout their lives.

There is a tree... and she loves a little boy. And every day the boy comes and he **gathers** her leaves and makes them into crowns and plays king of the forest. He climbs up her trunk and **swings** from her branches and eats apples. And they play hide-and-go-seek. And when he is tired, he sleeps in her **shade**. And the boy loves the tree... very much. And the tree is happy. But time goes by. And the boy grows older. And the tree is often alone.

Then one day the boy comes to the tree and he says: "I want to buy things and have fun. I want some money."

"I'm sorry", says the tree, "but I have no money. I have only leaves and apples. Take my apples, Boy, and sell them in the city, to have money and be happy." And so the boy climbs up the tree and gathers her apples and carries them away. And the tree is happy.

But the boy stays away for a long time... and the tree is sad. One day the boy comes back and asks for a house. The tree tells him to cut off her **branches** and build a house, to be happy. And so the boy cuts off her branches and carries them away to build his house. And the tree is happy.

But the boy stays away for a long time. And when he comes back he asks for a boat. And so the boy cuts down the tree trunk and makes a boat and sails away. And the tree is happy... but not really.

And after a long time the boy comes back again.

"I am sorry, Boy, I want to give you something... but I have nothing left. I am just an old **stump**. I am sorry...".

"I don't need very much now," says the boy. "Just a quiet place to sit and rest. I am very tired."

"Well", says the tree, straightening herself up as much as she can, "well, an old stump is good for sitting and resting. Come, Boy, sit down. Sit down and rest." And the boy does. And the tree is happy.

1 Read the text and arrange the pictures to tell the story.



2 Read the text and mark the sentences as Right, Wrong or Doesn't Say.

1. An apple-tree and a boy are friends.
☒ Right ☐ Wrong ☐ Doesn't Say
2. Every day the boy comes and gathers her leaves and makes them into crowns.
☐ Right ☐ Wrong ☐ Doesn't Say
3. The tree often sings to the boy.
☐ Right ☐ Wrong ☐ Doesn't Say
4. The boy picks the apples and sells them at the market place.
☐ Right ☐ Wrong ☐ Doesn't Say
5. The boy cuts off her branches and carries them away to build a boat.
☐ Right ☐ Wrong ☐ Doesn't Say
6. An old stump is good for sitting and resting.
☐ Right ☐ Wrong ☐ Doesn't Say

3 Match the words to their explanations:

- | | |
|-----------|--|
| 1. stump | a. to move to and from |
| 2. branch | b. the lower end of a tree after cutting |
| 3. swing | c. pick |
| 4. shade | d. a ramification of a tree |
| 5. gather | e. shelter from direct sun |



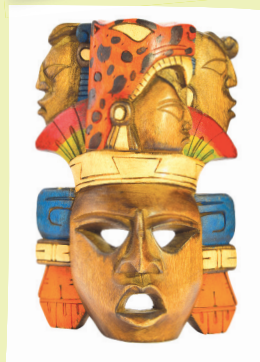
Interesting facts

History

Ancient civilisations

- 1 a. Which of these pictures do you find most interesting? Why?
- b. Listen and match each section to the right civilisation:

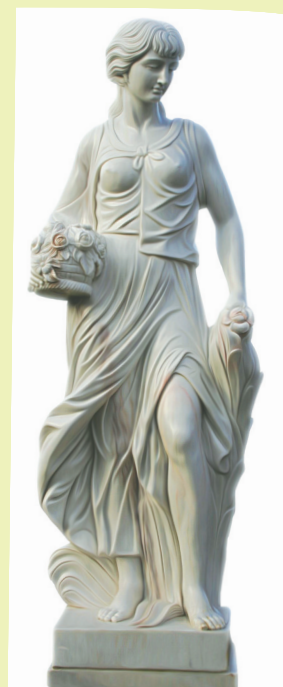
①



②



③



- 2 Now listen again and check your answers.

Meet the animals!

UNIT 8

LEAD IN



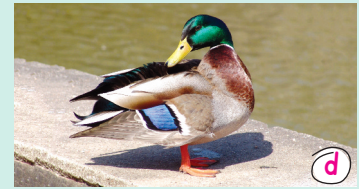
a



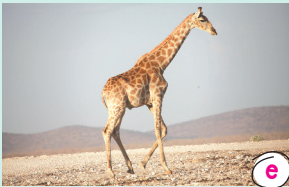
b



c



d



e



f



g



h

1 a. Match each picture to the words in the box.

camel / sheep / giraffe / bat /
monkey / cow / turkey / duck

b. Look again at the pictures and say whether the animals are wild or domestic.

eg. Bats are wild animals.

2 Listen and tick the animals you hear:



- | | | |
|----------------------------|-----------------------------|-------------------------------|
| <input type="radio"/> lion | <input type="radio"/> snake | <input type="radio"/> dolphin |
| <input type="radio"/> cat | <input type="radio"/> fly | <input type="radio"/> horse |
| <input type="radio"/> frog | <input type="radio"/> wolf | <input type="radio"/> gorilla |

3 Guess the animal!

dog camel horse kangaroo mouse

- This animal lives in Australia. It is big and very strong and can jump very high. The mother keeps her baby in her pouch.
- This animal is small. It lives in people's houses. Some people are afraid of it, but cats are not.
- This animal is quite big. It is usually brown, but it can also be black, white or grey. It helps farmers to work in the fields. You can ride on its back too.
- This animal is big. It can walk long distances, in very hot weather, without drinking any water for a long period of time.
- This animal lives in people's houses or around them. It barks and people enjoy having one as a pet. Cats are sometimes their big enemies.

4 a. Match the animals to their natural habitat.

lizard / squirrel / dolphin / camel /
shark / bear / deer / scorpion / whale /
chimpanzee / fox / turtle / tiger



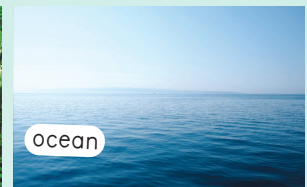
desert



forest



jungle



ocean

b. Now say where each of them lives, as in the example:

eg. Camels live in the desert.

5 Fill in the right question words, then match the questions to their answers.

where / when / what / how many / why

- ... is the name of this animal?
- ... does it live?
- ... does it have a pouch?
- ... does it sleep?
- ... legs does it have?

- During the day.
- A kangaroo.
- In Australia.
- Four.
- To carry its babies.



Listening & Reading

Describing animals

1 Listen to the dialogues:



a

- Customer** Hello, I'm looking for a present for my daughter. It's her tenth birthday this weekend.
- Shop assistant** What kind of **pet** are you looking for? Big or small?
- Customer** Small.
- Shop assistant** How about a parrot? It's **colourful** and **talkative**.
- Customer** No, they are too **messy** and **noisy**. Do you have something that is **small** and **fluffy**?
- Shop assistant** A kitten?
- Customer** We already have a Persian cat at home. Something smaller....
- Shop assistant** A hamster, then?
- Customer** Our cat may think it's good to eat...
- Shop assistant** A Guinea pig?
- Customer** My daughter is going to be **delighted**.



b

- Child** We're finally at the zoo! Look at all these animals! Mum, what is that bird over there?
- Mum** The one with long legs and neck?
- Child** Yes, the one with pink feathers.
- Mum** That's a flamingo.
- Child** And mum, look! What's that, next to the tiger?
- Mum** I can't see it. What does it look like?
- Child** Well, it looks like a really big cat, with **whiskers**, shiny black fur, and big paws.
- Mum** That's a very **dangerous** animal. It's called a panther.
- Child** What does it eat?
- Mum** Meat.



c

- Carol** Hi, Mike! Is that your science project?
- Mike** Yes, it's about bats, my favourite animals. They live in **caves**, you know.
- Carol** What do bats look like?
- Mike** They look like flying mice, really. They are small, covered in **fur**, with a pair of **wings** and big ears.
- Carol** What do they eat?
- Mike** They eat a lot of insects.
- Carol** When do they sleep?
- Mike** During the day, mostly. They only go out at night.
- Carol** Why do you like them?
- Mike** Because they are very unusual; we don't know much about their **sight**, but their **hearing** is extraordinary.

2 Match the dialogues to the right picture:



1 a. Read the dialogues again and circle the correct answer:

1. The customer is getting a ... for her daughter:
a. hamster b. cat c. Guinea pig
2. The child thinks the ... looks like a big cat:
a. flamingo b. tiger c. panther
3. Bats live in
a. cages b. caves c. forests

b. Mark the sentences T (true), F (false) or DS (doesn't say):

1. The customer in the first dialogue wants a present for his son.
2. The customer has already got a Persian cat.
3. The customer doesn't want to buy a hamster.
4. The customer buys an orange Guinea pig.
5. The child in the second dialogue likes gorillas.
6. The panther is opposite the tiger.
7. The tiger has got brown spots and big paws.
8. Carol is doing a project about bats.
9. Bats eat insects.
10. Mike has a bat at home.



2 a. Write down the explanation of the words emphasised in the dialogues. Use a dictionary if necessary.

b. Use the words to make sentences.



3 Read and match:

- 1 Mammals 2 Insects 3 Reptiles 4 Birds

- a. They are cold blooded animals. Some of them have got four legs and some haven't got any.
- b. They have got a pair of legs and a pair of wings. They have got feathers and most of them can fly.
- c. They can be big or small. They have babies and feed them on milk.
- d. They are small. Many have three pairs of legs, and some have two pairs of wings.

4 Say which of these are mammals, reptiles, insects or birds:

ladybird / lion / butterfly / duck / deer / spider / snake / hen / parrot / alligator / mosquito / dolphin / dragonfly / whale / turkey / donkey / lizard / turtle / shark / kangaroo / camel / pigeon / penguin

5 a. Watch the video and label each picture using the words below:

kittens / calves / foals / ducklings / puppies / lambs / cubs / chicks



b. Fill in:

1. Cats have kittens
2. Horses have ...
3. Dogs have ...
4. Sheep have ...
5. Hens have ...
6. Ducks have ...
7. Cows have ...
8. Tigers have ...

Grammar practice

The Simple Present Tense

THE SIMPLE PRESENT TENSE

1 a. Study the table, then fill in the blanks:

Negative

- I do not run. / I don't run.
- You do not sing. / You ... sing.
- We ... work. / We don't work.
- They ... play. / They ... play.
- He does not write. / He doesn't write.
He ... cycle. / He ...
- She does not dance. / She doesn't dance.
She ... walk. She ...
- It does not eat. It doesn't eat.
It ... bark. / It ...

Interrogative

- Do I run? Yes, I do. / No, I don't.
- Do you sing? Yes, you do. / No, ...
- Do we work? Yes, ...
- Do they play? ...
- Does he write? Yes, he does. / No, he doesn't.
... draw? Yes, ... / No, ...
- Does she dance? Yes, she does. No, she doesn't.
... paint? Yes, ... / No, ...
- Does it bark? Yes, it does. No, it doesn't.
... run? Yes, ... / No, ...



b. Write the negative form of the following sentences:

eg. *We have an apple tree in our garden.*
We don't have an apple tree in our garden.

1. Terry does homework in the afternoon.
2. Tom's parents travel by plane on holidays.
3. My grandfather digs over the garden in spring.
4. The coach trains the players in the arena.



c. Listen to the example. Write the interrogative form of the following sentences, then use the key to give short answers.

eg. *Tigers live solitary lives.* (✓)
Do tigers live solitary lives? Yes, they do.
All types of snakes are poisonous. (✗)
Are all types of snakes poisonous?
No, they are not.



1. Pigeons are mammals. (✗)
2. Ladybirds are birds. (✗)
3. A dragonfly has two pairs of wings. (✓)
4. A blue whale is the same size as a blue shark. (✗)
5. A turtle lives in water most of the time. (✓)

2 Listen and fill in the right form of the verbs in brackets.



1. What time ... she (get) up in the morning?
2. She usually ... (wake up) early, at about 7 o'clock every day.



3. What ... she (do) first thing in the morning?
4. She ... (have) breakfast, of course.



5. ... she (spend) the day alone?
6. Yes, we all ... (leave) for school or for work. She often ... (watch) the world from the window.



7. ... she ever (play) outdoors?
8. No. We ... (live) in a skyscraper. She usually ... (steal) our towels and ... (play) with them for fun.



9. What moment of the day ... she (like) the most?
10. Definitely when I ... (come) home!



11. How ... the two of you ... (play)?
12. I ... (have) a scarf I ... (wrap) her in. She ... (look) like a little Mexican.

‘WH’ WORDS

3

a. Listen and study the table to revise question words:



- | | |
|--------------|--|
| Who | • It is used to ask about people / a person.
<i>eg. Who teaches French? Miss Angel.</i> |
| What | • It is used to ask about people / objects/ animals.
<i>eg. What makes you laugh? Cartoons!</i> |
| Where | • It is used to ask about location.
<i>eg. Where is our school? In Flower Street.</i> |
| When | • It is used to ask about time.
<i>eg. When is your birthday? In November.</i> |
| Which | • It is used to ask about alternatives.
<i>eg. Which is your favourite subject? Maths!</i> |
| Why | • It is used to ask about reasons.
<i>eg. Why are you crying? I hurt my leg!</i> |
| How | • It is used to ask about manner.
<i>eg. How do you get to school? I cycle!</i> |

b. Fill in the right question word:

- “... are you jogging?” “To keep fit.”
- “... is Tom?” “In the school yard.”
- “... dish is vegetarian?”
“The vegetable soup.”
- “... is your best friend?” “Maria.”
- “... do you live?” “In France.”
- “... often do you swim?”
“Twice a week.”
- “... is your job?” “I am a cook.”

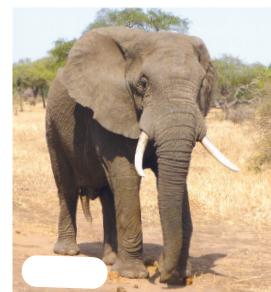


4

a. Fill in the gaps using the verbs in brackets to find out unusual things about some animals.

- Giraffes ... (not sleep) more than 30 minutes a day.
When they sleep, they are in danger.
- Elephants ... (not get) cancer, generally.
Their cells have the ability to repair themselves.
- The Aldabra tortoise ... (not have) a short life.
Some are as old as 500 years.
- Sharks ... (not stop) growing until they die,
around the age of 70.
- Chimpanzees ... (not forget) images.
Their visual memory is better than humans’.
- Kiwi birds, the national symbol of New Zealand, ... (not fly).

b. Match the animals in ex 4a to the pictures below.



c. Make up questions for the given answers, using the prompts in brackets.

