Ministerul Educației

art Klett

Ben Goldstein & Ceri Jones
with David McKeegan,
Cristina Rusu and Diana Todoran



Limba modernă 1

Engleză

studiu intensiv

Clasa a V-a

5

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Manualul școlar a fost aprobat de Ministerul Educației prin ordinul de ministru nr. 4065/16.06.2022.

Manualul este distribuit elevilor în mod gratuit, atât în format tipărit, cât și în format digital, și este transmisibil timp de patru ani școlari, începând din anul școlar 2022 – 2023.
Inspectoratul Școlar .....
Școala/Colegiul/Liceul .....

ACEST MANUAL A FOST FOLOSIT DE:

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

* *Pentru precizarea aspectului manualului se va folosi unul dintre următorii termeni:* ***nou, bun, îngrijit, neîngrijit, deteriorat.***
• Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.
• Elevii nu vor face niciun fel de însemnări pe manual.

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Foreword

Cambridge uses cutting-edge language and pedagogy research to create innovative materials that teachers and students will love. Discovery Education™ videos inspire students and enhance their language learning.

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 – studiu intensiv. Engleză. Clasa a V-a*, a textbook that follows the Romanian Curriculum step by step, offering:

- high-interest video from Discovery Education™ and stimulating global topics that spark curiosity and engage and motivate teenage learners;
- a careful progression of personalised language building activities that leads to greater spoken and written fluency;
- flexible teaching support for mixed-ability classes that includes graded tests and extra practice activities.

Unit tour Limba modernă 1. Engleză – studiu intensiv. Clasa a V-a



The Student's book has two versions:

Student's Book – printed version

+

Student's Book – digital version
(includes, apart from the information from the printed version, over 200 AMII – multimedia interactive learning activities)

The Student's book contains:
A *Starter section* to revise basic grammar and vocabulary + 8 Units + *Extras*

Each unit has the following structure:
Vocabulary + Reading + Language focus 1 + Listening and vocabulary + Language focus 2 + Discover culture + Speaking + Writing + Extras
There is a Review and an Evaluation test after every two units and also a Final evaluation test.

Extras: *Grammar reference, Vocabulary bank, Portfolios, CLIL, Festivals, Reading for pleasure, Projects*

Unit opener
Each unit starts with an impactful image designed to spark curiosity and discussion, and introduce the unit topic. Vocabulary, grammar and unit aims are clearly identified so that students and teachers can easily follow the syllabus progression and record achievement.





Vocabulary section focuses on a listen, check and repeat task through which students can hear how the target vocabulary is pronounced and practise it themselves.

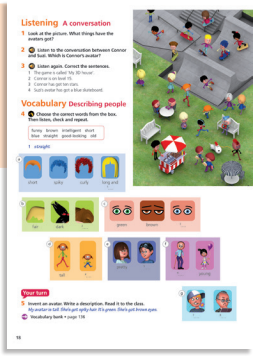
Reading section features a reading text which provides a natural context for the new grammar. All reading texts are recorded.





Language Focus 1 and 2 sections highlight examples that are contextualised in the preceding reading and listening passages. Many of the Language Focus pages include a *Get it Right* feature and a *Say it Right* feature.

Listening and Vocabulary section provides a natural context for the new grammar and vocabulary items.





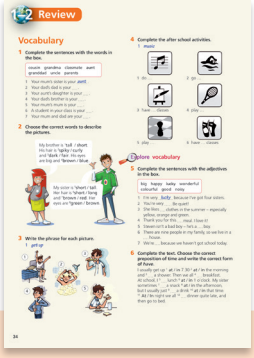
Discover culture section expands on the unit topic and provides a motivating insight into a variety of cultures around the world.



Speaking section provides a progression of easy-to-follow activities which guide students towards written and spoken fluency.



Writing section includes a model text from the featured genre and follow a *Process Writing* methodology.



Review section provides two pages of exercises which are grouped under Vocabulary and Language focus. They come after every two units.

Manualul are două versiuni:

Varianta tipărită

+

Varianta digitală

(include, pe lângă informațiile din varianta printată, peste 200 AMII – activități multimedia interactive de învățare)

Manualul cuprinde:

O secțiune introductivă de recapitulare a noțiunilor gramaticale și lexicale de bază + 8 Unități de învățare + Anexe

Fiecare unitate are următoarea structură:

Vocabular + Lectură + Gramatică 1 + Ascultare și vocabular + Gramatică 2 + Comunicare + Redactare + Anexe

Există un test de evaluare la fiecare două unități și o testare finală.

Anexe: *Gramatică, Vocabular, Portofolii, CLIL, Sărbători, Lecturi, Proiecte*

Instrucțiuni de utilizare a manualului digital

Activitățile multimedia interactive de învățare sunt de trei feluri și sunt simbolizate pe parcursul manualului astfel:

Static AMII – listening and studying an image/Activitate statică, de ascultare și observare a unei imagini

Animated AMII – film and animation/ Activitate animată (film/animație)

Interactive AMII – exercise with immediate feedback after solving/ Activitate interactivă, de tip exercițiu, cu feedback imediat în urma rezolvării

Alte butoane folosite în varianta digitală:

Butonul **CUPRINS**

Butonul **ECRAN COMPLET**

Mod de afișare **2 pagini** (tip carte)

Mod de afișare **pagină lată (pagină sub pagină)**

Mod de afișare **digital *responsive***

Mod de afișare **comutare automată**

Butonul **NOTIȚE**

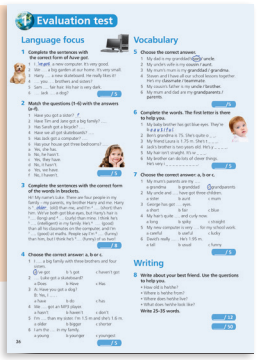
Secțiunea **AJUTOR**

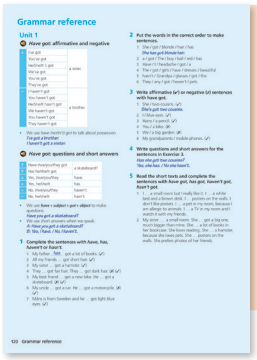
Navigare către pagina precedentă

Navigare către pagina următoare

Evaluation test

section contains two pages in which the students' knowledge is examined to determine what they have learned after every two units.



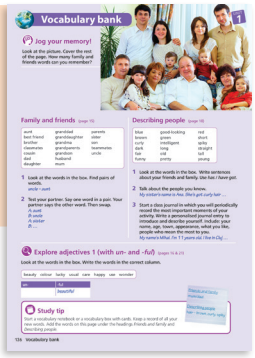


Grammar reference

section provides more detailed examples and explanations, plus additional practice exercises.

Vocabulary bank

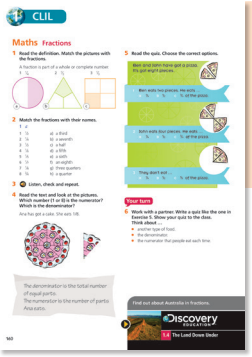
section contains all the new vocabulary from each unit. Activities revise and consolidate the language.





Portfolio

section contains projects to be done step-by-step. It is related to the topic of the corresponding lessons in the unit.



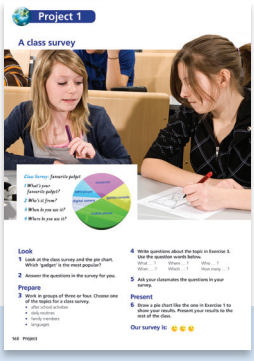
CLIL section gives students the opportunity to study other subjects through the medium of English. Each CLIL lesson is linked to the topic of the corresponding unit.



Festivals section contains exercises and texts describing holidays and traditions in some English-speaking countries compared to Romania.



Reading for pleasure section focuses on the world of literature.



Projects section provides eight optional projects in which students are given a clear model to guide them.

Contents

Starter Unit	Vocabulary	Language focus
	p8 the alphabet, numbers, time, **p9** classroom objects, **p10** personal possessions and adjectives, **p11** days of the week, months and dates, ordinal numbers, **p12** countries, nationalities and languages	**p9** prepositions of place, *this*, *that*, *these*, *those*, **p10** possessive adjectives and possessive pronouns, possessive *'s*, **p11** *be*: affirmative, negative and questions

Unit	Vocabulary	Reading	Language focus 1	Listening and vocabulary	Language focus 2	Discover Culture (Video and Reading)
1 People 1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.4; 2.5; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4	**p15** Family and friends	**p16** An online article **Explore** adjectives 1	**p17** *have got* ▶ Robot fighters	**p18** A conversation Describing people	**p19** Comparative and superlative adjectives **Say it right!** /ðən/ ▶ **Get it right!** one-syllable adjectives	**p20** ▶ My family, by Boris Moldanov **p21** An online interview **Explore** adjective suffixes *-ful*
2 It's your life 1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.4; 2.5; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4	**p25** Daily routines	**p26** An online forum **Explore** prepositions of time	**p27** Present simple **Say it right!** /s/ /z/ /ɪz/ ▶ Ali's Day	**p28** After school activities A conversation ▶ **Get it right!** activities ending in *-ing*	**p29** Present simple questions, ▶ Adverbs of frequency	**p30** ▶ Chinese gymnast **p31** A blog **Explore** expressions with *have* 1
	Review Unit 1 and 2 pp 34–35				**Evaluation test Unit 1 and 2 pp 36–37**	
3 Schooldays 1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.4; 2.5; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4	**p39** Places in a school	**p40** A magazine article **Explore** nouns and verbs	**p41** *can* for ability , *can* and *may* for permission **Say it right!** *can/can't* ▶ **Get it right!** *can* in the third person ▶ Kung Fu school	**p42** A podcast School subjects	**p43** Object pronouns, (*don't*) *like*, *don't mind*, *love*, *hate* + *ing*	**p44** ▶ South African schoolgirl **p45** A profile **Explore** adjectives 2
4 Food! 1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.4; 2.5; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4	**p49** Food	**p50** A magazine article **Explore** expressions with *have* 2	**p51** Countable and uncountable nouns, *a/an*, *some* and *any* ▶ Fishing in Japan	**p52** A conversation Meals and courses	**p53** *there is / there are*, *much /many / a lot of*, *how much/ many?* **Say it right!** intonation in questions	**p54** ▶ Dabbawalas **p55** A magazine interview **Explore** International words
	Review Unit 3 and 4 pp 58–59				**Evaluation test Unit 3 and 4 pp 60–61**	
5 Animal world 1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.4; 2.5; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4	**p63** Animals ▶ **Get it right!** irregular plurals	**p64** A quiz **Explore** adverbs of movement	**p65** Present continuous **Say it right!** /g/ and /ŋ/ sounds ▶ Shark attack	**p66** A conversation Action verbs	**p67** Present simple vs present continuous ▶ **Get it right!** verbs that don't take present continuous	**p68** ▶ Animals in the city **p69** An article **Explore** the suffix *-er* ▶ **Your turn** Animal helpers
6 City life 1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.4; 2.5; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4	**p73** Places in a town 1	**p74** An information text **Explore** extreme adjectives	**p75** Imperatives ▶ **Get it right!** *Let's* + infinitive ▶ Rome: ancient and modern	**p76** A report Places in a town 2	**p77** Articles: definite, indefinite and zero	**p78** ▶ Crossing cities **p79** A blog **Explore** collocations 1
	Review Unit 5 and 6 pp 82–83				**Evaluation test Unit 5 and 6 pp 84–85**	
7 Sport 1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.4; 2.5; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4	**p87** Sports and activities ▶ **Get it right!** *play* or *do*	**p88** FAQs **Explore** adverbs	**p89** demonstratives, ▶ prepositions of movement ▶ **Get it right!** demonstratives, prepositions of movement ▶ The Palio	**p90** A conversation Clothes	**p91** Present simple: *Wh-* questions ▶ **Get it right!** questions in the present simple	**p92** ▶ The bowler **p93** An article **Explore** irregular plurals
8 Holidays 1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.4; 2.5; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4	**p97** Seasons and weather	**p98** A web page **Explore** collocations 2	**p99** *be going to* **Say it right!** *going to* ▶ City of water	**p100** A conversation Landscapes	**p101** Future with *will/won't*	**p102** Alaska ▶ **Your turn** Extreme sports **p103** A holiday brochure **Explore** adjectives 3
	Review Unit 7 and 8 pp 106–107				**Evaluation test Unit 7 and 8 pp 108–109**	

Final evaluation test pp 110–117

Festivals pp 152–157 **Reading for pleasure pp 158–159** **Projects pp 168–175**

	Speaking and listening	Extras
	p8 greetings, **p13** ▶ **Real Talk**: What's your name? Where are you from? Asking for clarification	**p118 Grammar reference**

	Speaking	Writing	Extras
	p22 ▶ **Real Talk**: What's your phone number? What's your email address? On the phone	**p23** A description of a person **Useful language:** modifiers	**p120 Grammar reference** **p136 Vocabulary bank** **p137 Portfolio** **p160 CLIL** Maths – fractions ▶ The Land Down Under
	p32 ▶ **Real Talk**: What do you do after school? Asking for information	**p33** A blog post **Useful language:** connectors	**p122 Grammar reference** **p138 Vocabulary bank** **p139 Portfolio** **p161 CLIL** Science – the ▶ Earth's movements Mars
	p46 ▶ **Real Talk**: Can you use your mobile phone at school? Asking for and giving permission	**p47** An email **Useful language:** informal language	**p124 Grammar reference** **p140 Vocabulary bank** **p141 Portfolio** **p162 CLIL** Design and Technology – drawing tools ▶ Da Vinci's Design
	p56 ▶ **Real Talk**: What do you usually have for lunch? Ordering food	**p57** A report **Useful language:** time connectors	**p126 Grammar reference** **p142 Vocabulary bank** **p143 Portfolio** **p163 CLIL** Geography – Climate and food ▶ Mountains of Rice
	p70 ▶ **Real Talk**: Do you like going to museums? Asking for and giving directions	**p71** A description of an animal **Useful language:** position of adjectives	**p128 Grammar reference** **p144 Vocabulary bank** **p145 Portfolio** **p164 CLIL** Science – vertebrates ▶ Chameleons
	p80 ▶ **Real Talk**: Where do you usually go with your friends? Sequencing	**p81** A description of a place **Useful language:** adding information	**p130 Grammar reference** **p146 Vocabulary bank** **p147 Portfolio** **p165 CLIL** Art – images and communication ▶ Big Art
	p94 ▶ **Real Talk**: What's your favourite sport and why? Expressing interest ▶ **Get it right!** American and British English words	**p95** A biography **Useful language:** prepositions of time and place	**p132 Grammar reference** **p148 Vocabulary bank** **p149 Portfolio** **p166 CLIL** PE – outdoor sports and activities ▶ Extreme Fishing
	p104 ▶ **Real Talk**: Where do you like going on holiday? Making suggestions	**p105** An email **Useful language:** starting and finishing an email	**p134 Grammar reference** **p150 Vocabulary bank** **p151 Portfolio** **p167 CLIL** Maths – frequency tables and bar charts ▶ Holiday in Australia

Thanks and acknowledgements p 176

General and specific competences from the curriculum explored in the units

1. Understand oral messages in different communication situations
1.1. Identify essential information from short oral fragments related to predictable everyday situations, when the utterances are clear and slow-paced
1.2. Identify the general meaning of real-time oral messages, when the utterances are clear and slow-paced
1.3. Identify the meaning of plain and clearly articulated oral exchanges, when the interlocutor provides assistance in order to facilitate comprehension
1.4. Engage with the recognition and use of specific cultural and social elements
2. Speak in different communication situations
2.1. Give a short presentation based on images of regular/familiar contexts
2.2. Give a simple presentation on a person/character
2.3. Give suitable answers in certain contexts using simple conversational formulas (greetings, introductions, thanks, instructions)
2.4. Participate in short oral interactions with the support of the others speakers
2.5. Show willingness to participate in a dialogue
3. Understand written messages in different communication situations
3.1. Identify information from panels and signs displayed in public places for navigational purposes
3.2. Select information from a clearly-structured text (newspaper articles, simple digital media articles, brochures), in which numbers and names play an important role
3.3. Identify detailed information from different text types
3.4. Show curiosity for guided reading
4. Write messages in everyday communication situations
4.1. Write short, simple messages in contexts for immediate communication
4.2. Present an activity in written form, using linking devices (*and, but, because*)
4.3. Write simple, short texts on familiar topics
4.4. Show willingness to exchange written messages

Competenţele generale și specifice din programa școlară, urmărite în fiecare unitate de învățare

1. Receptarea de mesaje orale în diverse situaţii de comunicare
1.1. Identificarea informaţiilor esenţiale din fragmente scurte orale, referitoare la aspecte cotidiene previzibile, atunci când se vorbește rar și clar
1.2. Identificarea semnificaţiei generale a mesajelor orale curente, clar și rar articulate
1.3. Identificarea semnificaţiei unor schimburi verbale uzuale și clar articulate, în situaţia în care interlocutorul oferă ajutor pentru a facilita înţelegerea
1.4. Implicarea în recunoașterea și utilizarea unor elemente specifice de cultură și civilizaţie
2. Exprimarea orală în diverse situaţii de comunicare
2.1. Realizarea unei expuneri scurte, exersate, pe baza unor imagini în contexte uzuale/familiare
2.2. Prezentarea simplă a unei persoane/a unui personaj
2.3. Oferirea de răspunsuri adecvate unor contexte folosind formule conversaţionale simple (salut, bun rămas, prezentare, mulţumire, instrucţiuni)
2.4. Participarea la scurte interacţiuni verbale cu sprijin din partea interlocutorilor
2.5. Manifestarea implicării pentru participarea la dialog
3. Receptarea de mesaje scrise în diverse situaţii de comunicare
3.1. Identificarea informaţiilor din panouri și semne aflate în locuri publice pentru facilitarea orientării
3.2. Extragerea informaţiilor dintr-un text clar structurat (articole de ziar/digitale simple, broșuri), în care numerele și numele joacă un rol important
3.3. Identificarea unor informaţii de detaliu din diferite documente
3.4. Manifestarea curiozităţii pentru lectura de orientare
4. Redactarea de mesaje în diverse situaţii de comunicare
4.1. Redactarea de mesaje simple și scurte în contexte de necesitate imediată
4.2. Prezentarea unei activităţi în scris, utilizând cuvinte de legătură („și", „dar", „pentru că")
4.3. Redactarea de texte scurte simple pe subiecte familiare
4.4. Manifestarea disponibilităţii pentru schimbul de mesaje scrise simple

Starter Unit

Greetings

1 **Complete the conversation with the phrases below.**

What's your name?	Hi!
Nice to meet you	I'm

Jane: [1] ....
Mark: Hello.
Jane: [2] ....
Mark: I'm Mark. What's your name?
Jane: [3] .... Jane.
Mark: [4] ...., Jane.
Jane: Nice to meet you, too!

2 **Listen, check, and repeat the conversation in pairs.**

The alphabet

3 **Listen and repeat.**

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

4 **Work in small groups. Ask and answer the question and write the answers.**

How do you spell your name?

M-A-R-I-A

Numbers

5 **Write the calculations as words.**

a *one + eight = nine*

a) 1 + 8 =
b) 4 + 6 =
c) 8 – 5 =
d) 7 – 3 =
e) 9 × 2 =
f) 10 ÷ 5 =

6 **Listen and check.**

7 **Put the numbers in order from low to high.**

8 **Listen and check.**

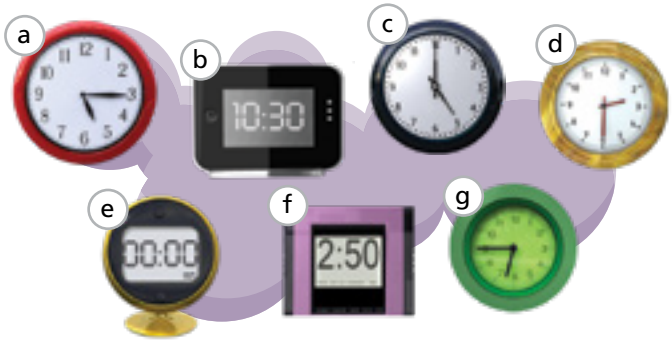
9 **Work with a partner. Ask and answer *How old are you?***

How old are you?

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

Time

10 **Match the times with the clocks.**



1 Midnight
2 A quarter past five
3 Ten to three
4 Half past ten
5 Five o'clock
6 A quarter to seven
7 Half past two

Your turn

11 **Ask and answer with your partner.**

1 What time is it now?
2 What time is your English lesson?
3 What time is your first lesson in the morning?
4 What time is your last lesson in the afternoon?

Prepositions of place

1 **Match the prepositions and phrases with the pictures.**

behind in in front of
~~between~~ next to on



1 *between*

Classroom objects

2 **Find the words in the box in the picture.**

bag board books bookshelf desk
dictionary laptop notebook pen
pencil pencil sharpener rubber ruler



3 **Write questions and answers about the picture in Exercise 2.**

1 *Where's the notebook?*
It's on the desk.

1 notebook
2 white rubber
3 red pencil
4 board
5 books
6 laptop
7 bag

Your turn

4 **Work with a partner. Look round your classroom. Ask and answer questions about where classroom objects are.**

Where's the board?

It's behind the teacher.

this, that, these and *those*

5 **Look at the pictures. Complete the sentences with *this*, *that*, *these* or *those*.**



1 *That* is my mum.



2 .... are my books.



3 .... are my blue shoes.



4 .... is my pencil.

Possessive adjectives and possessive pronouns

1 **Complete the table with the correct words.**

subject pronouns	possessive adjectives	possessive pronouns
I	my	mine
….	your	yours
he	his	his
….	her	hers
it	its	–
we	our	….
you	….	yours
….	their	theirs

Grammar reference • page 118

2 **Circle the correct words.**

1 He / It is I / my ruler. He's / It's blue.
2 It's **her / she** laptop. **She's / It's** new.
3 That's not **you / your** phone. It's **my / mine**.
4 **They / Their** are **we / our** books.
5 It isn't **him / his** brother. It's **her / hers**.
6 That is **they / their** dictionary.
7 **You're / Your** my friend.

Personal possessions and adjectives

3 **Match the pictures with the words in the box.**

a nice car a new skateboard a small bike
a big bike ~~an expensive computer~~
an old mobile phone

1 *an expensive computer*



Possessive 's

Use a name or a noun + 's to show possession.
My brother's laptop.

Grammar reference • page 118

4 **Write sentences with the possessive 's.**

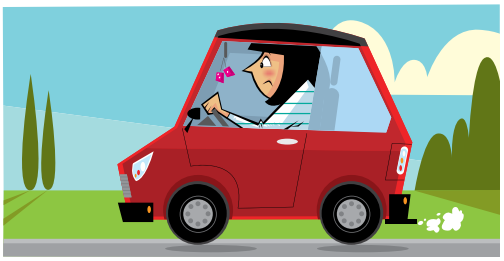
1 *My sister's bike is new.*



1 My / sister / bike / is / new.



2 Jake / computer / is / great!



3 My / mum / car / is / small.



4 My / brother / skateboard / is / old.



5 Kate / new / book / is / big.

Subject pronouns and *be*: affirmative, negative and questions

1 **Complete the tables with the correct forms of the verb *be*.**

	+	–	
I	am	'm not	12.
He/She/It	....	isn't	
We/You/They	are	aren't	

?			+	–
....	I	12?	Yes, I am.	No, I'm not.
Is	he/she/it		Yes, he/she/it is.	No, he/she/it isn't.
....	we/you/they		Yes, we/you/ they are.	No, we/you/they aren't.

Grammar reference • page 119

2 **Complete the sentences with the correct form of the verb *be*.**

1 *'m*

1 I .... Paul.
2 She .... Sara.
3 We .... friends.
4 You .... Tim.
5 They .... Pete and Suzie.
6 He .... a teacher.
7 You .... the students in my class.
8 It .... a dictionary.

3 **Make the sentences in Exercise 2 negative.**

1 *I'm not Paul.*

4 **Write questions with *be*.**

1 *Are you David?*

1 you / David?
2 we / in English class?
3 it / cold today?
4 the school / big?
5 you / eleven?
6 the teachers / children?

Your turn

5 **Work with a partner. Ask and answer the questions in Exercise 4.**

Are you David? — No, I'm not. I'm John.

Days of the week

6 **Put the days of the week in the correct order. Listen and check.**

Friday Monday Saturday Sunday Thursday Tuesday Wednesday

Months and dates

7 **Complete the months with the missing letters. Listen, check and repeat.**

J _ n _ _ ry	J _ ly
F_ bru _ ry	A _ g _ st
M _ rch	S _ pt _ mb _ r
Apr _ l	Oct _ b _ r
M _ y	N _ v _ mb _ r
J _ ne	D _ c _mb _ r

Ordinal numbers

We usually form ordinal numbers by adding *-th* to cardinal numbers.
one – first *two – second* *three – third*
four – fourth
First, second and *third* are irregular forms.

Grammar reference • page 119

8 **Match the dates. Listen and check.**

1 *c*

1	24/7	A	January 24
2	1/5	B	September 1
3	1/9	C	July 24
4	24/1	D	March 8
5	17/8	E	May 1
6	17/12	F	February 12
7	8/3	G	December 17
8	12/2	H	August 17

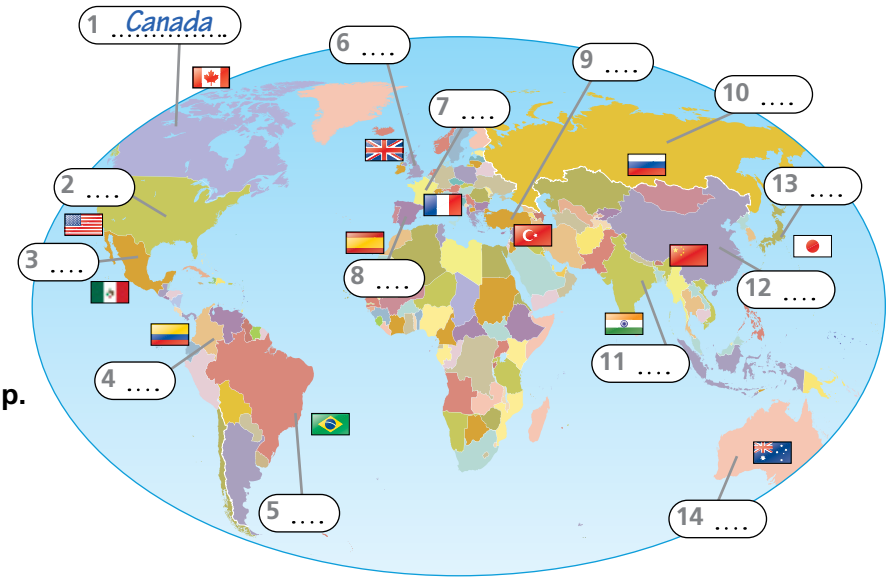
Your turn

9 **Ask and answer the questions with your partner, following the example.**

1 What's the date today?
2 What month is it?
3 When's your birthday?
4 When are your parents' birthdays?

What's the date today? — It's the first of September.

Countries, nationalities and languages



1 **Label the countries on the map.**

Australia Brazil the UK
~~Canada~~ China Colombia
France India Japan Mexico
Russia Spain Turkey the USA

2 **Listen, check and repeat.**

3 **Complete the table with the correct nationalities.**

Country	Nationality	Country	Nationality
America	American	Russia	4 ....
Australia	Australian	UK	British
Brazil	1	Turkey	Turkish
Canada	Canadian	Spain	5 ....
Colombia	2	China	Chinese
India	3	Japan	6 ....
Mexico	Mexican	France	French

4 **Listen, check and repeat.**

5 **Write sentences about the people below.**

1 *Yuki's from Japan. She's Japanese.*
2 *Michel and Nicole are from France. They're French.*

1 Yuki … Japan
2 Michel and Nicole … France
3 Sarah … Australia
4 Li Ping … China
5 Vlad and Oksana … Russia
6 Raj and Sanjeet … India
7 Harry … America
8 Leticia and Pedro … Mexico

6 **Where are you from? Ask and answer with your partner.**

7 **Do the quiz.**



1 What nationality is Harry Styles?



2 What country is this from?
3 What are the two official languages of Canada?



4 Where is this city?



5 What language is this?
6 Where is Beijing?

8 **Compare your answers with your partner.**

Speaking Asking for clarification



Real Talk: What's your name? Where are you from?



1 **Watch the teenagers in the video. Complete the chart on the right.**

Name	Nationality	Parents' nationality
Rachel	British	British
Binnie	British	British
Steven	....	Mum: .... Dad: Israeli
Emily	....	Mum: American Dad: ....
Courtney	....	Mum: .... Dad: ....
Freddie	....	Mum: .... Dad: English

2 **What's *your* name? Where are *you* from?**

3 **Listen to the conversation. When is Janek's birthday?**

Useful language

So, your name is (Janek), is that right?
Yes, that's right.
How do you spell that?

Sorry,
Can you repeat that please?
Of course.

4 **Look at the *Useful language* box and complete the conversation.**

repeat ~~right~~ course Sorry spell

1 *right*

Teacher:	So, your first name is **Janek** and your surname is **Czerwinski**, is that [1]....?
Janek:	Yes, that's right.
Teacher:	How do you [2].... that?
Janek:	It's C Z E R W I N S K I.
Teacher:	OK, thanks. And where are you from?
Janek:	**Katowice**, in **Poland**. That's K A T O W I C E.
Teacher:	And what's your date of birth?
Janek:	**12th April 2010**.
Teacher:	[3]...., can you [4].... that please?
Janek:	Yes, of [5]..... It's **12th April 2010**.
Teacher:	Thanks. And what's your address here in Bristol?
Janek:	**24 Walton Street**.

5 **Listen, check and practise the conversation with your partner.**

6 **Change the words in bold in the conversation in Exercise 4. Use the information on the cards. Practise the conversation.**





1 People

Discovery EDUCATION

In this unit ...



Robot fighters **p17**



My family **p20**



On the phone **p22**



CLIL The land down under **p160**

Vocabulary
- Family and friends
- Describing people
- Adjectives 1

Language focus
- *have got* affirmative, negative, questions and short answers
- Comparative adjectives

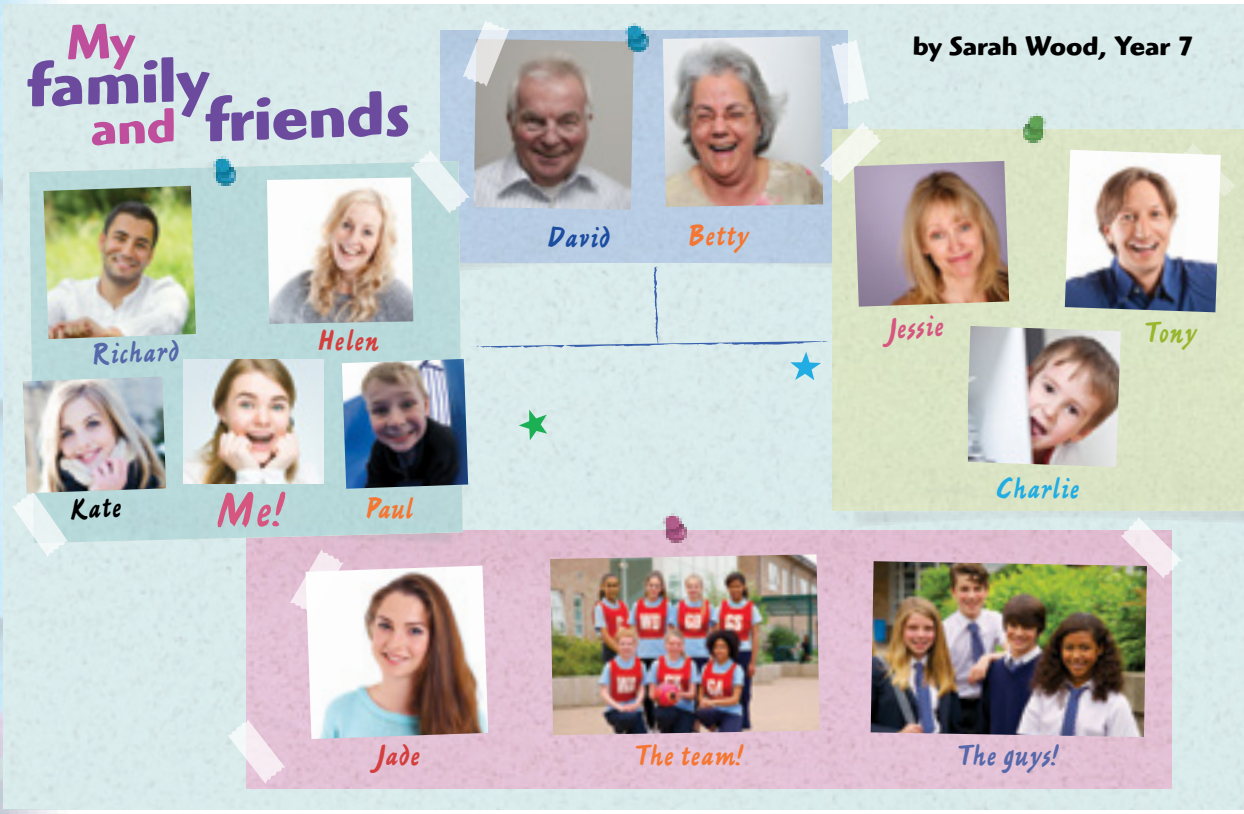
Unit aims
I can ...
- talk about my family.
- compare people.
- understand a text about other cultures.
- talk on the phone.
- write a description of someone.
- write an email about my school.

BE CURIOUS

What can you see in the photo?

Start thinking
- How many people are in this family?
- How old do you think they are?
- When do you wear boots like these?

Vocabulary Family and friends



1 **Look at the family tree. Where is Sarah?**

2 **Complete the text with the words in the box. Then listen, check and repeat.**

uncle brother aunt teammates wife dad cousin sister classmates grandma granddad mum best friend parents ~~grandparents~~

Here's a picture of my family and friends. At the top are my [1] *grandparents*. My [2]....'s name is David and his [3].... is Betty. She's my [4]....'. My [5]....'s name is Helen and my [6].... is Richard. They are my [7]....'. Paul is my [8].... and Kate is my [9]....'. Jessie is my [10]....'. Our [11]....'s name is Tony. I've got one [12].... – his name is Charlie. At the bottom of the picture is my [13]...., Jade, my [14].... (we play netball for our school), and my [15].... – I just call them 'the guys'!

3 **Look at the family tree again and complete the sentences with the words in the box.**

son daughter grandson granddaughter

1 *Sarah is David and Betty's granddaughter.*

1 Sarah is David and Betty's ....
2 Charlie is Jessie and Tony's ....
3 Kate is Richard and Helen's ....
4 Paul is David and Betty's ....

4 **Copy and complete the circles with the words in Exercise 2.**



Your turn

5 **Draw your family tree. Tell your partner who the people are.**

These are my grandparents. Their names are Manuel and Carla. That's my dad …

Vocabulary bank • page 136

A VERY BIG FAMILY!

Have you got a brother or a sister? How many have you got? One? Two? Maybe more?

Damien Baxter is very lucky. He's got fourteen brothers and sisters!

The family lives in a big house in Western Australia. The house has got seven bedrooms, and lots of beds. It isn't a quiet house. It's a very noisy house with lots of children in it.

Three of Damien's brothers and sisters are adults. They've got children too. Damien is a baby, but he's an uncle to those children!

The Baxter family is very busy. There's lots of work to do in the Baxter house. When a child is eight years old, they help with the work. Damien is only three months old, so he hasn't got jobs to do yet.

They haven't got a car. Damien's dad's got a bus! It's got sixteen seats.

The Baxters are a very happy family, and the kids are all good friends.



FACT! *The average number of children per family: UK 1.6, USA 1.7, Romania 1.8, Australia 1.7 (2019)*

Reading An online article

1 **Look at the photo and the title of this article. What is special about this family?**

2 **Read the article. Is this a happy family? Why? Give at least three reasons for your answer.**

3 **Read the article again. Are the sentences true (*T*) or false (*F*)? Correct the false ones.**

1 Damien is not a baby. *F – Damien is a baby.*
2 There are fifteen boys in the family.
3 Three of his brothers and sisters aren't children.
4 Damien's house is very quiet.
5 The children aren't very good friends.

Explore adjectives 1

4 **Find the opposites of these adjectives in the text.**

1 unlucky *lucky*
2 small
3 quiet
4 unhappy
5 bad

Your turn

5 **Write notes about your family and Damien's family.**

My family	Damien's family
small	*big*

6 **Tell your partner about how your family is different from Damien's family.**



Language focus 1 *have got*

1 **Complete the examples from the text on page 16.**

	I / We / You / They	He / She / It
+	They .... fifteen children.	The house **has got** seven bedrooms.
–	They haven't got a car.	Damien ....jobs to do.
?	Have you got a brother or a sister?	**Has** he **got** a house?
+	Yes, I have.	Yes, he **has**.
–	No, I haven't.	No, he .... .

Grammar reference • page 120

2 **Complete the text about Nicole's family. Use the correct form of *have got*.**



This is me and my family. I [1]....two brothers. I [2].... (not) a sister. Those are my parents. We [3]....a big garden. My dad [4].... one brother, my Uncle Matt. My uncle [5].... three boys. That's their dog, Lady. It loves our big garden. We [6].... (not) a dog. And my cousins [7].... (not) a big garden.

3 **Look at the pictures of James and Alice. Write questions and answers.**

1 *Has James got a book about sport?*
Yes, he has.

1 James / a book about sport?
2 Alice / a computer?
3 James / black trainers?
4 Alice / a skateboard?
5 James / blue headphones?
6 Alice / a CD?
7 James / a hat ?





4 **Work with a partner. Ask and answer the questions from Exercise 3.**

Your turn

5 **Work with a partner. Ask and answer questions about what you have got. Complete the chart and add your own ideas.**

	You	Your partner
a brother a sister a cat a computer a skateboard		

Have you got a brother?

Yes, I have.

Learn about another unusual family in Japan.
- How many robots has the Suni family got?
- What colour is Arina's robot?



Discovery EDUCATION

1.1 Robot fighters

Listening A conversation

1 **Look at the picture. What things have the avatars got?**

2 **Listen to the conversation between Connor and Suzi. Which is Connor's avatar?**

3 **Listen again. Correct the sentences.**

1 The game is called 'My 3D house'.
2 Connor is on level 15.
3 Connor has got ten stars.
4 Suzi's avatar has got a blue skateboard.



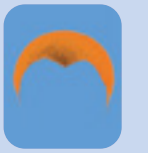
Vocabulary Describing people

4 **Choose the correct words from the box. Then listen, check and repeat.**

funny	brown	intelligent	short
blue	straight	good-looking	old

1 *straight*

a


short


spiky


curly


long and

1 ....

b


fair


dark


2 ....

c


green


brown


3 ....

d


tall


4 ....

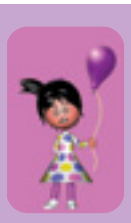
e


pretty


5 ....

f


6 ....


young

Your turn

5 **Invent an avatar. Write a description. Read it to the class.**

My avatar is tall. She's got spiky hair. It's green. She's got brown eyes.

Vocabulary bank • page 136

g


7 ....


8 ....

Language focus 2

Comparative and superlative adjectives

1 **Complete the examples from the listening on page 18.**

Comparative
long **longer** *(than)* It's .... your hair.
tall **taller** *(than)* You're .... me

Grammar reference • page 121

Get it right!

One-syllable adjectives ending in a single consonant: double the consonant.
big – bigger *red – redder*

2 **Complete the table with the correct form of the adjectives.**

Adjective	Comparative	Superlative
1 short	....	the shortest
2	curlier	....
3 dark	....	....
4	better	....
5 beautiful	....	....
6 young	....	....
7	older	....
8	more intelligent	....
9 pretty	....	....

3 **Complete the sentences. Use the comparative form of the adjectives in brackets.**

1 My hair is .... (curly) your hair.
2 My dad is .... (old) my mum.
3 You are .... (intelligent) your brother.
4 His story is .... (funny) my story.
5 Are you .... (tall) me?
6 Her hair is .... (straight) your hair.

4 **Now rewrite the sentences using the superlative form of the adjectives in brackets.**

1 My hair is the curliest.

Say it right!

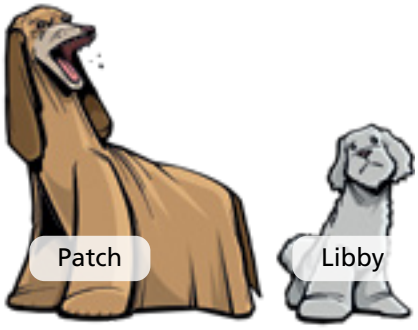
/ɒə/

Listen and repeat the sentences.

1 My hair is shorter than your hair.
My hair is the shortest.
2 My mum is older than my dad.
My grandpa is the oldest in my family.
3 Are you taller than me?
Are you the tallest in your class?
4 Fred is more intelligent than Josh.
Is Fred the most intelligent pupil in this school?

5 **Look at the picture. Write sentences with the comparative form of the adjectives below.**

big small straight pretty long noisy quiet



1 Patch is bigger than Libby.

Your turn

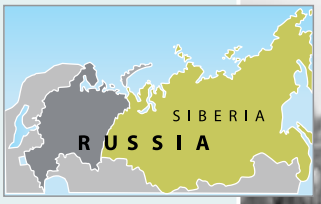
6 **Work with a partner. Write sentences about yourselves using the comparative and the superlative form of these adjectives. You may use other adjectives as well.**

young old funny tall short intelligent

I'm younger than Silvia.
I'm the youngest in my family.



Discover Culture





1 **Look at the map and the pictures. Where's Siberia? Find six of these things in the photos. Check the meanings of the other words.**

bear boat dancing fire forest Khanty people
reindeer singing sleigh snow snowmobile sunshine



2 **Which of the things in Exercise 1 do you think are in the video?**

3 **Watch the video without sound and check your answers to Exercise 1.**

Find out about a Siberian boy.



Discovery EDUCATION

1.2 My family, by Boris Moldanov



4 **Watch the video up to 0.58 with sound. Choose the best summary for the first part of the video.**

- A small town in Siberia
- Siberian weather and wildlife
- Fun in Siberia

5 **Watch the video from 1.18 to the end. Put the events in order.**

a) They ride on a sleigh with reindeer.
b) They travel on a snowmobile.
c) They dance around a fire.

6 **Watch the video again. Are the sentences true (*T*) or false (*F*)?**

1 Boris' grandparents' house is smaller than Boris' house.
2 They've got about 500 reindeer.
3 The town has one shop and two roads.
4 Boris' father and sister visit his grandparents.
5 The trip takes three hours.
6 It's hard work and fun at his grandparents' house.
7 The film finishes with a sleigh ride.

Your turn

7 **Compare Boris' town, shops and family with yours. Complete the table.**

	Weather	Towns	Shops	Family
Me				*two sisters*
Boris	cold	small	1	one brother

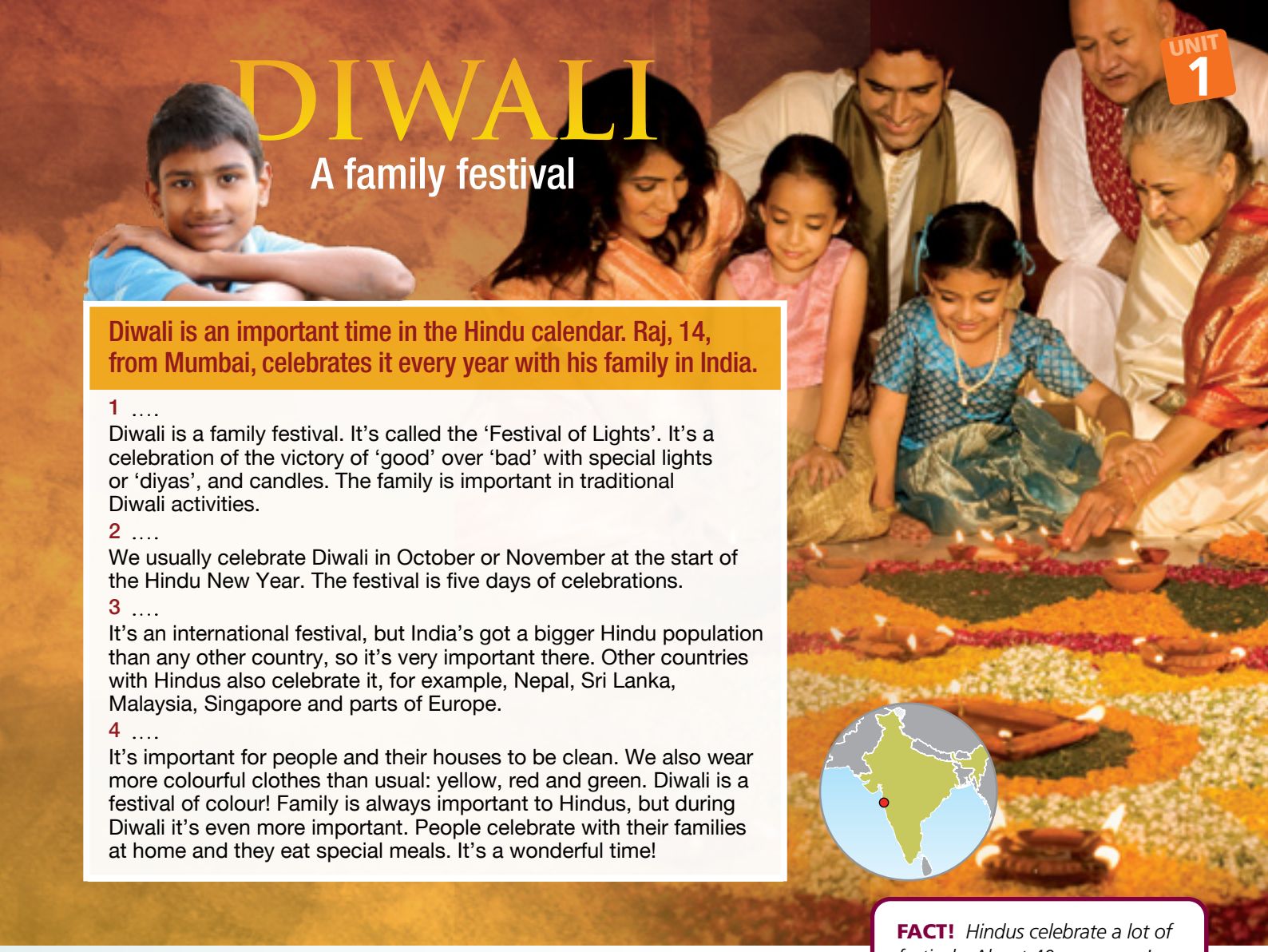
8 **Work with a partner. Talk about your answers to Exercise 7.**

My family is bigger than Boris'. I've got two sisters.

Our town is bigger than Boris' town.

DIWALI

A family festival



Diwali is an important time in the Hindu calendar. Raj, 14, from Mumbai, celebrates it every year with his family in India.

1 ....
Diwali is a family festival. It's called the 'Festival of Lights'. It's a celebration of the victory of 'good' over 'bad' with special lights or 'diyas', and candles. The family is important in traditional Diwali activities.

2 ....
We usually celebrate Diwali in October or November at the start of the Hindu New Year. The festival is five days of celebrations.

3 ....
It's an international festival, but India's got a bigger Hindu population than any other country, so it's very important there. Other countries with Hindus also celebrate it, for example, Nepal, Sri Lanka, Malaysia, Singapore and parts of Europe.

4 ....
It's important for people and their houses to be clean. We also wear more colourful clothes than usual: yellow, red and green. Diwali is a festival of colour! Family is always important to Hindus, but during Diwali it's even more important. People celebrate with their families at home and they eat special meals. It's a wonderful time!

FACT! *Hindus celebrate a lot of festivals. About 40 every year!*

Reading An online interview

1 **Look at the picture. Where is Raj from?**

2 **Read the interview. What is Diwali?**

3 **Complete the text with the questions.**

a) Where is it?
b) When is it?
c) What's important in Diwali?
d) What is Diwali?

4 **Read the text again. Choose the correct answers.**

1 Diwali is a celebration of **the family / good**.
2 'Diyas' are special **lights / candles**.
3 People celebrate for **two months / five days** during Diwali.
4 **People all over the world / Only Indian people** celebrate Diwali.
5 Colourful **clothes / houses** are very important at Diwali time.

Explore adjective suffixes *-ful*

5 **Find two adjectives in the text which end in *-ful*.**

Vocabulary bank • page 136

6 **Complete the sentences with the adjectives from Exercise 5.**

1 This is a .... book – I love it!
2 My room is all white. I want it to be more .... .

7 **Change the nouns into adjectives by adding *-ful*.**

beauty .... *use* ....

