



Limba modernă 1 Engleză

Clasa a V-a



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

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

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

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It is the first time that Cambridge University Press has designed a course specifically for Romanian schools.

- English and Romanian teachers have created, through *Limba modernă 1. Engleză. Clasa a V-a*, a textbook that follows the Romanian Curriculum step by step and:
- creates an inclusive learning environment through learning strategies, games and dynamic activities to ensure all students achieve success;
- inspires passion and sparks the imagination through culture, film, documentaries and authentic videos of the English speaking world;
- enables students to achieve success in language exams and external certifications with official, authentic preparation materials from Cambridge.

Instrucțiuni de utilizare a manualului digital Activitățile multimedia interactive de învățare sunt de trei feluri și sunt simbolizate pe parcursul manualului astfel:

Static activity – listening / studying a significant image / Activitate statică, de ascultare și observare a unei imagini semnificative



Animated activity – video / animation / *Activitate animată (film/animație)*



Interactive activity – exercise with immediate feedback after solving / Activitate interactivă, de tip exercițiu, în care elevii rezolvă și primesc un feedback imediat





Butonul NOTIȚE

Secțiunea AJUTOR

Navigare către pagina precedentă

Navigare către pagina următoare



Printed Student's book

Digital Student's book

Vocabulary Presentation of the key vocabulary with multiple exercises /

Introducerea vocabularului tematic al unității

prin exerciții variate

+

(consistent with the printed version,

it includes over 200 AMII - multime-

dia interactive learning activities)

The Student's book contains:

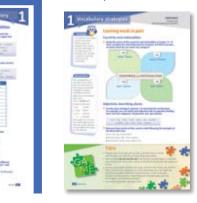
A Starter section + 9 Units + Extra resources

Each unit has the following structure: *Vocabulary* + *Dialogue* + *Grammar* + *Functions* + *Skills and culture* +

Vocabulary strategies + Key strategies There is an *Evaluation test* after every two units and a *Final evaluation test* at the end of *Unit* 9.

Extra resources: Story time, Culture, Festivals, CLIL, Projects

Vocabulary strategies contains strategic exercises and games for building and memorising vocabulary / cuprinde diferite strategii didactice (organizatori grafici și jocuri) care contribuie la îmbogățirea vocabularului și la memorarea cuvintelor noi



Dialogue Character dialogues teaching Everyday English expressions / Dialoguri care ilustrează situații reale de comunicare cotidiană în limba engleză



Video Videos featuring the same characters in realistic and everyday situations / Un miniserial de filme cu aceiași protagoniști-elevi, surprinși în situații firești și cotidiene de comunicare, corelate cu tema unității



 Tables, explanations, exercises and contextualised grammar for learning and mastering grammar rules /

 Table, explicatii, exercitii si situatii de exersare pentru învătarea și stăpânirea regulilor gramaticale





Video A video for each grammar point with theory and exemplification / Tabele gramaticale animate, cu teorie și exemple pentru fiecare unitate

Long form	Short form	
am	inn	Romentian
You are	Hou're	Romanuan
Tie is	He'b.	Romanian
Stells	Switz	Romanian
1 is	15	Romanian
We are	Wirhe	Romanian
You are	10ume	Romanian
They are	They're	Romansian
Subject + then we write to postbophe (1 to the usuality of the mail of the mail of the		Complement

Limba engleză Clasa a V-a



Manualul, Varianta tipărită

+

Varianta digitală (conformă cu varianta tipărită, având în plus peste 200 AMII, activități multimedia interactive de învățare) Manualul cuprinde:

la sfârșitul unității 9.

Recapitulare + 9 Unități de învățare + Anexe

Fiecare unitate are următoarea structură:

Anexe: Lectură, Cultură, Sărbători, CLIL, Proiecte

Vocabular + Dialog + Gramatică + Comunicare + Abilități culturale +

Strategii de învățare a vocabularului + Strategii de pregătire a examenelor

Există un Test de evaluare la fiecare două unități și un Test de evaluare finală

Competences A route through materials for

developing key 21st century competences /

Competențe-cheie pentru cetățenii secolului

al XXI-lea, urmărite prin activitățile propuse

Functions Activities and exercises helping students learn to express themselves in English and to use the language in real situations / Activități și exerciții care îi învață pe elevi să se exprime în limba engleză și să folosească limba în situații concrete de comunicare



Skills and culture Texts and images to help students discover the English-speaking world, its culture and its traditions, and to practise the four skills: Reading, Listening, Speaking and Writing / Texte și imagini care îi ajută pe elevi să descopere lumea vorbitorilor de limbă engleză, cultura și tradițiile acesteia, exersându-și, totodată, cele patru competente generale



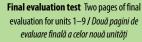
Key strategies Activities providing preparation for an exam or revision of the key structures from the unit / Activități de recapitulare sau de pregătire pentru sustinerea unei testări



CLIL (Content and Language Integrated Learning) materials covering non-linguistic curriculum topics / Materiale pe teme care extind sfera de cunoaștere a elevilor și integrează conținuturile studiate



Evaluation test Two pages of evaluation after every two units / *Două pagini de evaluare la fiecare două unități*





evaluare finală a celor nouă unități



Culture Reading, video, oral and project activities to deepen knowledge of culture and traditions in English-speaking countries / Texte, filme și activități orale sau de proiect care aprofundează elemente de cultură și tradiție din spațiul anglofon Festivals Presentation of widely-celebrated festivals from English-speaking countries / Prezentarea specificului unor sărbători foarte cunoscute din spațiul anglofon



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Grammar
Verb to be (informally)
Question words:
What / How / Who / How old
Possessive adjectives: my / your

Functions

Key

strategies:

A

CLIL

Asking sb's name + spelling / Asking sb's age / Asking sb's phone number / Talking about birthdays / Talking about dates and time / Identifying objects

Skills and culture

Reading: Understanding personal profiles of 4 teenagers from the capital cities

The united nation pp. 20–21

Contents

General and specific competences from the curriculum

Culture

Culture:

A

- 1. Understand oral messages in everyday communication situations
- 1.1. Identify the overall meaning of clearly articulated everyday messages and dialogues
- 1.2. Identify the meaning of clearly articulated everyday verbal exchanges with clarification from the speaker
- 1.3. Develop interest in specific aspects of the culture of the language studied 2. Speak in everyday communication situations
- 2.1. Describe people / characters in a simple way
- 2.2. Establish social interaction based on simple conversational formulas (greetings, introductions, thanks, instructions)
- 2.3. Express preferences
- 2.4. Show willingness to participate in a dialogue
 - 3. Understand written messages in everyday communication situations
- 3.1. Identify information from panels and signs displayed in public places for navigational purposes
- 3.2. Select information from a short text accompanied by illustrations
- 3.3. Identify information in simple written messages from friends or peers
- 3.4. Show curiosity for reading navigational texts
 - 4. Write messages in everyday communication situations
- 4.1. Write short, simple messages 4.2. Describe aspects of daily life (people, places, school, family,
- hobbies), using short sentences 4.3. Show willingness to exchange
- simple written messages

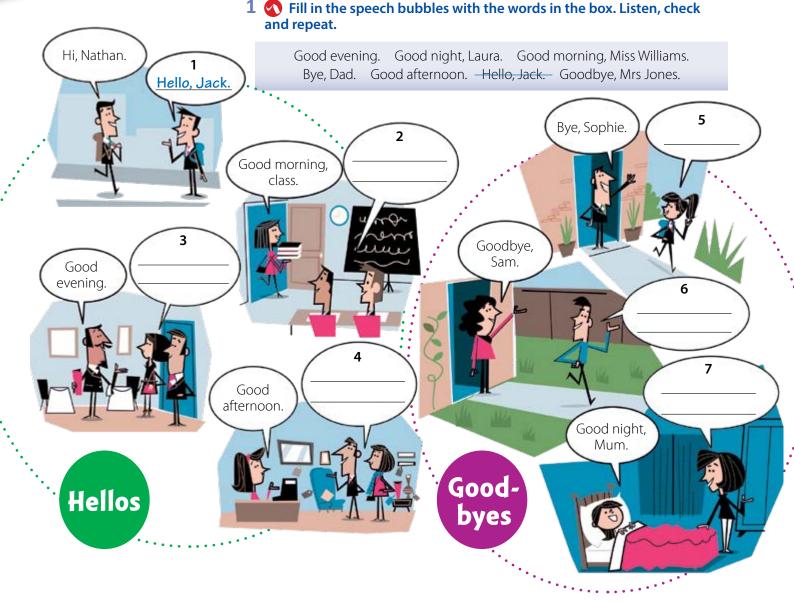
Competențe generale și specifice din programa școlară 1. Receptarea de mesaje orale

- 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 si 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 conversationale simple (salut, bun rămas, prezentare, mulţumire,
- instructiuni) 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 de pe panouri și indicatoare 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

of the UK / Listening: Teenagers introducing themselves and giving personal information / Speaking: Introducing yourself / Writing: Giving personal information / Study tip: Capital letters	Listening p. 23	Geography p. 132	London p. 136
Famous brothers and sisters pp. 32–33 Reading: Understanding a text about famous UK families / Listening:	Key strategies:		
Understanding a conversation about a (fictitious) famous family / Study tip: Before listening / Speaking: Exchanging information about you and your partner's family / Writing: Writing a profile of family members	Reading and writing p. 37		
My pet pp. 46–47 Reading: Understanding a description of pets / Listening: Understanding a description of favourite possessions / Speaking: Making a class survey on favourite possessions / Writing: Describing favourite possessions / Study tip: Making notes Semester project 1: A poster of my favourite animal p. 142	Key strategies: Listening p. 49		
Home - My special place pp. 58–59 Reading: Understanding a description of favourite places in the home Listening: Understanding a description of favourite places in the home Speaking: Asking / answering about your favourite room / place Study tip: Preparing questions / Writing: Describing your favourite room	Key strategies: Reading and writing p. 63		
A future champion pp. 72–73 Reading: Understanding a text about the daily routine of a teenage swimming champion / Study tip: Skimming / Listening: Understanding interviews with two teenagers describing their daily routines during the school holidays Speaking: Describing your own daily routine in the school holidays Writing: Describing your partner's daily routine in the school holidays	Key strategies: Listening p. 75	B CLIL Music p. 134	B Culture: Schools in the UK p. 138
A deu cutie Landeu en 04.05	V		
A day out in London pp. 84–85 Reading: Understanding the description of a day out in London / Listening: Understanding a radio interview / Speaking: Talking about what teenagers do during the summer holidays / Writing: Writing about what teenagers do during the summer holidays / Study tip: Linkers: <i>and</i> , <i>but</i> , <i>so</i> Semester project 2: A touristic collage p. 143	Key strategies: Reading and writing p. 89		
Focus on British sports pp. 98–99 Reading: Understanding a text about typical British sports / Listening: Understanding an interview with a sports star / Speaking: Talking about sports teenagers like / don't like playing / Study tip: Giving a reason Writing: Writing about sports teenagers like / don't like playing	Key strategies: Listening p. 101		
Dressing up for special occasions pp. 110–111 Reading: Understanding a text about dressing up in the UK Listening: Understanding descriptions of school uniforms Study tip: Listening for gist Speaking: Describing what a classmate is wearing and guessing who it is Writing: Writing a description of appearance and clothes	Key strategies: Speaking p. 115		
Scary food! pp. 124–125 Reading: Understanding a text about strange types of food / Study tip: Predicting the topic of a reading text / Listening: Understanding a description of a national dish / Speaking: Asking / answering questions about a recipe / Writing: Writing a text about a recipe	Key strategies: Reading and writing p. 127		

Starter

Greetings



2 PAIRWORK Write dialogues using the prompts. Then, in pairs, act them out.

1 A <u>Hi, Gianni</u>. (Greet your friend, Gianni.) B

(Answer.)

2 A ___

В

(It is 9 am. Greet your teacher, Mr Grant)

(Your teacher answers.)

3 A

(You leave the house to go to school, and your mother says goodbye to you.)

Β____

В

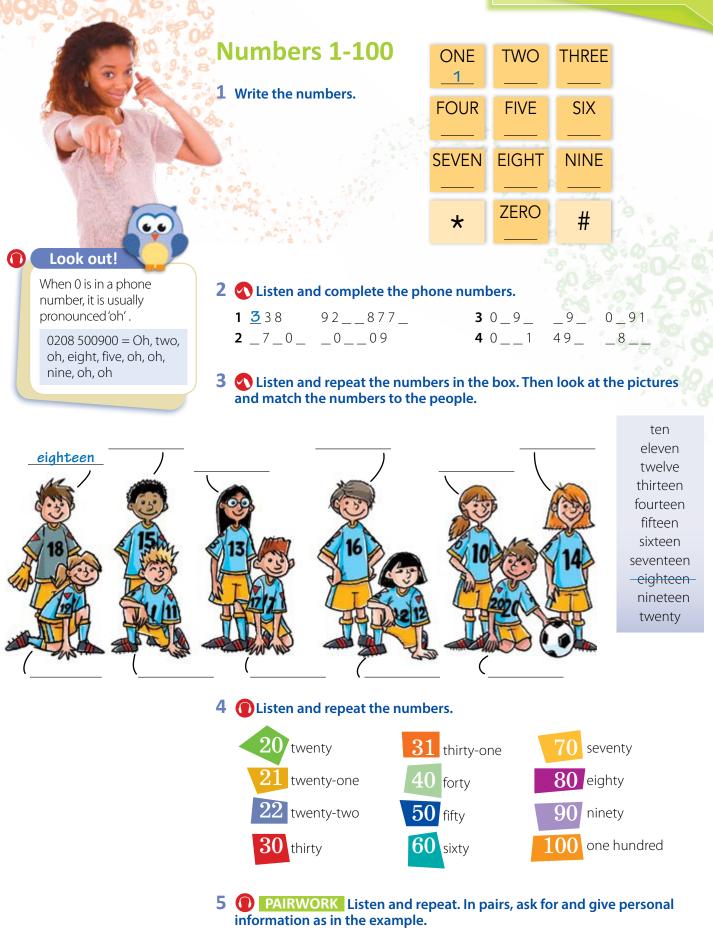
(Answer.) 4 A

> (You go to bed. Say good night to your father.)

(Your father answers.)

8 eight

Starter



A How old are you? B I'm 12. A What's your phone number?B 319 7756321.

Starter

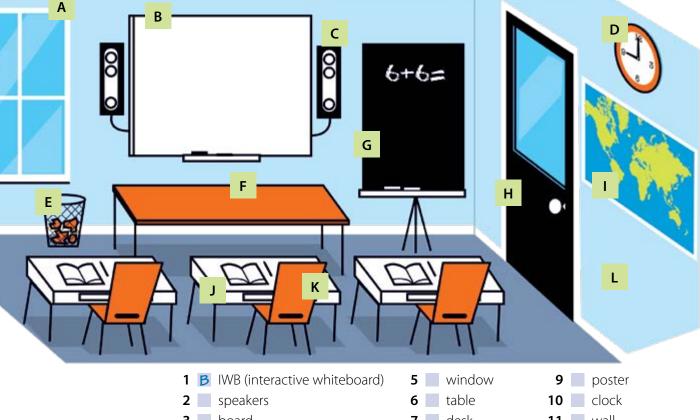


Days, months and seasons

	Monday Tuesday	Wednesday Fri Thursday Sa	iday Sunday Iturday
Look out! We always use capital etters to write the days of the week and the months. The names of the seasons do not usually begin with capital letters.	hear them. 3 Omplete the nam and repeat.	r the days of the week in t nes of the months with the LGRCCEU	e letters in the box. Listen
Wednesday April spring winter	JAN_ARY	MA_	SE_TEMBER
	FEB_UARY	_UNE	O_TOBER
	MAR_H	JU_Y	NOVE_BER
	APR_L	AU_UST	D_CEMBER
Ordinal numbers are used with dates: 1st first 2nd second 3rd third 21st twenty-first	question as in the exa A When's your birtha B It's on 10th Octol 5 Write the months in e	lay? per.	
22nd twenty-second 23rd twenty-third For all numbers except for the ones above we add	Spring S	Immer	winter
 22nd twenty-second 23rd twenty-third For all numbers except for the ones above we add th at the end: 4th fourth 5th fifth 6th sixth 12th twelfth 	March	June Septemb	h becember
22ndtwenty-second23rdtwenty-thirdFor all numbers except for above we addthe ones above we addthfourth5thfifth6thsixth	March		per December

Things in the classroom

Look at the picture and match the words with the items you see. Listen and check. Then listen again and repeat.



 3
 board
 7
 desk
 11
 wall

 4
 door
 8
 chair
 12
 bin

A How do you spell 'wall'?

B W - A - L - L

- **2 () PAIRWORK** Ask and answer questions about the picture in exercise 1 in pairs.
 - A What's this?
 - B It's a window.
 - A What's 'B'?
 - B It's an interactive whiteboard.
- **3 () PAIRWORK** Listen and repeat. Then, in pairs, ask and answer similar questions about your classroom.



We're from the UK

Look out!

We do not use *the* before most country names: *Romania, Italy*.

We use *the* before countries whose names include the words 'states' or 'kingdom', island groups and mountain ranges: *The United Kingdom; The Maldives, The Alps*.











JOSH

5





Vocabulary

Countries and nationalities

1 ① Match the names of the countries with the pictures. Listen and check. Then listen again and repeat.

Russia <u>the UK (the United Kingdom)</u> Australia the USA (the United States of America) Italy China Brazil Mexico India Canada Japan South Africa

Write the nationality adjective for each country. Listen, check and repeat.

Japanese Canadian Mexican American Italian Russian Australian South African British Indian Chinese Brazilian

Countries	Nationalities
Australia	Australian
Brazil	
Canada	
China	
India	
Italy	
Japan	
Mexico	
Russia	
South Africa	
the UK	
the USA	

3 🔇 Listen and match the people with their nationalities.

1 D Thiago

2

- 2 Becky
- 3 Fumiki
- 4 Helen
- 5 Pavlo
- 6 Huma
- **C** Indian

A Japanese

B Australian

- **D** Brazilian
- E American
- F Russian

4 PAIRWORK Imagine you are from a different country. Choose a country from exercise 1 and introduce yourself as in the example.

My name's Dimitri. I'm from Russia. I'm Russian.

LIUUAN

ZOE

9





Our dad's from the USA!

Dialogue

1 READING Read the text and watch the video. Where are Ricky and Sarah from?

Ricky	So Who are they?
Adam	That's Vijay and his friend, Jack. They're really cool.
Ricky	OK.
Adam	And that's the new girl, Sarah. She's really nice.
Ricky	Nice?
Adam	Yes, she's nice. She's Italian, too.
Ricky	Well, actually, she's my sister! Sarah! Over here!
Sarah	Oh, Ricky. There you are!
Ricky	Adam, this is my sister, Sarah – we're twins.
Adam	Hi, Sarah.
Sarah	Hey.
Adam	And this is my best friend.
Jazmin	Hi, I'm Jazmin.
Sarah	Hello, Jazmin. I'm Sarah.
Jazmin	Where are you from?

nicky u	
Sarah	I'm from Italy.
Jazmin	So you're Italian!
Sarah	Yes, that's right.
Ricky	Well, not exactly. We're half 🥖
	Italian and half American.
Sarah	You see, our mum's from Italy
	and our dad's from the USA.
Jazmin	Wow! You're so lucky! Two
	countries and two languages!

JIDEO

Now listen and repeat.



actually Over here! There you are! That's right. You're so lucky!

SARAH DANKERS

14 fourteen

Dialogue

- 2 COMPREHENSIONRead the dialogue again. Are the sentences true
(T) or false (F)? Correct the false ones.TF
 - **1** Vijay and Jack are friends.
 - 2 Sarah is English.
 - **3** Sarah and Ricky are brother and sister.
 - 4 Adam and Ricky are twins.
 - 5 Jazmin is Italian.
 - 6 Ricky is from the USA.

3 O Complete the sentences with the words in the box.

- This our She his We She's We're is my They're
- 1 That's Vijay and _____ friend. _____ really cool.
- 2 That's Sarah. _____'s nice. _____ Italian.
- **3** She's _____ sister!
- 4 _____ is my sister, Sarah. _____ twins.
- **5** This _____ my best friend.
- **6** _____'re half Italian and half American.
- 7 Our mum's from Italy and <u>dad's</u> from the USA.

4 **()** Fill in the gaps with information from the dialogue on page 14. Listen, check and repeat.



- **5 PAIRWORK** In pairs, act out the dialogue in exercise 4. Use the names of the children, countries and nationalities on pages 12 and 13.
 - A Hi, I'm Luke.
 - B Hello, Luke. I'm Will.
 - A Where are you from?
 - B I'm from Australia.
 - A So you're Australian!
 - B Yes, that's right.



fifteen 15

A Subject pronouns

Singular		Plural	
1st person	1	1st person	we
2nd person	you	2nd person	you
3rd person	he, she, it	3rd person	they

JIDEO

Subject pronouns are personal pronouns used to replace the subject (person or thing). They always come before the verb.

Ricky and Sarah are from Italy. They are Italian.

We use the pronoun *he* with masculine nouns: father, brother, man, boy, actor etc.

We use the pronoun *she* with feminine nouns: mother, sister, woman, girl, actress etc.

We use *it* to refer to things and animals.

If an animal is really important to someone, it can be referred to as *he/she*:

I love my dog very much. **He** is white and has fluffy ears.

1 Choose the correct answers.

(He) She is George.

- 1 He / She is my sister.
- 2 We / She is our English teacher.
- **3** He / They are my friends.
- 4 She / He is my mum.
- 5 We / I are sisters.
- 6 It / He is my schoolbag.
- 7 We / I am a student.
- 8 He / We is my brother.

2 Complete the sentences with the correct personal pronoun. Listen and check.

James is American. <u>He</u> is American.

- 1 <u>Matt and I</u> are friends. _____ are friends.
- 2 <u>Anna</u> is in my class. _____ is in my class.
- **3** <u>Ben and Josh</u> are twins. _____ are twins.
- 4 The students are at school. _____ are at school.
- **5** <u>Paul</u> is my friend. _____ is my friend.
- 6 <u>My home town</u> is London. _____ is really big.
- 7 <u>Jess and I</u> are 13. _____ are 13.
- 8 You and Amy are cool! _____ are cool!
- 9 <u>My mum</u> is a teacher. _____ is really busy.
- **10** <u>My schoolbag</u> is red. _____ is red.

B Present simple of the verb to be Affirmative form

Long form	Short form	
l am	l′m	Romanian.
You are	You 're	Romanian.
He is	He 's	Romanian.
She is	She 's	Romanian.
lt is	lt 's	Romanian.
We are	We 're	Romanian.
You are	You 're	Romanian.
They are	They 're	Romanian.
Subject <mark>+</mark> a	m/are/is <mark>+</mark> co	omplement

When we write the short form, we use an apostrophe (') to mark the missing letter(s). We usually use the short form in both spoken and informal written English.

l**'m** Adam.

Our dad's from the USA.

3 Rewrite the sentences using the short form of the verb *to be*.

He is from England. He's from England.

- 1 She is Japanese.
- 2 They are nice!
- **3** Ryan is Australian.
- 4 We are at school.
- 5 My favourite colour is blue.
- 6 I am in class 1H.
- 7 You are cool!
- 8 Rebecca is my best friend.

4 S Fill in the gaps with *am, is* or *are*. Listen and check.

- She <u>is</u> my best friend.
- 1 I _____ English.
- 2 We _____ in your class.
- 3 I _____ a new student.
- 4 It _____ September.
- **5** The boys _____ in the park.
- 6 Emma _____ at home.
- 7 They _____ Canadian.
- 8 You _____ my friend.

Grammar

5 Complete Meg's email with the correct form of the verb *to be.* Use the short form.



VIDEO

000

Hi

My name <u>'s</u>	Meg and I ¹	Canadian.
I ² from Ot	ttawa. It ³	_ the capital city
of Canada. Our h	nouse is 10 km	from the centre.
14 12 and	I ⁵ in cla	iss 7 at Redwood
School. My best	friends at scho	ool are Dani and
Laura – they ⁶	really coo	l! My brother is
Greg and he ⁷	15. He ⁸	at my school,
too. My dad ⁹	42 and my	/ mum ¹⁰
39. They 11	from Montre	al. My favourite
singer ¹² J	ustin Bieber –	he ¹³ great!
Love, Meg		

C	Possessive	adjectives	
---	------------	------------	--

Singular		Plural	
Subject pronoun	Possessive adjective	Subject pronoun	Possessive adjective
I	my	we	our
you	your	you	your
he	his		
she	her	they	their
it	its		

We use possessive adjectives to express who owns something.

Possessive adjectives:

1 always come before the noun they refer to;

This is **my** sister. **Our** dad's American.

2 never appear after a definite or indefinite article (the; a/an);

our school

3 do not change: there is only one form for the singular, plural, masculine and feminine.

my brother **my** sister **my** brothers **my** sisters

🕕 Get it right! 💦

In the third person singular, possessive adjectives follow the gender of the owner and not the gender of the person or thing that is owned.

his sister – Paul's sister her sister – Anna's sister

6 Match the sentences 1–8 with A–H.

- 1 E Anna and Jo are my friends.
- **2** John is 14.
- 3 📕 I'm Spanish.
- **4** We are students.
- 5 She is Lara.
- 6 You are Italian.
- **7** The school is new.
- 8 You are twins.
- **A** Her birthday is in June.
- **B** Its classrooms are big.
- C His sister is 16.
- **D** My family are in Barcelona.
- **E** Their house is nice.
- **F** Our school is nice.
- **G** Your names are Liz and Emma.
- H Your mum's from Liverpool.

7 Complete the sentences with the correct possessive adjective. Listen and check.

I'm Jack and this is <u>my</u> dog.

- **1** He's 15 and _____ brother's 17.
- 2 She's Amy and _____ surname's Smith.
- **3** We're from Italy but _____ dad's American.
- 4 The students are here and <u>bags</u> are in the classroom.
- 5 You're in class 1B and _____ teacher is Mr Jones.
- 6 Here's David and _____ sister, Lucy.
- 7 My cat's black but _____ eyes are green.
- 8 I'm Grace and this is _____ friend, Eva.
- **9** You're in this classroom and <u>teacher</u> teacher is Miss Dodd.
- **10** Miss Dodd is a teacher and _____ subject is Art.

Grammar

Round-up

D Articles



A is an indefinite article. It is used before singular nouns beginning with a consonant: e.g. *b, f, m.*

a boy	a frog	a man	
<i>An</i> is an indefinite article. It is used before singular nouns beginning with a vowel: <i>a, e, i, o, u.</i>			
an American film an orange	an exercise an umbrella	an ice cream	
<i>The</i> is the definite article. It doesn't change and it is used with singular and plural nouns.			
the teacher the teachers			
the boy	the bo	ys	
the girl	the gir	ls	

8 🔨 Complete the sentences with *a* or *an*.

- He's <u>an</u> American actor.
- **1** He's _____ Japanese boy.
- 2 She's _____ teacher.
- 3 It's _____ red pen.
- 4 It's _____ Italian car.
- **5** This is _____ easy exercise.
- 6 He's _____ new student.
- 7 I'm in _____ big class.
- 8 Here's _____ ice cream for you!

Pronunciation – The article *the*

There are two ways of pronouncing the word *the*:

- 1 /ðə/ when it comes before a consonant: the boy, the fox;
- 2 /ðiː/ when it comes before a vowel: the apple, the uniform

9 🕦 Listen and repeat.

/ðə/	/ðiː/
the school the teacher the books the girls	the exercise the ice cream the umbrella the orange

1 Choose the correct form of the verb *to be* to complete Adam's email.



Hi Dieter

My Your name's Adam Davis and I'm English. I'm 13 and I'm in class 8DT at school. My best friends at school ¹ is / are Jazmin and Vijay. Ricky and Sarah are ² their / my new friends. ³We / They are twins from Italy. ⁴Our / Their school is big and modern and ⁵a / the teachers are nice. ⁶ Her / My sister is Chloe and she's 11.

⁷ He's / She's a student at my school, too. My dad ⁸ is / are 40 and he's from Wales and my mum's 36. She's English.

⁹We / You are from Cambridge. It's a big city in England. ¹⁰It's / She's an historic city but it's modern, too. ¹¹The / A city centre is very busy! My favourite things are sport – football and cricket – and music. I ¹²are / am in the school orchestra!

Write back soon,

Adam

2 PAIRWORK Introduce yourself to your partner using the prompts.

Hello, my name's ... I'm ... (years old).
My brother's ... (years old). His name's ...
My sister's ... (years old). Her name's ...
My dad's ... (years old). He's from ...
My mum's ... (years old). She's from ...
We're ... (nationality). We're from ... (town).
My best friends at school are ... and ...
My favourite things are ..., ... and ...

3 Write down your partner's introduction.

His name's Florin and he's 12 years old. His brother is ...

F

Making introductions

1 🕦 Read and listen to the dialogue. Then listen again and repeat.

Hello.
Hi.
I'm Sophie. What's your name?
l'm Oliver – Oliver Turner.
And this is my friend, Harry.
Hello, Sophie.
Hi, Harry. Nice to meet you.

2 Read the dialogue and mark (\checkmark) these sentences as true (T) or false (F).

COMPETENCES

cultural awareness and expression civic and social competences initiative





т

- **1** Oliver and Sophie are friends.
- **2** Her name is Sophie Turner.
- **3** Sophie and Harry are friends.
- 4 Oliver and Harry are friends.

Key expressions



3 🕥 Listen and choose the words you hear.

Dialogue 1

- A ¹Hello / Hi, my name's ²Holly / Molly. What's your name?
- B I'm ³ Julia / Jenny and this is my friend, ⁴ Dan / Ben. He's in my class.
- C $\,^{5}\text{Hi}$ / Hello, Molly.
- A ⁶Hi / Hey.

Dialogue 2

- A Hi. ¹ I'm / My name's Jamie Carter. What's your ² name / surname?
- **B** ³**I'm** / **My name's** Leo and my ⁴**name** / **surname**'s Chilton.
- A And this is my ⁵ sister / friend, Hannah.
- C Hi, Leo.
- B⁶Hello / Hi.
- **4 GROUPWORK** In groups of three, act out the dialogue in exercise 1. Then use this model to introduce yourselves.



Skills and culture



Lexi Williams

Lexi's 14 and she's English. Her family's originally from Jamaica but she's from London, the capital city of 5 England. It's a multicultural city – 30% of Londoners are from **other** countries. London's famous for its monuments like Big Ben, 10 the Tower of London and Tower Bridge.



Rashid Kalpar

Rashid's 14 and he's from Cardiff, the capital city of Wales. His family's originally from Pakistan but he's Welsh. Cardiff is near the sea and Cardiff Bay is now a tourist area with historic and modern buildings. Cardiff is a multicultural city – about 20% of the population are from other countries.

Duncan Moffat

Duncan is a Scottish 25 student. He's 14 and he's from Edinburgh, the capital city of Scotland. It's a **beautiful** city with a famous castle and lots of 30 interesting monuments. It's also near the sea. The city is famous for its international festival of culture, the Edinburgh 35 Festival.



Caitlin Laskier Caitlin's 15 and she's from Belfast, the capital city of Northern Ireland. Her mum's from Belfast but her dad's from Poland - her first name's Irish but her surname's Polish. Belfast is a centre of industry and it's near the sea. The city is famous for shipbuilding - especially for the Titanic. It's an old city with modern buildings, too. For example, Titanic Belfast is a new museum in a very modern building.