- There are about 68,000 Kiwi birds left in New Zealand. (how many)
- An elephant’s brain weighs more than 5 kg. (how much)
- Chimp mothers give birth to one baby every 5–6 years. (how often)
- Turtles retract their heads under their shell when they are afraid. (when)
- Sharks smell blood in the water from miles away. (how far away)
- Giraffes live up to 25 years in the wild. (how long)

PROJECT TIME

5 Find more unusual facts about animals and present them to the class.

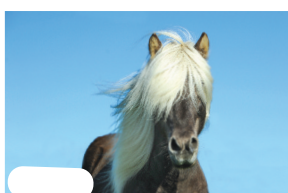


Vocabulary & Grammar practice

Animal body parts

1 a. Watch the video, then label the pictures with the words in the box:

claws / humps / fins / beak / whiskers /
horns / mane / wings / fangs /
trunk and ivory tusks / feathers / paws



b. Match the two columns.

- | | |
|--------------|-------------|
| 1. long | a. paws |
| 2. colourful | b. fins |
| 3. delicate | c. trunk |
| 4. sharp | d. beaks |
| 5. soft | e. feathers |
| 6. pointed | f. fangs |



c. Fill in the blanks using phrases from ex 1b.

1. Parrots are well known for their ...
2. The elephant's ... helps it smell, touch and hold.
3. Birds have got ... to pick up seeds and worms easily.
4. Predators kill their prey with their ...
5. Felines are very silent because of their ...
6. A fish uses its ... to help it swim.

2 a. Fill in the missing words to describe an animal:

tail / legs / tusks / ears / body / trunk / head

I love elephants! An elephant has a very large, grey ... with a little ... and four strong ... Their big ... is framed by two large ... that keep moving to cool their body. The long ... helps the elephant smell, collect food and spray water on its body. It has got two long ivory ... Ivory is very valuable, so elephants are in danger because of people who hunt them for this treasure.

b. Watch the video, then guess the animal! Write a short description of an animal and ask your colleagues to guess what it is.

eg. This is a mammal that lives in desert regions. Its body is covered in a yellowish soft brown fur. It has got four long legs and one or two humps on its back. It has got small pointed ears, big eyes and thick lips. (a camel)

3 Put the verbs in brackets into the present simple:

1. ... you (know) that camels have a third eyelid to protect their eyes from the blowing sand of the desert?
2. The male penguin ... (keep) the eggs warm and the female ... (hunt) for weeks.
3. Baby elephants ... (be) born blind and they ... (suck) their trunks as babies suck their thumbs.
4. Male lions ... (protect) their territory but ... (not hunt); the female ... (do) the hunting but the male ... (eat) first.

PROJECT TIME

4 Listen, then tell the class some interesting facts about your favourite wild animal.



1 Read the texts.



Turtles are one of the oldest group of reptiles on our planet. They live in every ocean, except the Arctic and the Antarctic, so they are adapted to different climates. The smallest turtle is 7-10 centimeters long and the largest can grow up to 2.5 meters long and 907 kilograms. Turtles are very sensitive: they have excellent sense of hearing, smell and touch. When they feel the touch of a **predator**, they retract immediately inside their shell for protection. They are in danger because the fishermen's nets can catch them by accident. People also kill some species of turtles for their shells, meat or for their eggs, considered a food **delicacy**.



Polar bears are the largest land **carnivores** in the world, weighing 350-700 kilograms. They spend most of their time on the sea ice of the Arctic Ocean. These bears have thick fur that covers their body to protect it from the cold. They have long necks, probably to warm up the air they **breathe**, and large feet to help them swim. Polar bears feed mostly on seals and sometimes travel very long distances for their **prey**.

Humans are the only predators of polar bears. Pollution and global warming put their lives in danger.

2 a. Complete the table with information from the text.

	Turtles	Polar bears
where they live		
why they are special		
description		
special features		
why they are in danger		



b. In pairs, ask and answer questions using the information in the table above:

eg. A: *Where do turtles live?*

B: *They live in almost all oceans; they don't live in the Arctic or the Antarctic.*

3 a. Match the words to their definition:

- | | |
|---------------|-------------------------------------|
| 1. delicacy | a. an animal hunted for food |
| 2. predators | b. bring air into your body / lungs |
| 3. prey | c. rare or very expensive |
| 4. carnivores | d. animals that kill other animals |
| 5. breathe | e. animals that eat meat |

b. Fill in the blanks using the numbered words in ex 3a:

- Sadly, humans are often ... of wild animals.
- The lioness hunts the ... but the lion is the one that eats first.
- We ... fresh air on top of the mountains.
- Snails are a kind of food ... in some countries.
- Tigers are ...; they eat meat.

4 Match the two columns to get full sentences:

- | | |
|------------------------------------|-----------------------------------|
| • A polar bear is so strong | • up to 160 km at a time. |
| • Polar bears are dying | • because the sea ice is melting. |
| • Turtles can't live in the Arctic | • that it kills with one blow. |
| • Polar bears can swim | • for their valuable shells. |
| • People kill turtles illegally | • because it is too cold. |

Language practice

Finding information about animals

1 Listen and repeat.



- What is this animal?
- What type of animal is it?
- Where does it live?
- What does it eat?
- What has it got?
- How much does it weigh?
- How long does it live?



b. Choose an animal and look for specific information about it. Then in pairs, ask and answer questions as in the examples used in ex 1.

2 a. Put the words in the correct order to make up questions:

1. type / it / of / is / what / animal?
2. long / does / live / it / how?
3. how / does / much / weigh / it?
4. what / eat / does / it?
5. where / it / does / live?
6. has / got / it / what?
7. this / animal / what / is?

b. Now match the questions to their right answer:

- a. From 30 kg to 5 tons.
- b. Fish and squid.
- c. A dolphin.
- d. In seas and oceans.
- e. A mammal.
- f. From 40 to 70 years.
- g. Grey skin and fins.



3 a. Write the suitable questions for the answers below:

1. Q: ... A: A tiger.
2. Q: ... A: From 75 to 300 kg.
3. Q: ... A: In Asia.
4. Q: ... A: Deer and antelopes.
5. Q: ... A: Black stripes.
6. Q: ... A: 14-18 years.
7. Q: ... A: A mammal.

4 Match the two columns:

- | | |
|-------------|-------------|
| 1. what | a. a reason |
| 2. who | b. a thing |
| 3. where | c. a time |
| 4. when | d. a number |
| 5. why | e. a person |
| 6. how many | f. a place |

5 Fill in the blanks using:

do / does / is / are

1. When ... you have lunch?
2. Where ... she work?
3. How many cars ... there?
4. What ... they like drinking?
5. When ... your birthday?
6. Where ... the students?
7. Who ... he live with?
8. Why ... you go by bus?



6 a. Fill in the blanks using:

what / where / when / why / how often /
how much / how many / who / how

1. ... do you do at the weekends?
2. ... do you finish your lessons on Friday?
3. ... do you go to school every day?
4. ... do you spend your summer holiday?
5. ... friends have you got?
6. ... water do you drink every day?
7. ... is your favourite singer?
8. ... do you ride your bike in the park?

b. Now, in pairs, ask and answer the questions above.

1 Read the following texts and say which is a blog entry and which is a comment:

posted by



David Roth

My favourite animal

Save the tigers!

Hi, I'm back to tell you about my favourite wild animal. I really love tigers! They are mammals, so they have babies they feed with their own milk. Well, I say "babies", but they're actually called "cubs".

Tigers are the largest and one of the most endangered species of the "big cats"! There are 11 types of tigers – unfortunately, three are already extinct.

My favourite is the Siberian tiger, which is the largest of all (and very impressive, if you ask me)! It lives in the cold forests of southeast Russia, China and North Korea.

It has a strong body and a long tail. The legs have got large paws with sharp claws to catch its prey. It also has strong jaws. Fun fact: there are no two tigers alike, because each set of stripes is unique! Isn't that amazing?

Most tigers live in protected areas now, because people are trying to save them from extinction. There are only around 5000 tigers left in the wild!

Let's make a campaign to save the tigers! Who's with me?

blog archive

Comments

Layla said...

Hi, I'm Layla and I live in Java, Indonesia. I am totally for this campaign! Let's make it a campaign to save all endangered species living in the wild! The Javan rhino, for example – there are approximately 60 left in the wild. Rhinos are large, heavily built animals with thick skin. They have a shoulder bump formed from strong muscles. They also have a horn for fighting and defence. They look scary but they are very peaceful animals that only eat leaves and grass.

Rhinos are endangered because people hunt them for their horns, which are used in Asian medicine. This is so unfair! So yes, let's get this campaign started!

2 a. Read the texts again and fill in the table.

	Siberian tiger	Javan rhino	My favourite wild animal
Type of animal			
Habitat			
Special features			
Number of individuals left in the wild			



b. Watch the video, then in pairs, ask and answer questions about your favourite wild animal.

c. Using the two entries in ex 1 as a model, write a presentation of your favourite wild animal, giving details such as why you like it, unusual facts about it, etc.

PRONUNCIATION

3 Listen and tick the sound you hear.



	/ɔ:/	/ʌ/
paw		
rhino		
jaw		
tiger		

PROJECT TIME

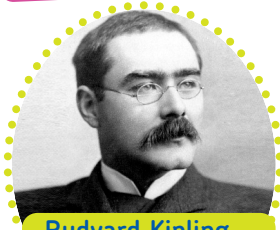
4 Look for information about endangered animals in your country. In pairs, make posters for a campaign to save them.

Reading corner

The Jungle Book: Mowgli's Brothers (adapted)

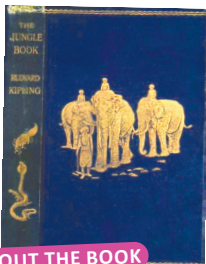
by Rudyard Kipling

ABOUT THE AUTHOR



Rudyard Kipling

- (1865 – 1936) was a British author born in Bombay, India. In 1907, at the age of 42, he was the first English-language writer to receive the Nobel Prize for Literature. His works include short-stories, novels, newspaper articles and poems.



ABOUT THE BOOK

- "The Jungle Book" is a collection of stories first published in 1894, which became Kipling's best known work. The main character is Mowgli, a little Indian boy who is raised in the jungle by wolves.

It is seven o'clock of a very warm evening in the Seeonee hills when Father Wolf wakes up from his day's rest. "It is time to hunt again," he says to Mother Wolf. He is getting ready to go when a little shadow with a bushy tail crosses the threshold. It is the **jackal**, Tabaqui, and the wolves of India hate Tabaqui because he runs about telling tales, and eating from the village **rubbish**-heaps.

"Shere Khan, the Big One, is changing his hunting grounds. He is hunting among these hills for the next moon, so he says."

Shere Khan is the tiger who lives near the Waingunga River, twenty miles away.

"He has no right!" Father Wolf begins angrily, "to change his quarters without warning." The Law of the Jungle says than no beast can eat Man. The reason for this is that man-killing means, sooner or later, the arrival of white men on elephants, with guns, and hundreds of brown men with gongs and rockets and torches. Then everybody in the jungle suffers.

"Something is coming uphill," says Mother Wolf, **twitching** one ear. "Get ready."

"Man!" says Father Wolf suddenly. "A man's cub. Look!" Directly in front of him, holding on by a low branch, there is a brown baby who can just walk. He looks up into Father Wolf's face, and laughs.

"Is that a man's cub? Bring it here. How little and how **bold**!" says Mother Wolf softly. The baby is pushing his way between the cubs to get close to the warm hide. The moonlight cannot come through the mouth of the cave, for Shere Khan's large head and shoulders are blocking the entrance. Tabaqui, behind him, is squeaking: "My lord, my lord, it is in here!"

"Shere Khan does us great honour," says Father Wolf, but his eyes are very angry. "What does Shere Khan need?"

"A man's cub is here," said Shere Khan. "Give it to me."

"The Wolves only take orders from the Head of the Pack," said Father Wolf "and not from any striped cattle-killer. The man's cub is ours – to kill if we choose."

The tiger's **roar** fills the cave with thunder. Mother Wolf **springs forward**, her eyes, like two green moons in the darkness, facing the **blazing** eyes of Shere Khan.

"And it is I, Raksha, who answers. The man's cub is mine! He is not to be killed. He is to live, to run with the Pack and to hunt with the Pack; and in the end, he is to hunt you! Now go!"

Father Wolf looks on amazed. Shere Khan can face Father Wolf, but he cannot stand up against Mother Wolf, for he knows that she has all the advantage of the ground, and fights to the death. So he backs out of the cave, mouth **growling**, and when he is clear he shouts: "Each dog barks in his own yard! We can ask the Pack about this **fostering** of man-cubs. The cub is mine!"

Mother Wolf throws herself down **panting** among the cubs, and Father Wolf says to her gravely: "Shere Khan speaks this much truth. The cub must be shown to the Pack."

1 Read the text and arrange the pictures to tell the story.



2 Read the text and mark the sentences Right, Wrong or Doesn't Say.

- The jackal and the wolves are friends.
☐ Right ☒ Wrong ☐ Doesn't Say
- Shere Khan is hunting among these hills for the next moon.
☐ Right ☐ Wrong ☐ Doesn't Say
- By the Law of the Jungle, Shere Khan has the right to change his quarters without warning.
☐ Right ☐ Wrong ☐ Doesn't Say
- Father Wolf finds a brown baby who can barely walk, holding on by a low branch.
☐ Right ☐ Wrong ☐ Doesn't Say
- Mother Wolf, also called Raksha, scares away Shere Khan, the fierce tiger.
☐ Right ☐ Wrong ☐ Doesn't Say
- The Pack gets to decide about fostering of man-cubs.
☐ Right ☐ Wrong ☐ Doesn't Say

3 Match the words to their explanations:

- | | |
|-------------------|---|
| 1. bold | a. shining brightly |
| 2. foster | b. take care of a child, without being their parent |
| 3. twitch | c. a wild animal like a dog |
| 4. roar | d. short sudden movement of a part of the body |
| 5. blazing | e. move quickly forward |
| 6. rubbish | f. garbage |
| 7. spring forward | g. to make a low sound, usually in anger |
| 8. panting | h. cry of a large wild animal |
| 9. jackal | i. breathing with effort |
| 10. growl | j. brave |

Interesting facts

Biology Animals



1 a. Look at the pictures and tick the animals you see.

tiger puma flying squirrel
platypus rattle snake cheetah
okapi rhino giraffe wombat

b. Label the pictures and listen to check your answers.