Your turn

8 **Write notes about a festival in a country of your choice. Use these headings:**

- Activities
- Clothes
- Food
- Time of year

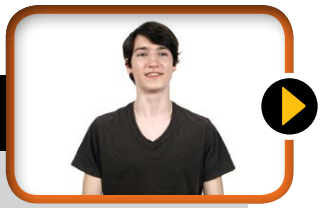
9 **Tell your partner about your festival.**

The Barranquilla Carnival is a folk festival in Colombia. ...

Portfolio • page 137

Speaking On the phone

Real Talk: What's your phone number? What's your email address?





1 Watch the teenagers in the video. Write their phone numbers and email addresses.

	Phone number	Email address
1 Petra	....	petraiscool@....
2 Stephen	....	....@schoolemail.com
3 Rachel	....	racheljane@....
4 Freddie	....	bertie13@....

2 **What's *your* phone number? What's *your* email address? Ask and answer with your partner.**

3 **Listen to the conversation. What does Raj want to do?**

4 **Complete the conversation with the phrases in the *Useful language* box.**

Useful language

Just a minute. Hello?
Can I call you back? Hi, it's Raj.



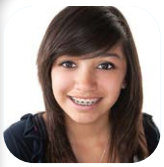


Lydia: [1]....?
Raj: [2]....How are you?
Lydia: Hi Raj. OK, thanks. And you?
Raj: Fine, thanks. Listen, have you got **Pablo's** phone number?
Lydia: Um, yes. [3]....It's **0273 27* *****.
Raj: Thanks. I want to invite him to my Diwali party. Have you got his email, too?
Lydia: I think so. Oh wait. Someone's at the door. [4]....?
Raj: Sure. Talk to you later. Bye.
Lydia: Bye.

5 **Listen again and check your answers.**

6 **Work with a partner. Practise the conversation in Exercise 4.**

7 **Change the words in bold in the conversation in Exercise 4. Use the information below. Practise the conversation.**



Maria: 0899 30* ***
Email: mdulce10@netmail.net



Ramon: 07** *** ***
Email: imramon5@anon.net



Alex: 0565 17* ***
Email: alex01@telefonika.com



Victoria: 0217 *** ***
Email: vbrava@mymail.net

Writing A description of a person

1 **Look at the photo and read the text. Who is writing the description?**

MY BEST FRIEND

THIS WEEK: Javier Ramos from Cuenca, Spain.



My best friend is my brother, David. He's 20. He lives with me, my mum and my dad. David is taller than me. He's got dark hair and green eyes. He's very intelligent, and quite funny, too!

My brother's great, and he's a very good friend.

2 **Copy and complete the table for Javier.**

	Javier's best friend	Your best friend
Name	David	
Age		
Home	with Mum and Dad	
Description		

Useful language

Modifiers

not very — quite — really/very

3 **Find examples of modifiers in Javier's description.**

4 **Complete the sentences with modifiers so they are true for you.**

1 I'm .... tall.
2 My dad is .... intelligent.
3 My best friend is .... good-looking.
4 My English teacher is .... funny.

Get Writing

PLAN

5 **Make notes about your best friend in the table in Exercise 2.**

WRITE

6 **Write a description of your best friend. Use your notes and the language below.**

My best friend is …
He/She's not very / quite / really / very …
He/She's got …
He's/She's taller/shorter than …

CHECK

7 **Can you say YES to these questions?**

- Have you got information from Exercise 5 in your description?
- Have you got modifiers?
- Are your spelling, grammar and vocabulary correct?

2 It's your life

Discovery EDUCATION

In this unit ...



Ali's day **p27**



Chinese gymnast **p30**



After school activities **p32**



CLIL Mars **p161**

Vocabulary

- Daily routines and time expressions
- After school activities
- Prepositions of time
- Expressions with *have* 1

Language focus

- Present simple: affirmative and negative
- Adverbs of frequency
- Present simple: *Yes/No* and *Wh-* questions

Unit aims

I can ...

- talk about daily routines.
- read and understand a text about time zones.
- have a conversation about after school activities.
- ask questions about routines and activities.
- understand about schools in other countries.
- ask for and give information about timetables.
- write a blog post about my typical day.
- use basic conjunctions.

BE CURIOUS

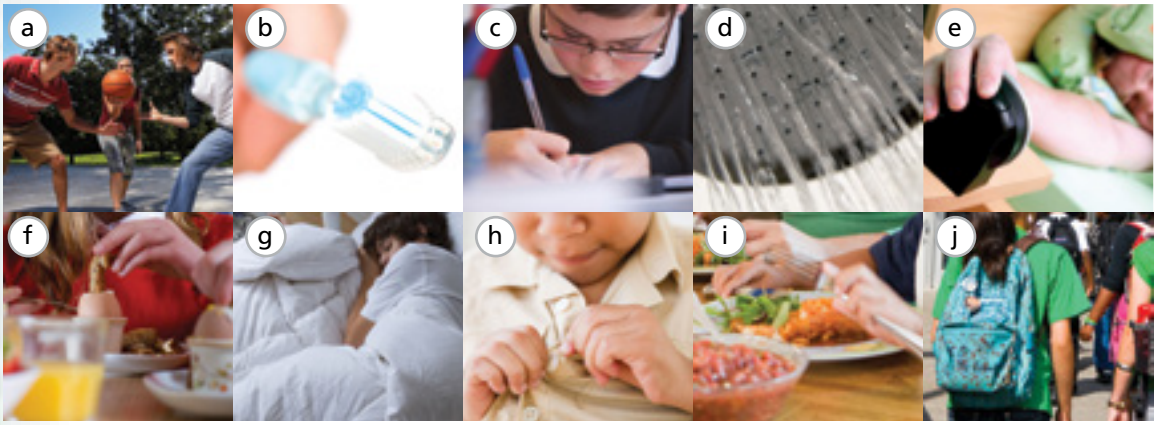
What can you see in the photo?

Start thinking

- **Where are the children?**
- **Why are the girls clapping?**
- **Can you play a musical instrument?**

Vocabulary Daily routines

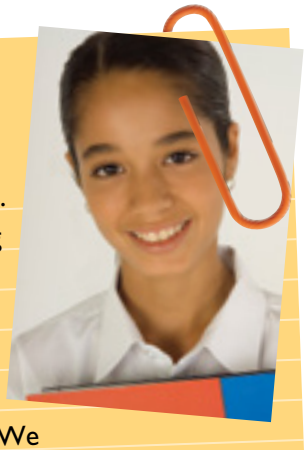
1 **Match the pictures with the phrases. Then listen, check and repeat.**



a do some exercise	.... go to bed	.... have breakfast
.... have lunch	.... brush my teeth	.... do my homework
.... get dressed	.... have a shower	
.... get up	.... go to school	

2 **Complete the text with phrases from Exercise 1.**

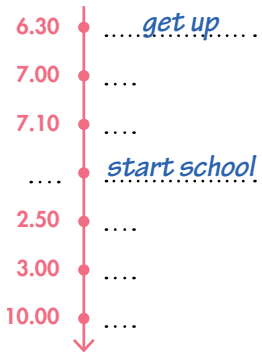
A day in my life



Hi, I'm Cecilia and I'm from Chile. I [1] *get up* at 6.30 in the morning on schooldays. I [2] .... a shower and then I [3] .... dressed. At 7.00, I [4] .... breakfast. After breakfast I [5] .... my teeth, then I go to school with my brother at 7.15. We start school at 7.45. At 2.50 we go home and we [6] .... lunch with Mum. Then I [7] .... my homework in my bedroom, usually at about 3.00. I [8] .... some exercise or sport every day – basketball is my favourite sport. I [9] .... to bed at 10.00 on school nights, and 11.00 at the weekend.

3 **Listen and check.**

4 **Complete Cecilia's timeline.**



Your turn

5 **Make your own timeline. Use the phrases from Exercise 1.**

get up *7.30*
have a shower *7.35*

6 **Work with a partner. Report your partner's answers to the class.**

Shilan gets up at 7.30.

Mika has breakfast at …

Vocabulary bank • page 138



FACT! *The first country in the world to see a new day is the Republic of Kiribati – an island in the Pacific Ocean.*

Reading An online forum

1 **Look at the time zone map. When it's 12 (noon) in London, what time is it in Sydney?**

2 **Read the online forum. Match the people to the cities on the map.**

3 **Read the texts again. Complete the sentences with Marta, Renata, David or Michelle.**

1 ...*Renata*... and .... are at school.
2 .... and .... are at home.
3 .... does homework at this time.
4 .... has lunch at this time.
5 .... doesn't like school.
6 .... goes to school with a friend.



the UK

Marta Hello! I'm at school with my friend, May. We're in the dining hall. We walk to school together in the morning and at lunchtime we always eat together. Sometimes we study together.



....

Michelle It's night here and I'm in my bedroom. I do my homework at this time during the week. At the weekend, I don't do homework. We often go to the park or have barbecues in our garden – and I go to bed late. :-)



....

Renata Wow, is it really night there, Michelle? Amazing! I start school at this time. I'm in the school library now. I don't like school. :-(My dad teaches at my school, so we go there together.



....

David Hi Renata! Hi Marta! Hi Michelle! I'm at home. I usually eat with my mum and my brother at this time. My brother is two years old. He doesn't go to school. I love playing with my brother – he's funny! We sleep in the afternoon and we go out at night because it's very hot here.

....

Explore prepositions of time

4 **Find examples of prepositions of time in the reading texts.**

at lunchtime

5 **Write the correct preposition, then complete the sentences for you.**

1 *In the morning, I do some exercise.*

1 .... the morning, ...
2 .... lunchtime, ...
3 .... the weekend, ...
4 .... the afternoon, ...
5 .... night, ...

Vocabulary bank • page 138

Your turn

6 **Look at the times in the cities below. What time is it in Romania? Tell your partner where you are at that time.**

1 It's 12 noon in London.
It's midnight here. I'm in bed.
2 It's 3 am in Rio.
3 It's 6 pm in Dubai.
4 It's 2 pm in Sydney.

Language focus 1 Present simple

1 **Complete the examples from the texts on page 26.**

	I / We / You / They	He / She / It
+	I **start** school at this time. We .... to school together.	David **goes** to school.
–	We **don't walk** to school together.	He .... go to school.

Grammar reference • page 122

2 **Look at the examples, then write the *he/she/it* forms of the verbs.**

walk – walk**s**
go – go**es**
teach – teach**es**
stud**y** – stud**ies**

1 brush ....
2 start ....
3 love ....
4 sleep ....
5 watch ....
6 do ....

Say it right!

a **Listen and complete the table with the words from Exercise 2.**

/s/	/z/	/ɪz/
walk**s**	go**es**	teach**es**
....	....	....
....	....	....

b **Listen, check and repeat.**

3 **Complete Murat's blog entry with the correct form of the present simple. Then listen and check.**

I [1] .... (live) with my family in Istanbul. My father [2] .... (work) at home, and my mother [3] .... (teach) at my school. They [4] .... (work) very hard. My brother Boran is 19. He [5] .... (go) to university. He [6] .... (study) Spanish and Chinese. He [7] .... (speak) very good Spanish and [8] .... (watch) films in Chinese! We [9] .... (do) my Spanish homework together. He's great!



4 **Read the texts on page 26 again. Correct the sentences below. One of them is correct.**

1 *Renata's dad doesn't work at home. He works at her school.*

1 Renata's dad works at home.
2 Marta walks to school with her friend.
3 David has lunch at school.
4 Michelle does her homework at the weekend.
5 David's brother goes to school.
6 Renata likes school.

Your turn

5 **Make a list of things you do and don't do during the week, at weekends and every day.**

During the week, I …	At weekends, I …	I … every day.
+ *do my homework.*	+	+
–	– *don't go to school*	–

6 **Tell your partner about the things you do and don't do.**

During the week, I do my homework.

Find out about Ali's daily routine in Cairo.
- When does Ali wake up?
- What does Ali do during the day?
- What does he do in the evenings?



Discovery EDUCATION

2.1 Ali's day

1 *live*



Vocabulary After school activities

1 **Match the words to the pictures. Then listen, check and repeat.**

5 play football
.... play music
.... do karate
.... play tennis
.... go swimming
.... do drama
.... have dance classes
.... have art classes
.... play chess

Listening A conversation

2 **Listen to Clara and Lucas talking to their teacher. What activities do Clara and Lucas do?**

3 **Listen again. Choose the correct answers.**

1 Lucas plays …
a tennis b chess
2 He plays with …
a his teacher b his friends
3 Clara has tennis lessons …
a at school b at the tennis club
4 She has lessons on …
a Mondays and Thursdays
b Mondays and Wednesdays
5 Clara's dad …
a is good at tennis b isn't good at tennis

Vocabulary bank • page 138

Get it right!

Use *go* for activities ending in *-ing*.
go swimming, go running

Your turn

4 **What after school activities do you do? Complete the sentences.**

On Fridays, I ....
I .... at the weekend.
On ...., in the evening, I ....
I .... in the morning on ....

5 **Work with a partner. Ask and answer the questions in Exercise 4.**

What do you do at the weekend?

At the weekend, I have dance classes.



Language focus 2 Present simple questions

1 **Complete the examples from the listening on page 28.**

	I / We / You / They	He / She / It
Yes/No	....you **do** any sports? ...., I **do**. / No, I **don't**. **Do** Carla and her dad **play** tennis? Yes, they ..... / ....., they **don't**.	**Does** your dad .... tennis? Yes, he ..... / No, he **doesn't**.
Wh-	Where ....you play? What **do** they **play**?	Where **does** Lucas **play** chess? He **plays** at school and at home.

Grammar reference • page 123

2 **Choose the correct form of *do*. Ask and answer the questions with your partner.**

1 **Do** / **Does** you play tennis?
2 **Do** / **Does** your friends have dance classes?
3 **Do** / **Does** your friend play football?
4 **Do** / **Does** you do karate?
5 **Do** / **Does** your sister play music?

Your turn

3 **Copy and complete the table. Write a tick (✓) or a cross (✗). Ask your partner and complete the table for him or her.**

Activities	You	Your partner
play tennis		
play chess		
do karate		
have dance classes		
play music		

Do you play tennis?

No, I don't.

Wh- questions

4 **Look at the grammar table in Exercise 1 and complete the questions.**

1 Who ....you live with?
2 Where ....your family live?
3 What time ....you get up in the morning?
4 What ....you and your friends do after school?
5 When ....you do sport?

Grammar reference • page 123

5 **Work with a partner. Ask and answer the questions in Exercise 4.**

Adverbs of frequency

always usually often sometimes never
I **often** play tennis with my dad.
I **sometimes** play tennis at school.
I'm **never** late for school.

Adverbs of frequency come after the verb ***be*** but before other verbs.
We ask questions about frequency with ***How often ...?***
How often do you play chess?

Grammar reference • page 122

Your turn

6 **Add adverbs of frequency to the sentences below to make them true for you.**

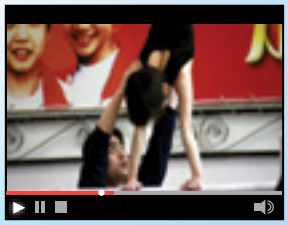
1 I brush my teeth after breakfast.
I always brush my teeth after breakfast.
2 I get up early at the weekend.
3 I play sports after school.
4 I watch TV in bed.
5 I am late for school.
6 I do my homework in the morning.

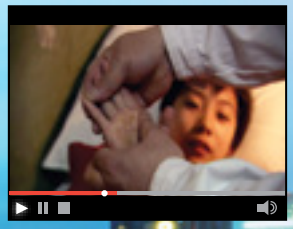
7 **Ask and answer *How often* questions with your partner. Use the information in Exercise 6.**

How often do you watch TV in bed?

I never watch TV in bed.

Discover Culture







1 **Look at the pictures of the schoolgirl, Jin Yang, and answer the questions.**

1 Where is she from?
2 What sport do you think it is?
3 Do you think the sport is easy or difficult?



Find out about a specialist school in Beijing.



Discovery EDUCATION

2.2 Chinese gymnast

2 **Watch the video up to 0.30 without sound and check your answers to Exercise 1.**

3 **Watch the whole video with sound. Put the events in order.**

1 Jin Yang smiles on the roller coaster.
2 She runs in the park.
3 She visits the doctor.
4 She shows us her bedroom.
5 She walks into the school.
6 She practises in her room.

4 **Watch the video up to 1.27 and complete the paragraph about Jin Yang.**

Jin Yang is [1]…. years old. She goes to a special gymnastics [2]…. She lives in Beijing, but she doesn't live with her [3]…. She studies gymnastics [4]…. days a week, [5]…. hours a day. Once a week, the [6]…. visits to check she's healthy.

5 **Watch the second part of the video (from 1.28). Are the sentences true (*T*) or false (*F*)? Correct the false ones.**

1 On Saturday afternoons, Jin Yang's mother visits her.
2 Jin Yang loves roller coasters.
3 She always walks in the park.
4 She goes back to school on Saturday evening.
5 She gets up at 8 o'clock on Sunday.

Your turn

6 **Make a list of ways that Jin Yang's life is different from yours. Use the ideas in Exercise 4 to help you.**

Jin Yang	*Me*
She doesn't live with her parents.	*I live with my parents.*
She sleeps at her school.	
She gets up at …	*I …*

7 **Work with a partner. Ask and answer questions using your notes.**

Do you live with your parents?

Yes, I do.

Reading A blog

1 **Look at the pictures. Where does the boy come from? What do you think he does in his free time? Read the blog and check your answers.**





Hello from Bogotá!

blog

contact

SCHOOL OF THE MONTH

Hi, my name is Paco and I'm from Bogotá in Colombia. I'm eleven years old and I go to San Cristóbal Secondary School. Bogotá is the capital of Colombia, and over 7 million people live there. Colombia has a population of 51million. We speak Spanish here.

I get up at 5.30 in the morning and have a shower. Then I have breakfast with my family. I've got one brother and one sister. My brother is sixteen and he goes to the same school as me. My sister is nineteen. School starts at 7.30, so I leave my house at 6.30. I always walk to school.

We study in the morning and break time is at 9.30. I love break times! I usually play football with my friends then.

I don't have lunch at school because school finishes at 11.30. That's when I go to the park with my friends to play football again! My mum comes to the park and walks home with me.

We have lunch at 1.30 at home. I love Colombian food – my mum cooks really good *arepas* – corn bread. We eat them with soup or meat. We have mango juice too – my favourite!

What do you do on a schoolday? Please tell me!



2 **Read the blog again and answer the questions.**

1 How old is Paco?
2 What time does he get up in the morning?
3 Where does he have lunch?

3 **Find these numbers in the text. What do they mean?**

a) 7,000,000 b) 16 c) 51,000,000 d) 19

Explore expressions with *have* 1

4 **Read the article again. Find three phrases with *have* in the reading text.**

5 **Complete the sentences with *have* and the words below.**

a shower a snack dinner a drink

1 I .... at 7.30 then I go to school.
2 I .... with my parents at 7 pm.
3 My brother .... when he comes out of school.
4 When I'm hot, I .... a .... .

Vocabulary bank • page 138

Your turn

6 **Work with a partner. One of you is Paco. Ask and answer the questions.**

1 How many people live in your city?
2 When does school start in your country?
3 What do you do in your break time?
4 Do you eat lunch at school?
5 When does school finish?

How many people live in your city?

7 million.

7 **Compare Jin Yang and Paco's lives. Write sentences.**

Jin Yang's schoolday starts at… but Paco's…

Portfolio • page 139

Speaking Asking for information

Real Talk: What do you do after school?





1 **Watch the teenagers in the video. Tick the activities you hear.**

- play chess
- dance
- play tennis
- do homework
- read a book
- have art classes
- watch TV
- play video games
- go swimming
- do karate
- play the violin
- do drama
- play basketball

2 **What do *you* do after school? Ask and answer with your partner.**



3 **Listen to the conversation. What sport does Tom do?**

4 **Complete the conversation with the phrases in the *Useful language* box.**

Useful language

Do you know about …?
What days are the classes?
What time is the class?
How much does it cost?
Meet me

Tom:	Hi. Are you lost?
Gemma:	Yes, I am. I'm new at this school. …. karate classes?
Tom:	Yes, sure! I do karate. It isn't on today.
Gemma:	Oh! ….?
Tom:	We have a class on Wednesdays.
Gemma:	OK. And ….?
Tom:	It's from 7 pm to 8.30 pm.
Gemma:	….?
Tom:	It's £20 a month.
Gemma:	I'd really like to come. Can I come with you?
Tom:	Yes, of course you can! ….at the sports centre at 6.45 on Wednesday.

5 **Listen again and check your answers.**

6 **Work with a partner. Practise the conversation in Exercise 4.**

7 **Change the words in bold in the conversation in Exercise 4. Use the information below. Practise the conversation.**

WHAT'S ON AT
SOUTHDOWN SPORTS AND LEISURE CENTRE?

Gymnastics	Monday *5.30–6.30 pm*	£12
Karate	Wednesday *5.30–6.45 pm*	£20
Dance	Monday *6.30–7.30 pm*	£15
Swimming	Thursday *6.15–7.15 pm*	£18
Tennis	Friday *5.30–7.30 pm*	£15





Writing A blog post

1 **Look at the photo of Madison Finsey, 13, a champion swimmer, and read her blog. Do you think her daily routine is easy or difficult?**



Madison Finsey – CHAMPION SWIMMER

Hi Madison! My question is: What's your routine before a competition?
Chloe

Ask me a question!

Hi Chloe
I always get up at 6.45 and I have a big breakfast. I start school at 8.00 and finish at 2.15. I usually have lunch with the other swimmers. I swim in the pool and do exercises for four hours in the afternoon. I always get home about 7.30. After dinner, I do my homework. I haven't got a lot of free time, but I sometimes watch TV or chat online with my friends. Then I go to bed at 10.30. At the weekend, I go to the pool for six hours.

2 **Cover Madison's blog in Exercise 1. What does she do at these times?**

6.45 am	2.15 pm	10.30 pm
8.00 am	7.30 pm	

3 **What time do you do the things in Exercise 2?**

Useful language

Connectors

- Use ***and*** and ***but*** to put two ideas together in a sentence.
- Use ***and*** when one thing happens after another.
  *I get up **and** I have a big breakfast.*
- Use ***but*** when you contrast two ideas.
  *I haven't got a lot of free time, **but** I sometimes watch TV.*

4 **Find examples of *and* and *but* in the text in Exercise 1.**

5 **Complete the sentences with *and* or *but*.**

1 I get up .... have a shower.
2 I get up at 6.30 during the week .... at the weekend, I get up at 8.00.
3 I have lunch at school .... I don't like it.
4 I do my homework .... then I go to bed.
5 I like chocolate .... my sister doesn't.

Get Writing

PLAN

6 **Make notes about your daily routine. Include information from Exercise 2.**

WRITE

7 **Write a blog post about your daily routine. Use your notes and the language below.**

What
I get up / start school … /
When
… at 8.30. / In the morning … / On Wednesdays … / After school …
How often
I always / usually / often / sometimes …

CHECK

8 **Can you say YES to these questions?**

- Have you got examples of connectors in your blog?
- Is the information in your blog in chronological (time) order?
- Are your spelling, grammar and vocabulary correct?

1–2 Review

Vocabulary

1 **Complete the sentences with the words in the box.**

cousin	grandma	classmate	~~aunt~~
granddad	uncle	parents	

1 Your mum's sister is your *aunt*.
2 Your dad's dad is your ….
3 Your aunt's daughter is your ….
4 Your dad's brother is your ….
5 Your mum's mum is your ….
6 A student in your class is your ….
7 Your mum and dad are your ….

2 **Choose the correct words to describe the pictures.**



3 **Write the phrase for each picture.**

1 *get up*



4 **Complete the after school activities.**

1 *music*


1 do …


2 go …


3 have … classes


4 play …


5 play …


6 have … classes

Explore vocabulary

5 **Complete the sentences with the adjectives in the box.**

big	happy	~~lucky~~	wonderful
colourful	good	noisy	

1 I'm very *lucky* because I've got four sisters.
2 You're very …. Be quiet!
3 She likes …. clothes in the summer – especially yellow, orange and green.
4 Thank you for this …. meal. I love it!
5 Steven isn't a bad boy – he's a …. boy.
6 There are nine people in my family, so we live in a …. house.
7 We're …. because we haven't got school today.

6 **Complete the text. Choose the correct preposition of time and write the correct form of *have*.**

I usually get up [1] **at / in** 7.30 [2] **at / in** the morning and [3] …. a shower. Then we all [4] …. breakfast. At school, I [5] …. lunch [6] **at / in** 1 o'clock. My sister sometimes [7] …. a snack [8] **at / in** the afternoon, but I usually just [9] …. a drink [10] **at / in** that time. [11] **At / In** night we all [12] …. dinner quite late, and then go to bed.

Language focus

1 Look at the pictures. Complete the sentences with the correct form of *have got*.



I [1] *'ve got* (✓) two avatars. One avatar is Esmeralda. She [2] .... (✓) green hair. She [3] .... (✗) green eyes, she [4] .... (✓) blue eyes. My second avatar is RocketBoy. He [5] .... (✓) purple hair. He [6] .... (✗) blue eyes, he [7] .... (✓) green eyes. In real life, I [8] .... (✓) a sister and a brother. They [9] .... (✗) green hair! They [10] .... (✓) brown hair, like me.



2 Put the words in the correct order.

1 *I have got three sisters.*

1 got / have / three / sisters / I
2 haven't / I / a brother / got
3 a big house / Have / got / you?
4 got / My grandmother / an old car / has
5 James / a dog / Has / got?
6 bicycles / got / have / All my friends
7 got / haven't / We / a computer

3 Complete the conversation.

1 A: My dad is **tall**.
B: My dad *is taller than* your dad!
2 A: Our house is **big**.
B: Our house .... your house!
3 A: My grandparents are **young**.
B: My grandparents .... your grandparents!
4 A: My uncle is **funny**.
B: My aunt .... your uncle!
5 A: I'm very **intelligent**.
B: My baby sister .... you!
6 A: I'm a **good** singer.
B: I .... you!

4 Complete the text about Luis's cousin. Use the correct form of the verbs in brackets.

My cousin Alex [1] *lives* (live) in England. English school children [2] .... (have) a different daily routine. A typical school day [3] .... (start) between 8.30 and 9.00. Pupils [4] .... (not have) lunch at home, they [5] .... (eat) at school. In my country, we [6] .... (not eat) at school. They [7] .... (finish) school at about 3.30. We [8] .... (finish) at 2.00. My cousin usually [9] .... (have) dinner at about 5.00. Finally, he [10] .... (go) to bed at about 9.30. I think that's very early! I [11] .... (not go) to bed until about 11.00!

5 Complete the questions about the text in Exercise 4 with *do* or *does*.

1 *Does* Alex live in Spain?
2 What time .... English school children start school?
3 Where .... English school children have lunch?
4 .... children at Alex's school finish at 3:30?
5 What time .... Luis finish school?
6 .... Alex go to bed before Luis?

6 Write the words in the correct order.

1 *I always play tennis at the weekend.*

1 always / I / tennis / play / at the weekend
2 sometimes / I / am / late for school
3 watches / TV in her bedroom / Rosie / never
4 happy on Saturdays / She / usually / is
5 after school / often / play football / They
6 in her bedroom / is / My sister / always

Language builder

7 Choose the correct words to complete the conversation.

A: Hi Rosie. Hey, you [1] **'ve / 's** got new rollerblades! They look great.
B: Thanks. They're [2] **better / gooder** than my old pair. They're [3] **expensiver / more expensive**, too! [4] **Have you got / Have got you** rollerblades?
A: No, I [5] **hasn't / haven't**. My sister [6] **has / have** got a pair, and she [7] **love / loves** them. But I [8] **like / likes** skateboarding.
B: Really? How often [9] **do / does** you go skateboarding?
A: I [10] **never / usually** go to the skate park on Saturdays with my cousin. What about you? [11] **Who / What** do you go rollerblading with? [12] **Do you / Are you** go with your brother?
B: No, I [13] **don't / 'm not**. I [14] **never / sometimes** go with him! He [15] **don't / doesn't** like rollerblading.

Speaking

8 Match the sentence pairs.

1 Hello.
2 How are you?
3 How much does this cost?
4 What day is the dance class?
5 Have you got Olivia's phone number?
6 What time is the class?
7 Can I call you back?

a) Hi, it's Steve.
b) Sure. Talk to you later.
c) From 5pm to 6.30pm.
d) It's £15.
e) Fine, thanks.
f) It's on Thursdays.
g) Yes, it's 98****.

1 Evaluation test

Language focus



1 Complete the sentences with the correct form of *have got*.



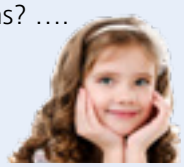
1 I *'ve got* a new computer. It's very good.
2 We …. a big garden at our home. It's very small.
3 Harry …. a new skateboard. He really likes it!
4 …. you …. brothers and sisters?
5 Sam …. fair hair. His hair is very dark.
6 …. Jack …. a dog?

_____/ 5

2 Match the questions (1–6) with the answers (a–f).

1 Have you got a sister? *f*
2 Have Tim and Jane got a big family? ….
3 Has Sarah got a bicycle? ….
4 Have we all got skateboards? ….
5 Has Jack got a computer? ….
6 Has your house got three bedrooms? ….

a Yes, she has.
b No, he hasn't.
c Yes, they have.
d No, it hasn't.
e Yes, we have.
f No, I haven't.



_____/ 5

3 Complete the sentences with the correct form of the words in brackets.

Hi! My name's Luke. There are four people in my family – my parents, my brother Harry and me. Harry is [1] *older* (old) than me, and I'm [2] …. (short) than him. We've both got blue eyes, but Harry's hair is [3] …. (long) and [4] …. (curly) than mine. I think he's [5] …. (intelligent) in my family. He's [6] …. (good) than all his classmates on the computer, and I'm [7] …. (good) at maths. People say I'm [8] …. (funny) than him, but I think he's [9]…. (funny) of us two!

_____/ 8

4 Choose the correct answer: a, b or c.

1 I …. a big family with three brothers and four sisters.
a 've got b 's got c haven't got
2 …. Luke got a skateboard?
a Does b Have c Has
3 **A:** Have you got a dog?
B: Yes, I …. .
a have b do c has
4 We …. got an MP3 player.
a hasn't b haven't c don't
5 I'm …. than my sister. I'm 1.5 m and she's 1.6 m.
a older b bigger c shorter
6 I am the …. in my family.
a young b younger c youngest

_____/ 5

Vocabulary

5 Choose the correct answer.

1 My dad is my granddad's **son / uncle.**
2 My uncle's wife is my **cousin / aunt.**
3 My mum's mum is my **granddad / grandma.**
4 Steven and I have all our school lessons together. He's my **classmate / teammate**.
5 My cousin's father is my **uncle / brother.**
6 My mum and dad are my **grandparents / parents**.

_____/5

6 Complete the words. The first letter is there to help you.



1 My baby brother has got blue eyes. They're b *e a u t i f u l*.
2 Ben's grandma is 75. She's quite o _ _.
3 My friend Laura is 1.75 m. She's t _ _ _.
4 Jack's brother is two years old. He's y _ _ _ _.
5 My hair isn't straight. It's w _ _ _.
6 My brother can do lots of clever things. He's very i _ _ _ _ _ _ _ _ _.

_____/ 5

7 Choose the correct answer: a, b or c.

1 My mum's parents are my ….
a grandma b granddad c grandparents
2 My uncle and …. have got three children.
a sister b aunt c mum
3 George has got …. eyes.
a short b fair c blue
4 My hair's quite …. and curly now.
a long b spiky c straight
5 My new computer is very …. for my school work.
a careful b useful c lucky
6 David's really …. . He's 1.95 m.
a tall b usual c funny

_____/ 5

Writing

8 Write about your best friend. Use the questions to help you.

- How old is he/she?
- Where is he/she from?
- Where does he/she live?
- What does he/she look like?

Write 25–35 words.

_____/ 12

_____/ 50

Evaluation test 2

Language focus

1 Complete the sentences with the correct form of the verbs in brackets. Use the present simple.

1 Jack ..goes.. (go) to school at 7.30 in the morning.
2 Peter …. (not like) football. He likes tennis.
3 My mum …. (teach) at my school.
4 I …. (not have) lunch at school. I go home to eat.
5 My brother …. (study) Spanish at university. He's got a good teacher.
6 My dad …. (watch) TV in the evenings.

_____/ 5

2 Choose the correct answer.

1 **A:** Does Adam study English?
B: Yes, he does / is.
2 What / When do you do your homework?
3 **A:** Do you like school?
B: No, I doesn't / don't.
4 Where / What does Stephen do at school?
5 What time / What does our art class start?
6 Does / Do your sister walk to school with you?

_____/ 5

3 Write the sentences with the adverbs in the correct place.

1 I'm always busy at the weekends. (always)
2 I do my homework in the mornings. (sometimes)
3 Tom is happy at school. (always)
4 We go out at the weekend. (often)
5 My parents are tired on Friday evening. (usually)
6 My brother does sport on Saturdays. (never)

_____/ 5

4 Choose the correct answer: a, b or c.

1 Where …. your older sister study?
a do b is c does
2 Ben …. do his homework every day.
a don't b doesn't c isn't
3 …. does our lesson start in Room B15?
a Where b How often c What time
4 **A:** Does Emily live in a big city?
B: Yes, she ….
a does b do c is
5 …. do you usually have lunch with?
a What b Who c Where
6 My parents …. to work very early.
a doesn't go b goes c go

_____/ 5

Vocabulary

5 Complete the verbs. The first letter is there to help you.

1 I g e t up at 7 o'clock.
2 I usually h _ _ _ breakfast at 7.10.
3 I b _ _ _ _ my teeth after I have breakfast.
4 I w _ _ _ to school with my friend.
5 I s _ _ _ _ school at 8 o'clock in the morning.
6 I g _ to bed at 9.30 pm in the evening.

_____/ 5

6 Choose the correct answer.

1 I often play / go music on Saturday mornings.
2 Where do you play / do karate?
3 I sometimes go / play swimming at the weekend.
4 I don't play / go chess.
5 We all do / play drama on Thursdays after school.
6 I go / have a dance class every Friday.

_____/ 5

7 Choose the correct answer: a, b or c.

1 We sometimes go …. at the weekend.
a swimming b dance classes c football
2 My mum …. music classes at the local college.
a goes b plays c has
3 I don't …. breakfast every day.
a have b go c do
4 I sometimes play …. with my friends after school.
a drama b karate c chess
5 I usually eat with my classmates …. lunchtime.
a in b at c at the
6 Do you have a …. in the afternoons after school?
a dinner b snack c lunch

_____/ 5

Writing

8 Write about what you do on a school day. Use the questions to help you.

- What time do you get up?
- What time do you have breakfast?
- Where is your school?
- Where do you have lunch?
- When do you do your homework?

Write 25–35 words.

_____/ 15

_____/ 50

TOTAL _____/100

3 Schooldays

Discovery EDUCATION

In this unit …



Kung Fu school **p41**



South African schoolgirl **p44**



Using your phone at school **p46**



CLIL Da Vinci's design **p162**

Vocabulary

- Places in a school
- School subjects
- Nouns and verbs
- Adjectives 2

Grammar

- *can* for ability. *can* and *may* for permission
- Object pronouns
- *like/love/hate/don't mind* + *-ing*

Unit aims

I can …

- describe my school and school subjects.
- talk about what I like and don't like.
- understand about schools in other countries.
- talk about things we can and can't do.
- ask and answer questions about personal information.
- write an email about my school.

BE CURIOUS

What can you see in the photo?

Start thinking

- **What country is it?**
- **Who are the children?**
- **Where are they going?**

Vocabulary Places in a school

1 **Look at the plan of a secondary school. Which places have you got in your school?**



2 **Match the sentences 1–8 with the places in Exercise 1. Then listen, check and repeat.**

1 We have lunch here. *canteen*
2 The whole school meets here.
3 We do outdoor sports here.
4 This is where we do indoor sports and exercise.
5 We work with computers in this room.
6 This is where we do experiments.
7 We read and study here.
8 This is where our main lessons are.

Your turn

3 **Draw a map of a school. Write the names of the places.**

4 **Use the map to ask and answer questions about the school.**

This school is very big. This is the sports hall, and this is the main hall.

What's this?

It's the science lab. It's got …

Vocabulary bank • page 140

KUNG FU SCHOOL



Kung Fu is a 'martial art'. It's also a great Chinese tradition. Chinese children can go to special schools and study Kung Fu every day!

After they finish their studies, the students can get good jobs in the army or the police force.

Li Zheng, from Shanghai, is thirteen years old. She practises Kung Fu in the playing field every day with hundreds of other students. She wants to be a police officer in the future. Every morning and evening, Li does her exercises and practises her Kung Fu moves and positions for hours. The training is difficult and Li can't live at home. She can only see her family in the holidays. Li can do a lot of different moves like the frog, the dragon and the snake. Her teacher is an expert in Kung Fu. He can break a brick with his hand! Can Li break a brick with her hands? No, she can't!

FACT! *Some martial arts are at least two thousand years old!*

Reading A magazine article

1 **Look at the title and pictures. Where do you think the school is? Why do you think the students are there? How old is the girl in the picture? Read the article and check your answers.**

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

1 Li Zheng practises Kung Fu with other people. *T*
2 Li Zheng lives at home.
3 Li Zheng wants to work in a school.
4 Li Zheng doesn't see her parents very often.

3 **Answer the questions.**

1 What does she want to do in the future?
2 When does she see her parents?

Explore nouns and verbs

4 **Find the verbs and nouns in the article. Copy and complete the table. Then complete the sentences.**

Verb	Noun
a study	....
b	practice
c train	....
d exercise	....

1 There are a lot of grammar .... in this book.
2 I get up at 6 o'clock every day and .... the piano.
3 After I finish my ...., I want to go to university.
4 My sister wants to be a teacher. She's at teacher .... college.

Vocabulary bank • page 140

Your turn

5 **Ask and answer the questions.**

1 Would you like to go to Li Zheng's school? Why/Why not?
2 Would you like to learn a martial art? Why/Why not?



Language focus 1

can for ability

1 **Complete the examples from the text on page 40.**

	I / You / He / She / It / We / They
+	He .... **break** a brick with his hand! Chinese children .... to special schools and **study** Kung Fu every day!
–	Li .... live at home. They **can't** see their parents during the week.
?	.... Li **break** a brick with her hands? Yes, she **can**. / No, she .... **Can** they **break** a brick with their hands? Yes, they **can**. / No, they **can't**.

Grammar reference • page 124

Get it right!

Notice that *can* doesn't change in the third person.
He can play the guitar.
~~*He cans play the guitar*~~ ✗

2 **Write sentences with *I can* and *I can't*. Use the ideas below and add your own ideas.**

- do a handstand
- write an email in English
- do Kung Fu
- ride a bike
- play the guitar
- speak French

I can ride a bike.
I can't speak French …



Say it right!

a **Listen and choose the option you hear.**

1 I **can** / **can't** hear you.
2 She **can** / **can't** come for dinner.
3 Pablo **can** / **can't** help you with your homework.
4 They **can** / **can't** count to 20 in French.
5 **Can** / **Can't** you wear jeans at school?

b **Listen and repeat the sentences.**

Your turn

3 **Work with a partner. Ask and answer the questions in Exercise 2.**

Can you do a handstand?

No, I can't. Can you …?

4 **Write sentences about your partner's abilities.**

Marta can ride a bike but she can't …

5 **Write about things you can and can't do at home and at school. Use the ideas below and your own ideas.**

- use my mobile phone in the classroom
- go to bed late on school nights
- wear what I want at home

I can't use my mobile phone in the classroom but I can …

can and *may* for permission

We use *can* or *may* to ask for and give permission to do things. *May* is more formal than *can*.

Can / ***May*** > *I go out tonight?* (= do you allow me?)

Grammar reference • page 124

6 **Work with a partner. Ask and answer questions using the ideas below and *can* or *may*.**

1 You ask the school librarian to borrow you a dictionary.
2 You ask your neighbour for permission to use his bike.
3 You ask your teacher for permission to open the window.
4 You ask a friend for permission to use her phone.

May I please borrow this dictionary?

Yes, you may.

Learn about a different Kung Fu school in China.

- What do students learn at the school?
- How many boys study at the school?



Discovery EDUCATION

Listening A podcast

1 **Look at the New Bank School website. How is it different from your school?**

2 **Listen to Tom talking about the school. What's his favourite lesson?**

3 **Listen again. Complete the information.**

1 Tom thinks his teachers are …

1 *great*

2 The school day starts at 9 am and finishes at …

3 They have three lessons in the morning and … lessons in the afternoon.

4 On Saturday, they only have lessons in the …

5 Tom wants to be a professional … when he leaves school.

Vocabulary School subjects

4 **Match the school subjects in the box with the pictures (a–i). Then listen, check and repeat.**

a *History*

Science	Geography	Maths	ICT	
PE	~~History~~	French	English	Music



Vocabulary bank • page 140



Your turn

5 **Complete the sentences for you. Then work with a partner. Ask and answer questions.**

My favourite subjects are *Maths and Science*
I don't like …
I don't study …
I'm good at …

What are your favourite subjects?

Maths and Science. What about you?

6 **Write sentences about you and your partner.**

My favourite subjects are … I don't like … I'm good at … My partner likes …

Language focus 2 Object pronouns

1 **Complete the examples from the listening on page 42.**

1 That's .... in the blue shorts!
2 It's a really good school and I love .... !
3 I like .... but I prefer Dance.
4 I practise with .... on Saturday afternoons.
5 Our teachers tell .... it's really important to do our academic schoolwork.

2 **Match the object pronouns in the box with the subject pronouns.**

~~me~~ us him it her you them you

I – *me* you – .... it – .... he – ....
she – .... we – .... they – .... you – ....

Grammar reference • page 125

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

3 **Look at the sentences from the listening on page 42. What do you notice about the form of the second verb in a–c?**

a) I don't mind working this hard.
b) I *really* don't like getting up early on Saturday mornings!
c) I love dancing.
d) I like the lessons, but I'm really tired at the end of the week.

Use verbs ending in *-ing* after *(don't) like, don't mind, love,* and *hate*

love	like	don't mind	don't like	hate

Grammar reference • page 125

4 **Write complete sentences that are true for you.**

1 I / watch / sport on TV.
I love watching sport on TV.
2 My best friend / play / computer games.
3 I do / my homework.
4 My teacher / stay / up late at weekends.
5 My friends / go / to the cinema.

5 **Read the quiz. Choose the correct answers for you. Write one more example for each section.**

DO YOU LIKE IT?

Do our quiz and tell us what you think about these things.

SCHOOL



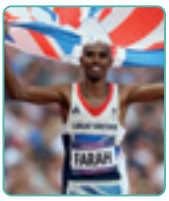
DO YOU LIKE ...
break times?
doing homework?
Maths ?

SPORT



DO YOU LIKE ...
playing tennis?
watching football?
.... ?

PEOPLE



DO YOU LIKE ...
Mo Farah?
Dakota Fanning?
.... ?

KEY:
Yes, I love **it/them/him/her**.
I don't mind **it/them/him/her**.
No, I don't like **it/them/him/her**.

Your turn

6 **Work with a partner. Ask and answer the questions in the quiz. Use the phrases in the key.**

Do you like break times? — Yes, I love them!
Do you like doing homework? — No, I hate it!

7 **Write sentences from Exercise 6. Use object pronouns.**

I hate doing homework but my partner doesn't mind it.

Discover Culture

1 **Look at the map and the picture. Who is the man in the photo? Where is he from?**

2 **Look at the pictures of Tobilay and answer the questions.**

1 Where is she?
2 How old is she?
3 Where is she from?







Find out about a school in South Africa.



Discovery EDUCATION

3.2 South African schoolgirl

3 **Watch the video up to 0.38 and check your answers to Exercise 2.**

4 **Are the sentences true (*T*) or false (*F*)? Correct the false ones.**

1 The school children wear white shirts.
2 They have pasta for lunch.
3 The children sing and dance in a field.
4 Both boys and girls play netball.
5 Tobilay does her homework at school.

5 **Watch the video again and complete Tobilay's profile.**



Tobilay is [1]....years old. She walks [2]....kilometres to school every morning. School starts at [3].... o'clock. Every morning she [4]....the national song with her classmates. In the afternoon she studies Zulu [5].... and learns traditional South African [6].... and [7]....She loves [8]....! In the evening she does her [9]...., writes in her [10]...., and reads her [11]....from class. This evening she's got a lot of [12]....!

6 **Look at the pictures. Complete the captions about South African culture.**

a) Today we celebrate Nelson Mandela's ....
b) The national anthem has words from .... different South African languages.
c) They learn traditional South African .... and ....

7 **Watch the video again to check your answers to Exercise 6.**

Your turn

8 **Work with a partner. Compare your school day to Tobilay's school day. Use the topics below.**

- How I get to school
- Time my school starts
- Activities I do in the morning
- Activities I do in the afternoon
- Homework

Tobilay walks to school but I go to school by car. What about you?

9 **Write a description of your usual day at school. Compare it to Tobilay's.**

I don't walk to school, I go by bus.
Our school doesn't start at 8am, it starts at 8.30 am.

Portfolio • page 141

Reading A profile

1 **Look at the map and photos. Where's Wales? What extra activities do you think students do in Wales? Read Gareth's blog and check your answers.**

2 **Read the profile again and complete the sentences about Gareth and his friends. Listen and check.**

1 Gareth speaks two languages, ... and .... . He speaks .... with his family. He goes to the .... club. He can .... . He loves .... .
2 Isabel goes to the .... club. She loves .... .
3 Darren goes to the .... club. He can .... .

Explore adjectives 2

3 **Find these adjectives in the text. Which ones mean 'very good'? Which one means 'very bad'?**

a) interesting
b) great
c) boring
d) brilliant
e) terrible
f) fast
g) slow

4 **Find the opposites for these adjectives in Exercise 3.**

a) interesting *boring*
b) brilliant ....
c) fast ....

Vocabulary bank • page 140

A Welsh school

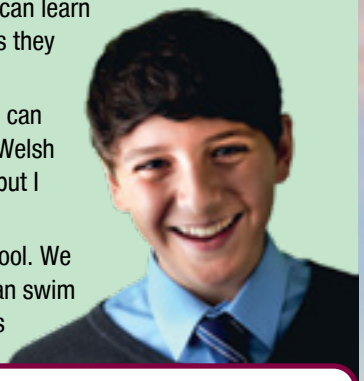


Hi! My name's Gareth and I'm a student at Penglais Comprehensive School in Aberystwyth, a small town in Wales. In my school we study both English and Welsh. At home, Welsh is our first language so I usually speak Welsh with my parents and grandparents. I like listening to my grandfather tell interesting stories in Welsh.

Our school is great because we've got lots of different clubs.

There's a guitar club on Thursdays. Students can learn how to play the guitar. My friend Isabel goes to this club. She really loves playing music and singing and she's really good. I'm terrible at singing!

We also have a hip-hop group. Students can learn hip-hop music and dance and sometimes they have concerts.



My friend Darren goes to Rugby Club. He can run very fast but I'm really slow! Lots of Welsh people love playing and watching rugby but I think it's boring!

I go to Surf Club every Tuesday after school. We can surf and swim. I love surfing and I can swim fast. Our teacher is an expert surfer. He's brilliant but he shouts a lot!

FACT! *The Welsh alphabet doesn't have the letters K, Q, V or Z.*

Your turn

5 **Compare your school with Tobilay's and Gareth's schools. Copy and complete the chart.**

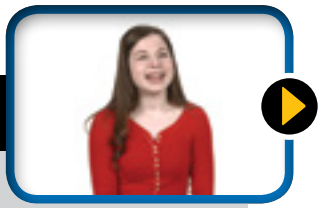
	Tobilay's school	Gareth's school	My school
Languages			
Activities / Clubs			
Likes / Loves			

6 **Write sentences. Then work with a partner and compare your sentences.**

In Tobilay's school they speak a lot of languages.
In Gareth's school they speak … In my school …



Speaking Asking for and giving permission



Real Talk: Can you use your mobile phone at school?



1 **Watch the teenagers in the video. How many of the teenagers …**

a) can use their phones anywhere in school?
b) can only use their phones in class to surf the internet?
c) can't use their phones anywhere in school?

2 **Can *you* use your mobile phone at school? Ask and answer with your partner.**



3 **Listen to the conversation. When can Fran and Bella go to the cinema?**

4 **Complete the conversation with the phrases in the *Useful language* box.**

Useful language

Great, thanks … Why not? Yes, you can.
Can I / we …? … sorry, I'm afraid you can't.

Fran: Hi Dad. …. go to the cinema with Bella this evening?
Dad: No, ….
Fran: ….?
Dad: Because your uncle and aunt are here this evening.
Fran: …. go on Saturday then, please?
Dad: ….
Fran: …., Dad!

5 **Listen again and check your answers.**

6 **Work with a partner. Practise the conversation in Exercise 4.**

7 **Change the words in bold in the conversation in Exercise 4. Use the information below. Practise the conversation.**

You want to …
… have breakfast in bed
… borrow pencil
… wear your new trainers to school
… play in the playground
… go swimming on Sunday afternoon.

Mum, can I have breakfast in bed?