Reading

- 1 Read the texts. Match the cities with the pictures on page 21.
 - A London
- **B** Edinburgh

C Cardiff

D Belfast

- 2 **COMPREHENSION** Read the texts again and complete the sentences with the names of the cities or students.
 - 1 _____ is a multicultural city.
 - **2** ______ is a beautiful city with a big castle.
 - **3** ______ is near the sea. The bay is interesting for tourists.
 - **4** ______ is near the sea and is famous for its museum about the *Titanic*.
 - **5** ______ is a British boy from a city with an important festival.
 - **6** ______ is a girl from a multicultural city.
 - 7 _____ is a girl of 15 from an industrial city.
 - 8 _____ is a 14-year-old boy from a city near the sea.

Listening

1 Eva

2 Ed

3 🕢 Listen and match the people with the cities they live in.

3 Martha

4 Mike

A Belfast

B Edinburgh

C Cardiff **D** London

Glossary

other: different bay: part of the coast where the land bends in **building:** a structure with walls and a roof, like a house or a school

about: approximately **beautiful:** very attractive

near: close to sea: a large area of salt water, smaller than an ocean

shipbuilding: making ships and boats

THE UNITED NATION

Skills and culture

Speaking

4 Complete the card with your personal information.

NAME:	COUNTRY:	
SURNAME:	NATIONALITY:	
AGE:	CITY:	

5 PAIRWORK Take turns to introduce yourselves using the information from your card: Hello, my name's Luca Marinescu. I'm 11...

Writing

6 Complete the text with the information from the card.

My name's 1_____ and my surname's ²_____ . I'm 3_____ . I'm from the USA so I'm 4_____ . My city is 5_____ and it's the capital city of the USA. It's a big city and it's very famous. NAME: Julia SURNAME: Watson AGE: 12 COUNTRY: The USA NATIONALITY: American CITY: Washington DC SCHOOL: Capitol High School

7 Now write a short presentation about yourself using the model in exercise 6. You may add any additional information about yourself and the city you live in.

Study tip

Capital letters

Remember to use capital letters for:

- the personal subject pronoun'l': *I'm from London*.
- names and surnames: My name's James Watson.
- countries: *He's from France.*
- nationalities: *The students are German*.

COMPETENCES

cultural awareness and expression civic and social competences learning to learn

Vocabulary strategies

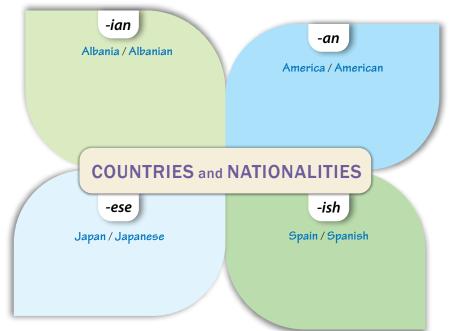


It is easier to remember

Learning words in pairs

Countries and nationalities

1 Study the names of the countries and nationalities on pages 12–13. Then complete the chart following the example. Are there any pairs of words which do not match any category?



Adjectives describing places

2 Use the same strategy in exercise 1 to memorise the words below. For example, you can match each adjective with its opposite, dividing them into four categories: *Temperature, Size, Age, Opinion*.

> nice big cold small quiet old horrible modern hot new busy historic

- **3** Now put these words in their correct order following the examples in the Remember! box.
 - 1 bus, red, big, metal, British
 - 2 Russian, blue, doll, small, wooden
 - 3 Vietnamese, large, straw, yellow, hat

Pairs

Prepare and cut out two sets of cards, one with country names and the other one with the corresponding nationalities.



- Mix the cards (do not mix the sets) and lay them out face down on the desk: place the set with the country names to the left of the set with the nationality names.
- In turns, each player uncovers two cards, one from the country set, and the other one from the nationality set. If the nationality does not match the country, the student places the cards face down, in the same place. The aim is to find country – nationality pairs and take those pairs out of the game, until all pairs are found.
- The student who finds most pairs wins.

Strategy

words if you learn them in pairs, for example the country and the nationality, or an adjective and its opposite. This strategy is useful for learning and improving vocabulary.

Remember!

We use adjectives to describe nouns. They have the same form in the singular and plural: intelligent student *intelligent students*

Adjectives come before the nouns: She is a **pretty** girl.

Order of adjectives

)
1 size	a small
2 colour	brown

3 origin German



We usually use no more than three adjectives to describe nouns: Martha has got red Dutch tulips on her balcony.



22 twenty-two

Listening

In some listening exercises you hear five short dialogues. Each dialogue is associated with a question and three pictures. You have to listen to each dialogue twice, then answer each question choosing the correct picture.

LET'S PRACTISE!

1 () Choose the words you hear.



Before you listen

- Read the instruction carefully and study the three pictures.
- Identify similarities and differences between these pictures.

While you listen

- Listen carefully and study the pictures.
- Do not choose the first picture you remember hearing about in the dialogue.
 Often, all three are mentioned, so you have to understand the context to answer correctly.
- The first time you listen, choose the picture you think is correct.
- The second time you listen, check your answer.

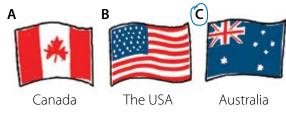
2 Look at the example in exercise 3 and answer the questions.

- 1 Which countries can you see in the pictures?
- **2** What are the nationality adjectives for these countries?

3 Substantiation is the short dialogues. Each of them is repeated twice. Each dialogue corresponds with a different question.

Example

0 Where is Anita from?

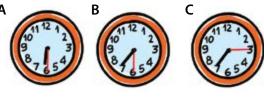


The correct answer is C.

1 What's the spelling of Jamie's surname?



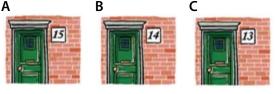
2 What time's the film?



3 When's Kitty's party?

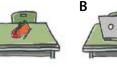


4 What's the address of Mark's house?



5 What's on the desk?

Α







Vocabulary



Informal

Look out!

mum dad auntie granny / grandma granddad / grandpa

mother father aunt grandmother grandfather

Formal

Extra family words

stepfather stepmother stepbrother stepsister

twins relatives siblings



Caroline

6

9



Ben* and Amy*

1 Complete Zac's family tree using the words in the box. Listen and check. Then listen again and repeat.

dad sister - granddad - aunt mum brother uncle cousins granny

2 Study the family tree and complete the sentences with the correct names.

Zac: 'My sister is <u>Emily</u>.'

1 Ben: 'My dad is ______'.

- **2** Amy: 'My cousins are _____, ____ and .
- 3 Zac, Emily and Oliver: 'Our granny is ______'.
- **4** Joanna: 'My brother is ______.'
- **5** Amy: 'My uncle is ______'.
- 6 Emily: 'My aunt is ______'.
- 7 Martin: 'My sister is _____.'
- 8 Oliver: 'My grandad is ______'.
- **9** Ben: 'My mum is ______'
- 10 Joanna: 'My mum is ______'.

3 🔨 Look at the family tree again. Listen and guess who is talking.

1 Amy	Émily	Caroline
2 Caroline	Catherine	Joanna
3 Ben	Gary	Zac
4 Zac	Oliver	Ben

4 PAIRWORK Student A: you are one of the family tree members marked with an asterisk. Describe what relationship you have with three other members. Student B: guess who student A is.

- A Caroline is my mum. Martin is my dad. Ben is my brother. Who am I?
- B You're Amy.
- A That's right!

5 Choose the correct answer.

- 1 Jane and Mary celebrate their birthday on the same day. They are twins / brothers.
- 2 My relationships / relatives are very nice people.
- 3 Catherine is Philip's wife / husband.
- 4 My sister and brother are also called my brothers / siblings.

What's your mum's job?

1 READING Read the text and watch the video. Where are Ricky and Sarah today?

Chloe Hi, Adam. We're back!

Adam This is my little sister, Chloe.

Dialogue

Ricky Hi, Chloe.

- Chloe Hello and I'm not little. I'm nearly 12!
- Adam Ricky and Sarah are from Italy. They're twins.
- **Ricky** Yes, but we aren't identical.
- Chloe Are you in Adam's class?
- Ricky Yes, I am. But Sarah isn't in our class. She's in Jazmin's class.
- Sarah Is this a photo of your family? Chloe Yes, it is.
- **Ricky** Let's have a look! Where are you?
- Chloe I'm here with my mum.
- Sarah Who's that?
- Adam That's my dad. He's a teacher.

Sarah	What's your mum's job? Is she a teacher, too?	
Adam	No, she isn't. She's a hairdresser.	
Adam's mum enters the room.		
Mum	Well, actually, I'm a hairdresser, a chef, a nurse, a taxi driver and a cleaner!	
Adam	Oh, hi Mum!	

JIDEO

Now listen and repeat.



We're back! I'm nearly 12. Let's have a look! I'm here ... Well, actually ...

Dialogue



When we talk about a person's age in English, we use the verb to be instead of to have.

l'm 13.



2 COMPREHENSION Read the dialogue again and answer the questions.

- **1** How old is Chloe now?
- 2 Are Ricky and Sarah identical twins?
- **3** Is Sarah in Adam's class?
- **4** Who is in the photo?
- 5 What's Adam's dad's job?

3 Choose the correct answers.

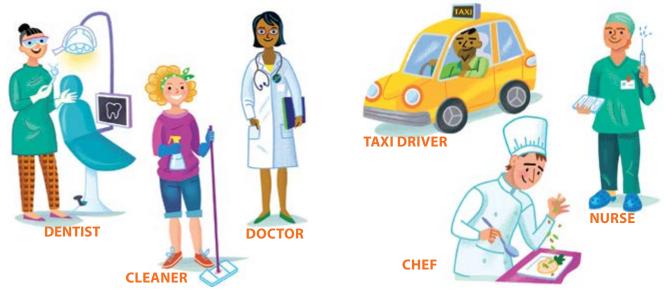
- 1 I'm not / I aren't little. I'm nearly 12!
- 2 We're twins but we isn't / aren't identical.
- 3 You are / Are you in Adam's class?
- **4** Sarah **isn't / aren't** in our class.
- **5** She's in **class Jazmin** / **Jazmin's class**.
- 6 This is / Is this a photo of your family?
- 7 Where are you / you are?

4 ① Fill in the gaps with information from the dialogue on page 26. Listen, check and repeat.

Sarah	1	_that?
Adam	2	my dad.
	3	a teacher .
Sarah	4	your mum's job?
	5	she a teacher ,
	too?	
Adam	No, she ⁶	·
	She's a hairdr	esser.



5 PAIRWORK In pairs, act out the dialogue in exercise 4, changing the words in bold. Use the jobs below.



A Present simple of the verb to be Negative form JIDEO

Long form	Short form	
l am not	l'm not	Romanian.
You are not	You aren't	Romanian.
He is not	ot He isn't	
She is not	She isn't	Romanian.
It is not It isn't		Romanian.
We are not	We aren't	Romanian.
You are not	You aren't	Romanian.
They are not	They aren't	Romanian.
	am / + not + c	omplement

When we use the negative short form, we join do and does with not. The missing o from not is replaced by an apostrophe, except for the first person singular.

She **isn't** at home. They **aren't** in my class. I'm not American.

1 🔇 Rewrite the sentences using the negative form of the verb to be.

They are cousins. They are not cousins.

1 She is Chinese.

- **2** Tom is from Scotland.
- **3** Lam 13.
- **4** We are in Year 7.
- 5 You are in my class.
- **6** They are my sisters.

2 Rewrite the sentences in exercise 1 using the short form of the verb to be.

3 Complete the sentences with the negative form of the verb to be.

- Mr Hill **isn't** a teacher.
- 1 I _____ from Rome.
- 2 Max _____ my brother.
- **3** You ______ from the USA.
- 4 Venice _____ a modern city.
- 5 My sisters _____ at home.
- 6 Jess and I _____ cousins.

B Present simple of the verb to be – Interrogative form and short answers VIDEO

	Short answers	
Interrogative	Affirmative	Negative
Am I English?	Yes, you are .	No, you aren't .
Are you English?	Yes, I am .	No, l 'm not .
Is he English?	Yes, he is .	No, he isn't .
Is she English?	Yes, she is .	No, she isn't .
Is it English?	Yes, it is .	No, it isn't .
Are we English?	Yes, you are .	No, you aren't .
Are you English?	Yes, we are .	No, we aren't .
Are they English?	Yes, they are .	No, they aren't .

Am/Are/Is + subject + complement?

Yes,		
	+	
No.	•	

am/are/is. *'m not / aren't / isn't.*

When we turn the affirmative be into an interrogative, the verb comes before the subject.

He is Spanish? Is he Spanish?

subject

pronoun

We always use the long form in affirmative answers.

'Is this a photo of your family?' 'Yes, it is.'

We use the short form in negative answers.

'Are you American?' 'No, I'm not.'

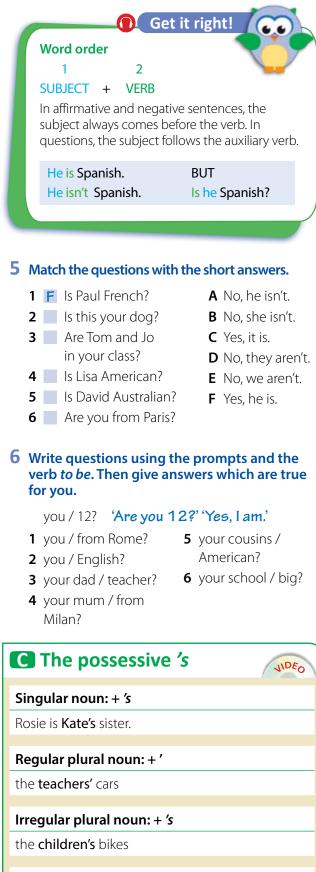
4 Rewrite the sentences as questions.

Jack is 13. Is Jack 13?

- 1 They are your friends.
- 2 You are Romanian.
- **3** John is your brother.
- 4 It's Monday today.
- 5 Maria's your cousin.
- 6 We're in class 5B.
- 7 She's our teacher.
- 8 I'm in your class.



Grammar



Two or more nouns: last noun + 's

Henry is Rosie and Kate's brother.

The possessive 's is used for *people* not objects. Susan's dog, *not* the table's leg

7 Complete the sentences with the words in brackets and the possessive 's. Listen and check.

Hello, I'm **Laura's** brother. (Laura)

- 1 Elena is ______ sister. (Daniela)
- 2 Mrs Teal is _____ granny. (the girls)
- **3** This is ______ email address. (Jamie)
- **4** Where are ______ skateboards? (Tim and Ed)
- 5 The ______ teacher is in the café. (children)
- **6** Is she ______ girlfriend? (your brother)
- 7 Is Uncle Nick _____ brother? (your mum)
- 8 Here's _____ house. (my cousins)

8 🔨 Fill in the gaps using the words in brackets and the possessive 's. Listen and check.

It's <u>Emma's bag</u>. (bag / Emma)

- **1** Are you _____? (sister / Monica) ?
- **2** Are they (books / the teachers)
- 3 Lam (sister / Lucy and Martin)
- (English teacher / the students) **5** Is this ?
- (pencil case / Simon) 6 is Davis.

(surname / Adam)

Look out!

1 NOUN + is = NOUN's:

Mary is his sister. => Mary's his sister.

2 We use a noun with 's to show possession:

Harry is Mary's brother. (= Harry is her brother.)

4 Mr Davy is _

Grammar

Round	d-up
-------	------

JIDEO

D Question words

What?	Where? Which? How old?

Wh-/How old + am/are/is + subject?

We use question words to ask questions about:

- people: Who are you?
- things: What is for dinner? / Which is your favourite animal?
- times/dates: When is your birthday?
- place: Where's Mark?
- age: How old is your brother?

9 Match the questions with the answers.

- **1 C** Where is Andy? **A** It's chocolate. **B** They're 18 **2** When is the party? and 20. **3** What is your **C** He's at school. favourite ice cream? **D** It's on Saturday. **4** Who is your maths teacher? **E** It's Mrs Pointer. **5** Which is your bike? **F** It's the black bike. **6** How old are your cousins?
- **10** Fill in the blanks with the correct question words. Listen and check.
 - '<u>When</u> is your birthday?' 'It's on 10th April!
 - 1 '_____ is your school?' 'It's in the city centre.'
 - 2 '_____ is your best friend?' 'It's Elisa.'
 - 3 '_____ is your schoolbag?' 'It's the blue bag.'
 - 4 '_____ is your favourite colour?' 'It's purple!'
 - 5 '_____ is the English test?' 'It's on Monday.'
 - **6** '_____ is your mum? 'She's 36.'

11 Answer the questions in exercise 10 so they are true for you.

1 Read the dialogue between Lucy and Amy and choose the correct answers.



Lucy	This is (Is this) a photo of your family?
Amy	Yes, ¹ it is / is it.
Lucy	² What / Who are they?
Amy	³ They're / He's my aunt and uncle.
Lucy	^₄ What's / What are their names?
Amy	Julia and Mike.
Lucy	⁵ They are / Are they American?
Amy	Yes, ⁶ they are / are they.
Lucy	What's ⁷ the job your uncle? /
	your uncle's job?
Amy	He's a pilot. He's really cool!
Lucy	⁸ Which is / What's your aunt's job?
Amy	She's a doctor.
Lucy	⁹ Are these / Is this your cousin?
Amy	Yes, ¹⁰ it's / it is.
Lucy	What's ¹¹ your cousin's name / the name
	your cousin?
Amy	¹² Their / His name's Luke.
Lucy	How old ¹³ he is / is he?
Amy	He's 10.

2 PAIRWORK In pairs, ask and answer questions using the prompts and the correct form of the verb *to be* as in the example.

What / your mum / name? 'What's your mum's name?' 'Her name's Simona.'

- 1 What / your dad / job?
- 2 How old / your mum and dad?
- **3** your dad / American?
- 4 When / your birthday?
- 5 Where / your cousins?
- 6 Who / your favourite actor?

Giving personal information

1 • Read the dialogue and complete the table with information about Amanda. Listen and repeat.

Mrs Jones	Just a few questions, Amanda. What's your surname?
Amanda	It's Tucker. That's T-U-C-K-E-R.
Mrs Jones	And how old are you?
Amanda	l'm 11.
Mrs Jones	When's your birthday?
Amanda	It's on the 2nd of June.
Mrs Jones	What's your mobile phone number?
Amanda	It's 07*** ******.
Mrs Jones	Which class are you in?
Amanda	I'm in class 5B.
Mrs Jones	Who's your teacher?
Amanda	It's Miss Taylor.
Mrs Jones	OK, thanks, Amanda.

-	Name	Amanda	Tom	My partner:
-	Surname	1	l	
	Age	٤	٤	2
-	Age Birthday Phone no.	3	3	3
-	Phone no.	4	4	ч
2	Class	5	5	5
I	Teacher	6	6	6

Key expressions 🕦

What's your name / surname?	Wh
How old are you?	Wh
When's your birthday?	Wh

What's your phone number? Which class are you in? Who's your teacher?

Pronunciation

Wh-words

- **2 ()** Listen and repeat.
 - Who? What? When? Where? Which?
- 3 🕥 Listen and complete the table in exercise 1 with information about Tom.
- **4 PAIRWORK** Interview your partner and complete the table in exercise 1 with information about him or her.

A What's your name? B My name's George.

COMPETENCES

cultural awareness and expression civic and social competences initiative



Skills and culture

Famous Brothers and Sisters

8

THE BROWNLEE BROTHERS

Who are Alistair and Jonathan Brownlee? They're British triathlon world champions and they're also Olympic medallists – Alistair has a gold medal and Jonathan

5 has a bronze medal from the 2012 Olympic Games in London. In the triathlon there are three sports: swimming, cycling and running.

Alistair and Jonathan are from a sports-

- 10 mad family! Their parents are doctors and they're passionate about sport, too. Alistair and Jonathan's little brother, Edward, isn't a triathlete. His sports are rugby and waterpolo.
- 15 Who's their inspiration? It's their uncle Simon. He's a triathlete, too.
- Alistair and Jonathan are brothers and best friends but in triathlon competitions they're 20 serious rivals!

l'm ³_____ Middleton. l'm Kate's sister.

Glossary

medallists: people
who win medals in a
competition
gold: a yellow
metal - the colour
of medal that the
winner receives
married: having a

husband or a wife party planner:

a person who organises parties

company: business magazine: a type of thin book that contains articles and photographs and is published every week or month I'm ¹_____ Brownlee. I'm from Yorkshire in the north of England.

> I'm²____ Brownlee, but my friends call me 'Jonny'. I'm Alistair's brother.

THE MIDDLETON SISTERS

Who are Kate and Pippa Middleton?

Kate is from an ordinary family but she is famous now because she is **married** to a member of the British royal family. She's Prince William's wife. Prince William is a helicopter pilot. His father

25 is Prince Charles and his grandmother is Queen Elizabeth II. William's brother is Prince Harry. William and Kate's children are George, Charlotte and Louis.

Kate's sister, Pippa, is a **party planner** for her parents' **company.** Kate and Pippa's parents

30 are Michael and Carole and they are the managers of the company. Pippa's passionate about her job and her ideas for parties

35 are often in magazines.
Kate and Pippa's lives aren't the same now – in fact, they are very different. But the two
40 sisters are very good

friends.

I'm ⁴____ Middleton. I'm from Berkshire in the south of England.

32 thirty-two

5 Where is Kate Middleton from?

7 What is Prince William's job?

8 What is Pippa Middleton's job?

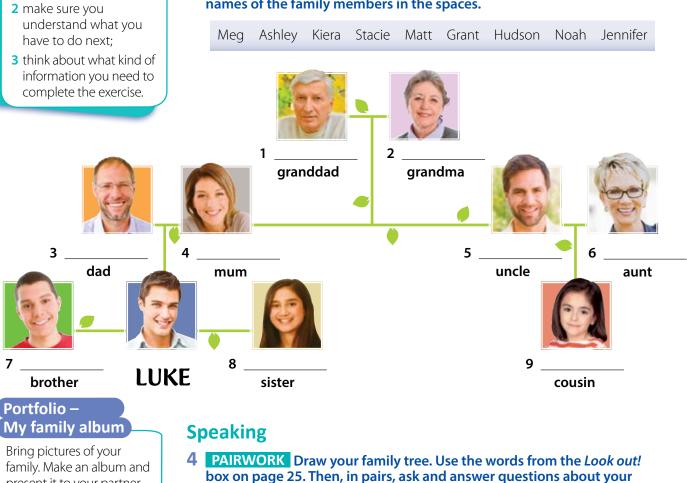
6 Who is Kate's husband?

Reading

1 🔇 Read and listen to the text. Who are the people in the pictures? Write their names.

2 COMPREHENSION Read the text again and answer the guestions.

- **1** Where are the Brownlee brothers from?
- 2 What sports are in a triathlon?
- **3** What are their parents' jobs?
- 4 Who is Edward Brownlee?
- Listening
- 3 🔹 Listen to two friends talking about Luke Miller's family. Write the names of the family members in the spaces.



present it to your partner.

COMPETENCES

learning to learn

cultural awareness and expression

civic and social competences

Study tip

audio track:

carefully;

Before listening

Before you listen to the

1 read the instructions

- families.
 - A Who's Peter? B He's my dad.

Writing

- **5** Now write a short presentation about each member of your family. **Include:**
- 1 name;
- 3 age;
- **2** relationship to you;
- **4** job / occupation.

Nadia is my mum. She's 39 and she's an office worker.

Vocabulary strategies

COMPETENCES learning to learn logical and mathematical competence



Strategy

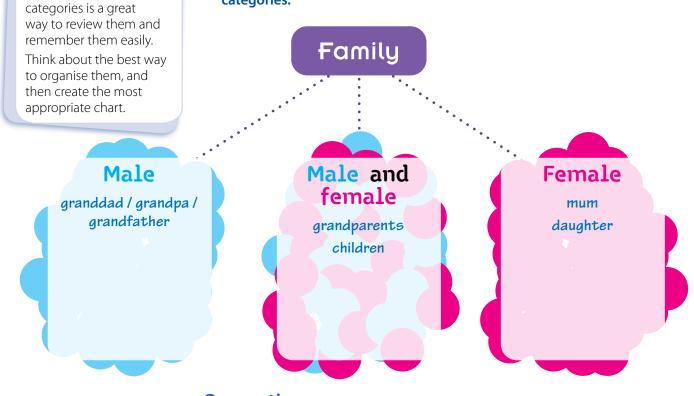
Putting words from

the same group into

Learning words in categories

Family

1 Study the words related to family on pages 24–25 and put them into categories.



Occupations

2 Study the words related to jobs on page 27 and in the box below. Then draw a chart grouping these words into categories in your notebook. You may use the suggested categories or find others.





The teams play until they run out of cards. The team that has more points wins.

guesses the answer, they get a point. Then it's Team B's turn.

EVALUATION TEST 1-2

Vocabulary

- 1 Complete the sentences with names of countries and nationalities.
 - 1 Yi comes from China. She's _____
 - 2 Brad's from ______. He's Canadian.
 - **3** Jaspreet's from India. He's ______.
 - 4 Ylenia's from Russia. She's _____
 - 5 Rosa is from ______. She's Brazilian.
 - 6 Chelsea's from the USA and she's ______.
 - 7 I'm British. I'm from _____
 - 8 They're from South Africa. They're South _____
 - 9 Leo's from ______. He's Italian.
 - 10 José's Mexican. He's from ____

Grammar

- 2 Write the suitable personal pronouns for the following nouns.
 - 1 the students _____
 - 2 John _____
 - 3 Ben and I
 - 4 the book _____
 - 5 Laura
 - 6 my brothers _____

3 Complete the sentences with the long form of the verb *to be*.

- 1 The students _____ in the classroom.
- 2 My pencil case _____ on the desk.
- **3** We _____ in Year 8.
- 4 London _____ in England.
- 5 Jack and I _____ friends.
- 6 The teacher _____ very nice
- 7 |_____ at school.
- 8 You _____ in my class.
- 9 Jo and Jenny _____ from the USA.
- **10** You and I ______ students.





/ 10

/ 6

Write sentences using the prompts and the short

4 Write sentences using the prompts and the short form of the verb *to be*.

- 1 We / English _____
- 2 They / students _____
- **3** You / my friends _____
- 4 I/a school student _____
- 5 She / your teacher _____
- 6 Tom / my brother _____

/ 6

5 Complete the sentences with the correct possessive adjectives.

- 1 This is Max and ______ sister, Sophie.
- 2 We are in class 5B and _____ teacher's Miss Jones.
- **3** They are twins and _____ mum's American.
- 4 That girl is my friend. _____ name's Lucy.
- 5 I'm Kate and ______ surname's Henton.
- **6** You are in class 8G and _____ classroom is here.
- 7 Ben and Joe are brothers. Susie is _____ sister.
- 8 You are my students. _____ names are on the list.



/ 6

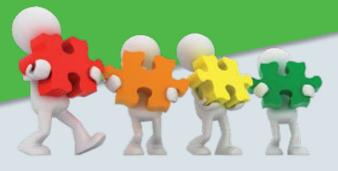
6 Fill in the gaps with *a* or *an*.

- 1 _____ English book
- 2 _____ new student
- 3 _____ Canadian girl
- 4 _____ Italian car
- 5 _____ big school
- 6 _____ easy test

Functions

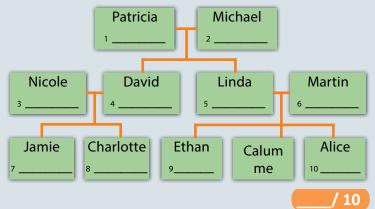
7 Complete the dialogue with the expressions below.

Hi, Patrick. this is my fr	iend	What's your I'm Polly	rname?	
Jake	Hello.			
Polly	Hi.			
Jake	I'm Jake.	1		
Polly	2		_ – Polly Ma	arsh.
Jake	And ³			_ , Patrick.
Patrick	Hello, Po	olly.		
Polly	4			/ 4
			TOTAL	/ 50



Vocabulary

1 Complete Calum's family tree with the correct family words.



Grammar

2 Complete the sentences with the negative short form of the verb *to be*.

- 1 My mum ______a teacher.
- **2** You _____ my friend.
- 3 My parents ______ at home.
- 4 She _____ Spanish.
- 5 My uncle _____ a pilot.
- 6 My grandparents _____ in Italy.
- 7 I _____ American.
- 8 We _____ in the USA

3 Write questions using the prompts below and the verb *to be*.

- 1 it / Thursday today?
- 2 Georgina / your sister?3 you / Australian?
- 4 he / your dad?
 5 they / from Spain?
 6 your cousin / a chef?
 7 we / in your class?
- _____
- **8** your sister / 16?

EVALUATION TEST 1-2

- **4** Write short answers for the questions in exercise **3**.
 - **1** Yes, _____.
 - **2** No, _____.
 - **3** Yes, _____.
 - **4** No, _____.
 - **5** Yes, _____.
 - **6** Yes, _____.
 - 7 No, _____.
 - 8 No, _____.
- 5 Rewrite the sentences using possessive 's and the words in brackets.
 - 1 It's a school. (Ellie and Dan)
 - 2 They are grandparents. (William)
 - _____
 - 3 He's a dad. (the children)
 - 4 It's a poster. (Penny)
- 6 Match the questions with the answers.
 - 1 Where is the park? A
 - **2** What's the time?
- **A** It's on Wednesday.**B** It's Oliver.
- the time? B
 - **C** It's near my house.
- How old is your sister?
 When's the English test?
- 4 When's the English test? D It's six o'clock.
 5 Which is your T-shirt? E It's the blue T-start
 - t? **E** It's the blue T-shirt. r? **F** She's 8.
- **6** Who is your brother?



/ 8

/ 4

?

?

?

Functions

/ 8

?

?

?

?

?

?

?

/ 8

7 Fill in the gaps to complete the questions. 1 A: your teacher? B: Mr Martin. 2 A: are you in? **B:** I'm in class 9FL. 3 A: you? **B:** I'm 12. 4 A: number? **B:** It's 07* ****** 5 A: surname? B: It's Baker. That's B-A-K-E-R. 6 A: your birthday? B: It's on 10th February. / 6 TOTAL / 50

36 thirty-six

Reading and writing

In some reading and writing exercises you are given the definitions of five words. For each of these words the first letter is given, while the missing letters are marked with empty spaces. You have to read the definitions and complete the words.

LET'S PRACTISE!

1 🕢 Read the definitions and choose the correct answers.

- 0 A Greek person is from this country. Germany / Greece
- 1 This person is your dad's son. your sister / your brother
- 2 This person's job is in a hospital. mechanic / nurse
- **3** This person is your mum's brother. your aunt / your uncle
- 4 A British person is from this country. The UK / The USA
- 5 The nationality of people from Canada. Croatian / Canadian

2 How do you spell these words? Fill in the missing letters.

1 Countries

F N _ E	S _ A _ N	C_I_A
2 Nationalities BT_H	PGE	_N
3 Family DH_R	U_C_E	CS_N
4 Occupations B D _ R	TD	PB_R

- **3** Read the definitions. Guess the word. The first letter is already given and the spaces show how many letters are missing.
 - **0** Your aunt's husband. **u** <u>n</u> <u>c</u> <u>l</u> <u>e</u>

The correct answer is uncle.

- 1 Your mother and father.
- **2** The nationality of a person from Switzerland.
- **3** London is its capital city.
- 4 Adam's mum's job.
- **5** The nationality of people from the USA.
- p_____ S_____ E______ h______

STRATEGIES

- Read the definitions carefully.
- Use the first letter and the spaces to guess the word.
- Write the word to check if it fits in the empty spaces.
- Check your spelling.



Pets

He's got three **mice**.