2 In pairs, talk about the animals in the pictures. Which animal do you like best? Why?

3 Listen again and choose the right answer.

1. Flying squirrels can:
 - a. glide from tree to tree
 - b. swim underwater
 - c. use parachutes
2. The fastest running cat is:
 - a. the snow tiger
 - b. the cheetah
 - c. the leopard
3. The wombat is:
 - a. a giraffe
 - b. a marsupial
 - c. a reptile
4. A male okapi has:
 - a. a small horn on its head
 - b. a very long neck
 - c. a short tongue
5. A duck-billed platypus is:
 - a. a marsupial
 - b. a bird that lays eggs
 - c. an unusual mammal



Units 7 & 8

1 Fill in the blanks using: 5 pts

windy / rainy / sunny / foggy / snowy

1. Don't forget to take your raincoat or umbrella! It's a ... morning!
2. Watch your hat! The wind is blowing hard. It's a ... day.
3. I don't like driving the car on a ... day. I can barely see a thing.
4. Finally, the sun is shining outside. It's a hot and ... summer day.
5. Jenny doesn't like ... days, when it's too cold for her to play outside.

2 Mark the sentences T (true) or F (false): 5 pts

1. In Spain, the days are cold and rainy in July.
2. Snowflakes are falling on the ground and it's freezing cold in December in New York.
3. It's snowing heavily and people wear warm jackets and gloves in June in Berlin.
4. It's usually warm and sunny, but sometimes it's cool and rainy in the spring in Lisbon.
5. The days are cold and it often rains in November in Paris.

3 Cross the odd word out: 5 pts

1. boots / flip flops / high-heels / shorts
2. trousers / trainers / shorts / jeans
3. swimsuit / sun hat / gloves / sandals
4. umbrella / raincoat / sunglasses / boots
5. jacket / fur coat / swimsuit / jumper



4 Look at the picture and choose the correct answer: 8 pts



1. It's a ... morning in March.
a) rainy b) sunny c) foggy
2. The man and the woman are wearing ...
a) sunglasses b) trousers c) jackets
3. They have got ... too.
a) umbrellas b) handbags c) flowers
4. It is ... so the trees in the background have green leaves.
a) winter b) spring c) autumn
5. The people are ... on the street.
a) walking b) dancing c) working
6. There are only ... people on the street.
a) two b) three c) four
7. The temperature is 12 degrees Celsius. It's ...
a) freezing cold b) cool c) hot
8. The people in the picture aren't wearing:
a) trousers b) jackets c) sun hats

5 a. Check the box and find two suitable nouns for each of the verbs in the table: 16 pts

lunch / swimming / photos / a video /
tennis / teeth / face / lessons / homework /
hands / gymnastics / to bed / hair /
the piano / TV / a shower

have	
do	
go	
play	
wash	
brush	
watch	
take	

b. List your daily activities (choose two for each moment of the day), then write down four sentences summarizing your routine: 12 pts

in the morning	in the afternoon	in the evening	at night

c. Choose the right verb in the expressions: 7 pts

- take / bring the rubbish out
- do / sweep the floor
- clear / wash the table
- wash / scrub the car
- wash / dust the furniture
- do / make the vacuum cleaning
- tidy / mop the room



6 Fill in the right word to describe animals: 7 pts

humps / claws / feathers /
mane / teeth / whiskers / tusks

1. When elephants fight, they use their ...
2. The camel's ... are not deposits of water, but deposits of fat.
3. Bears have got strong ... to catch fish from the mountain rivers.
4. Parrots have got colourful ...
5. A lioness doesn't have a ..., but a lion does.
6. Hippos bite their prey with very strong ...
7. A cat's ... help it sense the objects around.



7 Put the adverbs of frequency in the right place: 6 pts

1. We go sometimes to the mountains at the weekend.
2. Do you travel to school by bus often?
3. I never am late for classes.
4. Dogs always are man's best friends.
5. Tom cycles at night never.
6. My parents go skiing usually in February.



8 a. Ask questions for the following answers: 5 pts



eg. Do snails change their shell?
Snails never change their shell; it grows along with them.

1. There are about 500 species of land snails.
2. Most snails live from 2 to 5 years, but in captivity, they can live up to 10-15 years.
3. In France, the snail called "escargot" is a food delicacy.
4. Snails can travel a kilometre in a week without stopping.
5. Snails haven't got a backbone.

b. Fill in the right form of the verbs in brackets: 4 pts

1. Whales ... (not extract) oxygen from water; they come to the surface of the water and ... (breathe) air.
2. Whales can ... (hold) their breath between 5 minutes and one hour under the surface of the sea.
3. Whales ... (not sleep) completely, they only rest, half asleep, close to the water surface.
4. When resting, whales ... (use) half of the energy they use when they are active.

9 Write a short paragraph about Paul's daily routine, using the prompts below: 20 pts

6:30 wake up
6:45 have a shower
7:00 have breakfast
7:30 go to work by car
8:30 read emails
10:00 have business meetings
12:15 eat lunch in a café
13:00 go back to office
16:30 finish work
17:00 arrive home
18:30 walk the dog
20:00 have dinner with friends
22:15 have a shower
23:00 go to bed



LEAD IN



- 1** a. Look at the pictures and say what people can or can't do:

eg. She can drive a car.

b. In pairs, ask and answer questions about what you can or can't do:

eg. Can you play the violin?

Yes, I can. Can you?

I can't, but I can cook really well.

- 2** a. Listen and fill in:



you / there / can't / yes / please /
can / course / don't / tell

Dan Excuse me, ... you tell me the time, please?

Lily Yes, of It's 10 minutes to 2.

Dan Thank you. Now, can you ... me where London Bridge is? I have to be ... by 2 o'clock.

Lily ..., go straight ahead and take the first turning on your left. It's a 10, 15-minute walk, but I know a shortcut, if you're interested.

Dan Yes, ..., I ... be late! Can you show it to me on the map on your phone, please?

Lily Sorry, I ... use one. But I'm heading in the same direction, so I can walk with ... for a bit.

Dan Thank you!

b. Now listen again and check your answers.

- 3** In pairs, use the following pictures to ask for, give or deny permission:

eg. Mum, may I go out?

Yes, you may. / No, you may not.



Listening & Reading

Permission & Ability

1 Listen, watch the video and read:



a

- David Mum, may I have Mark over?
- Mum Sorry darling, you may not – not tonight.
- David Why not, mum?
- Mum Because you can't invite friends to the house when your parents are away.
- David Can I go to the cinema instead?
- Mum I'm afraid you can't do that either. If you go out, there's no time for your homework.
- David I see. I can't do anything when you're not at home. May I play computer games, then?
- Mum That you may. Right after cleaning your room.
- David I may never finish the **chores**, you know...



b

- Lucy Mary is very **skilled at** drawing. She's really got talent.
- Annie She certainly has. And she can also paint very well. I can **barely** draw some stick men and I can't paint at all. Can you?
- Lucy I'm not sure. I'm definitely not as talented as Mary, but my Art teacher says I'm quite good at painting. I can sing very well, though. I can also play the piano and the violin.
- Annie I'm afraid I can't sing either or play any instrument. I'm **keen on** doing sports instead. I can run fast, jump high and play tennis very well.



c

- Customer Hello. I'm **looking for** a present for my wife, please.
- Shop assistant May I ask you what's the occasion?
- Customer It's our 20th wedding **anniversary**. I think this is a perfect moment to give her something very special.
- Shop assistant Does she like perfumes?
- Customer Yes, she does. She has an **entire** collection at home.
- Shop assistant Does she like lavender?
- Customer I think she doesn't. Do you have any vanilla **instead**?
- Shop assistant Perfect! May I recommend this one. It's called "Luna". It's got tobacco and vanilla **scents**.
- Customer Can I smell it? Hmmm... I think this one is perfect.

2 Match each dialogue to the right picture.



1 Act out the dialogues on the previous page, then answer:

1. What can Lucy do?
2. What can James do?
3. What is the man celebrating?
4. What can he buy for his wife?
5. What can David do when his parents aren't at home?

2 Match the words to their definitions:

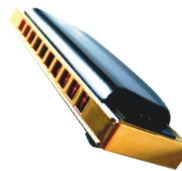
- | | |
|----------------|--------------------------|
| 1. skilled at | a. searching |
| 2. be keen on | b. an important event |
| 3. looking for | c. a pleasant smell |
| 4. anniversary | d. to have abilities |
| 5. scent | e. almost not |
| 6. entire | f. jobs in the house |
| 7. chores | g. in place of something |
| 8. instead | h. complete |
| 9. barely | i. very interested |

3 Fill in the blanks using the numbered words in ex 2.

1. We have to do all the ... before we go out tonight.
2. Tomorrow is the 25th ... of their wedding.
3. We are ... a partner in our new project.
4. My sister is very ... cooking.
5. My mother loves lavender
6. Can I have a cup of coffee ... ?
7. He wants to spend his ... holiday in Miami.
8. My son is ... cycling.
9. There is ... a difference between the two.



5 a. Listen and recognize the instruments.



4 a. Listen and repeat the chores:



- | | |
|--|---|
| <input type="radio"/> make the beds | <input type="radio"/> vacuum the carpet |
| <input type="radio"/> wash the dishes | <input type="radio"/> do the laundry |
| <input type="radio"/> take out the rubbish | <input type="radio"/> mop the floors |
| <input type="radio"/> dust the furniture | <input type="radio"/> feed the pets |
| <input type="radio"/> do the ironing | <input type="radio"/> clean the windows |
| <input type="radio"/> water the flowers | <input type="radio"/> sweep the kitchen |

b. Tick the chores you can do at home and cross out the ones you can't. In pairs, talk about them.

eg. *I can do the laundry. Can you?*

I can't, but I can feed the pets instead.

b. Use the prompts and label the pictures:

play the harmonica / play the violin /
 play the piano / play the saxophone /
 play the trumpet / play the guitar /
 play the flute / play the banjo /
 play the drums / play the harp



Grammar practice

Expressing ability in the present: can / cannot (can't)

ABILITY IN THE PRESENT: CAN / CANNOT

1 a. Study the table:

Affirmative

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

Interrogative

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

Negative

- I / you / he / she / it / we / you / they cannot / can't

Short answers

- Yes, I / you / he / she / it / we / you / they can
No, I / you / he / she / it / we / you / they can't

- We use the verb **can** to express ability in the present

eg. *Simona Halep can play tennis well.*

- We use the verb **cannot** to express lack of ability

eg. *Simona Halep cannot / can't do gymnastics well.*

b. Match each picture to the person it represents, then write about their abilities.

eg. *David Beckham is an English football player.
He can play football very well.*



- Zhu Ting (Chinese volleyball player) ...
- Novak Djokovic (Serbian tennis player) ...
- Sydney Crosby (Canadian hockey player) ...
- Simone Biles (American gymnast) ...
- Daria Ustinova (Russian swimmer) ...
- David Beckham (English football player) ...

c. Ask and answer questions using the prompts in 1b, according to the example:

eg. *Can David Beckham play football? Yes, he can, but he can't play tennis very well.*

2 How suitable are certain sports for you? Watch the video, then work in pairs to make up similar dialogues:

eg. A: *Can you run fast?* B: *Yes, I can.*
A: *Can you kick a ball?* B: *Yes, I can.*
A: *Can you score goals?* B: *Yes, I can.*
A: *Can you head a ball?*
B: *No, I can't. But I can learn.*
A: *Then you can play football!*



- run fast
- kick a ball
- score goals
- head a ball



- swim
- throw a ball
- score goals
- catch a ball



- swim
- dive
- turn underwater



- hit a ball
- change direction fast
- run fast



- punch
- fight
- have strong legs
- physical resistance



- run
- throw a ball
- jump high
- catch a ball

The imperative & Expressing permission: can, cannot, may, may not

EXPRESSING PERMISSION

3 a. Watch the video and study the table.

- We use the verb **can** to ask for permission
eg. Can I play volleyball with you?
- We use the verb **may** to ask for permission in a more formal way
eg. Teacher, may I answer the question?
- We use the verb **can** to give permission
eg. Of course you can.
- We use the verb **may** to give permission in a more formal way
eg. You may answer now.
- We use the verb **can't** to refuse permission
eg. No, you can't. There are too many in my team.
- We use the verb **may not** to refuse permission in a more formal way
eg. You may not answer now.

b. You want to ask different people for permission. Use the prompts to ask questions and give answers.

eg. A: Mom, can I bake a cake? B: Of course you can!
A: Teacher, may I sit next to Jenny today? B: No, I'm afraid you may not.

- your mother / bake a cake? / yes
- your Geography teacher / sit next to Jenny? / no
- your dad / invite friends to your room? / yes
- your parents / paint the walls of your room? / no
- your French teacher / use the dictionary during the test? / no
- your dentist / take an aspirin if my tooth hurts? / no

4 Listen, read the notes / warnings and give or refuse permission accordingly.



eg. You may not take photos inside the museum.

THE IMPERATIVE

5 Watch the video and study the table.

- We use the imperative to give orders or instructions
eg. SIT down! (order)
REPLACE the batteries of the device. (instruction)

Affirmative *Open your books!*

Negative *Do not / don't open your books!*

6 a. Put the prompts in the right category.



- cycle in protected lanes
- ride in restricted areas
- wear a helmet
- use mobile phones when cycling
- ride at a safe speed
- choose the right bike size for you
- wear bright / reflective clothes
- obey traffic lights and signs
- carry objects or other passengers
- get close to other vehicles

b. Now write down instructions for safe cycling, according to the example.

eg. Obey traffic lights and signs!
Don't carry objects or other passengers!

Vocabulary & Grammar practice

Sports

1 a. List the sports and games under the right verb:

athletics / tennis / skiing / karate /
volleyball / yoga / jogging / basketball /
aerobics / skating / horse riding / football

Do	Go	Play
<i>gymnastics</i>	<i>swimming</i>	<i>badminton</i>

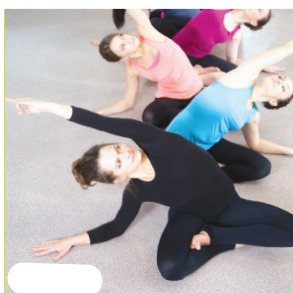
b. In pairs, use the prompts to ask and answer questions about what sportspeople practise, then write down the dialogues.

- Tom - football
- Ann - yoga
- Jenny and Tina - skiing
- Alex - horse riding
- Julia - aerobics
- John - tennis
- Adrian - cycling
- Jo and Gina - athletics

eg. What sport does Tom practise?
He plays football.