No, sorry …

8 **Now make the conversation in Exercise 7 more polite. Imagine you are asking for permission to someone you don't know very well or your teacher. Practise the conversation.**

May I borrow your pencil, please?

No, I'm sorry, you may not.





Writing An email



Günter

Hi,
Please send me an email with information about your school for my school project. Thanks!

Hey Günter,
Here's some info about my school for your project. I go to Humphrey Davy School in Penzance, England. It's a big school! It's got about 50 teachers and 900 pupils, from 11 to 16 years old. We have six classes in each year, with about 30 pupils in each class. We have a school uniform ☹.You can see it in the photo (we can't wear jeans or trainers). The school day starts at 9 o'clock and finishes at 3.30 pm.

In my year, we study a lot of subjects – 12!!! ☹. My favourite subject's Maths. Every teacher's got a different room, so we go to a different classroom every lesson. All the classrooms are big and we have posters on the walls with our projects ☺.

That's all for now. Write back if you need more info! Bye!

Anna

1 **Read Anna's reply to Günter. Where's her school? How many pupils are there?**

2 **Answer questions about Anna's school.**

1 What's the name of the school?
2 Is it big or small?
3 How old are the pupils?
4 Do they have a uniform?
5 What time does school start and finish?
6 How many subjects does Anna do?
7 What's her favourite subject?

3 **Find examples of informal language in Anna's email.**

Useful language

Informal language
In an email to a friend, use informal language …

- to start: *Hi*, ….
- to end: *That's all for now. Bye!* ….
- contractions: *Here's* …., …. …. …. ….
- abbreviations: *info*

4 **Complete the *Useful language* box with the phrases below.**

Hello! Bye for now! How are you? How's it going?

5 **Make these sentences informal. Use the *Useful language* box to help you.**

1 Dear Anna,
2 My class teacher is great.
3 My school is very big – it has got 1,500 pupils.
4 We have got a new teacher.
5 Best wishes, Günter

Get Writing

PLAN

6 **Make notes about your school. Include information from Exercise 2.**

The name of your school
The size (big, small?)
Pupils' age
Uniform?
Time school starts and finishes
Subjects

WRITE

7 **Write an email to Günter. Use your notes and the language below.**

I go to …
It's a … school with …
The pupils are …
We have / haven't got …
The school day …
The classrooms are …

CHECK

8 **Can you say YES to these questions?**

- Have you got information from Exercise 6 in your email?
- Have you got informal language?
- Are your spelling, grammar and punctuation correct?

4 Food!

Discovery EDUCATION

In this unit ...



Fishing in Japan **p51**



Dabbawalas **p54**



Your lunch **p56**



CLIL Mountains of rice **p163**



Vocabulary

- Food
- Snacks and takeaways
- Meals and courses
- Expressions with *have* 2
- International words

Language focus

- Countable and uncountable nouns
- *a/an, some/any*
- *There is/are*
- *much/many/a lot of*

Unit aims

I can ...

- identify different kinds of food.
- use simple expressions with *have*.
- talk about meals and courses.
- talk about countable and uncountable nouns.
- understand about food in the UK and other countries.
- order food and drink in a restaurant.
- write a report about a celebration.
- use basic time connectors.

BE CURIOUS

What can you see in the photo?

Start thinking

- **How many of the foods in the picture can you name?**
- **Which are healthy?**
- **Which ones do you like/ dislike?**

Vocabulary Food

1 **Look at the picture. Match the pictures with the food and drink words in the box. Then listen, check and repeat.**



…. apples …. banana 1 beans …. bread …. butter …. carrot …. cheese
…. chicken …. eggs …. fish …. pizza …. pasta …. rice …. meat …. milk

2 **Copy and complete the table. Which food in the pictures is healthy? Which is not very healthy?**

Dairy	Fruit	Vegetables	Meat and fish	Other
cheese				*bread*

Your turn

3 **Ask and answer questions about the food you like and don't like. Write your partner's answers.**

Do you like beans?

Yes, I do. Do you like …?

4 **Work in small groups. Tell your friends about your partner.**

Ana likes … but she doesn't like …

Vocabulary bank • page 142

LUNCHES AROUND THE WORLD!



A Simon is from England. He takes a packed lunch to school. In his lunch box there are usually two sandwiches, some fruit, a chocolate bar and some juice. In the summer, Simon eats his lunch with his friends in the playground. Today, Simon has got some cheese sandwiches, an orange and some apple juice, but he says, 'I'm not happy because I haven't got a chocolate bar!'



B Juliette is from France. She has a hot lunch in the school canteen with her friends. They usually have soup, then some meat or fish with vegetables and a salad. For dessert, they have some ice cream or a piece of fruit. Juliette says, 'Today I've got tomato soup, chicken with salad, an apple and some ice cream.'

C Kazuyo is from Japan. She takes a Bento Box to school. In it there is usually some rice, vegetables and fish or meat. It's healthy and fun. Japanese parents make the rice into different shapes: popular cartoon characters, animals, flowers and buildings! The children have fun eating them. Kazuyo says, 'I've got some rice and some fish, but I haven't got any meat today. My rice is in the shape of a panda. It's really cute!'









Reading A magazine article

1 **Look at the photos. What food can you see?**

2 **Read the article about school lunches. Match the people with their lunches.**

3 **Read the article again. Choose the correct answers.**

1 There are **sandwiches / vegetables and fish** in a Bento Box.
2 Simon **usually has / never has** chocolate in his lunch box.
3 Juliette **usually has / never has** soup for lunch.
4 There **is some / isn't any** chocolate in Simon's lunch box today.
5 The food in Bento Boxes is unusual because it's **fun to eat / unhealthy**.
6 Juliette eats with her friends in the school **playground / canteen**.

Explore expressions with *have* 2

4 **Read the article again. Find two phrases with *have*.**

5 **Complete the sentences with the words below.**

lunch problem fun

1 We always have .... in the canteen at 1 o'clock.
2 I usually have .... when I'm with my friends.
3 Do you have a .... with this exercise?

Vocabulary bank • page 142

Your turn

6 **Work with a partner. Ask and answer the questions.**

1 Where do you usually have your lunch?
2 Do you have a school lunch or a packed lunch?
3 Who makes your lunch?

Language focus 1 Countable and uncountable nouns

1 **Complete the examples from the text on page 50.**

Countable nouns	Uncountable nouns
two sandwiches, an orange, a ...., an	fruit, rice, ..., ...

Grammar reference • page 126

2 **Copy and complete the table. Which words are countable and which are uncountable? Add some more words.**

~~banana~~ meat milk ~~ice cream~~ vegetables
water cheese sandwich carrots apple

countable	uncountable
banana	*ice cream*

a/an, some and *any*

3 **Complete the examples from the text on page 50.**

Singular countable
I've got **an** orange. I haven't got .... chocolate bar. Have you got .... orange?
Plural countable
I've got **some** sandwiches. I haven't got **any** sandwiches. Have you got **any** sandwiches?
Uncountable
I've got **some** rice. I haven't got .... meat. Have you got .... rice?

Grammar reference • page 126

4 **Circle the correct words.**

1 I'm a vegetarian. I don't eat **some** / **any** meat.
2 Have you got **a** / **any** fruit in your lunch box?
3 I need **any** / **some** water – I'm really thirsty.
4 They haven't got **any** / **some** apples.
5 Do you eat **an** / **any** orange every day?
6 I've got **some** / **a** chocolate bar.

5 **Read and match the texts with the correct fridge. Then complete the text with *a, an, some* or *any*.**

1 Our fridge isn't very full. We've got [1]....egg, [2]....milk and [3]....cheese. We haven't got [4]....fish and we haven't got [5]....meat, but we've got [6]....vegetables.
2 In our fridge we've got [7]....big cake. We've got [8]....ice cream too, and [9]....drinks. We haven't got [10]....sandwiches. My brother doesn't like sandwiches. But we've got four big pizzas!



Your turn

6 **Draw a fridge with five food and drink words from this unit.**

7 **Work with a partner. Ask and answer questions about what's in your fridges.**

Have you got any milk in your fridge? — Yes, I have.
Have you got any sandwiches? — No, I haven't.

8 **Draw your partner's fridge.**

Learn about fishing in Japan.
- Which ocean is Japan in?
- Why is the sea so important to Japanese people?
- What do the women find in the sea?



Discovery EDUCATION
4.1 Fishing in Japan

Listening A conversation

1 **Look at the picture. Where are the teenagers? What do you think they are talking about?**

2 **Listen to the conversation between Tim and Michelle. Who has got food? What does Tim want?**

3 **Listen again. Are the sentences about Michelle (*M*) or Tim (*T*)?**

1 … has got a packed lunch. *M*
2 … has got some money for presents. ….
3 … is hungry now. ….
4 … always has a big breakfast. ….
5 … asks for a sandwich. ….
6 … wants to buy a burger. ….
7 … has got £20. ….





Vocabulary Meals and courses

4 **Copy and complete the table. Put the words from the listening into the correct column. There is one extra word. What is it?**

~~breakfast~~ dessert dinner lunch
main course snack starter

Meal	Courses (parts of a meal)
breakfast	….
….	….
….	….

5 **Listen, check and repeat.**

Vocabulary bank • page 142

Your turn

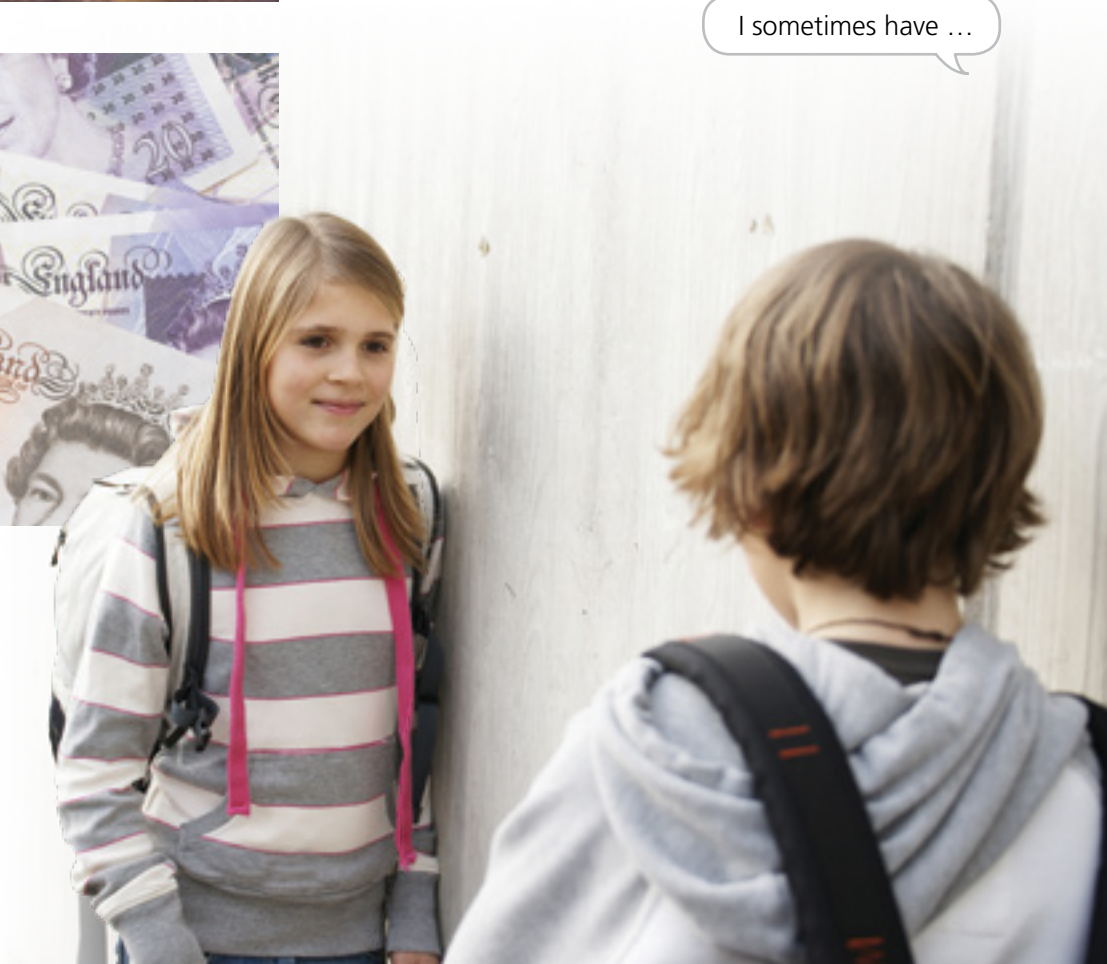
6 **Work with a partner. Ask and answer questions about meals.**

What time do you usually have breakfast?

I usually have breakfast at 7.30.

What do you have for a snack at school?

I sometimes have …



Language focus 2

there is / there are

1 **Complete the examples from the listening on page 52.**

1 There ... a lot of cool places to eat in London.
2 ... there a fast food place near here?
3 ... there any sweets?
4 There ... a fast food place on the way home.
5 There ... a great fast food place on the way home.

Grammar reference • page 126

2 **Circle the correct option. Are the sentences true for your town and school?**

1 There **is / are** a supermarket in my town.
2 There **isn't / aren't** any pizza places.
3 There **is / are** a sports centre in my town.
4 There **isn't / aren't** a café in my school.

3 **Look at the picture. Complete the questions with *is* or *are*. Write some more questions.**



1 ... there any fruit?
2 ... there any vegetables?
3 ... there any chocolate bars?
4 ... there any juice?

Say it right!

Intonation in questions

a **When we ask *yes/no* questions in English, our voice goes up. In answers, our voice goes down.**



Is there any pasta? Yes, there is.

b **Match the questions with the answers.**

1 Are there any olives?	a Yes, I do.
2 Is there a supermarket?	b No, there aren't.
3 Do you like milkshakes?	c Yes, there is.
4 Does he like oranges?	d No, he doesn't.

c **Listen, check and repeat.**

4 **Work with a partner. Ask and answer the questions in Exercise 3.**

Is there any fruit? Yes, there is.

much / many / a lot of

5 **Complete the examples from the listening on page 52.**

1 There are ... cool places to eat.
2 I haven't got ... money.
3 How ... food have you got?
4 I've got ... food.
5 How ... sandwiches have you got?

Grammar reference • page 127

6 **Complete the sentences with the words below.**

How much ~~How many~~ a lot of (x2) many much





1 *How many* apples are there?
2 There are ... apples.





3 There aren't ... apples.
4 ... water is there?
5 There isn't ... water.
6 There's ... water.

Your turn

7 **What's in your bag? Write two things that you've got in your bag today. Try to use one countable and one uncountable thing.**

I've got some pens.
I've got some water.

8 **Work with a partner. Ask what's in his/her bag. Then ask *How much* or *How many*.**

What have you got in your bag?

I've got some pens.

How many pens have you got?

Discover Culture



1 **Look at the map and picture 1. Where's Mumbai? What do you know about it?**

2 **Match the countries to the pictures (2–5). What food or drink do they deliver?**

a) *2 - ice cream*

a) The UK ....
b) Italy ....
c) Brazil ....
d) Mexico ....











3 **Look at the picture of Arvind (1) and answer the questions.**

1 What is his job?
2 What food do you think he delivers?
3 How does he do it?
4 Is his job easy or difficult? Is it safe or dangerous?

Find out about lunches in Mumbai.



Discovery EDUCATION

4.2 Dabbawalas

4 **Watch the video and check your answers to Exercise 3.**

5 **Watch the video again. Are the sentences true (*T*) or false (*F*)? Correct the false ones.**

1 The trains in Mumbai are very empty.
2 The dabbawalas put the boxes into coloured bags.
3 Then they put the boxes into a truck.
4 They don't deliver the food by hand.

6 **Watch the video again and complete the paragraph about Arvind.**

Arvind is Aruna's [1] *cousin* . He is a dabbawala in Mumbai. He takes [2] .... to people. The food goes in a [3] .... lunch box. There are [4] .... thousand dabbawalas in Mumbai, and they take lunches to [5] .... thousand people. It is a dangerous job because there is always a lot of [6] .... in the city.

7 **Test your memory. Which of these places do you see in the video?**

kitchen busy street airport
restaurant station office beach

Your turn

8 **What kind of food deliveries or street food is there in your town?**

In my town there are pizza deliveries.

9 **How often do you:**

- eat street food?
- get a takeaway?

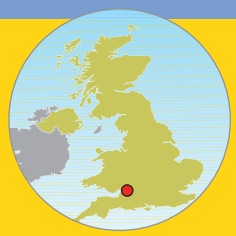
How often do you eat street food?

Not very often. What about you?

UNIT 4

TYPICAL ENGLISH FOOD





People all over the world say that English food is bad. Thirteen-year-old Rupa Remy doesn't agree. We interview her in her house in Bristol, England, to ask why.







TELL US ABOUT YOUR FAMILY, RUPA.

Well, my dad is French and my mum is Indian. They are both chefs in different restaurants in town. They are very good at cooking.

1 ....

Sometimes it's my dad, sometimes it's my mum. Dad makes meals with a lot of courses. There's always a starter and a dessert – and there are usually four or five main courses, too! It's fantastic.

2 ....

She cooks traditional Indian food. We eat a lot of rice, and some lovely meat with sauces. Oh, and she makes great sweets.

3 ....

No, it's good for the same reason. People from all over the world live in England and they bring their food with them. There are a lot of different restaurants here.

4 ....

Yes! Here in Bristol is Za Za Bazaar. It's the biggest restaurant in the UK. They serve Mexican tacos, Japanese sushi, Italian pizza, American burgers – everything, really. Even typical British food.

5 ....

My favourite is fish and chips, of course. I'm English!

FACT! *1847 – the world's first chocolate bar in Bristol, made by Joseph Fry*

Reading A magazine interview

1 **Look at the pictures. What do you think 'typical English food' is? Who are the people in the picture? Read the text and check your answers.**

2 **Put the questions in the correct place in the text.**

1 And what about your mum?
2 Do you have a favourite restaurant?
3 What do you like to eat when you go there?
4 So who cooks in your house?
5 OK, so the food in your house is excellent. But what do you think about English food? Is it bad?

3 **Read the interview with Rupa again and answer the questions.**

1 Where are Rupa's parents from?
2 What do Rupa's parents do?
3 What's Rupa's favourite food?
4 What kind of food can you eat in Za Za Bazaar?

Explore international words

4 **Find the words below in the text.**

sushi pizza taco burger

Are they the same in your language? Can you think of any other international food words?

Vocabulary bank • page 142

Your turn

5 **Answer the questions for you. Then ask and answer with your partner.**

1 What kind of food do you eat at home?
2 Who cooks in your house?
3 What kind of restaurants are there in your town?
4 What country does your favourite food come from?

What kind of food do you eat at home?

We eat Chinese and American food.

Portfolio • page 143

Speaking Ordering food

Real Talk: What do you usually have for lunch?





1 **Watch the teenagers in the video. How many of the teenagers talk about …**

a) chicken
b) pasta
c) rice
d) vegetables
e) fruit?



2 **What do *you* usually have for lunch? Ask and answer with your partner.**

3 **Listen to the conversation. What does Katy choose?**

4 **Complete the conversation with the phrases in the *Useful language* box.**

Useful language

I'd like …
May / Can I have …, please?
How much is that?
What can I get you?
Here you are.
What … would you like?
Anything else?

Waiter: Hi there. [1]….you?
Katy: [2]….a sandwich, please?
Waiter: Of course. What filling [3]….?
Katy: [4]….**spicy chicken**, please.
Waiter: Do you want it hot or cold?
Katy: **Hot**, please.
Waiter: Right. [5]….?
Katy: Yes, please. A **cola**.
Waiter: OK. [6]….you [7]….
Katy: [8]….?
Waiter: **£3.35**, please.
Katy: Here you are.
Waiter: Thank you.

5 **Listen again and check your answers.**

6 **Work with a partner. Practise the conversation in Exercise 4.**

7 **Change the words in bold in the conversation in Exercise 4. Use the information below. Practise the conversation.**

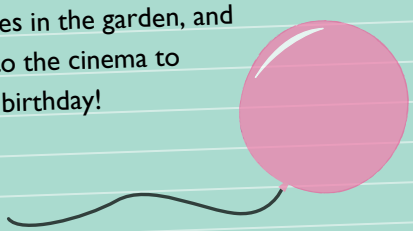




Writing A report

1 **Look at the photo. What is Eva's celebration?**

1 ....
I celebrate my birthday every year with a big birthday dinner at my house. My birthday is in June, so we usually have dinner in the garden. Before dinner, I always open my presents.
2 ....
First we have a starter. That's usually soup. After that, we have the main course. That's always fish, because fish is my favourite. Then we have ice cream and some lovely birthday cake.
3 ....
After that, we play games in the garden, and sometimes we go out to the cinema to watch a film. I love my birthday!



2 **Read Eva's report. What do they eat on her birthday?**

Useful language

Time connectors
Use time connectors ***before***, ***then*** and ***after that*** when you describe the order of events.
Before dinner, I always open my presents. After that, we have the main course. Then we have ice cream.



3 **Find examples of time connectors in Eva's report.**

4 **Complete the text with the time connectors from the *Useful language* box.**
[1] *Before* we go to the canteen for lunch, we put our bags in the classroom. [2]....we wait for hot or cold food. We choose what we want to eat and [3]....we go and sit down at a table with our friends. [4]....we eat our lunch and talk to our friends. [5]....we put our plates away and go back to class.

5 **Read Eva's report again. Put the paragraph headings in the right place.**
- What we eat
- And after that
- When, where and who

Get Writing

PLAN

6 **Make notes about a celebration meal. Include information about the things below.**

celebration	time	activities
people	food	place

WRITE

7 **Write your report. Use your notes and the language below.**

When
It's in …
Where and who
We always … at …
We have dinner in … with …
What
First, we have … Then …
Other activities
Before dinner, … After that …, we …

CHECK

8 **Can you say YES to these questions?**
- Have you got information from Exercise 6 in your report?
- Have you got time connectors from the *Useful language* box?
- Are your spelling, grammar and vocabulary correct?

3–4 Review

Vocabulary

1 Match the activities with the places in school.

1 do outdoor sports
2 read books and do projects
3 meet with the whole school
4 have ICT classes
5 do experiments
6 have lunch
7 do indoor sports

a) canteen
b) science lab
c) sports hall
d) main hall
e) IT room
f) library
g) playing field

2 Write the school subjects in order from your favourite to your least favourite.

1 Science
2 Music
3 English
4 Maths
5 History
6 PE
7 Geography
8 French
9 ICT

3 Complete the food words.

dairy

1 c *h e e* s e
2 b _ _ _ _ r
3 m _ l _

fruit

4 _ ppl _
5 b _ n _ _ a

vegetables

6 b _ _ ns
7 c _ _ _ _ t

meat and fish

8 _ h_ _ k_n
9 _ _ sh
10 b _ _ g _ r

other

11 b _ _ _ d
12 _ gg
13 _ _ zz _
14 p _ st _
15 r _ c _
16 t _ c _
17 s _ sh _

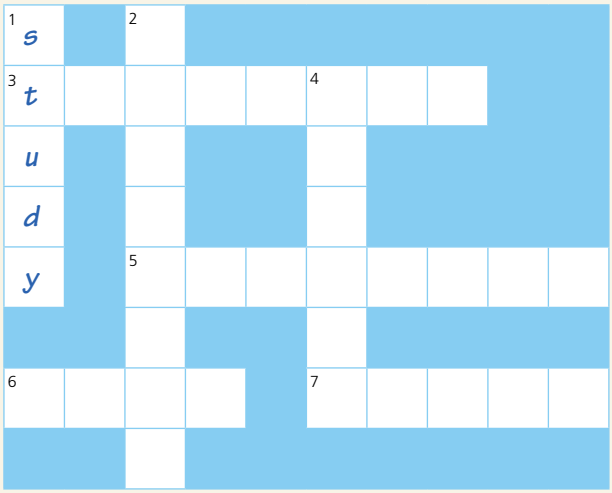
4 Which of the words in Exercise 3 are the same in your language?

5 Complete the sentences with the words in the box.

breakfast dessert dinner
lunch main course starter

1 The meal you have in the middle of the day is called ….
2 My favourite …. is ice cream with bananas.
3 …. is the first meal of the day.
4 The big meal that people usually have in the evening is called ….
5 Before the …., we often have a ….

6 Complete the crossword with nouns, verbs and adjectives.



Across

3 The opposite of *brilliant*.
5 You learn to be a teacher at a teacher …. college.
6 The opposite of *slow*.
7 An adjective meaning *very good*.

Down

1 What you do at school.
2 The verb of *practice*.
4 The opposite of *interesting*.

7 Match the parts of the sentences.

1 I always have
2 After dinner, I like to have a
3 I don't have a
4 12 o'clock is very early

a) walk on the beach.
b) to have lunch.
c) fun when I meet my friends in the park.
d) problem with these Maths exercises – they're easy!

Language focus

1 **Write sentences with the correct form of *can*.**

1 *Can he ride a bike?*

1 he / ride a bike (?)
2 Maria / dance (✓)
3 we / go home (?)
4 Victor / play the guitar (✗)
5 you / swim (?)
6 they / do kung fu (✓)

2 **Complete the text with the correct object pronouns.**



Zara's my best friend. I like [1] *her* and she likes [2] ....! We're in the same class. Our teacher is Mr Stevens. I don't like [3] .... because he gives [4] .... all lots of homework! Zara loves Art, but I hate [5] ..... Our friends like football and we often play with [6] .... after school.

3 **Complete the sentences with the *-ing* form of the verbs in the box.**

listen eat ~~do~~ play read ride

1 I don't like *doing* my homework after school.
2 I love .... games on my computer.
3 I hate .... in the school canteen.
4 I like .... Manga comics.
5 I love .... to music.
6 I don't mind .... my bike to school every day.

4 **Which food and drink words on page 58 Exercise 3 are countable? Which are uncountable?**

cheese: uncountable

5 **Complete the sentences with *a, an, some* or *any*.**

1 I sometimes have *a* banana for breakfast.
2 There's .... cheese in the fridge.
3 We don't eat .... meat, only vegetables.
4 Pete eats .... apple every day.
5 We haven't got .... salt. Can you go to the shops?
6 Can I have .... biscuits with my tea?
7 Are there .... tomatoes for a salad?
8 I always have .... biscuit with my tea.

6 **Make questions or sentences with *there is/ there are*. Use *some* or *any*.**

1 *There's some milk.*

1 .... milk (✓)
2 .... cheese (✗)
3 .... eggs (?)
4 .... apples (✓)
5 .... chips (✗)
6 .... pasta (?)

7 **Choose the correct options.**

1 How **much / many** meat is there?
2 I haven't got **much / many** biscuits.
3 There are **a lot of / much** eggs. Let's make a tortilla.
4 There isn't **much / many** milk in the fridge.
5 How **much / many** potatoes do we need?
6 I've got **a lot of / many** bread. Do you want some?

Language builder

8 **Complete the text with the correct word below.**

Michelle doesn't eat [1] .... fruit. She never has [2] .... apple or [3] .... banana at lunch, but she loves [4] .... vegetables. There [5] .... always a lot of snacks in her lunch box, too. Tina has lunch at the same time as Michelle, so they [6] .... sit together. Tina usually has a cheese sandwich and a yoghurt. There [7] .... usually [8] .... fruit in her lunch box too. She doesn't eat [9] .... snacks. How [10] .... fruit do you eat every day? Do you eat [11] .... vegetables?

1	a) much	b) many	7	a) is	b) are
2	a) a	b) an	8	a) any	b) some
3	a) a	b) an	9	a) much	b) any
4	a) eat	b) eating	10	a) much	b) many
5	a) is	b) are	11	a) a lot of	b) much
6	a) can	b) can't			

Speaking

9 **Choose the correct options.**

Waiter: Hi. What [1] **can I / do I** get you?
Mary: Yes, of course. I [2] **'m like / I 'd like** a salad sandwich, please and a glass of coke.
Waiter: OK.
Tom: And [3] **I'd like / I like** the spicy chicken, please.
Waiter: Right, [4] **anything / something** else?
Tom: Yes, please. A cup of coffee, please.
Mary: [5] **How many / How much** is that?
Waiter: £4 each, please.
Mary: Here [6] **you are / are you**. This is my £4.
Tom: Er, Mary, can I borrow some money please?
Mary: Sorry, Tom. I'm afraid you [7] **can't / don't**.
Tom: [8] **Why not / What not** ?
Mary: Because I've only got £4!

3 Evaluation test

Language focus

1 Complete the sentences with *can* or *can't*.

1 ...Can... you swim?
2 I .... speak French. ✓
3 .... I open the window?
4 Simon .... play the guitar. ✗
5 We .... go home now. ✓
6 We .... use mobile phones at my school. ✗
7 .... we talk to the teacher?

_____/ 5

2 Choose the correct answer.

1 These are my new friends. I like **it** / **them**.
2 We really like our French teacher, and I think she likes **them** / **us**, too.
3 Do you want to come and play tennis with **her** / **me** after school?
4 Our English teacher is brilliant. I like **him** / **us**!
5 Sam and Tom are our new football teammates. Do you know **him** / **them**?
6 I have English on Tuesday and Friday. I really like studying **it** / **them**.

_____/ 5

3 Complete the sentences with the correct form of the verbs in the box.

have	do	play	study	go	~~listen~~

1 Sarah likes ...listening... to music.
2 Do you like .... tennis?
3 I don't like .... in the library.
4 Jack loves .... swimming in the pool.
5 Sam doesn't mind .... his homework in the evenings.
6 I hate .... art lessons after school.

_____/5

4 Choose the correct answer: a, b or c.



1 Can you .... a bike?
a to ride b riding c ride
2 Maria .... do her homework today.
a can't b isn't c don't
3 I love .... tennis with my friends. It's great!
a to play b playing c play
4 Maria's my best friend and I really like .... .
a me b her c us
5 May I .... a calculator on my test? .
a using b use c can use
6 My brother .... doing football training. He says it's boring!
a loves b doesn't mind c hates

_____/ 5

Vocabulary

5 Match the descriptions (1–5) with the places (a–e).

1 You can use computers here. ...c... a canteen
2 You can have your lunch here. .... b playing field
3 You can do sports here. .... c IT room
4 You can do experiments here… d library
5 You can read here. .... e science lab

_____/ 4

6 Complete the words about school subjects. The first letter is there to help you.

1 You need a computer to study this subject. I C T
2 You learn about kings and queens. H _ _ _ _ _ _
3 This subject is about different countries. G _ _ _ _ _ _ _ _
4 You study this subject in a lab. S _ _ _ _ _ _
5 People in the UK speak this language. E _ _ _ _ _ _
6 This subject is all about numbers. M _ _ _ _
7 You do exercise and learn to play sport. P _

_____/ 6

7 Choose the correct answer: a, b or c.

1 We use computers in the .... .
a main hall b canteen c IT room
2 We have .... in the sports hall on Fridays.
a Maths b Science c PE
3 I'm really .... at singing!
a boring b terrible c slow
4 I play football in the school team, and I .... with them on Fridays.
a work b train c study
5 We always meet in the school .... to have lunch.
a playing field b library c canteen
6 I love studying History. It's really .... .
a interesting b fast c terrible

_____/ 5

Writing

8 Write about your school. Use the questions to help you.

- Where is your school?
- How many classmates do you have?
- What subjects do you study?
- What subjects do you like?
- What sports do you do at school?

Write 25–35 words.

_____/ 15

_____/ 50

Evaluation test 4

Language focus

1 Choose the correct answer.

1 I've got a / some sandwich for my lunch.
2 We haven't got any / some fruit at home.
3 I always have any / a drink at school in the afternoon.
4 Dan has got some / any homework to do today.
5 I always have an / any egg for breakfast.
6 I haven't got some / any cousins in my family.
7 Have you got a / any pen, please?

_____/ 6

2 Complete the sentences with *is, are, isn't* or *aren't*.

1 There ...*aren't*... any apples in my lunchbox!
2 …. there a playing field at your school?
3 There …. any trees my garden.
4 …. there any sushi places in your town?
5 There …. a new café in our town. It's great!
6 There …. a banana in my lunchbox because I don't like them.
7 …. you at the office right now?

_____/ 6

3 Complete the sentences with *much, many* or *a lot of.*

1 We haven't got ...*many*... eggs in the fridge.
2 I eat …. bread every day.
3 How…. homework do you get every day?
4 There are …. burger bars here.
5 How …. English classes do you have every week?
6 There isn't …. cheese in this pasta.

_____/ 5

4 Choose the correct answer: a, b or c.

1 …. there a pizza place near here?
a Has b Does c Is
2 Have you got …. English books?
a some b a c any
3 I eat a …. every day.
a egg b banana c bread
4 I go home for lunch because there …. a canteen at school.
a are b is c isn't
5 I drink …. milk every day.
a a lot of b much c many
6 **A:** Is there any bread for dinner?
B: Yes, ….
a there is b I have c we do

_____/ 5

Vocabulary

5 Complete the words about food. The first letter is there to help you.

1 You can put this on bread. b *u t t e r*
2 This is the name of some meat. c _ _ _ _ _ _
3 You put this on pasta and pizza. c _ _ _ _ _
4 You can eat this fruit for your dessert. b _ _ _ _ _
5 People eat these vegetables with meat or fish. c _ _ _ _ _ _
6 You can drink this. m _ _ _
7 You can have them fried for breakfast. e _ _ _

_____/ 6

6 Complete the sentences with the words in the box.

walk dessert ~~have~~ dinner snack starter

1 What time do you ...*have*... lunch?
2 We have our …. at 7.30 in the evening.
3 I sometimes have a …. in the afternoons.
4 I like having a …. after my meal – usually an apple.
5 We sometimes have fish soup as a …. in my house, before the main course.
6 My family likes doing exercise after dinner, so we always have a …. .

_____/ 5

7 Choose the correct answer: a, b or c.

1 I usually …. lunch at home.
a go b have c do
2 In my family, we often eat …. with fish for dinner.
a rice b milk c meat
3 …. is my favourite meat.
a Taco b Sushi c Chicken
4 I don't eat …. because I don't like bread.
a pasta b rice c sandwiches
5 We usually have some apples as an afternoon …. .
a lunch b snack c main course
6 May I have …. on my bread?
a butter b rice c pasta

_____/ 5

Writing

8 Write about a family meal. Use the questions to help you.

- When does your family usually eat together?
- How many people are there at the meal?
- What do you eat?
- What do you do after the meal?

Write 25–35 words.

_____/ 12

_____/ 50

TOTAL_____/ 100



5 Animal world

Discovery EDUCATION

In this unit …



Shark attack! **p65**



Animals in the city **p68**



Going to museums **p70**



CLIL Chameleons **p164**

Vocabulary
- Animals
- Action verbs
- Adverbs of movement
- The suffix -er

Language focus
- Present continuous
- Present simple vs Present continuous

Unit aims
I can …
- talk about animals.
- read and understand an animal quiz.
- make statements and ask and answer questions in the present continuous.
- understand a conversation about zoos.
- use the present simple or the present continuous correctly.
- ask for information in a shop.
- write a short description of an animal.

BE CURIOUS

What can you see in the photo?

Start thinking
- Where do polar bears live?
- What other animals live there?
- What other animals can swim?
- What animals can't swim?

Vocabulary Animals

1 **What is unusual about these animals? Label each picture with two animal names. Use the words in the box. Then listen, check and repeat.**

a bird a cat a cow a dog an elephant a fish a frog a giraffe a gorilla
a horse (x2) a monkey ~~a polar bear~~ a shark a sheep a spider ~~a tiger~~ a zebra



1 *a polar bear* and *a tiger*



2 .... and ....



3 .... and ....



4 .... and ....



5 .... and ....



6 .... and ....



7 .... and ....



8 .... and ....



9 .... and ....

2 **Copy and complete the table. Work with a partner. Put the animals in the correct columns. Some animals will go in more than one column.**

Pets	Farm animals	Wild animals
birds		*birds*
Water animals	**Land animals**	

Vocabulary bank • page 144

Get it right!

The plural forms of ***fish*** and ***sheep*** are irregular.
My sister's got two yellow fish.
There are 20 white sheep on the farm.
~~*fishes*~~ ✗ ~~*sheeps*~~ ✗

Your turn

3 **Create an animal like the ones in Exercise 1. Draw a picture of it and describe it to a partner.**

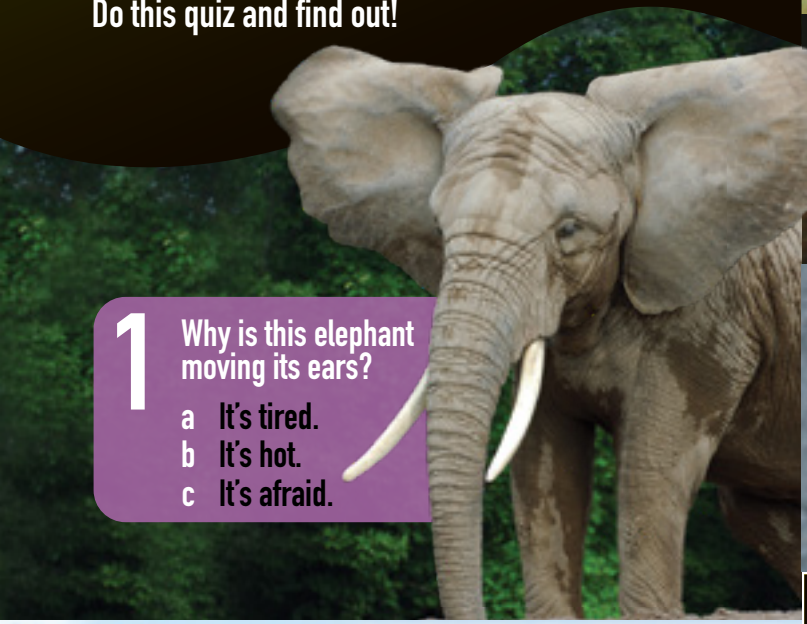
My animal is part frog and part bird. It's small. It's green and red.

4 **Listen to your partner's description. Draw his/her animal. Describe the animal to the class.**

What are the animals doing?

ANIMAL ACTIONS QUIZ

Animals do different things for different reasons. Sometimes the reasons aren't what you think they are! How much do you know about animals' actions? Do this quiz and find out!



1 Why is this elephant moving its ears?
a It's tired.
b It's hot.
c It's afraid.



2 What's this horse doing?
a It's smiling.
b It's laughing.
c It's smelling something.



3 What are these giraffes doing?
a They're fighting.
b They're dancing.
c They're playing.



4 What's this frog doing?
a It's drinking.
b It's singing.
c It's eating.



5 What are these monkeys doing?
a They're playing.
b They're fighting.
c They're cleaning each other.

CLUES

Elephants move their ears backwards and forwards when they are hot and they want to stay cool.

Horses open their mouths and curl their lips when they want to smell something.

Frogs have a 'vocal sac' under their chins. Male frogs produce sounds from this sac and 'sing' to female frogs.

Giraffes use their long necks and their heads during fights over territory.

Monkeys often take insects and dirt out of each other's fur.

FACT! *Frogs live on every continent in the world except Antarctica.*

Reading A quiz

1 Look at the photos in the quiz. What animals can you see?

2 Read the quiz and answer the questions. Use the clues to help you.

3 Listen and check your answers to the quiz.

Explore adverbs of movement

4 Read the quiz again and underline the two adverbs of movement.

5 Complete the sentences with the adverbs from the text and in the box below.

up left backwards round (x2)
right down forwards

1 Elephants move their ears .... and .... to keep cool.
2 Look .... and .... before you cross the road.
3 Horses move their heads .... and .... when they're bored.
4 Dogs run .... and .... when they play.

Vocabulary bank • page 144

Your turn

6 Work with a partner. Ask and answer the questions.
1 What information in the quiz is new to you?
2 What other animal actions do you know?

Language focus 1 Present continuous

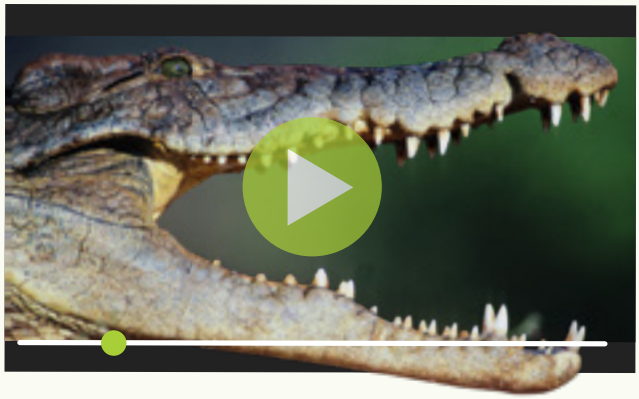
1 **Complete the examples from the text on page 64.**

	I	He / She / It	We / You / They
+	I **am watching** the animals.	The frog **is** ….	The monkeys **are** ….
–	**I'm not eating**.	The frog **isn't eating**.	The monkeys **aren't fighting**.
?	**Am** I **looking** at the mother elephant? Yes, I **am**. / No, **I'm** not.	Why …. the elephant …. its ears? **Is** the horse **smiling**? Yes, it **is**. / No, it **isn't**.	What …. the monkeys ….? **Are** the monkeys **fighting**? Yes, they **are**. / No, they **aren't**.

Grammar reference • page 128

2 **Complete the text with the correct form of the present continuous. Use the verbs in brackets.**

Hello, friends! Welcome to Animal World! Where am I? I'm in Vancouver, Canada! And, no, I [1] *'m not talking* (not talk) to you from a swamp! Today, I [2] …. (visit) the Vancouver Aquarium with my sister. Right now, we [3] …. (listen) to a guide. She [4] …. (talk) to some students about crocodiles. Oh, now the crocodiles [5] …. (get) very excited! It's lunchtime and our guide [6] …. (give) them some fish. She [7] …. (not go) very close to them, of course! The crocodiles are really hungry – they [8] …. (not share)! They [9] …. (show) their big teeth, and they [10] …. (eat) the fish very quickly!



3 **Write questions and answers with the present continuous form of the verbs. Then practise with a partner.**

1	where / you / go	go / to the zoo
	Where are you going?	*I'm going to the zoo.*
2	what / the sharks / do	eat / fish
3	Jen / feed / the horses	no
4	the cats / sleep	yes
5	what / the bird / doing	smell / a flower
6	you / walk / your dog	no

Your turn

4 **Write three questions about what's happening in your class at the moment.**

What is … doing?
Is Maria …ing?

5 **Ask and answer the questions with your partner.**

What's the teacher doing?

She's writing on the board.

Say it right!

a **Listen and compare the different g sounds at the beginnings and ends of the words.**

We're listening to a guide.
The crocodiles are getting very excited.

b **Listen and repeat the sentences from Exercise 2. Pay close attention to the *-ing* sound.**

Find out about sharks.

- How many different kinds of sharks can you see in the film?
- Where does the Greenland shark live?



Listening A conversation



1 **Do you go to the zoo? What animals do you see? What are your favourite zoo animals?**

2 **Listen to people talking at a zoo. What animals are they looking at? Write the number of the conversation next to the animals. Which of the animals *don't* they talk about?**

elephants	birds	polar bears
monkeys	tigers	zebras

3 **Listen again. Are the sentences true (*T*) or false (*F*)? Correct the false ones.**

1 It's OK to feed the birds. *F It isn't OK to feed the birds.*
2 The monkeys are eating fruit. ....
3 A big monkey is cleaning its mother. ....
4 Elephants move their ears when they're cold. ....
5 The father elephants live with their babies. ....
6 The kids think the tiger is angry. ....

Vocabulary Action verbs

4 **Match the action verbs to the pictures. Listen, check and repeat.**

fight fly ~~hide~~ hunt jump swim swing

5 **Complete the sentences with the correct form of the verbs in Exercise 4. Listen, check and repeat.**

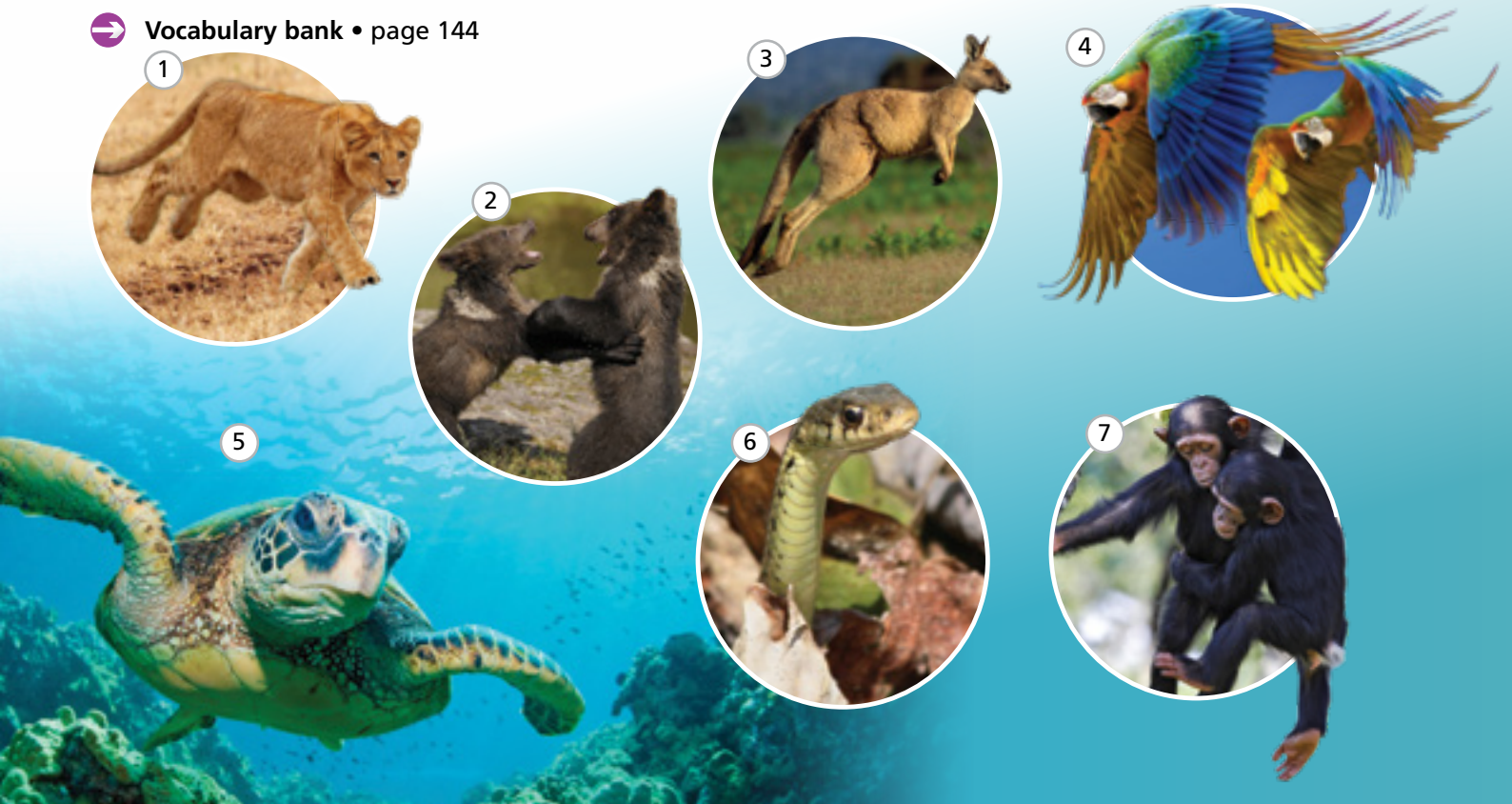
1 The snake is .....*hiding*..... .
2 The turtle is .... .
3 The lion is .... .
4 The monkeys are .... .
5 The kangaroo is .... .
6 The parrots are .... .
7 The bears are .... .

Vocabulary bank • page 144

Your turn

6 **Work with a partner. Ask and answer questions about what animals do.**

Do frogs fly? No, they don't.



Language focus 2 Present simple vs present continuous

1 **Complete the examples from the listening on page 66.**

Present simple for facts, habits and routines	Present continuous for activities that are happening at the moment
She **loves** her baby. They usually **fly** to warm places in the winter. It **doesn't like** its cage. Where **do** the fathers ....?	It**'s eating** a banana. They**'re flying** really fast. They ....swinging from the trees. **Are** you **feeding** animals at the moment?
Common time expressions	
always usually .... sometimes never in the summer/spring/.../autumn on Monday/Tuesday/Friday	at the moment now ....

Grammar reference • pages 128–129

2 **Choose the correct words to complete the sentences.**

1 I never feed / I'm never feeding the animals at the zoo.
2 That snake **hides / is hiding** behind a tree right now.
3 Kangaroos **usually live / are usually living** in groups.
4 **Do you look at / Are you looking at** the tigers now?
5 The guide **gives / is giving** a tour of the aquarium at the moment.
6 Bears **sleep / are sleeping** in the winter.

3 **Complete the email with the present simple or present continuous of the verbs in brackets.**

Monica ▶

Tunisian Holiday!