The plural for mouse is mice.

Fish has identical singular and plural forms.

10

Look out!

My gold**fish** is orange. They've got six gold**fish**.



1 Write the names of the animals in the correct place. Listen and check. Then listen again and repeat.

cat turtle mouse goldfish hamster dog rabbit parrot guinea pig budgie horse tortoise

2 Fill in the missing letters to complete the words.

- 1 R<u>A</u>BB<u>I</u>T 2 C_T 3 T_RTL_ 4 M__S_
- **5** G_LDF_SH **6** H_MST_R
- 8 P_RR_T
 9 G__N__ P_G
 10 B_DG__
 11 H_RS_
 12 T_RT_S

7 D G

3 Look at the pictures and write the names of the animals that live in each place.



5 PAIRWORK In pairs, ask and answer questions about the animals on pages 38–39, as in the example.

A What's this? B It's a turtle.

We've got a cat

Dialogue

1 READING Read the text and watch the video. Who is Kiki?

Adam Have you got a dog? Ricky No, we haven't. Adam Have you got any pets? Ricky Yes, we have. We've got a cat. Her name's Kiki. Adam Where is she now? **Ricky** She's in Italy with our grandparents. Adam Have you got a photo of her? Ricky Yes, I have ... Ricky pulls the phone out of his pocket. Oh, no! Adam What's the matter? This isn't my phone – it's Sarah's. Ricky I've got Sarah's phone! Adam So, has Sarah got your phone? Ricky Yes, she has.

Adam Perhaps Sarah's got some photos of Kiki on her phone?

JIDEO

Ricky Yes, she's got lots of photos. Wait a minute ...

Ricky runs the photos on Sarah's phone.

- Adam Those aren't photos of your cat!
- **Ricky** Yes, you're right. These are photos of her boyfriend!

Now listen and repeat.

Everyday English

What's the matter? perhaps lots of Wait a minute. You're right.

Dialogue

2 **COMPREHENSION** Read the dialogue again and choose the correct answers.

- 1 Ricky's dog's / cat's name is Kiki.
- 2 Ricky's got a photo of his grandparents / Kiki.
- 3 Kiki is in the UK / Italy.
- 4 Ricky's got Adam's / Sarah's phone.
- 5 Sarah's got some photos of Kiki / her boyfriend on her phone.

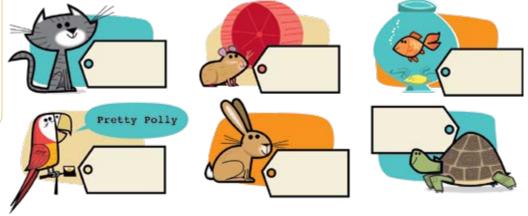
3 \Lambda Complete the sentences.

- **1** ______ you _____ a dog?
- **2** ______ you _____ a photo
- of Kiki?
- **3** I ______ Sarah's phone.
- **4** ______ Sarah _____ your phone?
- **5** She _____ lots of photos.
- **6** ______ are photos of her boyfriend!
- 7 Sarah ______ some photos of her boyfriend on her phone.



4 D Read the dialogue on page 40 again and choose the correct answers. Listen, check and repeat.

- Adam ¹ Have you / You have got a dog?
- Ricky No, we ² aren't / haven't.
- Adam ³You have / Have you got any pets?
- Yes, we ⁴ have / are. ⁵ We're / We've got a cat. Ricky Her name ⁶ 's / 's got Kiki.
- 5 PAIRWORK Imagine you have one of these animals. Give them a name. Then, in pairs, act out the dialogues as in the examples below.



- A Have you got a dog? B No, we haven't.
- A Have you got any pets?
- B Yes, we have. We've got a cat. His name's Tom.





For male animals, use his.

His name's Tom.

For female animals, use her.

Her name's Sally.

A Present simple of the verb have got Affirmative form VIDEO

		I'm ange 1
Long form	Short form	
have got	l've got	a sister.
You have got	You 've got	a sister.
He has got	He 's got	a sister.
She has got	She 's got	a sister.
It has got	lt 's got	a sister.
We have got	We've got	a sister.
You have got	You 've got	a sister.
They have got	They 've got	a sister.
Subject <mark>+</mark> h	ave/hasgot <mark>+</mark> c	omplement

have/has got Subject +

We use *have got* to talk about:

1 possession;

We've got a cat.

2 family relationships;

She's got a sister.

3 physical characteristics.

I've got brown hair.

We use an apostrophe instead of the letters ha in the short form.

She **has** got a rabbit. \rightarrow She's got a rabbit.

1 Write sentences using the prompts and the long form of have got or has got.

Jenny / two brothers Jenny has got two brothers.

- 1 I / new phone
- **5** She / a red T-shirt
- 2 We/acat
- 6 1 / two mice
- **3** Dan / three dogs 4 You / a new bike
- 7 They / four turtles 8 My phone / camera
- **2** Rewrite the sentences in exercise 1 using the short form.

Jenny's got two brothers.



The contraction 's can mean is or has.

It's a hamster = It is a hamster She's got a hamster = She has got a hamster

3 A Rewrite the sentences using the long form of has got or is. Listen and check.

Kenny's 19. Kenny is 19.

- 1 He's from San Francisco.
- 2 Sam's got a horse.
- **3** It's a green budgie.
- **4** That boy's got my phone.
- 5 Stella's got a big family.
- 6 Lisa's dog's very big.
- 7 Ben's got a tortoise in his garden.
- 8 Ed's mum's from Ireland.

B Present simple of the verb have got **Negative form**

NDEO

compl.

Long form	Short form	
have not got	haven't got	a brother.
You have not got	You haven't got	a brother.
He has not got	He hasn't got	a brother.
She has not got	She hasn't got	a brother.
It has not got	lt hasn't got	a brother.
We have not got	We haven't got	a brother.
You have not got	You haven't got	a brother.
They have not got	They haven't got	a brother.

not <mark>+</mark> got +

Subject

have/ has

We add not between have and got to form the negative of have got.

They have **not** got a pet.

In the short form, have / has and not are linked by an apostrophe which replaces the letter o.

| have not got a rabbit. \rightarrow | haven't got a rabbit.

Grammar

4 Rewrite the sentences using the negative short form of *have got* or *has got*.

They've got a new car. They haven't got a new car.

- 1 She's got a black cat.
- 2 Amy's got brown hair.
- **3** They've got two pets.
- 4 l've got a guinea pig.
- **5** You've got ten cousins.
- 6 Our classroom's got an IWB.
- 7 He's got a skateboard.
- 8 We've got the photos on our phones.

5 Rewrite the sentences in exercise 4 using the negative long form of the verb.

INDER

C Present simple of the verb have got Interrogative form and short answers

		JIDEO	
Interrogative	Short answers		
form	Affirmative	Negative	
Have got?	Yes, you have .	No, you haven't .	
Have you got?	Yes, I have .	No, I haven't .	
Has he got?	Yes, he has .	No, he hasn't .	
Has she got?	Yes, she has .	No, she hasn't .	
Has it got?	Yes, it has .	No, it hasn't .	
Have we got?	Yes, you have .	No, you haven't .	
Have you got?	Yes, we have .	No, we haven't .	
Have they got?	Yes, they have .	No, they haven't .	
Have/Has <mark>+</mark> sub	ject <mark>+</mark> got +	complement?	
Yes,	:	have/has.	
+ sub No,	ject pronoun +	haven't / hasn't.	

In short answers, we do not use *got*. We use the long form in affirmative answers and the short form in negative answers.

Have you got a brother? Yes, I **have** got. Have you got a hamster? No, I **haven't** got. 6 Put the words in order to make questions. Then complete the short answers. Listen and check.

> got / Have / they / horse / a / ? **'Have they got a horse?'** 'Yes, <u>they have</u> .'

- 1 car / your dad / a / got / Has / big / ? Yes, _______.
- 2 Nick / pet / got / a / Has / ? No, ______.
- 3 their books / Have / the students / got / ? Yes, ______.
- 4 boyfriend / Has / your sister / got / a / ? No, ______.
- 5 we / a / new / Have / classroom / got / ? Yes, ______.
- 6 the teachers / Have / tablets / got / ? No, ______.
- 7 you / your sports bags / got / Have / ? No, _______.
- 8 Jane / a / new phone / Has / got / ? No, ______.

7 Write questions using the prompts.

you / pet? Have you got a pet?

- 1 you / smartphone?
- **2** your grandparents / a dog?
- **3** your parents / new car?
- **4** you / tablet?
- **5** your best friend / a sister?
- 6 your school / computer lab?

8 Give answers that are true for you to the questions in exercise 7.

'Have you got a horse?' 'No, I haven't.'

Pronunciation

The consonant h

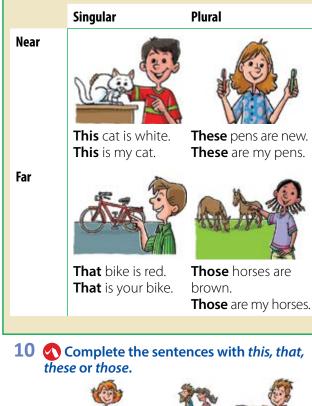
9 DListen and repeat.

hair hello Has he got a hamster? Harry hasn't got a hat.

Grammar

Demonstrative adjectives and pronouns This, that, these, those

Demonstrative adjectives and pronouns are used to refer to people or things that are near you or far from you.







<u>This</u> is my bike. **1**

_____ are my parents.

_ boys are







5_

my cousins.



4 _____ phone is my brother's.



Round-up

KEN So, what about your family? Have you got any brothers or sisters? JACK Yes, I 1______. I've got a big brother and a little sister. KEN l²_____ one sister. JACK _____ (you) any pets? KEN Yes, we ⁴_____. We ⁵_____ a dog and a cat. JACK Lucky you! We 6_____ (not) a dog or a cat, but we ⁷______two pets. KEN What pets have you got? JACK I⁸_____ a hamster and my sister _____a guinea pig. KEN What's your favourite possession? JACK It's my new bike! It's really cool. KEN | 10 _____ (*not*) a bike. JACK JACK Cool! KEN My friends ¹³_____ guitars, too, and we're in a rock band!

2 GROUPWORK Ask four classmates if they have got these things. Complete the table with their answers.

Name	Brothers and sisters?	Pet?	Bike?	Watch?
Laura	one brother	1	1	X

- A Have you got any brothers or sisters?B Yes, I've got a brother.
- **3** Write sentences about what your classmates have got.

Laura's got a brother. She's got a pet and a bike but she hasn't got a watch.





1 Read the dialogue and look at the pictures. What is Ann's mother's name? What is Ann's brother's name? Listen, check and repeat.

- Sam Is that your brother?
- Ann No, it isn't. This is my brother. He's got brown hair.
- Sam Is he tall?
- Ann No, he isn't. He's quite short.
- Sam What colour eyes has he got?

Key expressions 🕦

He's / She's tall / short / slim.
He's / She's (very / quite) tall.
He / She isn't very tall / very slim.

He's / She's got brown / black / blonde / grey hair.

Sam Is she tall?

What colour eyes has he / she got? He's / She's got brown / blue / green eyes.

Ann He's got brown eyes.

Ann No, it isn't. This is my mum. She's got black hair.

Ann Yes, she is. She's very tall and slim.

Sam Is that your mum?

COMPETENCES

cultural awareness and expression civic and social competences initiative



2 Substitution States and Stat

	Name	Tall Short Slim	Hair colour	Eye colour
Joe's brother				
Joe's sister				

- **3 PAIRWORK** Student A: choose a person from exercise 1 without saying his or her name. Student B: ask questions to Student A and try to guess the person.
 - B is it a boy or a girl?
 - A lt's a boy.
 - B Is he tall?
 - A Yes, he is.
 - B Has he got brown hair?
- A No, he hasn't.
- B What colour eyes has he got?
- A Green.
- B It's Alex.
- A Yes, that's right.

Repeat the exercise choosing a classmate.

169, 1111 9 Hylli.

Skills and culture

My family has got a farm in the north of England. I haven't got a pet like a hamster or a budgie but we've got lots of animals! What animals have we got on our farm? We've got cows and sheep and we've also got ducks and chickens. Jock and Shep are two very important animals on our farm. They're our sheepdogs. They're black and white and they're very intelligent. At the moment, this lamb is my pet because she hasn't got a mother! She's only one week old! **Kirsty, 13**

Reading

- 1 🔇 Read and listen to the text. Write the name of the owner of each animal.
- **2 COMPREHENSION** Read the texts again. Are the sentences true (T) or false (F)? Correct the false ones.
 - 1 Kirsty's farm is in Scotland.
 - 2 Kirsty's got a hamster and a budgie.
 - **3** Jackson's got three pets.
 - 4 Draco's got green spots.
 - 5 Freda is a black puppy.
 - 6 Maddie hasn't got a pet.



COMPETENCES

cultural awareness and expression initiative logical and mathematical competence learning to learn

Glossary unusual: not ordinary

glass tank: a glass

usually keep fish

mad: crazy

container where you

puppy: a young dog

Listening

3 🔇 Listen and match the people with their favourite possessions.

1	Rose	3	Josh	A bag	C guitar
2	Liam	4	Harriet	B watch	D camera

2

Skills and culture

3

I'm **mad** about animals! In fact, we're all mad about animals in my family. We've got two dogs: Tash is a big black dog but she's very friendly. Dylan is a black **puppy**. My mum's got a cat called Freda. ²⁵ She's brown and black and she's quite old now. My sister Maddie has got two pet rabbits. They're white and they're very cute. What pet have I got? Fish! I've got an aquarium with lots of tropical fish ³⁰ in it. My favourite fish are small and blue and they're very fast. **Nathan, 13**

10 I'm from Birmingham – it's a big city in the centre of England. We've got a flat in the city centre. It's nice but it isn't a good place for a pet like a dog or a cat. I've got the perfect pet for a flat –
15 but it's quite **unusual**. What's my pet? I've got a gecko. His name's Draco and he's a leopard gecko. He's brown with black spots and he's about 20 centimetres long. His home is a **glass tank**.

- He's very active at night and insects are his favourite food. Geckos are interesting
 - pets! Jackson, 13

0000000	000000000	4
Name	Favourite	
Luca	possession smartphone	
Favourite	000000000	
possession	No. of students	V
smartphone games cons	e 8 ole 7	5
bike skateboard	5	
	3	
Charles		
Study	пр	

Making notes

Before you start writing, gather your ideas and make notes in a table.

Speaking

- **CLASS SURVEY** Which is your classmates' favourite possession? Interview them and collect their answers. Then count the answers and create a table of results (there is a model given on the left). Finally, create a diagram to show the results.
 - A What's your favourite possession?
 - B My favourite possession is my smartphone. It's cool!

Writing

5 Complete the text with the information from the table.

My favourite things	Description
tablet	new, cool; black and silver
bag	schoolbag; big, red and black; quite old
bike	mountain bike; blue and yellow; very fast

I've got three favourite things. I've got a tablet. It's new and it's really cool. It's black and silver. It's a present from my mum and dad. I've got a cool bag. It's my schoolbag. It's ______. I've got a new bike. It's ______.

Now make your own table and write a short text about three of your favourite possessions.

Vocabulary strategies



A picture dictionary is a great way to learn new words. For large groups of words, like animals, start by thinking of subcategories to divide them into (see Unit 2, page 34).

Portfolio

Answer the following

Have you got a pet? What's its name?
Which is your favourite

 Which animal do you think is the most

• Which animal do you think is the most loyal?

Make a poster with the title '..... the Best Pet.' Present the advantages and disadvantages of having this pet, and try to convince your classmates that your

 Which animals do you think are: playful, dangerous, clever, noisy?
 In pairs, list the advantages and the disadvantages of keeping pets, giving

intelligent?

reasons.

pet is the best.

questions:

animal?

Creating a picture dictionary

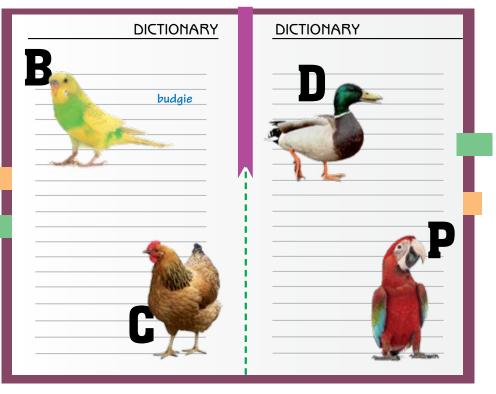
Animals

1 Put the animals in the correct category.

<u>budgie</u> chicken cow crocodile dolphin duck goldfish monkey parrot pig shark snake

Mammals	Reptiles	Birds	Fish
		budgie	

2 Now create an animal picture dictionary. Look at the model. For each category in exercise 1, draw the animals or look for pictures. Then write the name of each animal.



Personal possessions

3 Now create a possessions picture dictionary with the words below.

bike diary earrings games console guitar headphones laptop mobile phone scarf skateboard



ALPHABET RACE!

- The first player says the name of an animal which starts with the letter A. The second player says the name of an animal which starts with the letter B, and so on. The player who cannot say any name is out of the game.
- The winner of the game is the last player who remains in the competition.
- Change the word category and start again.

48 forty-eight



In some listening exercises you are given five questions. On the left, you have a list of five people, and on the right, a list of eight options. You listen to a short dialogue twice. While you listen, try to identify the most important information and match each person with one option.

LET'S PRACTISE!

- ✓ Lily is answering a questionnaire. Listen to the dialogue and tick (✓) all the answers you hear.
 - 1 dog
 2 hamster
 - 3 budgie
 - **4** skateboard
 - 4 SKaleboar
 - 5 guitar
 - **6** tablet
 - 7 scarf
 - 8 earrings

2 Listen again and tick (✓) only the objects that belong to Lily.

- 1 dog
- 2 hamster
- 3 budgie
- 4 skateboard
- 5 guitar
- **6** tablet
- 7 scarf
- 8 earrings

3 CListen to the dialogue between Sam and his friend then match the objects with their owners.

- 1 Sam
- 2 brother
- **3** sister
- 4 Mum
- 5 Dad
- A laptop B tablet
 - **C** games console
- **D** watch
- **E** bike

Before you listen

- Read the instructions.
- Read the words from the exercise. In this way, the words that you hear will not be completely new to you.

STRATEGIES

While you listen

- Listen carefully and study the words.
- Don't choose a word just because you recognise it. Remember that you have to understand the context in which it is used. For example:

l've got a smartphone. I haven't got a smartphone.

- The first time you listen, concentrate and match each person with one option.
- The second time you listen, check the answers.

4 Subscription Listen to the dialogue between Eddie and Nadine. Match the objects and the animals with their owners.

People

- 1 Jamie
- 2 Lola
- 3 Matthew
- 4 Katy
- 5 Brandon

Possessions

- A dog
- **B** rollerblades
- C turtles
- **D** guitar
- E laptop
- F parrot
- **G** wristbands
- H sunglasses





Look out!

- house = a building that people, usually one family, live in
- home = the house, apartment, etc. where you live, especially with your family; domicile

8

9

C.Y

Rooms in a house

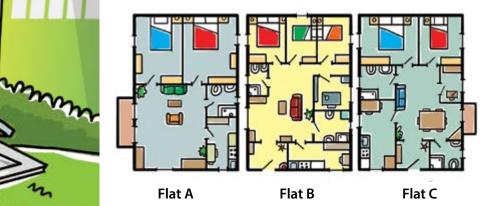
1 () Put the names of the rooms in the correct place. Listen and check. Then listen again and repeat.

garage study dining room garden bedroom hall kitchen <u>bathroom</u> living room

2 Write the rooms in exercise 1 under the correct heading.

Downstairs	Upstairs	Outside
kitchen		

3 ① Listen and label Camilla and Max's apartments.



4 PAIRWORK Student A: describe one of the apartments in exercise 3. Student B: guess the apartment.

A lt's got two bathrooms. B ls it Flat C?

Now describe your house or apartment.

My house has got two bedrooms and one bathroom upstairs. Downstairs, it's got a living room, but it hasn't got a study ...



What's your flat like?

Dialogue

1 READING Read the text and watch the video. Where is Sarah's laptop?

Jazmin Sarah	Wow! Your house is really big! Yes, it is. And it's got a huge garden, as well!
Jazmin	Have you got a big house in Italy, too?
Sarah	No, we haven't. We've got a flat.
Jazmin	What's your flat like?
Sarah	It's quite big. There are three bedrooms,
	a big living room and a kitchen.
Jazmin	Is there a balcony?
Sarah	Yes, there's a big balcony, but there
	isn't a garden.
Jazmin	Oh, that's a shame Are there any parks near your flat?
Sarah	Yes, there are. There's a lovely park opposite our flat.
Jazmin	Is that your bedroom?
Sarah	No, it isn't. That's Ricky's room.
Jazmin	Look! There are some computer games under the bed! And all his clothes are on the floor.

Sarah	There aren't any clothes in the wardrobe! Ricky's so untidy!		
Jazmin	, , ,		
Sarah	This is my bedroom. Now, where's my laptop?		
Jazmin	There's a laptop under those T-shirts on that chair		
Ricky app	ears.		
Ricky	See! I'm not the only untidy person in this family!		
Now	listen and repeat.		
O Eve	ryday English		
as well			
quite			
That's a	a shame!		
lovely			
clothes	5		

untidy Too right! See! VIDEO

A near Sarah's flat.

D at Sarah's house.

B on her desk.

C very untidy.

E a flat.

2 COMPREHENSION Read the dialogue again and match the two halves of the sentences.

- 1 Jazmin is
- 2 Sarah's house has got
- **3** In Italy, Sarah's family have got
- 4 There's a park
- 5 Ricky's room is
- 6 Sarah's laptop isn't

3 • Choose the correct answers.

- 1 You have got / Have you got a big house?
- 2 There are / Are there any parks near your flat?
- **3** There's / There are a lovely park near the flat.
- 4 There are **any** / **some** computer games under Ricky's bed.
- **5** There isn't / There aren't any clothes in the wardrobe.
- 6 There's / There are a laptop on the chair.
- 4 **()** Fill in the gaps with information from the dialogue on page 52, using the words in the box. Listen, check and repeat.

What's there It's There are 's Is there

- Jazmin
 1______your flat like?

 Sarah
 2_____quite big. 3______three bedrooms, a big living room and a kitchen.

 Jazmin
 4______a balcony?

 Sarah
 Yes, there 5______a big balcony, but 6______
- **5 PAIRWORK** Talk to your partner about his or her house or apartment. Use the dialogue in exercise 4 as a model.
 - A What's your house like?

isn't a garden.

- **B** It's very big. There are four bedrooms, two bathrooms, a living room and a big kitchen.
- A Is there an attic?
- **B** Yes, there is, but there isn't a basement.



F a big garden.

Grammar

A There is / There are Affirmative form

Singular	There is (There 's) a garden.	
Plural	There are two bathrooms.	
there is	there are	

JIDEO

There are has no short form.

For a list of words, we use *there is* if the first word is singular.

There is a table and four chairs.

1 Complete the sentences with *there is* or *there are.* Use the short form where possible.

______ two bedrooms in my flat.

- 1 _____ a basement in my house.
- **2** _____ a park near my school.
- **3** ______twenty-five students
- in my class.
- 4 ______a computer in our classroom.
- **5** ______ four people in my family.
- **6** ______a big kitchen and a study.
- 7 _____a book in my bag.
- 8 _____ twenty classrooms in my school.

Pronunciation

The sound /I/

2 ① Listen and repeat.

living room attic kitchen

3 Disten and underline the sound /I/. Pay attention: not all the words contain this sound. Listen and check.

fish guinea pig bird chicken lion sister bike nice six



B There isn't / There aren't Negative form Singular There isn't a study.

Plural	There aren't two bathrooms. There aren't any CDs in the study.

4 Choose the correct answers. Listen and check.

There(isn't) aren't a sofa in the living room.

- 1 There isn't / aren't any DVDs under the bed.
- 2 There isn't / aren't a TV in my bedroom.
- 3 There isn't / aren't any people in the shop.
- 4 There isn't / aren't any photos on my phone.
- 5 There isn't / aren't a study in my house.
- 6 There isn't / aren't any posters in our classroom.
- 7 There isn't / aren't a car in the garage.
- 8 There isn't / aren't three bedrooms in my flat.
- 9 There isn't / aren't a radio in the kitchen.
- **10** There **isn't** / **aren't** any sofas in the living room.
- **5** Rewrite the sentences in exercise 1 using the negative form.

There aren't two bedrooms in my flat.

6 Write the affirmative or negative form of *there is / there are* to make true sentences about yourself.

- 1 _____ an interactive whiteboard in my classroom.
- **2** ______a big kitchen in my house.
- **3** ______ four people in my family.
- **4** ______ a park near my school.
- **5** ______twenty-four students in my class.
- 6 _____a mobile phone in my schoolbag.
- **7** ______a cinema near my house.
- **8** ______ three posters in my bedroom.
- **9** _____ a study in my house.
- **10** ______ two bathrooms

in my grandparents' house.

54 fifty-four

C Is there ...? / Are there ...? Interrogative form and short answers

	Interrogative form			
Singular	Is there a chair?	Is there a chair?		
Plural	Are there any chairs?			
	Shorta	Short answers		
	Affirmative	Affirmative Negative		
Singular	Yes, there is .	No, there isn't .		
Plural	Yes, there are . No, there aren't .			
We do not use the short form in affirmative answers.				

7 Put the words in order to make sentences.

your / ls / desk / a / in / there / bedroom / ? Is there a desk in your bedroom?

- 1 house / there / near / ls / café / your / a / ?
- 2 any computers / in / there / classroom / your / Are / ?
- **3** in / bedroom / ls / your / there / a / TV / ?
- 4 there / on / Are / your / any games / phone / ?
- 5 in / there / any photos / your / Are / living room / ?
- **6** internet café / there / your / an / in / ls / town / ?
- 7 school / ls / your / a / park / near / there / ?
- 8 pencil case / Are / any felt tips / in / your / there / ?

8 Give answers that are true for you to the questions in exercise 7. Use short answers.

A: Is there a desk in your bedroom? B: Yes, there is.



There, they're and *their* are pronounced in the same way.

There's a red sofa.

They're (They are) new students.

Their house is very nice.

9 Complete the sentences with there, they're or their.

There are 200 students in our school.

- 1 Who are Sam and Ian?
 - _____ my best friends.
- 2 Here are Rosie and Joe with _____ dog.
- 3 You've got some new sunglasses! _____ cool!
- 4 _____ are two new students in our class.
- **5** _____ names are Angela and John.
- **6** Where are your headphones? ______ in my bag.
- 7 Luis and Ana are from Spain. _____ mum's a doctor.
- 8 Are _____ any good films at the cinema this week?

D Some / any

	Singular	Plural
+	There's a chair.	There are some chair s .
-	There isn't a chair.	There aren't any chair s .
?	Is there a chair?	Are there any chair s ?

I've got **some** photos. There aren't **any** ice creams. Are there **any** pencils?

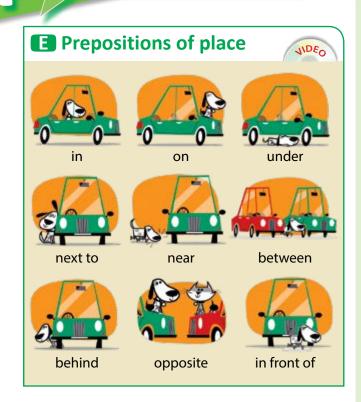
10 🔇 Choose the correct answers.

Are there **some** / (any) sandwiches for me?

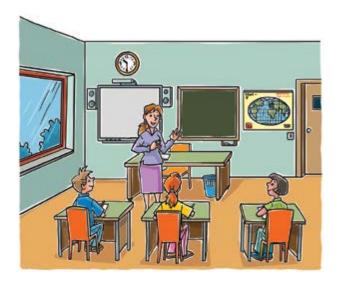
- 1 Are there **some** / **any** French teachers at your school?
- 2 There are some / any cats in our garden.
- **3** There aren't **some** / **any** interesting programmes on TV.
- 4 Have you got some / any brothers or sisters?
- 5 He's got some / any beautiful goldfish.
- 6 Are there some / any parks in your town?
- 7 There are some / any new DVDs near the TV.
- 8 There aren't **some / any** chairs in our classroom!

JIDEO

Grammar



11 O Look at the picture and complete with the correct preposition. Listen and check.



The window is <u>near</u> the IWB.

- 1 The teacher is _____ the desk.
- **2** The bin is ______ the teacher's desk.
- **3** The board is ______ the IWB.
- **4** The clock is ______ the window.
- 5 The poster is ______ the board and the door.
- **6** The teacher's chair is _____ the desk.
- 7 The speakers are _____ the wall.
- 8 The teacher is _____ the classroom.

Round-up

1 Read Daisy's email and choose the correct answers.

0	0
۲.	~
7	11
	40

Hi Jodie

0

This a photo of our new house!

Downstairs, there (is) are a hall, a kitchen and a big living room. It's my favourite room. There are two sofas but there aren't ¹ some / any armchairs. There are ² some / any photos on the walls and there's ³ a / some lovely rug on the floor. In the kitchen, there ⁴ is / are a table and four chairs and also the fridge, cooker and washing machine. Upstairs,

1 O A

⁵ their / there are four bedrooms and a modern bathroom. My desk in my bedroom is ⁶ in / under the window and my bed is ⁷ opposite / in front of the door. There's a chest of drawers ⁸ next to / between the wardrobe. Are there ⁹ some / any posters on the wall? Of course there ¹⁰ is / are! There are two posters of horses ¹¹ between / under my bed and the wardrobe. There ¹² are / aren't any books in the bookcase at the moment. ¹³ They're / There are in a box ¹⁴ behind / on the floor!

Love, Daisy



- **2 PAIRWORK** Write questions about your partner's apartment. Then take turns to ask and answer the questions.
 - a balcony / your flat?
 - A Is there a balcony in your flat?B No, there isn't.
 - 1 washing machine / kitchen?
 - **2** TV / your bedroom?
 - **3** posters / your bedroom?
 - 4 lamps / living room?
 - **5** shower / bathroom?
 - 6 study / your flat?

3 Now describe your partner's apartment to your classmates.

There isn't a balcony in Daniela's flat. There's a new washing machine in the kitchen ...

Functions

Describing your bedroom (adjectives 2)



1 O Read and listen to the dialogue. Then write *Alice/Ruby* under the correct picture. Listen again and repeat.

Alice	Have you got your own	Ruby
	bedroom?	
Ruby	No, I haven't. I'm in a	Alice
	room with my sister.	
Alice	What's it like?	Ruby
Ruby	It's quite big. There	Alice
	are two beds and	
	there's a wardrobe	Ruby
	and a bookcase.	
Alice	Is there a desk?	Alice

ıby	Yes, there are two desks and two
	chairs. What's your bedroom like?
ice	It isn't very big but it's very
	comfortable.
ıby	What colour are the walls?
ice	They're green – it's my favourite
	colour.
iby	Are there any posters on the

- Ruby Are there any posters on the walls?
- Alice Yes, there are some film posters.

Key expressions 🕕

Questions

Have you got your own bedroom? What's it like? What colour is the desk / wardrobe? What colour are the walls / curtains? Is there a desk / bookcase? Are there any posters / chairs?

Answers

Yes, I have. / No, I haven't. It's quite big / small / comfortable. It's white / blue / brown. They're green / yellow / white. Yes, there is. / No, there isn't. Yes, there are. / No, there aren't.

2 📀 Listen to Ethan's description and choose the correct answers.