2 Listen and label each picture with the right verb of movement.

bend / kick / hit / skip / jump / dive



3 The photos show Paralympian champions. Make sentences about their abilities and disabilities.



Trischa Zorn
American swimmer
55 medals

- see ☒
- swim ☒

eg. Trischa Zorn is an American swimmer, winner of the Paralympics. She has got 55 medals. She can't see, but she can swim very well.



Jonas Jacobsson
Swedish sport shooter
several gold medals

- walk ☒
- shoot ☒



David Lee Pearson
British horse rider
11 gold medals

- walk ☒
- ride a horse ☒



Esther Vergeer
Dutch wheelchair tennis player
7 Paralympics titles

- walk ☒
- play tennis ☒



Natalia Partyka
Australian table tennis player
5 medals

- hold objects with her right hand ☒
- play table tennis ☒

4 In pairs, ask, give or deny permission using the words in the box and the following prompts:

can / can't / may / may not

- ask the hotel staff to leave your suitcase in the hall ☒
- ask for your mother's permission to go to your friend's party ☒
- ask the school principal to allow your team to train in the gym ☒
- ask your friend for his mobile phone ☒
- ask for your father's permission to go skating on the frozen lake ☒

eg. A: May I leave my suitcase in the hall?
B: Yes, you may.

1 a. What extreme sport do you know? Read to find out more.

Sports are **fascinating**, let's face it! People love them and enjoy practising or at least watching them. Some of us are always ready to come up with new ideas for new sports and add new features just for fun. Here are some examples of unusual sports around the world.

- a** Do you know what a kite is? Of course you do, as all children play with them. **Kiting** is an extreme sport. What you need is a kite, a board and a surface of water, sand or even snow. But the most important element to make the kite fly is the wind.
- b** Free running or **parkour** is the art of running and jumping over **obstacles**. You don't need special equipment and you can practise it anywhere you find obstacles that are good for you to jump over. It is a way to teach people how to face their fears.
- c** Another sport producing a lot of **adrenaline** is **barefooting**, which, of course doesn't only mean wearing no shoes. It is similar to water skiing but you don't use any skis. So, the sportsperson holds on to a rope connected to a motorboat that can reach up to 70 kilometres per hour and simply **slides** on water.

b. Match the three extreme sports in the text to the right picture.



2 a. Match the words to their explanations:

- | | |
|----------------|---|
| 1. fascinating | a. the substance in your body that makes your heart beat fast when you feel fear or joy |
| 2. obstacle | b. something that blocks |
| 3. adrenaline | c. move smoothly over a surface |
| 4. slide | d. amazing |

b. Use the numbered words in ex 2a to fill in the blanks.

- The skaters ... on ice to the sound of music.
- When I go to the seaside I always watch the ... sunrise.
- Bungee jumping creates a lot of ... in people.
- There is an ... in the road, so we can't walk this way.

3 Read again and answer the questions:

- What do people enjoy about sports?
- Who plays with kites?
- What does one need for practising kiting?
- What equipment do you need for parkour?
- What does parkour teach you?
- How is barefooting similar to water skiing?

4 Look at the picture and use the prompts to describe this unusual sport.

- dog
- stand
- surf board
- ride the waves
- dog surfing
- slide



eg. Dog surfing is an unusual sport.
All you need is ...

Language practice

Expressing permission

1 Listen and repeat.



Asking for permission

- Can I go out?
- May I open the window, please?
- Do you mind if I smoke here?

Giving permission

- Yes, please do!
- Sure!
- No problem!
- Please, feel free!

Denying permission

- No, please don't!
- I'm sorry but that's not possible.
- I'm afraid you can't.

2 Listen and fill in the blanks:

- May I read a story before I go to sleep, then?
- Can you sign here, please?
- More time to clean up your room, then.
- You need to clean up your room now, please.
- Now, can you take my suitcase downstairs, please?
- No problem, Madam!



a **Child** Please, mum, can I play computer games?

Mum No, darling, you can't.

Child ...

Mum Sure, but try to sleep early.

Child Thanks a lot, mum!



b **Mum** ...

Child I'm sorry, I can't. I have to finish my homework.

Mum Oh, then do your homework first.

Child Mum, can I go out with Katie later?

Mum Sorry, you can't. You have to do your homework, remember?

Child But I haven't got much homework to do.

Mum ...

Child Of course, but may I go out after that?

Mum Yes, you may.



c **Staff** Madam, can I make a copy of your passport now?

Guest Sure, whatever you need.

Staff ...

Guest May I borrow your pen for a few seconds?

Staff Absolutely, Madam!

Guest ...

Staff No problem, at all, Madam. Can I take your husband's too?

Guest Actually, can you do that in half an hour. My husband isn't ready yet.

Staff ...

3 In pairs, use the prompts below to act out dialogues where permission is asked and received / denied:



1 a. Read the following messages and choose the right description:

- a sports equipment advert
- a note about school
- an SMS about a sports celebrity
- an invitation to a sports event

To: Jeremy

From: Anna

Subject: We've got to go!

Hi Jeremy,

I know you really like playing handball and you are a big fan of our national handball team.

I've got tickets for CSM Bucharest's match this weekend. It's the final match in the European Women's Handball Champion's League! Cristina Neagu, the team's captain is going to be there, too! I'm sure we can get her autograph! We can see the cup and the awarding ceremony! I am so excited!

Call me today after 5 pm if you want to come with me. We can meet in front of my house at 6.30 and go to the Sports Hall together. It only takes 10 minutes to get there.

I can't believe we get to be there for the finals!

Anna

10:30 AM 100%

Hi Matt, this is Laura. I've got great news! Simona Halep, the famous Romanian tennis player is in Constanta at the moment for Fed Cup. I know you want to be like her one day! There's an autograph session at her former club at 7 pm on Saturday this week! Meet me there at 6.30. I know you really admire her, so we can't miss this chance to meet her! See you there!

Enter message

Send

b. Read the texts again and answer the questions:

- What sport is mentioned in the first message?
- Who invites a friend to a handball match?
- When is the sports event?
- Who has an autograph session?
- Where and when is Simona Halep meeting her fans?

b. You are a member of a football club and you have a chance to meet your idols. Write an email or a phone message inviting a friend to the sports event advertised in ex 2a.

2 a. Read the following poster.

Major Football Sports Event

MANCHESTER CITY FOOTBALL CLUB meets its fans

Etihad Stadium Manchester 27th May 6 - 8 pm

Autographs and free T-shirts with the team logo for junior football players

For registrations contact us: E-Mail: Mancity@Mancity.Com Telephone: 441614441894

PRONUNCIATION

3 Listen and tick the sound you hear.

	/s/	/ʃ/	silent /t/
sport			
should			
mustn't			
stand			
show			

PROJECT TIME

4 Look for information about sports celebrities in your country. In pairs, make posters to support them and the sport they play.

Reading corner

Diary of a 6th Grade Ninja (adapted)

by Marcus Emerson



ABOUT THE AUTHOR



Marcus Emerson

- Marcus Emerson (real name: David Halvorson) is an American author of children's books born in Seoul, South Korea, in 1981. He now lives in Davenport, Iowa, where he is a full time writer and dreams of becoming an astronaut and walking on Mars.



ABOUT THE BOOK

- "Diary of a 6th Grade Ninja" was first self-published by the author in 2012. It follows the adventures of Chase Cooper, a 6th grade kid who is recruited by a ninja clan on his first day at a new school.

I'm turning back to Zoe and I **tap** her on her shoulder.

"Hey, can I ask you something? I think I need help. It's about my ninja clan."

"Ohhhhh," Zoe **sighs**. "Nerd stuff. I'm still not interested in joining, if that's what you're asking."

"No, nothing like that. I think that maybe I'm not cut out to be their leader..."

Zoe says "Go on."

"Those kids are bored with me, and I'm not sure how to cheer them up! All we do is train every day."

"Nothing wrong with that."

"No, you're right, but I can tell they all want a little more excitement. And I don't know how to give it to them."

"What do they like doing?" Zoe asks.

"Stealing stuff and trying to blame it on you", I reply.

"Ohhhhhh, riiiiight. Yeah, I think it's smart not to do that kind of stuff again."

"Me too", I say. "I spent most of last night studying up leadership and stuff. It suggests I start with communicating the problem with the group and then hearing them out. Like ask for their opinions and ideas."

"Maybe it's just me...", Zoe starts saying with one eyebrow raised high, "but a ninja clan can't be ruled like some club or something! I think that's the lamest and most boring ninja clan in the entire history of ninja clans."

Zoe is making a good point, but it doesn't help me feel any better. The ninjas are getting bored, and I'm determined to find a way they can become useful, even if it means having **lame** meetings and brainstorming sessions. Nothing I am doing feels like it works anyways, so what can it hurt?

"What do ninjas do?" Zoe asks. "Don't they just sit around, hiding for hours in dark shadows until the target comes around? And then, don't they just **go nuts** in a **blaze** of black smoke and burn villages down?" The next day, I put on my ninja outfit, I walk out expecting to see the ninjas waiting for me. I can't wait to hear some suggestions from the other ninjas. When I step out, I see that half of the clan is absent. The half that is there punch their palms and **bow** to me. I bow back.

"Is there something else going on today that I don't know about?"

A shorter member steps forward and **stares** at the ground. "Sir," he says softly. "The others want to walk away from this. They think it's time for them to hang up their ninja robes and move on! It means better things."

The next day at school I see a rolled up paper beneath my seat. Please be from a girl!

"Salutations Chase,

Be in the boys locker room during gym class today or suffer the consequences.

The Captain"

1 Read the text and arrange the pictures to tell the story.



2 Read the text and mark the sentences as Right, Wrong or Doesn't Say.

1. Zoe is Chase's best friend.
☐ Right ☐ Wrong ☒ Doesn't Say
2. Zoe is interested in joining the ninja club.
☐ Right ☐ Wrong ☐ Doesn't Say
3. The ninjas are getting bored, and Chase is determined to figure out a way they can become useful.
☐ Right ☐ Wrong ☐ Doesn't Say
4. The next day everyone is present at the ninja club meeting.
☐ Right ☐ Wrong ☐ Doesn't Say
5. Half of the boys in the ninja club want to recruit more members.
☐ Right ☐ Wrong ☐ Doesn't Say
6. The Captain wants to recruit Chase for the Pirates' club.
☐ Right ☐ Wrong ☐ Doesn't Say

3 Match the words to their explanations:

- | | |
|------------|--|
| 1. stare | a. an intensely burning fire |
| 2. tap | b. go crazy |
| 3. blaze | c. touch |
| 4. lame | d. declare that someone is responsible for a mistake |
| 5. bow | e. breathe out noisily when sad or tired |
| 6. go nuts | f. look fixedly at someone or something |
| 7. sigh | g. bend your head or body to show respect |
| 8. blame | h. poor, weak |



Interesting facts

Sports events

The Olympic Games



1 a. Look at the pictures and tick what you see:

b. What do you know about the Olympic games? Which is your favourite sport? Who is your sports idol and why do you admire him / her?

- ☐ a stadium ☐ the Olympic flame ☐ photographers ☐ athletes
☐ the Olympic flag ☐ medals ☐ a football pitch ☐ a championship cup

2 a. Listen and take the quiz.



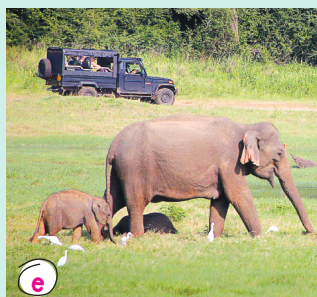
- The Olympic Games take place:
 - every four years
 - every year
 - every two years
- The Games go back to:
 - 776 BC
 - 1604
 - 2000
- Historians tell of the first Olympic Games held in:
 - Paris
 - Olympia
 - London
- The modern Olympic games are organized to:
 - help people around the world become richer
 - bring people together and encourage international sports competition
 - entertain children
- The best known symbol of the games is:
 - the Olympic golden ball
 - the Olympic flag
 - the Olympic t-shirt
- The founder of the modern Olympic Games is:
 - Pierre de Coubertin, a French sportsman and educator
 - Louis Spiridon, a Greek shepherd
 - Alexander the Great, a Greek emperor
- The Olympic flag is composed of:
 - five differently coloured olive leaves on a red background
 - five differently coloured rings on a white background
 - four differently coloured rings on a white background
- The Olympic flame is carried across the globe, but is lit at:
 - London, the capital city of England
 - Olympia, the site of the ancient Games
 - Paris, the hometown of Pierre de Coubertin
- The Olympic motto is:
 - better, taller, stronger
 - faster, higher, stronger
 - faster, better, stronger
- The Paralympics, a championship for disabled athletes, takes place after:
 - the Winter Games
 - the Olympics opening ceremony
 - the Summer Games

b. Listen again and check your answers.



Off we go! UNIT 10

LEAD IN



1 Match the pictures to the items listed below.

ship straw hat jeep map backpack
wheel wild animals sand buildings
boots a merry-go-round

2 a. Label each picture with the right type of holiday.

types of holidays:

- cruise holiday
- beach holiday
- sightseeing holiday
- safari holiday
- theme park holiday
- hiking holiday

b. Listen, then talk about your favourite type of holiday. Give reasons why you like it.

eg. I like going on a beach holiday because I love lying on the sand all day long and swimming in the sea.

3 a. Match the holiday activities to the pictures below:

- a. eat out
- b. go walking
- c. go sightseeing
- d. go shopping
- e. take pictures
- f. visit museums
- g. ride on a rollercoaster
- h. meet famous characters



b. Listen, then say which holiday activities you think you can do in each of these places.

1. Moscow, Russia
2. Athens, Greece
3. Milan, Italy
4. Disneyland, France
5. Berlin, Germany
6. London, UK

eg. You can go sightseeing, visit museums, eat out and take a lot of pictures in Moscow, Russia.