Hi Monica

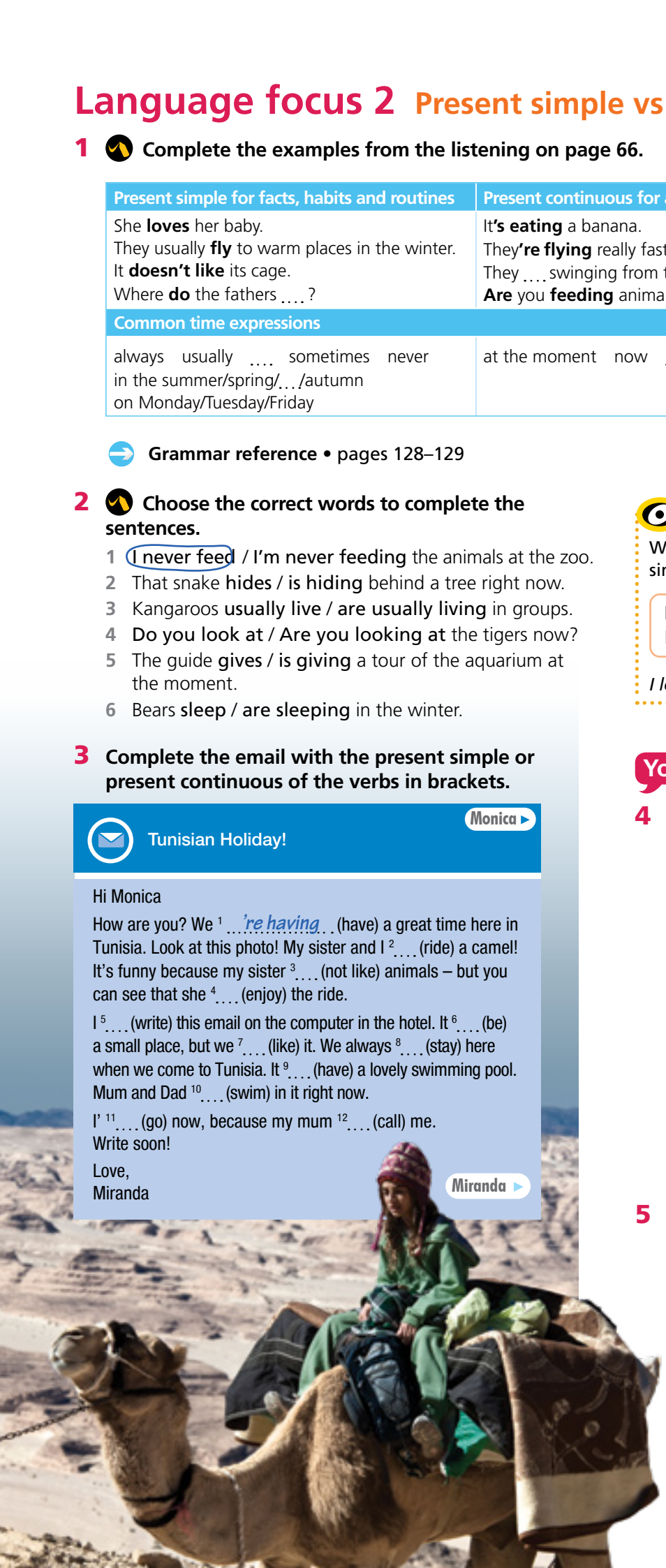
How are you? We [1] *'re having* (have) a great time here in Tunisia. Look at this photo! My sister and I [2] .... (ride) a camel! It's funny because my sister [3] .... (not like) animals – but you can see that she [4] .... (enjoy) the ride.

I [5] .... (write) this email on the computer in the hotel. It [6] .... (be) a small place, but we [7] .... (like) it. We always [8] .... (stay) here when we come to Tunisia. It [9] .... (have) a lovely swimming pool. Mum and Dad [10] .... (swim) in it right now.

I' [11] .... (go) now, because my mum [12] .... (call) me.
Write soon!

Love,
Miranda

Miranda ▶



Get it right!

We usually use these verbs in the present simple, not the present continuous.

be have (for possession)
love see understand

I love animals. Not ~~*I'm loving animals.*~~

Your turn

4 **Student A: Mime an animal and its actions.**

Student B: While student A is miming, ask questions about the animals.

Student A can only answer *Yes* or *No*.

Are you miming a cat?

Yes.

Is it climbing a tree?

5 **What facts do you know about the mimed animals in Exercise 4? Tell your partner. Use the present simple.**

Cats eat mice. They sleep during the day.

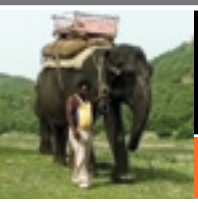
Discover Culture

1 **Match the animals to the pictures 1–6. Which ones do you like? Which ones are you afraid of? Why? Why not?**

rat spider crocodile snake camel lion

2 **Which of the animals do you find on the streets of India?**

Find out about how animals and humans live and work together.



Discovery EDUCATION

5.2 Animals in the city

3 **Watch the video and check your answers to Exercise 2. What other animals can you see in the video? Which of the animals live …**

- on the streets? *horse*
- in the wild? *lion*

4 **Watch the video again. Are the sentences about rats (R), snakes (S) or both (B)?**

1 People often give food to them. *B*
2 They are welcome in people's houses.
3 People think they are very special.
4 People respect them.
5 They eat nuts and drink milk.
6 People know how to work with them.
7 People hold a festival with them.

5 **Test your memory. Which of these scenes do you see in the video?**

a) Cows sitting on the pavement.
b) A camel carrying a cart.
c) Rats drinking water.
d) A snake crawling into a pot.
e) An elephant with a blue and yellow painted face.

6 **Choose the best summary of the video.**

- Frightening animals in India
- Animals and Indian culture
- Living with dangerous animals



Your turn

7 **Work with a partner. Which animals can you find on the streets of your city? Which animals can you find in the countryside near your city?**

In my town, there are birds and maybe rats at night!

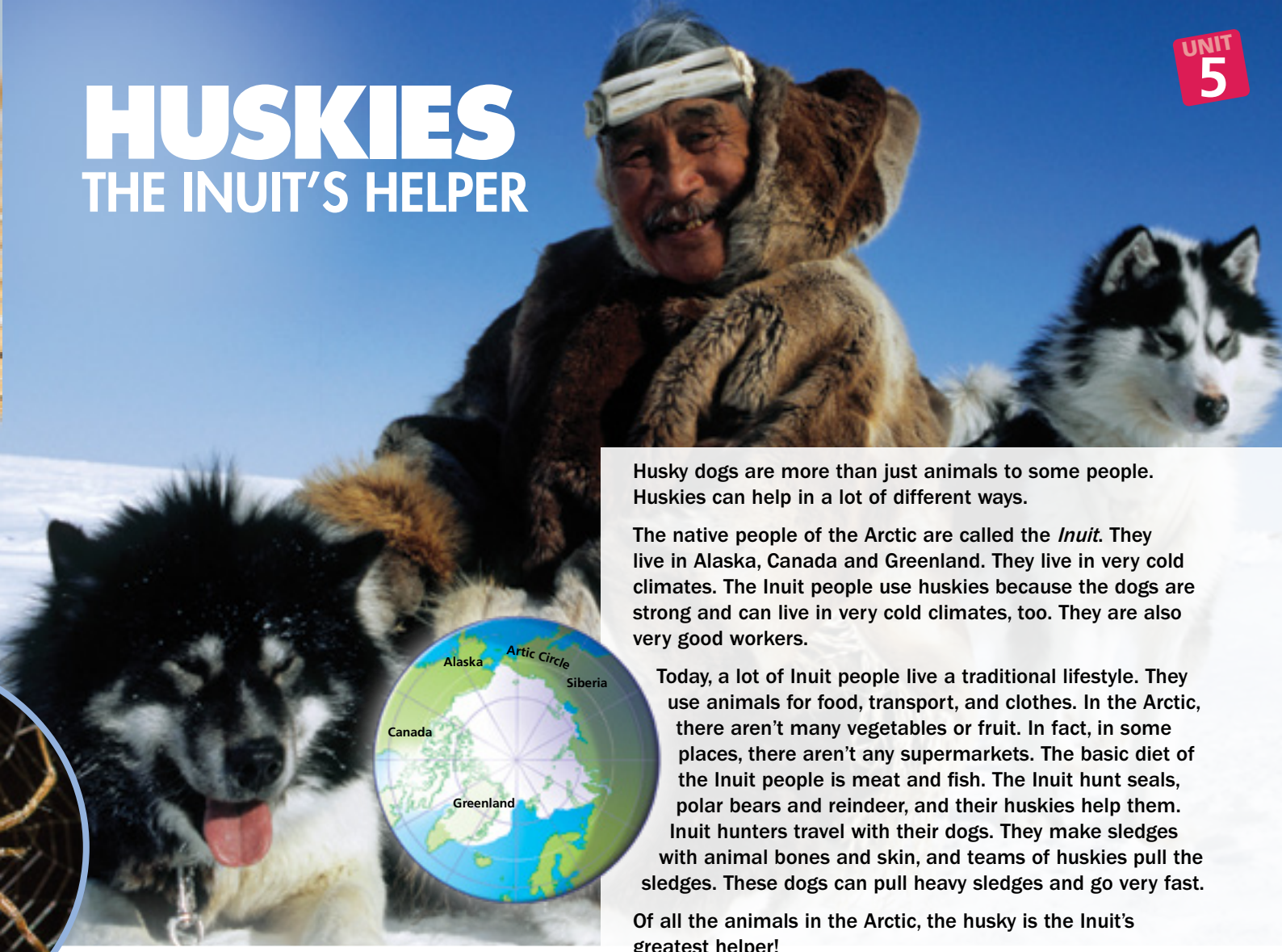
8 **Which animal from the video do you like best? Why?**





UNIT 5

HUSKIES
THE INUIT'S HELPER



Husky dogs are more than just animals to some people. Huskies can help in a lot of different ways.

The native people of the Arctic are called the *Inuit*. They live in Alaska, Canada and Greenland. They live in very cold climates. The Inuit people use huskies because the dogs are strong and can live in very cold climates, too. They are also very good workers.

Today, a lot of Inuit people live a traditional lifestyle. They use animals for food, transport, and clothes. In the Arctic, there aren't many vegetables or fruit. In fact, in some places, there aren't any supermarkets. The basic diet of the Inuit people is meat and fish. The Inuit hunt seals, polar bears and reindeer, and their huskies help them. Inuit hunters travel with their dogs. They make sledges with animal bones and skin, and teams of huskies pull the sledges. These dogs can pull heavy sledges and go very fast.

Of all the animals in the Arctic, the husky is the Inuit's greatest helper!

Reading An article

FACT! *A team of huskies with a sledge can travel over 150 km in one day.*

1 **Look at the title, map and pictures. Where do the dogs live? What is the weather like?**

2 **Read the article. How do huskies help the Inuit people? What do the Inuit use other animals for?**

3 **Read the article again and correct the sentences.**

1 The Inuit use reindeer to pull their sledges.
2 They make sledges with wood.
3 The Inuit eat a lot of fruit and vegetables.
4 They hunt seals, sharks and reindeer.

Explore the suffix *-er*

4 **Read the article again and underline all the words ending in *-er*. Are they**

a) verbs b) nouns c) adjectives ?

Take the *-er* off each word. Is the word a verb, a noun or an adjective?

5 **Make more *-er* words. What do you call a person who …**

1 dances? a *dancer*
2 drives? a ….
3 sings? a ….
4 teaches? a ….

Vocabulary bank • page 144

Your turn

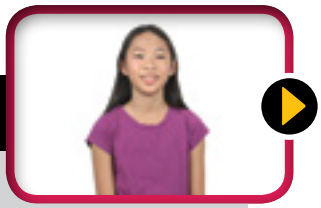
6 **Make a list of animals that people use for work in Romania. What work do they do? Watch the video and find out about another helper.**

The police sometimes use dogs to help them.

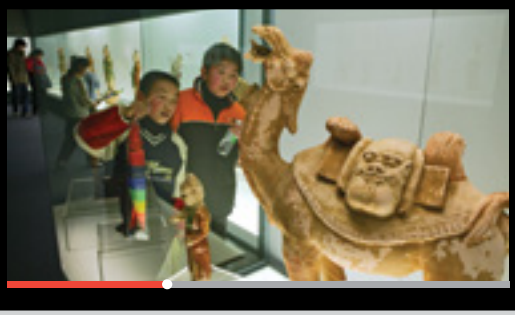
Portfolio • page 145



Speaking Asking for and giving directions



Real Talk: Do you like going to museums?



1 Watch the teenagers in the video. How many people like …

museums	art galleries	history museums	science museums	aquariums	zoos

2 Do *you* like going to museums? Ask and answer with your partner.

3 Listen to the conversation. Where is the frog exhibit? Listen and check.

4 Complete the conversation with the phrases in the *Useful language* box.



Useful language

It's on … How do I get to … ?
Take … Turn …

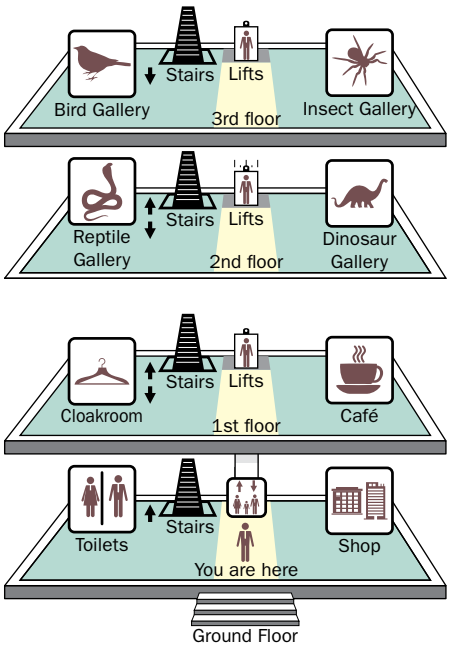
Stella: Excuse me. [1]…. the frog exhibit?
Guide: Oh, that's easy. Walk down this hall.
Stella: OK.
Guide: [2]…. left at the end of the hall.
Stella: OK, go straight down the hall, and then left. Then what?
Guide: [3]…. the stairs up to the third floor.
Stella: OK. Thanks. Is the frog exhibit at the top of the stairs?
Guide: Yes, it is. [4]…. the right.
Stella: Great. Thank you.
Guide: You're welcome.



5 Listen again and check your answers.

6 Work with a partner. Practise the conversation in Exercise 4.

7 Work with a partner. Change the words in bold in the conversation in Exercise 4. Use the information below. Practise the conversation.

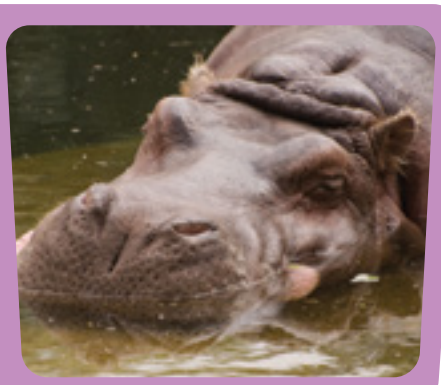


Writing A description of an animal

All about hippos

by Sam Wilson

Wild hippopotamuses live in central Africa. They're big and fat. They have small eyes, small ears and short legs. They also have very big teeth! Adult hippos are usually three to four metres long, and they can run very fast!



The hippo in the photo is sleeping in the water. Hippos often sleep in water during the day because the water is cool. Hippos usually come out of the water at night and eat. They only eat plants. They can eat up to 40 kg of grass in one night, and they can travel up to 10 km to find food. Hippos can be very dangerous. Every year they kill hundreds of people!

1 **Look at the photo. Why is the hippo sleeping in the water? Read the text and check your answer.**

2 **Copy the table. Then write the information in the order it appears in the text.**

interesting facts about the animal ~~where it lives~~
what it eats what it looks like its daily activities

1 *where it lives*	*Central Africa*
2	
3	
4	
5	

3 **Read the description again. What information does Sam include for each category in Exercise 2?**

Useful language

Position of adjectives

Use adjectives …

- after ***is*** or ***are***: *They're **big** and **fat**.*
- before a noun: *They have **small** eyes.*
- after ***very***: *Hippos can be very **dangerous**.*

4 **Find examples of adjectives in the description in Exercise 1.**

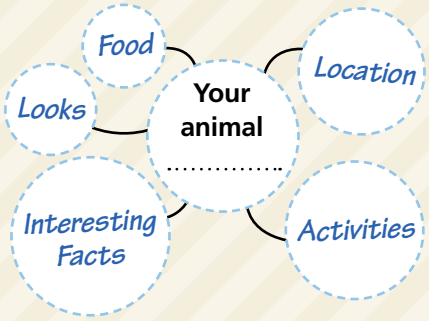
5 **Put the words in order to make sentences.**

1 *I've got a big cat.*
1 cat / I've / big / a / got
2 the tiger / animal / dangerous / is / a
3 big / has / ears / the elephant / got
4 are / very / gorillas / strong
5 are / and orange / giraffes / brown

Get Writing

PLAN

6 **Make a word web about an animal. Include information from Exercise 2. Find or draw a picture of your animal.**



WRITE

7 **Write a description of your animal. Use your notes and the language below.**

[My animal] lives in …
It's …
It has …
It eats …
etc.

CHECK

8 **Can you say YES to these questions?**

- Have you got information from Exercise 6 in your description?
- Are the adjectives in the correct places?
- Are your spelling, grammar and vocabulary correct?

6 City life

Discovery EDUCATION

In this unit …



Rome: ancient and modern **p75**



Crossing cities **p78**



Activities with friends **p80**



CLIL Big art **p165**

Vocabulary
- Places in a town
- Transport
- Extreme adjectives
- Collocations 1

Language focus
- Imperatives
- Articles

Unit aims
I can …
- talk about places in a town.
- read and understand an article about Pompeii.
- give orders, commands and instructions.
- make suggestions.
- understand a presentation about a town.
- use *a/an/the* or the zero article in different contexts.
- understand an article about transport in big cities.
- talk about means of transport
- use sequencing devices.
- write a description of a place.

BE CURIOUS

What can you see in the photo?

Start thinking
- **Do you like cities? Why/Why not?**
- **What is the biggest city in your country?**
- **What are the advantages and disadvantages of living in a city?**

Vocabulary Places in a town 1



1 **Match the pictures with the places in the box. Then listen, check and repeat. Which place isn't in the photos?**

shopping centre museum cinema sports stadium
bowling alley market sports centre skate park











2 **Listen to the sounds and match them with the places in the pictures.**

Your turn

3 **Copy and complete the table with information about you.**

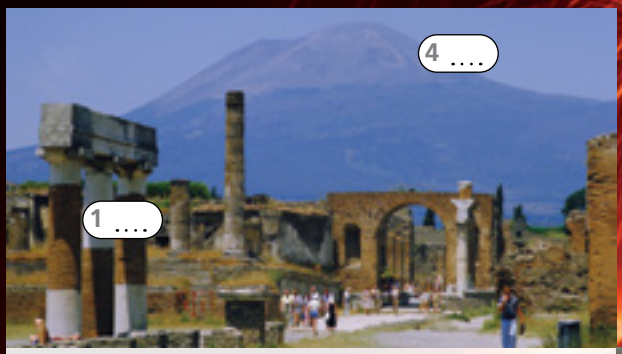
	Me	My partner
What's your favourite place in town?	*sports centre*	
How often do you go there?		
Who do you go with?		
What do you do there?		

4 **Ask and answer the questions with a partner and complete the table with your partner's information.**

Vocabulary bank • page 146

POMPEII

It's AD 79: Pompeii is a large town in Italy with a population of about 20,000. Then on August 24th, a big volcanic eruption destroys the town.



This is how Pompeii looks today. It's an open-air museum and it's very popular with tourists. The town is in ruins, but you can still see the remains of the ancient streets and houses. You can imagine life two thousand years ago! You can also see people preserved by the boiling volcanic ash with terrified expressions on their faces.

Imagine Pompeii before the eruption: a very busy city populated by rich people, with a lot of shops, squares, schools and markets. In the middle of the city there is an enormous amphitheatre, a type of sports stadium of great importance in the town. Think of this amphitheatre on special days in the past: a place full of people, gladiators and lions. Definitely not a very safe place to go!





FACT! *Pompeii holds the record as the world's largest archaeological and excavation site. It is often called The City of the Dead.*

Reading An information text

1 **Look at the pictures. Where is Pompeii? Can you find these things in the pictures?**

ruins gladiator volcano eruption ash amphitheatre

2 **Read the text. Check your ideas in Exercise 1.**

3 **Are the sentences true (*T*) or false (*F*)? Correct the false ones.**

1 There is a large volcano near Pompeii.
2 There are a lot of museums in Pompeii.
3 You can still see a lot of the old town.
4 The amphitheatre is often full of lions and gladiators.

Explore extreme adjectives

4 **Look at the text. Find words which mean:**

a) very big
b) very old
c) very hot
d) very scared

5 **Complete the sentences with the words in Exercise 4.**

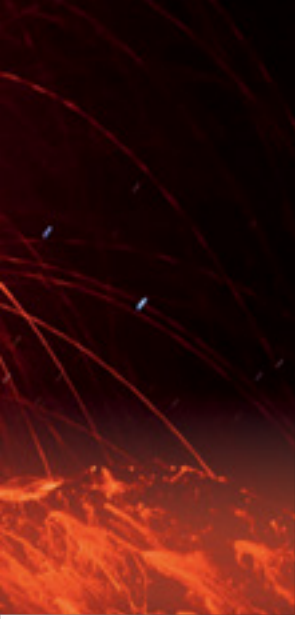
1 Ouch! I can't eat this soup – it's .... !
2 The new sports stadium is .... It can hold 80,000 people.
3 There is an .... castle in my town.
4 I'm really .... of the dark.

Vocabulary bank • page 146

Your turn

6 **Work with a partner. Ask and answer the questions.**

1 What ancient ruins are there in Romania?
2 How old are they?
3 How often do you go there?



Language focus 1 Imperatives

1 **Complete the examples from the text on page 74.**

	Orders or instructions	Suggestions
+	…. Pompeii before the eruption. …. of this amphitheatre on special days in the past.	**Let's go** on a tour of the old city. **Let's turn** left at the end of the street. **Let's have** a short break now.
–	**Don't touch** the ruins! **Don't forget** to visit the gift shop.	

Grammar reference • page 130

2 **Write instructions using the information in brackets.**

1 *No, don't go to sleep. Do your homework first.*

1 I want to go to sleep. (not go to sleep / do your homework first)
2 I want to eat dessert. (not eat dessert / eat your soup first)
3 I want to go out. (not go out / clean your room first)
4 I want to watch TV. (not watch TV / read a book instead)
5 I want to play computer games. (not play computer games / finish your project instead)

3 **Complete the sentences with *Let's* + infinitive.**

1 …. the amphitheatre in ancient Pompeii! (visit)
2 …. the shops and schools in Pompeii. (see)
3 …. for lunch now. (stop)
4 …. our visit after lunch. (continue)
5 …. at the bus in two hours. (meet)
6 …. some souvenirs for our friends. (buy)

Get it right!

We use *Let's+ infinitive* for suggestions in the first person plural (to talk about "us").
Let's write a project about Pompeii!

4 **Play a game with a partner. Give your partner instructions in the imperative. Your partner must follow your instructions correctly.**

Pick up your pen. Stand up. Don't sit down. Write your name …

5 **Imagine you are in Pompeii in AD 79. Write suggestions using *Let's* and the words in the box.**

~~relax / baths~~ watch a gladiator fight / amphitheatre talk to our friends / forum go shopping / market have a snack / square

Let's relax at the baths.

Your turn

6 **Draw a map of Pompeii as you imagine it, using the words in the box. Then answer the questions below, using the imperative.**

gate baths school market amphitheatre square forum

1 *Go straight ahead then turn left and then turn right.*

1 How do I get from the amphitheatre to the shop?
2 How do I get from the gate to the amphitheatre?
3 How do I get from the baths to the school?
4 How do I get from the gate to the square?
5 How do I get from the amphitheatre to the market?
6 How do I get from the school to the forum?

7 **Now ask and answer questions with your partner as in Exercise 6.**

Find out about the historic city of Rome.
- In 15 AD, what happens in the Colosseum?
- How many people attend the events at the Colosseum in 15 AD?



Discovery EDUCATION

6.1 Rome: ancient and modern



Vocabulary Places in a town 2

1 **Match the words in the box with the places (1–7) on the map. Then listen, check and repeat.**

bus stop	car park	bus station	~~ferry port~~
station	tram stop	market	

1 *ferry port*

2 **How is this town different from yours?**
In my town there isn't a ferry port.

3 **Write sentences about the town. Use the prepositions in the box.**

opposite	behind	next to	in front of

The bus stop is opposite the park.

Listening A report

4 **Listen to Jamie talking about his class trip to this town. Write the places in the order that he speaks about them.**

bowling alley	~~sports stadium~~	park	station
shopping centre	ferry port	school	museum

1 *sports stadium*

5 **Listen again. Answer the questions with short answers.**

1 *No, it isn't.*
1 Is it a small fishing town?
2 Are they going to a football match?
3 Are they going to the shopping centre after the museum?
4 Are they playing football at the school?
5 Are they having lunch at 3 o'clock?

Your turn

6 **Draw a plan of your town or city.**

7 **Work with a partner. Ask and answer questions about your partner's plan. Use the prepositions from Exercise 3.**

Where is the school? — It's next to the museum.

Vocabulary bank • page 146

Language focus 2 Articles: definite, indefinite and zero

1 **Complete the examples from the listening on page 76 with *the, a/an, some*, or – (zero article).**

Definite	Indefinite	Zero article
We can imagine …. crowds cheering at a football match. We're going to …. museum first.	This week we're going on …. class trip to …. town. I'm taking … ball with me.	Some of my classmates want to shop for …. presents, but I don't because …. shops are boring. I hope there's time to play …. football.

Grammar reference • page 131

2 **Complete the sentences with *the, a/an*, or – (zero article). Then listen and check.**

1 *the*

1 He's in the garden, looking at …. moon.
2 He's …. president of …. United States.
3 I have …. goldfish. …. goldfish lives in …. bowl of …. water.
4 Mum's is cooking …. rice soup with …. carrots and …. chicken.
5 Sara is on …. balcony, watching …. stars in …. sky.
6 She plays …. piano and she goes to her piano classes by …. bus.

3 **Choose the correct option:**

1 We can both play – / **the** guitar.
2 We live in – / **the** Germany, but we have – / **the** relatives in – / **the** UK.
3 They work as – / **the** doctors.
4 Sue is in – / **the** kitchen.
5 We all need **a** / – water and **an** / – air to live.
6 She is still **at** – / **the** zoo, but her sister is already at – / **the** home.

4 **Listen to the text on page 76 again and correct the sentences:**

1 *At 1 o'clock, we're having lunch in the park behind the school.*

1 At 1 o'clock, we're having the lunch in park behind the school.
2 I'm having a cheese sandwiches and the lemonade for my lunch.
3 I'm taking ball with me, so I hope there's time to play the football.
4 After lunch, we're visiting ferry port.
5 Finally, at about the 3 o'clock, we're going to the bowling alley in front of port.

Your turn

5 **Write true sentences for you, paying attention to the use of articles. Use the ideas below.**

1 Where are you from? (city, country)
2 What languages do you speak?
3 What do you do in your free time?
4 Do you play any musical instruments? If not, what instrument would you like to play?
5 Do you have any pets? If not, what pet would you like to have?

6 **Write sentences with suggestions for a partner about things to do in your town. Pay attention to the use of articles.**

- shopping / shopping centre
- basketball / sports centre
- film / cinema
- bus / bus station
- football / park
- match / sports stadium

You can go shopping in the shopping centre.

7 **Work with your partner. Compare your suggestions.**

You can go shopping in the shopping centre.

Shops are boring. I prefer playing football in the park.

Discover Culture













1 **Match the pictures 1–6 with the words.**

underground bullet train aeroplane
traffic jam zebra crossing tuk-tuk/rickshaw

2 **Match the transport words in Exercise 1 with the cities.**

Mumbai (India) Tokyo (Japan) Beijing (China)

Find out about methods of transport around the world.



Discovery EDUCATION

6.2 Crossing cities

3 **Watch the video about transport in the three cities and check your answers to Exercise 2.**

4 **Watch the video again and put these fast-moving images in order.**

a) a taxi ride at night
b) an aerial view of a city and clouds
c) a fast train with a mountain in the background
d) a lot of traffic crossing a bridge
e) a passenger jet at an airport
f) an aerial view of a city at night with traffic

5 **Complete the sentences with the correct numbers. Then watch again and check your answers.**

1 Mumbai and Beijing have a population of more than .... million.
2 Tokyo's bullet train travels at .... kilometres per hour.
3 Every day, ... new cars travel the streets of Beijing.
4 Tokyo's population is about .... million.
5 .... million people travel every day by train in Mumbai.

6 **Match the sentences with the three different cities.**

Beijing Mumbai Tokyo

1 You can find so many types of transport there, some are very colourful!
2 A lot of people travel there for work by plane, but a lot of people walk, too!
3 There are lots of cars. Every day there is more traffic on the streets!

Your turn

7 **Work with a partner. Ask and answer the questions.**

1 Which is your favourite form of transport? Why?
2 Which is the best for travelling round a city? Why?
3 Which do you use most often?

Reading A blog

1 **Look at the map and the pictures. How do people travel to work and to school in this city? Is it easy? Read David's blog and check your answers.**

2 **Look at the map of Hong Kong. Read the text again and draw David's route to school in the mornings.**

3 **Read the text again. Choose the correct answers.**

1 When he goes to school, David travels **on foot / on the underground** first.
2 David's favourite method of transport is **the ferry / the tram**.
3 David **takes / doesn't take** the bus up to the Mid-Levels.
4 David prefers the escalator because it's **quick / fun**.

Explore collocations 1

4 **Look at the highlighted words in the text. Complete the paragraph below with the correct words.**

My name is Tara Jones and I am at secondary school. I usually travel to school [1] …. bus because it's a long way and I can't go [2] …. foot. Some of my friends [3] …. the tram to school and others come by bike. I want a bike for my birthday, because I don't like going [4] …. bus every morning.

Vocabulary bank • page 146

Your turn

5 **Copy and complete the chart about journeys to school so it's true for you.**

David Wong	You	Your partner
foot, underground, ferry, tram, escalator		
45 minutes		

6 **Tell your partner how you usually travel to school. Write your partner's answers in the charts.**

I go to school on foot or by bike, because it's not far away from home.

Portfolio • page 147





GETTING AROUND IN Hong Kong



Today we're looking at unusual journeys to school. Twelve-year-old David Wong tells us about his journey to school in Hong Kong.

I live in Mong Kok in Kowloon, Hong Kong. A lot of people live in Mong Kok and everybody uses public transport. In the rush hour, it's very busy. My school's a long way away, on the other side of the city. I travel on all the city's public transport to get to school. I don't take any money because I've got an Octopus Card. It's called the Octopus Card because an octopus has eight legs and eight is a lucky number in China.

On a normal school day, I go **on foot** from my flat to the underground station in Mong Kok. Then, I **take the ferry** across Victoria harbour. I arrive on the island side, and I **take the tram**. I like travelling by tram best because you get a great view from the top! Finally, I go **on foot** up the escalator to my school in the Mid-Levels. Some students go **by bus**, but the escalator is more fun. The whole journey is only 45 minutes!





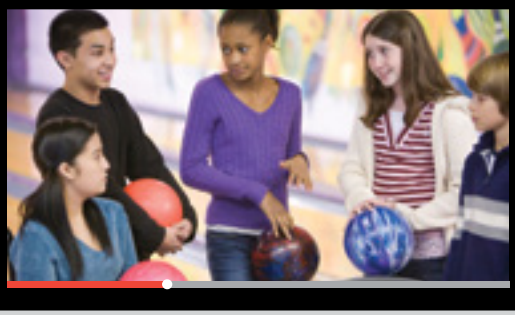


FACT! *People in Hong Kong make about 9 million journeys on public transport every day.*

Speaking Sequencing



Real Talk: Where do you usually go with your friends?



1 **Watch the teenagers in the video. How many of the teenagers …**

a) go to the shopping centre or mall?
b) eat or drink something?
c) go to their friends' houses?
d) go to the park?

2 **Where do *you* usually go with your friends? Ask and answer with a partner.**



3 **Listen to the conversation. What is the boys' plan for the weekend?**

4 **Complete the conversation with the phrases in the *Useful language* box.**

Useful language

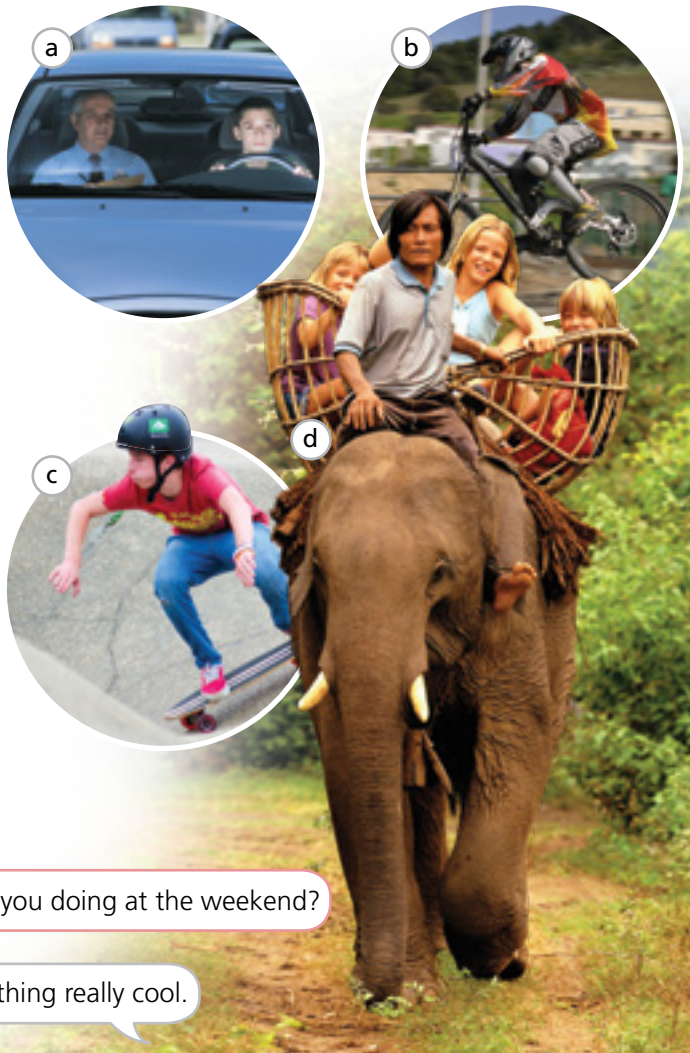
After that So you … First Really? Then

Charlie: What are you doing at the weekend?
David: Oh, something really cool!
Charlie: [1]…. ?
David: Yes. I am going on a helicopter! Come with me!
Charlie: Wow! Really?
David: Yes. It's a surprise for my brother's birthday!
Charlie: So, what's the plan?
David: [2]…., we're going to a nice café for breakfast.
[3] …., at 9.30, we're going to the airport. We're meeting the pilot there.
Charlie: Cool. Let's do it!
David: I have an idea. Let's fly over our house! It must be amazing!
Charlie: Yes, let's do that. And after that?
David: [4]…. , Dad's driving us home and we're having birthday cake.
Charlie: Wow! [5]…. really want me to come?

5 **Listen again and check your answers.**

6 **Work with a partner. Practise the conversation in Exercise 4.**

7 **Work with a partner. Change the helicopter ride in Exercise 4 to another exciting activity and practise the conversation. Use the ideas below or your own ideas.**



Writing A description of a place



1 **Look at the photos. Where do you think this town is?**

2 **Read Kirstie's email to Nicole. Check your answers to Exercise 1. What can you do in Kirstie's town?**

Nicole ▸

Hi Nicole
Here's some info about my town for your visit next term.

1 ….
Tavistock is a small town with a population of about 11,000. It's in a place in England called Devon.

2 ….
It has an interesting history. Tavistock is famous as the home of Sir Francis Drake, a famous English explorer from the 16th century and the second person in history to sail all the way around the world.

3 ….
There are a lot of historical buildings in Tavistock and a museum, too. In May, there's a music and arts festival, so we can go to some free concerts. We can also visit Dartmoor National Park! It's beautiful. There are lots of shops, parks and sports facilities, too.

See you in May!
Kirstie

Kirstie ▸

3 **Put the paragraph headings in the correct place in Kirstie's email.**

- Things to do and places to visit
- History and interesting facts
- Size and location

Useful language

Adding information
Use ***also*** and ***too*** to add more information. They have the same meaning, but are in different positions in the sentence.

- ***also*** goes after the verb *be* and before other main verbs
  *We can **also** visit Dartmoor National Park.*
- ***too*** goes at the end of a sentence
  *There are lots of shops, parks and sports facilities, **too**.*

4 **Find more examples of *also* and *too* in the text in Exercise 2.**

5 **Rewrite the sentences using *also* or *too*.**

1 *There's also an amusement park to visit.*

1 There's an amusement park to visit, too.
2 We can also go to the mountains.
3 We also have a carnival in August.
4 Lots of people visit the beautiful beaches, too.
5 They make traditional products, too.

Get Writing

PLAN

6 **Make notes about your town. Include information from Exercise 3.**

WRITE

7 **Write your email. Use your notes from Exercise 6, and the language below.**

Size and location
It's a big / small / town / city in …
History / interesting facts
It's famous for …
We've got …
Things to do / places to visit
There is / are … also … too

CHECK

8 **Can you say YES to these questions?**

- Have you got information from Exercise 6 in your description?
- Are *also* and *too* in the correct position?
- Are your spelling, grammar and vocabulary correct?

5–6 Review

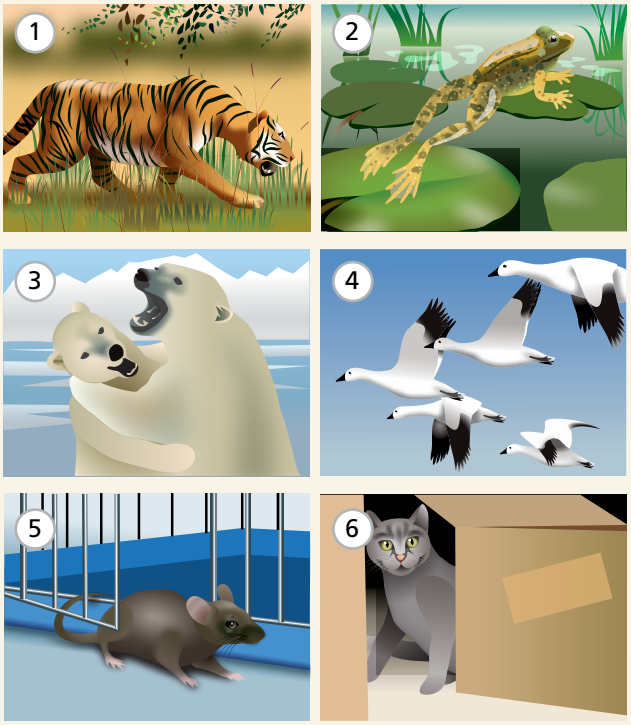
Vocabulary

1 **Write sentences about the pictures. Use an animal from box *a* and a verb from box *b*.**

a) birds cat frog polar bears rat ~~tiger~~

b) escaping fighting flying hiding ~~hunting~~ jumping

1 *The tiger is hunting.*



2 **Complete the sentences with the words in the box.**

up and down round and round
left and right backwards and forwards

1 The girl's name HANNAH reads the same ….
2 The wheels on a bike go ….
3 Running …. the stairs is hard work.
4 Turn your head slowly …. so that you can see all around you.

3 **How many *-er* words can you remember from page 69? Write a sentence for each one.**

A hunter hunts.

4 **Match the activities with the places.**

1 *d*

1 watch a match	a) museum
2 see a film	b) sports centre
3 buy some jeans	c) skate park
4 play basketball	d) sports stadium
5 learn about history	e) the cinema
6 wear a helmet!	f) shopping centre
7 buy some fresh vegetables	g) bowling alley
8 go bowling	h) market

5 **Write the name of each type of transport. Then match them with the correct places.**

park port ~~stand~~ station stop (x2)

1 *bike / bike stand*



6 **Match the adjectives with the definitions.**

1 enormous	a) very scared
2 ancient	b) very old
3 terrified	c) very hot
4 boiling	d) very big

7 **Complete the text with the words below.**

on (x2) by (x2) take (x2)

So, let me tell you how you can get to my grandparents' house. First, go [1] …. foot from your house to the bus stop. Then, [2] …. the bus to the station. The journey [3] …. train takes two hours. You can have lunch [4] …. the train and then [5] …. a taxi to my grandparents' village. We can stay with them for a week if you want, and we can go everywhere [6] …. bike. I'm glad you want to come with me!

Language focus

1 Write sentences and questions with the present continuous. Complete the short answers.

1 *I'm learning English now.*

1 I / learn English / now
2 They / not study / at the moment
3 She / not sleep / now
4 A: What / they / eat?
B: They / eat / sandwiches.
5 A: you / do / your homework?
B: Yes, ….
6 A: he / phone / his friend?
B: No, ….

2 Complete the sentences and questions with the present simple or present continuous. Use the verbs in brackets.

1 Mike *listens* to music every day. (listen)
2 Anna …. a book now. (read)
3 We …. dinner at the moment. (not eat)
4 I …. TV on weekdays. (not watch)
5 What …. they …. now? (do)
6 What time …. he usually …. to bed? (go)
7 …. you …. on the computer now? (play)
8 …. they usually …. up at 6 pm? (get)

3 Complete the text with the correct imperative form of the words in the box (infinitive or *Let's* + infinitive).

continue	get off	have	look for
~~meet~~	take	turn	walk

Hi Emma.
I can't wait to see you tomorrow. [1] *Let's meet* at my aunt and uncle's house. I'll tell you how to get there. First, [2] … to the bus stop. Then, [3] …. the number 7 bus to the bus stop opposite the bowling alley. [4] … the bus and [5] … left at the end of the road. Then [6] … straight on until you get to Oak Street. [7]… a house with a red door – that's my aunt and uncle's house! [8] … lunch there before we go out. My aunt makes really good sandwiches! See you tomorrow, Laura

4 Complete the sentences with *a/an, the,* or – (zero article).

1 I really like – horror films, but I think …. comedies are even better. I watch …. funny film every Saturday.
2 Both of my parents are …. teachers but I want to be …. actor when I'm older.
3 I usually travel to school by …. bus but sometimes I walk if …. bus is late.
4 Normally I think that …. museums are boring but …. museum in my town is really interesting. It has …. real space rocket!
5 I'm always very busy on …. Saturdays. In …. morning, I play …. hockey, and in the afternoon, I practise playing …. guitar with my band.
6 We're going on …. school trip to …. Museum of Romanian History in …. Bucharest!

Language builder

5 Choose the correct words to complete the conversation.

Karen: Hi, Judy. What [1] **do you do / are you doing**?
Judy: [2] **I watch / I'm watching** TV. There's a film about polar bears on. Two baby polar bears [3] **try / are trying** to walk but they [4] **aren't doing / don't do** very well. They're so cute.
Karen: I know. [5] **There's / There's being** a film about the Arctic on TV next week, too. [6] **It's having / It has** lots of baby polar bears in it! So sweet!
Judy: Oh, yes, [7] **I know / I'm knowing** the film you mean.
Karen: [8] **Do you usually watch / Are you usually watching** TV in the afternoon, Judy?
Judy: No, [9] **I don't / I'm not**. I usually [10] **am going / go** to the pool on Saturdays, but today I can't. My parents [11] **are going / go** to London today, so [12] **I look / I'm looking** after my little sister right now.

Speaking

6 Complete the conversation with the words in the box.

You're welcome	take	After that	
How do I get to	turn	it's on	First

Susan: Excuse me. [1]…. the cinema?
Police officer: That's easy. [2]…., walk to the end of this street.
Susan: OK.
Police officer: Then [3]…. left and walk about 200 metres.
Susan: Then what?
Police officer: [4]…. go into the shopping centre and [5]…. the stairs.
Susan: Is the cinema at the top of the stairs?
Police officer: Yes, [6]…. the left.
Susan: Thanks very much.
Police officer: [7]….

5 Evaluation test

Language focus

1 Put the words in order to make sentences.

1 *My cat is sleeping now.*
1 cat / sleeping / now / My / is
2 your / class / you / studying / in / animals / Are / Science?
3 teacher / classmates / listening / My / aren't / the / to
4 moment / I / with / am / grandparents / living / the / at / my
5 photos / is / some / Jane / looking / at

_____/ 4

2 Match the questions (1–5) with the answers (a–f).

1 Am I speaking English now? *c*
2 Is your brother Harry learning French?
3 Are you enjoying your holiday, Ben?
4 Are you and James talking?
5 Is your sister Sally studying a lot?
6 Are Linda and Chris living in Madrid now?
a No, we aren't!
b Yes, they are.
c Yes, you are.
d No, I'm not!
e Yes, he is.
f No, she isn't.

_____/ 5

3 Complete the sentences with the correct form of the verbs in brackets. Use the present simple or present continuous.

1 Sam *watches* TV every evening. (watch)
2 I …. fish and rice every day. (eat)
3 What …. at the moment? (you / do)
4 Sam …. French very well. (not speak)
5 We …. History at the moment. (not study)
6 Laura …. tennis now. (play)

_____/ 5

4 Choose the correct answer: a, b or c.

1 Ben often …. to stay with his grandparents.
a is going b goes c going
2 We sometimes …. a burger for lunch.
a have b are having c having
3 **Mum:** Are you doing your homework now, Tim?
Tim: Yes, …. .
a they are b you are c I am
4 What …. at school this week?
a you are studying b do you study c are you studying
5 …. football at the moment?
a Tom is playing b Is Tom playing c Does Tom play
6 Jane …. meat because she hates it!
a isn't eating b not eating c doesn't eat

_____/ 5

Vocabulary

monkey
spider
lion
bird
shark
zebra

5 Label the pictures.



_____/ 6

6 Choose the correct answer.

1 Some fish can swim forwards and backwards / left.
2 Lions **hunt / jump** animals like zebras.
3 Look! Those birds are **swinging / flying** over the trees.
4 Do polar bears **fly / swim** in the sea?
5 Gorillas often **fight / jump** other gorillas.
6 Sharks can **fly / jump** out of the water to hunt.

_____/ 5

7 Choose the correct answer: a, b or c.

1 …. are my favourite animals – they're very intelligent!
a Hens b Sheep c Dolphins
2 Monkeys can …. backwards and forwards in the trees.
a swim b swing c fly
3 I really like …. because their very long necks are great!
a sheep b crocodiles c giraffes
4 Where is the snake ….? I can't see it.
a jumping b hiding c fighting
5 The shark is …. in the water.
a swinging b swimming c flying
6 …. are so small, but I really don't like them!
a Spiders b Tigers c Cows

_____/ 5

Writing

8 Write about going to an animal park. Use the questions to help you.

- Is there a zoo in your town?
- Do you go to animal parks?
- Who do you go with?
- What animals can you see at the park?
- Which animals do you like?

Write 25–35 words.

_____/ 15

_____/ 50

Evaluation test 6

Language focus

1 Complete the sentences with the correct verbs.

be close listen ~~open~~ raise
read sit stand turn

1 *Open* your book.
2 …. the door.
3 …. to the announcements
4 …. to page 15.
5 …. the article.
6 …. down.
7 …. up.
8 …. quiet, please.
9 …. your hand.

_____/ 8

2 Choose the correct sentences to make suggestions in each case.

~~Let's open the windows.~~ Let's take our umbrellas. Let's cross. Let's go to the market. Let's take the tram. Let's go to the cinema. Let's watch TV instead.

1 It's boiling hot here. *Let's open the windows.*
2 The bus stop is on the other side of the street. …. .
3 It's raining outside. …. .
4 I want to see the new animation, *Raya and the Last Dragon*. …. .
5 I need some eggs to make a cake. …. .
6 I can't walk on foot, I'm really tired. …. .

_____/ 5

3 Complete the sentences with *a/an*, *the* or – (zero article).

1 Carla is in [1]…. living room watching [2]…. TV.
2 I have [3]…. cat. Her name is Tilly.
3 Mr Cox is [4]…. headteacher of this school.
4 I live in [5]…. Italy and I also have relatives in [6]…. Malta.