- 1 Ethan's bedroom is quite small / big.
- 2 His bed is **next to / opposite** the window.
- **3** He's got a **chest of drawers** / **wardrobe**.
- 4 His door and windows are white / green.
- **3 PAIRWORK** In pairs, ask and answer questions about your own rooms. Use the phrases in the *Key expressions* box.

COMPETENCES

cultural awareness and expression civic and social competences initiative



Skills and culture

Imogen

What's my favourite place at home? My bedroom, of course, but it isn't an ordinary bedroom – it's in the attic! It's under the roof, so the ceiling is very low near the walls and high in the centre. There isn't a door and there are some special stairs up to the attic. I've got lots of bright colours in my room – green and pink walls, green and white rugs and a bedcover with orange and blue flowers on it! My bed is in the corner near the window. There isn't a wardrobe but there's a big desk and a chair. My attic bedroom is new and it's brilliant!

Ender State State

15

20

Our special space is the 'rec room'. A rec room is a recreation room, so it's a room for our free time. They're very common in American houses. It's in the basement so there are lots of lights. It's one big, open space, but there are different zones: there's a food zone with a fridge, a microwave, a table and some chairs. There's also a movie zone with a comfortable sofa, a big rug and some floor cushions in front of a TV with an enormous screen. We've got a popcorn machine, too! Then there's the games zone with a big billiard table. Our rec room's great for parties!



low: not far from the ground
high: far from the ground
lawn: an area of short grass in a garden
hammock: a bed made of material that you hang between two poles or trees
shed: a small wooden building for storing things in a garden

Jacob

My special place isn't a room inside my house - it's 25 the garden outside! The garden behind our house is very big. There's a patio in front of the livingroom windows. There's a table and some chairs on the patio and there's also a barbecue - my dad's a brilliant barbecue chef. There's a lawn in front of the 30 patio and lots of flowers - no football games near my mum's flowers! There are some trees in the garden. That's where I've got a **hammock**, between two trees. There's also a **shed** behind the garage. There are some garden things in it but there's also a rug and some 35 cushions. It isn't near the house so it's a good place for me and my friends! It's cool!



Skills and culture

Reading

1 Read the text. Match the pictures with the places.

B bedroom **C** rec room A garden

2 COMPREHENSION Read the text again and answer the guestions.

- **1** Where's Imogen's bedroom?
- **2** What colour is her room?
- **3** Where is Caleb and Lois's rec room?
- **4** What's in the movie zone?
- 5 Where's the barbecue at Jacob's house?
- **6** What is there in the shed?

Listening

2 Conor

3 🔨 Listen to the descriptions and match the rooms with the owners.

- 1 Joseph 3 Erin
- **C** kitchen

A attic **B** living room

Study tip

-1

77

Preparing guestions Before you start:

- 1 study the prompts;
- **2** prepare the questions and remember to use the interrogative form and the words that you want to use;
- 3 when doing the exercise, adapt your questions to your partner's answers.

Speaking

- **4** Ask guestions to your partner and find out what his or her favourite place is.
 - inside / outside?
 - big / small / modern / old / comfortable? chairs / curtains / cushions?
- sofa / bed / table / desk?

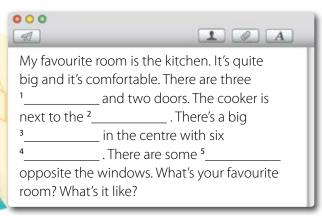
- A ls it inside? B No. it isn't.
- A lsitbig?
- B No. it isn't very bia.

Writing

5 🔨 Look at the picture and complete the email.

table sink cupboards chairs windows





COMPETENCES

cultural awareness and expression civic and social competences learning to learn

Now draw your favourite room. Show the position of the door(s), window(s) and furniture. Then describe it, using this email as a model.

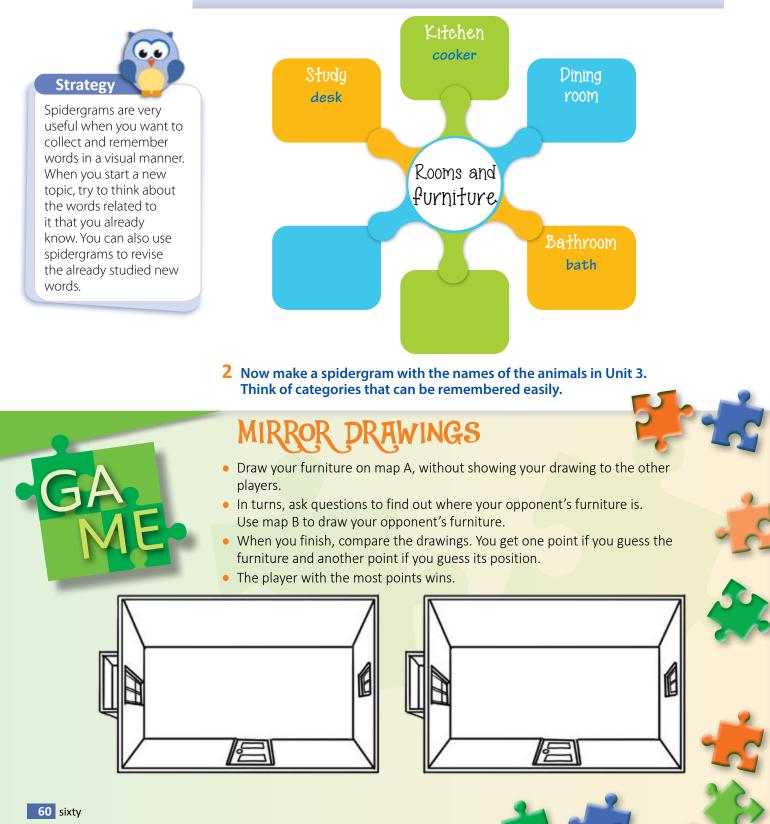
My favourite room is the ... It's ... There is / are ...

Using spidergrams

House and furniture

1 Study the words on pages 50–51 and in the box below. Complete the spidergram with the names of the rooms and objects.

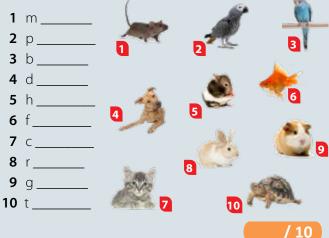
rug sofa lamp mirror chest of drawers dishwasher cupboard bed cooker fridge bookcase bedside table armchair wardrobe washing machine curtains



EVALUATION TEST 3-4

Vocabulary

1 Look at the pictures and write the names of the animals. The first letter of each word is given.



Grammar

2 Complete the sentences with *has got* or *have got*.

- 1 Emma ______two cats.
- 2 My grandparents ______ a dog.
- **3** We ______ a new games console.
- 4 My friends _____ rollerblades.
- **5** I ______ a watch.
- 6 You ______ some goldfish.
- 7 My phone ______ a camera.
- 8 My dad ______ a blue car.

3 Rewrite the sentences in the negative form.

- 1 I've got a brother.
- 2 She's got a dog.
- **3** They've got bikes.
- 4 We've got a pet.
- **5** My phone's got a camera.
- **6** The children have got rollerblades.
- 7 Tim has got a smartphone.
- 8 You've got your English book.



/ 8

4 Write sentences in the interrogative using the prompts and the verb *have got*. Then give short answers.

- 1 she / a bike _____ ? Yes, _____ .
- **2** I / a new tablet _____ ? No, _____.
- 3 we / a horse _____ ? Yes, _____ .
- 4 they / a lot of homework _____? Yes, _____.
- **5** Anya / a pet _____ ? No, _____ .
- 6 you / a mobile phone _____ ? No, _____ . / 12
- 5 Look at the pictures and write sentences with *this, that, these, those* and the words *cat, dog, cows, horses.*



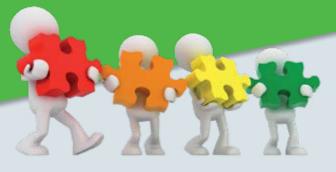
Functions

6 Complete the dialogue with the expressions below.

this is green eyes he isn't has he got	black hair quite short	is that is he
Amy 1	your dad?	
Tom No, it isn't. ²	my	dad.
He's got ³	·	
Amy ⁴	tall?	
Tom No, 5	He's ⁶	·
Amy What colour eyes	7	?
Tom He's got ⁸	·	

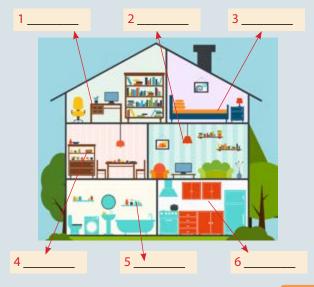


14



Vocabulary

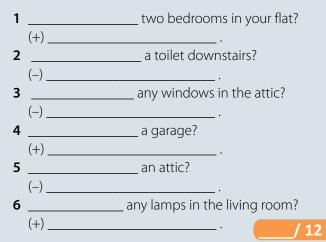
1 Look at the picture and write the name of each room of the house.



Grammar

- 2 Complete the sentences with the affirmative (+) or negative (–) form of *there is / there are.*
 - 1 (+) ______ a sofa in the living room.
 - 2 (+) _____ four chairs in the kitchen.
 - **3** (–) ______ a garage.
 - 4 (-) _____ any stairs in a bungalow.
 - 5 (-) ______ a balcony at my house.
 - **6** (+) ______ a big garden.

3 Complete the questions with the interrogative form of *there is / there are*. Then give short answers.



EVALUATION TEST 3-4

4 *They, their* or *there*? Complete the missing letters.

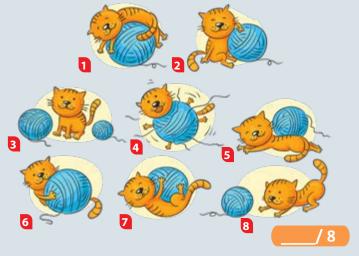
- 1 The____ are my friends.
- 2 The____ new flat is very nice.
- **3** The_____ is a red rug in the hall.
- 4 The_____ are a lot of cupboards in the kitchen.
- **5** My friends aren't here. The_____ are in the garden.
- **6** The____ house is near the park.



/ 6

5 Complete the sentences with *some* or *any*.

- 1 Are there _____ chairs in the hall?
- 2 There are ______ nice photos in the room.
- **3** There aren't _____ books in the bookcase.
- 4 Are there _____ rugs?
- 5 We haven't got _____ armchairs.
- 6 There are _____ blue curtains.
- 6 Look at the pictures and write the correct preposition of place to say where the cat is in relation to the wool: *in*, *on*, *under*, *next to*, *between*, *behind*, *opposite*, *in front of*.



Functions

/ 6

/ 6

- 7 Complete the questions and answers with suitable words / phrases.
 - 1 ________ a desk in your room?

 No, ________.

 2 Have you got _______. room?

 Yes, _______. My sister's got her own room, too.

 3 ________ are the walls?

 ________ yellow.
 _______ 6

TOTAL

/ 50



Reading and writing

In some reading and writing exercises you are given a short article from a magazine or newspaper. You have to mark the sentences about the article as true (A), false (B) or not mentioned (C).

LET'S PRACTISE!

1 Read the texts and say if the sentences are true (A), false (B) or not mentioned (C).

 Auntie Debbie has got a modern flat in the city centre. There are four rooms: a bedroom, a bathroom, a living room and a very small kitchen. There's also a small balcony.

Auntie Debbie's flat is quite old.

- A This is true. (Right)
- B This is false. (Wrong)
- **C** I don't know. (It doesn't say in the text)
- 2 The furniture in the flat is very modern, too. The walls and floors are all white. The furniture in the living room is black. The kitchen is grey and white. Auntie Debbie's bedroom is light blue.

The bathroom has got a white bath and sink.

- A This is true. (Right)
- B This is false. (Wrong)
- C I don't know. (It doesn't say in the text)

STRATEGIES

- Read the text in exercise 2 carefully and study the example. Make sure you understand why option B is the correct answer.
- Read the seven sentences carefully. Search for the exact parts in the text to which these sentences refer. Read them again.
- Read the sentence and choose the option that you think is the most suitable in each case: A, B or C.

2 Read the text about a holiday house. Are these sentences true (A) or false (F)? If there isn't enough information given, choose option C (Doesn't say).

Our holiday home

Our holiday house isn't very big but it's perfect for our holidays! It's got a nice garden but it hasn't got a garage. There's a table and some chairs in the garden. Downstairs there are two rooms: a kitchen and a living room. There are two big windows in the kitchen. There's a cooker and a fridge. There are some cupboards and a table and four chairs. There isn't a door between the kitchen and the living room. In the living room, there's a big sofa but there isn't a television! Upstairs, there are two bedrooms and a bathroom with a shower and a toilet. I've got a bedroom with my sister. Our room is quite small. There are two beds and a wardrobe in it. The other bedroom is for my parents. This is my favourite house!

- **0** The house is very big.
 - A Right (B) Wrong C Doesn't say
- 1 There's a garden.
- A Right B Wrong C Doesn't say
- **2** There's a small bathroom downstairs.
- A Right B Wrong C Doesn't say3 The cupboards in the kitchen are blue.
- **A** Right **B** Wrong **C** Doesn't say
- **4** There aren't any chairs in the kitchen.
- A Right B Wrong C Doesn't say
- **5** The family have got a television in their holiday house.
 - A Right B Wrong C Doesn't say
- 6 The bathroom is between the two bedrooms.A Right B Wrong C Doesn't say
- 7 There isn't a lot of furniture in the bedroom.
- A Right B Wrong C Doesn't say

I usually get up early







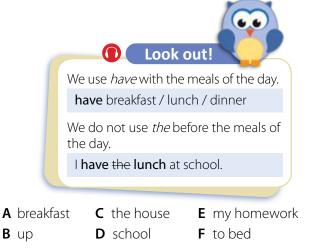
Daily routines

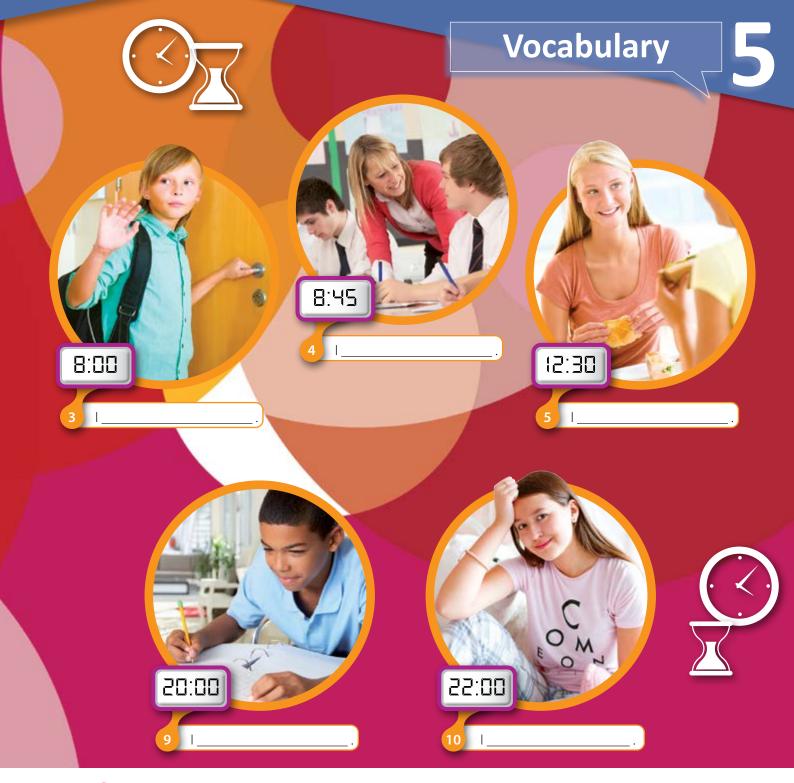
1 Note the activities with the pictures. Listen and check. Then listen again and repeat.

do my homework start school have dinner get home go to bed have lunch <u>get up</u> leave the house finish school have breakfast

2 Match the verbs (1–6) with the nouns (A–F).

1	D	start / finish	3	go	5	have
2		get	4	do	6	leave





3 (D What are these people doing? Listen to the dialogues and choose the correct answers.

- **1**(**A**) leave the house
- B have lunch

- 2 A go to bed
- **3 A** do my homework
- 4 A go to bed
- **5 A** start school

- **B** get up
- B have lunch
- B get up
- **B** get home

4 PAIRWORK Look at the clocks attached to each picture in exercise 1 and tell the time, as in the example.

1 It's seven fifteen. / It's quarter past seven.

Then, tell your partner what time you usually do the activities in exercise 1.

I get up at seven o'clock.

Dialogue

I usually play computer games

1 READING Read the text and watch the video. Where are the children going?

Adam I'm really tired. This is too early for me! Ricky Early? This is late! It's half past eight! Sarah You see, in Italy we usually get up at half past six and we leave the house at half past seven. Yes, we start school at eight in Italy. Ricky Eight! Wow! That's so early! Our first Adam lesson begins at quarter to nine. And today it's maths! But in Italy we usually finish school Sarah at one o'clock. Ricky That's right. We have lunch at home. Chloe So you're free in the afternoon? You're so lucky! Sarah Yes, but we always have lots of homework in the afternoon. Adam We finish school at twenty past three. So we get home at about four.

mere are the children going:		
Ricky	Then what?	
Adam	l usually play computer games.	
Ricky	Cool! But what about your homework?	
Adam	I do my homework in the evening,	
	after dinner.	
Chloe	Rubbish! Adam usually does his	
	homework on the bus!	
Adam	That's not true! OK, well, maybe	
	I sometimes do it on the bus	
Now listen and repeat.		
22222222		

17min

JIDEO

10:



You see That's right. Rubbish! That's not true!

2 **COMPREHENSION** Read the dialogue again and complete the sentences with the names of the children (Adam, Chloe, Ricky and Sarah).

- 1 _____ is tired today.
- **2** _____ and _____'s first lesson begins at 8:45.
- **3** In Italy ______ and _____ only go to school in the morning.
- 4 In Italy ______ and _____ have lunch at home.
- **5** _____ plays computer games in the afternoon.
- **6** ______ sometimes does his homework on the bus.

3 Complete the sentences with the words in the box.

does leave do have begins usually

- 1 I _____ get up at half past six.2 We usually _____ the house
- at half past seven.
- **3** Our first lesson _____ at 8:45.
- 4 We always _____ lots of homework.
- 5 I usually _____ my homework after dinner.
- 6 Adam usually _____ his homework on the bus!

Adam	We 1 school 2 twenty past three.	
	So we ³ home ⁴ about four .	
Ricky	Then what?	
Adam	I ^₅ play computer games.	
	Cool! But what about your homework?	
Adam	I ⁶ my homework ⁷ the evening,	
	after dinner.	

5 PAIRWORK In pairs, act out the dialogue in exercise 4 changing the words in bold. Use the phrases given below.

After school	Homework
have lunch	in the afternoon
play football / volleyball	after school
watch television	before dinner
go to my friend's house	at lunchtime

A We finish school at ten past one. So we get home at about two.

- B Then what?
- A I usually watch television.
- B Cool! But what about your homework?
- A I do my homework in the afternoon.



A Present simple Affirmative form

1	start	at 8:30.	
You	start	at 8:30.	
He	start s	at 8:30.	
She	start s	at 8:30.	
lt	start s	at 8:30.	
We	start	at 8:30.	
You	start	at 8:30.	
They	start	at 8:30.	
Subject	base form of the v	+ compl	

+ compl. (+-s/-es for he/she/it)

The affirmative form of the *present simple* is the same for all persons, except the third person singular, where we add -s /-es.

We use the present simple to talk about habits and daily routines.

I get up late on Saturdays.

Our first lesson **begins** at 8:45.

1 Choose the correct answers.

He start / starts school at eight o'clock.

- 1 We take / takes the bus to school.
- 2 | phone / phones my grandma on Sundays.
- **3** The film **begin** / **begins** at five past nine.
- 4 They get up / gets up at 7:15.
- 5 She play / plays basketball on Wednesdays.
- 6 He speak / speaks Spanish with his mum.
- 7 Anne live / lives in Edinburgh.
- 8 Daniel walk / walks to school on Mondays.

2 🔿 Complete the sentences with the correct form of the verbs in the box.

get do leave listen start play have

They **leave** the house at 7:30.

- **1** I ______ football with my friends.
- 2 We _____ lunch at school.
- 3 The lesson ______ at 10 o'clock.
- **4** My sister _____ up late.
- **5** The students their homework in the afternoon.
- 6 Jack ______ to music on his phone.

B Present simple

Spelling rules

JIDEO

Verbs ending in -o, -ch, -sh, -ss, -x

Base form	Third person singular (he/she/it)	
go	go es	
teach	teach es	
finish	finish es	
miss	miss es	
fix	fix es	
Verbs ending in consonant +-y		
study	stud ies	
cry	cr ies	

All the other verbs, including verbs ending in vowel +-y

hear	hear s
play	play s
say	say s

3 🔨 Fill in the gaps with the correct form of the verbs in brackets.

The film **finishes** (finish) at 8:45.

- 1 My dad sometimes _____ (miss) his train.
- 2 Paul ______ (watch) TV on Sunday evenings.
- 3 She _____ (study) maths on Fridays.
- 4 David _____ (play) tennis after school.
- 5 David _____ (go) to school by bus.
- **6** My brother _____ (do) his homework after dinner.

Pronunciation

Present simple: /s/, /z/ or /IZ/ sounds

4 ① How is the final -s pronounced in the following verbs? Listen and repeat.

/s/	/z/	/1Z/
starts	plays	teaches

5 O Put the verbs in the correct column in exercise 4.

listens watches does gets walks goes arrives finishes studies looks speaks

Grammar

6 Complete Will's email with the correct form of the verbs in the box.

-work- eat have (x 2) take get (x 4) do watch go finish (x 2)

0	10	2	0
		5	
0	ne.	1	31

Hi Paolo

My dad <u>works</u> in an office in London so our daily routines are very different. I ¹_____ up at half past seven and then I²_____ my breakfast at eight o'clock. My dad ³_____ up at six o'clock and he ⁴_____ the train to London at 6:30. Poor thing! He ⁵_____ his breakfast on the train! At lunchtime I always ⁶ in the school canteen but he sometimes ⁷______to nice restaurants in London. Lucky him! I⁸_____ school at 3:30 but he ⁹_____ work at six o'clock. l¹⁰ home from school at four o'clock but he usually ¹¹ home from work at about eight o'clock. In the evening I ¹²_____ my homework in my bedroom and he ¹³_____ TV in the living room. Cheers, Will

night	at 10 o'clock at night at the weekend
afternoon / evening ii ii months ii years ii	n the morning n the afternoon n the evening n April n 2026 n (the) summer
	on Saturday(s) on 10th March

Look out!

6.6

We say on Sunday and in the afternoon, but on Sunday afternoon.

7 Complete the sentences with *at, in* or *on*. Listen and check.

I usually wake up <u>at</u> seven o'clock.

- 1 We often go to the beach _____ the summer.
- **2** They sometimes play basketball ______ Sundays.
- **3** We often visit our grandparents _____ the weekend.
- **4** My birthday is _____ 6th November.
- 5 We usually do our homework ______ the afternoon.
- 6 My sister always gets home from school _____ half past four.
- 7 I often have a snack _____ 11 o'clock _____ the morning.
- 8 Doctors sometimes work _____ night.
- **9** This is a photo of me _____ 2019.
- **10** Christmas is _____ December.

8 Complete the sentences with things that are true about yourself.

We have lessons in <u>the morning and</u> in the afternoon .

- 1 We usually have dinner at ______.
- 2 | get up at _____
- **3** I go to school in the afternoon on ______.
- **4** I watch TV in the _____.
- 5 My birthday's on ______.
- 6 I go to bed late at the _____.
- 7 The big holidays are in ______.
- 8 I usually go to bed at _____



Grammar

D Adverbs of frequency



We use *adverbs of frequency* **before all verbs**, except for the verb **to be**.

They **never** get up early. I **usually** go to school at 8:15. My dad's **always** tired.

We use adverbs of frequency to show how often an action happens.

🚺 Get it right! 🚺

Never is always used with the affirmative form of the verb.



JIDEO

You never **go** to the park.

9 Rewrite the sentences, putting the words in brackets in the correct place.

My dad gets up at 6:30. (always) My dad always gets up at 6:30.

- 1 We walk to school. (sometimes)
- 2 They have breakfast at 7:30. (usually)
- 3 Adam's early for school. (never)
- 4 Lisa listens to music after dinner. (often)
- **5** I'm tired in the morning. (often)
- 6 My friends do their homework. (always)

10 Use the prompts and adverbs of frequency to make sentences that are true for you.

play basketball after school I sometimes play basketball after school.

1 go to bed late

- 2 have lunch at school
- 3 walk to school
- **4** meet my friends on Saturdays
- **5** play computer games before school
- 6 get up early on Sundays

Round-up

1 Read the dialogue and choose the correct answers.



Lily	I usually (get) / gets up late on Saturdays.
Greta	You're so lucky! I 1 go / goes to school on
	Saturday mornings, so I ² always get up /
	get up always at six o'clock.
Lily	Really? That's early!
Greta	Yes, it is. But on Sundays I get up ³ at / in 10:00.
Lily	Me, too. I usually get up late ⁴ at / in the
	weekend. ⁵ am usually / usually am tired
	after the week at school. On Saturdays,
	I usually go to the park with my friends.
Greta	My friends and I always ⁶ play / plays volleyball
	⁷ on / in Saturday afternoons.
Lily	⁸ On / In the evening, I usually
	⁹ watch / watches TV and I go to bed late.
Greta	What about Sundays? We sometimes
	¹⁰ have / has lunch in a restaurant and then
	I do my homework ¹¹ on / in the afternoon.
	I always have lots of maths homework.
Lily	We always have a big 'brunch' – that's breakfast
	and lunch together. It's really nice! I ¹² never
	do / do never homework ¹³ on / at Sundays
	except when there's a maths test on Monday.

2 PAIRWORK How do you spend your weekdays? Tick (✓) the activities that you usually do (N = never, S = sometimes, O = often, U = usually, A = always).

0%

Ν

S 0

100%

U A

- **1** get up early
- 2 have breakfast with my family
- 3 have lunch at school
- 4 do my homework after school
- **5** play computer games
- 6 watch TV in the evening

Then tell your partner about it.

l usually get up early. I always have breakfast with my family ...

subject

year

house school

Talking about school

5

1 Subscription Listen and complete the dialogue with the words in the box. Then listen, check and repeat.

Jim	Where's your 1?
Lucy	lt's near my 2
Jim	My school's in the town centre.
Lucy	Which ³ are you in?
Jim	I'm in Year 4
Lucy	Me, too! What's your favourite ⁵ ?
Jim	It's Art. Our teacher's really cool!
Lucy	I like ⁶ We usually play volleyball
	in our PE lessons.
Jim	Who's your favourite 7?
Lucy	It's Miss Dunne. She teaches ⁸
7	Who's your favourite teacher?
Jim	Our art teacher, Mr Jones. I really enjoy
	his lessons.

PE science teacher

Key expressions

A What's your name?

Questions	Answers				
Which year are you in?	l'm in Year 5.				
What's your favourite subject?	lt's art.				
Who's your favourite teacher?	It's Miss Dunne.				

2 O Listen to Alex and Nicole talking about school. Complete the table.

Alex	Nicole
Near	In the

3 PAIRWORK Imagine that you study in a British or an American school and fill

B It's Sandra Blake.

in the card. Then, in pairs, ask and answer questions about your school.

COMPETENCES

cultural awareness and expression civic and social competences initiative



Look out!

all men

all women

women

married women Miss + surname: used

Mr + surname: used for

Ms + surname: used for

Mrs + surname: used for

for unmarried or single

	•	•	•	•	٠	
Your	name					
Your	year _					
Your	favour	rite su	bject _	•	•	
Your	favour	rite tea	acher'		•	•

seventy-one 71

Skills and culture

A future CHAMPION

Shannon Thompson is 14 years old. She lives with her mum, dad and little brother, Jamie, in Leeds and she goes to Eccleshill School. She's just an ordinary teenager – except Shannon is one of Britain's
top swimmers. She's the British under-16 100m freestyle champion. Shannon is always busy – she trains hard and she studies hard.

Shannon's day starts at 6 o'clock. She gets up, has breakfast and then her mum takes her to
the swimming pool. Her coach, David, is at the pool and she trains for two hours. After training, she catches the bus to school. Shannon's a good student and she likes French and Spanish but her favourite lesson is PE – of course! She has lunch
with her friends at school. Afternoon lessons finish at 3:30 and Shannon returns to the swimming pool for more training with her coach. She often swims non-stop for two hours! When she gets home, she has dinner with her family, but she never watches

20 TV in the evening. She goes to her bedroom and she does her homework. She's usually very tired, so she goes to bed at 9:30.

Shannon says: 'I'm always very busy with schoolwork and swimming but I usually have some free time at
weekends. I often go shopping with my friends on
Saturday afternoons. Sometimes my friends come to my house on Saturday evenings. We have pizza and watch films or listen to music.

I'm very serious about my swimming. My ambition is to be an Olympic swimming champion like

my hero Rebecca Adlington – she's got four Olympic medals! I love swimming and I so love my busy life!'

30



except: only that freestyle: a free choice of the style to use busy: working hard, or giving your attention to a particular thing trains: prepares for an activity hard: needing or using a lot of effort coach: trainer non-stop: continuously

Skills and culture





Skimming

When you need to find out specific information such as times, names, dates etc. from a text, it is not necessary for you to read it in detail. It is enough to read the text quickly (skimming) and focus only on the information you need, leaving out the rest.

Reading

1 • Read and listen to the text. Who are the people in the pictures? Write their names.

2 COMPREHENSION Read the text again and correct the sentences.

- **1** Shannon lives in Manchester.
- 2 She never has breakfast.
- **3** She always walks to school.
- **4** Afternoon lessons start at 3:30.
- **5** She trains for two hours every day.
- **6** She always watches TV after dinner.
- 7 She listens to music in her bedroom.
- 8 On Saturdays she goes to school.

Listening

3 • Listen to Kate and Josh talking about their daily routines during the holiday. Put the activities in chronological order (from 1 to 8).



Speaking

4 **PAIRWORK** Think about an usual day while on holiday and complete the table. Use the expressions in the box.

go to bed have lunch have a shower play computer games have breakfast listen to music get dressed go to the park / beach brush my teeth wash my hair have dinner have a snack wake up watch TV / Starflix go to sleep

ME	My partner					
Morning: get up at	Morning:					
Afternoon:	Afternoon:					
Evening:	Evening:					

Then, in pairs, talk about your routine when you are on holiday and complete the column entitled *My Partner*.

In the school holidays I never get up early! I usually get up at about 10.

Writing

COMPETENCES

learning to learn

cultural awareness and expression

civic and social competences

5 Now write a short text about your partner's activities during the holidays.

Daniel gets up at about 9. He has a shower and then ...



Vocabulary strategies

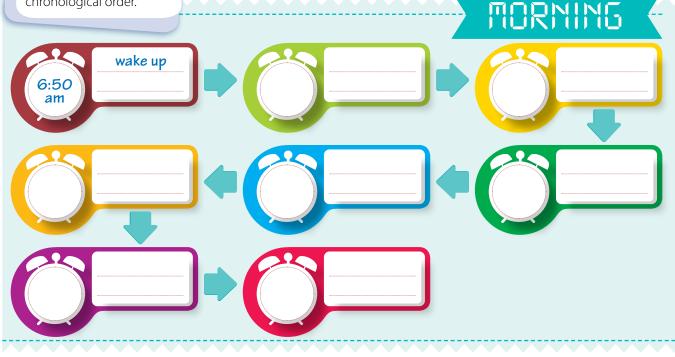
Strategy

Flow charts are a useful tool in learning the verbs because they show a series of actions in chronological order.