Listening & Reading

On holiday

1 Listen and read:



a

- Tina** Paul, how nice to hear your voice!
Are you and Patricia on holiday?
- Paul** Yes, we're in Rome, on a sightseeing holiday.
- Tina** What's the weather like?
- Paul** The sun is shining and it's very hot.
- Tina** How's Patricia? Is she with you?
- Paul** She is out, buying some souvenirs for our friends and family.
- Tina** And you? Where are you calling me from?
- Paul** I'm in a café, right across the Colosseum, enjoying a delicious homemade ice cream. You know, Italians are famous for it.
- Tina** I hope you take lots of photos!



b

- Reporter** So, Paolo, where are you spending your holiday?
- Paolo** Well, I'm leaving Rio de Janeiro for the beaches in the north of Brazil – they aren't as crowded and noisy.
- Reporter** Who do you go with?
- Paolo** My wife and daughter.
- Reporter** And how do you travel there?
- Paolo** First by plane, it takes about two or three hours, then by bus to the holiday resort, and finally we get a taxi to take us to the beach. Tiring, I know.
- Reporter** What do you do at the resort?
- Paolo** We go to the beach, swim in the sea and eat a lot of fish and seafood. Their traditional dishes are the best.



c

- Maria** What do you want to do for our holiday, dear?
- Mark** Nothing, really. Stay at home and see our friends.
- Maria** But I want to travel... go on an adventure... maybe a safari or something.
- Mark** Sounds expensive... and what about our puppy?
- Maria** We can't just watch the dog all summer. How about flying to Kenya, see wild animals for real?
- Mark** You know I'm afraid of flying...
- Maria** Just imagine: the two of us in a jeep, taking pictures of elephants, lions and giraffes. I want to travel around the world with you! It's fun, I promise!
- Mark** Why can't we just go to mother's summer cottage? Now that's what I call fun! You know she loves having us. And we can save up a lot, you know...

2 Match the dialogues to the right picture:



Types of holiday

Means of transport

Vocabulary practice

1 a. Watch the video, then label the pictures:

tent / caravan / hotel / passport / map /
binoculars / suitcase / flight tickets /
tourist / airport



b. Match the types of holidays to their definitions:

- ① sightseeing holiday ④ hiking holiday
② camping holiday ⑤ cruise holiday
③ safari holiday ⑥ beach holiday

- a. You travel on a big ship for a couple of weeks.
b. A period of time when you can lie on the beach and swim in the sea.
c. You sleep in a tent or in a caravan.
d. You can admire the beautiful wildlife and take pictures of animals.
e. You wear boots and walk a lot, especially in the countryside.
f. You can use a map to visit different places and buildings.

c. Now use the words in ex 1a to fill in the blanks:

- Your ... is an official document with your photo in it. You need it to travel around the world.
- If you go on a camping holiday, you need a ... and a sleeping bag.
- You pack your things and put them in a ... when you travel.
- You use a ... to find places you want to visit.
- A ... is a person who visits a town or a country for fun, rest and interest.
- A ... is a place with rooms to stay overnight.
- You need to buy ... before getting on a plane.
- You go to the ... if you want to travel by plane.
- A ... is a house on wheels.
- You use a pair of ... if you want to see things at a distance.

2 Watch the video, then match the pictures to the words. Say which is your favourite means of transport when you go on holidays. Why?

ferry

plane

car

train

taxi

jeep

motorbike

bike

hot air balloon

eg. I travel by car because I think it's comfortable and safe.



Grammar practice

The Simple Present Tense: Revision

Celebrations around the world

1 a. Match each month to the right holiday, then make sentences:

- | | |
|--------------|------------------------------|
| 1. January | a. Valentine's Day |
| 2. February | b. Easter |
| 3. March | c. New Year's Day |
| 4. April | d. Assumption Day |
| 5. May | e. Thanksgiving |
| 6. June | f. Christmas |
| 7. July | g. Back to School Day |
| 8. August | h. Women's Day |
| 9. September | i. Halloween |
| 10. October | j. Children's Day |
| 11. November | k. American Independence Day |
| 12. December | l. May Day |

eg. We celebrate Christmas in December.

b. Now match each holiday in ex 1a to the right picture.



2 What do people generally do on these holidays? Watch the video, match the prompts to the right holiday, then describe the main activities using the simple present tense.

- paint eggs in different colours
- light candles
- wait for the Easter Bunny to come

- write special cards
- buy presents such as flowers, heart-shaped candies, teddy bears, etc.

- celebrate our mothers and grandmothers
- give flowers

- meet relatives and friends
- cook delicious food
- watch fireworks

- enjoy the natural beauty of spring
- dance, sing, eat cake
- give baskets of sweets and flowers

- children get presents from family members
- have parties with family

- organise street parades
- enjoy fireworks displays
- have barbecues

- greet every Mary, Maria and Mario you know
- have parties to celebrate their name day

- go back to school
- meet friends and teachers
- buy new books

- carve pumpkins to make Jack-o'-lanterns
- wear special costumes
- go trick-or-treating

- learn about the importance of sharing
- cook turkey, bake pumpkin pies

- celebrate the birth of Christ
- meet loved ones
- decorate the Christmas tree

eg. On the 1st of January people around the world celebrate The New Year's Day. It is the moment when we meet family members and our best friends...

3 Fill in the blanks using the verbs in brackets in the simple present tense:

The New Year in Japan is the most important holiday of the year. Like everywhere else in the world people ... (celebrate) with their families and friends. The Japanese ... (not decorate) Christmas trees but they ... (arrange) ornaments made of bamboo and plum trees around the doors of their houses. The Japanese ... (not sleep) late on 1st January in the morning, they ... (admire) the first sunrise of the year for joy and good luck. At midnight they ... (not just watch) fireworks displays but they also ... (visit) temples and ... (listen) to the large bells ringing.



4 Fill in the blanks using the verbs in brackets in the present continuous tense.



It's the summer holiday! Everyone ... (have) a wonderful time in this beautiful seaside resort. The sun ... (shine) and a light breeze ... (blow), so we ... (enjoy) the perfect temperature here, on the beach. Most of the people ... (lie) on the beach and ... (sunbathe), but some ... (swim) in the calm water. There are no waves today, so the Smiths ... (just float) on their surf boards trying to teach the little ones to surf. Johanna ... (play) on the swing that hangs on the palm tree. Tom is in the hotel's pool; he ... (hold) Anne who wants to learn to dive. We wish you all the best time ever during this summer!

5 The people in these pictures are on holiday in the mountains. Use the prompts to describe the pictures.



- girls / hike / in the hills
- one / rest by the river
- other / climb on the rocks

eg. *Two girls are out hiking in the hills. One is now resting by the river. The other...*

- friends / have a picnic
- they / have fruit for dessert
- they / wear / light clothes and trainers



- bear cubs / climb / out of the water
- they / play on the shore
- they / have fun

- boys / light a fire
- they / camp
- they / play with their dog



- man / mountain bike
- he / wear / helmet for protection
- sun / shine
- he / wear / sunglasses

PROJECT TIME

6 Choose a holiday picture and describe it to the class. Where are you? What is the weather like? What are you doing? What are you wearing?

Vocabulary & Grammar practice

Types of holiday

1 a. Put the following words in the right category:

swimming suit / fire / souvenirs / tent /
surfing / sightseeing tour / snorkelling /
cathedral / horse riding / torch / lifeguard /
sand castle / monument / climbing /
canoeing / insect spray

Sightseeing holiday

Camping holiday

Adventure holiday

Beach holiday

b. Match the two columns to find holiday activities:

- | | |
|-------------|-------------------|
| 1. visiting | a. climbing |
| 2. shopping | b. photos |
| 3. taking | c. sandcastles |
| 4. building | d. museums |
| 5. tasting | e. on a yacht |
| 6. rock | f. for souvenirs |
| 7. mountain | g. cycling |
| 8. sailing | h. delicious food |



c. Use the phrases in ex 1b to fill in the gaps:

- I enjoy ... because I am fond of art and history.
- On my holidays I go ... as my bike is important to me and I like the mountains.
- This evening we are ... at a restaurant.
- On the beach I love ... and decorating them with shells.
- Let's go ...! We have our flight back home in the evening and I want some presents for my family.
- My dad goes ... because the ocean relaxes him.
- ... is a dangerous sport.
- Mum likes ... to remember our holidays.

2 Listen and say which means of transport you use in each of these occasions:



- when you travel to the countryside / around your country
- when you want to go hiking in the mountains
- when a team of paramedics needs to offer first aid fast
- when you want to cover long distances in a short time
- when you go to school / office and you want to keep fit
- when you want to travel by water for a long time, to visit several locations

eg. When I go to the countryside I always travel by train.
I go hiking in the mountains on foot.

3 The people in the pictures are on holiday. Answer the questions to describe them:



- Where are the people?
- What is the weather like?
- What are they doing?
- What are they wearing?
- What is there in the background?
- Are they enjoying their time there?

- 1 a. Where can you see the Northern Lights from? What are "the big five"? Read to find out.

Northern lights holiday

There are many amazing places around the world, but more than any others, the northern lights in Iceland create the impression that you are on another planet. To have a good chance of seeing the **aurora**, you need to travel there from September to April, under a **clear sky**, between 5 pm and 2 am. If you are not lucky enough to see the lights, you can admire **geysers**, **waterfalls** or beautiful **landscapes**. Animal lovers can go whale watching or travel by **snowmobiles** to find other **wildlife**.

Spotting the big five

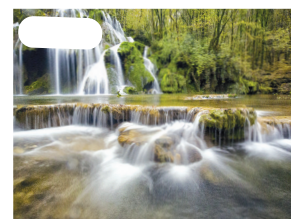
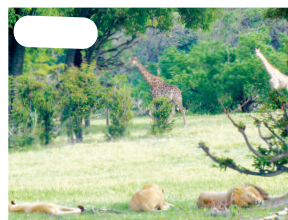
Africa is a wonderful destination for those enjoying extraordinary wildlife. Kenya, especially, is home to the **Big Five**: some amazing animals that live together in the same area. These are: the African lion, the elephant, the buffalo, the leopard, and the rhino. Tourist agencies organise safari trips in the national parks inviting people to travel in the wild and spend the night under the stars. Tourism is very important for the Kenyan people because it helps support their traditional way of life, cultures and wildlife.



b. Match each word to its explanation:

- | | |
|----------------|--|
| 1. aurora | a. hot water coming out from the ground under pressure |
| 2. clear sky | b. vehicles to travel on ice or snow |
| 3. geysers | c. large area in the countryside |
| 4. waterfalls | d. water dropping from a high level |
| 5. landscapes | e. colourful lights in the sky at night |
| 6. snowmobiles | f. with no clouds |
| 7. wildlife | g. five big animals |
| 8. big five | h. animals and plants in natural condition |

- c. Watch the video, then label the pictures.



- 2 a. Match the two columns to find out the main ideas in the texts:

The northern lights One can see the aurora
 If you aren't lucky enough to see the aurora
 Africa is a destination
 Tourism is important because

- you can admire geysers, waterfalls and beautiful landscapes.
- for watching extraordinary wildlife.
- create the impression that you are on another planet.
- it helps support the traditional way of life, cultures and wildlife.
- from September to April.

b. Answer the questions:

- What is the best attraction in Iceland?
- Under which circumstances can you see the aurora?
- What other activities can one try in Iceland?
- Which animals are the "big five"?
- Why is tourism important in Kenya?

Language practice

Finding information about holidays

1 Listen and repeat.



- Why do you go on holiday?
- Where do you go on holiday?
- When do you go on holiday?
- Who do you go with on holiday?
- How do you feel during holiday?
- How long do you usually stay on holiday?
- How do you get to your destination?
- What is the weather like?
- What do you do on holiday?

2 a. Listen to the dialogue, then choose the correct answer:



1. I go for fun / charity.
2. I'm leaving next Tuesday / Thursday.
3. I go to the UK / USA.
4. I go with a group of twelve / twenty people.
5. I'm staying for a week / year.
6. It's very hot / cold.

b. Now listen again to check your answers.

3 Match each question to its appropriate answer:

1. Why do you go on a beach holiday every summer?
 2. Who do you go with?
 3. Where do you go to?
 4. How do you get there?
 5. What is the weather like?
 6. What do you do there?
 7. How long do you stay there?
- a. It's usually hot and sunny, but sometimes there are clouds in the sky.
 - b. I go with my husband and two children.
 - c. Two weeks.
 - d. I love the smell of the sea and the sound of the waves.
 - e. By plane.
 - f. The island of Sicily.
 - g. Surfing, diving and eat out in the evenings.



4 Fill in the blanks, using the verbs in brackets:

1. A: When ... (he / leave) for Japan?
B: He is leaving on Tuesday.
2. A: Why ... (you / go) to Paris?
B: I want to visit Disneyland.
3. A: How long ... (we / stay) here?
B: We're staying on this island for a week.
4. A: Where ... (she / go) on holiday?
B: She is going to Buenos Aires.
5. A: What ... (the weather / be) like?
B: It's cold and snowy.
6. A: How much money ... (you / have) with you?
B: We have £2 000 (pounds).
7. A: Who ... (they / be) with?
B: With their friends.

PROJECT TIME

5 In pairs, look at the pictures, then ask and answer questions about these people's holidays.



1 Read the following texts and say which is:

an ad an email a travel agency's special offer

To: Pearl
From: Beverly
Subject: holiday news



Hi Pearl,
How are things? I'm on holiday at the Dead Sea with my parents and my cousins. This place is amazing! We're staying at a five star hotel. Our room is huge, with a wonderful view of the sea. The spa is my favourite place.
Right now I'm on the beach, sunbathing. My cousins are swimming in the sea. They are actually floating because of the salty water. It's really funny! Mum is reading a magazine and dad is playing volleyball with my sister. It's very hot but it's a great place!
It's really an unusual place for a holiday, but my parents always choose interesting holiday destinations. Can't wait to see you! I've got tons of wonderful pictures to show you! Bye now!
Best wishes,
Beverly

The Dead Sea water and mineral rich types of mud are known for their healing and relaxing powers. The salt water is so thick, you can float on it while reading a book. This holiday destination is not to be missed! Book a holiday package now, at greatholidays@deadsea.com.
.....

Experience the best of Zambia's high season safari

- Our clients often choose to stay in a remote bushcamp in the spectacular South Luangwa National Park.
- They always go on walking safaris, led by some of the best guides in southern Africa.
- They usually see predators such as the lion, the leopard and the wild dog.
- Tourists enjoy trips on the Zambezi river with views towards Zimbabwe.

Call now for our special offer: 8 days from £4,550 per person, saving up to £1,025 per person!

2 a. Study the box:

- When writing emails to friends we:
 - use the Present Continuous Tense to describe what we are doing at a certain moment;
 - use the Present Simple Tense to talk about routine and habitual actions.

b. Read the texts again and underline the present simple and continuous forms.