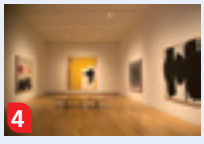
_____/ 5

Vocabulary

4 Label the pictures.


1

2

3

4

5

market tram stop bowling alley
museum skate park

_____/ 5

5 Match the descriptions (1–6) with the places (a–f).

1 You can have lessons here. *e*
2 You can watch a game of football here.
3 You can buy fruit and vegetables here.
4 You can buy anything you want here!
5 You can watch films here.
6 You can look at old things here.

a sports stadium
b museum
c cinema
d market
e school
f shopping centre

_____/ 5

6 Complete the text with words from the box.

stops port ~~station~~ bus on ancient

A good way to see my town is to go the [1] *station* near the bowling alley and take a [2]…. to the museum. It's enormous, with lots of interesting and [3]…. things to look at. Then you can go by tram to the shopping centre. There are a lot of tram [4]…. in town, and you can buy lots of interesting things at the centre. From there, go [5]…. foot to the ferry [6]…. . You can have dinner there in one of the wonderful cafés.

_____/ 5

7 Choose the correct answer: a, b or c.

1 I sometimes go to the …. for some exercise after school.
a market b cinema c skate park
2 I always go to school …. because I like walking.
a on foot b in a taxi c by bus
3 I'm going to the …. to buy some books.
a sports centre b skate park c shopping centre
4 The new sports stadium in town is very big. It's ….!
a ancient b enormous c boring
5 I love travelling on water, so let's go by . ….
a tram b bus c ferry
6 I usually buy chicken and cheese at the …..
a market b museum c park

_____/ 5

Writing

8 Write about your town. Use the questions to help you.

- Where do you live?
- Is your town big or small?
- What can you do in your town?
- What are the interesting places to visit?

Write 25–35 words.

_____/ 12

_____/ 50

TOTAL_____/ 100

7 Sport

Discovery EDUCATION

In this unit …



The Palio **p89**



The bowler **p92**



Talking about your favourite sport **p94**



CLIL Extreme fishing **p166**

Vocabulary

- Sports and activities
- Clothes
- Adverbs
- Irregular plurals

Language focus

- Demonstratives
- Prepositions of movement
- Present simple *Wh-* questions

Unit aims

I can …

- talk about sports and activities.
- read and understand a text about sumo wrestling.
- use the demonstratives *this, that, these* and *those*.
- describe the direction of movement.
- practise asking present simple *Wh- questions*.
- understand a conversation about a sports event.
- talk about clothes.
- write a short biography.

BE CURIOUS

What can you see in the photo?

Start thinking

- **What is the person in the picture doing?**
- **Do you know anyone who does this sport?**
- **What other exciting sports do you know?**

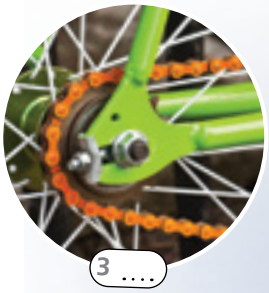
Vocabulary Sports and activities

1 **Label the pictures with the sports words in the box. Then listen, check and repeat.**

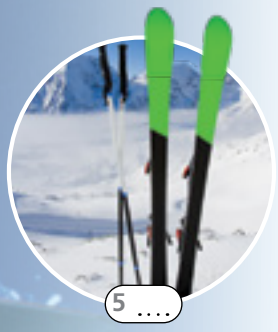
do judo go bowling go cycling go skateboarding go skiing go snowboarding
go surfing go windsurfing play baseball ~~play basketball~~ play volleyball


1 play basketball


2 ....


3 ....


4 ....


5 ....

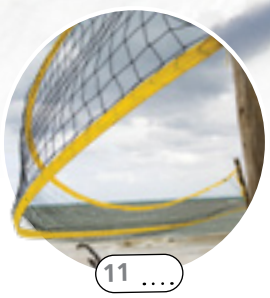

6 ....


7 ....


8 ....


9 ....


10 ....


11 ....

2 **Look again at the sports in Exercise 1. Which ones …**

1 are water sports?
2 are sports with a ball?
3 need something with wheels?
4 need a board?
5 are team sports?
6 are individual sports?

Get it right!

*Let's **play** football / basketball / tennis.*
*Let's **do** judo / karate / yoga.*
~~*Let's play yoga.*~~ ✗
~~*I play skiing.*~~ ✗

Your turn

3 **Work with a partner. Ask and answer the questions.**

1 What sports do you do?
2 Where do you do them?
3 When do you do them?
4 Who do you do them with?

What sports do you do?

I play basketball. I also ski.

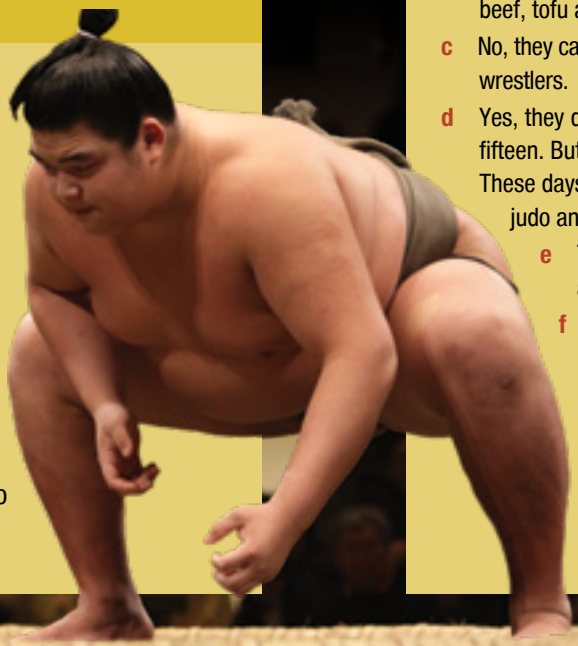
Vocabulary bank • page 148

SUMO GIANTS

What do you know about sumo wrestling? Here are some FAQs about sumo wrestling (Frequently Asked Questions – or questions people often ask).

SUMO: FAQs

1 Does this sport come from China?
2 Is sumo an old or a new sport?
3 How many professional wrestlers are there in Japan?
4 Can women wrestle?
5 Do children do sumo wrestling?
6 How much do the wrestlers weigh?
7 How many times a day do they eat?
8 What do they eat?



Answers

a It is a very old sport, probably about 2000 years old.
b They usually eat *chankonabe*, a traditional dish with chicken, fish, beef, tofu and a lot of vegetables. They also eat a lot of rice.
c No, they can't. Traditionally, only men can be professional sumo wrestlers.
d Yes, they do. You can be a professional wrestler from the age of fifteen. But sumo isn't very popular with children in Japan today. These days, Japanese children prefer other sports, like football, judo and baseball.
e They usually weigh between 120 and 150 kilos. They are very big men!
f They typically eat twice a day. Sumo wrestlers don't eat breakfast and they often sleep after lunch.
g No, Sumo is not from China. It is a very old Japanese tradition.
h There are about 700. Not all of the wrestlers are from Japan. Surprisingly, there are wrestlers from Hawaii, Mongolia, Bulgaria, Russia, and other countries.

FACT! *A typical 13-year-old needs about 2,000–2,500 calories a day. A sumo wrestler eats about 20,000 calories a day!*

Reading FAQs about sumo wrestlers

1 **Work with a partner. Read the FAQs about sumo wrestling. Do you know any of the answers?**

2 **Match the questions with the answers. Then listen and check.**

3 **Read the questions and answers again. Are the sentences true (*T*) or false (*F*)? Correct the false ones.**

1 Sumo wrestlers eat three meals a day.
1 *F – they eat two meals a day.*
2 There aren't any professional women sumo wrestlers.
3 Japanese children today love sumo wrestling.
4 Sumo wrestlers don't sleep during the day.
5 Sumo wrestling isn't from China.
6 All sumo wrestlers are from Japan.

Explore adverbs

4 **Read the answers in the FAQ again. Find these adverbs.**

usually surprisingly typically generally traditionally

5 **Three of these adverbs have the same meaning. What are they?**

usually, …., ….

Vocabulary bank • page 148

Your turn

6 **Make notes about your sports habits. Tell your partner about your sports.**

- sports you usually play after school or at the weekend
- what you typically eat before doing sport

I usually play basketball after school.

Language focus 1

Demonstratives

1 **Complete the examples from the text on page 88.**

This/That = singular	These/Those = plural
Does …. sport come from China? Look at **that** man!	…. days, Japanese children prefer other sports. **Those** children are playing basketball.

Grammar reference • page 132

2 **Complete the sentences with the correct demonstratives: *this, that, these* or *those*.**

1 Wait, ……*that*…… baseball bat is mine. . … one here is yours.
2 Can you pass me . … skis please? . … ones are broken.
3 What's . … over there? Is it somebody surfing?
4 Come and look at . …! James has got a cool new skateboard!
5 If . … trainers here are mine, then whose are . … over there?

Get it right!

We use *this* and *these* to talk about things that are near to us.
We use *that* and *those* to talk about things that are far from us.

3 **Complete the dialogue with the correct demonstratives: *this, that, these* or *those*.**

A: Look at [1] ……*this*…… TV show.
B: Wow! What are [2]…. men doing?
A: [3] …. two there? They're sumo wrestlers.
B: Sumo? What's [4] ….?
A: It's a kind of wrestling from Japan.
B: I see. And why are they wearing [5] …. strange clothes?
A: They're traditional costumes.
B: Is [6] …. programme all about sumo wrestling then?
A: Yes. [7] …. man there is a champion sumo wrestler, and [8]…. man here is new to the sport.
B: Right. And do they have to fight?
A: Soon. They have to finish [9] …. interview first. After [10] …., the tournament begins.

Prepositions of movement

Get it right!

Prepositions of movement show the direction in which somebody or something is moving.

4 **Complete the sentences with the prepositions from the box.**

~~up~~ along over past through across into down out of

1 Do we have to cycle ……*up*…… that hill? It's a long way to the top!
2 You have to stand on this board and jump …. the pool.
3 To play volleyball, you have to hit the ball …. that net. I'll show you.
4 Let's ski …. this hill here. We can meet at the bottom.
5 How do we get …. this river? Do we have to swim to the other side?
6 I like to walk …. the beach in the mornings. Sometimes I walk for miles!
7 Basketball's easy. Look, you just have to throw the ball …. that hoop.
8 Go …. this building and turn left at the car park. You will see the football pitch.
9 To score a goal, you have to get the ball …. the goalkeeper.

Your turn

5 **Work with a partner. Draw a map of a sports centre using the words below. Then point, ask and answer questions using demonstratives and prepositions of movement.**

basketball court tennis court volleyball court
swimming pool football pitch changing room gym

Excuse me. Is this the basketball court?

No, this is the volleyball court. Go down the corridor, up the stairs and through the door. That's the basketball court.

Find out about a traditional sports event in Italy.
- What is the Palio?
- Where does it take place?
- What happens before it starts?



Discovery EDUCATION

7.1 The Palio

Listening A conversation

1 **Do you go to sports events? Which ones do you go to?**

2 **Listen to Vicky and Joe talking about a skateboarding competition. Is Vicky competing?**

3 **Listen again. Which of these things does Vicky do when she goes to skateboard competitions?**

1 watch her friend skateboard
2 jump with a skateboard
3 spend money
4 buy clothes
5 buy things for her brother
6 buy skateboards
7 have lunch with Dennis
8 eat tacos



Vocabulary Clothes

4 **Match the pictures with the words. Then listen, check and repeat.**

1 a skirt *d*
2 a tracksuit
3 trousers
4 a hoodie
5 a sweatshirt
6 jeans
7 a cap
8 socks
9 a T-shirt
10 boots
11 a jacket
12 shorts

















Your turn

5 **Ask and answer with your partner.**

1 What clothes are you wearing today?
2 What clothes do you wear for your favourite sport?
3 What clothes do you wear when you go out?

What are you wearing now?

I'm wearing jeans, a T-shirt …

What do you wear for basketball?

I wear …

What do you wear when you go out?

I wear my pink T-shirt and …

Vocabulary bank • page 148

Language focus 2 Present simple: *Wh*-questions

1 **Complete the examples from the listening on page 90.**

Wh- question	Answer
. . . . people compete in these events?	A lot.
. . . . do they do?	They do tricks.
. . . . do you go?	We usually go to a nice Mexican restaurant.

Grammar reference • page 133

2 **Complete the questions with the correct form of the present simple. Use the verbs in brackets.**

1 *What do you usually wear to a game?*

1 What …. (you / usually wear) to a game?
2 When …. (Rick / buy) hoodies and T-shirts?
3 Who …. (Sarah / play) volleyball with?
4 When …. (the game / end)?
5 How many goals …. (we / want) to score?
6 Who …. (they / go) to lunch with?

Get it right!

Use *do* with questions in the present simple.
What *do* you do every day?
Not: ~~What you do every day?~~ ✗

3 **Complete the conversation with questions in the present simple.**

1 *do you buy*

A: Hey, Tom. Where [1]…. all your cool sweatshirts from?
B: I usually buy my clothes online. The Lions are my favourite team. They have a game today.
A: Cool! How often [2] …. to see them?
B: I go once a month.
A: Where [3] …. to see them play?
B: I go to their stadium when they play at home.
A: Who [4] …. with?
B: I usually go with my friend, Kevin.
A: How much [5] …. to watch a match?
B: It doesn't cost much. About £15.
A: Oh. Next time maybe I can go with you.
B: OK!

4 **Listen and check. Practise the conversation with your partner.**

Your turn

5 **Use the prompts to write questions in the present simple. Then ask and answer with a partner.**

1 Where / go?
2 When / go?
3 Who / go with?
4 How / get there?
5 What / wear?

Where do you usually go on your summer holiday?

I usually go to the beach to take part in surfing competitions.













Discover Culture

1 **Look at the pictures. What sport are they playing?**

a) baseball b) cricket c) hockey

2 **Work with a partner. What do you know about the sport they are playing?**



Find out about a cricketer in India.

Discovery EDUCATION

7.2 The bowler

3 **Watch the video without sound. Put these things in the order that you see them.**

1 players wearing normal clothes
2 a cow and lots of traffic nearby
3 nets
4 a trainer
5 children playing

4 **Watch the video again with sound. Complete the paragraph with the correct numbers.**

Cricket is the number [1] …. sport in India. It is from England and is around [2] …. years old. Fahim Adin's dream is to be a famous cricket player. He is [3] …. years old and has [4] …. brothers, who all play cricket together. He can throw the ball over [5] …. kilometres per hour!

5 **Watch the rest of the video. Answer the questions.**

1 Fahim is a really good bowler. What else is special about him?
2 How does Fahim communicate?
3 How well does Fahim play in the important cricket match?
4 What does the man in picture 5 do?

Your turn

6 **Ask and answer the questions.**

1 What do you think of cricket?
2 Would you like to play or watch it? Why/Why not?

7 **Who is your sporting hero? Make notes about your favourite sports person.**

- What sports does he/she play?
- What makes him/her a good sports person?

8 **Tell your partner about your sporting hero.**

My sporting hero is …. She is the winner of …. She visits schools and ….

Reading An article

1 **Look at the photos. Which country do you think it is? Do you know these sports?**

2 **Read the article. Match the photos with the sports.**

1 caber toss
2 stone put
3 hammer throw
4 tug o' war

3 **Read the article again. Are the sentences true (T) or false (F)? Correct the false ones.**

1 *F – The Highland Games date from the 19th century or before.*
1 The Highland Games date from this century.
2 There aren't any Highlight Games in the winter.
3 There are a lot of different events at the Games.
4 The winners of the "heavy" events are strong.
5 Local Scottish athletes don't wear traditional tartan kilts.
6 Only Scottish people can compete in the games.

Explore irregular plurals

4 **Find the plurals of these words in the text. Are they regular (*R*) or irregular (*I*)?**

~~village~~ man child team person sport woman

villages R

Vocabulary bank • page 148

Your turn

5 **Ask and answer with a partner.**

1 Which sport in the text would you like to do? Why?
2 Which sport would you NOT like to do? Why?

Which sport would you like to do?

I'd like to do the hammer throw because … What about you?

I wouldn't like to do … because …

6 **Are there any traditional sporting events in Romania? What are they?**









THE HIGHLAND GAMES

Are you bored with modern sports? Then come to the Highland Games in Scotland and discover traditional Scottish sports. The Games celebrate Scottish culture, and also include Scottish dance competitions and typical local food.

From May to September there are Highland Games in towns and villages across Scotland. Men, women and children travel from all over the world to watch.

Nobody knows the exact origin of the Games. It might be a race held in Scotland by King Malcolm III in the 11th century, to find a fast runner to take the king's messages. Some historians say that the Games are an invention of the Victorians in the 19th century.

Competitors at the Games do a lot of different events. There are special 'heavy' athletic sports. One famous event is the *caber toss*. A caber is a heavy wooden pole. Contestants throw the caber. The winners are very strong! Other events are the *stone put* – contestants throw a big stone – and the *hammer throw* – they throw a metal ball on a long stick. Another popular event is the *Tug o' war*. In this event, rival teams pull a rope in opposite directions!

Local Scottish athletes wear traditional tartan kilts similar to skirts. Tartan is a colourful material. Traditional tartan shows which family Scottish people are from.

Nowadays, people from all round the world compete in the events. So why don't you come too and experience the magic of the Highland Games?

FACT! *There are Highland Games all round the world. The Highland Games in the USA date back to 1836, New York.*

Portfolio • page 149

Speaking Expressing interest

Real Talk: What's your favourite sport and why?





1 **Watch the teenagers in the video. Write the sports they talk about.**

- baseball
- basketball
- bowling
- cycling
- football
- soccer
- swimming
- table tennis
- tennis
- snowboarding
- volleyball
- windsurfing
- wrestling

2 **What's *your* favourite sport and why? Ask and answer with your partner.**

3 **Listen to the conversation. What is Rachel doing at the weekend?**

4 **Complete the conversation with the phrases in the *Useful language* box.**

Useful language

Cool! Absolutely! Really? Why's that?

Max: What do you do at the weekend, **Rachel**?
Rachel: I do a lot of different things.
Max: And what are you doing this weekend?
Rachel: I'm going **windsurfing** for the first time.
Max: [1]…. Are you excited?
Rachel: I'm very excited! But I'm also a little afraid.
Max: [2] …. What are you afraid of?
Rachel: I'm afraid of **falling off the board!**
Max: [3] ….
Rachel: Yeah, but after a few tries, I am sure I'll know how to do it and love it!
Max: [4] ….
Rachel: Yes! Surfing is cool!

5 **Listen again and check your answers.**

6 **Work with a partner. Practise the conversation in Exercise 4.**

7 **Change the words in bold in the conversation in Exercise 4. Use the information below and your own ideas. Practise the conversation.**

Sport	Problem
 bowling	*drop the ball*
 skiing	*fall down*
 surfing	*fall off the board*

Get it right!

Some words are different in American and British English.

American English	British English
soccer	football
football	American football

Writing A biography

THE PROFILE OF A WINNER

Mohammed Aman is a professional middle distance runner born in Asella, Ethiopia, on January 10, 1994.

This is his story.

- At the age of 12, he first runs at school and he is very fast.
- In 2008, he wins his first international race in Nigeria.
- Three years later, he wins a silver medal at the World Youth Championship for the 800-meter race. In this race, he sets a national record. Then he breaks his own record in September the same year.
- On August 9, he comes sixth at the 2012 Olympics in London.
- At the age of 19, he wins the gold medal at the 2013. World Championship in Moscow.

Mohammed wants to continue to go to sports competitions and win. We think he will do really well with every occasion.



1 **Look at the photo. What sport does Mohammed Aman do? Read the biography to check.**

2 **Write the information in the order it appears in the biography.**

medals and records his/her future
place and year of birth sport(s)

1 …. 2 …. 3 …. 4 ….

3 **Read the biography again. What happens at these points in Mohammed's life?**

2008 the age of 19 2011
August 9, 2012 January 10, 1994

4 **Complete the examples in the *Useful language* box.**

Useful language

Prepositions of time and place

Use the prepositions:

- ***on*** with dates: …. August 9th
- ***in*** with months and years: …. December, …. 2014
- ***in*** with towns/cities and countries: …. London, …. Nigeria
- ***at*** with sports events and ages: …. the World Championships, …. the age of 12

5 **Complete the sentences with correct prepositions.**

1 Qui Bo is a diver born …. Chengu, China, …. January 31, 1993.
2 Martha is a very young surfer. …. the age of ten, she often goes surfing … the Pacific Ocean.
3 I am sure this team will win the gold medal …. the Summer Olympics …. 2020.
4 Alina Dumitru is a judo champion born …. Romania, …. August 30, 1982.

Get Writing

PLAN

6 **Make notes about someone you know. Use the headings in Exercise 2.**

WRITE

7 **Now make a biography. Draw pictures to go with the sports achievements. Use your notes and the language below.**

… born in …
At the age of … he/she …
After that, he/she …
In the future, he/ she …

CHECK

8 **Can you say YES to these questions?**

- Have you got information from Exercise 6 in your biography?
- Have you got the correct prepositions of time and place?

8 Holidays

Discovery EDUCATION

In this unit ...



City of water **p99**



Alaska **p102**



Going on holiday **p104**



CLIL Holiday in Australia **p167**

Vocabulary

- Weather
- Seasons
- Months
- Landscapes
- Collocations 2
- Adjectives 3

Language focus

- *be going to*
- future with *will/won't*

Unit aims

I can ...

- talk about seasons and the weather.
- talk about future intentions.
- ask questions about future intentions.
- understand a conversation about holiday plans.
- talk about landscapes.
- make predictions about the future.
- make suggestions and express preferences.
- write an email about holiday plans.

BE CURIOUS

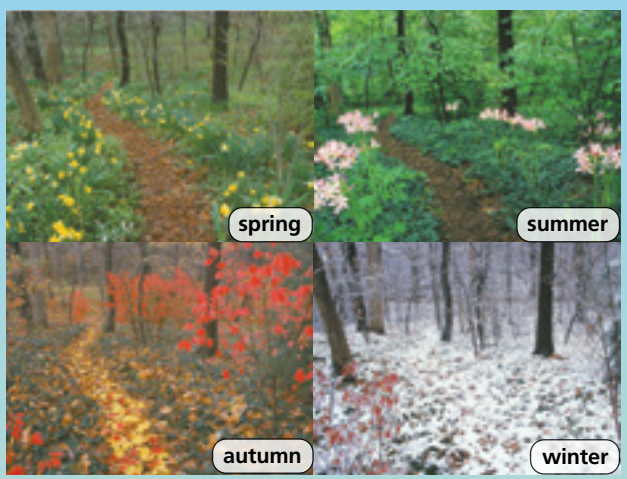
What can you see in the photo?

Start thinking

- **What is the man doing?**
- **What things do you like doing on holiday?**
- **What is your ideal holiday?**

Vocabulary Seasons and weather

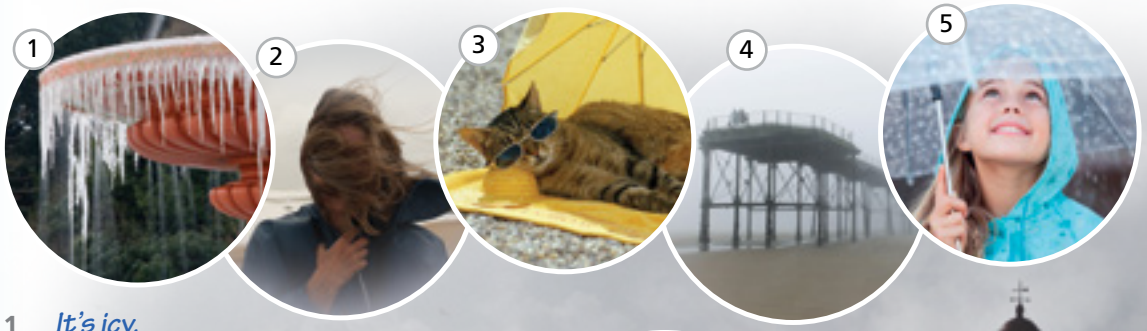
1 **Look at the seasons. Which months are in each season in your country? Then listen and repeat.**



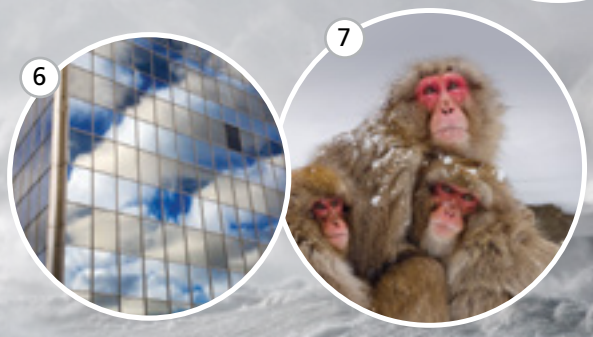
January	February
March	April
May	June
July	August
September	October
November	December

2 **Match the photos of the weather with the phrases in the box. Then listen, check and repeat.**

It's sunny. It's foggy. ~~It's icy.~~ It's windy. It's snowy. It's stormy. It's rainy. It's cloudy.



1 *It's icy.*
2 ....
3 ....
4 ....
5 ....
6 ....
7 ....
8 ....





Your turn

3 **Complete the table for you.**

	Me	My partner
What's your favourite month? Why?	*February. It's my birthday!*	
What's your favourite season? Why?		
What season don't you like? Why not?		

4 **Ask and answer the questions with your partner. Complete the table with your partner's information.**

Vocabulary bank • page 150

ADVENTURE!



I'm going to go on an adventure holiday in Scotland for a week this summer. I'm going to stay in a cabin in the Scottish countryside. There are about 50 different activities: from mountain biking to kayaking in Scottish rivers. My favourite activity is the zip wire. I'm not going to take summer clothes because it's usually quite cold in Scotland, but I don't mind! I can't wait.



This summer my family and I are going to explore Thailand. We're going to stay in a tree house in the jungle for three days, where we're going to ride elephants. Then we're going to stay in a hotel near the beach for a week. I'm going to swim every day, and we're all going to eat really nice food. Fantastic!



My friends and I are going to spend two weeks watching wildlife in Patagonia this summer. We're going to stay in hostels because it's really cheap. Patagonia is a beautiful place in the south of Argentina, with lots of interesting animals. There are penguins, sea lions, even killer whales. I'm going to take my camera, of course, but we aren't going to take our phones. When I get back, my dad's going to build a web page and I'm going to put the best photos on it.









Reading A web page

1 **Look at the pictures. Which holiday do you like? Why?**

2 **Read the teenagers' posts about their holiday plans. Match each speaker with the correct activity pictures.**

3 **Read about Chloe, Carla and Ivan's holiday plans again. Who has plans to …**

1 go on holiday for a week?
2 stay in more than one place?
3 stay in the countryside?
4 travel with friends?
5 do activities on water?
6 go on holiday with family?

Explore collocations 2

4 **Look at the expressions in the table. Copy and complete the table with similar expressions to the ones in the text.**

Stay	Spend	Take
in a hostel	a day	a bike
	a month	

Vocabulary bank • page 150

Your turn

5 **Make notes about your future holiday.**

- where you are going to stay
- how long you are going to spend there
- what you are going to do
- what you are going to take

6 **Tell your partner about your future holiday.**

I'm going to go to Paris next year.



Language focus 1 *be going to*

1 **Complete the examples from the text on page 98.**

	I	He / She / It	We / You / They
+	I .... **swim** every day.	My dad .... **build** a web page.	We .... **explore** Thailand.
–	I**'m not going to take** summer clothes.	She i**sn't going to come** with us.	We .... **take** our mobile phones.
?	**Am** I **going to build** a web page?	**Is** he **going to ride** an elephant?	Where **are** you **going to stay**?

Grammar reference • page 134

2 **Complete the sentences with the correct form of *be*.**

1 I *'m* going to take lots of photos. (✓)
2 My classmates and I .... going to study hard for our English exam. (✓)
3 They .... going to stay in a hotel in the countryside. (✗)
4 My mother .... going to cook when we're on holiday. (✗)
5 My sister and her best friend .... going to cycle to the south of France. (✓)

3 **Write questions with *be going to*.**

1 *Is he going to play football on Saturday?*
1 he / play / football on Saturday?
2 you / watch / TV tonight?
3 what / you / watch?
4 when / they / do / their homework?
5 where / we / go / on holiday this year?

4 **Match the questions in Exercise 3 with the correct answers.**

1 *d*

a) At the weekend.
b) A film.
c) Scotland.
d) No, he isn't.
e) Yes, we are.

Your turn

5 **Change the questions in Exercise 3. Ask and answer with your partner.**

Are you going to play football this weekend?

Yes, I am. No, I'm not.

6 **Write six true sentences about your partner.**

1 *Maria isn't going to play football this weekend.*

Say it right!

going to

In informal English, we sometimes pronounce *going to* as 'gonna' (/gənə/).

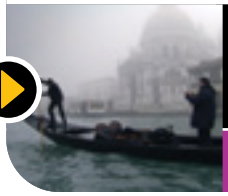
Listen and repeat.

1 /gənə/ What are you going to do?
2 /gənə/ I'm going to take a lot of photos.

7 **Work with a partner. Ask and answer the questions in Exercise 5. Use the informal 'gonna'.**

Find out about the popular tourist destination of Venice.

- How many cars are there in Venice?
- How do people travel in Venice?
- What do people wear for Carnevale?



Discovery EDUCATION

8.1 City of water

Listening A conversation

1 **Look at the photos. What country do you think they show? Which do you like best? Why?**

2 **Listen to the conversation between Chloe and Ivan. Which of the places in the photos do they NOT talk about?**

3 **Listen again. Are the sentences true (*T*) or false (*F*)?**

1 Chloe is worried about the weather in Scotland. ....
2 Chloe is going to visit Scotland in the winter. ....
3 Chloe isn't going to take many photos in Scotland. ....
4 Ivan is going to travel with his friends to Patagonia. ....
5 Chloe thinks Ivan is a good photographer. ....
6 Carla didn't enjoy her holiday in Thailand very much. ....

Vocabulary Landscapes

4 **Look at the photos in Exercise 1. Find the landscape words below. Which words aren't in the photos?**

mountains sea lake beach
river jungle desert hill forest

5 **Listen and repeat.**

Your turn

6 **Choose a holiday destination. Make notes about it. Say why you want to go there.**

There are a lot of mountains and beaches in California.

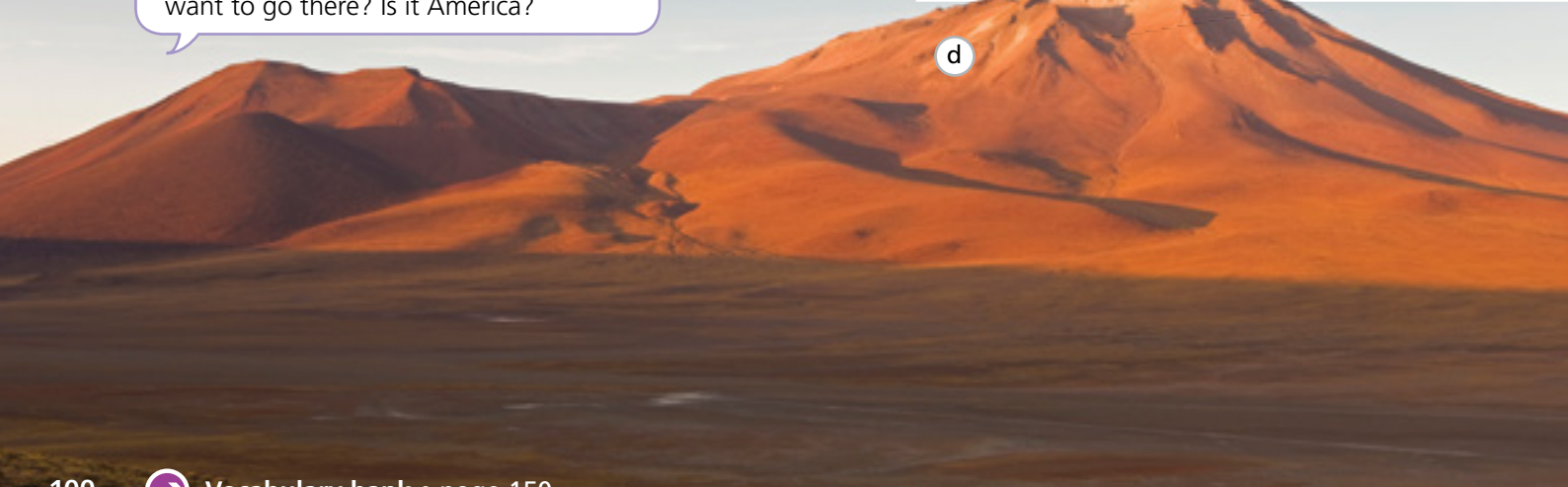
7 **Ask your partner about their holiday destination. Try to guess where it is.**

Are there mountains there? Why do you want to go there? Is it America?









Language focus 2 Future with *will/won't*

1 **Complete the examples from the listening on page 100.**

	I / You / He / She / It / We / They
+	I think I'…. **take** my camera.
–	Maybe I …. **go** to Scotland next year!
?	What …. the weather **be** like?

Grammar reference • page 135

2 **Complete the sentences with the correct form of *will* and the verb in brackets.**

1 My teacher thinks we *will do* (do) well in the test.
2 The weather …. (not be) very nice tomorrow.
3 You …. (have) a great time in Patagonia!
4 They …. (not see) any penguins at this time of year.
5 My dad says I …. (not enjoy) kayaking.

3 **Complete the email with *will* and the verbs below.**

walk have not rain leave make like

I'm very happy that you're going to come camping with me this weekend. I think we [1] …. a great time!

Come to my house on Saturday morning. My mum [2] …. some breakfast for us. She's a great cook – I'm sure you [3] …. her food.

I think we [4] …. the house at about 10 o'clock. The campsite isn't far, so we [5] …. there. The weather forecast says it [6] …., and I'm very glad about that!

See you on Saturday!

Dave

Kirstie ▶

Your turn

4 **Write sentences about the future using a prompt from each box.**

go to my friend's house
go to university get a job
have a shower have a snack
go swimming buy a house

after school today when I leave school
when I'm older this afternoon
tomorrow next week

1 *I think I'll go to my friend's house after school today.*
1 I think … .
2 I hope … .
3 I'm sure … .
4 I don't think … .
5 … .
6 … .
7 … .

5 **Work with a partner. Make questions from the sentences in Exercise 4. Ask extra information questions when the answer is yes.**

Will you go to your friend's house after school today?

Yes, I will.

What do you think you'll do there?



Discover Culture



1 **Look at the map. Which country is next to Alaska? Which country is Alaska part of? What else do you know about Alaska?**

2 **Match the extreme sports to the pictures.**

1 snowboarding 2 bungee jumping 3 parachuting 4 kayaking







3 **Which of the things do you think you'll see in the video?**

a beach icebergs a house a volcano a river
a mountain top the Northern Lights skiing a glacier



Find out about adventure holidays in Alaska.



Discovery EDUCATION

8.2 Alaska

4 **Watch the first part of the video (up to 0.38) without sound and check your answers.**

5 **Watch the video with sound. Complete the paragraph with the words below.**

mountains exciting a lot of snowy
~~adventure~~ sports cold

Alaska is great for people who like [1] *adventure* and very [2] .... weather. It is a very [3] .... place to be. There are [4] .... things to do, including extreme [5] .... They have really spectacular [6] .... landscapes. Alaska is amazing, the [7] .... are incredible, the views are beautiful. Come on an adventure here!

6 **Find six positive adjectives in the text.**

7 **Watch the video again. Write the sports in the order you would most like to do them.**

Your turn

8 **Work with a partner. Would you like to try any of these extreme sports? Which ones? Why? / Why not?**

I'd like to try snowboarding but I can't, there are no mountains here.

Me too. I'd like to try …

9 **What other extreme sports do you know? Which one(s) would you like to try? Watch the video about another extreme sport.**

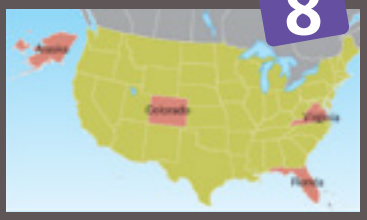
10 **Why do people come to your country on holiday? Think about the weather, the landscapes, the culture, the food, etc. Write a list. Then work with a partner and compare your ideas.**

I think people come to … on holiday because they like the culture.

UNIT 8

SUMMER CAMP!

In the USA there is a tradition of sending teenagers to summer camps while the parents stay at home. Every year over 11 million children and teenagers go to one of these. They are very popular because there are a lot of fun activities to do. They usually last two or three weeks. There are a lot of different kinds of camps. Here are some examples. Which do you like best?





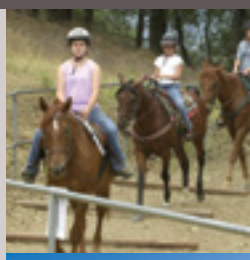
A ….. Our two-week camp is a perfect introduction to the 'Land of the Midnight Sun'. You'll go sea kayaking, sailing, snowboarding and camping and you'll learn about the history of the region and the animals that live here.

B ….. Join other musicians for two weeks of musical fun. You'll improve your skills during the day in classes with great teachers. Then every evening you'll relax at a special concert or at a party on the beach. Other activities are sports, board games and drama.

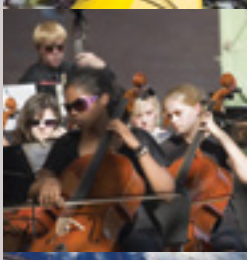
C ….. Learn new skills this summer at the University of Colorado – web design, game design; everything you want to know about computers. You'll stay in university rooms and use the amazing technology that our students use.

D ….. A camp for everyone from great athletes to complete beginners. We train hard every day, and at night you'll be very tired! But you'll have fun and play lots of new sports for the first time. You'll sleep well in our luxury cabins in the beautiful mountains of Virginia.

E ….. Do you love horses? Do you know how to ride? This is the summer camp for you. You'll get your own horse for the two-week course and you'll learn all about how to take care of it. At the end of this holiday you'll be an excellent horse rider and you won't want to leave!









Reading A holiday brochure

1 **Look at the pictures on this page. What activities can you see?**

2 **What kind of holiday is the brochure describing? Read the brochure and match the titles with the descriptions A–E.**

1 Florida summer band camp
2 Riding camp
3 Alaskan adventure camp
4 Super summer sports camp
5 Tech camp Colorado

3 **Read the brochure again. In which places will you …**

1 see animals?
2 work very hard?
3 stay at a university?
4 already know how to do the main activity?
5 do watersports?
6 be near the sea?

Explore adjectives 3

4 **What do these adjectives describe? Read the text again and check your answers.**

popular perfect special amazing luxury excellent

Vocabulary bank • page 150

Your turn

5 **Compare a typical summer holiday of yours with the summer camps you read about here. Make a list of how many ways they are different.**
We don't usually go on holiday without our parents.

6 **Work with a partner. Listen to your partner's descriptions and tell the class.**

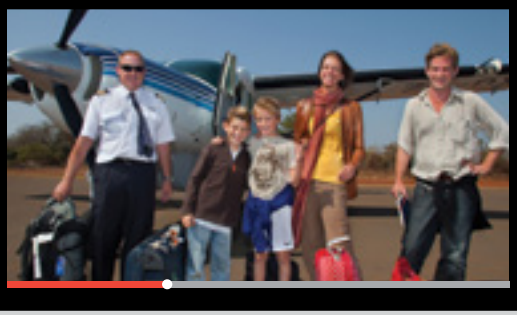
Xanthe doesn't usually go on holiday without her parents.

Portfolio • page 151

Speaking Making suggestions



Real Talk: Where do you like going on holiday?



1 Watch the teenagers in the video. Write down the places that they talk about.

- Florida
- Scotland
- Ireland
- Canada
- Turkey
- Barbados

2 Where do *you* like going on holiday? Ask and answer with your partner.

3 Listen to Mia and Rose talking about their summer holiday. Who doesn't want to go on a summer camp?

4 Complete the conversation with the phrases in the *Useful language* box.



Useful language

Let's What about Why don't we I'd prefer
do you want to go That's a good idea!

Mia: Where [1]…. on holiday this year, Rose?
Rose: [2]…. going **on a summer camp**?
Mia: A summer camp? [3]…. not to go to summer camp.
Rose: Why not?
Mia: [4]…. go somewhere hot, like **Portugal**.
Rose: Yes, that'll be nice. There's a lot to do in **Portugal**.
Mia: We can go **surfing, water skiing, swimming**.
Rose: [5]…. ! Do you think Dad will agree?
Mia: [6]…. ask him.

5 Listen again and check your answers.

6 Work with a partner. Practise the conversation in Exercise 4.

7 Change the words in bold in the conversation in Exercise 4. Use the information below. Your partner thinks of a reason why he/she doesn't want to go on that holiday.

ITALY
WINTER HOLIDAY
WHERE:
Cortina, Dolomites
WHAT:
skiing, snowboarding, ice-skating





SCOTLAND
ADVENTURE HOLIDAY
WHERE:
Dundee
WHAT:
horse riding, kayaking, mountain biking

Where shall we go on holiday this year?

What about going on this winter holiday in Italy?

I'd prefer not …

Writing An email

1 **Look at the photo and read Simon's email. How many places is he going to visit in Brazil?**



Paula ▸

Hi Paula

Thanks for your email. The photos of your dog are great! I'm going to show them to my mum – she'll love them!

Guess what? I'm going to visit Brazil for a month! I'm going to go with my parents, my sister and my granddad. I can't wait. We're going to fly to Rio first. We're going to stay with Dad's friend, Cristiano. Then we'll drive south to a city called Paraty and we'll go to the beach there. It'll be very relaxing after Rio, because there won't be so many people. We'll stay there for a week I think. Have you got any holiday plans?

Write again soon,

Simon

Simon ▸

2 **Read Simon's email again. What are his answers to these questions?**

1 Where are you going to go?
2 Who are you going to go with?
3 How are you going to travel?
4 Where are you going to stay?
5 What are you going to do?
6 How long will you be there?

Useful language

Starting and finishing an email

Start	Finish
Thanks for your message. How are you? I hope you are well. ….	Please write soon. Speak soon. Looking forward to hearing from you. ….

3 **How does Simon start and finish his email? Put the phrases in the correct column above.**

Get Writing

PLAN

4 **Make notes about your next holiday. Include information from Exercise 2.**

Where …
Who …
How …
What …
How long …

WRITE

5 **Write an email to a friend. Use your notes from Exercise 4, and the language below.**

We're going to visit …
We're going to fly/drive …
We'll stay there for …

CHECK

6 **Can you say YES to these questions?**

- Have you got information from Exercise 4 in your email?
- Do you start and finish the email with an expression from the *Useful language* box?
- Are your spelling, grammar and vocabulary correct?

7–8 Review

Vocabulary

1 **Write the names of the sports. Include the verbs.**

1 *go swimming*



2 **Write the names of the clothes in the picture.**

1 *cap*



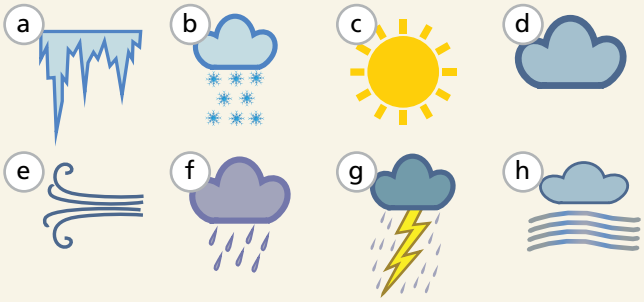
3 **Match the months with the seasons.**

1	spring	a)	December, January, February
2	summer	b)	September, October, November
3	autumn	c)	June, July, August
4	winter	d)	March, April, May

4 **Match the pictures with the words.**

1 *d*

1	cloudy	4	rainy	7	sunny
2	foggy	5	snowy	8	windy
3	icy	6	stormy		



5 **Complete the sentences with the words in the box.**

beach desert forest hill ~~sea~~ mountain

1 They're swimming in the *sea* .
2 It's hot and dry. We're in the ….
3 Let's sit on the … and look at the sea.
4 It's easy to walk up this …. It's not very high.
5 There are a lot of tall trees. We're in a ….
6 It's hard to climb up this because it's very high. It's a ….

6 **Choose the best words to complete the text.**

Next summer I'm going to [1] …. two weeks at a summer camp in the USA. Summer camps are very [2] …. there, and a lot of teenagers [3] …. go on one every year. It is my first time and I think it will be [4] …. . I'm going to [5] …. in a [6] …. cabin with four other kids my age. I'm going to [7] …. my computer and a camera with me and send photos back to my parents. We're going to [8] …. every day doing lots of fun activities and I'm afraid I will be sad to come home. I think it will be a really [9] …. holiday.

1	a) spend	b) take
2	a) perfect	b) popular
3	a) usually	b) surprisingly
4	a) popular	b) amazing
5	a) spend	b) stay
6	a) little	b) perfect
7	a) take	b) spend
8	a) spend	b) take
9	a) special	b) luxury

7 **Write the plurals of the words. Which ones are regular / irregular?**

1	man	4	girl
2	baby	5	child
3	woman	6	person

Language focus

1 Complete the sentences with *this, that, these* or *those*.

1 A: Is …. tennis racket here yours?
B: No, … one's Mark's. … one here is mine.
2 A: What's … over there?
B: …. 's my new snowboard!
3 A: I think I need some new trainers. … are too small, see?
B: Yes. You've had … ones for ages, too.
4 A: Don't touch … biscuits over there. If you're hungry, you can have one of … on this plate.

2 Write the question words.

1 A: …. do you go on Saturday mornings?
B: I go to the shopping centre.
2 A: …. do you go with?
B: I go with Jamie.
3 A: …. do you buy?
B: I buy books or CDs.
4 A: …. do you spend?
B: I spend about £5.

3 Complete the conversation with the correct form of *be going to.*

1 *are you going to do*

Owen: What [1](**you / do**) when you leave school?
Alex: [2](**I / go**) to university, but first [3](**I / take**) a year out and travel around Europe.
Owen: Cool! [4](**I / try**) and get a job. [5](**I / not go**) to university. Who [6](**you / go travelling**) with?
Alex: My cousin. [7](**We / start**) in the north, in Scandinavia, and finish in the south in Spain and go to all of the countries in between.
Owen: Wow! That's a lot of countries.
Alex: What about you? [8](**you / travel**) in the future?
Owen: Maybe! Your trip sounds great!

4 Match the sentences, then write the correct form of *will* and the verb in brackets.

1 Don't forget your umbrella. *a*
2 Sonya studies very hard.
3 You didn't do your homework!
4 I made a cake for you.
5 Let's take the children to Disneyland.

a) I think it *'ll rain* (rain) later today.
b) Everyone says she …. (pass) her exams easily.
c) They …. (love) it!
d) Your teacher …. (not be) happy about that.
e) I hope you …. (like) it.

Language builder

5 Choose the correct words to complete the text.

1 *b*

Dear Antonio,

Here are two photos of my home town. It's a very nice place. It's quite small – you can walk [1] …. it in less than an hour. Today there [2] …. over 100.000 people. You [3] …. travel around town by bus or by tram, but there isn't an underground – they [4] …. one in a few years. This summer, we [5] …. a big football tournament here. We hope that our team [6] …. in the final match and [7] ….. Next year, the town [8] …. a festival of culture. They are building a lot of new hotels because visitors from a lot of countries [9] …. visit us. You must come and visit me one day.
You [10] …. stay with me and my family.

Best wishes,

Gino

1	a) over	b) across	c) down
2	a) are	b) do	c) is
3	a) can	b) will	c) won't
4	a) will build	b) build	c) 're going to build
5	a) have	b) will have	c) 're going to have
6	a) is playing	b) will play	c) is going to play
7	a) will win	b) is winning	c) is going to win
8	a) is going to have	b) is have	c)) have
9	a) is going	b) are going to	c) is going to
10	a) can	b) going	c) don't

Speaking

6 Complete the conversation with the words in the box.

That's a good idea ~~Let's~~ I'd prefer
Really What about Cool I see

Tim: [1] *Let's* go kayaking this weekend.
Karla: [2] …. not to go kayaking.
Tim: Why not?
Karla: Because I go kayaking every week.
Tim: [3] ….?
Karla: Yes, really.
Tim: [4] ….!
Karla: I enjoy kayaking, but this time I want to do something different.
Tim: [5] …. .
Karla: I hope you don't mind.
Tim: No, not at all. [6] …. going to the cinema instead?
Karla: [7] …. . Shall we go tomorrow afternoon?
Tim: Yes, OK.

7 Evaluation test

Language focus

1 Complete the questions and the answers.

1 That skateboard is mine. *This* one here is yours.
2 Can you pass me …. helmet please? …. one is too small for me.
3 Who's ….? Is it the famous runner Usain Bolt?
4 Come and look at ….! Gina has got a new pair of ice skates!
5 If …. skis here are Martha's, then whose are …. over there?

_____/ 4

2 Choose the correct answer.

1 If you go **through / across** that door, you'll find the swimming pool.
2 Let's walk **out of / down** those steps.
3 You have to get the ball **along / past** the goalkeeper.
4 Can you jump **over / down** that wall?
5 Let's go cycling **along / through** the river.
6 Take your tracksuit **into / out of** your bag.

_____/ 5

3 Match the questions (1–6) with answers (a–f).

1 How do we get to the other side of the river? *f*
2 What's your name?
3 Where are you from?
4 How are you?
5 What time is it now?
6 Where do I have to go?

a Fine, thanks.
b 11.30.
c It's Ben.
d Italy.
e Past the gym and through the car park.
f We have to swim across it.