Creating flow charts

Daily routines

1 Study the words on pages 64–65. Then, complete the flow chart in chronological order. Write down the activities you do every morning and when you do them.





PE = Physical Education

RE = Religious Education

ICT= Information and Communication

Technology

DT = Design and Technology 2 Now create two flow charts showing what you do in the afternoons and in the evenings.

School subjects

3 Create a flow chart for your school timetable using the words below. Write the school subjects and the times in chronological order.

Maths French PE Art History English Music Geography Biology ICT Language and literature RE DT

B:00 English



Bingo!

- Each player creates a flow chart with eight boxes on a sheet of paper.
- The players fill in the boxes in chronological order with eight activities they usually do in the morning, in the afternoon and in the evening.
- The teacher reads out loud a series of activities. If these activities appear on their flow chart, the players can cross them out.
- When the players cross out all the activities on their flow chart, they say *Bingo*!

Listening

In some listening exercises you are given five sentences with three possible answers A, B or C. You have to listen to a dialogue and choose the correct answers. The dialogue is heard twice.

LET'S PRACTISE!

1 • Listen to the short dialogues and choose the correct answers.

- 0 On Sundays, Tim gets up at
- **A** 7:00. **(B)** 9:00.
- 1 On school days, Lucy has lunch
 - A at home. B at school.
- **2** Tom does his homework
 - **A** in the afternoon. **B** in the evening.
- **3** In the evening Emily
 - A watches TV.
- **B** listens to music.

STRATEGIES

Before you listen:

- Read the instructions.
- Read the sentences and the possible answers carefully.

While you listen:

- Listen carefully and study the sentences and the answers.
- Do not circle a word just because you remember hearing it in the dialogue.
 Remember that you have to find the answer that completes the sentence or answers the question correctly.
- The first time you listen, concentrate and choose the answer you think is correct.
- The second time you listen, check the answer.

2 Substantiation of the second state of the

Example

- 0 The children's school holidays are
 - A five weeks.
 - **(B)** six weeks.
 - **C** seven weeks.

The correct answer is B.

- 1 Sophie goes on holiday with her family in
 - **A** June.
 - **B** July.
 - **C** August.
- 2 Charlie's grandparents live in
 - A America.
 - **B** Scotland.
 - C London.
- 3 On school days, Sophie gets up at
 - **A** 8:30.
 - **B** 7:30.
 - **C** 7:00.
- 4 Charlie and his brother sometimes go to theA football club.
 - **B** tennis club.
 - **c** swimming pool.
- 5 Sophie has got a
 - A sister.
 - **B** brother.
 - **C** brother and a sister.

seventy-five 75

What do you do on Saturdays?

2 go for a

Free-time activities

go skateboarding

1 Dook at the pictures and complete the activities with the words in the box. Listen and check. Then listen again and repeat.

-skateboarding my friends film computer games my grandparents bowling shopping friend's house bike ride pizza

2 Fill in the gaps with the verbs in the box.

8 go

-go- play watch meet go (x 4) visit

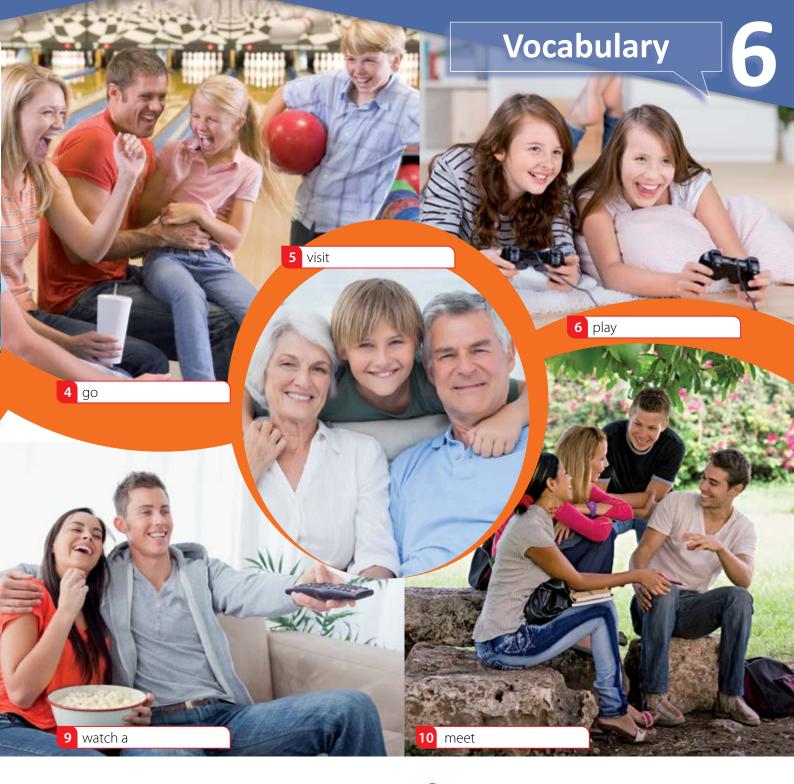
go to a

3

- I <u>go</u> for a pizza on Saturdays.
- 1 My grandma ______ shopping on Saturdays.
- 2 We _____ our friends in the park.
- **3** Sam _____ to his friend's house after school.
- 4 They sometimes _____ for a bike ride.
- **5** My friends often _____ computer games.
- 6 We _____ our grandparents on Sundays.
- 7 They often _____ a DVD on Friday evenings.
- 8 I sometimes _____ bowling at the weekend.



7 go for a



Pronunciation — The sound /əʊ/ 3 ① Listen and repeat.

no go home hippo comb buffalo so

4 Stisten and choose the words that contain the sound /əʊ/.

hippo	COW
two	yellow
got	school
those	boy
to	shower
	two got those

5 **♦** Listen and tick (✓) the activities that the children do.

Lucy Matt Ellie John ME

- **1** meet my friends
- **2** go for a pizza
- **3** go for a bike ride
- 4 go to a friend's house
- 5 go shopping

6 PAIRWORK Tick (✓) the activities that you do at the weekend in the column ME. Then talk to your partner.

1

I always go for a pizza on Sundays.

Dialogue

I don't study all the time!

1 READING Read the text and watch the video. What is Vijay's hobby?

Adam	Great! No school for two days! I love weekends!
Sarah	Me, too. What do you do at weekends?
Adam	On Saturday afternoons I usually go skateboarding with my friends.
Sarah	What about Sundays?
Adam	We usually visit my grandparents.
Ricky	What do you do, Vijay?
Vijay	Well, I usually do my homework on Saturday mornings
Adam	Yeah, and you do it on Saturday afternoons as well!
Vijay	No, I don't! I don't study all the time, you know.
Adam	But you don't come to the park with us on Saturday afternoons!
Vijay Adam	That's because I have dancing lessons. Dancing lessons? Dancing's for girls!

Sarah	Doe clas	-	phie	e Gra	nge	er g	o t	o yc	bur da	ance	ĩ
· ···				C 1	,	c					

VIDEO

Vijay Yes, she does. She's a fantastic dancer.

Adam Really? Mmm ... perhaps dancing's cool after all ...

Ricky Vijay, Adam wants to go to dancing lessons with you.

Vijay Sorry, Adam. Dancing's only for girls, remember?

() Now listen and repeat.



Great! Me, too you know Sorry remember

Т

F

2 COMPREHENSION Read the dialogue again. Are the sentences true (T) or false (F)? Correct the false ones.

- 1 It's probably Friday today.
- 2 Adam never sees his friends at weekends.
- **3** On Sundays Adam goes to a friend's house.
- 4 Vijay does his homework on Saturday evenings.
- **5** Vijay often sees Adam and his friends on Saturdays.
- **6** Sophie Granger is a very good dancer.

3 Sill in the gaps with the affirmative, negative or interrogative present form of the verb *do*.

- 1 What _____ you do at weekends?
- 2 What _____ you do on Sundays?
- **3** I _____ study all the time.
- **4** But you _____ come to the park with us.
- **5** _____ Sophie Granger go to dance classes? Yes, she _____ .



4 O Put the lines of the dialogue on page 78 in the correct order. Listen, check and repeat.

- Sarah What about Sundays?
 Sarah What do you do at weekends?
 Adam We usually visit my grandparents.
 Adam On Saturday afternoons I usually go skateboarding with my friends.
- **5 PAIRWORK** In pairs, act out the dialogue in exercise 4, answering Sarah's questions with things that are true for you.

Sarah What do you do at weekends?

- You On Saturday afternoons I usually go shopping with my friends.
- Sarah What about Sundays?
- You I usually take my dog for a walk.



Look out!

The verb *do* can be the main verb.

I **do** my homework.

It can also be an auxiliary verb.

When **do** you meet your friends?

A Present simple Negative form

				JIDEO	
Long form	Short form				
l do not start.	l don't start.				
You do not start.	You don't start.				
He does not start.	He doesn't start.				
She does not start.	She doesn't start.				
lt does not start.	lt doesn't start.				
We do not start.		We don't start.			
You do not start.		You don't start.			
They do not start.		They don't start.			
Subject + do/ does +	n	ot	+	base form of the verb	

.....

When we use the negative short form, we join *do* and *does* with *not*. The missing *o* from *not* is replaced by an apostrophe (').

He **doesn't do** his homework. They **don't speak** Spanish.

In the third person singular negative, we do not add -s to the base form of the verb.

Sarah **doesn't lives** in Italy.

1 🕥 Fill in the gaps with *don't* or *doesn't*.

Dan <u>doesn't</u> watch films in his bedroom.

- 1 My maths class _____ begin at 10:45.
- **2** Jo _____ meet her friends after school.
- **3** My friends ______ like rap music.
- 4 I _____ get up at 7 o'clock on Sundays.
- 5 We ______ go to school on Saturdays.
- 6 Our dog ______ sleep in my bedroom.

2 Rewrite the sentences in the negative. Listen and check.

My friends play football. My friends don't play football.

- 1 They go for a pizza on Saturday evenings.
- 2 Amy washes her hair every day.
- **3** I listen to the radio in the car.
- **4** The girls like Italian ice creams.
- 5 The film starts at 9 o'clock.
- **6** My dad watches DVDs in the evening.

В	<i>Present simple</i> – Inter	rogative
	form and short answers	VID

EO

Interrogativ	Short answers				
form	Affirmativ	/e	Negative		
Do start?		Yes, you d	D .	No, you don't .	
Do you start	?	Yes, I do .		No, I don't .	
Does he sta	rt?	Yes, he do	es.	No, he doesn't .	
Does she sta	art?	Yes, she da	oes.	No, she doesn't .	
Does it start?		Yes, it does .		No, it doesn't .	
Do we start?		Yes, you do .		No, you don't .	
Do you start	?	Yes, we do .		No, we don't .	
Do they star	t?	Yes, they do .		No, they don't .	
Do / Does	+	subject	+ 4	base form of the verb?	
Yes,	+	subject	+	do / does.	
No,	+	subject	+	don't / doesn't.	

For the third person singular interrogative, we do not add **-s** to the base form of the verb.

Does it **starts** at 10?



We do not use the main verb in short answers.

'Do you go skateboarding?' 'Yes, I **do** go.' 'Does Liam play football?' 'No, he **doesn't** play.'

3 Unscramble the words to make questions.

William / television / Does / watch / ? **Does William watch television?**

- 1 shopping / Do / go / on Sundays / you / ?
- 2 the cat / Does / on the sofa / sleep / ?
- **3** to school / by bus / Do / come / the students /?
- 4 your best friend / live / you / near / Do / ?
- **5** play / football / Do / the girls / ?
- 6 Do / lunch / we / at 1 o'clock / have / ?
- 7 they / go / on Saturdays / Do / bowling / ?

Grammar

4 S Fill in the gaps with *do, does, don't* or *doesn't*. Listen and check.

'Does your mum play computer games?'
'No, she doesn't '

- 1 '_____you like pizza?' 'Yes, I ______.'
- 2 '_____ your parents watch TV every day?' 'No, _______'.
- **3** '_____ school start at 10 o'clock?' 'No, ______ '.
- 4 '_____ your friends often go to the park?' 'Yes, ______.'
- 5 '_____ you have breakfast at 6:30?' 'No, I ______ .'
- 6 '_____ you and your friend go skateboarding?' 'No, ______ '.
- 7 '_____ you and your family visit your grandparents on Sundays?'
 'Yes, ______.'
- 8 '_____ you go to bed late on Saturdays?' 'Yes, I ______ .'

C Question words with the present simple

How	(do	you		you go to so	
What	(does	she		st	udy?
Where	(does	To	om liv		ve?
When	(do	they		they go out?	
How often	(do	we		have English	
Which	(do	you		like?	
What time	(does	tł	the film		art?
Question word	+	do / does	+	subj.	+	base form of the verb?

5 Complete the sentences with words in the box.

they / meet she / live the train / arrive Jack / come you / watch the film / start - she / do-

'When <u>does she do</u> her homework?' 'After dinner.'

- 1 'What time ______at Victoria Station?' 'At 10:45.'
- 2 'Where _____?''Near the school.'
- 3 'What ______ on TV?' 'Films.'
- 4 'How often ______ their friends?' 'Every Saturday.'
- **5** 'What time _____?' 'At 8 o'clock.'
- 6 'How ______ to school?' 'By bus.'

6 Look how Tom usually spends his weekend. Write questions based on the given answers.



'When <u>does he go for a bike ride</u>?' 'He goes for a bike ride on Saturday mornings.'

- 5 'What ______ on Sunday afternoons?' 'They watch football on TV.'

D Personal pronouns

Subject pronouns	Object pronouns
1	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

Subject pronouns are placed before a verb. Object pronouns are placed after a verb or a preposition.

I see her every day. She sits next to me at school.

7 🔇 Choose the correct answers.

This is Emma. I go to school with she /(her).

- 1 Our teacher is very nice. We all like **she / her**.
- 2 Jim's in my class. He / Him is a new student.
- **3** Here are Anna and Lucy. We always walk to school with **they** / **them**.
- 4 He / Him's my friend, Ben. He lives near I / me.
- 5 Miss Stone is our teacher. She / Her teaches we / us English.
- 6 We / Us watch old films. We love they / them.

8 Complete the sentences with the words in the box.

them me you it them us him

Lily and Emma are my friends. I go skateboarding with <u>them</u>.

- 1 My grandma helps _____ with my Maths.
- **2** Mr Brown is a good teacher. I like _____.
- 3 Look at my photos. Do you like _____?
- 4 'Do you like football?' 'Yes, I love _____.'
- **5** It's your birthday. This present is for _____.
- 6 Here's our teacher. She teaches _____ English.

Round-up

JIDEO

1 Fill in the gaps with the verbs in brackets and the suitable object pronouns.



Amy	<u>Do you like</u> (you / like) bowling?
Ben	No, I don't. I hate <u>it</u> . It's really hard.
Amy	What about cards? I love card games.
Ben	l 1 (not / like) card games.
	Have you got any DVDs?
Amy	
	romantic films?
Ben	
	any films with Johnny Depp?
Amy	No, I haven't, but I like ⁴
_	He's really cool! Why don't we watch TV?
Ben	
Amy	What ⁶ (you / like), then?
Ben	
	all the time.
Amy	۱ ⁸ (not / like) ⁹
Ben	What ¹⁰ (you / use) your tablet for?
Amy	l watch music videos online.
Ben	Who's your favourite singer?
Amy	Rihanna. Do you like ¹¹ ?
Ben	No, I don't. My favourite music's rap.
	Do you like ¹² ?
Amy	No, I don't. I hate it!

2 GROUPWORK Write a questionnaire and discover your classmates' likes and dislikes following the example. Ask questions for each category.

A Do you like bowling?

B Yes, I do. I like / love it. / No, I don't. I hate it.

Name: Luca	love	like	hate
Free time: bowling		\checkmark	
Sport: football			
Pop group: One Direction			
Actor: Matt Damon			
Athlete: Lionel Messi			

Talking about frequency

- 1 🔨 Listen to the dialogues and choose the correct answers. Then listen, check and repeat.
 - **1 Megan** Do you play any sport?
 - Jade Yes, I play ¹ football / volleyball.
 - Megan ²How often / Where do you play?
 - Jade I play every ³Tuesday / Thursday and ⁴Saturday / Sunday.
 - **2** Aaron ⁵ When / How often do you go to the cinema?
 - Brady I go once or twice a ⁶ month / week.
 - Aaron Do you like horror films?
 - Brady Yes, 1⁷ hate / love them.

Key expressions

Questions	Answers
How often do you?	Every day / week / morning / Sunday.
	Once a day / week / month / year. Twice a day / week / month / year.
	Three times a day / week / month / year.

2 Subscription Listen to four students being interviewed about their free time and fill in the gaps.

- 1 Lindsay has ______ a week.
- 2 Kieran goes to ______ every ______.
- **3** Alice goes ______ a month.
- 4 Nick ______ his bike every ______.

3 PAIRWORK Ask your partner how often he or she does the activities listed below.

COMPETENCES

cultural awareness and expression civic and social competences initiative



- meet your friends
- visit your grandparents
- watch a film
- go online
- go for a pizza
- play computer games
- A How often do you meet your friends?
- B Once a week. I usually meet them on Saturdays.
- A How often do you play computer games?
- B Never. I never play computer games.

Now ask somebody else in the class the same question.



Skills and culture

A day out in

DAY OUT

Do you like boat trips? Are you interested in history? Yes? Then this is the perfect day out for you!

This **boat trip** starts in the centre of London at Westminster (so you see Big Ben and the Houses of Parliament, too!) and finishes at the Tower of London. The boat goes **along** the

- 5 River Thames, where there are some famous historical buildings, such as Shakespeare's Globe Theatre, St Paul's Cathedral and Tower Bridge. What if you don't know about the history of London? No problem! Our guide explains the
- 10 history of the city during the trip. We have lunch by the river and in the afternoon we visit the Tower of London.

LOOK RIGHT!

Reading

- - Shopping and street entertainers
 - History and a trip on the river
 - Bike ride and street art
- **2 COMPREHENSION** Read the text again and complete the sentences with 1, 2 and 3.
 - 1 On **Day out** _____ you see some interesting old buildings.
 - 2 On Day out _____ you have lunch in a park.
 - **3** On **Day out** _____ you paint a picture.
 - 4 On Day out _____ you listen to music.
 - 5 On Day out _____ you travel on the river.
 - 6 On Day out _____ you learn about street art.

Listening

- 3 Subscription 2 Content of the interview with Grace (G), Daniel (D) and Jess (J). Write the corresponding letter next to the activities they do.
 - 1 go shopping
 - **2** go to the swimming pool
 - **3** go to the park
- 4 go for an ice cream
- 5 go to the skate park
- 6 go for a bike ride

Glossary boat: a small vehicle

for travelling on water trip: journey, excursion along: through, from one end to another bridge: overpass workshop: educational seminar fashion: style in clothes/hair/behaviour street entertainers:

artists who perform in public places **still:** not moving



Skills and culture

DAY OUT 2

Are you interested in art? Do you like bike rides? Well, this day out is just right for you!

The Street Art Bike Ride is a trip around the streets of East London. This area of London is now a centre of contemporary

- 15 art. On our bike ride we see a lot of pictures but we don't visit a gallery! We see art in the streets! There's some fantastic graffiti on the walls of the buildings. What do the pictures show? How do the artists paint them? Our guide talks about the pictures and answers your questions. After the bike ride,
- 20 we have lunch in a café. In the afternoon you paint your own pictures in the Street Art **Workshop**.

DAY OUT 3

Do you love shopping? Do you like music and dance? Then here's a great day out in London for you!

Our trip starts in Oxford Street. There are lots of shops in this famous street – but we don't visit all of them! Next, we go to Camden Market. It's very popular with young people. They go there for punk, ethnic and vintage **fashions**. After a picnic lunch in Regent's Park, we go to Covent Garden. Tourists

love the market and shops, but they also enjoy watching the **street entertainers**. There are dancers, acrobats, singers, musicians and also living statues. The 'statues' are people in costumes, but they don't move! How do they stay so **still**?

Study tip

Linkers: and, but, so

We use logical connectors to link sentences:

- *and* = to add ideas
- *but* = to show contrast
- so = to show a result

Portfolio

Three days in your city. Invite your pen pal to visit your city. Write an email to him/her mentioning three tourist attractions.

COMPETENCES

cultural awareness and expression civic and social competences learning to learn digital competence

Speaking

4 PAIRWORK In pairs, ask questions to find out which of the activities in exercise 3 you do in summer. Explain how often you do them or why you don't do them at all.

Writing

5 Nead the text again and find all the places where *and*, *but* and *so* are used. Then read Sophia's email to her friend Laura and choose the correct answers.

Hi Laura,

000

al

Thanks for your email. What do I do in the holidays? Well, there's a lovely swimming pool near my house ¹ so / but I often go there with my friends. We sometimes go for bike rides ² and / so we often have an ice cream. In the evenings I sometimes go to the town square with my family ³ and / but we never go to the cinema in the summer. My cousins live near us ⁴ but / so we often go to their house ⁵ and / but we sometimes have pizza with them. What do you do in the summer holidays when you're at home?

Love, Sophia xxx

Now answer Sophia's email. In the answer, tell her what you do in summer when you don't have school. Use *and*, *but* and *so*.

Semester project 2 p. 143)

Vocabulary strategies



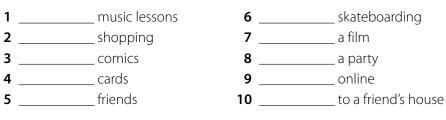
An efficient way to improve and expand your vocabulary is to learn verbs and nouns that are often used together (collocations).

Use spidergrams or flow charts to visually organise the collocations so that you can learn them more easily.

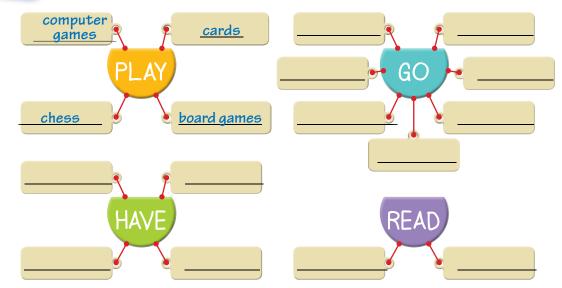
Using verb and noun collocations

Free-time activities

1 Study the words on pages 76–77. Complete the activity with the correct verb.



2 Study the spidergram with the collocations of the verb PLAY. Complete the spidergrams for GO, HAVE and READ.





Places in town – prepositions of movement

- PAIRWORK Imagine a tourist stops you in the street and asks you for directions. In pairs, make dialogues taking turns being the tourist and the guide.
 - from the theatre to the art museum from the bookstore to the cinema
 - from the post office to the town square from the supermarket to the park

Use as many prepositions of movement from the video as possible. A Excuse me. Where's the art museum?

B Go past the theatre. And turn left at the hospital.



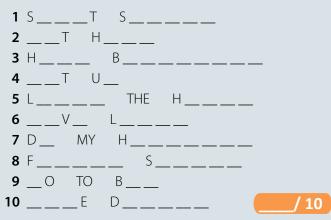
SNAP

- For each collocation "verb + noun" on this page make a card: e.g. have music lessons.
- Cut the cards in half: player A gets the verbs, and player B gets the nouns.
- Shuffle the cards and start the game. Player A presents a verb card and player B a noun card. If you form a collocation, say SNAP!

UNITS **EVALUATION TEST 5-6**

Vocabulary

1 Complete the missing letters to form words related to daily activities.

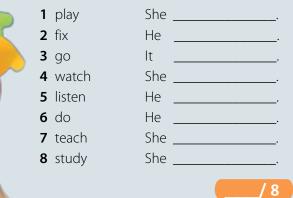


Grammar

- 2 Complete the sentences with the present simple of the verbs in brackets.
 - 1 Amelia _____ (start) school at 8:50.
 - 2 You _____ (have) lunch at school.
 - **3** My brother (get) home before me.
 - **4** We _____ (have) dinner at 6:00.

 - 5 They _____ (have) breakfast at 7:30.
 6 My mum _____ (leave) the house at 8:30.
 - 7 (do) my homework in the afternoon.
 - 8 Luis _____ (go) to bed late on Saturdays.

Write the third person singular form of the following verbs.





4 Put the following time phrases in the correct column.

5th April night 2024 winter August the afternoon the weekend Friday morning 8 o'clock Tuesday ON AT IN



5 Rewrite the sentences putting the adverbs of frequency in the brackets in their correct place.

- 1 We have breakfast. (always)
- **2** Tom is late. (never)
- **3** They do their homework in the evening. (often)
- 4 You get up at 7 o'clock. (usually)
- **5** I am early for school. (sometimes)
- 6 The students finish lessons at lunchtime. (always)
- 7 We have a Maths test on Mondays. (usually).
- 8 Kim wakes up early. (never).



Functions

/ 8

6 Match the questions with the answers.

- **1** Where's your school?
- 2 Which year are you in?
- **3** What's your favourite subject?
- **4** Who's your favourite teacher?
- **5** Is your school in the town centre?
- **6** What's your school's name?

A It's Mr Farmer. He teaches PE.

- **B** It's near my house.
- C It's Markham School.
- **D** No, it isn't.
- **E** It's History.
- **F** I'm in Year 5.





Vocabulary

- **1** Complete the following phrases related to free time activities.
 - 1 _____ bowling
 - **2** ______ friends
 - **3** ______ shopping
 - 4 _____ computer games
 - 5 go to a _____
 - **6** watch a _____
 - **7** visit _____
 - 8 go for a _____



Grammar

- 2 Complete the sentences with the negative form of the verbs in brackets.
 - **1** We _____ (go) bowling.
 - 2 | _____ (meet) my friends after school.
 - **3** They ______ (visit) their cousins at the weekend.
 - 4 Mara ______ (play) computer games.
 - 5 You ______ (watch) a film after school.
 - 6 Matthew _____ (ride) his bike to school.
 - 7 The maths lesson ______ (start) at 9:00.
 - 8 My friends and I _____ (go) for a pizza.

____/ 8

?

3 Write questions using the prompts and then give short answers.

1 you / watch films?

	No,	
2	Dolly / play / tennis?	
		?
	Yes,	
3	your friends / go / for a bike ride?	
		?
	No,	
4	the lesson / finish / at 12:00?	
		?
	Yes,	

EVALUATION TEST 5-6

4 Write questions using the prompts.

- 1 Where / your grandparents / live? ? **2** What / you / watch / on TV? ? **3** How often / Max / visit / his grandparents? _ ? **4** What time / the bus / go? ? 5 When / we / have / PE? **6** How / your mum / go / to work? _____ / 6 **5** Match the questions in exercise 4 with the answers below. **D** On Wednesday. **A** By bike. **B** At 10:30. **E** Cartoons and films. **C** In Rome. **F** Twice a month. / 6 **6** Complete the sentences with the suitable object pronouns. 1 Luke is my friend. I like _____. 2 Here are my cousins. Do you know _____? **3** Rose is in my class. I sit next to _____ 4 Where's my phone? I can't find _____ **5** This is a good game. Do you know _____? 6 That's my book. Give the book to ____ _ . 7 It's your birthday! This is for ______. 8 There's a new film! Do you want to come to the
 - Cinema with _____?

Functions

7 Complete the dialogue with the phrases in the box.

	every weekend love it	you like I play	Do you pla How often	y
J	Ліск ¹ ohn Yes, ² Ліск ³	any sport footh do you p	ball.	(\bullet)
C	ohn play ⁴ Do ⁵ Aick Yes, ⁶	 football? 	TOTAL	/ 6

Reading and writing

In some reading and writing exercises you are given one or two short texts, for example an advertisement, an email or a notice. You are also given notes with five pieces of information to complete. You have to read the texts and complete the notes with the correct information.

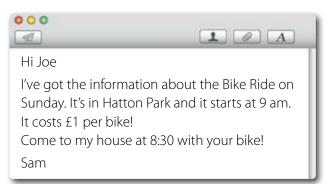
LET'S PRACTISE!

1 • Read the leaflet. Underline the important information and answer the questions about the bike ride.



- 0 When? Sunday, 15th May
- 1 Where? ____
- 2 Distance? _____ kilometres.

2 Read Sam's email and underline the important information.



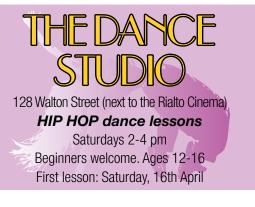
3 Fill in the gaps with the information from exercise 1 and exercise 2.

Place	1	_
Date	2	_
Time	3	
Cost	4	
Meet Sam at	5	

STRATEGIES

- Read the texts and the notes that you have to complete.
- Look through the text for the information you need.
- Fill in the gaps and check your spelling carefully.

4 Read the advertisement and the email. Fill in Emmie's notes.



Hi Emmie

000

Do you want to come to hip hop dance lessons with me? The lessons cost £6. The first lesson is on Saturday. Bring your trainers and a T-shirt. Meet me in front of the cinema in Walton Street at 1:45 p.m.

Ruby

Emmie's notes

Place	The Dance Studio
Day	1
Lesson starts	2
Cost	3
Take	4
Meet Ruby at	5 at 1:45 pm

I can cook very well!

annis?

act



.

Vocabulary



Abilities and sports

¡Hola,

me llamo

Ester!

9

1 ① Match the activities with the correct pictures. Listen and check. Then listen again and repeat.

dive sing cook walk 10 km surf ride a horse ice-skate ski play the guitar swim speak Spanish <u>act</u>

2 Complete the sentences with the correct verbs.

- People s<u>ki</u> in Scotland in winter!
- 1 We s_____ in the sea in the summer.
- **2** We p_____ the guitar in our music lessons.
- **3** Mum and I sometimes c_____ pizza on Saturdays.
- **4** My dad always s_____ in the shower.
- **5** I never d_____ into the swimming pool!
- 6 My cousin's got a horse and I sometimes r_____ it.
- 7 The children w_____5 km to school every day.
- 8 Carmen s_____ Spanish with her grandma.

Pronunciation – The sound /ʊ/

- 3 🕕 Listen and repeat.
 - c**oo**k l**oo**k g**oo**d b**oo**k f**oo**tball

4 🕕 Listen and repeat the sentences.

- 1 This is a good book. 3 You look good!
- 2 Here's your cookbook. 4 Look! He's good at football!

5 S Listen and match the people with the activities they are doing.

1 C Lorna

2 Jodie

3 Ellie

5 Tim

4 Martin

6 William

- A ice-skates B cooks
- **C** speaks Spanish
- **D** rides a horse
- **E** sings
- **F** plays the guitar
- 6 PAIRWORK In pairs, choose an activity from exercise 1 then ask and answer questions about it as in the example.
 - A Do you play the guitar?
 - B Yes, I do.
 - A When do you play it?
 - **B** I play it in my music lessons at school and at home.

He can't cook at all!

- •

Dialogue

DON'T LITTER

1 READING Read the text and watch the video. What extra activities does Ricky choose?

Jazmin	Look! Here's the list of the after-school clubs.
Sarah	What are after-school clubs?
Jazmin	They're extra activities in the afternoon, after school.
Adam	They're fun – not like lessons!
Ricky	Hey, don't push. I can't see the list!
Sarah	Theatre Club that's interesting.
Jazmin	Can you act?
Sarah	Yes, I can. What about you?
Jazmin	Yes, I can act quite well. Can you dance?
Sarah	No, I can't, but I can sing.
Jazmin	Cool! Let's go to Theatre Club!
Adam	Can you cook, Ricky?
Sarah	Ricky? Cook? That's a joke!
	He can't cook at all!