3 Imagine you are on a safari holiday in Zambia, Africa. Use the example in ex 1 to write an email to your friend. Say:

- where you are on holiday
- where you are staying
- what you and your friends / family are doing at the moment

PRONUNCIATION

4 Listen and tick the sound you hear.



	/ŋ/	/ŋk/
think		
swimming		
pink		
playing		

PROJECT TIME

5 Surf the net for information and pictures of amazing holiday destinations around the world. In pairs, write ads and special offers for them and present your project to the class.

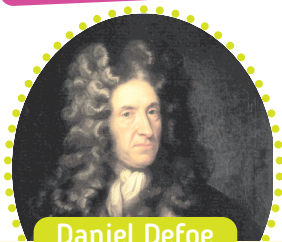


Reading corner

Robinson Crusoe: first weeks on the island (adapted)

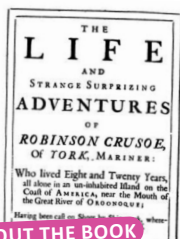
by Daniel Defoe

ABOUT THE AUTHOR



Daniel Defoe

- Daniel Defoe (1660-1731) was a British trader, journalist, writer and spy. He wrote more than five hundred books, essays and journals, using at least 198 pen names, but his most famous work is "Robinson Crusoe," first published in 1719.



ABOUT THE BOOK

- "Robinson Crusoe" tells the story of a man's **shipwreck** on a desert island for twenty-eight years. During this time, he **encounters** cannibals and he **befriends** one of their escaped prisoners, Friday, who becomes his loyal companion.

The sky is black and there is a **flash of lightning**. Huge waves come over the side of the ship. There is a small island close to us, so we get in the smaller boat and try to get to the **shore**. But, the waves are huge and they throw us from the boat. We are all underwater now. I swim as fast as I can. The waves throw me to the shore. I can't breathe. I can't swim anymore. I'm too tired. But then I feel a rock under my feet. My last efforts are put into getting to the shore. I'm finally there, thank God!

It's my first night on the island, after the terrible storm. I am completely alone, but I must be happy I'm alive.

I'm afraid of wild animals, so I climb a tree. All I have is a knife, a pipe, and some tobacco. I can't sleep. I am listening to the strange sounds around me: birds screaming and things moving around me.

It's morning already. Now I can see a part of our ship, in the water, not far away from the beach. I swim out to it and climb on board.

"Hey! Anyone there?" No answer. There is no one here. I start looking for things that can help me survive until the next ship passes by. There are some guns, gunpowder, some bread, sugar, rum and flour. I have to build a small **raft** to carry the things to the shore. I use some broken pieces of wood from the ship and it's done!

There's a small **cave** in a sandy rock on the beach. I start looking for things that can help me survive until the next ship passes by.

Then, I walk around to explore the island. I manage to get to the highest part of the island and I can look around to check the whole area. The island is quite large, but there are no people on it. Or at least, it looks like it. There are no boats at sea, either.

I really have to look for fresh water to be able to survive. Oh, God! Why is this happening to me? Is it because my father is angry with me? Why am I so unlucky at sea? But, I'm still alive! I'm sure there is a good reason for that.

I now begin to consider seriously my condition, and the circumstances I am in. I begin to comfort myself as well as I can, and to set the good against the **evil**.

Evil

I am on a horrible, desolate island, with no hope of recovery.

I am alone and separated from all the world.

I am away from my **beloved** ones, from human society.

I have no clothes to cover me.

I am without any **defence**, or means to resist any violence of man or beast.

Good

But I am alive; and not **drowned**, as all my friends on the ship.

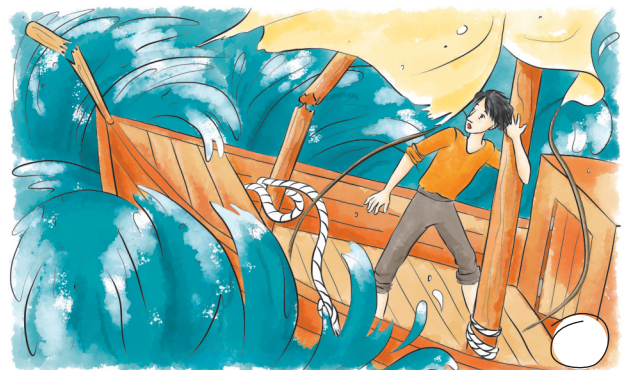
But I am the only one, too, from all the ship's **crew**, to be saved from death; and He that miraculously saved me from death has a plan for me.

But I am not **starving** on a distant island, with no support.

But I am in a hot climate, where I don't need many clothes to wear.

But I am on an island where I see no wild beasts to hurt me.

1 Read the text and arrange the pictures to tell the story.



2 Read the text and mark the sentences Right, Wrong or Doesn't Say.

1. The sky is black and there is a flash of lightning.
☒ Right ☐ Wrong ☐ Doesn't Say
2. There is a small town close to us, so we get in the smaller boat and try to get to the shore.
☐ Right ☐ Wrong ☐ Doesn't Say
3. It's my first night on the island, after the terrible storm.
☐ Right ☐ Wrong ☐ Doesn't Say
4. All I have is a knife, a pipe, and some tobacco.
☐ Right ☐ Wrong ☐ Doesn't Say
5. I start looking for things that can help me survive until the next ship passes by.
☐ Right ☐ Wrong ☐ Doesn't Say
6. But I am starving and perishing on a distant island, with no support.
☐ Right ☐ Wrong ☐ Doesn't Say
7. I am in a cold climate, where I need many clothes to wear.
☐ Right ☐ Wrong ☐ Doesn't Say
8. There is a lake with fresh water nearby.
☐ Right ☐ Wrong ☐ Doesn't Say

3 Match the words to their explanations:

- | | |
|-----------------------|--|
| 1. defence | a. bad |
| 2. shipwreck | b. bright light in the sky during thunderstorm |
| 3. beloved | c. to meet someone by chance |
| 4. drowned | d. a big hole in a rock |
| 5. evil | e. to have no food for a long period |
| 6. raft | f. the people who work on a ship |
| 7. cave | g. a ship destroyed at sea |
| 8. flash of lightning | h. pieces of wood used as a simple boat |
| 9. encounter | i. to make a friend |
| 10. befriend | j. dear |
| 11. shore | k. protection |
| 12. starve | l. suffocated in water |
| 13. crew | m. the land along the edge of a water |

Interesting facts

Geography

Our amazing planet



- Mount Everest → (elevation: 8,848 m)
- Lake Baikal → (depth: 1,642 m)
- Dead Sea → (surface elevation: -430.5 m)
- Lake Superior → (area: 82,103 km²)
- River Nile → (length: 6,853 km)

1 a. Look at the pictures.
Tick what you see:

- ☐ a map of the world
- ☐ oceans ☐ continents
- ☐ people ☐ planets
- ☐ mountains

b. Use the words in ex 1a to describe the pictures.

c. Listen and label the pictures.

d. Listen again and check your answers.

2 Now answer the questions:

1. Where is the river Nile located? What is it known for?
2. How many rivers flow into the Lake Superior, US?
3. Are there any dolphins in the Dead Sea?
4. Which is your favourite place? Why?
5. What other amazing things do you know about the Earth?



Units 9 & 10

1 Match each type of holiday to its definition:

6 pts

- | | |
|------------------------|-------------------|
| 1. sightseeing holiday | 4. safari holiday |
| 2. camping holiday | 5. hiking holiday |
| 3. cruise holiday | 6. beach holiday |
-
- A type of holiday where you visit interesting places, buy souvenirs and take photos.
 - A type of holiday where you stay in a tent or a caravan.
 - A type of holiday where you go for long walks in the countryside.
 - A holiday spent on a large ship, like a hotel, where people have lots of fun activities.
 - An organized journey to look at wild animals, especially in Africa.
 - A type of holiday spent sunbathing and swimming in the sea.



2 Choose the right answer:

10 pts

- I ... a fantastic time this week in Thailand.
a) am having b) having c) have
- What ... you ... in UK at the moment?
a) do / doing b) do / do c) are / doing
- Jim always ... late on Sundays.
a) wake up b) wakes up c) waking up
- We ... hiking at the moment.
a) are going b) go c) am going
- The sun usually ... in the summer.
a) shine b) is shining c) shines
- Every winter, my sister and I ... a snowman.
a) makes b) are making c) make
- My father ... now.
a) isn't swimming b) aren't swimming c) don't swim
- John ... a shirt and trousers today.
a) wears b) is wearing c) wear
- Sometimes our mum ... us pancakes.
a) make b) makes c) is making
- Mark ... the drums in his free time.
a) play b) playing c) plays

3 Read the sentences and guess the type of holidays they describe:

12 pts

- We are in Paris; we are admiring the Eiffel Tower and the Notre Dame Cathedral.
- We hike carrying our backpacks, and very often in summer we sleep in the forest.
- The sun is shining; we are by the sea shore with family and friends, playing volleyball and making sandcastles.
- Every autumn my father's friend goes bungee jumping and rock climbing.
- My friend sometimes visits capital cities and he never forgets to buy souvenirs for us.
- Let's see the northern lights and geysers in Iceland! We can do this in March.

4 Fill in the gaps using can / cannot and the verbs in brackets to talk about people's abilities:

10 pts

- Football players ... the ball, but they ... the ball with their hands. (kick / touch)
- The tennis player ... the ball with his racket, but he ... the net. (hit / touch)
- Freestyle swimming means that the swimmers ... any style they want, but they ... a false start. (swim / make)
- Basketball players ... the ball but they ... the ball. (hit / kick)
- In horse riding competitions a rider ... once, but he ... twice, or else he is eliminated. (fall / fall)

5 Fill in the right form of the verbs go, play, do.

6 pts

- How often do you ... tennis?
- I am ... skiing this afternoon. Are you coming?
- Tina ... gymnastics every week on Monday and Thursday.
- The boys in my class ... karate, so they are very fit.
- My father ... fishing every weekend in the summer.
- Jenny and her brother often ... skating in the winter.

6 Fill in the gaps using: 10 pts

hiking / tent / flip flops / suitcase / hotel / room /
safari / sightseeing / yacht / boots

1. I love ... in the countryside.
Going on foot is good for my health.
2. You can stay in a ... if you go
on a camping holiday.
3. When you are on a cruise you often wear
your swimming suit and
4. You pack your things and put them
in a ... when you travel.
5. A ... is a place with a lot of rooms
to stay overnight.
6. Before you go on holiday you have to book a
7. Do you enjoy your ... trip in Africa?
8. When I go ... in Italy, I mainly travel by coach.
9. They have a ... so they often travel by it in
summer, when there are no storms at sea.
10. You need a good pair of ... and a backpack if
you go hiking in the countryside.

7 Give positive or negative orders for people on their holidays: 10 pts

eg. Try new hobbies! Don't play computer games all the time!

What to do

- try new hobbies
- spend time outdoors
- do new things: try new food
or sports, learn a new language
- meet friends or new people
- be creative

What not to do

- play computer games
- spend too much time inside
- refuse to do new activities
- run away from people
- keep old habits

8 Use the prompts to express travel restrictions for children. 6 pts



- a 4-year-old child /
without an adult



- a 13-year-old
teenager /
without an adult



- a 15-year-old
teenager /
without an adult



- a 10-year-old child /
without an adult



- a 12-year-old
teenager /
with an adult

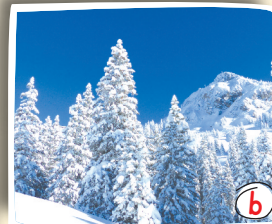


- a 5-year-old child /
without an adult



**eg. A 3-year-old child may not travel by
plane without a seat.**

9 Choose a picture (a or b) and imagine you're on holiday at the moment. Write a short paragraph answering the questions below: 30 pts



1. Where are you?
2. Who are you with?
3. What's the weather like?
4. Where are you staying?
5. What activities do you do there every day?
6. What are you doing at the moment?

Self-assessment

2

1 Listen and fill in the gaps:



Getting ready for Thanksgiving

Eating ... dinner is fun, but helping get ... ready for the big ... can be ... fun too. Here are ... things you can do to help out.

- Plan the Talk with your family about what you want to have for Thanksgiving dinner. Pick a couple side dishes to go with ..., like ..., potatoes. Then pick something for
- ... the table. While the adults are busy ... the turkey, you can set the Fold the ... and then place the ... on the left side of the ... and the ... on the right side.
- Help in the There are lots of ... to get ready for Thanksgiving, so ask your parents what you can help with. Maybe you can ... the ... or ... the cranberry Ask your ... if you're not sure about certain kitchen ..., like knives.
- ... up. Give your parents a ... when dinner is over and help them clean up. ... the ... or ... the ... so your parents don't have to.

After a full day of ..., ... and cleaning up, you can all ... a slice of ... for dessert.

(Adapted from "Help Prepare Your Family's Thanksgiving Dinner" at www.kids.usa.gov)

2 a. Put each activity in the right category:

set the table / go to sleep / paint a picture /
fold the napkins / wake up / go to work /
cycling / play the piano / dust the furniture /
sweep the floor / play chess / take the rubbish out /
have breakfast / go to school /
load the dishwasher / clean teeth

Hobbies	Chores	Routines

b. What's your weekday like? In pairs, use the activities in ex 2a to talk about your daily schedule. Include specific moments of the day and / or adverbs of frequency:

eg. On a weekday, I usually wake up at 7 o'clock in the morning.

I always have breakfast before I go to school.

3 a. You are going grocery shopping; circle the correct word to find out what your mother needs you to buy:

- A** There is still little / some pineapple left, but not enough / few.
- B** Are there little / any eggs in the fridge?
- A** Much / a few, but there is no / any milk. There are few / a few biscuits in the box, you need to buy some / a little.
- A** Is there any / few jam?
- B** No, and a little / no flour either. I can't make apple pie.
- A** But there is a lot of / any fruit in the fridge!
- B** I still need a / some butter for the pie. And don't forget the bread and some / a few oil.

b. Now write down the shopping list using:

loaf of / bottle of / carton of / jar of / bag of /
pack of / packet of / tin of / tub of

shopping list

- 1 ... bread
- 1 ... biscuits
- 1 ... ice cream
- 1 ... oil
- 1 ... flour
- 1 ... butter
- 1 ... pineapple
- 2 ... milk
- 1 ... jam



c. Now read again the conversation in ex 3a, check the shopping list and cross out the extra item.