_____/ 5

Vocabulary

4 Complete with *play* or *go*.

1 *go* swimming
2 …. tennis
3 …. surfing
4 …. basketball
5 …. skiing
6 …. volleyball

_____/ 5

5 Complete the sentences with a sport from the box.

~~windsurfing~~ baseball bowling
judo skateboarding cycling

1 I really want to go *windsurfing* in Wales in the summer holidays.
2 I often go …. in the sea with my family.
3 We are going …. next weekend, and I really hope I won't fall off my bike again!
4 My brothers both play …. with their friends every week, and they're in the school team.
5 My sister does …. in the sports hall. She wears a special jacket and trousers.
6 Ben is going …. with his friends at the alley in town tomorrow.

_____/ 5

6 Label the pictures.

~~hoodie~~ shorts skirt
tracksuit jacket boots cap



_____/ 6

7 Choose the correct answer: a, b or c.

1 I generally play …. at the sports centre.
a bowling b basketball c surfing
2 I wear big boots and warm …. on my feet for skiing.
a caps b jeans c socks
3 Are you cold? You're only wearing a …. and jeans.
a T-shirt b tracksuit c skirt
4 I never go …. because I don't like the pool in town.
a surfing b swimming c skateboarding
5 I don't go …. in the city because there are a lot of cars on the roads.
a skiing b windsurfing c cycling
6 I want to buy some nice …. for the summer.
a shorts b boots c hoodies

_____/ 5

Writing

8 Write about the sports you like doing. Use the questions to help you.

- What sports can you do in your town?
- What sports do you like doing?
- Where do you do them?
- What sports do you like watching on TV?
- Who is your favourite sportsperson?

Write 25–35 words.

_____/ 15

_____/ 50

Evaluation test 8

Language focus

1 Complete the sentences with *be going to*.

1 Ben *isn't going to* see his friends tonight. (–)
2 My brother …. study at university next year (+)
3 Mum and Dad …. book our holiday tomorrow. (+)
4 We …. go to Clara's party next Saturday. (–)
5 Brad and Julia …. get married next year. (+)
6 Jack …. finish his project now. (–)

_____/ 5

2 Complete the sentences with the correct form of *will* and the verbs in brackets.

1 *Will you help* (you / help) me with my homework?
2 Sam …. (not come) with us to the skate park.
3 We …. (leave) at 10.00 am tomorrow.
4 I …. (not be) at football practice tomorrow.
5 …. (Max / do) well in the competition next week?

_____/ 4

3 Match the questions (1–6) with the answers (a–f).

1 Will you be at school tomorrow? *f*
2 Are you going to play football, Ben? ….
3 Are you and Paul going to organise a school party? ….
4 Will the weather be nice tomorrow? ….
5 Are your parents going to buy a new car? ….
6 Is Maria going to do her Geography homework? ….

a Yes, I am.
b Yes, she is.
c No, we aren't.
d Yes, they are.
e No, it won't.
f Yes, I will.

_____/ 5

4 Choose the correct answer: a, b or c.

1 I think …. to see my cousin today.
a going b to go c I'll go
2 What time …. meet Mark?
a going b going to c are you going to
3 A: Are you going to help me with this?
B: No, …. .
a I'm not going b I'm not c I won't
4 I'm sure you …. have a great time on holiday!
a going to b will c are going
5 A: Is Nick going to visit you this year?
B: Yes, …. .
a he will b he does c he is
6 Chloe and Tom …. going to buy anything in town tomorrow.
a aren't b don't c won't

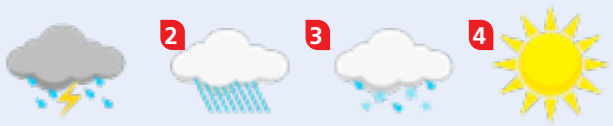
_____/ 5

Vocabulary

5 Label the pictures.

~~It's rainy.~~ It's snowy. It's sunny. It's stormy.

1 2 3 4



It's rainy.

_____/ 3

6 Complete the words about the landscape. The first letter is there to help you.

1 You can go skiing here in the winter.
m *o u n t a i n*
2 This is a place with lots of trees. f _ _ _ _ _
3 Many wild animals live here. j _ _ _ _ _
4 There aren't many trees here and it's very dry.
d _ _ _ _ _
5 This place is very near the sea. b _ _ _ _
6 This water travels down to the sea. r _ _ _ _
7 You can ride a boat on it. l _ _ _
8 This is an area higher than the surrounding land.
h _ _ _
9 It's salty and you can bathe in it. s _ _

_____/ 8

7 Choose the correct answer: a, b or c.

1 It's often icy in …. in Europe.
a winter b summer c autumn
2 It's not a good idea to go windsurfing when it's …. .
a sunny b windy c stormy
3 There aren't many fish in the …. in our town.
a river b hill c beach
4 On a luxury city holiday, people usually stay in a …. .
a cabin b tree house c hotel
5 I want to go snowboarding in the …. .
a desert b mountains c jungle
6 I often cycle to the top of the …. behind my house.
a forest b lake c hill

_____/ 5

Writing

8 Write about your next holiday. Use the questions to help you.

- Where are you going to visit?
- Who are you going to travel with?
- How long are you going to stay there?
- Where are you going to stay?
- What are you going to do there?

Write 25–35 words.

_____/ 15

_____/ 50

TOTAL_____/ 100

A Final evaluation test

Language focus

1 Put the words into the correct order to make sentences and questions.

0 haven't / a / dog / got / We
We haven't got a dog .

1 Australia / you / cousins / in / got / Have
_____ ?

2 better / than / sister / I'm / a / singer / my
_____ .

3 hair / Sally's / long / got / straight
_____ .

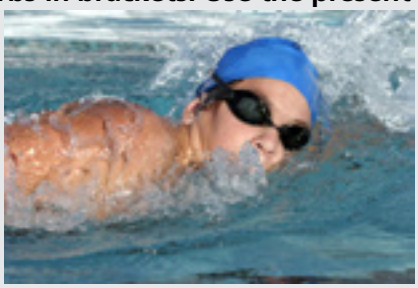
4 taller / brother / you / than / Are / your
_____ ?

5 big / your / a / parents / Have / house / got
_____ ?

5

2 Complete the sentences with the correct form of the verbs in brackets. Use the present simple.

0 I *don't do* homework at the weekends. (not do)
1 Peter _____ lunch at school. (not have)
2 What time _____ school? (you / start)
3 I _____ art classes after school. (sometimes / have)
4 We _____ swimming after school. (not go)
5 Sarah _____ to bed early. (always / go)



5

3 Choose the correct answer: a, b or c.

0 A: Have you got a big family?
B: Yes, ____.
a I do b I have got (c) I have

1 I don't mind ____ my homework. I quite like it!
a do b to do c doing

2 My sister isn't very good at ICT, so I sometimes help ____.
a her b them c it

3 A: ____ do you have lunch at school?
B: At 1 pm.
a Where b When c What

4 I ____ watch television in the evenings. I'm always busy then!
a sometimes b often c never

5 A: ____ you speak French?
B: Yes, I'm quite good!
a Are b Have c Can

5

4 Choose the correct answer: a, b or c.

0 Would you like ____ apple?
a a (b) an c many

1 We haven't got ____ bread at home for our lunch.
a many b much c a lot

2 There ____ a lot of milk on the table.
a are b has c is

3 I don't usually eat ____ meat with my meals.
a any b a c some

4 How ____ rice can you eat?
a many b lot c much

5 I don't want ____ carrots.
a many b some c a

5

Final evaluation test A

Vocabulary

5 **Underline the correct answer.**

0 My mother and father are my **grandparents** / parents.
1 My mum's sister is my **cousin** / **aunt**.
2 I **play** / **have** chess with my friends after school.
3 Our garden is really **unhappy** / **beautiful**.
4 I usually eat sandwiches **in** / **at** lunchtime.
5 Daniel has got **spiky** / **tall** hair.



5

6 **Complete the sentences with the words in the box.**

have	do	get	play	go	~~get~~

Hi! My name's Harry. I want to tell you about my daily routine. On school days, I [0] *get* up at 7 am and [1] _____ a shower. Then I [2] _____ dressed, have some breakfast and [3] _____ to school. School finishes at 3 pm, and I sometimes [4] _____ football or tennis after school. Then at home I have dinner and [5] _____ my homework. And sometimes I'm lucky, and Mum says I can watch TV in bed!

5

7 **Choose the correct answer: a, b or c.**

0 We play football ____ at school.
a in the library (b) on the playing field c in the science lab
1 My favourite subject is ____ because I like playing the guitar.
a Maths b History c Music
2 I ____ karate every day to get into the school team.
a practice b train c practise
3 I really like my Maths classes – they're very ____.
a terrible b interesting c boring
4 We have our lunch in the ____ at school.
a canteen b sports hall c IT room
5 I'm really ____ to have a computer to help me do my homework.
a usual b useful c lucky

5

8 **Choose the correct answer: a, b or c. There are two more words than you need.**

1 You eat this meal in the evening. *f*
2 You use this to make a sandwich. ___
3 You can eat this after your main meal. ___
4 This is a kind of meat. ___
5 This fruit can be green or red. ___
6 This is white and you can drink it. ___

a chicken
b carrot
c bread
d apple
e milk
f dinner
g rice
h dessert



5

A Final evaluation test

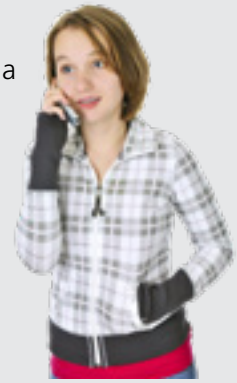
Useful language

9 **Complete the telephone conversation between two friends. What does Lydia say to Tom? Choose the correct answer (a–g). There is one more answer than you need.**

Tom: Hi, Lydia! How are you?
Lydia: 0 _C_
Tom: Oh, sorry, I'm afraid I can't.
Lydia: 1 ___
Tom: I'm sure, but my grandparents are here.
Lydia: 2 ___
Tom: Thanks, I'd like to come. How much does it cost?
Lydia: 3 ___
Tom: And what time is the film?
Lydia: 4 ___
Tom: I can ask them. Can I call you back?
Lydia: 5 ___
Tom: Bye, Lydia.



a The tickets are £5.50.
b I think so. Do you know the cinema on Green Street?
c Great, thanks, Tom. Hey, can you come to the cinema with us tomorrow?
d It starts at 8.00. Is that OK with your parents?
e Why not? There's a brilliant new film we can watch!
f Sure. Talk to you later.
g OK. What about Saturday, then?



10

Listening

10 **Listen to Clare talking about her family. Choose the correct answer: a, b or c.**

0 How many brothers and sisters has Clare got?
a one
(b) two
c three

1 What does Clare say about Mark?
a He gets up early.
b He doesn't like school.
c He does his homework every evening.

2 What does Clare say about Sarah?
a She's older than Mark.
b She's very intelligent.
c She doesn't like doing homework.

3 What does Sarah like doing?
a watching TV
b cooking supper
c reading books

4 Clare says that David
a is good at tennis.
b goes to chess classes after school.
c practises sport at home.

5 What is Clare's favourite class?
a History
b French
c Maths

15

Final evaluation test A

Reading

11 Read the text about an unusual teenager.

Rob isn't a typical teenager. He's 16 years old, and he loves going out with his friends in his home town – when he's there! But Rob's not often at home because he's a brilliant chess player. He plays chess in competitions all over the world. And Rob still does lots of studying, too. He has his own teacher who travels with him, so he has lessons in the morning and then in the afternoon he practises chess. Sometimes he has a break from chess because he wants to play a computer game instead or talk to his friends on his phone. This week he's in France, so he can speak French with the other people there. And next week it's Canada so that's OK because he can speak English there. Sometimes Rob would like to be on holiday with his family at home, but he has an interesting life and he knows he's very lucky!



Are the sentences true (T) or false (F)? If there isn't enough information in the text, write doesn't say (DS).

0 Rob likes seeing his friends where he lives. T
1 Rob travels a lot. ___
2 Rob doesn't go to school. ___
3 Rob's parents would like to travel with him sometimes. ___
4 Rob plays chess all day. ___
5 Rob has lots of holidays at home with his family. ___

20

Writing

12 Read the email from your American friend, Alex.

From: Alex
To:
I've got a great best friend called Sam. What's your best friend's name? Where is he or she from? What does your friend look like? What about your friend's family? Tell me all about your best friend!

Write an email to Alex and answer the questions.
Write 40–50 words.

15

100

B Final evaluation test

Language focus

1 **Complete the sentences with the correct form of the verbs. Use the present simple or present continuous.**



do	know	~~watch~~	sleep	study	not go

0 I *'m watching* my favourite film on TV – it's great!
1 Louisa _____ to school on Saturdays. It's the weekend.
2 When _____ you usually _____ your homework?
3 Jack is in the library. He _____ for a test now.
4 We _____ all the answers to our teacher's questions.
5 The baby is in her room. She _____ at the moment.

5

2 **Write sentences in the imperative. Give advice.**

0 I don't go running in the park in the morning.
Go running in the park in the morning!
1 I never wash my hands before having breakfast.
2 I eat fast food every day.
3 I never ask the teacher when I need help.
4 I rarely open the window after I get up.
5 I watch too much television. It's bad for my eyes.

5



3 **Choose the correct answer: a, b or c.**

0 __ are you going to play tennis this week?
(a) When b What c Who
1 ___ going to go to school tomorrow?
a Do you b Are you c Will you
2 Does the bus go ___ your house?
a over b across c past
3 Is __ your book here? That one is mine.
a this b that c these
4 Let's go and visit __ Big Ben.
a the b – (zero article) c a
5 ___ walk on the grass, please.
a Don't b Doesn't c Does

5

4 **Underline the correct answer.**

0 When <u>are you going to see</u> / you see Jack?
1 **A:** Are you going to read this new book?
B: No, **I'm not / I'm not going**.
2 I think **going to / I'll go to** the swimming pool today.
3 **A:** Is Jack going to come with us to the cinema?
B: Yes, **he will / he is**.
4 I'm sure you **will / going to** have a good time at the skate park.
5 Ben **doesn't / isn't** going to see his friends today because he's busy.

5

Final evaluation test B

Vocabulary



5 **Complete the missing word. The first letter is there to help you. There is one space for each other letter in the word.**

This animal

0	lives in the mountains.	b *e a r*
1	is grey and very big.	e _ _ _ _ _ _ _
2	lives in the sea and is dangerous.	s _ _ _ _
3	is very small and lives in people's houses.	s _ _ _ _ _
4	lives in the jungle and hunts other animals.	t _ _ _ _
5	is taller than any other animal.	g _ _ _ _ _ _

5

6 **Choose the correct answer: a, b or c.**

I really like meeting my friend in town [0] ___ Saturday afternoons. We sometimes go to the [1] ___ to see a film, or we go [2] ___ at the pool in the town centre. I always take a [3] ___ with me to wear because it's sometimes cold when we come out. We take [4] ___ to eat as a snack, too – they're perfect! Then in the evening we travel home together by [5] ___ from the station. You can see the river from there. It looks wonderful then.

0	a in	(b) on	c at
1	a museum	b bowling alley	c cinema
2	a surfing	b swimming	c skateboarding
3	a hoodie	b skirt	c T-shirt
4	a bread	b cheese	c bananas
5	a ferry	b bus	c foot

5

7 **Complete the sentences with the words in the box. There are two more words than you need.**

boots ~~museum~~ snowy port shopping centre snowboarding sunny windsurfing

0 We're going to spend the day at the *museum* tomorrow because it's our school trip.
1 We can go to the new café in the _____ , and then go and buy some clothes.
2 Meet me at the _____ as I'm going to come into town on the ferry.
3 We can't go _____ on the lake today because it'll be very stormy later.
4 I always wear good _____ to go into the mountains.
5 It's really _____ today, so I'm sure it's going to be hot later.

5

B Final evaluation test

8 Choose the correct answer: a, b or c.

0 We really like _____ in the mountains.
(a) skiing b surfing c bowling

1 Don't forget your umbrella as it's going to be _____ today.
a icy b rainy c foggy

2 My favourite _____ is the summer.
a season b month c year

3 I'm going to _____ chess after school tonight.
a play b do c make

4 I never have _____ for my lunch because I hate meat.
a cheese b vegetables c burgers

5 A lot of fish live in this _____ .
a river b desert c forest



5

Useful language

9 Complete the conversation between two friends. What does Rachel say to Mia? Choose from the answers (a–g). There is one more answer than you need.

Mia: Hi, Rachel. How are you?
Rachel: 0 *g*
Mia: That'll be nice. What are we going to do?
Rachel: 1 ___
Mia: It sounds fantastic. Can I ask my dad first?
Rachel: 2 ___
Mia: OK, that time's fine for me. How do I get to your house?
Rachel: 3 ___
Mia: Oh, that's easy. Shall I bring something?
Rachel: 4 ___
Mia: That's a good idea. We can play some music.
Rachel: 5 ___
Mia: Yes, it will! See you on Saturday.

a Yes, sure. Can you come about 2 pm?
b Let's see … How about your guitar?
c We can make snacks and watch a film.
d I'd prefer to go to the cinema.
e Let's do that! It'll be cool!
f Go straight down King Street. It's on the right.
g Fine, thanks. Can you come to my house on Saturday?

10

Listening

10 Listen to different people talking about their favourite place. Match the people (1–5) with what they like about their favourite place (a–g). There is one more answer than you need.

People		What they like
0 Dan	*c*	a seeing lots of animals
1 Sophie	___	b doing some art
2 Jake	___	c looking at old things
3 Carla	___	d staying in a nice place
4 Matt	___	e spending time with friends
5 Lucy	___	f having meals outside
		g listening to music

15

Final evaluation test B

Reading

11 **Read the article about three school students.**

Anna
I'm not interested in everything we study at school – like our ICT lessons. But we learn three languages, and that's great. Now when we go to some countries on holiday, I can talk to people! It's important to learn things like that, because they can help us later in life. And I'm happy at my school because we've got new science labs and a big new sports hall. My parents and I both think it's brilliant!

Maria
I go to my parents' old school. It's very different now! We've got a big sports field. But we usually do sports lessons on Friday afternoon – when we're really tired! But I still love sport, and baseball's my favourite. I'm usually the worst in the team, but I don't mind. It's fun! I'm good at languages, but I'm not brilliant at Maths – but for me the Maths class is more interesting. The things we learn are really useful to me.

Sophie
Our French class is going to go to Paris next month. Two teachers are coming with us, and we're going to visit all the sights – and speak French! It's going to be amazing because everyone says Paris is a great place. But French isn't my favourite subject. I'm better at Spanish and Geography. I love learning about different countries, and I want to be like my mum when I'm older – a Geography teacher.

Choose the correct answer: a, b or c.

0 Who thinks the teaching rooms at her school are very good?
(a) Anna b Maria c Sophie

1 Who is going to practise one of her languages very soon?
a Anna b Maria c Sophie

2 Who thinks she'll use her languages after she leaves school?
a Anna b Maria c Sophie

3 Who doesn't like the time of day that she does one of her lessons?
a Anna b Maria c Sophie

4 Who wants to do the same job as one of her family?
a Anna b Maria c Sophie

5 Who prefers studying the subject that she's not so good at?
a Anna b Maria c Sophie

15

Writing

12 **Write a message to your friend to invite him/her at your birthday party. Use the questions to help you.**

- When is your birthday?
- Where does it take place?
- What time does it start?
- Who will come to your birthday?
- What are you going to do?

Dear Josh,
I'm writing to invite you to my birthday party. It's on Sunday afternoon at 4 o'clock at my house ...



Write 40–50 words.

20

100

Grammar reference

Starter Unit

Possessive pronouns

Personal pronoun		Possessive pronoun	
singular	**plural**	**singular**	**plural**
I	we	mine	ours
you	you	yours	yours
he	they	his	theirs
she		hers	
it		–	–

- Use possessive pronouns to show that something belongs to someone.
- Possessive pronouns are used in place of a noun and they come after the verb.
  This T-shirt is mine.
- There is no possessive pronoun for *it*.

1 Complete the sentences with the correct possessive pronoun.

1 This is my cat. It's *mine*.
2 That is Tim's dog It's …
3 This is our house. It's ….
4 These are Jane's clothes. They're … .
5 These flowers are for you. They're … now.

Possessive adjectives and possessive 's

singular	plural
my/your/his/her/its	our/your/their

- We use possessive adjectives to talk about possession.
  This is my computer.
- We use ***his*** for boys and men and ***her*** for girls and women.
  His name's Tom. Her name's Amanda.
- We use the possessive adjective ***its*** for animals and things.
  My dog is black but its feet are white.
- We use ***apostrophe + s*** to show possession.
- We put ***'s*** after a name or singular noun and ***s'*** after a plural noun.
  Brian's car; the girls' dolls

2 Choose the correct answers.

1 My **sister's / sisters'** friends are nice.
2 The **girl's / girls'** hat is in the wardrobe.
3 **Jane and Debbie's / Jane's and Debbie's** garden is big.
4 **Mary's / Marys'** book is in her schoolbag.

3 Find and correct the mistakes.

1 These are mine parents.
  These are my parents.
2 Don't eat those biscuits. They're her.
3 We want to meet yours sister.
4 Where is hers car?
5 This isn't your book. It's our!

4 Rewrite the sentences as in the example.

1 This book belongs to Jenny. It's
  Jenny's book.
2 This house belongs to the man. It's … .
3 This teacher teaches the boy. She's … .
4 This dog belongs to the children. It's … .
5 This car belongs to my mother. It's … .

5 Write the sentences two ways. Use possessive *'s* and possessive adjectives.

1 Lydia / shoes are blue.
  Lydia's shoes are blue. Her shoes are blue.
2 The dog / ball is red.
3 The teachers / names are Mr Lark and Mrs Moore.
4 Andrew / parents are from Chile.

Subject pronouns and *to be*: affirmative, negative and questions

	+		–	
subject pronoun	**full form**	**contraction**	**full form**	**contraction**
I	I am	I'm	I am not	I'm not
You	You are	You're	You are not	You aren't
He	He is	He's	He is not	He isn't
She	She is	She's	She is not	She isn't
It	It is	It's	It is not	It isn't
We	We are	We're	We are not	We aren't
You	You are	You're	You are not	You aren't
They	They are	They're	They are	They aren't

Grammar reference

- Use the present simple of *to be* to identify people and give locations and dates.
  He's my uncle.
  They're in the house.
  It's the 12th March.
- You can use subject pronouns instead of names to refer to people or things. You can use contractions to combine subject pronouns with the present simple of *to be*.
  Millie's my friend.
  She's my friend.
- Change the word order to make questions; put *to be* before the subject.

?	short answers	
	+	–
Am I at school?	Yes, I am.	No, I'm not.
Are you at school?	Yes, you are.	No, you aren't.
Is he/she/it at school?	Yes, he/she/it is.	No, he/she/it isn't.
Are we/you/they at school?	Yes, we/you/they are.	No, we/you/they aren't.

6 **Complete the sentences with the correct form of the verb *be*. Use contractions where possible.**

1 **A:** Hello! What *'s* your name?
  B: My name *'s* Bob.
2 **A:** How old … you?
  B: I … eleven years old.
3 **A:** Who … he?
  B: He … my best friend, George.
4 **A:**… she a student in your class?
  B: No, she …. . She … in class 8W.
5 **A:**… they your cats?
  B: No, they …. . They … my sister's.
6 **A:** Where … you from?
  B: We … from New Zealand.

7 **Complete the conversations with the correct subject pronouns and the present simple of the verb *to be*. Use contractions where possible.**

1 **A:** *Is* Lara 18?
  B: No, *she isn't*. *She's* 19.
2 **A:** ….Tim and Ella students?
  B: Yes, …. ….in my class.
3 **A:** ….you in the basketball team?
  B: No …. ….in the football team.
4 **A:** ….I in Room C?
  B: No, ….not. ….in Room D.

8 **Write sentences with the correct form of the verb *to be*. Use contractions where possible.**

1 He / a teacher → *He's a teacher*.
2 I / a student / in the 5th grade
3 Mary / very happy / in London
4 My parents / both doctors
5 You / my best friend
6 We / Romanian

9 **Make questions from the sentences in Exercise 8. Give negative answers.**

Is he a teacher?
No, he isn't.

Ordinal numbers

- We use ordinal numbers for:
  Dates:
  It's the twelfth of September.
  The order of events:
  His eleventh birthday is today.
  Position in space:
  Our apartment's on the third floor.
  It's the first on the right.
- We say dates with *the* and *of*, but we don't write them like that.
  We say: *the eighth of April / April the eighth*
  We write: *8th April / April 8th / 8 April*
- *First, second* and *third* have the irregular suffixes.
  1st, 2nd and 3rd

10 **Complete the sentences with the correct ordinal number.**

1 Friday is the *fifth* day of the week.
2 Tuesday is the ... day of the week.
3 Sunday is the ... day of the week.
4 Thursday is the ... day of the week.
5 Monday is the ... day of the week.
6 Saturday is the ... day of the week.
7 Wednesday is the ... day of the week.

11 **Fill in the correct ordinal number.**

1 March is the *third* month of the year.
2 December is the ... month of the year.
3 April is the ... month of the year.
4 June is the ... month of the year.
5 January is the ... month of the year.
6 May is the ... month of the year.
7 September is the ... month of the year.
8 July is the ... month of the year.
9 February is the ... month of the year.
10 October is the ... month of the year.
11 November is the ... month of the year.
12 August is the ... month of the year.

Grammar reference

Unit 1

Have got: affirmative and negative

+	I've got	a sister.
	You've got	
	He/She/It 's got	
	We've got	
	You've got	
	They've got	
–	I haven't got	a brother.
	You haven't got	
	He/She/It hasn't got	
	We haven't got	
	You haven't got	
	They haven't got	

- We use *have (not/n't) got* to talk about possession.
  I've got a brother.
  I haven't got a sister.

Have got: questions and short answers

?	Have I/we/you/they got	a skateboard?
?	Has he/she/it got	
+	Yes, I/we/you/they	have.
+	Yes, he/she/it	has.
–	No, I/we/you/they	haven't.
–	No, he/she/it	hasn't.

- We use ***have* + *subject* + *got* + *object*** to make questions.
  Have you got a skateboard?
- We use short answers when we speak.
  A: Have you got a skateboard?
  B: Yes, I have. / No, I haven't.

1 **Complete the sentences with *have, has, haven't* or *hasn't*.**

1 My father ...*has*... got a lot of books. (✓)
2 All my friends … got short hair. (✓)
3 My sister … got a hamster. (✓)
4 They … got fair hair. They … got dark hair. (✗) (✓)
5 My best friend … got a new bike. He … got a skateboard. (✗) (✓)
6 My uncle … got a car. He … got a motorcycle. (✗) (✓)
7 Måns is from Sweden and he … got light blue eyes. (✓)

2 **Put the words in the correct order to make sentences.**

1 She / got / blonde / hair / has
She has got blonde hair.
2 a / got / The / boy / ball / red / has
3 Have / I / headache / got / a
4 The / got / girls / have / dresses / beautiful
5 hasn't / Grandpa / glasses / got / the
6 They / any / got / haven't / pets

3 **Write affirmative (✓) or negative (✗) sentences with have got.**

1 She / two cousins. (✓)
She's got two cousins.
2 I / blue eyes. (✓)
3 Harry / a pencil. (✓)
4 You / a bike. (✗)
5 We / a big garden. (✗)
6 My grandparents / mobile phones. (✓)

4 **Write questions and short answers for the sentences in Exercise 3.**

Has she got two cousins?
Yes, she has. / No she hasn't.

5 **Read the short texts and complete the sentences with *have got, has got, haven't got, hasn't got*.**

1 I … a small room but I really like it. I … a white bed and a brown desk. I … posters on the walls. I don't like posters. I … a pet in my room, because I am allergic to animals. I … a TV in my room and I watch it with my friends.
2 My sister … a small room. She … got a big one, much bigger than mine. She … a lot of books in her bookcase. She loves reading. She … a hamster, because she loves pets. She … posters on the walls. She prefers photos of her friends.

Grammar reference

Comparative and superlative adjectives

Comparison

Short adjectives	*tall – tall**er** – the tall**est***
Long adjectives	*powerful – **more** powerful – **the most** powerful*
Comparisons of equalty	***as** tall **as**, **as** powerful **as***
Irregular forms	*good – better – the best* *bad – worse – the worst* *much, many – more – the most* *far – further – the furthest* *little – less – the least*
SPELLING TIPS	nic**e** – nice**r** – the nicest fin**e** – fine**r** – the finest tin**y** – tin**ier** – the tiniest bi**g** – big**ger** – the big**gest**

- We use comparative adjectives to show how two things are different from each other. We use *than* with the comparative:
  My hair is darker than his hair.
- We use superlative adjectives to show how more than two things are different from each other in the same group. We use *the… in/of* with the superlative:
  My brother is the most intelligent student in the class.

6 **Read the text.**

My name is Connor and I'm a student in the 5th grade. I think my class is the happiest and the most interesting class in my school. There are 28 of us and we're so different!

Suzi is the oldest of my classmates, and she's also the tallest. Jim is only ten, and he's the youngest of us all. Most of the girls have long hair, but Amanda has the longest hair of all. It reaches down to her waist!

My best friend is Peter, and he's the quietest of us all. John is very funny. In fact, there's no one who is funnier than him. And Jill is the most hard-working of us all. She even studies during the breaks!

a) **Underline the adjectives.**

b) **Copy and complete the table with the missing forms.**

Base form	Comparative	Superlative
happy	happi**er (than)**	*the happiest*
interesting	**more** interesting **(than)**	
old	old**er**	
tall	tall**er**	
young	young**er**	
	long**er**	
quiet	quiet**er**	
		the funni**est**
hard-working	**more** hard-working	

7 **Put the words in the correct order to make sentences.**

1 intelligent / dog / This / as / other / as / is / the
This dog is as intelligent as the other.
2 best / Italian / is / food / the / in / world / the
3 bigger / The / sea / ocean / is / than / the
4 brother / Pattison / Robert / my / more / than / handsome / is
5 book / most / This / all / interesting /the / of / is
6 mine / as / room / is / big / Your / as

8 **Write sentences with comparative adjectives.**

1 Bella / more / old / her sister.
Bella is older than her sister.
2 Mark / more / tall / Ben.
3 My hair / as / curly / my mum's hair.
4 Oliver / as / handsome / his brother.
5 Our avatar / more / bad / her avatar.

9 **Write sentences. Compare these things.**

Your country and the USA.
My country is smaller than the USA.
You and your friend.
Your hair and your teacher's hair.
Your family and your friend's family.
Your town and another town.

10 **Write sentences that are true for you, using superlative adjectives and the prompts below.**

1 active / person
The most active person I know is my friend Joe.
2 tall / person
3 funny / cartoon
4 kind / person
5 interesting / book
6 beautiful / film character

11 **Use the internet, books or magazines to find information that will help you choose the correct answers.**

1 The river Nile is **longer / shorter** than the Amazon.
2 Brazil is **larger / smaller** than Australia.
3 **The Indian Ocean / The Arctic Ocean** is the smallest ocean in the world.
4 There are **more / fewer** people in China than in the USA.
5 The Gobi Desert is **larger / smaller** than the Sahara Desert.
6 **Australia / Europe** is the smallest continent in the world.

Grammar reference

Unit 2

Present simple: affirmative and negative

+	I/We/You/They	live	in Ankara.
–		don't live	
+	He/She/It	lives	
–		doesn't live	

- We use the present simple to talk about facts, habits and routines.
  She doesn't speak French.
  He goes to football on Mondays.
- We form the negative of the present simple with
  subject + don't/doesn't + infinitive
  They don't speak English. She doesn't eat eggs.

1 Complete the text with the present simple form of the verbs in brackets.

My favourite place where I spend my free time is a park. This park is called "Holiday Dream". More than 100 people [1] *work* (work) here. They [2]…. (come) to work at 6 am every morning. They [3]…. (clean) the place and [4] …(prepare) everything for the new day. Then they [5]…. (open) their gates to the children. The restaurant [6]…. (open) at 10 am. The chef [7]…. (cook) food for children and for adults. Everybody [8]…. (like) eating here, because the food [9]…. (be) delicious. I [10]…. (have) a lot of fun here! I [11]…. (love) riding my bike and having picnics.

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

1 John … (go) to school on foot.
2 She … (not/watch) TV in the evening.
3 Caroline … (speak) Japanese.
4 Lucy … (not/like) computer games.
5 We … (go) to bed at 9 o'clock every evening.
6 Water … (boil) at 100 degrees Celsius.
7 The sun … (rise) in the East.
8 My brother … (play) tennis every day.
9 My friends … (not/do) their homework in the afternoon.
10 Our lessons … (start) at 8 in the morning.

3 Complete the sentences with the affirmative (✓) or negative (✗) form of the verbs in brackets.

1 I *don't live* (✗) in Paris. I *live* (✓) in New York. (live)
2 He …. (✗) lunch at school. He …. (✓) lunch at home. (have)
3 I …. (✓) early on week days, but I …. (✗) early at the weekend. (get up)
4 Sarah …. (✗) skateboarding in her garden. She …. (✓) skateboarding in the park. (go)
5 You …. (✗) basketball on Tuesday. You …. (✓) on Thursday. (play)

Spelling: third person

- The third person form of the present simple ends in *–s*.
  eat – he eats *read – she reads* *live – it lives*
- When the verb ends in ***consonant + y***, we change the *y* and add ***–ies*** in the third person.
  carry – he carries *fly – she flies*
- When the verb ends in ***–ss, –sh, –ch, –x and –o, we add –es***.
  she finishes *he relaxes* *it goes*
- Some verbs have an irregular third person:
  have – has *be – is*

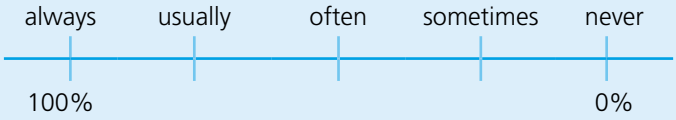
4 Write the third person singular form of the following verbs.

write	….	fix	….
marry	….	do	….
watch	….	be	….

5 Write the third person singular form of the following verbs under the correct heading: *read, cry, watch, sing, wash, go, try, play, jump, draw, copy, miss, kiss, dry, like, fly, begin, stay, brush, do.*

-s	-es	-y > -i + -es
reads		

Adverbs of frequency



- We use adverbs of frequency to say how often we do something. They go after the verb *be* but before the main verb.
  She's always happy. *He never smiles.*

6 Put the adverb of frequency in the correct place.

1 They *always* listen to music at weekends. *always*
2 Liz and Dave are late. *often*
3 We watch TV in the morning. *never*
4 My dog is happy. *always*
5 You work hard at school. *usually*

7 Put the words in the correct order to make sentences. Use the correct form of the verbs.

1 sometimes / friends / my / meet / I / evening / the / in
2 Kim / wake up / Sundays / on / never / early
3 usually / They / TV / watch / bed / in
4 play / often / volleyball / We / school / after
5 He / late / be / dance / for / lessons / his / always

Grammar reference

Present simple: *Yes/No* questions and short answers

?	Do	I/we/you/they	live in Ankara?
?	Does	he/she/it	
+	Yes,	I/we/you/they	do.
		he/she/it/	does.
–	No,	I/we/you/they	don't.
		he/she/it	doesn't.

- We form present simple *yes/no* questions with ***Do/Does + subject + infinitive.***
  A: Do you live in Turkey? B: Yes, I do. / No, I don't.

Present simple: *Wh-* questions

question word	do/does	subject	verb
Who	do	I/you	know?
What time	does	the party	start?
Where		she	live?
What		he	do?
When	do	we/you/they	have supper?

- We form *Wh-* questions with ***question word + do/does + subject + verb***.
  What time do you get up?

8 **Choose the correct answers.**

1 **Do/does** Mary and Sue go to the same school?
2 **Do/does** you like ice cream?
3 Does he **go/goes** to school at 8 am?
4 Do your mum and dad **like/likes** chocolate cake?

9 **Ask questions based on the prompts and give short answers that are true for you.**

1 you/like/pizza
Do you like pizza?
Yes, I do.
2 you/have/siblings
3 your parents/work/as teachers
4 your best friend/live/near you
5 your relatives/visit you/at Christmas

10 **Complete the questions with the correct form of the words in brackets.**

1 Where …. (you/do) at lunchtime?
2 Where …. (Mari/live)?
3 What time …. (your younger sisters/go) to bed?
4 Who …. (you/walk) to school with?

11 **The underlined words are in the wrong sentences. Put them in the correct place.**

1 "What is he?"
"In the garden."
2 "Who do you want to buy?"
"A pair of shoes."
3 "How often is your best friend?"
"Peter."
4 "Where do you go there?"
"Three times a week."
5 "What do you go to school?"
"At 7 o'clock in the morning."

12 **Write questions to which the underlined words are the answers.**

1 Mum likes to read in the kitchen.
Where does Mum like to read?
2 My cat has three kittens.
3 My dad goes to work at 8.30 am.
4 He buys a new book every month.
5 I usually play tennis after school.

Grammar reference

Unit 3

can for ability; *can* and *may* for permission

+	I/You/He/She/It/We/They	can	sing.
–	I/You/He/She/It/We/They	can't	

?	Can	I/you/she/it/we/they	sing?
+	Yes,	I/you/he/she/it/we/they	can.
–	No,	I/you/he/she/it/we/they	can't.

- We use ***can*** to express ability and permission.
  He can play tennis. (ability)
  Dad says we can't go to the party. (permission)
- We use ***infinitive*** without *to* after ***can***.
  They can sing.
- We don't use ***do/does*** when we make questions with ***can***.
  Can you use your mobile phone at school?
- *May* is a more formal and polite way of giving permission:
  You may go home now.

1 **Write affirmative (✓) and negative (✗) sentences with *can*.**

1 Jamie / run fast. (✓)
Jamie can run fast.
2 My granddad / use a mobile phone. (✓)
3 They / skateboard. (✗)
4 You / stay out late tonight. (✗)
5 I / ski. (✗)
6 She / play the piano. (✓)

2 **Write questions and short answers for the sentences in Exercise 2.**

Can Jamie run fast? *Yes, he can. / No, he can't.*

3 **a. Look at the table. Complete the sentences with *can* or *can't*.**

	sing	dance	speak French	paint	ride a bike
Mary	✓	✓	✗	✓	✗
Tom	✗	✗	✓	✓	✓
Janet	✗	✓	✗	✓	✗

1 Mary …. sing, but she …. speak French.
2 Tom …. dance, but he …. speak French.
3 Janet …. paint, but she …. sing.
4 Mary and Janet …. ride a bike, but they …. dance.
5 They …. all paint.

3 **b. Look at the table again. In pairs, ask and answer questions, as in the example:**

A: *Can Tom sing?*
B: *No, he can't.*

A: *Can Mary paint?*
B: *Yes, she can.*

4 **Give short answers that are true for you.**

1 Can you ride a horse?
2 Can you speak English?
3 Can you play the piano?
4 Can you fly a kite?
5 Can you fly a plane?
6 Can you swim?

5 **a. Copy and complete the table with five activities you can do. Then ask your partner if he or she can do these things and complete the second column.**

me	my partner	
skate	✓	✗
–		
–		

Can you skate? *Yes, I can. / No, I can't.*

5 **b. Now look at the table again and write three sentences with *can* or *can't* as in the example.**

I can skate but James can't. He can ski instead.

6 **Write sentences with *can* about you and your friends and family. Use the prompts below.**

1 play the guitar / piano
I can play the guitar. I can't play the piano, but my uncle can.
2 swim / dance / ride a bike / ride a horse
3 speak French / Russian / Chinese / Spanish
4 drive a car / drive a lorry / sail a boat

7 **Read the situations and write questions beginning with *Can* or *May* and the verbs in brackets.**

1 You see a lady with a nice dog. You want to take a picture. (take) You say to her:
May I take a picture of your dog?
2 You ask your mum for permission to go to a party tonight. (go)
You say to her: ....
3 You call your friend. His mother answers. You tell her you want to speak to him. (speak)
You say to her: ....
4 You want to sleep but your brother still needs the light on. (turn off)
You say to him: ....

8 **Answer the questions in Exercise 7**

1 *Yes, you may.*

Grammar reference

Object pronouns

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

- We can use object pronouns to replace nouns that follow verbs.
  I love Maths lessons. ➔ *I love them.*
  I don't like cooking. ➔ *I don't like it.*

9 **Complete the sentences with the correct object pronoun.**

1 Our teacher always tells *us* to sit down.
2 It's a great film. Watch …. !
3 She's got exams. She needs to study for ….
4 Brad goes to Art classes. I can go with ….
5 Katia knows the answer. I can email …. tomorrow.
6 My best friend always tells …. her secrets.

10 **Replace the words in bold with the correct object pronouns.**

1 Look at **all these colourful clothes!**
2 Give this box to **your father.**
3 We all like **our new English teacher**. She is very nice.
4 She wants to take a picture of **your car**.
5 Tom doesn't mind helping **his father** in the garden.
6 I don't like **maths**.

11 **Complete the dialogues with the correct object pronouns.**

1 **A:** Where is my pen?
  B: I can't see …. . Ask your brother.
2 **A:** Do you like Nelson Mandela?
  B: Yes, I do. I like …. a lot.
3 **A:** Is Martha with you?
  B: No, she's not with …. . I don't know where she is.
4 **A:** My favourite music is rock. Do you like ….?
  B: No, I don't.
5 **A:** Do they enjoy playing computer games?
  B: Yes, they do. They play …. all the time.
6 **A:** Does she want to come with you and Tim?
  B: No, she doesn't want to come with …. .

12 **Work in pairs. One student the names of people and objects. The other student replaces the names with the correct object pronouns.**

A: *Look at Sally.*
B: *Look at her.*
A: *Look at this rubber.*
B: *Look at it.*

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

- We use the *-ing* form of the verb after *love, (don't) like, hate, don't mind, enjoy* and *prefer … to … .*
  She loves playing with her little sister.
  I don't mind doing homework.

13 **Complete the sentences with the correct form of the verbs in brackets.**

1 I love …*singing*… (sing)
2 Susan loves …. . (dance)
3 Do they enjoy …. comedies on Saturday evenings? (watch)
4 David doesn't like …. to the dentist. (go)
5 My brother doesn't mind …. up at 7 o'clock every day, but I hate …. up early in the morning. (get, wake)
6 We hate …. late for school. (be)
7 I don't mind …. my homework right now. (do)
8 Sarah prefers …. the piano to …. to it. (play, listen)
9 The children love …. the tablet. (use)

14 **Complete the sentences with the *-ing* form of the verbs in the box.**

do walk ~~go~~ paint sing watch play learn

1 He loves …*going*… to school.
2 I don't like …. homework.
3 Karen loves …. DVDs.
4 We like …. English.
5 They don't like …. pictures.
6 He doesn't mind …. with the baby.
7 My brother hates ….
8 They don't mind …. to school.

15 **Write true sentences for you, using the prompts below. Then write for your partner.**

1 I love…. .
  He/She loves …. .
2 I enjoy…. .
  He/She enjoys …. .
3 I don't mind …. .
  He/She doesn't mind …. .
4 At the weekend I like …. .
  At the weekend he/she likes …. .
5 I prefer …. to …. .
  He/She prefers …. to …. .
6 I hate …. .
  He/She hates …. .

Grammar reference

Unit 4

Countable and uncountable nouns

- Most nouns are countable. They have singular and plural forms.
  one girl – two girls *one car – two cars*
- Some nouns are uncountable. They don't have a plural form.
  bread, milk, homework, music

a/an, *some* and *any*

	singular countable	plural countable	uncountable
+	I've got an orange.	I've got some potatoes.	I've got some pasta.
–	I haven't got an orange.	I haven't got any potatoes.	I haven't got any pasta.
?	Have you got an orange?	Have you got any potatoes?	Have you got any pasta?

- We use *a* with singular countable nouns, or *an* when the noun starts with a vowel.
  a banana *a dog* *a guitar*
  an orange *an elephant* *an egg*
- We use *some* and *any* with plural countable nouns and uncountable nouns when we don't know how much there is of something or it's not important. We usually use *some* for affirmative sentences and *any* for negative sentences and questions.
  I've got some apples and some bread.
  I haven't got any bananas or any pasta.
  Have we got any oranges? Have we got any cheese?

1 **Write C (countable) or U (uncountable) for the following words. Then add *a*, *an*, or *some*.**

1 *an* apple *C*
2 …. rice ….
3 …. apricot ….
4 …. spaghetti ….
5 …. peach ….
6 …. onion ….
7 …. salt ….
8 …. yoghurt ….

2 **Choose the correct answers.**

A: I'm hungry. Are there **some/any** burgers left?
B: No, I'm afraid not. There's **some/any** soup if you want.
A: Yes, please. I'm thirsty too. Is there **some/any** lemonade in the fridge?
B: No, there isn't **some/any**. You can have **some/any** apple juice instead, if you like.
A: No, thanks. I don't like apple juice.

3 **Complete the sentences with *a/an*, *some* or *any*.**

1 We've got …. red car.
2 I've got …. bananas.
3 Ana doesn't like …. fruit.
4 Can I have …. orange, please?
5 They haven't got …. biscuits.
6 Have you got …. green pen?
7 Can I have …. more tea, please?
8 Is there …. chocolate cake left?
9 Have we got …. sweets?
10 There isn't …. coffee left. How about …. cup of hot chocolate?
11 …. apple a day keeps the doctor away.
12 What do you have for …. a snack at school?
13 I always have …. big breakfast before leaving to school.

there is / there are

	singular	plural
+	There's a supermarket.	There are some chips on the tray.
–	There isn't a	There aren't any chips on the
?	Is there a supermarket?	Are there any chips?
+	Yes, there is.	Yes, there are.
–	No, there isn't.	No, there aren't.

- We use *there is* (*there's*) with singular countable and uncountable nouns.
  There's a cinema. *There's some cheese.*
- We use *there are* with plural countable nouns.
  There are four pizzas.
- In questions and negatives we use *any* with plural and uncountable nouns.
  Is there any milk? *There aren't any books.*

4 **Complete the sentences with *there is / there are, there isn't / there aren't.***

1 …. four books in my schoolbag.
2 …. one chocolate bar on the table. Do you want it?
3 …. any students in the classroom.
4 …. two famous football teams in my city.
5 …. any cinemas in your town.
6 …. spicy chicken for lunch. Yum!
7 …. any posters in my room.
8 …. a Portuguese student in my class. She's called Sofia.

Grammar reference

5 **Complete the sentences with *Is there* or *Are there*.**

1 *Is there* any ice cream left in the freezer?
2 …. any eggs in the fridge? I want to make a pie.
3 …. a Chinese restaurant in your town?
4 …. any French dictionaries in this library?
5 …. a jar of apricot jam on the shelf?
6 …. any tulips in your garden?
7 …. an eraser in your pencil case?
8 …. any carrots in the basket outside?
9 …. an English singer in the competition?
10 …. a café in this area?

6 **Use the information to write questions and short answers about the two places.**

	Hessle	Cottingham
a sports centre	✗	✓
good restaurants	✓	✗
a cinema	✗	✓

Is there a sports centre in Hessle? No, there isn't.

much / many / a lot of

	countable plural	uncountable
+	There are a lot of apples.	There's a lot of cheese.
–	There aren't many apples.	There isn't much cheese.
?	How many apples are	How much cheese is

- We use *much, many* and *a lot of* to talk about quantity.
- We use *much* in negative sentences with uncountable nouns and *many* in negative sentences with countable nouns.
  There isn't much milk and there aren't many apples.
- We use *a lot of* in affirmative sentences to describe a large quantity of something.
  There are a lot of apples and there's a lot of meat.
- We use *how much/many* to ask about quantity.
  How many sisters have you got?
  How much money have you got?

7 **Choose the correct answers.**

1 There isn't **much / many** pepper.
2 You eat too **much / many** sweets.
3 There isn't **much / many** steak.
4 They drink too **much / many** coffee.
5 There are **much / a lot** of cherries in this basket.
6 There aren't **much / many** olives on this plate.
7 There are **much / a lot of** English students in this class.

8 **Complete the sentences with *much*, *many* or *a lot of*.**

1 How *many* students are there in your class?
There are 35.
2 Has Jenny got any good DVDs?
Yes, she's got …. good DVDs.
3 There isn't …. orange juice – only one bottle!
4 Are there any shops in your town?
Yes, there are …. shops.
5 How …. pasta can you eat?

9 **Complete the sentences with *how much, how many, some* or *any*.**

1 …. eggs do you need for the cake?
2 …. sugar do you want in your tea?
3 There's …. butter on the table.
4 …. cans of cola do you need for the party?
5 …. water do you drink a day?
6 Do you have …. cheese?
7 He doesn't have …. friends in Bucharest.
8 …. chairs are there in the kitchen?
9 …. olive oil is there in the bottle?
10 I need …. bananas to make a milkshake.