Ricky	Thanks, Sis! Actually, I can make really nice sandwiches.	
Adam	Cookery Club's fun. It's on Thursdays.	
Ricky	Great idea! Let's go to Cookery Club!	
Adam	Then we can cook dinner for our families on Thursdays!	
Sarah	Oh, no! Can I have dinner at your house on Thursdays, Jazmin?	
Now listen and repeat.		

JIDEO



Look! They're fun. That's a joke! Great idea!

Dialogue

2 COMPREHENSION Read the dialogue again and answer the questions.

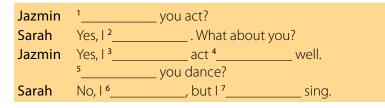
- 1 When are the after-school clubs?
- **2** Who can act?
- **3** Who can sing?
- 4 Which club do Jazmin and Sarah choose?
- **5** What can't Ricky do?
- **6** When is Cookery Club?

3 🔿 Choose the correct answers.

- 1 You look! / Look! Here's the list of the after-school clubs.
- 2 Hey, don't push / not push. I can't see the list!
- **3** We go / Let's go to the Theatre Club.
- 4 'You can / Can you cook?''Yes, I do / can.'
- 5 Ricky can / can't cook at all!
- 6 | can / can't make really nice sandwiches.
- 7 I can / Can I have dinner at your house?



4 ① Fill in the gaps with information from the dialogue on page 92. Listen, check and repeat.



Pronunciation – /kæn/ and /kɑːnt/

5 O Listen and repeat.

- **1** can can't
- **2** I can sing. He can't sing.
- **3** You can ski. Max can't ski.

6 PAIRWORK In pairs, act out the dialogue in exercise 4 using the verbs in the box. Give answers that are true for you.

swim sing ski cook dive dance ice-skate play the piano

A Can you dance?

- B No, I can't. What about you?
- A Yes, I can dance very well.

A Can – Affirmative and negative form

	Negative	
Affirmative	Long form	Short form
l can sing.	l cannot sing.	l can't sing.
You can sing.	You cannot sing.	You can't sing.
He can sing.	He cannot sing.	He can't sing.
She can sing.	She cannot sing.	She can't sing.
lt can sing.	It cannot sing. It can't sing.	
We can sing.	We cannot sing. We can't sing.	
You can sing.	You cannot sing.	You can't sing.
They can sing.	They cannot sing.	They can't sing.
Subject +	Subject + <i>can/can't</i> + base form of the verb	

VIDEO

Can has the same form for all persons and it is always followed by the base form of the verb.

They can speak Chinese.

1 Complete the sentences with *can* (+) *or* can't (-) and the verbs in the box.

> -speak ride ski play (x 2) cook speak walk run

Martin can speak Spanish. (+)

- 1 My uncle _____ a marathon. (+)
- **2** Suzy ______ a horse. (–)
- **3** We the piano. (+)
- **4** |______ spaghetti! (-)
- **5** You _____ French. (–)
- 6 Anna _____ the guitar. (+)
- 7 The students _____ 10 kilometres. (-)
- 8 They _____ down the mountain! (+)

2 Complete the sentences with *can* or *can't* to give true answers about yourself.

- 1 My mum ______ speak English very well.
- 2 | _____ cook.3 My best friend _____ dive.
- 4 My dad _____ play the guitar.
- **5** I _____ draw very well.
- 6 My grandparents _____ walk very fast.
- 7 My teacher _____ play tennis.
- 8 I ______ sing very well.

B Expressir	ng ability	VIDEO	
Affirmative sentences			
l can sing We can sing They can sing	very / really well. well. quite well.	99 999 999	
Negative sentences			
She can't sing He can't sing	very well. at all.	45 45 45 45	
We use very/really well, well, quite well and at all to			

show ability by highlighting how well we can/can't do something.

These words are always used after the verb or the complement, if there is one.

We can play well the guitar well. She can't speak very well English very well.

3 ① Fill in the correct form of *can* using the given prompts. Listen and check.





ski / at all Noemi can't ski at all .

1 run / very well Jason

3 cook / at all

Maggie



2 play / guitar / very well Lee .



- **4** sing / really well They .
- **5** play football / very well They _____.

4 Look at the pictures in exercise 3 and write sentences about what you can or can't do.

I can ski quite well.



Grammar

short answers							
Interrogative			Short answers				
form		Affirmative			Negative		
Can I sin	g?		Yes, yo	bu	can.	No, you can't .	
Can you	sin	ıg?	Yes, I c	ar	۱.	No, I can't .	
Can he s	ing	g?	Yes, he	e c	an.	No, he can't .	
Can she sing?		Yes, she can .		can.	No, she can't .		
Can it sing?		Yes, it can .		n.	No, it can't .		
Can we sing?		Yes, you can .		can.	No, you can't .		
Can you	sin	ıg?	Yes, we can .		an.	No, we can't .	
Can they	/ sii	ng?	Yes, they can .		can.	No, they can't .	
Can	+	su	bject	+	base	form of the verb?	
Yes,	+	su	bject	+		can.	
No,	+	su	bject	+	can't.		
In short negative answers, we always use <i>can't</i> .							
Can you swim? Yes, I can . Can your sister ski? No, she can't .							

C Can – Interrogative form and

5 Put the words in order to make questions. Then complete the short answers.

a / horse / Can / ride / Emma / ? **'Can Emma ride a horse?'** 'Yes, <u>she can</u>.'

- 1 your dad / Can / 10 kilometres / run / ? 'No, ______.'
- 2 chess / Can / play / brother / your / ? 'No, ______.'
- **3** dinner / Can / dad / your / cook / ? 'Yes, ______.'
- **4** speak / Can / German / you / ? 'Yes, ______.'
- **5** very well / they / dive / Can / ? 'No, ______.'
- **6** Julia / dance / Can / really well / ? 'Yes, ______.'
- 7 guitar / you / Can / the / play / ? 'No, ______.'
- 8 your / English / grandparents / Can / speak / ? 'Yes, ______.'



The verb *play* is used with musical instruments. I **play the** guitar.

The verb *play* is also used with sports and games. We often **play** football.

The definite article *the* is used before musical instruments, but not before sports.

6 Study the questionnaire and then complete the questions and the answers. Listen and check.

	Rosie	James	
• run fast?	\checkmark	×	
• play tennis?	\checkmark	×	
• speak Spanish?	×	\checkmark	
• draw people?	×	\checkmark	

		Can	Rosie	run	_fast?''	Yes, she can	
--	--	-----	-------	-----	----------	--------------	--

- 1 '_____ James _____ fast?''_____
- 2 '_____ Rosie and James _____ tennis?'
- 3 '____ Rosie ____ Spanish?''_____
- **4** '_____ James _____ Spanish?' '______ .
- **5** '_____ Rosie _____ people?' '______.
- 6 '_____ James _____ people?''_____

Get it right!

We always use the base form of the verb after *can*, in both affirmative and negative sentences.

I can play tennis really well. I can't swim.

We don't use *to*:

I can to play tennis really well. I can't to swim.

Grammar

	Affirmative form	Negative form		
You (singular)	Go!	Don't go!		
You (plural)	Go!	Don't go!		
We use imperative for orders and instructions.				
Come with me! Don't touch my phon				



We use *Let's* + base form of the verb for making suggestions.

Let's go to the swimming pool!

7 Match the sentences 1–6 with the sentences A–F.

- 1 D Look!
- A Let's play a game!
- **2** I'm bored. **B** It's very late.
- **3** Go to bed! **C** It's dangerous.
- **4** Don't touch!
- **D** I've got a new phone.
- 5 Don't talk!
- **E** Let's have an ice cream.
- 6 We're hot!
- F The baby's asleep.

8 Show the signs then complete the sentences using the prompts and the imperative of the verbs given.

put / your bags <u>be / quiet</u> ride / your bike cross / the road take / photos play / football



Round-up

1 Mike and Tanya are at school and they are talking to a teacher about the musical *Grease*. Read the dialogue and choose the correct answers.

Mike Hello. I'm Mike James and this is my friend Tanya Smith. We're interested in the school musical. **Teacher** Great! What **are** /(can) you do? ¹Sit / Don't sit down and tell me. Mike Well, | 2'm not / can't act and | can't sing at all but I can paint quite ³ well / good. **Teacher** Can you make us a poster for the musical? Mike Yes, I⁴ can / do. **Teacher** Fantastic! Thanks, Mike. Now, you are ... I'm Tanya and I want to be in the musical. Tanya Teacher Right. ⁵Do you can / Can you sing? Yes, I can sing ⁶very / much well and I can Tanya dance quite well, too. Teacher Great. ⁷Can you / You can act? Tanya No, I⁸ can't / 'm not act at all. **Teacher** That's fine. We need singers and dancers. ⁹You write / Write your names on this list, please. ¹⁰ Don't ask / Let's ask Matt Burton to Mike come, too. He ¹¹ can / is act really well. Teacher ¹²He can / Can he sing, too? Mike Yes, he can.

Teacher Great. | ¹³ can't / can ask him this afternoon.

2 PAIRWORK Interview your partner and complete the questionnaire.

A Can you play football?

B Yes, I can. I can play quite well.

	Yes	No	
1 play football?	6	paint?	
2 play volleyball?	7	draw?	
3 play tennis?	8	act?	
4 swim?	9	sing?	
5 dive?	10	dance?	

Then present the information to the class.

Michael can play tennis quite well, but he can't play volleyball. He can swim well but he can't dive at all.

Functions

Look out!

We use *can, could* and *may* to ask for, give and refuse permission to do something.

May is very formal and polite. Could is also formal and more polite than can.

The form *could* is used in formal contexts or to ask for a favour.

Look out!

It is very important to use Please, Thank you, I'm sorry and You're welcome in social interactions.

To make an apology / an excuse, we can use phrases such as: l apologise for ...; It's all my fault.; Forgive me.; Pardon me for this.; Sorry. / I'm sorry. / I'm very sorry.

To answer an apology / excuse, we can use: That's all right / OK.; Never mind.; It doesn't matter.; Don't worry about it.; Forget about it.

COMPETENCES

cultural awareness and expression civic and social competences



Asking for and giving / refusing permission

1 A Listen and choose the correct answer A or B.

- 1 Can I use your tablet, Mum?
 - **A** Yes, of course. Here it is.
 - B No, I'm sorry, but you can't. I need it for my work.
- 2 Can I go to Jack's house after school?
 - **A** Yes, sure.
 - **B** No, you can't. You've got a dentist's appointment.
- 3 Could I go to a sleep-over at Abby's house on Saturday?
 - **A** Yes, all right.
 - **B** No, I'm sorry, you can't.
- 4 May I go to the secretary's office, please?
 - **A** Yes, you may.
 - **B** No, I'm sorry, you may not. You may go after the lesson.

Key expressions

Questions	Answers				
Can I / we?	Yes, you can.				
May I / we?	Yes, sure / of course / OK / all right.				
	No, you can't. You've got a lot of homework.				
	No, you can't. You've got a dentist's / doctor's appointment.				
	No, I'm sorry, you may not. You've got an exam tomorrow.				
	No, I'm sorry, but I need it / them.				

2 🔨 Listen to the dialogues and choose the correct option (A or B). Then write the answer (Yes or No).

- **1** Amy wants to use her sister's ... **A** phone.
- **2** Simon wants to go to ...
- **B** tablet.
- **A** a match. **B** the cinema.
- **3** Tara wants to go to ...
- **B** her friend's house. **A** a party.
- **PAIRWORK** In pairs, ask for permission to do something. If you refuse, say why using the prompts below.
 - too late I need it an important match a lot of homework a test tomorrow after the lesson

Ask your	Student A: You want to	Student B: You want to
mum / dad	go to a friend's party	sleep over at a friend's house
friend	use his / her phone	use his / her bike
teacher	go to the toilet	phone your mum

- A Can I use your bike, please?
- B Yes, all right.
- A Thanks a lot.

- A Can l use your phone, please?
- B No, I'm sorry, but I need it.
- A OK, never mind. It doesn't matter.

Skills and culture

FOCUS on ... British sports

Hi, I'm Helena and I love hockey! We play it outdoors in winter and it's an Olympic sport. There are eleven players in a team and they hit a small ball with a stick. The idea is to score goals, like in 10 football. Hockey players can't kick or touch the ball, but they can run very fast! I play hockey in PE lessons at school. 15 There are lots of men's and women's hockey teams in the UK, but at school it's usually a girls' sport. 20

My name's Edward. I love cricket, but the rules of cricket are really complicated and I can't explain 25 them very well! Anyway, there are eleven players in a team. Players

hit a small hard ball with a **bat** and 30 run to score points. The cricket matches I play at school are about two hours long, but international matches can sometimes **last** five days – with breaks for lunch and tea! It's a 35 summer sport and it's hundreds of years old. Cricket's really popular in Britain: lots of people play cricket and watch important matches on television. 40

Glossary

stick: a long, thin pole with a curved end used for playing hockey rules: instructions

bat: a specially shaped piece of wood used for hitting the ball in sports

last: to continue to happen or exist

pick up: to
take and keep
something in your
hand or arms
throw: to send
something through
the air with force,
by a sudden
movement of the

arm

COMPETENCES

cultural awareness and expression civic and social competences learning to learn

Reading

1 O Read and listen to the text then complete the table.

	Rugby	Hockey	Cricket	Netball
Season				
No. of players				
Equipment				

2 COMPREHENSION Read the text again and complete the sentences with names of sports.

- 1 _____ is also the name of an English town.
- **2** ______ is very popular with girls.
- **3** Some _____ matches are very long.
- 4 Teams from six countries play in a famous ______ tournament.
- 5 In _____ players hit a ball with a stick.
- 6 Players hit a ball with a bat in _____.

Listening

3 🔇 Listen to the interview with Lisa and Sam and complete the table.

	Main sport	How often he / she plays	Other sports
Lisa			
Sam			

98 ninety-eight

Skills and culture

I'm Finn and my favourite sport is rugby. It comes from a school in the town of Rugby in England and it's about

200 years old. Rugby is similar to football but there are some important differences. A rugby ball is oval and 45 also players can **pick up** the ball and run with it. There are fifteen players in a rugby team. In the winter, I play rugby in PE lessons and for the school team. I love the Six Nations Rugby tournament - with teams from England, Wales, Scotland, Ireland, France and Italy. My dad's got

50 tickets for the England vs Italy match. I'm so excited!

My name's Lindsay and I'm the captain of the school netball team. Netball is one of the top girls' sports in the UK and it's a popular sport in schools. It's similar to basketball but netball players can't 60 dribble with the ball.

There are seven players in a team. They throw the ball from player to player and try to score goals.

65 You can play netball all year indoors and outdoors. I love netball because it's really fast and exciting. It's a great sport! 70

Study tip

Giving a reason

Why is used in questions. Because is used in answers to show reason.

- A I like / don't like football.
- **B** Why do / don't you like it?
- A Because it's exciting / fun / boring.



Speaking

4 PAIRWORK In pairs, interview each other and complete the diagram. Give reasons for your answers using the adjectives in the box.

		Yes	No	Reason	
1	play football	ies	NO		fun
2	play volleyball				exciting
3	go ice-skating				boring interesting
	go running				fast
	do karate				slow
6	do athletics				enjoyable
					dangerous
Α	Do you play foot	ball?		A Why?	good for you

B Yes, I do.

reasons.

- B Because it's fun.
- 5 Write a short text about your partner using the information in exercise 4. Remember to use linking words (and, so, but, because) to give

James plays American football because it's fast and exciting, but he doesn't play volleyball.

Vocabulary strategies

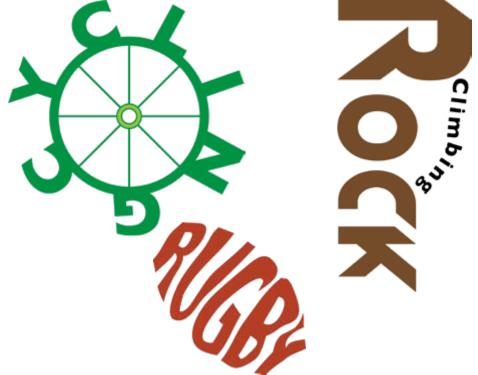
Strategy

Calligrams are words arranged on the page to show what the words mean visually. They are useful for memorising words.

Creating calligrams

Abilities and sports

1 Look at the calligrams. What are the objects used to represent the sports below?



Portfolio

Your school wants to open a sports centre and invite a famous sportsperson to this event. Write a short description of your favourite sportsperson. Then, in groups, prepare a poster to advertise your sports centre. Include:

- name of the centre
- sports activities you can do there
- telephone number/email.

2 Read the sports in the box and try to imagine how you can represent them using calligrams. Which objects or places can you use?

swimming football basketball horse riding cycling diving skiing ice-skating surfing snowboarding athletics tennis walking running

surfing / a surf board running / a trainer

3 Choose a sport in exercise 2 and draw a calligram. Then present it to the class.

GAME
and the second se

100 one hundred

10 QUESTIONS

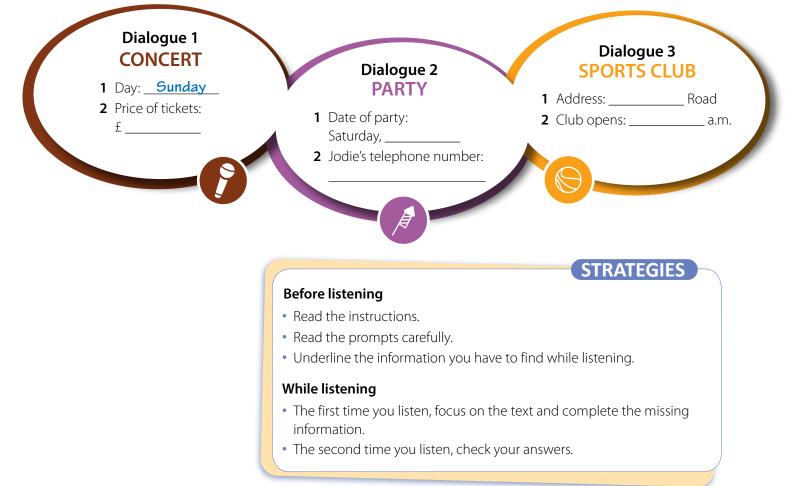
- Think of a sport without mentioning its name to the other players.
- In turns, the other players try to guess the sport by asking questions that you can only answer with *Yes* or *No*.
- The player who guesses the sport chooses a new sport.

Listening

In some listening exercises you have to fill in the gaps. There are five gaps for each part of the exam. You have to listen to a dialogue or to a monologue and fill in the missing information.

LET'S PRACTICE!

1 🔇 Listen to the dialogue and fill in the gaps.



2 Stisten to the dialogue about a school trip and complete the missing information (1–5). Listen to the recording twice.







The phrase *a pair of* is used for two identical items.

a pair of socks / shoes / trainers

It can also be used for trousers, shorts and jeans.

You've got a new pair of trousers.

Or:

14

15

I've got some new trousers.

16



Clothes

1 ① Match the words in the box with the pictures. Listen and check. Then listen again and repeat.

trainers dress <u>hat</u> shoes skirt jacket jumper hoodie shirt trousers jeans scarf T-shirt coat socks shorts

2 Complete the sentences with the clothes you usually wear.

- 1 At school I wear _____
- 2 During the summer holidays I wear _____.
- 3 In winter I wear _____
- 4 When I go to a party I wear ____

Pronunciation – The sound /3ː/

3 ① Listen and repeat.

skirt shirt bird thirteen thirty first girl birthday

4 ① Listen to the pronunciation of the letter *i* and find the word with a different sound.

1 six	thirteen	fifty	3 skirt	shirt	leggings
2 bird	fish	rabbit	4 first	sixth	third

5 Subscription Listen to the teenagers talking about their favourite clothes and accessories. Then match their names with the pictures below.



6 PAIRWORK In pairs, talk about the clothes you like and do not like.

I like jeans and hoodies. I don't like skirts or dresses.

Then describe your favourite clothes.

My favourite clothes are a T-shirt and shorts. My favourite T-shirt is green with ...

We're getting a birthday present ...

1 READING Read the text and watch the video. What present do they buy for Emily?

On the main street ...

Vijay Hi, what are you doing here?
Sarah I'm waiting for Ricky and Adam. We're getting a birthday present for Emily.
Vijay Where are they?
Sarah They're looking at trainers in the sports

Dialogue

MBRID

shop over there.

Vijay Is Jazmin with you?

Sarah No, she isn't. She's with Emily. They're buying the food for the party.

Adam and Ricky arrive ...

Adam Hey, Vijay! Are you shopping for a present for Emily, too?

- Vijay No, I'm not. I've got her a scarf already.
- Sarah That's nice. We want to get her a T-shirt.
- Vijay Cool! Bye, then. I'm going to the park to play football.
- Ricky Hey! Wait for us, Vijay! See you later, Sarah.

Adam, Ricky and Vijay want to leave ...

Sarah Hang on! Where are you two going?Adam But you can choose a T-shirt for Emily ...

JIDEO

- Sarah Whose friend is Emily, anyway?
- **Ricky** She's yours. Well, ours.
- Adam, Ricky and Sarah are heading to a shop ...
- Sarah Right, and this present is from all of us, so come on!

Now listen and repeat.



We're getting already See you later. Hang on! anyway Come on!

Dialogue

2 COMPREHENSION Read the dialogue again and match the two halves of the sentences.

- **1** Jazmin is shopping
- **2** Vijay is talking
- **3** Vijay isn't buying
- **4** Sarah, Ricky and Adam want
- 5 Ricky wants
- 6 Emily is

- **A** to go to the park with Vijay.
- **B** a present for Emily today.
- **C** Sarah, Ricky and Adam's friend.
- **D** with Emily.
- **E** to buy a T-shirt for Emily.
- **F** to Sarah.

3 📀 Complete the sentences with the correct form of the verbs in brackets.

- 1 Ricky and Adam _____ (look) at trainers in the sports shop.
- 2 Jazmin and Emily _____ (buy) the food for the party.
- **3** ______ you ______ (shop) for a present for Emily?
- **4** I _____ (go) to the park.
- **5** Where _____ you two _____ (go)?

4 **()** Read the dialogue on page 104 again and choose the correct answers. Listen, check and repeat.

- Vijay Hi, what ¹ do you do / are you doing here?
- Sarah 1² wait / 'm waiting for Ricky and Adam. We ³ get / 're getting a birthday present for Emily.
- Vijay Where are they?
- Sarah They ⁴ look / 're looking at trainers in the sports shop over there.

5 PAIRWORK Imagine you are meeting Sarah in the city. In pairs, act out dialogues as in exercise 4 using the prompts below.





A Present continuous Affirmative form

Long form	Short form	
l am play ing .	l 'm play ing .	
You are play ing .	You 're play ing .	
He is play ing .	He 's play ing .	
She is play ing .	She 's play ing .	
lt is play ing .	lt 's play ing .	
We are play ing .	We 're play ing .	
You are play ing .	You 're play ing .	
They are play ing .	They 're play ing .	
Subject <mark>+</mark> am/are/i	is <mark>+</mark> verb <i>-ing</i>	

JIDEO

The present continuous is used for actions happening at the moment of speaking.

We're waiting for you.

They're looking at some trainers in the sports shop.

Time expressions used with the present continuous: *at the moment, now, right now, today.*

B Present continuous **Spelling rules** JIDEO Base form of the verb -ing form sit sitting ru**nning** ru**n** shopping shop writ**e** writ**ing** tak**e** taking stud**ying** study play playing

1 🔿 Write the *-ing* form of the following verbs.

	wear	wearing	5 put	
1	work		6 hop	
2	say		7 do	
3	go		8 buy	
4	listen		9 dance	

2 Complete the sentences with the present continuous long form of the verbs in brackets. Listen and check.

Liam <u>is listening</u> (listen) to music on his phone.

- 1 My brother _____ (watch) a football match on TV.
- 2 We _____ (wait) for the bus now.
- **3** Sam _____ (talk) to the teacher.
- **4** I _____ (do) my homework at the moment.
- **5** We _____ (wear) jeans today.
- 6 This year Rosie _____ (work) in a clothes shop.
- **7** She ______ (run) very fast!
- 8 Our cat _____ (sleep) on the sofa.

3 Rewrite the sentences in exercise 2 using the present continuous short form.

VIDEO

Liam's listening to music on his phone.

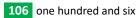
C Present continuous Negative form

Long form	Short form	
l am not play ing .	l 'm not play ing .	
You are not play ing .	You aren't play ing .	
He is not play ing .	He isn't play ing .	
She is not play ing .	She isn't play ing .	
lt is not play ing .	lt isn't play ing .	
We are not play ing .	We aren't play ing .	
You are not play ing .	You aren't play ing .	
They are not play ing .	They aren't play ing .	
Subject + <i>am/are/is</i> + not + verb <i>-ing</i>		

It **isn't raining** now. I**'m not studying** today.

4 Rewrite the sentences in exercise 2 using the present continuous negative long form.

Liam is not listening to music on his phone.



8

JIDEO

5 Put the verbs in brackets into the correct short form of the present continuous. Write sentences that are true for you.

I <u>'m sitting</u> (sit) next to my best friend. My mum <u>isn't watching</u> (watch) a film now.

- 1 My classmates _____ (do) a test now.
- 2 |_____ (wear) a hoodie today.
- 3 My dad _____ (work) today.
- 4 Our teacher _____ (use) a computer at the moment.
- 5 We _____ (listen) to music.
- 6 Our teacher _____ (wear) jeans.

D Present continuous

Interrogative form and short answers

1	VIDEO	١

	Short answers				
Interrogative form	Affirmative	Negative			
Am playing?	Yes, you are .	No, you aren't .			
Are you playing?	Yes, I am .	No, l 'm not .			
Is he play ing ?	Yes, he is .	No, he isn't .			
Is she playing?	Yes, she is .	No, she isn't .			
ls it play ing ?	Yes, it is .	No, it isn't .			
Are we playing?	Yes, you are .	No, you aren't .			
Are you playing?	Yes, we are .	No, we aren't .			
Are they playing?	Yes, they are .	No, they aren't .			
Am/are/is +	subject +	verb - <i>ing</i>			

Where are they going? 'Are you shopping?' 'No, I'm not.'

6 • Put the words in order to make questions as in the example. Then give short affirmative (+) or negative (-) answers.

you / a / good / reading / book / Are / ? (+) 'Are you reading a good book?' 'Yes, I am.'

- 1 for your dad / Are / waiting / you / ? (–)
- 2 wearing / Are / trainers / they / ? (+)
- 3 playing / ls / tennis / Laura / ? (–)
- 4 parents / your / shopping / Are / ? (-)
- **5** a / your / wearing / ls / brother / scarf / ? (+)
- 6 buying / we / a / for / Are / Tom / T-shirt / ? (+)

Possessive pronouns

Personal pronouns	Possessive pronouns
1	mine
you	yours
he	his
she	hers
we	ours
you	yours
they	theirs

Possessive pronouns are used to replace possessive adjectives or nouns.

This is my hoodie.	\rightarrow	This hoodie is mine . / It's mine .
Is that your coat?	\rightarrow	Is that coat yours ? / Is it yours ?

Possessive adjectives are always followed by nouns. Possessive pronouns are never followed by nouns.

That's **my jacket**. It's **mine** jacket.

7 Replace the underlined phrases with a possessive pronoun. Listen and check.

They are <u>the students' coats</u>. **They are theirs**.

- 1 That's my dad's car.
- 2 That's my scarf.
- 3 Those are our sports clothes.
- **4** They are <u>the boys' trainers</u>.
- 5 Is that your new dress?
- 6 They're Laura's shoes.
- 7 It's <u>Rob's hat</u>.
- 8 Amy and Lia! These are <u>your cardigans</u>.



Grammar

Whose?



Whose is a question word. We use it to ask about possession.

We can ask two types of questions:

Whose hat is this?	lt's his			
Whose trainers are these?	lt's his. They're hers.			
Whose + is / are + noun?	Answers			
Whose is this hat? Whose are these trainers?	lt's his. They're hers.			



The pronunciation of *Who's* and *Whose* is the same.

• Who's = who is

'Who's that boy'? 'It's Thomas.'

• Whose = who does/do ... belong to?

'Whose is that jumper?' 'It's mine!'

8 Rewrite the questions using the alternative structure. Then complete the short answers with a possessive pronoun. Listen and check.

'Whose coat is this?' 'It's Andy's coat.' '_______?' 'It's ______?' 'It's ______.'

1 'Whose are these dresses?' 'They're the girls' dresses.'

?' 'They're	
_ /	

2 'Whose scarf is this?' 'It's Rosie's scarf.'

'_____?' 'It's _____

3 'Whose are these shoes?' 'They're Freddie's shoes.'

_____?' 'They're _____ !

- 4 'Whose jacket is this?' 'It's your jacket.' ' ?' 'It's
- 5 'Whose are these bags?' 'They're our bags.'
 '______?' 'They're _____.'

Round-up

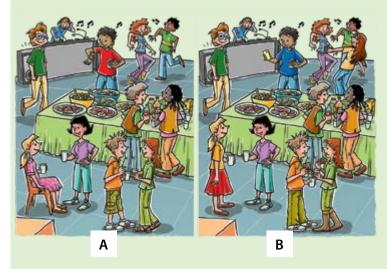
1 Read Sarah's email to her cousin from Rome. Then complete the sentences with the present continuous form of the verbs in the box.

call not help dance make prepare speak look visit <u>choose</u> have

Hi Paola,

	It's Emily's party this	
-1	evening! Jazmin and	
	are choosing	
rs.	our clothes for the party.	
	It's really difficult. I can't	
	decide – I've got a new	
	dress, but I really like my	
	black trousers and pink shirt. At the moment Jazmin	
	¹ a shower in the bathroom so I	
	² at some fashion blogs on the	
	internet for ideas. Ricky and Adam are already at Emily's	
	house. They ³ the food with Emily.	
	They ⁴ pizzas and sandwiches. Vijay	
	^₅ Emily because he	
	6 this afternoon – you know he has	
	dancing lessons on Saturdays!	
	What about you? 7 (you) Paris	
	today? ⁸ (you) French all the time?	
	Write and tell me all about it! Oh, that's my phone.	
)	Emily ⁹ me	
	Sarah way	
	Sarah xxx	

2 PAIRWORK In turns, look at the pictures and find eight differences. Use the present continuous to describe them.



In Picture A, the boy with curly hair is wearing a red T-shirt, but in Picture B he's wearing a blue T-shirt. In Picture A he's checking ...

1



Shopping for clothes (adjectives 3)



than you need or want

This hoodie's too big. These trousers are **too** small.



We say prices in English in the following way:

lt's 75p. (It's 75 pence / 75 p.) lt's £1.50. (It's one pound, fifty.) They're £50. (They're fifty pounds.)

COMPETENCES

£ 65

cultural awareness and expression civic and social competences initiative

1	Assistant	Can I help you?					
	Helen	No, thanks, I'm just looking.					
2	Assistant Marcus	Excuse me. How much is this shirt? It's £18. Can I try it on? Yes, of course.					
	Assistant Marcus	Does it fit? Yes, it's perfect.					
3	Julia Assistant Julia Later	Can I try these trousers on? Sure. What size are you? Medium, I think.					
	Assistant Julia	Do they fit? No, they're too big and I don't like the colour.					
	Assistant	OK, never mind.					

Key expressions

Can I help you?

Questions

How much is this / are these?

Can I try it / them on?