4 a. Label each picture with the name of the animal it represents:

polar bear gorilla kangaroo tiger



b. Circle the correct answer:

- Bears are
a) mammals
b) insects
c) reptiles
- The polar bear lives in
a) the desert
b) the Amazonian forest
c) the Arctic region
- Tigers have dark
a) dots b) spots c) stripes
- A baby tiger is called a
a) kitten b) cub c) puppy
- Kangaroos have a ... called
a) pouch / marsupium
b) bag / pouch
c) pouch / pocket
- Kangaroos live in
a) Europe b) Asia c) Australia
- Gorillas live in
a) forests b) deserts c) water
- Gorillas' bodies are covered in
a) scales b) fur c) feathers

5 Read the dialogues and fill in the right question word:

- ... are you?
I'm Molly, your new neighbour.
- ... are you from?
I'm from Kenya.
- ... are you carrying a book?
Because I love reading.
- ... can you come for a visit?
I have many books, too.
... is your favourite?
- ... can I choose? There are so many!

6 a. Put the verbs in brackets into the correct form (present simple / present continuous):

- I ... (go) to school every day.
- My brother ... (enjoy) watching horror movies.
- Amy ... (cook) dinner now.
- We always ... (sing) songs around the campfire.
- Tigers ... (be) dangerous animals.
- I ... (wear) my jumper today.

b. Now put all sentences in ex 6a in the negative, then in the interrogative form.

7 In pairs, use the prompts to express permission; feel free to add reasons why permission is granted or not.

eg. father / go to the park (X)

May I go to the park?

No, you may not. You need to finish your homework.

classmate / borrow notebook (V)

Can I borrow your notebook?

Yes, you can. I don't need it right now.

- granny / watch TV (V)
- vet / take pet home (X)
- firefighter / play with equipment (V)
- sister / borrow dress (V)
- father / buy ice cream (X)
- teacher / leave class (X)
- friend / use bike (V)

Now check your answers on page 149.

How do you rate your progress? Tick the chart.

Excellent

Good

Ok

Can do better

Final revision

- 1 Look at the pictures and use the prompts to identify different body parts:

10 pts



t _____ l _____ p _____ m _____
w _____ f _____



b _____ w _____
f _____ c _____

- 2 Put each word in the right category: 15 pts

ladybird / lion / butterfly / duck / spider /
snake / hen / parrot / alligator / mosquito /
dolphin / dragonfly / whale / turkey / donkey /
lizard / turtle / kangaroo / camel / pigeon /
penguin / panther / bear / sheep / cow /
flamingo / wolf / horse / pig / mouse

Mammals	Birds	Reptiles	Insects

- 3 Circle the correct answer: 5 pts

- On a safari holiday I can:
a) do snorkelling b) go skiing c) see wild animals
- I like going on a beach holiday because I love:
a) swimming b) visiting museums c) hiking
- People choose adventure holidays to:
a) sleep late b) paint c) do extreme sports
- My mother prefers sightseeing holidays because she can:
a) visit historical places b) go surfing
c) see wild animals
- You wear boots and walk a lot on a:
a) cruise holiday b) beach holiday
c) hiking holiday

- 4 List each word under the right heading: 10 pts

car / ferry / taxi / hot air balloon / motorbike /
plane / train / boat / jeep / yacht

Air transport	Land transport	Water transport

- 5 Mark the nouns C (countable) or U (uncountable): 12 pts

- | | | |
|----------------------------------|-----------------------------|-----------------------------|
| <input type="radio"/> lettuce | <input type="radio"/> egg | <input type="radio"/> oil |
| <input type="radio"/> strawberry | <input type="radio"/> water | <input type="radio"/> apple |
| <input type="radio"/> orange | <input type="radio"/> pear | <input type="radio"/> sugar |
| <input type="radio"/> beef | <input type="radio"/> grape | <input type="radio"/> soup |

- 6 Put each word in the right category: 8 pts

cabbage / butter / chicken / lemonade / pie / tea /
cake / coffee / cheese / beef / kiwi / broccoli /
milk / melon / ice cream / pineapple

Drinks	Fruit & vegetables	Desserts	Dairy products	Meat

7 Circle the correct form: 6 pts

1. We haven't got much / any carrots, so we need to buy little / some.
2. I haven't got a lot of / much time, so I have to go.
3. There isn't many / much milk left.
4. I always put a little / a few grapes in my salad.
5. There is still some / few flour left in the bag, so I can bake a pie.



8 Fill in the gaps using: 5 pts

do does don't doesn't

1. ... you go to school every day?
No, I
2. ... John like knitting?
Yes, he ...
3. ... the Smiths speak Chinese?
No, they ...
4. ... they go hiking in the summer?
Yes, they ...
5. ... Amy take the taxi to go to university?
No, she ...



9 In pairs, use the prompts to find out how often you do the following: 10 pts

do the laundry / cook dinner /
drive the car / read a book / ride your bike /
walk the dog / clean up your room /
go shopping / watch TV / play the flute

eg. *How often do you dive in the ocean?*
I never dive in the ocean.

10 Put the verbs in brackets into the present simple or the present continuous. 10 pts

- A Hi Mark. I ... (look) for Jenny. Where ... (be) she?
- B She's in the living room. She ... (watch) her favourite TV show.
- A ... she ... (do) this a lot?
- B No, she usually ... (have) piano lessons at this time, every day.
- A ... she ... (stay in) today?
- B Yes, she ... (not feel) very well.
- A What ... you usually ... (do) on a Saturday afternoon?
- B Oh, I just ... (read) a nice book and sometimes I ... (go out) with friends.

11 Put the words in the correct order: 4 pts

1. Evie / cartoons / TV / now / watching / on / is.
2. dessert / dinner / you / eat / before / do / always?
3. baking / mother / us / a cake / for/ is.
4. homework / tomorrow / Mary / for / her / doing / is.

12 Use the prompts to talk about the activities your parents give / deny you permission to do: 5 pts

go out with friends on a school night
do homework late at night
skip classes
do Maths exercises
learn to play the drums
listen to audio books
go climbing during winter holiday
invite friends from school over
visit grandparents
go to the museum
take pictures of the Tower of London
help with dinner

eg. *I can't go out with friends on a school night.*
I can / cannot learn to play the drums.



SELF-ASSESSMENT 1

1. a. T; b. F; c. F; d. T
2. 1c; 2d; 3b; 4a
4. a. it; b. her; c. their d. yours
5. are getting ready; is wearing x 2; is waiting; is watching; is knitting; am playing

SELF-ASSESSMENT 2

1. Thanksgiving; everything; meal; a lot of; a few; menu; turkey; vegetables; salad; dessert; set; carving; table; napkins; forks; plate; knives; kitchen; dishes; mash; potatoes; slice; sauce; parents; tools; clean; break; sweep; floor; load; dishwasher; cooking; eating; enjoy; pumpkin pie

- 2a. Hobbies: paint a picture; cycling; play the piano; play chess. Chores: set the table; fold the napkins; dust the furniture; sweep the floor; take the rubbish out; load the dishwasher. Routines: go to sleep; wake up; go to work; have breakfast; go to school; clean teeth
- 3a. 1. some/enough; 2. any; 3. a few/no/few/some; 4. any; 5. no; 6. a lot of; 7. some/some
- 3b. loaf of bread; packet of biscuits; tub of ice cream; bottle of oil; bag of flour; pack of butter; tin of pineapple; carton of milk; jar of jam
- 3c. tub of ice cream
- 4b. 1a; 2c; 3c; 4b; 5a; 6c; 7a; 8b
5. 1. who; 2. where; 3. why; 4. when/which; 5. How
- 6a. 1. go; 2. enjoys; 3. is cooking; 4. sing; 5. are; 6. am wearing

Transcripts

STARTER UNIT

Starter Unit – Lead in – exercise 2

JENNY; ANDREW ; LIVERPOOL; EGYPT; CLEO

Listening & Reading – exercise 2

At the library

Librarian: Good afternoon. How can I help you?

Student: Good afternoon. I need a book for my science project, please.

Librarian: Have you got a library card?

Student: No, I haven't.

Librarian: Then let me make one for you. What's your name?

Student: I'm Amanda.

Librarian: And your surname?

Student: Jones. That's J-O-N-E-S.

Librarian: How old are you, Amanda, and what grade are you in?

Student: I'm eleven and I'm in the 5th grade.

Librarian: What's your address?

Student: 18 Pemberton Road, London. That's P-E-M-B-E-R-T-O-N.

Librarian: And your phone number?

Student: 055 196 6444

Librarian: Thank you. Now you can go and look for the book that you need.

UNIT 1

Lead in – exercise 2

Leonardo DiCaprio is a famous Hollywood actor. He lives in Los Angeles, USA.

Lionel Messi is from Rosario, Argentina. He is one of the best football players in the world.

Diana Vishneva is a famous ballerina. She comes from St. Petersburg, Russia.

Dalai Lama is a Buddhist monk. He is from Tibet, China, but he lives in exile in India.

Larisa Iordache is a Romanian gymnast. She is the 2015 World bronze medalist in the all-around and some people call her the "new Nadia Comăneci".

Adele is one of the most famous British singers. Her birthday is on May 5th and she is from London, England.

Unit 1 – Vocabulary practice – exercise 6

This is Fabio and he's 38 years old. He lives in Verona. It is one of the most romantic cities in the world. It is located in the northeast of Italy. Every day he goes to the local hospital to see his patients. He's a surgeon.

This is Bertha. She is 26 years old and she loves children. She's a teacher at a Primary School in Köln. It's a large beautiful city in the

west of Germany.

Interesting facts – exercise 1

Like all the planets in the Solar System, the Earth spins on its own axis and it also orbits the Sun. These two movements cause the difference between day and night and the changing of the seasons. The Earth takes 365 days, 5 hours and 48 minutes to orbit the Sun. On 21st March and 21st September, days and nights are the same length—both 12 hours. This is called an equinox.

Every four years, the month of February has 29 days instead of 28. This is called a leap year.

The Earth is divided into 24 different time zones by imaginary lines that go from pole to pole. Each time zone is one hour different from its neighbours, with the Greenwich Meridian at the centre.

The Earth is divided into two halves: the northern and southern hemispheres. The equator is the imaginary line that separates the two hemispheres. When it is summer in the north, it is winter in the south.

UNIT 2

Lead in – exercise 2

Hi! I'm Claire and this is my family. I love this photo! It's from a family picnic. This is Laura and she is my mum's sister. She's holding Tom, my little brother, and Mark, her husband, is just next to her. They are such a beautiful couple! My father, John, is next to my grandma. Her name is Helen and she has a kind smile. My aunt, Laura, and my mother are her daughters. My mother, Hannah, and my grandpa, Robert, are seated in front of Laura and her husband. That cute little girl in red is my sister, Amber. And guess where I am! I'm sitting between my father and my grandma.

Everyone is smiling, because we're a big happy family!

Language practice – exercise 2 a

Boy: Have you got any brothers or sisters, Denny?

Girl: Yes, I've got a brother and a sister. They are twins.

Boy: That's nice! What are their names?

Girl: Emily and Chad. They're 6, but we get along really well. What about you?

Boy: I'm not so lucky as you are. I'm an only child. I don't have any brothers or sisters.

Girl: Have you got any cousins, then?

Boy: Yes, I've got two lovely cousins. They are called Adele and Eric and they're 12, just like me.

Language practice – exercise 2b

Girl1: Alice, who's that boy over there?

Girl2: Which one?

Girl1: The one with curly hair.

Girl2: The one standing in front of the gym? Tall, with curly dark hair and a pair of glasses?

Girl1: No, that's Mark, I know him. I'm talking about the blond one, with dimples and freckles. He's short and seems shy, he doesn't talk to anyone.

Girl2: But he's also got a pair of glasses, right?

Girl1: Yes, he has.

Girl2: Oh, I know him. He's my new classmate, Frank.

Girl1: And what's he like?

Girl2: Well, he's not as shy as he looks. He is always bossy and rude.

Language practice – exercise 2c

Girl: What a lovely photo! Whose portrait is this?

Boy: It's my uncle's.

Girl: Is this your uncle?! He looks just like your father.

Boy: Yes, I know that. He is my father's brother. Everyone says they look the same, but they're not twins...

Girl: Lucky you! I haven't got any uncles but I've got a wonderful aunt. She's my mother's sister. She looks a lot like me, actually.

Boy: Oh, really? What sort of hair has he got?

Girl: She's got long straight blonde hair.

Boy: And what colour eyes has she got?

Girl: She's got blue eyes.

Boy: Yes, you're definitely related!

Grammar practice – exercise 6a

The Smiths

Mrs. Smith has got jewellery.

Billy has got parrots.

Olivia has got a hamster.

Mr. Smith has got a motorbike.

The Smiths have got a house.

UNIT 3

Lead in – exercise 2

This is Anne. She's thirty five years old. Ever since last summer she has a new hobby: riding her bike, which is a recent birthday present from her friends. Now she's already a champion of long distances.

This is Mike. He doesn't mind waking up at half past seven in the morning because he loves riding his beautiful horse, Micha, across the fields surrounding his village.

This is Bones and Kendama is his favourite free time activity. It's a Japanese toy. The Ken has three cups and a spike which goes into the hole in the ball.

This is Mrs. Archer, but everyone calls her Mrs. Needle. She loves knitting different things like pullovers, scarves and socks. She does that for all her family and sometimes for the children in her neighbourhood, too.

This is Michelle and she's fifteen. In her free time, she doesn't mind going roller skating, but she prefers skateboarding. She thinks it's more exciting. Every weekend she meets her friends and they go skateboarding on the streets of their neighbourhood.

Lead in – exercise 5

1. History / 2. Art / 3. Maths / 4. Geography / 5. Music / 6. Biology / 7. P.E. (Physical education) / 8. English / 9. Science

Grammar practice – exercise 2

1. A: Can you come to my birthday party?

B: I'd love to. When and where?

A: My place. Be there at quarter to five.

2. A: Let's hurry up! It's late!

B: The train leaves at quarter past ten, so there is plenty of time!

3. A: Do you fancy going to the cinema tonight?

B: I'd love to, but there is an important football match at eight thirty, have you forgotten?

4. A: Is our English class on Tuesday, in the morning?

B: No, French starts at ten past nine and then we have English.

UNIT 4

Language practice – exercise 5a

A: Can you help me, please? I need to find a supermarket.

B: Well, there's the grocery right here, but if you need a supermarket, it isn't far. Go up the street until you reach the roundabout and take the first turning on the left. Go straight ahead, past the traffic lights, through the crossroads. There's a big theatre on the corner, on the left, and the supermarket is just a bit further, on the right.