10 **Write questions using *how much, how many* and the prompts below.**

1 tea / teapot
How much tea is there in the teapot?
2 chocolates / box
3 honey / jar
4 flour / bag
5 sandwiches / fridge
6 milk / jug
7 apples / lunchbox
8 chicken / oven

Grammar reference

Unit 5

Present continuous: affirmative and negative

+	I	am	running.
	He/She/It	is	
	We/You/They	are	
–	I	'm not	
	He/She/It	isn't	
	We/You/They	aren't	

- We use the present continuous to talk about actions in progress at the time of speaking.
  We're learning English. I'm reading this book.
- We form the present continuous with ***subject + be (not/n't) + verb + ing.***
  He's laughing. He isn't crying.

Spelling: *-ing* form

- With most verbs, we add *-ing* to the verb.
  eat – eating
- Verbs that end in *-e*, remove the *-e* and add *-ing*.
  write – writing
- Verbs that end in a vowel and a consonant, double the final consonant and add *-ing*.
  stop – stopping

1 **Add *-ing* to the following verbs and put them under the correct heading: *swim, read, decide, sleep, see, dance, play, cry, die, run, walk, smoke, watch, ride, travel, make, lie, cut, have, help, stop, put.***

+ -ing	*-ie > -y + -ing*	*-e + -ing*	double consonant *+-ing*
sing >	tie > tying	write >	sit > sitting

2 **Complete the sentences with the correct form of the present continuous.**

1 Susan …. (do) her homework.
2 The dog …. (run) in the garden.
3 He …. (tidy) his room.
4 The boys …. (play) with their robots.
5 Your dad …. (not/read) a book now.
6 Mother and I …. (make) dinner.
7 Their parents …. (not/wear) sports clothes.
8 She …. (fly) to Dublin at the moment.
9 They …. (have) breakfast.
10 Tom …. (not/cross) the road now.

3 **Write affirmative and negative sentences in the present continuous.**

1 He / read / a comic. (✓)
   He's reading a comic.
2 They / listen / to us. (✗)
3 Laura / do / her homework. (✓)
4 He / work / on this exercise. (✗)
5 We / go / to our Art class. (✓)
6 Joe / eat / his lunch. (✗)

4 **Rewrite the sentences in Exercise 3 so they are true for you.**
I'm not reading a comic.

5 **Complete the letter with the present continuous form of the verbs in brackets.**

Dear Sarah,

We *'re having* (have) a great time here in Italy. It …. (rain) at the moment, so we …. (sit) in the apartment. We …. (play) a new game. My sister Jenny doesn't like games, so she …. (not play). Right now, we … (have) a break because Mum …. (make) some tea. I …. (read) an interesting book this week. You can read it after me if you like.
I hope you …. (have) a great time at home.
See you soon,
Maria

Grammar reference

Present continuous: questions and short answers

?	(What)	am	I	writing?
		is	he/she/it	
		are	we/you/they	
+	Yes,	I am.		
		he/she/it is.		
		we/you/they are.		
–	No,	I'm not.		
		he/she/it isn't.		
		we/you/they aren't.		

- To form *yes/no* questions, we use *be* + *-ing*. To give a short answer, we don't use the verb + *-ing*.
  Are you listening? *Yes, I am. / No, I'm not.*
- For *Wh-* questions, we put the question word before *be*.
  Where are you going? *What are you doing?*

Present simple vs present continuous

- We use the present simple to talk about facts, habits and routines.
- We use the present continuous to talk about actions in progress at the time of speaking.
  I read a lot of comics. At the moment, I'm reading Superman!
- We use adverbs of frequency with the present simple. We use *at the moment* and *now* with the present continuous.

6 **Complete the questions and short answers.**

1 *Am* I *helping*? (help) (✓) *Yes, you are.*
2 …. he ….? (smile) (✓)
3 …. they ….? (dance) (✗)
4 …. she …. her teeth? (brush) (✗)
5 …. they …. dinner? (have) (✓)

7 **Make sentences using the present continuous form of the verbs in brackets.**

1 Where …. now? (Ann / go)
2 What …. at the moment? (you / read)
3 Who …. with? (Mia / dance)
4 Why ….? (you / cry)
5 What fruit …. now? (the bear / eat)

8 **Give short answers that are true for you.**

1 Are you reading in English now?
2 Are you writing answers to questions?
3 Is your deskmate playing now?
4 Is your teacher dancing now?
5 Are you using a pencil now?

9 **Choose the correct answers.**

1 Susan **goes/is going** to the park every afternoon.
2 The monkey **jumps/is jumping** from branch to branch in the tree right now.
3 Tigers usually **eat/are eating** meat.
4 My father **works/is working** as a teacher in this school.

10 **Complete the sentences with the present simple or present continuous.**

1 We *go* swimming on Friday. (go)
2 I …. to the football. It's 2–1! (listen)
3 When …. you …. your friends? (see)
4 …. you …. French? (understand)
5 It …., but I don't want to go out. (not rain)
6 I can't see you! Where …. you ….? (hide)
7 Anna …. a letter at the moment. (write)
8 My sister …. drawing portraits. (like)
9 She …. a lot of friends. (have)
10 I …. now because it is late. (leave)
11 The boy …. football with his friends at the moment. (play)
12 The children …. the zoo today. (visit)

Grammar reference

Unit 6

Imperatives

	Orders or instructions, etc.	Suggestions
+	**Infinitive without *to*** Open the window.	***Let's* + infinitive without *to*** Let's open the window.
–	***Don't* + infinitive without *to*** Don't open the window.	

We use the imperative to:

- give orders.
  Stop talking, please.
  Listen.
  Stand up.
  Sit down, please.
- give instructions:
  Draw a circle in your notebooks.
  Circle the correct word.
- offer something:
  Take my camera.
  Have some tea.
- give directions:
  Go straight on. Then turn right.
- give an informal piece of advice (to a friend):
  Don't go there.
  Come and see me at the match.
- Make suggestions:
  Let's go to the cinema tonight.

Get it right!
Use *please* to make an order softer. It can go at the beginning or end of a sentence. Use a comma before *please* when it goes at the end of a sentence.

Please listen carefully.
Listen carefully, please.
Please don't open your books.
Don't open your books, please.

1 **Rewrite the sentences in the negative form.**

1 Sit down.
Don't sit down.
2 Open the door.
3 Turn on the TV.
4 Go away!
5 Stop!
6 Look at the blackboard.
7 Buy this book.
8 Eat the cake.

2 **Read the rules below and write sentences with *please*.**

TRAVELLING LONG-DISTANCE	
DO	**DON'T**
• arrive at the airport early • show your ticket and ID card • drink enough water • fasten your seatbelt • pay attention to the flight attendant	• bring dangerous objects • wear uncomfortable clothes • run on the plane • use your phone

1 *Please arrive at the airport early.*

3 **Match the sentence halves below.**

1 Be	a your name on your paper, please.
2 Please turn	b at the answers.
3 Write	c for help.
4 Don't look	d to music on your phone.
5 Don't listen	e on time for class, please.
6 Ask the teacher	f the page now.

4 **Complete the sentences with the following verbs: *turn on, close, stop, make, wash, stand, go, take, turn, cut.***

1 …. your hands before eating.
2 …. the window. I'm cold.
3 …. that noise, please. The baby is sleeping.
4 Please …. up when the teacher enters the room.
5 It's getting dark. …. the light, please.
6 …. straight on and then …. right at the end of the road. The museum is in front of you.
7 …. a cake for her birthday, please.
8 …. a piece of paper and …. it into two pieces.

Grammar reference

Articles: definite, indefinite and zero

- *A/an* and *the* are articles. They are a type of determiner and they go before a noun.
- *A/an* before a noun shows that what is referred to is not already known to the speaker, listener, writer and/or reader (it is the indefinite article).
  Do you have a car?
  A: Do you live in a house?
  B: No, actually, I live in an apartment.

- We only use *a/an* with singular countable nouns. We never use them with uncountable nouns.
  I have a sister and a brother.
  She has an uncle and an aunt.
  Could I have rice instead of potatoes with my fish?
  ~~*Could I have a rice*~~ *X*

- *The* before a noun shows that what is referred to is already known to the speaker, listener, writer and/or reader (it is the definite article):
  Where did we park the car? (The speaker and the listener know what car is being referred to.)

- *No article*, or *zero article* is a form of article. We use zero article with plural and uncountable nouns when we are referring to things in general:
  Tennis is my favourite sport.
  I don't like cats. Fur makes me sneeze.

	Indefinite	Definite	Zero article
Singular	I'm eating **a** sweet.	**The** sweet that I'm eating is green.	–
Plural	–	**The** green sweets are my favourites.	Sweets are bad for your teeth.
Uncountable	–	**The** sugar in sweets is bad for your teeth.	Sugar is bad for your teeth.

Remember!
a/an
used with:
- singular jobs
  He is a teacher.
- general descriptions
  A banana is a fruit.
- descriptions of character
  He is a good person.

the
used with:
- unique objects
  the moon, the sun, the President of the USA
- groups or nationalities
  the rich, the British
- collective nouns
  He saw the police in the street.
- rivers, mountain ranges, deserts, oceans, seas
  the Nile, the Andes, the Atlantic
- musical instruments
  He plays the piano.

zero article
used with:
- uncountable nouns
  Water is necessary for life.
- abstract nouns
  kindness, love
- languages
  I speak German.
- countries, cities, names (Note: *the UK, the USA)
  England, Cluj, Rita
- lakes
  Lake Titicaca
- means of transport
  I travel to school by bus.
- meals of the day
  have breakfast/lunch/dinner
- sports
  He plays football.
- plural jobs
  My parents are journalists.
- statements such as:
  He is at school. He is at university. They are at church. He is in hospital.

5 **Fill in with *a/an, the* or – :**

1 The Smiths have …. horse and …. donkey. …. horse is black and …. donkey is grey.
2 …. Brown family live in …. France, and …. Johnson family in …. UK.
3 We usually go to …. work by …. bus.
4 Do you drink your coffee with …. milk and …. sugar?
5 Some say that…. Earth is the only planet in …. solar system that has …. life on it.
6 There is …. small lake in front of my cabin. We love to sit by …. lake in the evening.
7 I'd like …. cup of …. tea, please.
8 I love to play …. guitar. I also enjoy playing …. tennis.

Grammar reference

Unit 7

Demonstrative pronouns and adjectives

singular	plural
this – used to refer to an object or a person that is close by. *This book belongs to me.* (In this case, the book I refer to is next to me.)	**these** – used to refer to objects or people that are close by. *These books belong to me.* (In this case, the books I refer to are next to me.)
that – used to refer to an object or a person that is away from us. *That book belongs to me.* (In this case, the book I refer to is not next to me.)	**those** – used to refer to objects or people that are away from us. *Those books belong to me.* (In this case, the books I refer to are not next to me.)

- Demonstrative adjectives are always followed by a noun.
  This book is mine and that book is yours.
- Demonstrative pronouns take the place of a noun.
  There are two books on the desk. This is mine and that is yours.

1 **Choose the correct words.**

1 **This/these** beaches are usually quite empty.
2 **These/those** boys over here are our friends.
3 **That/this** purse over there belongs to my mother.
4 **That/Those** girls are our friends.
5 I know **this/these** people very well.

2 **Complete the sentences with demonstrative adjectives. Then use them as pronouns, as in the example.**

1 *This* boy here is my friend. *This* is my friend.
2 …. house over there is Mary's. …. is Mary's house.
3 …. apples here are ours.. …. are our apples.
4 …. coat there on the peg is Mum's. …. is Mum's coat.
5 …. mountains in the distance are the highest in the country. …. are the highest mountains in the country.
6 …. teddy bear over here is a present from Jane. …. is a present from Jane.

Prepositions of movement

- *Up* means towards a higher position.
  You have to climb up this rope.
- *Down* means towards a low or lower position, from a higher one.
  Look! The stone is rolling down that hill.
- *Along* means from one end of something narrow (e.g. road or a river) to the other.
  We want to take a walk along the beach in the evening.
- *Across* means from one side of something to the other.
  Let's take a boat across the river.
- *Into* means to the inside or middle of a place.
  Come into the house, don't stay at the door!
- *Out of* means towards the outside of a place.
  Get out of the pool. It's closing soon.
- *Over* means at past the top of something, at a higher position.
  Can you throw my ball back over the wall, please?
- *Under* means past the bottom of something, at a lower position.
  The cat is running under the table.
- *Through* means from one side to another via the middle of something that surrounds you.
  Sarah enjoys walking through the forest at the weekend.
- *Past* means from before something to after it, travelling to the side of it.
  Walk past the police station and turn right.

3 **Choose the correct preposition.**

1 To get to the theatre, go **under/through** the park and **over/off** the bridge.
2 Look **across/through** the street – can you see the man walking **into/up** that shop?
3 Every morning, John runs **down/out of** his room and rushes **past/along** me to get to the bathroom!
4 Get **off/over** the bus and walk **along/out of** the street to my house.
5 You need to go **down/over** the steps and **into/on** that building. The sports hall is on the left.

4 **Complete the sentences with the following prepositions: *through, down, across, over, to*.**

1 I can see somebody swimming … the river to the other side.
2 He's coming …. the mall with us.
3 I love sliding …. the slope on my skis in winter.
4 I'm walking …… the long grass, whistling. It's such a beautiful day!
5 There is a bird flying…. that hill.

Grammar reference

Remember!

Present simple: *Wh-* questions

Wh- questions begin with a question word such as: *who, which, what, where, when, why, how, how far, how much, how many, how often, how long,* etc.

RULE: *question word + do/does + subject + verb of movement*

5 **Make present simple *Wh-* questions.**

1 what / you / do / at the weekend?
What do you do at the weekend?
2 how much / the tickets / for the match / cost?
3 when / your mother / go jogging / in the park?
4 why / you / drink / so much water?
5 where / be / John / from?
6 who / she / meet / at the weekends?
7 how many / cousins / she / have?
8 what / you / usually / eat / for lunch?
9 how often / he / go to the cinema?
10 what / sports / Luke / like?

6 **Write the correct question word: *what, how, when, how many, how often, where.***

1 **A:** …. do you play tennis?
B: At Langley Sports Club.
2 **A:** …. do you play?
B: I play tennis every day.
3 **A:** …. do you go jogging?
B: I go jogging in the evening.
4 **A:** …. other sports do you do?
B: I go swimming twice a week.
5 **A:** …. tournaments do you take part in?
B: Two per month.
6 **A:** …. do you spend your free time?
B: I play chess.

7 **Write questions to which the words in bold are the answers.**

1 ……?
I go to bed at **9 o'clock**.
2 ……?
My coach is **50 years old**.
3 ……?
Ten of my friends come to see me play.
4 ……?
This racket costs **£100**.
5 ……?
I don't play football **because I don't like it**.
6 ……?
My sister plays volleyball at the weekend.
7 ……?
They **play a football game** on Saturday evenings.
8 ……?
Jessica invites **Susan** to all her parties.

8 **Write questions. Use the prompts and then write answers for yourself.**

1 you / like / cricket?
2 your best friend / like / netball?
3 how often / you / go swimming?
4 what / you / usually / eat / for breakfast?
5 you / get up / late / at the weekend?
6 what / winter sports / you / do?
7 how often / you / ride your bike / to school?
8 what time / you / usually / go to bed ?
9 when / you / relax?
10 where / you / go swimming?

9 **Complete the text with the correct form of the verbs in brackets.**

This is Simon. He [1]…. (be) 13 years old. He's from Switzerland. He's already a successful tennis player. Simon [2]…. (have got) dark hair and brown eyes. He's tall and good-looking.
He [3]…. (live) with his family. His father is a famous tennis player and his mother is a doctor. He [4]…. (have) one sister, but he [5]…. (have) any brothers. He [6]…. (love) tennis and he [7]…. (want) to be like his father one day. He [8]…. (play) for four hours every day.
Simon is also very good at school. He [9]…. (always / do) his homework after school and he also [10]…. (study) on Saturdays, after training. In his free time he [11]…. (enjoy) spending time with his family or playing board games. He [12]…. (not / like) playing computer games. He's a very hard-working boy!

In pairs, ask and answer *Wh-* questions about Simon.

Grammar reference

Unit 8

be going to: affirmative and negative

+	I	am ('m)	going to	have lunch. watch a film.
	He/She/It	is ('s)		
	We/You/They	are ('re)		
-	I	am not ('m not)		
	He/She/It	is not (isn't)		
	We/You/They	are not (aren't)		

- We use *be going to* to talk about future plans and intentions.
  She's going to take her camera on holiday but she isn't going to take her laptop.
- To form the *be going to* future, use ***be* + *going to* + *infinitive***.
  We're going to have dinner in a restaurant, but we aren't going to stay late.

be going to: questions and short answers

?	(What)	Am	I	going to	win?
		Is	he/she/it		
		Are	we/you/they		
+	Yes,	I am.			
		he/she/it is.			
		we/you/they are.			
–	No,	I'm not.			
		he/she/it isn't.			
		we/you/they aren't.			

- We form *yes/no* questions with *be* before the subject.
  Is he going to tell us the answers?
- To form *Wh-* questions, put a question word before *be*.
  What are you going to wear to the party?

1 **Complete the sentences with the affirmative form of *be going to* future.**

1 Lisa *is going to go* (go) swimming with her friends.
2 The children …. (go) on a trip at the weekend.
3 My sister …. (meet) her friends tonight.
4 Paul …. (study) for his test at the weekend.
5 The teacher …. (mark) the papers tomorrow.
6 My brother …. (learn) how to dance this summer.

2 **Write sentences using (*be*) *going to*.**

1 They / go shopping on Saturday.
They're going to go shopping on Saturday.
2 Andrew / phone me tonight.
3 I / play my favourite song.
4 You / watch a film on DVD.
5 My mum / help me.
6 We / ride our bikes.

3 **Write the sentences in the negative.**

1 Josh is going to tidy his bedroom.
Josh isn't going to tidy his bedroom.
2 I'm going to study Maths.
3 Rebecca's going to get up early tomorrow.
4 Carl and Simon are going to wear shorts.
5 We're going to take our MP3 players.
6 You're going to buy a new mobile phone.

4 **Write questions with (*be*) *going to*.**

1 What time / Lily / arrive?
What time is Lily going to arrive?
2 Where / they / get married?
3 How long / you / be on holiday?
4 Why / Aiden / buy a new camera?
5 What / you / wear to the party?
6 When / it / stop raining?

5 **Choose the correct words.**

1 He **is / are** going to go to the mountains at the weekend.
2 Jim and John **is / are** going to eat out tonight.
3 The children are going **to write / write** a song for the competition.
4 **Is / are** Mum and Dad going to go out for dinner tonight?
5 My friends **are not going / are going not** to play tennis in the afternoon.
6 My aunt **is going / is not going** to visit us because she misses us.

6 **Put the words in order to make sentences.**

1 going / have / weekend / to / a / next / They're / party
They're going to have a party next weekend.
2 Friday / go / going / to / to / on / We're / beach / the
3 redecorate / summer / is / to / the / uncle / going / in / My / flat / his
4 eat / Are / tonight / out / to / going / friends / your?
5 learn / to / she / skateboard / Is / to / going?
6 play / going / tennis / Is / to / son / your / week / next?

Grammar reference

will/won't for future prediction

+	I/You/He/She/It/We/They	will	sing.
–	I/You/He/She/It/We/They	won't	

?	Will	I/you/he/she/it/we/they	sing?
+	Yes,	I/you/he/she/it/we/they	will.
–	No,	I/you/he/she/it/we/they	won't.

- We use *will (will not / won't) + infinitive* **without** *to* to talk about a future prediction.
  I'm sure I'll have a lovely time.
- To form *yes/no* questions, put *will* before the subject.
  Will it be cold in the mountains?
- To form *Wh-* questions, put a question word before *will*.
  What will you do on holiday?

7 Complete the sentences using *will/won't*.

1 The bus is leaving! We *won't* get to school on time.
2 My son is very tired. I think he …. go to bed early tonight.
3 I think the Rangers …. win the cup.
4 I believe I …. get a very good mark in the test.
5 I'm afraid I …. have time to finish my project.
6 You …. be a great doctor one day.

8 Choose the correct words.

1 Peter **will / won't** go to the party because he's not in a very good mood.
2 Mr. Johnson **will see / see** us if we don't hide!
3 I think you **will pass / won't pass** the exam because you're really clever.
4 They **don't / won't** tell us much until January.
5 Put that vase down or **you'll / you** break it.
6 It **will be / be** sunny next week.

9 Put the words in order to make sentences.

1 will / the / get / job / mother / new / my
My mother will get the new job.
2 president / win / will / elections / the / the
3 the / visit / summer / during / will / me / they
4 contest / will / the / win / class / our
5 give / about / I / six / call / 'll / you / at / o'clock / a
6 to / birthday / my / party / come / will / they

10 Write sentences about your future using the prompts in the box and the future with *will/won't*.

go to university	travel round the world
get an interesting job	learn another language

I think I'll go to university, but I won't travel round the world first …

11 Ask questions and give short answers using the prompts. Use the future with *will/won't*.

1 you/ go / park / tomorrow (yes)
Will you go to the park tomorrow?
Yes, I will.
2 he / pass / the exam (no)
3 the team / win / the / tournament (yes)
4 the boy / the / marathon / finish (no)
5 the party / win / the election (yes)
6 the teacher / give us / a / test (no)

12 Write questions with *will* then answer them for you.

1 When / your lesson finish?
2 Who / you see after school?
3 What / you watch on the TV this evening?
4 What / you eat for supper tonight?

Vocabulary bank

UNIT 1



Jog your memory!

Look at the picture. Cover the rest of the page. How many family and friends words can you remember?

Family and friends (page 15)

aunt	granddad	parents
best friend	granddaughter	sister
brother	grandma	son
classmates	grandparents	teammates
cousin	grandson	uncle
dad	husband	
daughter	mum	

1 **Look at the words in the box. Find pairs of words.**
uncle – aunt

2 **Test your partner. Say one word in a pair. Your partner says the other word. Then swap.**
A: aunt
B: uncle
A: sister
B: …

Describing people (page 18)

blue	good-looking	red
brown	green	short
curly	intelligent	spiky
dark	long	straight
fair	old	tall
funny	pretty	young

1 **Look at the words in the box. Write sentences about your friends and family. Use *has / have got*.**

2 **Talk about the people you know.**
My sister's name is Ana. She's got curly hair …

3 **Start a class journal in which you will periodically record the most important moments of your activity. Write a personalised journal entry to introduce and describe yourself. Include: your name, age, town, appearance, what you like, people who mean the most to you.**
My name's Mihai. I'm 11 years old. I live in Cluj …

Explore adjectives 1 (with *un-* and *-ful*) (pages 16 & 21)

Look at the words in the box. Write the words in the correct column.

beauty colour lucky usual care happy use wonder

un-	-ful
	beautiful

Study tip

Start a vocabulary notebook or a vocabulary box with cards. Keep a record of all your new words. Add the words on this page under the headings *Friends and family* and *Describing people*.



Portfolio

UNIT 1

My festival

1 **Answer the following questions.**

1 What famous festivals do you know?
2 What important festivals are there in Romania?
3 What festivals are there in your region?





2 **Do you know anything about the following festivals?**

- White Nights Festival – St. Petersburg, Russia
- Tulip Festival – Ottawa, Canada
- Balloon Festival – New York, USA
- Carnival of Venice – Venice, Italy
- Harbin Ice and Snow Festival – Harbin, China
- The Rio de Janeiro Carnival – Rio de Janeiro, Brazil.

Search the internet to find information about one of these festivals and present it to your classmates.









3 **Invent a festival and make a poster about it.**
You should include:

- name, time and location of the festival, reason for celebrating;
- description of the event: costumes, music, other activities etc.;
- resources: what you need to organise your festival (money, food, decorations, etc.);
- pictures/drawings.

Present your poster to your classmates. You can also prepare a feedback form and hand it to your classmates at the end of your presentation.

Tip:

Use an A3-size sheet of cardboard, coloured pencils, pictures, glue, scissors and markers.











Skills:

- ability to work independently
- communication skills
- presentation skills
- creativity
- boost in self-confidence

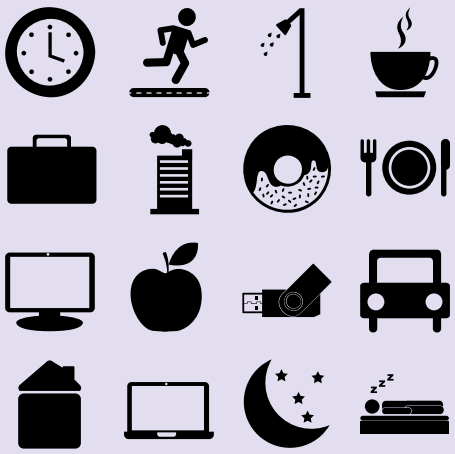
Check your results!

- identify the topic of the project based on pictures ❑
- write about and present your invented festival ❑
- search for information about the given topic ❑
- search for pictures ❑
- combine the pictures and information in the required project format ❑
- present your poster to the class and test your classmates' ability to recognise specific aspects based on a visual support ❑

G – good
VG – very good
E – excellent

Vocabulary bank

UNIT 2



Jog your memory!

Look at the pictures. Cover the rest of the page. How many daily routine expressions can you remember? For example, *have a shower*.

Think again

Daily routines (page 25)

brush	a shower
do	breakfast
get	dressed
go	lunch
have	my teeth
	some exercise
	to bed
	to school
	up

1 **Turn to page 25. Look at the words under the photos for two minutes.**

2 **Can you remember them all? Match the words in the box to make expressions.**
go to bed

After school activities (page 28)

art classes	drama	music
chess	football	swimming
dance classes	karate	tennis

1 **Look at the words in the box. Match the words to the correct verbs.**

play	have	do	go
	art classes		

2 **Put the activities in order from your favourite (1) to your least favourite (9). Compare with a partner.**
1 music, 2 karate, …

Explore prepositions of time (page 26)

December	lunchtime	July	8 o'clock
the afternoon	the weekend	night	Mondays

1 **Look at the words in the box. Match them to the correct time phrases.**

in	at	on

2 **Work with a partner. Tell your partner what you usually do at each of these times.**
In July my family go on holiday to the beach.

Explore expressions with *have* 1 (page 31)

13 years old	a shower	a bath	cold
a cold	breakfast	a drink	a rest
hungry	a snack	dinner	lunch

1 **Look at the words in the box. Which *three* words do *not* go with *have*?**

2 **Write true and false sentences for you. Use phrases with *have*. Work with a partner. Guess which sentences are true and false.**
I have a bath every Sunday.

I have supper at 7.30.
We have a break every day at 11.30.

Study tip

Always write examples of words that go together in your vocabulary notebook. This will help you not to make mistakes when you use the word in your speaking and writing.

Portfolio

UNIT 2

Profile of a gymnast



1 **Answer the following questions.**

1 Who is Nadia Comăneci? What is she famous for?
2 When is her birthday?
3 Where does she live now?
4 What are some of her achievements?

2 **At home, find pictures of Nadia and print them. Search for specific information about her on the internet (age, date of birth, place of birth, family, etc.).**

3 **Now make your poster. It should contain pictures and information about the most important aspects of Nadia's life. Also, you should find some pictures about her most important achievements and write captions about them.**

Present your poster to your classmates. You can also prepare a feedback form and hand it at the end of your presentation to your classmates.

Tip:

Use an A3-size sheet of cardboard, coloured pencils, pictures, glue, scissors and markers.







Skills:

- ability to work independently
- communication skills
- presentation skills
- creativity
- boost in self-confidence

Check your results!

- identify the topic of the project based on pictures ❑
- write about and present a famous Romanian sportsperson ❑
- search for information about the given topic ❑
- search for pictures ❑
- combine the pictures and information in the required project format ❑
- present your poster to the class and test your classmates' ability to identify a topic from a visual support ❑

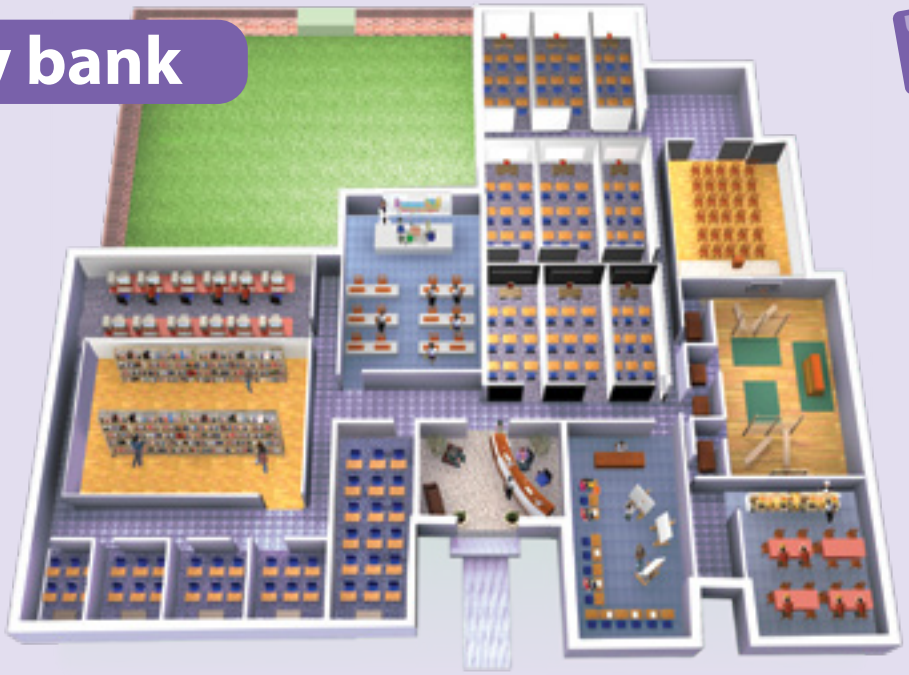
G – good
VG – very good
E – excellent

Vocabulary bank

UNIT 3

Jog your memory!

Look at the pictures. Cover the rest of the page. How many places in a school can you remember?



Think again

Places in a school (page 39)

canteen	library	science lab
classroom	main hall	sports hall
IT room	playing field	

1 **Work with a partner. Look at the words in the box. Choose a room. Don't tell your partner. Say three things you can find in the room.**
Can your partner guess which room it is?

A: You find books, computers and pens in this room.
B: Is it the IT room?
A: Yes, it is!

School subjects (page 42)

English	History	Music
French	ICT	PE
Geography	Maths	Science

1 **Look at the words in the box. What is your perfect school day? Complete the timechart.**

8.30–9.45	9.45–11	11–11.15	11.15–12.15
PE			
12.15–1.15	**1.15–2.15**	**2.15–2.30**	**2.30–3**

Explore nouns and verbs (page 40)

~~exercise~~	practise	study	training
practice	studies	train	

1 **Complete the chart with words from the list.**

verb	noun
exercise	

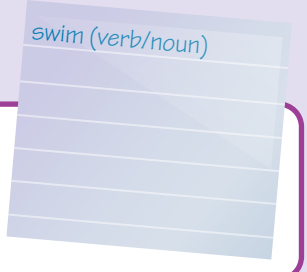
2 **Can you add three more nouns and two more verbs to the chart?**

Explore adjectives 2 (page 45)

boring	great	terrible
brilliant	interesting	
fast	slow	

1 **Look again at page 40. Can you find three more adjectives in the Kung-Fu text?**

2 **Think of a word for each adjective.**
boring – shopping



Study tip

Write the part of speech next to new words in your vocabulary notebook. It helps you to use them correctly in your work.

Portfolio

UNIT 3

My ideal school

Make a poster of your ideal school. Include:

- a map of the school with labels and colourful drawings or pictures;
- where the school is;
- how many students and teachers the school has;
- general information about activities and where they take place;
- an original motto and a logo for your school;
- a set of school rules.







Tips:

Do not write too much content. At home, find or draw pictures of your ideal school and print them.

Use an A3-size sheet of cardboard, coloured pencils, pictures, glue, scissors and markers.

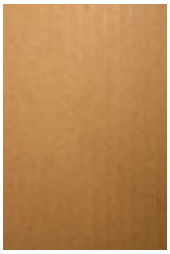
Have an exhibition with all the posters and vote for the funniest / most interesting idea.











Skills:

- ability to work independently
- communication skills
- presentation skills
- creativity
- boost in self-confidence

Check your results!

- identify the topic of the project based on pictures ❑
- write about and present your ideal school ❑
- search for information about the given topic ❑
- search for pictures ❑
- create a logo and a motto for your school ❑
- combine the pictures and information in the required project format ❑
- present your poster to the class and test your classmates' ability to recognise specific aspects based on a visual support ❑

G – good
VG – very good
E – excellent

Vocabulary bank

UNIT 4

Jog your memory!

Look at the picture. Cover the rest of the page. How many types of food and meals can you remember?



Food (page 49)

apples	carrot	meat
banana	cheese	milk
beans	chicken	pasta
bread	eggs	pizza
butter	fish	rice

1 **Look at the words in the box. Write the words in order of how often you eat or drink them from most often to least often.**

2 **Compare your list with your partner.**
I eat bananas more often than Harry. He eats carrots more often than me!

3 **Can you add three more food words to the list?**

Meals and courses (page 52)

breakfast	lunch	snack
dessert	main course	starter
dinner		

1 **What is your favourite meal for each course? Talk to your partner about your lists.**
My favourite breakfast is eggs and coffee.

2 **Do you eat snacks? What type of snacks do you eat?**

3 **Plan a menu. Write down food for the starter, main course and dessert.**
Starter: pasta with …

Explore expressions with *have* 2 (page 50)

breakfast	a snack	a problem
lunch	a party	a look
dinner	fun	a good time

1 **Look at the words in the box. Write five sentences. Use *have* and five of the words in the box.**
I always have a good time when I go out with my friends.

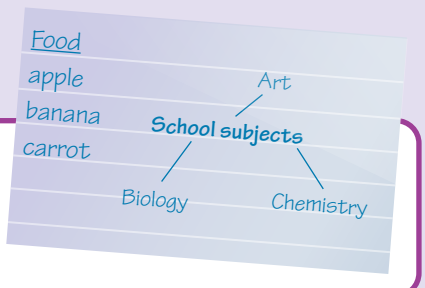
2 **Swap your sentences with your partner. Check that your partner's sentences are correct.**

Explore international words (page 55)

burger	pizza	sushi	taco

1 **Look at the words in the box. Which country are they from?**

2 **Write down five more international words.**



Study tip

Sort words in your vocabulary notebook by topic. You can also record them in a mind map.

Game: Food riddles

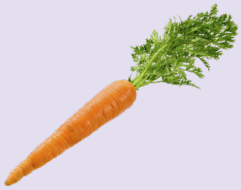
1 Read the riddles. Guess the answers.



1 I am red and round. My sister and I can be used as earrings. What am I?
2 If you cut me, I make you cry! What am I?
3 I am good for your eyes. Rabbits love me. What am I?
4 I am white and you can drink me. I come from a cow. What am I?
5 I only have one leg, but I never walk anyway. If I am brightly coloured, beware of me! What am I?
6 If you heat me, I explode. I am the best companion when you watch films. What am I?







2 Now let's play!

Rules:

1 Divide into groups of four or five.

2 Your teacher gives you six food items to work on, on a piece of paper (e.g. group 1: lettuce, tomato, pepper, strawberry, banana, apple).

3 Think of riddles for these food items, like in the quiz above.

4 Read the riddles aloud to the rest of the class. The other groups have to guess the answers. If a member of one group gives the right answer, the group receives a point. The group with most points at the end is the winner.

Skills:

- ability to work independently
- communication skills
- presentation skills
- creativity
- boost in self-confidence

Check your results!

- identify the topic of the quiz based on the given prompts and pictures ❑
- define the correct answers ❑
- pay attention to the teacher's indications ❑
- search for information about the given topic – food items ❑
- invent the required riddles ❑
- present your riddles to the class and test your classmates' ability to recognise food items ❑
- guess the right answer ❑

G – good
VG – very good
E – excellent

Vocabulary bank

UNIT 5

Jog your memory!

Look at the pictures. Cover the rest of the page. How many animals can you find in one minute?



Animals (page 63)

bird	giraffe	shark
cat	gorilla	sheep
cow	horse	spider
dog	monkey	tiger
elephant	polar bear	zebra
fish		

1 **Look at the words in the box. Write the animals in the correct column.**

land	air	sea
cat		

2 **Cover the chart and test your partner.**
A: Dog.
B: Land.
A: Correct! Your turn!

3 **Which of the animals are fast, slow, dangerous or intelligent?**

Action verbs (page 66)

fight	hide	jump	swing
fly	hunt	swim	

1 **Look at the words in the box. Write sentences about animals for each verb.**
My cat fights with my dog.

2 **Close your books. Work with a partner. Say a sentence. Your partner guesses the animal.**
A: It swims in the sea.
B: A fish?
A: No, a shark.

Explore adverbs of movement (page 64)

backwards	left	round	forwards
down	right	up	

go	sit	stand	turn

1 **Look at the words in the boxes. Use words from each box to write instructions.**
1 Stand up. *2 Turn left.*

2 **Work with a partner. Read your instructions. Your partner does the actions. Then swap.**

Explore the suffix *-er* (page 69)

clean	have	study	want
dance	paint	teach	write
drive	sing		

1 **Look at the words in the box. Add *-er* to seven of the verbs to make words to describe what people do.**

2 **Do you know anyone who does these jobs? Would you like to do any of these jobs? Talk with your partner.**

Jump (verb)
Kangaroos jump higher than horses!

Study tip

Write an example sentence next to the new words in your vocabulary book. This will remind you how to use the new words and it will help you to remember them.

Portfolio

UNIT 5

My favourite animal



1 **Answer the following questions.**

1 What animals live in Romania?
2 Where do they live?
3 What do they eat?
4 Which is your favourite animal?
5 Which animal do you think is the most intelligent/powerful/dangerous?
6 Which animals are in danger?

2 **Make a poster with the title *Save my favourite animal*! You have to present:**

- where it lives;
- what it eats;
- what is unusual about it;
- why it is in danger;
- what we can do to save your favourite animal.

Tips:

Use an A3-size sheet of cardboard, coloured pencils, pictures, glue, scissors and markers.

Do not write too much content. At home, find pictures of your favourite animal and print them. Search for specific information about it on the internet.

You can also prepare a quiz to hand out at the end of your presentation.







Skills:

- ability to work independently
- communication skills
- presentation skills
- creativity
- boost in self-confidence

3 **Extend your activity: be a volunteer! Carry out activities to care for or protect animals in shelters. Report the activities in which you are involved in your class journal.**

Check your results!

- identify the topic of the project based on pictures ❑
- write about and present an endangered favourite animal ❑
- search for information about the given topic ❑
- search for pictures ❑
- combine the pictures and information in the required project format ❑
- present your poster to the class and test your classmates' ability to recognise specific aspects based on a visual support ❑

G – good
VG – very good
E – excellent

Vocabulary bank







Jog your memory!

Look at the pictures. Cover the rest of the page. How many places can you remember?





Places in a town 1 (page 73)

bowling alley	museum	sports centre
cinema	shopping centre	sports stadium
market	skate park	

Look at the words in the box. Where can you …

- buy food?
- watch something?
- do some exercise?
- learn something?
- buy a present for a friend?

Places in a town 2 (page 76)

bus station	ferry port	station
bus stop	market	tram stop
car park		

1 **Look at the words in the box. Which places are there in your town?**

2 **Work with a partner. Choose one of the places, but don't tell your partner. Describe where it is and what you do there. Your partner guesses the place. Then swap.**

Explore extreme adjectives (page 74)

ancient boiling great beautiful enormous terrified

1 **Look at the extreme adjectives in the box. Match them with the meanings in the chart. Can you add any others?**

Meaning	Extreme adjectives
very old	
very big	
very hot	
very scared	
very pretty	
very good	

2 **Write a sentence for each adjective.**
The church in my town. (ancient)

3 **Work with a partner. Say your sentences. Your partner guesses the adjective.**

Explore collocations 1 (page 79)

go by go on take the

bike bus foot taxi train tram

1 **Look at the words in boxes. How many collocations can you make?**
go by bike, take the bus

2 **Work with a partner. Tell your partner how you usually go to another city to visit your grandparents.**
First I take a taxi to the station, then I take the train to …



Study tip

Draw pictures next to words in your vocabulary book to help you remember the meaning. Some people prefer pictures to help them remember new words. Some people prefer definitions. Which do you prefer?

Game based on a town map

1 **Look at the town map. What places can you see? What can you do there?**

2 **Work in groups of three or four to identify the following places in a town.**

1 places to go in your free time
2 places for working and studying
3 places that offer services

3 **Write questions about the places on the map, beginning with:**

- What ….?
- Where ….?
- When ….?
- Why ….?
- Who ….?
- How often ….?



4 **Now it's your turn. On a piece of cardboard, draw a coloured board with squares numbered 1 to 20. Write a place from the box below on each square. Make sure you have dice and four counters of different colours. Play in groups of four. Throw the dice. The student who throws the biggest number starts. Move your counter on the board. When you get to a place, you have to say a sentence about that place. If you do not know what to say or if you repeat what someone else says, you go three squares back. The student who gets to the finish line first wins.**

hospital petrol station restaurant park bank square
school university offices shops market cinema
post office police station sports centre stadium disco theatre

Skills:

- ability to work in a team
- communication skills
- presentation skills
- boost in self-confidence

Check your results!

- identify the topic of the project based on instructions ❑
- work your imagination and initiative ❑

G – good
VG – very good
E – excellent

Vocabulary bank

UNIT 7

Jog your memory!

Look at the pictures. Cover the rest of the page. How many sports can you name?



Sport (page 87)

baseball	judo	surfing
basketball	skateboarding	volleyball
bowling	skiing	windsurfing
cycling	snowboarding	

1 **Look at the words in the box. Match the sports with the correct verbs.**

go play do

go bowling

2 **Look back at page 87 and check your answers.**

3 **Talk to your partner. Which sports do you enjoy watching? Which are dangerous?**

4 **Work with a partner. Test him/her. Close your books. Say a sport. Your partner says the correct verb, *play, do* or *go.***

Clothes (page 90)

boots	jacket	skirt	tracksuit
cap	jeans	socks	trousers
hoodie	shorts	sweatshirt	T-shirt

1 **Look at the words in the box. Which clothes do you usually wear …**

- to do sport?
- when it's hot?
- when it's cold?
- to go shopping?

2 **Work with a partner. Look at the words for one minute. Close your books. How many clothes words can you write in two minutes? Open your book and check your answers together. Is your spelling correct?**

Explore adverbs (page 88)

general surprising traditional typical usual

1 **Look at the adjectives in the box. Make them into adverbs. Use a dictionary and the text on page 88, to help you.**
general – generally

2 **Choose four of the words. Write four sentences using the words.**

Explore irregular plurals (page 93)

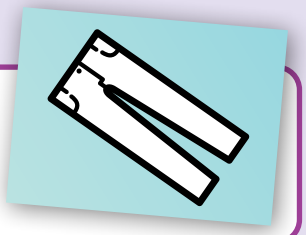
child	man	reindeer	tooth
fish	mouse	sheep	woman

1 **Look at the plural words on page 93 for 30 seconds. Close your books. How many of the words can you write down in one minute?**

2 **Look at the words in the box. What are the plural forms? Look in a dictionary to check your answers.**

Study tip

Make vocabulary flashcards to help you revise your vocabulary. Write a definition or draw a picture, whatever is best for you.



My favourite sports event



1 Read the text about football in Romania. Put the paragraph headings in the correct place in the text.

_____ (1)

This is a competition for Romanian football teams. It takes place every year. It is the most important football competition in the country. All the clubs from the Romanian Football Federation can participate. The winner of the competition also plays in the European League. Finals take place in Bucharest, but also in other major Romanian cities, such as Timișoara, Iași or Brașov.

_____ (2)

Football is very important for Romanians. They are great supporters and they see football as more than a sport. For each game, thousands of people gather at the stadium. Lots of other supporters watch the games in pubs and sports bars or at home. Before major games, people sing the teams' anthems and show banners supporting their favourite team.

_____ (3)

Romanians are also interested in international football. The atmosphere in Romanian cities during European or World championships is great! There are people singing and dancing in the streets, and everyone watches the games on TV or on big screens in the city squares.

- More than a sport
- Football fans, unite!
- The Romanian Football Cup

2 Make a poster about a sports event. Think about the following:

- when and where it takes place
- who participates
- what the prize is
- why people like it.

Tips:

Search for photos of: teams, sportspeople, venues, events.

Use cardboard, glue, scissors, coloured pencils, markers and materials.

You can also prepare a quiz to hand out at the end of your presentation. Make your poster and prepare your presentation to the class.







Skills:

- ability to work independently
- communication skills
- presentation skills
- creativity
- boost in self-confidence

Check your results!

- identify the topic of the project based on pictures ❑
- write about and present a favourite sports event ❑
- search for information about the given topic ❑
- search for pictures ❑
- combine the pictures and information in the required project format ❑
- present your poster to the class and test your classmates' ability to recognise specific aspects based on a visual support ❑

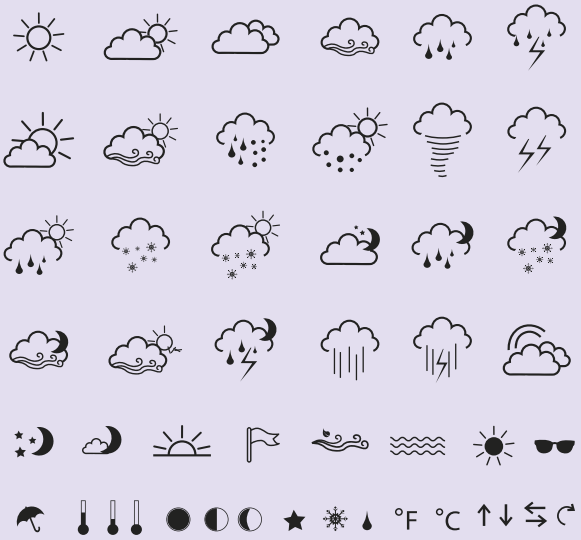
G – good
VG – very good
E – excellent

Vocabulary bank

UNIT 8

Jog your memory!

Look at the pictures. Cover the rest of the page. How many weather words can you remember?



Seasons and weather (page 97)

Seasons			
autumn	spring	summer	winter

Weather adjectives			
cloudy	icy	snowy	sunny
foggy	rainy	stormy	windy

1 **Look at the words in the boxes. What's the weather like in Romania?**
In spring in Romania, it's …

2 **Work with a partner. Take turns to close your books and test your spelling. Which word has a silent consonant?**

3 **The weather words are all adjectives. Write the noun for each word.**
sunny – sun

Landscapes (page 100)

beach	hill	mountains
desert	jungle	river
forest	lake	sea

1 **Look at the words in the box. What types of landscape do you have in your country?**

2 **Draw a landscape. Include at least five of the words.**

3 **Describe your picture to your partner. He/She listens and draws it. Check your partner's picture. Is it the same as yours?**

Explore collocations 2 (page 98)

1 **Look at the chart. Add the following words to the correct column. Sometimes a word can go in more than one column.**

a break	a train	time
at home	in a bus	photos

Stay	spend	take
in a hostel *in a hotel* *in a cabin* *in a treehouse*	*a day* *a week*	*a bike* *a camera*

2 **Work with a partner. A, say a word from the box. B, guess which verb you use it with.**
A: A camera. *B: Take.*

Explore adjectives 3 (page 103)

1 **Can you think of two nouns for each of the adjectives below?**

popular	*person*
perfect	*day*
special	
amazing	
luxury	
excellent	

2 **Work with a partner. Read your lists of nouns. Your partner guesses which adjective describes them.**

Study tip

Study with a friend – test yourself and each other. Use your vocabulary notebook or cards.

My dream holiday

1 **Read the text about holidays.**

Holidays are very important, both for children and for adults, because they help people relax, teach them new things and make them happy.

There are different kinds of holidays: there are holidays by the sea, city breaks, safari trips, cruises, camping holidays, and many others.

No matter what holiday you choose, make sure you have fun on it. Holidays may be expensive, but sometimes they can be cheap, for example if you choose to put up your tent in the mountains and cook by the fire. All kinds of holiday can be great fun!









2 **What are the types of holidays mentioned in the text? Match them with the pictures (a–e).**



3 **In pairs, look at the pictures and answer the following questions:**

1 When can people take each holiday?
2 What can people do on each holiday?
3 What equipment do people need on each holiday?

4 **Now think about a few words about each holiday in the pictures. Write them down.**

e.g. camping holiday: adventure, interesting, fun, tent, fire, cooking, river, forest, etc.

5 **In small groups, make notes about your dream holiday. Think about the following:**

- Where will you go?
- When will you go?
- Who will you go with?
- What will you take with you?
- What can you do there?
- Why will it be fun?

Bring photos of the place you will visit or draw pictures of it. Search for information on the internet to write a short presentation about it. Compare your presentations and add them to your class journal.

Skills:

- communication skills
- presentation skills

Check your results!