Does it fit? / Do they fit?

What size are you?

							P		n	5	N	/(9	r	S
1 - I			1	N	1			н.			1			1	17

Yes, please. / No, thanks. (I'm just looking.)
lt's £25. / They're £30.
Yes, of course / sure.
Small / Medium / Large.
Yes, it's / they're perfect.
No, it's / they're too big / small.

2 🐼 Listen to the dialogues and complete with the information you hear.

Dialogue 1	Cloth
Dialogue 2	Cloth
Dialogue 3	Cloth
Dialogue 4	Cloth

lothes:	
othes:	
othes:	
othes:	

Price: £
Price: £
Price: £
Price: £

3 PAIRWORK In turns, play the role of a customer / shop assistant. Use the clothes from the pictures below.







Skills and culture

occasions tor sp

The school prom is a formal party to celebrate the end of secondary school and it's a very important occasion for all students. The idea

- of school proms comes from the USA but now they're also very popular in the UK. Smart clothes, big cars, a special dinner and dancing are the important things at a prom. Students don't wear their school uniforms to the prom! They buy new clothes for the party. In photo 1, the girls are wearing short dresses and high-10
- heeled shoes or long evening dresses. The boys are wearing smart suits with a shirt and tie.

People usually wear very smart clothes to weddings. Photo 2 is a picture of an English wedding. The bride is wearing a long, white dress. It's traditional 15 for brides to wear 'something old, something new, something borrowed and something blue' for good luck! The groom's wearing 'morning dress': striped trousers, a long jacket, a white shirt and a tie. There

are also three bridesmaids. Bridesmaids are either 20 adult friends of the bride or children and teenagers from the bride and groom's families. They're wearing pretty white dresses.

At the Scottish wedding in photo 3 the men are ²⁵ wearing kilts. In Scotland, a young man often gets his first kilt for his wedding. Kilts are similar to skirts and are made from tartan cloth. Tartan is a checked pattern in many different colours and each Scottish surname has its own tartan. Men wear long socks and special shoes, shirts and jackets with a kilt. The bride can wear 30 a scarf in her family's tartan.

The men in photo 4 are Morris dancers and they are dancing at a country festival. Morris dancing is hundreds of years old. There aren't any women dancing because Morris dancers are traditionally only 35 men. They're wearing white trousers and white shirts. They're holding white handkerchiefs and the small bells on their trousers ring when they dance!



suits: formal outfits including groom: a man who is a jacket and trousers bride: a woman who is getting married

getting married bridesmaids: girls / women who help the bride during the marriage ceremony

handkerchiefs: square pieces of cloth used for cleaning the nose or drying the eyes

Reading

1 (D) Read and listen to the text. What events can be seen in the pictures?

- **2 COMPREHENSION** Read the text again and answer the questions.
 - 1 What's the special occasion in photo 1?
 - 2 When do students go to a prom?
 - **3** In photo 2, what is the bride wearing?
 - 4 Who is wearing striped trousers and a long jacket?
 - 5 When do Scottish men get their first kilt?
 - **6** What is tartan?
 - 7 In photo 4, what are the men wearing?
 - 8 What are the men doing?

Listening

- 3 Substantial Students Students Students talking about their uniform. Who likes it (✓) and who doesn't like it (X)?
 - 1 Noah 2 Amelia 3 Ethan 4 Rosie
- 4 🕢 PAIRWORK Listen again and guess who they are.



Speaking

- **5 GAME** Student A: think about a classmate and describe what he or she is wearing. Student B: guess who the classmate is.
 - A This student is wearing jeans and a grey sweatshirt. The student ...
 - B lsit Tom?
 - A No, it isn't. It's Martin.

Writing

COMPETENCES

cultural awareness and expression civic and social competences learning to learn **6** What are you wearing today? What about your partner? Describe your outfits.

I'm wearing ... Philip is wearing ...

Study tip

Listening for gist

The first time you listen, it is better to focus on the topic than on particular details.

Portfolio

Make a list of your family members. Also, make a list of your best friends. Write a blog page about each of them, following the steps:

- Name and age:
- Photo or drawing:
- Hobbies and interests:
- Qualities:
- Put all the pages together as a book.

Now share your books with your classmates, asking and answering questions about each person.

Vocabulary strategies



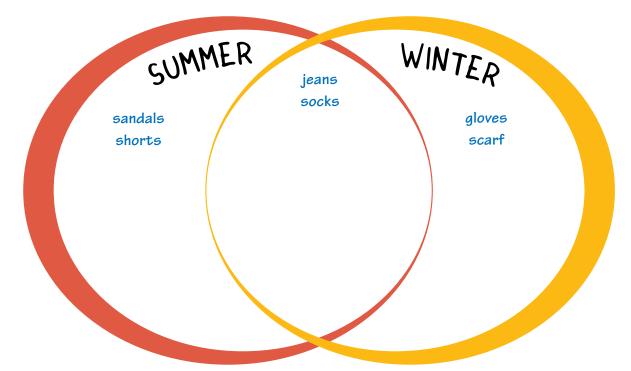
Venn diagrams are another way of studying words in categories. They are useful because the same word can belong to several groups.

Using Venn diagrams

Clothes and accessories

1 Complete the Venn diagram with the words in the box.

<u>sandals</u><u>shorts</u><u>jeans</u><u>socks</u><u>gloves</u><u>scarf</u> trousers belt pyjamas shirt tracksuit swimming costume slippers tights coat T-shirt swimming trunks boots cap skirt jumper hat hoodie dress shoes trainers sweatshirt jacket



2 PAIRWORK Student A: say a letter of the alphabet. Student B: say a word which starts with this letter. Then swap roles.

A H!

B Hat!



My CRAZY FRIEND!

- The first player starts with a sentence: *My crazy friend is wearing a scarf*. The second player goes on: *My crazy friend is wearing a scarf and some swimming trunks*. A third player continues: *My crazy friend is wearing a scarf, some swimming trunks and tights*.
- The game goes on and each player has to remember what his/her opponent says then add something new. If he/she doesn't remember, he/she is out of the game.
- The player who manages to stay in the game until the end wins.

EVALUATION TEST 7-8

Vocabulary

1 Look at the pictures and write the verbs.



- 2 Complete the phrases with the correct verb. Do not use the verbs from exercise 1.
 - 1 _____ the guitar
 - **2** _____ 50 m in the pool
 - **3** ______a song
 - 4 _____ Spanish
 - 5 _____ dinner
 - _____ in the mountains 6

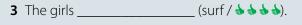
Grammar

- **3** Write affirmative or negative sentences using the prompts and the verb can.
 - 1 Elinor / not / ski
 - **2** |/not/act
 - 3 You / swim / 1 km
 - 4 We / not / ice-skate
 - **5** Toby / play the guitar
 - 6 My friends / not / speak Spanish
 - 7 My dad / cook / pizza
 - 8 My cousins / ride a horse



	very well	e e e e e	not very well 🕈
	well	de de de	not at all 🛛 👎 👎
	quite well	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
,	1 Luke		(act / 👎 👎 🕈).

2 The boys _____ (sing / 🜢 🜢).



- 4 Helen _____ (cook / 🌢 🌢 🌢).
- 5 You _____ (ice-skate / •).
- 6 We_____(ski / 🜢 🜢 🌢).

/ 6

5 Write questions using the prompts and the verb can, then give short answers.

- ____(you / ski)? (+) _____ 1 ___ 2 _____(your parents / dive)? (-) _____
- _____ (Maisy / cook)? (+) _____ 3
- 4 _____ (Rod / ride a horse)? (–) _____
- **5** _____ (they / speak English)? (+) _____

/ 10

6 Complete the sentences with the imperative of the verbs in the box.

not look come	not talk go	not touch give
	. –	!
	-	in! _ this! It's dangerous.
4 It's very late! _		to bed now!
5 We're very hot	:!	us an ice cream!
6 It's a secret! Cl	ose your ey	/es
		6

Functions

/ 6

/ 8

7 Complete the questions and the answers.

- 1 A _____ your laptop, dad? B Yes, of ______. Here it is.
- 2 A ______ to Harriet's house now? **B** Yes, _____, but don't come home late.
- **3 A** ______ a new phone? **B** No, I'm ______ .
- 4 A Mrs Jones, ______ the test tomorrow, please?
 B No, ______. The test is today.



Vocabulary

1 Look at the pictures and write the names of the items of clothing.



Grammar

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

- 1 Zoe _____ (wear) her new jacket.
- 2 We _____ (not / do) our homework.
- **3** They ______ (wait) for the bus.
- 4 You ______ (watch) your favourite programme.
- **5** |_____ (not / listen) to music.
- 6 The girls _____ (not / dance).
- 7 My friends _____ (play) football in the park.
- 8 Henry _____ (visit) his grandparents.
- 9 Paula _____ (not / shop) now, she's in the café.
- 10 We _____ (enjoy) this party.

3 Write questions using the prompts and the present continuous form of the verbs.

- 1 you / wait / for your friends
- '_____?' 'Yes, _____
- 2 Jenna / play / tennis '______?' 'No, _
- **3** your parents / work / today
- '_____?' 'Yes, _____ 4 he / buy / new trainers
- '_____?' 'Yes, _____ 5 the students / do / test / now '______?' 'No, _____

EVALUATION TEST 7-8

- 4 Fill in the gaps with the correct possessive pronoun.
 - 1 It's my cap. The cap's ______.
 - 2 It's Anna's bag. The bag's ______.
 - 3 They are our bikes. The bikes are _____

_ .

/ 8

/ 6

- 4 These are your jackets. These jackets are _____
- **5** These are John's trainers. These trainers are _____
- 6 Those are the students' bags. The bags are ______.
- 7 It's my new T-shirt. It's _____
- 8 Ben, this is your phone. Ben, this phone's ___
- 5 Write questions using the prompts and then answer with the suitable possessive pronouns.
 - 1 Whose / scarf / this _____? (my scarf) ____?
 - 2 Whose / jeans / these _____? (Harry's jeans) _____
 - 3 Whose / this / bag _____? (Helena's bag) _____

Functions

6 Match the questions with the answers.

- **1** How much are these shoes?
- 2 How much is this hoodie?
- **3** Can I help you?
- 4 Can I try this dress on?
- 5 What size is this shirt?
- **6** Does it fit?
- **7** Do they fit?

/ 10

/ 10

8 What size are you?

A No, it's too big.

- **B** No, thanks. I'm just looking.
- **C** They're £50.
- **D** Yes, of course.
- **E** I'm small, I think.
- **F** lt's £36.
- ${\bf G}$ It's medium.
- ${\bf H}$ Yes, they are perfect.







Speaking

In some speaking exercises, the teacher writes some information on a card for one student (e.g. about an event, a restaurant, a shop, or a museum), and then gives a second card to another student, asking him to search for information about that topic. If you receive the card with the information, you have to answer the other student's questions. If you receive the card with the information to find out, you must ask the other student these questions. At the end of the dialogue, you have to swap roles using different cards, as well as different information and questions.

LET'S PRACTISE!

1 • Match the prompts (1–6) with the suitable questions (A–F).

1 C address? 2 open /

3 ticket? £?

4 website?

Saturdays?

- **A** Is it open on Saturdays?
- **B** Can I buy souvenirs?
- **C** What's the address of the shop?
 - **D** Is there a café?
- 5 buy / souvenirs?
- 6 café?
- **E** Has it got a website?
- **F** How much is a ticket?

2 Complete the questions about the museum with the words in the box.

- When is it What's Can I Is there Where can I get How much is
- 1 ______ the address?
- **2** ______take photos?
- **3** ______a shop?
- 4 ______a student ticket?
- **5** _____ open?
- **6** ______ more information?

3 Now read the flyer and answer the questions in exercise 2.



Over 200 years of toys Interactive displays and workshops

Open: every day 10 am – 5 pm Sorry – no photos in the museum! Big car park Café and shop in the museum

Tickets: Adults £8.00, Students £5.00, Children £2.00

For more information visit: www.toymuseum.com

STRATEGIES

Student with the information given

- Read the information carefully.
- Listen to the other student's questions.
- Find the information and answer the questions.
- Use complex sentences and do not read the information from the card.

Student with information to find out

- Use the information on the card to form questions.
- Listen to the other student's answers.

4 PAIRWORK Student A: ask questions about a clothes shop. Student B: answer the questions using the information given.

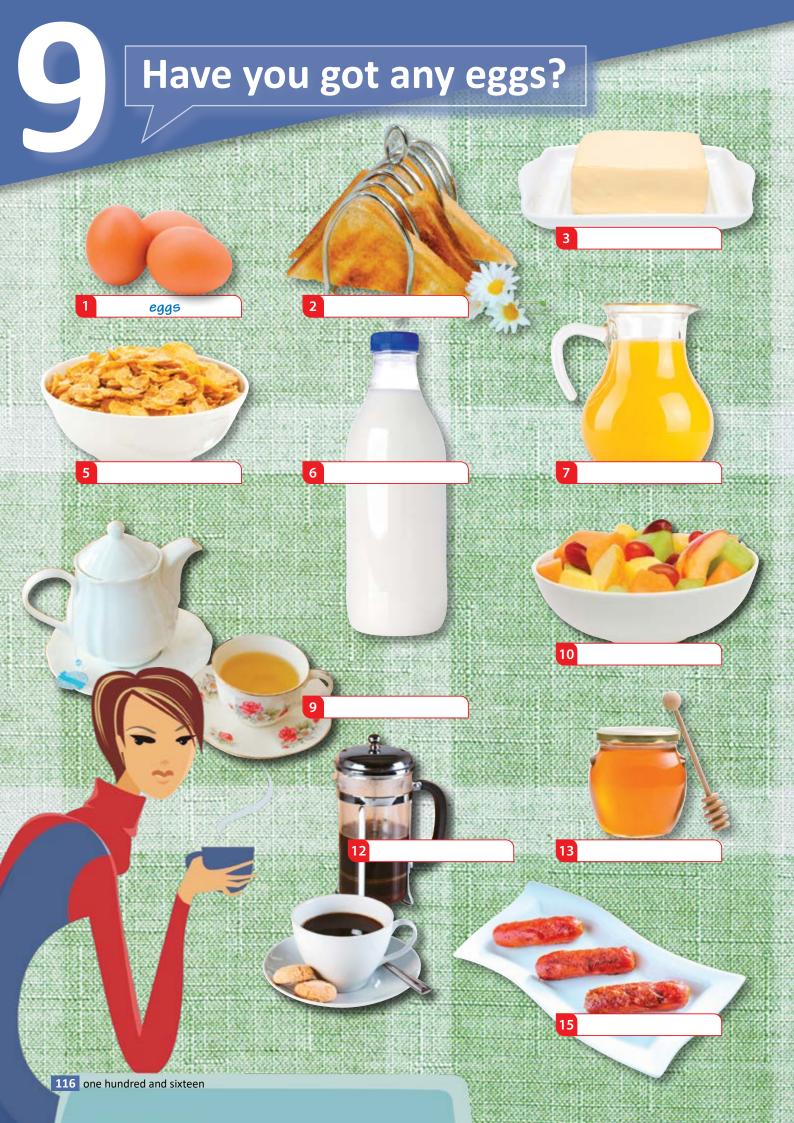
Student A: questions

- Name?
- Where?
- Open every day?
- T-shirts? £?
- More information?

Student B: information

COOL CLOTHES

23, Rexley Street (opposite the cinema) Open Monday to Saturday 9 am – 5:30 pm Closed on Sundays. Cool clothes at cool prices! T-shirts £15 Jeans £20 Jackets £22 and accessories, too Visit our website at www.coolclothes.com





Food and drink

1 () Match the words in the box with the pictures. Listen and check. Then listen again and repeat.

butter	orange	e juice	honey	croissa	ants
sausage	s jam	tea	cereal	milk –	eggs -
yoghurt	coffee	fruit	toast	bacon	sugar

2 Read the breakfast menu at Katy's Café in London. Complete it with the words in exercise 1.

The Big Breakfast at Katy's Café

Food

Full English breakfast				
(bacon, ¹ sausages , ² es and toast)	£5.50			
Bacon sandwich	£3.50			
Toast with ³ buer and jam or ⁴ ho_e_				
⁵ C_re_l with milk or yoghurt				
Yoghurt with fresh ⁶ f_u_t				
⁷ Cro_s_a_ts with jam	£4.00			

Drinks

Orange juice	£1.75
⁸ Coee	£2.00
Теа	£1.50

3 D Listen to two friends talking about the menu. What does Amy choose for breakfast today?

4 ① Listen again. What kind of breakfast does Helen like? Complete the sentences.

Helen's favourite breakfast is the Full E nglish			
breakfast. She lo	ves ¹ s, ² b		
and ³ e	_ and her favourite drink is ⁴ o_		
i .			

5 PAIRWORK In pairs, ask and answer questions about the breakfast you usually eat.

A What do you usually have for breakfast?

B I usually have cereal and ...

That's a lot of sugar!

Dialogue

1 READING Read the text and watch the video. What is Sarah doing? Why?

Sarah Let's make some chocolate muffins for Vijay's birthday. Here's a recipe. Brilliant, let's check the ingredients. Jazmin Have you got any sugar? Sarah There isn't much sugar. How much do we need? Jazmin We need 150 grams. Sarah That's a lot of sugar! Are you sure? Jazmin Yes, look. Sarah OK. Add it to the shopping list. Then we need 200 grams of flour Jazmin and a tablespoon of cocoa. There's a little flour and there's some Sarah cocoa, too. Jazmin Right. Now ... eggs.

Sarah There are a few in the fridge, but there aren't many. How many eggs do we need? Jazmin Three. Sarah OK. Put a box of eggs on the list. Next? Jazmin We need 125 grams of butter. Sarah There's a lot of butter in here. And we need three teaspoons Jazmin of chocolate chips. We haven't got any chocolate chips, Sarah

there's some chocolate ... oops! Oh no, it's broken!

Jazmin Cool, now we've got chocolate chips!

Now listen and repeat. Everyday English

JIDEO

Are you sure? It's broken!

Dialogue

Т

F

2 **COMPREHENSION** Read the dialogue again. Are the sentences true (T) or false (F)? Correct the false ones.

- 1 Sarah is making some chocolate muffins for Jazmin.
- 2 It's Vijay's birthday.
- **3** Sarah is checking they've got all the ingredients for the recipe.
- **4** Jazmin is writing the recipe.
- **5** There are four ingredients on the shopping list.
- **6** The chocolate falls on the floor and breaks.

3 < Choose the correct answers.

- 1 They've got a lot of / a little / a few sugar.
- 2 They've got a lot of / a little / some flour.
- 3 They've got a lot of / some / a few cocoa.
- 4 They've got a lot of / a little / a few eggs.
- 5 They've got a lot of / a little / a few butter.
- 6 They haven't got some / any / a lot of chocolate chips.

Sarah	Let's make 1	chocolate muffins
	for Vijay's birthday.	Here's a recipe.
Jazmin	Brilliant, let's check t	he ingredients.
	Have you got ²	sugar?
Sarah	There isn't ³	sugar.
	4 do we	e need?
Jazmin	We need 150 grams	S
Sarah	That's ⁵	sugar ! Are you sure?
Jazmin	Yes, look.	

5 PAIRWORK It's your friend's birthday. In pairs, act out the dialogue in exercise 4, changing the words in bold. Use the words below.

crisps tea jam eggs water sugar orange juice milk

- A Let's make some muffins for loana's birthday. Here's a recipe.
- B Brilliant, let's check the ingredients. Have you got any ...?





A Countable and uncountable nouns JIDEO

Countable		Uncountable
Singular	Plural	
a recipe	recipes	сосоа
an egg	eggs	milk

Countable nouns can be counted (eggs, biscuits, pens, books...). They have a singular and a plural form. The articles *a* and *an* come before countable nouns in the singular.

Uncountable nouns cannot be counted (cocoa, *milk, air, fun...*). They only have the singular form. The articles *a* and *an* do not come before them.

Have you got a recipe?

There are only two eggs.

There is some cocoa.

1 Write *a*, *an* or – (no article).

	a	_ biscuit	
1		croissant	

2	apple	6 orange	
3	sugar	7 jam	

- 3 _____ sugar 4 _____ coffee
 - 8 honey

5

sausage

B Some / any (review)

	Countable				
	Singular Plural				
+	There 's an egg.	There are some eggs.			
-	There isn't an egg.	There aren't any eggs.			
?	Is there an egg?	Are there any eggs?			
	Uncountable				
+	There 's some butter.				
-	There isn't any butte	er.			
?	Is there any butter?				
Some / any are used with quantities that are not clearly mentioned. Some is used in the affirmative form. Any is used in the negative and interrogative form.					

Get it right!

We use the interrogative form of some to offer something to someone.

Would you like some tea?

2 Choose the correct answers.

Helen has got **some** / **any** biscuits in her room.

- 1 There's some / any water in the bottle.
- 2 Is there some / any butter in the recipe?
- 3 We haven't got some / any sugar.
- 4 I've got some / any friends in Year 9.
- **5** There is **some / any** yoghurt in the fridge.
- 6 Has Jamie got some / any exams this year?

3 Ocomplete the sentences with some or any. Listen and check.

Sam	Jen, is there <u>any</u> bread?
Jen	Yes, of course. There's 1
	fresh bread in the cupboard.
Sam	Have we got ² butter? There
	isn't ³ butter in the fridge.
Jen	Yes, we have. There's ⁴
	butter on the kitchen table.
Sam	Oh, yes. Is there ⁵jam?
Jen	No, sorry there isn't but we've got
	6 honey.

C A lot of / much / many

	Countable	Uncountable
+	There are a lot of cars.	There's a lot of sugar.
-	There aren't many eggs in the fridge.	There isn't much butter.
?	Are there many eggs?	Is there much milk?

JIDEO

A lot of / much / many are used to talk about a big quantity.

A lot of is used in affirmative, negative and interrogative sentences. We can use a lot of with both countable and uncountable nouns.

We use *much* in negative and interrogative sentences, with uncountable nouns.

We use *many* in negative and interrogative sentences, with countable nouns.

Grammar

4 Choose the correct answers.

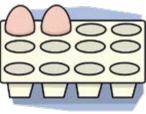
Have you got a lot of)/ much cousins?

- 1 My granddad likes a lot of / many sugar in his tea.
- 2 Have you got much / many exams this year, Tina?
- 3 | haven't got a lot of / much clothes.
- 4 Is there many / much orange juice in the carton?
- **5** There aren't many / much people here.
- 6 You know a lot of / much students in Year 5.
- 7 We don't like many / much of his songs.
- 8 Do you play much / a lot of sports, Greg?

5 (D Look at the pictures. Complete the sentences with a lot of, much or many and the words in the box. Listen and check.







- He's got a lot of homework.
- 1 There aren't



2 She likes on her toast.



3 He hasn't got _ ____ in his garden.



4 There isn't ____ in the pot.







5 They've got ____

D How many ... ? / How much ... ?

We use the phrases How many...?/How much...? to ask for more specific information on quantity. We use *How many...?* with countable nouns. We use *How much...?* with uncountable nouns.

How many eggs do we need? How much time have we got?

6 Complete the sentences with *How much* or How many.

How much toast can you eat?

- 1 ______ tickets have you got?
- **2** ______ girls are in your science class?
- **3** ______ cereal do you eat for breakfast?
- 4 _____ exams have we got next week?
- 5 _____ TV do you watch at weekends?
- **6** ______ trains are there for London?
- 7 _____ apples do you want?
- **8** _____ cousins has Gerry got?

7 ① Complete the questions with *How much* or How many, then give answers by reading the recipe. Listen and check.

Cappuccino Cake

- 150 grams of butter
- 100 grams of sugar
- 200 grams of flour

• 3 eggs

of cocoa 5 tablespoons of coffee

3 tablespoons

How much butter is there in the cake?

There are **150 grams of butter**

- **1** ______ sugar is there?
- There are
- **2** flour is there? There are
- **3** _____ eggs are there? There are
- **4** ______ tablespoons of cocoa are there? There are
- **5** coffee is there? There are _____.



NDEO

Grammar

E A few / a little



We use a few / a little in affirmative sentences to talk about a small quantity. We use *a few* with countable nouns. We use *a little* with uncountable nouns.

I've got a few friends in your class. There's a little milk in your tea.

8 ① Complete the short dialogues with a little or a few. Listen and check.

- **A** Dad, have we got any orange juice?
- **B** Yes, we have. There's **a little** in the fridge.
- **1 A** Do you know any students in class 5A? **B** Yes, I know ______ of the boys.
- **2 A** Have you got a lot of DVDs, Mandy?
- **B** No, I haven't. I've got _____ films about animals. That's all.
- **3 A** Have you got any money, Mum?
 - **B** There's _____ in my bag, I think.
- **4 A** Are there any good places to eat here?
 - **B** Yes, there are _____ good restaurants in Charlotte Street.
- **5 A** Kerry, have we got any maths homework?
 - B Yes, we've got ______ two exercises for Wednesday.
- **6 A** I'm hungry. **B** There's cheese in the fridge.

Pronunciation – The sounds $/\Lambda$ and $/\nu$

9 ① Listen and repeat.

/ʌ/	/σ/
some, honey, cousin	orange, yoghurt, hot

10 (D) Listen and put the words below in the correct column in exercise 9. Then listen and check.

c<u>o</u>ffee <u>o</u>nion <u>o</u>live ch<u>o</u>colate br<u>o</u>ther s<u>o</u>n

Round-up

1 Complete the sentences with the words in the box.

> much a lot of (x 4) a little (x 2)many a few



What is a healthy diet in other countries?

Yoko, Japan

My advice is, 'Don't eat <u>a lot of</u> food at every meal!' In Japan we eat only

¹_____ dishes (usually about 1 or 2). Also we don't eat ²

meat. We like fish and we eat ³

vegetables - beans, peas, and mushrooms are

my favourites! - and of course rice. Japanese people love food, but they only eat ⁴_____ food at every meal.



Benjamin, Israel

I say, 'Eat ⁵_____ vegetables!'

- In Israel we only eat ⁶_____
- meat, but we eat ⁷

vegetables. Vegetables, fruit and fish

have got vitamins and minerals in them and they haven't got ⁸_____ calories.

We buy fresh food from the market – It's fun!

2 Write guestions using the prompts below.

How many / times / a week / eat / vegetables? How many times a week do you eat vegetables?

- 1 How much / meat / eat / every week?
- 2 How many / eggs / eat / every week?
- **3** How much / water / drink / every day?
- 4 How many / times / a week / eat / cheese?
- **5** eat / many / biscuits?

3 GROUPWORK Do you have a healthy diet? In groups of three, ask and answer the questions in exercise 2. Then sum up your eating habits.

Mihai eats a lot of meat. He doesn't eat many eggs.

Paula eats a little meat, but she eats a lot of fish.





Ordering food in a café

1 🕜 Paul is at lunch. Read and listen to the dialogue. What food he doesn't like?

Waitress Hi. Are you ready to order?

- Paul Yes, I am. Have you got any sandwiches?
- Waitress Yes, we have. We've got chicken, ham, cheese or egg.

Paul Has the cheese sandwich got any tomatoes in it?

Waitress Yes, it has.

Paul I don't like tomatoes.

Waitress The ham sandwich hasn't got any tomatoes in it.

- Paul OK. May I have a ham sandwich, please?
- Waitress Sure. Would you like chips with it?
- No, thanks. I don't like chips. Paul
- Waitress Right. Anything to drink?

Paul Yes, a cola, please.

COMPETENCES

cultural awareness and expression social and civic competences initiative

Have you got any ... ? Would you like ... with it?

Anything to drink?

3

Key expressions

Hi. Are you ready t	to order?

Ouestions

	May I have , please?
_	Yes, we have. / No, we haven't.
-	Yes, please. / No, thanks.
•	A cola, please.

Answers

2 O Now listen to another customer. Circle what they order on the menu. How much is the bill?

LUNCH MENU

Sandwiches

nam	£3.75
chicken	£3.75
cheese	£2.95

Burgers

hamburger £4.50 cheese burger £5.00 bacon burger £5.25

Hotdogs

classic hotdog £3.50 chilli dog £3.75

Drinks

orange juice	£1.50
mineral water	£1.00
tea	£1.95
coffee	£ 2.25

PAIRWORK In pairs, act out a dialogue between waiter and customer. Use the menu in exercise 2 and the expressions in the Key expressions box.

Skills and culture

SCARY FOOD

Every country has its favourite local dishes – haggis in Scotland, bratwurst in Germany, paella in Spain – but in some countries there are a few really strange specialities! Here are our top four ...

Tarantulas

5

Yes, some people eat these big scary spiders! In the jungles of Cambodia there are a lot of different types of spiders and people cook them in hot oil with a lot of spices.

Fugu fish

¹⁰ A few brave people in Japan eat *fugu* fish on special occasions. This fish contains a **fatal poison**. Japanese chefs use a special recipe to cook *fugu* so the poison becomes **harmless**. Not knowing the recipe means ... this is your last dinner!

Snake wine

15 The Chinese believe snake wine is good for your health and makes you strong. It contains just two ingredients – alcohol and a few snakes! Some of the snakes they use are dangerous, but the alcohol **kills** the poison so people can drink it.

Paniki

20

25

In some parts of Indonesia the local speciality is *paniki*. People there don't have much food to eat, so sometimes they catch **bats** in the forest. Then they cook them in a little coconut milk and mix the meat with spices to make *paniki*. Indonesians love this dish. However, a lot of these bats have

infectious diseases so eating them can be very dangerous.



fatal poison: a substance that causes injury, illness, or death harmless: not able to hurt kills: to remove or take away something

infectious diseases: illnesses (such as influenza) that can be passed from one person, animal, or plant to another



Study tip

Predicting the topic of a reading text

Before reading look at the following points:

- title:
- images;
- subtitles.
- They can help you understand the text better.

Reading

- 1 🕕 Follow the instructions in the Study tip box. What is the topic of the text on page 124? Choose the correct option. Read and listen to the text and check.
 - A animals **B** the food animals eat **C** unusual things people eat

2 COMPREHENSION Read the text again and answer the questions.

- 1 What are the three national dishes mentioned in paragraph 1?
- 2 What four animals are mentioned in the text?
- **3** Why do the Chinese drink snake wine?
- 4 Why do people in Indonesia eat bats?
- 5 Why can eating bats be dangerous?

Listening

- 3 🕕 Listen to Angus talking about a specialty of his country. Which dish in the first paragraph of the text is he talking about?
- 4 ① Listen to the dialogue again and complete the Angus's dish recipe.

Ingredients	 (
800 grams ¹	4	water
500 grams ²	a few ⁵	
some ³	6	and pepper

Speaking

5 PAIRWORK Write down the ingredients of your favourite dish. Then, in pairs, ask and answer questions and complete your recipes.

My favourite recipe	My partner's favourite recipe
Ingredients: tomatoes, olive oil,	Ingredients:

- A What's your favourite dish, Dan?
- B It's lasagne.
- A Is there any meat in it?

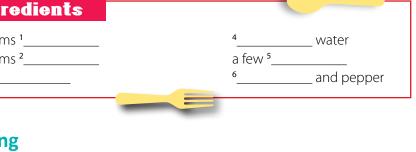
Writing

COMPETENCES

learning to learn

cultural awareness and expression social and civic competences

> **6** Write a short presentation of your favourite dish. Include information on its origin, ingredients and a picture.



one hundred and twenty-five **125**

Vocabulary strategies

Strategy

The term *realia* is used to indicate objects taken from real life or very similar to those in real life. Collecting them or creating them is very useful for learning new words because it allows you to see them in a real context.