A: Thank you!

Interesting facts – exercise 1

Buckingham Palace is where the Kings and Queens of the United Kingdom live when they are in London. The palace is in the City of Westminster and has 775 rooms, its own post office, cinema, swimming pool, doctor's surgery and jeweller's workshop.

This is where the Queen receives state visits, but the palace is also open to the public – each year, for a couple of months.

The Forbidden City is an old imperial palace, built 600 years ago in Beijing, China. It consists of 980 buildings and it is the most visited art museum in the world.

Chichen Itza is an ancient Mayan city from Mexico. It is famous for its step pyramid which is about 30 metres high.

Empire State Building is a 381-metre high skyscraper from Manhattan, New York, built in 1931. It has an outdoor observatory and hosts several television stations.

The Sydney Opera House is a performing arts centre in Sydney, Australia. It looks like a large ship with sails made of concrete and it hosts 3,000 events every year.

The Burj Khalifa is the world's highest skyscraper (828 metres) in Dubai, United Arab Emirates. It has got a hotel, 900 private apartments, restaurants, swimming pools and it is surrounded by a large park shaped as a desert flower.

REVISION UNITS 3 & 4

exercise 8

Albert is eleven. He lives in the blue detached house, opposite the bakery. There are many rooms in his house, but his room is his favourite; all his precious toys and books are in there. Albert's friend Toby lives next to him, in a small cottage. His favourite place in the house is the living room, because he watches cartoons there.

Albert and Toby go to Thomas Jefferson Middle School. Jefferson is spelled J-E-F-F-E-R-S-O-N. They study many subjects at school: Maths, English, French, History, Science, Geography, Music, Art and PE. Toby's favourite subject is Music and Albert's is PE. He really loves sports! Actually, his hobby is playing tennis. Toby, instead, enjoys playing the harmonica.

UNIT 5

Lead in – exercise 4

1a Hi, Mary! It's me, Helen. I'm calling to tell you I love it here in Salzburg. We've arrived in Austria this weekend. The weather is freezing cold and the temperature is -5 C today. There's a lot of snow, too, my cousins and I are planning to build a snowman later.

1b My name's Lizzie. I'm eight years old and I live with my family and grandparents in Venice, Italy. At weekends, when it's warm and sunny outside, my granddad takes my brother and I to the central square, to feed the pigeons. I love them – they are beautiful birds, and seem so loving, too.

1c I can't imagine days without rain. I've been living in London for ten years now. I love walking on the streets in the cool wet evenings

and singing in the rain. Sometimes people stop and stare at me, but in the end they clap their hands and start dancing with me too. It gives me a wonderful feeling. It makes me feel special.

1d This is us on the beach in Florida, USA. My brother Bobby is on the left, I'm in the middle, hugging my cousin Diana with one arm, while she's probably thinking I need to grow up. It's our summer holiday, the days are long and it's boiling hot every day. We spend time on the beach, swimming, surfing or playing volleyball.

Interesting facts – exercise 1b

Sydney, Australia, has a humid subtropical climate. It has warm to hot summers and cool winters with some rain all year.

Anchorage, Alaska has an arctic climate. It has short cool summers and long cold winters with snow and ice.

Brasilia, Brazil, has a tropical dry climate. It is always hot with heavy rain in the wet season and less rain in the dry season.

Cairo, Egypt has a desert climate. It has very hot days and cold nights with little rain.

Bangkok, Thailand has a tropical wet climate. It is always hot and humid with heavy rain.

Rome, Italy has a Mediterranean climate. It has hot, dry summers. The winters are mild and wet.

UNIT 6

Lead in – exercise 3

1a

Hi! My name's Robbie. I'm from Manchester, U.K. I go to school every day, but I'm hoping to become a musician when I grow up, so and I have a busy schedule every week. I have little time to eat properly. My favourite food is fish and chips. I also like drinking tea and eating cookies. I don't really have a favourite vegetable but I enjoy eating strawberries a lot.

1b

Ciao! My name's Giovanna. I live in Naples, Italy. Italians like eating healthy and enjoy tasty food. I want to keep fit, so I eat a lot of fresh fruit and vegetables. My favourite fruit is melon and my favourite vegetable is broccoli. I like drinking orange juice. My favourite food is not pasta. I also love eating seafood.

Interesting facts – exercise 1

Types of food

Calcium is good for your diet, and the easiest way to get it is from dairy products, such as milk or cheese. If you're lactose intolerant, however, they can cause adverse reactions, from bloating to more serious abdominal pain.

Fruits and vegetables are high in fibre and have a significant water content. This means they can reduce constipation and lower your risk of heart disease and diabetes, but consuming large amounts can, at first, lead to digestive problems, including bloating and gas.

Whole grains are known to lower your risk of heart disease, cancer and diabetes, as well as help you maintain a healthy weight. But this is not a miracle cure; sometimes grains can be hard on your digestion, especially if you eat them raw (as in soaked oats). Some people are even allergic to the gluten in grains such as wheat or barley.

Meat consumption can be very beneficial for you – as long as you eat it in small quantities, choose lean varieties, and you cook it and chew it properly. Otherwise, it can be difficult to digest, and may cause pains and abdominal discomfort.

High-fat and fried food has low fibre and poor water content, which makes it unhealthy for our digestion system. Among the digestive problems it can cause are acid reflux and heartburn. It can also lead to high blood pressure, obesity, and diabetes.

Everyone loves a treat, but processed sugars – sweets, chocolate, biscuits, sugary cereals, soft drinks and of course, white sugar itself – can be hard on your digestion. Most processed foods pile on

unnecessary calories, while giving you little nutritional value. Try sticking to fruit instead.

Interesting facts – exercise 2

The digestive system

The digestive system breaks down the food that you eat into something that your body can use.

In the stomach and the small intestine, food is broken down into simpler substances. Other organs, such as the pancreas and the liver, help in this process, too.

Food starts off in the mouth. It is crushed and chewed by the teeth, with the help of the tongue and saliva.

The food is turned into a ball ready for swallowing.

The ball passes quickly through the oesophagus. Within 10 seconds, it reaches the stomach.

The food stays in the stomach for 3–6 hours.

The digestive process continues in the small intestine for 5–6 hours. After that, the liquid food passes into the large intestine, where it stays for 12–24 hours.

It's a day long journey, if you do the maths!

UNIT 7

Lead in – exercise 2

Hello! My name is Meera Spencer. I'm a GP (general practitioner) at a Hospital in Manchester, UK. Every day I wake up at twenty past six. I go for a run, then I have a shower, drink some coffee and leave for work. At the hospital, I see different patients until noon, when I have a thirty-minute break. I usually go to a restaurant opposite the hospital and eat lunch, either by myself, or with a few colleagues. I work late in the evening. I have dinner and then I watch TV or read an interesting book. I usually go to sleep around midnight.

Interesting facts – exercise 1b

1. The Aztecs

Hi, I'm Ullia and I live with my Aztec family in Tenochtitlan, the capital city and centre of the Aztec Empire. The year is 1325.

My father works as a farmer and my mum cooks and takes care of us. Aztecs are really good farmers and craftsmen. They are also very intelligent. They know a lot about the motion of the stars and they build big stepped pyramids in honour of our gods. Our people transport goods by boat and they are very good hunters.

My friends and I, we go to school every day. Boys and girls go to separate schools. Girls learn about religion, singing and dancing. We also learn how to cook and make clothing. Boys usually learn how to farm or learn a craft such as pottery or feather-work. They also learn about religion and how to fight as warriors.

Aztec children are well mannered and always try to behave nicely. We do not whine, do not make fun of the old or the sick, and do not interrupt.

In the afternoon we play games. The most popular game is a board game called Patolli. Players move their pieces around a board by rolling dice. Another popular game is Ullamalitzli. This is a ball game played with a rubber ball on a court. Players have to pass the ball around using their hips, shoulders, heads and knees. The Aztec Empire is really big and our Emperor has a strong army.

2. Ancient Egypt

The year is 980 BC (well, this is how you'd put it...). I'm Arsinoë and I live in Egypt, on the banks of the river Nile, in northeast Africa.

The pharaoh rules our empire. He is really strong and powerful.

We live in a house made of mud bricks. Every day, my father goes hunting and fishing on the river Nile. Other men work as farmers or craftsmen.

Egyptians are very clever. They are really good at Maths and they can build gigantic pyramids made entirely of stone.

They build boats and transport food and other goods along the river. I don't go to school, but I help my family around the house every day.

Only my brothers go to school, where they study hieroglyphics. In our free time we play music or board games.

Egyptians love looking nice and being clean. Both men and women wear jewellery and use eye paint. People bathe daily, often in the river Nile.

3. Ancient Rome

I'm Aurelius and I live in Rome. The year is 60. My family is rich and we own a villa. I live with my mother, my father, my sister and our slaves. My older brother with his wife and children live with us, too. Family is very important to us.

My sister and I go to school every day. We study Maths, Grammar, History and Literature. We have a break at noon, for lunch, then we go back to school for classes. We use wax-covered boards to write on.

In the evening, once at home, we play with our pets and toys. We also love playing board and ball games. I spend a lot of time with my older brother. He sometimes takes me to the agora, so I can listen to wise men speaking.

Our father loves watching performances at open-air theatres in his spare time. He loves gladiator tournaments. Only, he doesn't have much spare time. He is very busy talking in the Senate every day.

UNIT 8

Interesting facts – exercise 1

1. Can flying squirrels really fly?

No, but they can glide from tree to tree. When the flying squirrel leaps into the air, it stretches out the skin flaps at the sides of its body, which act like a parachute!

2. Which is the fastest cat?

The cheetah is the fastest running cat and one of the speediest of all animals over short distances. It can run at 104 kilometres an hour over a distance of 200 metres – more than twice as fast as humans.

3. What is an okapi?

An okapi is a relative of the giraffe that lives in the African rainforest. The male has a small horn on its head and a long tongue like a giraffe's, but it does not have a long neck.

4. What is a wombat?

A wombat is a small bear-like marsupial with a heavy body and short, strong legs. It digs burrows to shelter in, using its strong teeth and claws.

5. Is a platypus a marsupial?

No, it isn't. A platypus is an unusual animal that lives in Australia. It hunts in rivers and lakes using its sensitive bill. It feeds on insects, frogs and shrimp. Unlike most mammals which give birth to live young, the platypus lays eggs.

UNIT 9

Interesting facts – exercise 2

The Olympic Games are one of the planet's greatest sports competition. Every four years, the world is focused on the city that is hosting the games. Many countries on all the continents, represented by thousands of athletes take part in hundreds of different sports events.

The Olympic games have a long history, being officially held for the first time in 776 BC in Olympia, Greece.

Baron Pierre de Coubertin, a French sportsman and educator, is considered to be the founder of the Modern Olympics. He proposed in 1892 to restart the games, in an attempt to bring people together and encourage international sporting competition.

The best-known symbol of the Games is the Olympic flag which is composed of five differently coloured rings (blue, yellow, black, green and red) on a white background. The interlocking rings show that the whole planet can come together in peace for the Olympic competition.

The Olympic flame represents the purity of the Olympic ideal. It is lit at Olympia, the site of the ancient games and carried across the Globe.

The Olympic motto is "faster, higher, stronger" pointing to athletic excellence, but taking part is just as important as winning.

The Paralympics, a championship for disabled athletes, takes place immediately after the Summer Games, in the same host city.

UNIT 10

Language practice – exercise 2

A: Why do you go?

B: I go for charity.

A: When are you leaving?

B: Next Thursday.

A: Where do you go?

B: To the USA.

A: Who do you go with?

B: A group of twenty people.

A: How long do you stay there?

B: For a week.

A: What is the weather like?

B: It's very hot.

Interesting facts – exercise 1

On our amazing planet, we can climb 8,848 metres high to the summit of Mount Everest or go down 1,602 metres under the surface to the world's deepest cave.

We can sail on the planet's widest lake or journey across the largest continent.

The Nile in northeast Africa is 6,617 kilometres long and is the longest river in the world.

The largest freshwater lake is Lake Superior, one of the Great Lakes of North America. There are around 50 lighthouses to warn sailors along Lake Superior's 4,300 kilometres of shoreline. Over 200 rivers flow into the lake!

The deepest lake in the world is Lake Baikal, in Siberia, eastern Russia. It holds more water than all of the five North American Great Lakes combined!

The lowest point on land is the shoreline of the Dead Sea, between Israel and Jordan. It is 400 metres below the sea level of the Mediterranean Sea. The Dead Sea is like an inland lake and is almost nine times saltier than the ocean. This explains why there are almost no creatures living in it!

The Dead Sea has attracted visitors from all around the world for thousands of years. It was one of the world's first health resorts. People also use the salt and the minerals from the Dead Sea to create cosmetics.

The water in the Dead Sea is so salty that it makes swimming similar to floating.

The biggest continent

From the biggest one to the smallest: Asia, Africa, North America, South America, Antarctica, Europe and Australia. All these continents lie on different plates. They constantly move, slowly changing the face of the Earth. But don't worry! They only move a few millimetres a year.

The largest island in the world is Greenland.

The largest Ocean is the Pacific. It covers a third of the earth's surface. There are four other oceans in the world: Atlantic, Indian, Southern and Arctic, in descending order of size.



Limba modernă **1**

ENGLEZĂ

Clasa a V-a

Manualul de **LIMBA MODERNĂ 1 ENGLEZĂ – Clasa a V-a** se adresează elevilor și profesorilor îndrumători. Intuitiv și ușor de utilizat, manualul vizează:

- îmbogățirea vocabularului uzual
- aprofundarea noțiunilor de gramatică
- dezvoltarea competențelor generale: receptarea, exprimarea și redactarea mesajelor esențiale pentru situațiile de comunicare uzuală

Tematică: formulele de salut, exprimarea timpului, localizarea obiectelor în spațiu, casa, familia, meseriile, trăsăturile fizice și de caracter, școala, activitățile cotidiene, timpul liber, vacanța, sărbătorile, animalele domestice și sălbatice, alimentația, sănătatea și corpul omenesc, îmbrăcămintea, vremea și anotimpurile, mijloacele de transport

Versiunea electronică reproduce toată informația din manualul tipărit, aducând totodată un plus de conținut. Fiecare unitate conține înregistrări video și audio, activități interactive (exerciții de asociere, de tip adevărat sau fals și de completare a spațiilor libere) și numeroase informații suplimentare. Designul este atractiv, iar navigarea se face ușor, fiecare funcție fiind marcată prin iconițe explicite.