- identify the topic of the project based on pictures ❑
- write about and present a dream holiday destination ❑
- search for information about the given topic ❑
- search for pictures ❑
- combine the pictures and information in the required project format ❑
- present your album to the class and test your classmates' ability to recognise specific aspects based on a visual support ❑

G – good
VG – very good
E – excellent

Christmas time

Christmas in the UK

Christmas Day is celebrated on 25th December. In the UK, Christmas Day and Boxing Day (26th December) are more important than Christmas Eve. Christmas is a time for families to spend time together and for people to be kind to each other.

In the UK, many people decorate their houses and put up Christmas trees several days before Christmas – sometimes even at the beginning of December!

Night time on Christmas Eve is very exciting for children, because it is the time when Father Christmas comes and brings them presents. Many families go to church in the evening, where they sing traditional carols. Then they go home and the children hang up their stockings to be filled with presents, and go to sleep. Some people leave a traditional mince pie for Father Christmas to eat when he visits, and a carrot for his reindeer!

When the children wake up on Christmas Day, they find their presents in their stockings, or under the tree, and open them. On Christmas Day, many people go to church. After that, families have Christmas lunch together. They eat roast turkey with vegetables, then a kind of hot fruit cake called Christmas pudding.

Christmas in Romania

Christmas Eve is very important in Romania and a lot of ancient traditions are still preserved here.

In the villages of Maramureș, in the North of the country, people walk from house to house singing carols on Christmas Eve. They receive nuts, apples and sometimes money. The young people perform 'Steaua' or 'Capra' which are traditional songs and dances. On Christmas Eve, people don't do the cleaning and wash the laundry.

On Christmas Eve or even earlier, all the members of the family decorate the Christmas tree together. They also send messages to their friends wishing them 'Happy Christmas'. They prepare and give presents to their loved ones. In some Moldavian villages, apart from decorating the Christmas tree, people also decorate their houses with plants such as basil, marjoram and daisies to bring luck.

On Christmas Day children open the presents that Moș Crăciun leaves under the Christmas tree. People usually go to church and spend their time together with their families. They eat traditional food like stuffed cabbage ('sarmale'), aspic ('piftie'), sausages and the traditional sponge cake ('cozonac'). Tradition says that unmarried women can see their future husband if they put some food on the porch, under the window!

1 **Read the text and watch the video. Talk to your partner about what is different in the two countries.**

Christmas in the UK	Christmas in Romania

2 **Match the words (1–8) with the pictures (a–h).**

1 Father Christmas – ….
2 Christmas tree – ….
3 present – ….
4 Christmas decoration – ….
5 reindeer – ….
6 stuffed cabbage – ….
7 aspic – ….
8 carol singing – ….


a


b


c


d


e


f


g


h

3 Now watch and check your answers.



4 **Answer these questions with your partner.**

1 Do you celebrate Christmas with your family? How?
2 What do the children in your area do on Christmas Eve?
3 What do people do on Christmas Day?
4 What do you like most about Christmas?
5 Where do you want to spend your next Christmas holiday?
6 What are your favourite holidays from your country? Write the names and the dates.

5 **Find some information about Christmas in another English-speaking country. Look on the internet for information. Make notes on how people and children spend Christmas Eve and Christmas Day. Include them in a table like the one below and compare them to your classmates'.**

	Country:	Classmate's country:	Classmate's country:
Singing carols			
Giving presents			
Eating traditional food. What?			
Decorating the Christmas tree			
Food for Father Christmas			
Any other traditions			

Do you know ...?

Some countries celebrate Christmas on 7th January, for example Russia, Ukraine and Ethiopia.

6 **Write an e-mail to your best friend to thank him for his/her Christmas present and invite him/her to your place. Use the e-mail below as an example.**

From: andreea2010@memail.com
To: carmenpop@memail.com
Subject: Thank you

Hi Carmen,

Thank you very much for the Christmas present. I really love the earrings, they're beautiful. They go perfectly with my new green dress. I'll wear them to the New Year's Eve party. :)

Tomorrow I'll be alone at home. My parents are going to visit some friends. Would you like to come for a tea? My house is on 15 Cosânzeana Street.

Hope you can come and speak soon.
Andreea xx

7 **Make a wish and send it to Santa Claus. Write a note and tell him your biggest wish for this Christmas.**

Valentine's Day

1 **Answer these questions with your partner.**

1 Who is Valentine's Day probably named after?
2 What do you know about Valentine's Day?
3 What does this day celebrate?
4 Do you like this holiday? Why (not)?

2 **Look at the pictures below. What is their connection to Valentine's Day?**



HEART-SHAPED CHOCOLATES



14TH FEBRUARY



VALENTINE'S DAY CARD



RED ROSES



WEDDING RINGS



TEDDY BEAR

(1)_____

There are many legends surrounding Valentine's Day. The best-known is about a Roman priest from the third century, arrested by emperor Claudius II for not following the rules and deciding to marry young couples against the emperor's will.

(2)_____

Today, Valentine's Day is celebrated all over the world, for example in Canada, Mexico, the UK, as well as in many other European countries. On this day of 14th February, it is common for friends and couples to exchange gifts, chocolates and flowers, and also Valentine cards. Valentine's Day is a growing business today, with millions of cards and special gifts produced and sold worldwide.

(3)_____

Dragobete is the Romanian version of Valentine's Day. It is celebrated on 24th February. Dragobete is a mythological character, known as the son of Baba Dochia, the guardian of spring. He is a kind figure and he is considered to be the guardian of love.

(4)_____

24th February is considered the first day of spring. It is the day when birds build their nests together, and when boys and girls pick flowers and sing. Taking part in *Dragobete* customs is thought to protect people from illness for the rest of the year. People also say that stepping over your partner's foot on *Dragobete* makes you the leader in the relationship.

Festivals

3 **Read text about Valentine's Day. Put the paragraph headings in the correct place in the text.**

1 Interesting customs
2 The Legend of Valentine
3 Valentine's Day today
4 Another version of Valentine's Day



4 **Read the text again. Are the sentences true (T) or false (F)? Correct the false ones.**

1 Valentine is thought to be a Roman emperor from the third century.
F – Valentine is thought to be a Roman priest from the third century.
2 Many countries around the world celebrate Valentine's Day today.
3 There is a lot of money in selling Valentine's cards and gifts today.
4 Romanian *Dragobete* is similar to Valentine's Day.
5 Dragobete is the guardian of spring.
6 The people who build nests for birds are protected from illness.

5 **Read the text again and find words or phrases which mean the same for the following.**

1 famous old story – *legend*
2 to do as someone says (paragraph 1)
3 everywhere in the world (paragraph 2)
4 to give each other presents (paragraph 2)
5 the protector of spring (paragraph 3)
6 is believed to be (paragraph 4)

6 **Fill in with one word.**

The legend of Valentine is a story about a [1]…. who lives in Rome in [2]…. 3rd century. He does not want to do as [3]…. emperor says and marries people [4]…. secret. He is discovered and killed. The emperor punishes him for this and Valentine loses his life.

Valentine dies for love, but his legend lives on. People [5]…. over Europe and in the USA and Canada celebrate him on 14th February. They declare their love, buy flowers and gifts [6]…. each other and send cards.

There are similar celebrations in other countries, [7]…. well. Valentine's Day is celebrated at [8]…. same time as the beginning [9]…. spring.

7 **Use punctuation marks and capital letters to rewrite the text.**

there are many ideas about the beginnings of valentines day one is the roman festival called lupercalia lupercalia is an ancient festival believed to keep away wolves and protect crops

another story is about valentine a prisoner who falls in love with the daughter of the man who keeps him prisoner before he dies he sends the first valentine card to the girl he writes her a letter and signs it your valentine people today use these words on valentine's day cards

8 **Make a Valentine's Day card for a classmate. Don't sign it. He or she will have to guess the sender in each case. Make a class exhibition of the cards.**

Easter time

Easter time in Australia

At Easter time, many Australians, like other nationalities, take advantage of the long-weekend for a short holiday. Most people spend this day at home with their families or go to church. The four-day Easter weekend is a welcome break for them.

The Blessing of the Fleet Festival in Ulladulla, the Sydney Royal Easter Show in Sydney and the National Folk Festival in Canberra are some of the most important cultural events of this time. There are also a range of local Easter festivals across the country. The Easter weekend is also an important time for sports events, like major league football matches, horse racing meetings and yacht races.

On Easter Sunday, people receive or search for Easter eggs. These eggs are made from chocolate or sweets. As well as Easter eggs, there can be decorated hens or plastic eggs hidden in the grass. Decorations often consist of images of rabbits or chicks. Many communities organise Easter egg hunts in parks or gardens. These are family events, usually organised for young children.

Traditionally, Easter eggs are delivered by a rabbit called the Easter Bunny. This tradition is found in many European countries. However, rabbits are seen as pests* in Australia because they destroy the crops. For this reason, the Easter eggs are hidden by the Easter Bilby*. You can buy Easter Bilbies made from chocolate.

Easter time in Romania

Easter is a public holiday and one of the most important celebrations in Romania. Families and friends go to church at midnight and light candles. They keep the candles afterwards because they believe that they protect them from problems and illnesses.

Romanians gather for an Easter lunch or dinner, which can include: lamb, a traditional Easter cake called 'pască' and painted eggs. The colours that are used are red, yellow, blue, green and black. Children love to paint the eggs on the Friday before Easter Sunday.

In some villages there are special traditions related to Easter. On Easter Day, in the morning, children dressed in traditional costumes, or wearing new clothes, go to their neighbours' and relatives' houses. They receive painted eggs and chocolate eggs or sweets.

Another well-known custom in Romania is to knock an egg with another person. In Romanian folk tradition, Easter eggs are considered to be the keepers of the house and are believed to have miraculous powers: they heal diseases and protect the animals in the household. At the same time, the egg symbolises eternal life, fertility, rebirth, and fortune.

On Easter morning, children are allowed to wash their face with water from a pot in which they put a red egg and a silver coin. They do this to stay healthy during the year, pure like silver, with red cheeks like the painted egg.

New Words

pest = an insect or an animal which is harmful or which damages crops
bilby = a small, shy mammal with big ears, that lives in Australia; it is an endangered species



Festivals

1 **Listen and read. Talk to your partner and find out what is different in the two countries. Copy and complete the table below.**

Easter in Australia	Easter in Romania

2 **Read the texts again. Match the words with the pictures.**

1 painted eggs
2 chocolate eggs
3 Easter Bunny
4 knocking eggs
5 lamb
6 Easter cake
7 Easter egg hunt
8 Easter Bilby


a


b


c


d


e


f


g


h

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

4 **Answer these questions with your partner.**

1 Do you celebrate Easter with your family? How?
2 What do the children in your area do on Easter Day?
3 What do people do on Easter Day?
4 What do you like most about Easter?
5 Where do you want to spend your next Easter holiday?

5 **Listen to documentaries or informative shows about the Easter holiday, about traditions and customs related to this holiday around the world. How are these traditions similar and different from those in Romania? Compare and record the information in your class journal. Write your impressions and add pictures.**

A world of tales

1 **Answer the questions.**

- What is your favourite Romanian story?
- Who is your favourite character and why?
- What other characters do you know? What do you know about them?
- Does the story have a message or a lesson to learn?
- Does the story end happily for the hero?

2 **Find these things in the pictures and point to them.**

a spade **a basket** **a bunch of flowers** **a lamp**
a house **a pillow** **matches**



1 _____



2 _____



3 _____



4 _____

3 **Read the texts and match them with the pictures above. Write the titles under the pictures.**

Snow White is an old German fairy tale published by the Brothers Grimm. Snow White is a very beautiful princess who loses her mother as a child. Her stepmother cannot accept that the princess is more beautiful than her, so she orders a huntsman to kill her. The huntsman lets Snow White run away into the forest where she finds the house of the seven dwarfs.

The Little Match Girl is a short story written by the Danish author, Hans Christian Andersen, about a poor little girl who tries to sell matchsticks in the street at Christmas time. She doesn't sell any matches and she is afraid to go back home because of her father, so she lights all her matches to warm herself. In the end, she dies and she meets her grandmother in heaven.

The Town Musicians of Bremen is a fairy tale written by the Brothers Grimm. It tells the story of a donkey, a dog, a cat and a rooster who leave their homes where they are treated badly by their masters. The animals decide to go to Bremen, a town where they can live in freedom, without any owners, and become musicians.

Little Red Riding Hood is a fairy tale about a young girl named after the red cloak that she wears. Her mother asks her to go to her ill grandmother's house and bring her food in a basket. She tells the little girl to stay on the path when she walks through the forest. Little Red Riding Hood leaves the path and meets the Big Bad Wolf, who wants to eat her.

4 **Read the texts again. Are the sentences true (T) or false (F)? Correct the false ones.**

1 Snow White is not as beautiful as her stepmother. ….
2 The huntsman wants to kill Snow White. ….
3 The Little Match Girl sells all of her matches. ….
4 The Little Match Girl is afraid of her father. ….
5 The animals in *The Town Musicians of Bremen* all come from Bremen. ….
6 The animals are looking for a new home. ….
7 Little Red Riding Hood does not do what her mother tells her to. ….

5 **Match the beginnings of the sentences with the endings.**

Picture 1: Snow White wakes up
Picture 2: The little girl with the matches
Picture 3: The animals are looking
Picture 4: Little Red Riding Hood is thinking

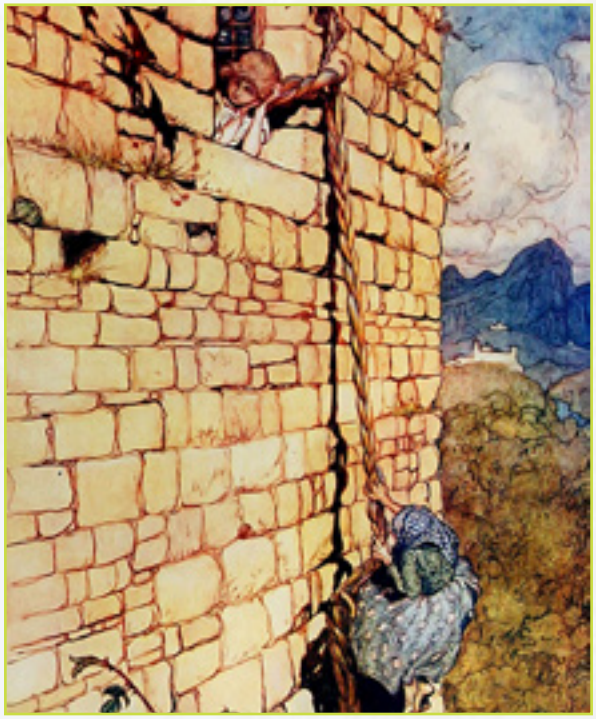
a) is wearing a long scarf.
b) inside a house.
c) about her grandmother.
d) and sees the dwarfs near the bed.

6 **Now invent your own fairy tale. Tell it to the class. Make sure you include:**

- main characters
- interesting situations
- characters who help the heroes
- a clear ending

Write 80–100 words.

Record your impressions of each fairy tale in your class journal.





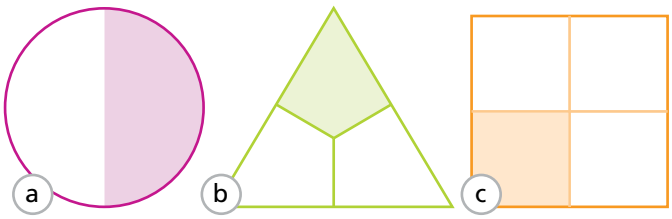
1 CLIL

Maths Fractions

1 **Read the definition. Match the pictures with the fractions.**

A fraction is part of a whole or complete number.

1 ¼ 2 ½ 3 ⅓



2 **Match the fractions with their names.**

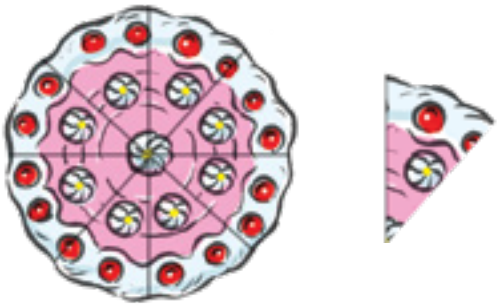
1 *c*

1	½	a)	a third
2	¼	b)	a seventh
3	⅓	c)	a half
4	⅙	d)	a fifth
5	⅕	e)	a sixth
6	⅐	f)	an eighth
7	⅛	g)	three quarters
8	¾	h)	a quarter

3 **Listen, check and repeat.**

4 **Read the text and look at the pictures. Which number (1 or 8) is the numerator? Which is the denominator?**

Ana has got a cake. She eats 1/8.



The denominator is the total number of equal parts.
The numerator is the number of parts Ana eats.

5 **Read the quiz. Choose the correct options.**

Ben and John have got a pizza. It's got eight pieces.



1 Ben eats two pieces. He eats …
a ¼ b ½ c ¾ of the pizza.



2 John eats four pieces. He eats …
a ¼ b ½ c ¾ of the pizza.



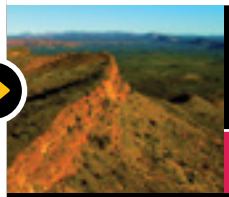
3 They don't eat …
a ¼ b ½ c ⅛ of the pizza.

Your turn

6 **Work with a partner. Write a quiz like the one in Exercise 5. Show your quiz to the class. Think about …**

- another type of food.
- the denominator.
- the numerator that people eat each time.

Find out about Australia in fractions.

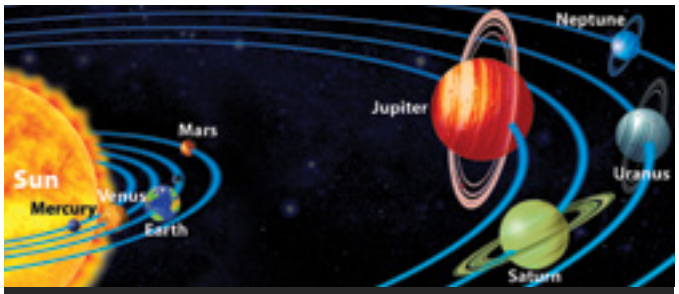


Discovery EDUCATION

1.4 The Land Down Under

Science The Earth's movements

1 Work with a partner. Look at the picture and do the quiz.



World of wonder

1 The Earth is a …
a) star. b) planet. c) solar system.

2 How many planets revolve around the Sun?
a) seven b) eight c) nine

3 The Sun is a …
a) star. b) planet. c) solar system.

4 The Earth revolves around the Sun at …
a) 52,000 km per hour.
b) 108,000 km per hour.
c) 143,000 km per hour.

5 The Earth revolves around the Sun in …
a) 24 hours. b) 365.25 days. c) 7 days.

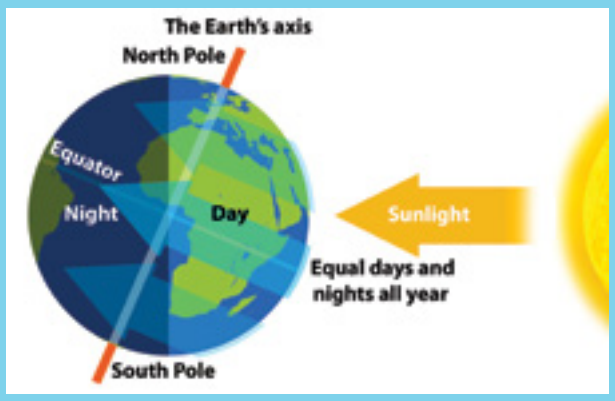
6 The Earth has got a satellite. It's called …
a) the Moon. b) the Sun. c) Jupiter.

7 The Moon revolves around the Earth. It takes …
a) 24 hours. b) 7 days. c) 27 days.

2 Listen and check your answers.

3 Read the text. Then match the sentence halves below.

DAY AND NIGHT



The Earth revolves around the Sun and it also rotates on its axis. Imagine a line from the North Pole to the South Pole; that's the Earth's axis. The Earth makes one complete rotation every 24 hours. 24 hours is one complete day and one complete night. When a part of the Earth faces the Sun, it's day. When a part of the Earth faces away from the Sun, it's night.

1 The Earth's axis is a line …
2 The Earth rotates on its axis …
3 It's day when part of the Earth …
4 It's night when part of the Earth …

a) faces away from the Sun.
b) faces the Sun.
c) every 24 hours.
d) from the North Pole to the South Pole.

Your turn

4 Choose a planet. Use the internet, books or magazines to find out information about it. Think about …

- distance from the Sun.
- number of moons.
- time of rotation around the Sun in days.
- duration of a day.

Find out about the planet Mars.



Discovery EDUCATION

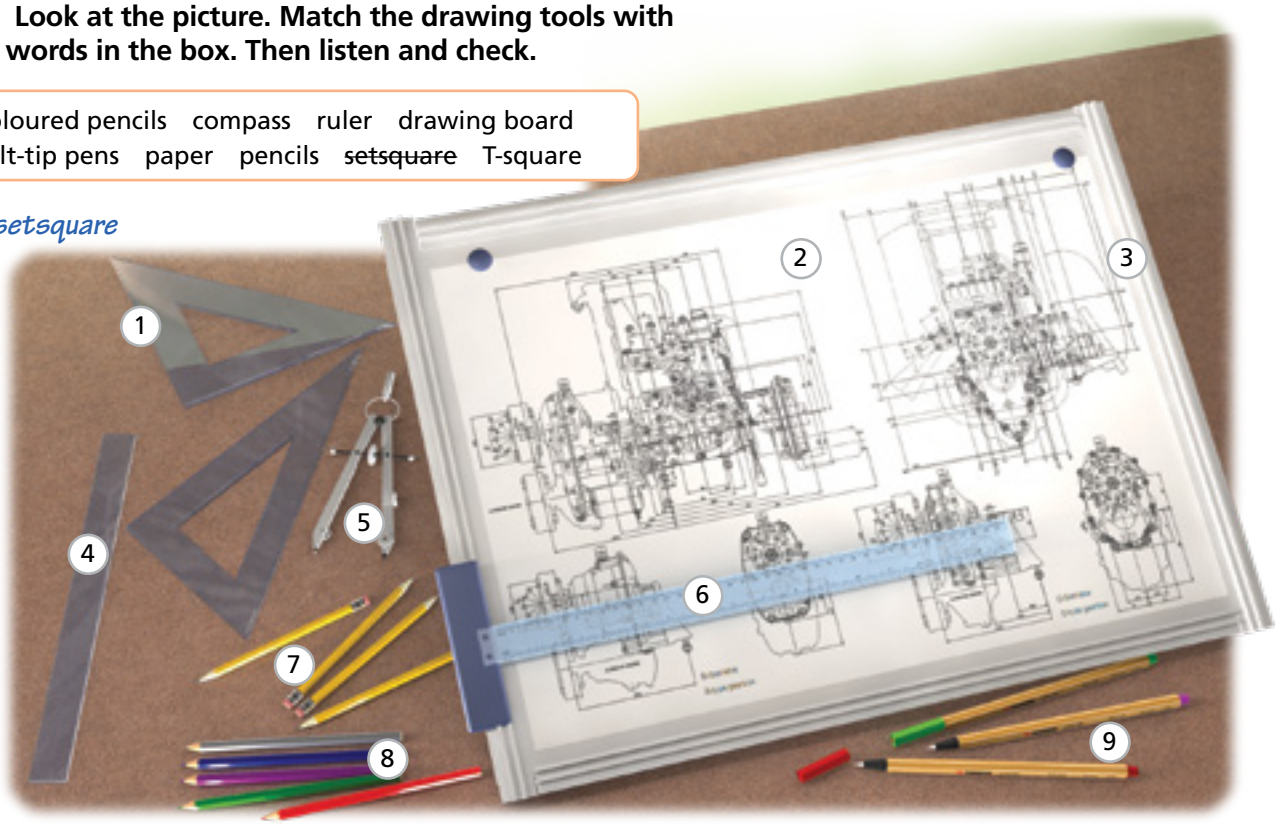
2.4 Mars

Design and Technology Drawing tools

1 **Look at the picture. Match the drawing tools with the words in the box. Then listen and check.**

coloured pencils compass ruler drawing board
felt-tip pens paper pencils ~~setsquare~~ T-square

1 *setsquare*



2 **Complete the table about the drawing tools with the words in the box.**

angles circles colour straight
~~paper~~ parallel

1 *paper*

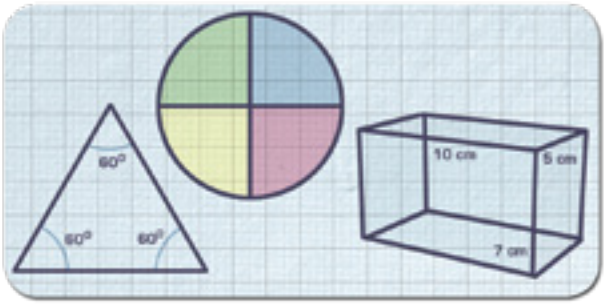
drawing board	We put [1] … on this.
t-square	We draw [2] … lines with this.
setsquare	We draw [3] … of 90°, 45°, 30° and 60° with these.
compass	We draw [4] … and curved lines with these.
ruler	We draw [5] … lines and calculate the length of a line with this.
felt-tip pens	We [6] … our design with these.

3 **Listen to the conversation and check your answers.**

4 **Which drawing tools in Exercise 1 do you use …**

- in Maths?
- in Art?
- in both?

5 **Look at the shapes. Copy them. What drawing tools do you need?**

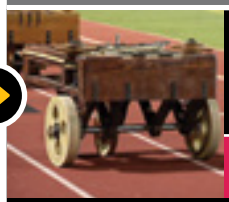


Your turn

6 **Work with a partner. Describe the drawing tools in Exercise 1. Your partner guesses what they are.**

We draw angles with these. A set square?

Find out about Leonardo da Vinci's designs for a cart.



Discovery EDUCATION

3.4 Da Vinci's design

4 CLIL

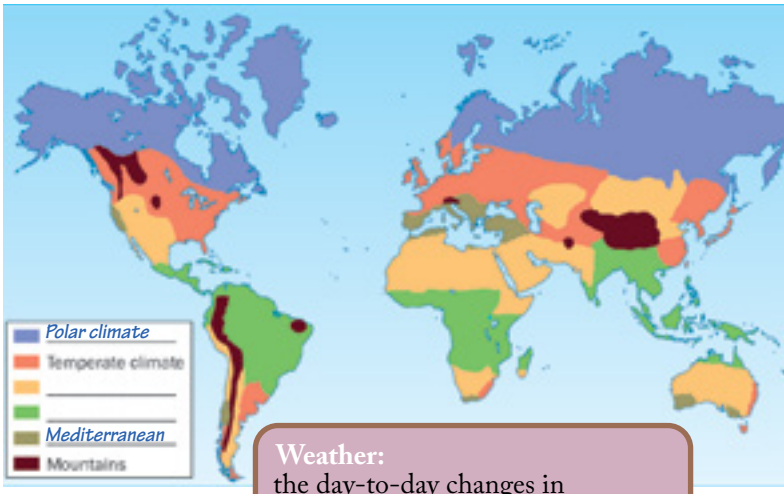
Geography Climate and Food



1 **Look at the pictures. Can you name the food items? Where do they grow? What climate do they need to grow? Think about rainfall and temperature.**

2 **Listen, check and repeat the food words.**

3 **Read the text. Complete the missing information in the map's key.**



Weather:
the day-to-day changes in temperature, rain and wind.

Climate:
the typical weather in a local area.

- In a polar climate it's always cold. The temperature never goes above 10 °C. It's very difficult to grow food here because the winters are very long and dark. People usually eat a lot of meat and fish but not much fresh fruit or vegetables.
- Turkey, California and southwest Australia have a Mediterranean climate. It's hot in the summer and rainy in the winter. They use irrigation systems to grow crops like oranges and figs. Olive trees grow well in the Mediterranean climate because they don't need much water. The Mediterranean diet includes a lot of vegetables and not much fat.
- Saudi Arabia and Egypt have a desert climate. Daytime temperatures are high all year but it can be cold at night. It doesn't rain very often and not many plants grow in these areas. Date palms grow near oases. Dates are nutritious and they are an important part of the desert nomads' diet.
- Malaysia and Congo have a tropical climate, with high temperatures and a lot of rain all year round. Plants grow easily in these conditions. Rice, bananas and sugar cane grow on large farms or plantations. In these countries, people eat a lot of rice.

4 **Read the text again and check your answers to Exercise 1.**

5 **Copy and complete the table with information from the text.**

	Country	Climate	Crops	Diet
Polar climate			*none*	*meat, fish*
Mediterranean climate				
Desert climate				
Tropical climate				

Your turn

6 **Work with a partner. Choose four different types of food. Find out …**

- what climate they need to grow.
- if they grow in more than one climate.
- if the farmers use special methods to cultivate them.

Find out about rice growing in China.



Discovery EDUCATION

4.4 Mountains of rice

5 CLIL

Science Vertebrates

1 **Look at the pictures in the text. What animals can you see?**

2 **Read the text. Think of another example for each animal group.**
bird: flamingo

3 **Read the text again. Write the correct vertebrate group(s) for each statement.**

1 They can usually fly. *birds*
2 Their young are born from eggs.
3 Their young form inside their bodies.
4 They haven't got lungs.
5 They haven't got arms or legs.
6 They've got skin, fur or feathers.
7 They don't live on land.
8 They can live in water and on land.

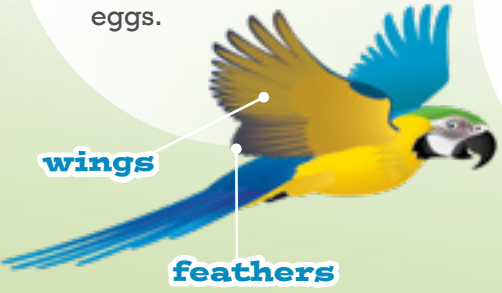
Your turn

4 **Work with a partner. Student A describes an animal, and Student B guesses the animal. Use the vocabulary in Exercise 2.**

Animals with BACKBONES

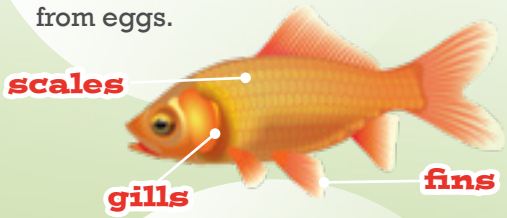
1 Birds

Birds have got two legs, two wings and feathers on their bodies. Most birds can fly, but some birds, like penguins, can't. Baby chicks are born or 'hatch' from eggs.



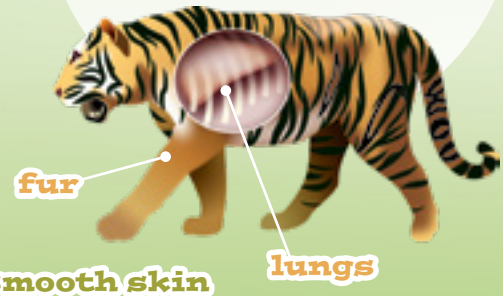
2 Fish

All fish live in water and use gills to breathe. Fish haven't got arms or legs, but they have got fins for swimming. They've got scales on their bodies. All baby fish are born from eggs.



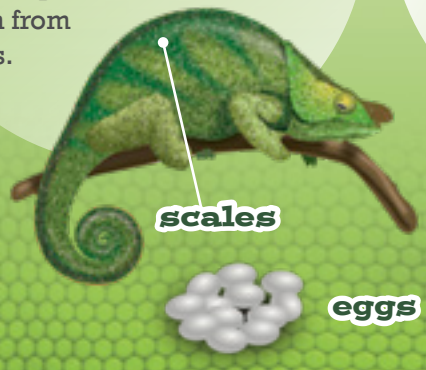
3 Mammals

Most mammals have got hair, skin or fur on their bodies. Baby mammals are born from their mothers and drink milk. Some mammals live in water but they breathe with lungs out of the water.



4 Reptiles

All reptiles, except snakes, have got four legs. They've also got scales, and some, like chameleons, can change colour. Baby reptiles are born from eggs.



5 Amphibians

Baby frogs, or tadpoles, are born in water from eggs and breathe with gills. Adult amphibians have got lungs and they can live on land or in water. They've got smooth skin.



Find out about chameleons and their habitat.



Discovery EDUCATION

5.4 Chameleons

6 CLIL

Art Images and communication

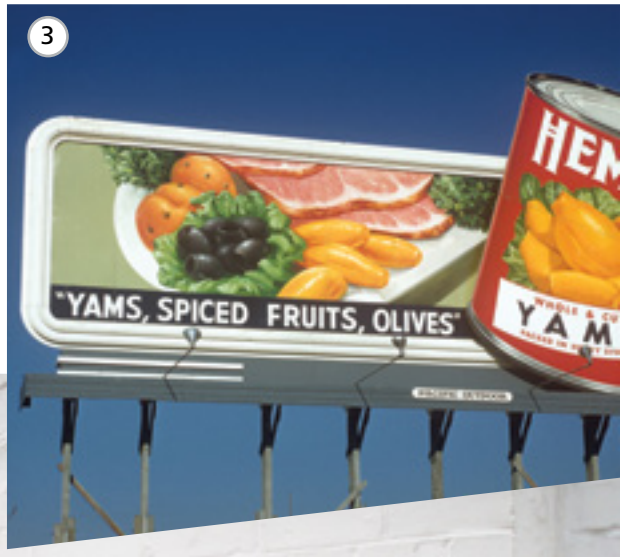
1 **Work with a partner. Look at the sentences and communicate the information.**

1 'I'm OK!' (Use your hands.)
2 'That's really funny!' (Use a sound.)
3 'Stop!' (Draw an image.)

2 **Read the text. Match the images (1–3) with their communicative purpose (A–C).**







IMAGES AROUND US

We often communicate with images. Images send us a message. Some images inform us, some tell us to do something, and others simply entertain us. Let's look at the images around us in our towns and cities.

A INFORMATIVE IMAGES
A lot of images in towns and cities inform us about things, for example maps, road signs, shop logos and posters. These images are usually simple and give us very clear messages.

B PERSUASIVE IMAGES
These images tell us to do something. You can see lots of these images in advertisements in the street. They usually want to sell us something, for example a drink, clothes or a ticket to the cinema.

C RECREATIONAL IMAGES
These images entertain us, for example images from films, comics or even street art and graffiti. These images attract our attention because they are beautiful, strange or surprising. They make the town or city more interesting or attractive.

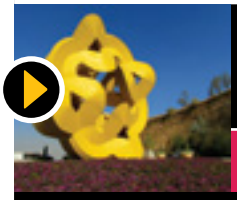
3 **Listen to the conversation. Which types of images in the box do Jessica and Simon take photos of?**

logo map pictogram poster sign graffiti diagram

Your turn

4 **Work with a partner. Look at images in your school. What is their communicative purpose? Make a list.**

Find out about ancient and modern art in Mexico.



Discovery EDUCATION

6.4 Big art

7 CLIL

PE Outdoor sports and activities

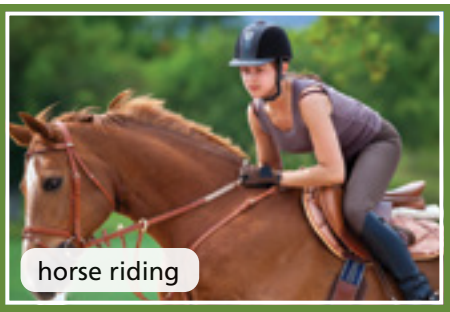
1 **Look at the pictures. Where do we do these sports and activities? Copy and complete the table.**

On land	In the air	On water
climbing		













2 **Read the text. Check your ideas in Exercise 1.**

Outdoor sports and activities

We often do sports and activities at a gym or a sports centre, but sometimes we do them outdoors, in a natural environment. Outdoor sports and activities are sometimes competitive. This means that we do them in a race or a competition because we want to win a prize. Recreational means that we do them because they are fun.

We usually do outdoor sports and activities in three different places: on land, in the air or in the water. Horse riding, mountain biking and climbing are land activities. We often go climbing on mountains or large rocks. Bungee jumping, parachuting and paragliding are air activities. We jump from a high place like a bridge when we do bungee jumping. Canoeing, waterskiing and windsurfing are water activities. We go canoeing in rivers and waterskiing and windsurfing in the sea.

3 **Check the meaning of the words in the box.**

helmet goggles gloves wetsuit
waterproof clothes life jacket

4 **Listen and write the sports for each piece of equipment in Exercise 3.**

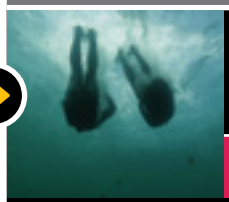
helmet: mountain biking, canoeing, climbing

Your turn

5 **Work with a partner. Choose an outdoor sport or activity. Find out information about it and make a poster. Use the ideas below.**

- Is it a land, air or water activity?
- Where can you do it in your country?
- What special clothes or protection do you need?
- Is it a competitive or recreational activity or both?

Find out about extreme fishing in the USA.



Discovery EDUCATION

7.4 Extreme fishing

Maths Frequency tables and bar charts

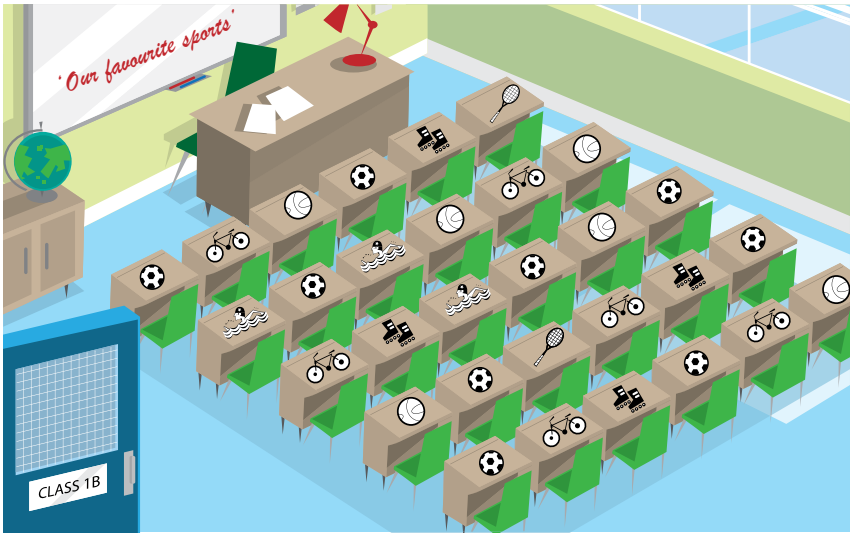
1 **Work with a partner. Look at the picture of class 1B's favourite sports and read the text. Answer the questions.**

- 'Data total' is the total amount of information in a mathematical study.
- 'Frequency' is how often something appears in mathematical data.

1 What is the data total for Class 1B's favourite sports?
2 What is the frequency of tennis?

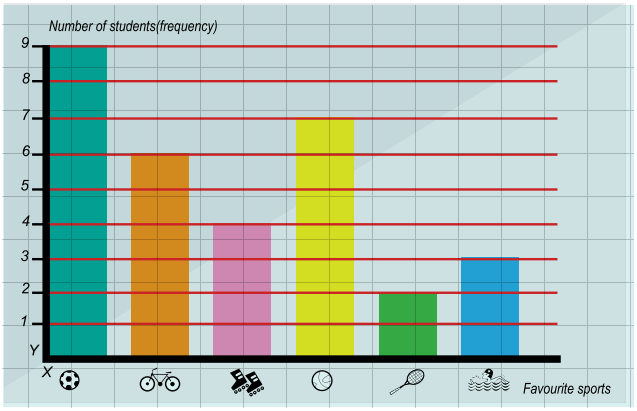
2 **Look at the picture in Exercise 1 again. What is the frequency of each sport? Copy and complete the table.**

	Number of students
football	9
cycling	
rollerblading	
basketball	
tennis	2
swimming	
total	



3 **Look at the information from Exercise 2 in a bar chart. Answer the questions.**

1 Which data is wrong?
2 Which axis (X or Y) is a horizontal line? Which is a vertical line?



Your turn

4 **Work with a partner. Ask students in your class where they are going to spend their summer holidays. Then make a frequency table and a bar chart with the information. Use these ideas.**

- the beach
- the mountains
- a city
- visit family or friends

Find out about holiday activities in Australia in the summer.



Discovery EDUCATION

8.4 Holiday in Australia

Project 1

A class survey



Class Survey: favourite gadget

1 What's your favourite gadget?

2 Who's it from?

3 When do you use it?

4 Where do you use it?



Look

1 **Look at the class survey and the pie chart. Which 'gadget' is the most popular?**

2 **Answer the questions in the survey for you.**

Prepare

3 **Work in groups of three or four. Choose one of the topics for a class survey.**

- after school activities
- daily routines
- family members
- languages

4 **Write questions about the topic in Exercise 3. Use the question words below.**

What … ? Where … ? Who … ?
When … ? Which … ? How many … ?

5 **Ask your classmates the questions in your survey.**

Present

6 **Draw a pie chart like the one in Exercise 1 to show your results. Present your results to the rest of the class.**

Our survey is:

Project 2

A wildlife poster



Look

1 **Read the text. Match the descriptions with the photos.**

1 *They're pink and they've got very long legs. They live in Africa, South America and parts of Asia – usually near water. They don't usually swim but they can fly. They're very sociable animals and they live in big groups. They eat shrimps and plankton in the water.*

2 *They're usually black, orange and white. They've got big teeth and are very strong and fast. They live in India, Russia and China. They're very territorial and can swim very well. They're carnivores and they eat other animals like buffalo and deer. They're an 'endangered species' – there are only about 3,900 tigers left in the wild.*

3 *They've got six legs and are usually brown. They live together in big colonies. They live all over the world except in Antarctica. There are usually thousands in each colony. There are soldiers, workers and a queen. They can carry very heavy things and can find their colony from long distances. They eat plants, fruit, fungus and insects.*

Prepare

2 **Work in groups of three. Choose three animals from Romania. Use the internet, books or magazines to find information about them. Think about …**

- physical appearance.
- habitat.
- abilities/behaviour.
- food/diet.

3 **Find photos of the animals in Exercise 2. Make a poster with the photos and the information about each animal. Put the photos in a different order from the information.**

Present

4 **Present your poster to the rest of the class in your group. Can they guess which information is about each animal?**

Our poster is: 🙂 😐 ☹️

Project 3

A tourist information poster



Look

1 Read the information about Budva. Answer the questions.

1 Where is Budva?
2 What's its history?
3 What can you see/do there?
4 What's the weather like?
5 How do you get there?

BUDVA

Where is it?

Budva is a city on the Adriatic Coast in Montenegro in south-eastern Europe. Not many people know it but it's very popular with millionaires! Budva has a long history – it's over 2,500 years old. Now rich people from Italy, Austria and Russia have houses in the town.

A historical town

It's very old and beautiful. There's an Old Town, once an island, people think, but now part of the town. The town has huge walls, built by the Venetians (people from Venice and rulers of the town between 1420 and 1797) to defend it from enemies. These walls are now popular with tourists.

Music

It's also a great place for music and concerts. A lot of famous musicians like the Rolling Stones, Madonna and David Guetta go to play concerts there.

Relax!

There are lots of local beaches. Mogren Beach is very popular and is only 500 metres from the Old Town. The town's got a Mediterranean climate so it's usually warm and sunny.

How to get there

You can fly to Tivat or Podgorica airport or come by car along the Adriatic Highway.



Prepare

2 Work in groups of three or four. Choose a town or city. Use the internet, books or magazines to find information about it. Use the questions in Exercise 1 to help you.

3 Find photos of the town or city. Make a poster with the photos and the information in Exercise 2.

Present

4 Present your poster to the rest of the class in your group. Which town would the class most like to visit?

Our poster is: 🙂 😐 ☹️

Project 4

A Recipe



Look

1 **What can you see in the picture? Talk to your partner. Do you think this is breakfast, lunch or dinner? In which country do you think you might eat something like this?**

INGREDIENTS

2 sausages
1 tomato
2 tablespoons of butter
2 rashers of bacon
2 sliced potatoes
110 grams of mushrooms
1 tin of beans
1 large egg
2 slices of white or brown bread
salt and pepper, to taste
1 sprig parsley

PREPARATION STEPS

Put the words in order to find out how to make a full English breakfast.

1 sausages / the / fry
2 the / bake / in / sausages / oven / the
3 tomato / a / add
4 potatoes / the / fry / sliced
5 the / fry / bacon / the / and / mushrooms
6 the / beans / heat
7 egg / fry / the
8 the / toast / bread
9 on / everything / a / plate / put / large

Prepare

2 **In groups of three or four, choose a traditional meal from your country. Use the internet, books or magazines to find information about it. Think about:**

- ingredients
- how you prepare it
- what makes it special.

3 **Write the ingredients and the recipe for your favourite dish.**

4 **Make a poster showing your recipe, including pictures for the different steps. Don't say what your dish is.**

Present

5 **Present your poster to the rest of the class in your group. Can they guess what your dish is?**

My poster is:

Project 5

An adventure camp brochure



Look

1 **Read the information in the brochure. Imagine you want to take part in an adventure camp. What would you like to do? Brainstorm ideas. Talk to your partner about climbing, hiking, horse riding, going camping, mountain biking, etc. thinking about advantages and disadvantages.**

Prepare

2 **In groups, imagine you are organising an adventure camp. Make a brochure to advertise your adventure camp. Follow the steps:**

- Think about the name of your camp and the logo.
- Choose the activities and present them so as to make them interesting for children your age.
- Give the dates and the location.
- Design a map of your camp.
- Write information about the price and all the facilities your camp offers.
- Write contact information (telephone number, email address).

3 **Design your brochure. Find photos to illustrate your presentation texts.**

Present

4 **Present your brochure to the class.**

My brochure is: 🙂 😐 ☹️

Project 6

Signs and instructions

Look

1 **Match the signs (a–g) with the messages they express (1–7).**



1 You may not cycle here.
2 You may not use your mobile phone.
3 You are not allowed to take pictures.
4 Do not feed the animals.
5 You are not allowed to drop litter in this area.
6 You are not allowed to fish in this area.
7 You are not allowed to eat or drink in this area.

2 **Name places where you might see the signs in Exercise 1.**

1 *a park*

Prepare

3 **Imagine your favourite place to go at the weekend. Design a poster with a set of rules and draw the warning signs to help you keep your favourite place as you like it.**

Present

4 **Present your poster to the class.**

My poster is:



Project 7

Unusual musical instruments

1 **In pairs, talk about:**

1 your favourite singer or band
2 your favourite type of music
3 your favourite musical instrument

Look

2 **Read the texts. Match them with the pictures 1–4.**


1


2


3


4

The Singing Ringing Tree

The Singing Ringing Tree is both a sculpture and a musical instrument. Located in Lancashire, England, this object designed by architects Mike Tonkin and Anna Liu is quite unusual. It is three metres tall and it looks a bit like a tree, but it is made of steel pipes. The wind blows through the pipes to make a musical sound.

The Chapman Stick

The Chapman Stick (The Stick) is an electric musical instrument created by a man called Emmett Chapman in the early 1970s. The Chapman Stick usually has ten or twelve strings. It looks a bit like a guitar, but it is played by tapping the strings instead of plucking them.

The Shamisen

This Japanese instrument is very old and it has three strings made of silk. It is similar to a guitar or a banjo, but with a long, thick neck and a different sound. The shamisen is used to accompany Japanese puppet plays and folk songs.

The bucium

The bucium is an instrument used by the shepherds in Romania and Moldova to communicate in the mountains and to guide sheep. Its name comes from a Latin word, meaning 'curved horn'. It is made of wood and sometimes partly from steel. It can be as long as two metres and has a deep, sad sound.

Prepare

3 **Choose a Romanian musician to present to a pen pal. Do some research and find out:**

1 What is he or she famous for?
2 What interesting or unusual musical instrument does he or she play?
3 What type of music does he or she play?
4 Why do you recommend him or her to your pen pal?

Present

3 **Now make your presentation about the musician and his or her instrument. Read and show it to the class.**

My presentation is: 🙂 😐 ☹️

Project 8

An interview with your favourite actor

Look

1 **In pairs, ask and answer the questions.**

- Who is your favourite actor?
- Why do you like him/her?
- What are some of his/her achievements?

2 **Now read the profile and answer the questions below.**

- Where is the actor from?
- What sort of films is he famous for?
- What does he do when he is not making films?
- Do you have the same hobbies as he does?
- What do you think these films are about?

Name: Eddie Morris-Smith
Age: 24
Country: UK
Genre: comedy, action
Films: The Apple on the Stick, How I Turned Myself into a Caterpillar, Fight against injustice
Hobbies: stamp collecting, parachuting, safari holidays





Prepare

3 **Work in pairs. Choose an actor or actress and find out information about him or her. Make a profile like in the example.**

4 **Using your information, think of six interview questions to ask your actor or actress, and write answers.**

Present

5 **Role-play the interview in front of the class.**

My interview is:

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