Creating realia

Food and drink

1 Where do you usually find food names? Circle the ones you see in the following realia. Can you think of other places where you can find food names?

and a straight of the state of the	งการการการการการการการการการการการการการก		
Strawberry cake	\mathbf{x}	Tomatoes	£1.75
100 g butter	Starter	Milk Bread	£1.20
2 eggs	ham salad		£1.45
SWII!			

- **2** Prepare a shopping list divided by categories. Add names of food and drink. Then compare it with your peers. Who has the longest list?
 - 1 Fruit and vegetables: pears,
 - 2 Meat and fish: ham,
 - 3 Basics: pasta, flour,
 - 4 Snacks: biscuits,
 - 5 Drinks: tea,
- **3** Look at the containers and think about what they might contain. Write the name of a food or drink on the label.



4 Now create your *realia*. Choose a food and its container from the list below. Draw the container and the label. Present your work to the class.

jar box bag carton glass cup pot bottle

The alphabet shopping list

- Student A begins the sentence with: On my shopping list there are some apples...
- Student B repeats Student A's sentence and adds a word starting with the next letter of the alphabet: On my shopping list there are some apples and some butter ...
- In turns, Student A and Student B add words to complete the alphabet.
- Play a second time but this time add quantities as well: On my shopping list there's a kilo of apples, a packet of butter, a slice of cake ...



Reading and writing

In some reading and writing exercises you are given five sentences and eight notices. You have to match the sentences to the correct five notices.

LET'S PRACTISE!

- **1** Read the notices in exercise 2. Where would you expect to find them?
 - STRATEGIES

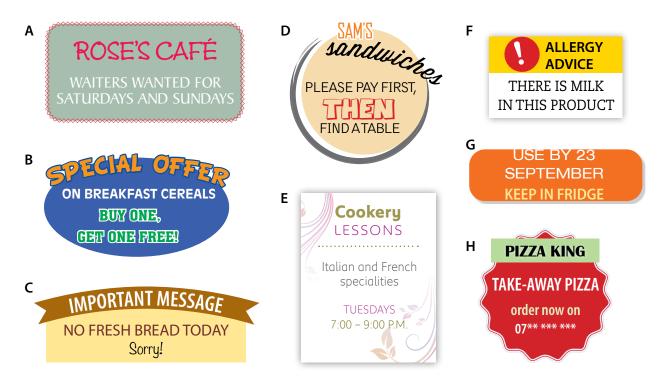
- Read each notice carefully.
- Don't worry if you don't understand all the words. The important thing is to understand the general meaning.
- Read each sentence carefully.
- Read the notices again and choose the one that has the same meaning as one of the sentences.

2 Which notices (A–H) correspond to the sentences (1–5)? Choose the correct notice for each sentence.

0 C We haven't got any fresh bread in this shop.

The correct answer is C.

- 1 You buy two but you only pay for one.
- **2** You can learn how to cook nice food here.
- **3** Eat the food before this date.
- 4 Don't sit at a table before you buy your food.
- 5 We need people to work at weekends.





FINAL EVALUATION TEST

VOCABULARY

G 2

3

128 one hundred and twenty-eight

1 Complete the sentences with the words in the box.

	-English American son Swiss grandparents
	daughter Canadian nurse aunt husband India
0 9	Sophia's from England. She's English .
	Sophia's my mum's sister. She's my Sophia's David's wife. David is he
	. David's from the USA, so he's
	.ucy and Mark have got two children. Leo is their and Emma is their
• •	
- 2 ľ	m I'm from Montreal in Canada and my best friend's Indian. He's f
	he capital city of
	Boris is from Switzerland so he is His
	Berlin in Germany.
4 (Carol works in a hospital. She's a
	MMAR
Cor	nplete the dialogue with <i>the present simple</i> form of the verbs in brackets.
	nplete the dialogue with <i>the present simple</i> form of the verbs in brackets. Vhat time ^o <u>do you get up</u> (you / get up) on school days?
A V	
A V B ¹	Vhat time ^o <u>do you get up</u> (you / get up) on school days? (get up) at 7:30. The first lesson ² (start) at 9:00 at my school. I (not / walk) to school. My friend Josh ⁴ (come) to my h
A V B ¹	Vhat time ^o <u>do you get up</u> (you / get up) on school days? (get up) at 7:30. The first lesson ² (start) at 9:00 at my school. I
A V B ¹ ³ a	What time ^o <u>do you get up</u> (you / get up) on school days? (get up) at 7:30. The first lesson ² (start) at 9:00 at my school. I (not / walk) to school. My friend Josh ⁴ (come) to my h and then we ⁵ (go) to school together on our bikes. We ⁶ (have) essons in the morning and afternoon.
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A V B ¹ 3 2 6 1 6 8 8 9	What time ° do you get up (you / get up) on school days? (get up) at 7:30. The first lesson ²(start) at 9:00 at my school. I (not / walk) to school. My friend Josh 4(come) to my hand then we 5(go) to school together on our bikes. We 6(have) essons in the morning and afternoon. When 7(school / finish)? At 3:30 but on Mondays and Thursdays there 8(be) after-school clubs. Josh(not / go) to my after-school clubs. He 10(play) basketball af
A V B 1 3 2 1 4 8 4 9	What time ⁰ do you get up (you / get up) on school days? (get up) at 7:30. The first lesson ² (start) at 9:00 at my school. I (not / walk) to school. My friend Josh ⁴ (come) to my h and then we ⁵ (go) to school together on our bikes. We ⁶ (have) essons in the morning and afternoon. When ⁷ (school / finish)? At 3:30 but on Mondays and Thursdays there ⁸ (be) after-school clubs. Josh
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A \ B 1 3 2 3 3 2 1 1 3 1 1 1 3 2 1 1 1 3 2 1 1 3 2 3 2	What time ^o <u>do you get up</u> (you / get up) on school days? (get up) at 7:30. The first lesson ² (start) at 9:00 at my school. I (not / walk) to school. My friend Josh ⁴ (come) to my h and then we ⁵ (go) to school together on our bikes. We ⁶ (have) essons in the morning and afternoon. When ⁷ (school / finish)? At 3:30 but on Mondays and Thursdays there ⁸ (be) after-school clubs. Josh (not / go) to my after-school clubs. He ¹⁰ (play) basketball af chool twice a week.
A V B 1 3 a b b A V B 4 9 5 S Con	What time ° _ do you get up (you / get up) on school days?
A V B 1 a a b B A V B A S S S S S S S S S S S S S S S S S S	What time ° do you get up (you / get up) on school days? (get up) at 7:30. The first lesson 2(start) at 9:00 at my school. I (not / walk) to school. My friend Josh 4(come) to my h und then we 5(go) to school together on our bikes. We 6(have) essons in the morning and afternoon. When 7(school / finish)? At 3:30 but on Mondays and Thursdays there 8(be) after-school clubs. Josh (not / go) to my after-school clubs. He 10(play) basketball af chool twice a week.
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A V B 1 3 2 3 1 4 A V B A 9 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	What time ° do you get up (you / get up) on school days? (get up) at 7:30. The first lesson 2(start) at 9:00 at my school. I (not / walk) to school. My friend Josh 4(come) to my h und then we 5(go) to school together on our bikes. We 6(have) essons in the morning and afternoon. When 7(school / finish)? At 3:30 but on Mondays and Thursdays there 8(be) after-school clubs. Josh (not / go) to my after-school clubs. He 10(play) basketball af chool twice a week.
A V B 1 a a b A V B A S S S S S S S S S S S S S S S S S S S	What time ° do you get up (you / get up) on school days? (get up) at 7:30. The first lesson 2(start) at 9:00 at my school. I (not / walk) to school. My friend Josh 4(come) to my h und then we 5(go) to school together on our bikes. We 6(have) essons in the morning and afternoon. When 7(school / finish)? At 3:30 but on Mondays and Thursdays there 8(be) after-school clubs. Josh (not / go) to my after-school clubs. He 10(play) basketball af chool twice a week. estandparents ° _ have got a modern house. Downstairs, there 1 a hall II bathroom, a kitchen and a big living room. The kitchen 2 some cupboards, a cook
A V B 1 1 2 2 2 2 2 1 4 8 4 9 5 5 5 5 5 5 6 6 7 7 1 1 1 1 1 1 1 1 1 1 1 1 1 2 2 1 1 1 1	What time ° _ do you get up (you / get up) on school days?



4 Find the mistake in each sentence and then correct it.

FUNCTIONS

5 Complete the dialogue with the words in the box.

			(x2) sandwiches ng how much	
Ellen Ha sa Waiter Ellen Ha Waiter	Hello. What 1 you? ave you got 2 Yes, we have. We've got har vegetarian. ave you got any cheese ? Yes, we've got cheese and t don't really want 4 omatoes, can I just have the	comato.	Waiter Sure, no problem. Would 5 chips wit Ellen No, just the sandwich, plea Waiter 6 to drink? Ellen A glass of cola, please. Waiter Would you like 7 lemon with that? Ellen No, that's all thanks. 8 is it? Waiter That's £5.50, please.	h that?
				/8

WRITING

6 Write a short presentation about George using the notes.



Story time

Speaking

1 What stories do the pictures show? What do you know about each of them?



- **2** Say who the main characters of these stories are. Can you name any other characters?
- 3 Do you know any films based on these stories? How is watching a film different from reading a book?

Reading

4 Read the following fragments.

Cinderella is an old fairy tale. Cinderella is a beautiful girl who has to work hard for her cruel stepmother and stepsisters after her parents die. In the end, she meets a prince and they get married. *The Adventures of Pinocchio* is an Italian story by Carlo Collodi. It is about a wooden boy whose nose grows whenever he tells a lie. He never listens to his father and he goes through many fascinating adventures. Helped by the Fairy, Pinocchio learns to be good and becomes a real human boy in the end.

Treasure Island is an adventure story by Robert Louis Stevenson. It is about a boy called Jim who goes to sea with some men who are looking for treasure. He soon finds out that some of the men are pirates and that he is not safe on the ship. He has to try to escape from Long John Silver and his men.

C a story for children about imaginary, magic beings and lands

5 Are these sentences true or false? Mark them as T (true), F (false) or DS (doesn't say).

- 1 Cinderella's stepmother meets a prince and they get married.
- 2 Cinderella is tall.
- 3 Pinocchio is not a human boy.
- 4 Pinocchio does not always listen to his father. _
- 5 Jim is a pirate.
- 6 Jim has a dangerous adventure at sea.

6 Match the words with their definitions.

- **1** fairy tale
- A very unkind, nasty B becomes bigger
- 2 cruel3 fascinating
- 4 grows
- 5 adventure
- **D** an exciting, sometimes dangerous experience **E** very interesting

130 one hundred and thirty

Story time

Writing

7 Write a letter to your favourite film or book character. Ask questions about:

- his/her daily routines;
- his/her free time activities;
- his/her favourite food and why he/she likes it;
- his/her favourite animal and why he/she likes it.

Now pretend you are the character and write a letter replying to the questions.

Oral presentation

8 Project work: Your favourite fairy tale character.

Think about the following questions:

- Who is your favourite fairy tale character? What is his or her name?
- What story does he or she appear in?
- Why do you like him or her so much?

At home, find pictures of your character and print them. You can also draw the character. Also, bring an A3-sized sheet of cardboard, markers, coloured pencils or crayons, glue and scissors.



Now make your project. It should have pictures of your chosen character and some written information about him/her and the story he/she is part of.

much in your project. Prepare the information you wish to present to your classmates. Present the project to them. Try to make your presentation fun.

Check your results!)

Through this activity you manage to:

- identify the topic based on instructions
- practise giving your opinion on a topic
- think critically about details when writing a text
- develop your creativity by practising oral and writing skills
- create a poster by combining visual and written materials

ABUTT

CLIL

GEOGRAPHY



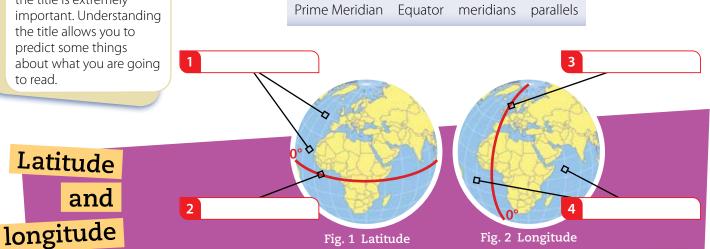
Exam tip

Predicting the content To understand a text, remember that reading the title is extremely important. Understanding the title allows you to predict some things about what you are going to read.

Reading comprehension

1 Do you know what the words *latitude* and *longitude* mean?

2 Read the text and put the words in the box in the correct place.



There are lots of horizontal and vertical lines on a map of the Earth: parallels and meridians. Parallels are imaginary lines parallel to the Equator. Meridians are imaginary lines from the North Pole to the South Pole.

The Equator is the most important parallel. It divides the globe into the northern hemisphere and the southern hemisphere. The Prime Meridian is the most important meridian and it passes through Greenwich in London.

Latitude is the distance of a place north or south the Equator. Longitude is the distance



measure: find out the size or amount of something degrees: a unit of measure reference line: a line that helps us compare

other things to last: to continue to exist

mean solar time: the time shown on a clock

of a place east or west of the Prime Meridian. We measure latitude and longitude in **degrees**. The Equator is 0° (zero degrees) latitude. The Prime Meridian is 0° (zero degrees) longitude.

Greenwich, in London, is famous for the Royal Greenwich Observatory, the National Maritime Museum

3 Answer the questions.

- 1 What are parallels?
- 2 What are meridians?
- 3 What is latitude?

and the Cutty Sark. The Prime Meridian in Greenwich, also called the Greenwich Meridian, is the **reference line** for Greenwich Mean Time (GMT). This is a standard time for the world – the day begins at midnight at Greenwich and lasts for 24 hours. The mean solar time at Greenwich is now called Universal Time. If you visit Greenwich, you can stand on the famous Meridian Line.



- **4** What is longitude?
- **5** Where is Greenwich?
- **6** What is the Greenwich Meridian?

<u>GEOGRAPHY</u>

COMPETENCES

technological and scientific competence learning to learn initiative

- **Dialogue practice**
- **4** Mark is going on a trip to Greenwich and he wants to visit the National Maritime Museum. Fill in the blanks with the phrases below.

CLIL

What can you do there? What is it? Wow! I'd like to visit the museum, too! Do you like the National Maritime Museum? Bye! What's your favourite activity?

Yes,	l do. It's fantastic!
2	
You	can do a lot of fun activities.
3	
My f	avourite activity is 'Meet the Vikings'.
4	, 5
lt's a	n activity about the lives of the Vikings.
5	,
Goo	d idea. Bye!
6	,

Writing practice

5 Kim wants to visit the Royal Observatory of Greenwich. Complete the email she writes to Linda using the words in the box.

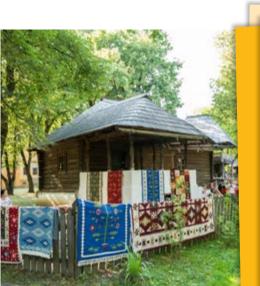
tourists lessons famous museum

Hi, I want to tell you about the Royal Observatory at Greenwich. It's a very ____ historic building. Many ²______ visit it every day. Now it's a ³ and a science centre. There are lots of interesting and fun ⁴ about science, technology and maths. Enjoy your visit to Greenwich! Love ⊙, Linda

Now write a description of your favourite museum.

Oral presentation

6 Describe the museum. Use the information in the fact file. Talk for about a minute.



Fact file

Place Location Description

"Dimitrie Gusti" National Village Museum

Bucharest, Romania

the most visited museum in Romania; it reflects the traditional life of Romanian peasants; access to a library; an art gallery with permanent exhibition of contemporary folk artists

Visitors

tourists from all around the world



Reading comprehension

1 Do you know the names of five musical instruments in English?

2 Read the text and put the words in the box in the correct place.

string instruments percussion instruments conductor wind instruments





conductor:

the person who guides an orchestra

string: the part of a guitar or violin that makes a sound – it is long and thin

bow: a long thin piece of wood that touches the strings on a violin to make a sound

wind: moving air the furthest:

at the greatest distance from something or someone An orchestra is a large group of musicians. They play together different instruments. Most orchestras have a **conductor**. His / her job is to direct the musicians during the concerts.

The instruments of the modern orchestra are:

- the string instruments, near the conductor. The musicians use their fingers or a bow to play the string instruments. Examples of string instruments are the cello, the violin, the harp and the piano;
- the wind instruments, in the middle of the orchestra. The musicians play wind instruments by blowing air into them. Examples of wind instruments are the flute, the trumpet, the trombone and the clarinet;
- the percussion instruments, **the furthest** from the conductor. Percussion instruments make a sound when the musician hits them. Examples of percussion instruments are the drums, the xylophone and the triangle.



3 Answer the questions.

- 1 What is an orchestra?
- **2** What does the conductor do?
- **3** What groups of instruments are there usually in an orchestra?
- 4 Read the text *The Modern Orchestra* again and put the instruments into three categories: *string instruments, wind instruments* and *percussion instruments*.

2

MUSIC

COMPETENCES

cultural awareness and expression learning to learn initiative

5 Complete the text with the words in the box.

Europe countries 14 world orchestra musicians composers

The EUYO

The European Union Youth Orchestra (EUYO) is a special 1______. It includes more than 100 brilliant musicians aged between 2______ and 24. They come from all the European countries. The young 3______ of the EUYO perform famous works by important 4______, such as Strauss and Beethoven. The Orchestra goes on tour every year to 5______ all around the 6______, to 7_____, North America, China and Japan.

Dialogue practice

6 Complete the interview with a young musician of the European Union Youth Orchestra using the words in the box.

> Windsor composer name often instrument old What's your 1_____? You **Rob** My name is Rob. You How ²_____ are you? **Rob** I'm fifteen. You Where are you from? Rob I'm from ³_____, near London. You What ⁴_____ do you play? **Rob** I play the violin. How ⁵_____ do you practise? You **Rob** We practise six days a week. You Who is your favourite ⁶_____ ? My favourite composer is Mozart. Rob

Writing practice

Exam tip 📉

...

Writing an email

When you write an email or a letter, remember to read the instructions carefully. Following the instructions or notes allows you to organise your writing properly.

- 7 Imagine that you play the flute in the orchestra. Write a short email to Tess (30–40 words) using the notes below:
 - you play the flute in the orchestra
 - you are 20 students in the orchestra
- you usually have rehearsals on Monday afternoons
- the next concert you have is at Christmas

8 Now imagine you interview your favourite singer. Follow the model in exercise 6.

Oral presentation

9 Imagine that you play the keyboard during a concert at your school. Describe what you do by answering questions 1–5. Talk for about one minute.

- **1** What instrument do you play?
- **2** How many students are there in the orchestra?
- **3** Where do you rehearse?
- 4 How often do you rehearse?
- **5** When is your next concert?

OXFORD CIRCUS STATION

Culture

2

VIDEO

Reading

5

1 (D) BEFORE YOU READ What do you know about London? What famous buildings are there? Read and listen to the text, then check your answers.

INDERGROUNK **2** Match the pictures (1–6) with the captions (A–F).

- **A** The City
- **B** A traditional ceremony
- C Notting Hill Carnival
- **D** The Tower of London
- E 📃 A busy London street
- **F** A London park

3 COMPREHENSION Read the text again and match the two halves of the sentences.

- **1** The population of London is
- **2** The name of the river in London is
- 3 London is the capital city of
- **4** Westminster is
- **5** There are lots of big
- **6** The City is
- **7** The Changing of the Guard is
- 8 Notting Hill Carnival is

- **A** England and the United Kingdom.
- **B** parks in London.
- **C** in August.
- **D** about 9 million.
- **E** the centre of government.
- **F** the business area.
- **G** at Buckingham Palace.
- **H** the Thames.

136 one hundred and thirty-six



Culture

Fact file

LOCATION South POPULATION over 9 AREA 1,570 RIVER River HISTORY AD 43 Roma

South-East England over 9 million 1,570 km² River Thames AD 43: foundation of the Roman city of *Londinium*

London is a very important city. It's the capital of England and the United Kingdom. The centre of the British **government** is in Westminster and Buckingham Palace is the home of the British

5 **royal** family. London is an international city and it's important for **business**, culture and tourism.

London is a city of contrasts:

- It's very busy. Millions of people live, work and study in London and it's always full of foreign
- ¹⁰ tourists, too. The streets and 'the Tube', London's underground railway system, are very busy every day.
 - London is a very big city but it's also a quiet city. There are lots of big parks. There are over 8 million trees in London!
 - London's a historic city and it's full of interesting old buildings and monuments: the Tower of London is nearly 1,000 years old. Westminster Abbey, St Paul's Cathedral and Trafalgar Square are important in the history of London, too.

- London is also a modern city. The business area is called 'the City' and it's full of modern skyscrapers. The 2012 Olympic Park is in the east of London.
- London is also a city of old traditions: there's the Changing of the Guard at Buckingham Palace, the Beefeaters at the Tower of London and there are royal processions on special occasions.
- London loves new celebrations, too, from rock
- 30 concerts to sporting events and multicultural celebrations in the streets, like the Chinese New Year celebrations in Chinatown and the Caribbean Carnival in Notting Hill in August.

20

15

Glossary

government: the group of people who make decisions about a country royal: to do with the king and queen business: affairs involving money

COMPETENCES

cultural awareness and expression digital competence initiative

Oral presentation

- 4 Search for information on the Internet about an important Romanian city. Write a *fact file* like the one above. Then look for pictures of the most important monuments and write captions for them.
 - Location
 - Population
 - Area
- River
- History
 - Famous buildings and monuments

5 Present your city from exercise 4 to your classmates, using the information found.

SCHOOLS IN THE UK

In Great Britain children start school at the age of 5 and **leave school** when they are 18. Most schools have a school uniform – even primary schools!

School in the UK				
Age	School	Year	3	
3–4	nursery school			
¹ 11	² school	1–6		
11–16	³ school	7–11		
16-4	sixth form	12–13		

The school year

Culture

The school year begins in the first week of September and finishes in the last 5 week of July. It is usually divided into three **terms**. Students have two weeks' holiday at Christmas and Easter, six weeks in the summer and one week in October, February and May.

The school week and the school day

The school week is from Monday to Friday and the school day is from about 9:00 to 3:30, so most students in the UK don't go to school on Saturdays. There are two short **breaks**, one in the morning and one in the afternoon, and one long break at lunchtime. Students usually have lunch at school.

Reading

- **1 BEFORE YOU READ** How is the Romanian school system organised? What are the school stages? At what age do children start each stage?
- 2 Read and listen to the text then complete the *fact file*. What school do your British peers go to?
- **3 COMPREHENSION** Read the text again and decide if the sentences are true (T) or false (F), or if the information is not given in the text (DS). Correct the false sentences.
 - 1 All British schools have a uniform.
 - 2 The summer holidays are six weeks long.
 - **3** Students always go to school in the afternoon.
 - 4 The lunch break is one hour long.
 - 5 Children have seven tests at primary school.
 - **6** Secondary school students have all their lessons in one classroom.
 - 7 In Years 10 and 11, students study five subjects.
 - 8 Students take their A Level exams in their final year of school.



cultural awareness and expression

COMPETENCES

initiative

10

DS



Primary school

Children start school when they are 5 years old and they go to primary school for six years. They usually

15 study maths, English, science, ICT, history, geography, RE, art, music and PE. They have important tests when they are 7 and 11 years old.

Secondary school

Children go to secondary school when they are 11 years old. Secondary schools are usually big – they

- 20 have between 600 and 1,000 students. Some schools are only for boys or only for girls but most schools are mixed. For each subject students have a different teacher and they go to a different classroom. For some subjects, like maths and English, students have
- 25 their lessons in ability groups.

Exams and tests

In UK schools, all tests and exams are written – there aren't any oral tests, except for languages. Students get a report at the end of each term. In Years

- ³⁰ 7-9, students study all subjects and there are tests at the end of Year 9. In Years
 10 and 11 they study maths, English, science, ICT and PE and they also choose four or five other subjects. They have
- ³⁵ GCSE exams (General Certificate of Secondary Education) in these subjects when they are 16. In Years 12 and 13, the 'sixth form', students specialise in three or four subjects and they take their final
- 40 school exams (A Levels) when they are 18.



leave school: finish school

terms: parts of the school year (between the holidays) breaks: pauses



Oral presentation

- 4 Think about the Romanian school and write some sentences for each category. Then prepare a table and write the main differences between the Romanian and the British school systems.
 - Uniforms
 - The school year
 - The school week and the school day
- Primary school
- Middle school
- Secondary school
- Exams and tests

School in the UK	School in Romania
Children start primary	Children start primary
school when they are 5	school when they are 6
years old.	years old.

5 Present the differences between the two school systems to your classmates.

Festivals



AUTUMN FESTIVALS

Bonfire Night

VIDEO

November 5th is a special day in Britain. We go to school and work as usual, so it isn't a holiday, but in the evening we

5 celebrate the **discovery** of the **Gunpowder Plot** against King James I and the arrest of Guy Fawkes in 1605. Katy 'I love Bonfire Night. In the
evening, when it's dark, we go to the
Bonfire Night celebrations in the park.
There's an enormous **bonfire** and on
top of it, there's a 'guy'. This is an effigy
of Guy Fawkes made from paper and

15 old clothes. While we are watching the fireworks, we eat hot potatoes with cheese, sausages and a special cake called 'parkin'. Bonfire Night is great fun!



Diwali

- Diwali is an important festival for Hindus in India and across Asia. It is the Festival of Light. Asian communities in the UK celebrate this
- 25 important festival at the end of October or at the beginning of November.

Hadi 'My family is originally from India so in the autumn we
celebrate both Bonfire Night and Diwali! For Diwali, we decorate our houses with little lamps and we wear new clothes to the celebrations. There are

35 lots of fireworks. At home, we have special meals with our family and friends and we eat lots of delicious Diwali sweets. It's my favourite time of year!'

Glossary

discovery: something that you find out Gunpowder Plot: a historical event in Britain – a secret plan to blow up parliament bonfire: a big fire

fireworks: exploding coloured lights in the sky



Reading

- 1 Read and listen to the text, then match the words with the pictures.
 - A bonfire

B fireworks

C Diwali lamps

2 Read the text again and complete the table.

Festival	Where?	When?	Origin
Bonfire Night			
Diwali			

3 COMPREHENSION Answer the questions.

- 1 Where does Katy go on Bonfire night?
- 2 What is a 'guy'?
- **3** What does Katy eat on Bonfire Night?

4 Where is Hadi's family from?

5 What special decorations are there in Hadi's house at Diwali?

PORTFOLIO AUTUMN FESTIVALS

- **1** Answer the questions after discussing them in class.
 - 1 What celebrations are there in Romania in the autumn?
 - 2 When are they?
 - **3** What do people do to celebrate?
 - 4 What special food do they eat?
- 2 Write a short letter to a British friend about a Romanian autumn festival.

CHRISTMAS



'Christmas is my favourite time of year! I love December, too and all the preparations for Christmas. At school we have a Christmas concert and a special Christmas lunch in the last week before the holidays. In the town centre there's a Christmas market, special Christmas lights and an enormous Christmas tree.

At home we decorate our house and put up a big Christmas tree in the living room. We send **Christmas cards** to our friends and family and they send cards to us, too.

On Christmas Eve we put our **presents** for the family under the Christmas tree. My brother and I leave **stockings** on our beds.

Of Christmas tree. My promer and reade creaters of Father Christmas comes during the night and leaves toys, sweets and presents in our stockings!

On Christmas Day our grandparents come to our house. When they get here we open the presents. We have an enormous

15 Christmas lunch – my favourite! There's roast turkey, roast potatoes and vegetables and for dessert there's Christmas pudding and mince pies.

On Boxing Day we go to my aunt and uncle's house for lunch and in the afternoon we play games and eat **Christmas cake**.

D

Glossary 🔿 🕯

Christmas card: a card that we write at Christmas to our friends or family

presents: gifts stockings: long socks turkey: a large bird which people eat at Christmas mince pies: sweet pastry filled

with dried fruit

Christmas cake: a fruit cake which people eat at Christmas

24th December Christmas Eve 25th December Christmas Day 26th December Boxing Day

Reading

20 Becky

1 Read and listen to the text, then number the pictures in the order in which they appear in the text.

2 **COMPREHENSION** Answer the questions.

- 1 How do they celebrate Christmas at Becky's school?
- 2 What is there in Becky's living room at Christmas?
- **3** Where does Father Christmas leave the presents for Becky and her brother?
- **4** Who comes to Becky's house for lunch on Christmas Day?
- 5 What does Becky's family do on Boxing Day?

PORTFOLIO CHRISTMAS IN ROMANIA

1 Answer the questions after discussing them with your classmates.

- 1 What preparations are there before Christmas at your school, in your town and at home?
- **2** What does your family do on 24th, 25th and 26th December?
- **3** What special Christmas traditions are there, for example special food, presents and other things?
- 2 Write a short letter to a British friend about the way you spend Christmas in Romania.

Project

A POSTER OF MY FAVOURITE ANIMAL

Objective: let your classmates know about your favourite animal. Present this animal and play the role of a documentarist.

The time you need: 45 minutes to prepare + 10 minutes to present Number of students per group: 4





a computer connected to the Internet 🛛 🔄 a large sheet of cardboard



markers/felt tips





glue





magazines

Steps

1

Choose an animal to present. Search (individually or in pairs) for information (on the Internet, in books and magazines) about your animal (where it lives, what it eats, what it looks like, its daily activities, interesting facts about it). Write the information down on a sheet of paper.

2 Write a short description of your animal based on the information in step 1. You can create a fact sheet to briefly describe it, or you can write the description using notes that you can cut out.

3

Select a few photos of your animal. Ask your teacher to help you print or make colour copies of your animal. You can also draw a picture of it.



Now make your poster on the large sheet of cardboard: write the name of your choice. Each of animal using markers. Stick the first photo and write a title below it. Do the same with the other photos. Stick notes with the information in step 2.

5

scissors

Present your collage to your classmates. Give reasons for your the four group members talks about one of the categories mentioned in the fact sheet.

6

Display your posters in a class exhibition. Ask and answer questions about what you see. Compare the posters and choose a classmates' favourite.

Now I check my results	
Now I check my results	
NOW I CHECK HIY LEGUILS	5

In my activity, I:

- meet the time given
- use all the tools needed
- follow the steps given
- work in a group

Project

The time you need: 45 minutes to prepare + 10

Number of students per group: 4

minutes to present

A TOURISTIC COLLAGE

Objective: let your classmates know about a city or a country of your choice. Present this place and play the role of a tour guide.

Note: this is a personal presentation. Don't hesitate to talk about the things you love and to tell funny stories about them.



a computer connected to the Internet 🛛 🖉 a large sheet of cardboard



markers/felt tips

choice.

2









Steps

1

Choose a city or a country to present. Search (individually or as a group) for information (on the Internet, in books and magazines ...) about this place (population, area, history, geography, special food, famous people ...). Write the information down on a sheet of paper.

100 000

3

Select a few photos Ask your teacher to of places and/or help you print or monuments to visit make colour copies and arrange them in of these places/ order of importance. monuments. Write down the reasons for your

4

Make your touristic collage on the large sheet of cardboard: write the name of the city/country using markers. Stick the first photo and write a title below it. Do the same with the other photos. Under each picture and title, write a short paragraph based on the information in step 1.

5

Present your collage to your classmates. Display your collages in a class exhibition. Ask and answer questions about what you see. Compare the collages and choose the most impressive one.



Now I check my results!

In my activity, I:

- meet the time given
- use all the tools needed
- follow the steps given
- work in a group

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