

Ministerul Educației și Cercetării

Limba modernă 2 – Debutanți A0 - Engleză, trunchi comun (TC), 1h/săptămână, pentru toate filierele, profilurile și specializările/calificările profesionale și curriculum de specialitate (CS), 1h/săptămână, pentru filiera teoretică, profilul umanist, specializarea științe sociale și specializarea filologie

Clasa a IX-a

Jenny Dooley



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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 cu anul școlar 2026 – 2027.

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.

Referenți științifici:

lector univ. dr. Nicoleta-Aurora Stăncescu

prof. gradul 1 Tolea Magdalena Ecaterina



Uniscan Grup Educațional SRL
Str. Prahova nr. 52, sector 1, București
tel. 021/2245080; 021/2245026
www.uniscan.ro; bookshop@uniscan.ro

Competences Competențe

General competences (GC)

- GC1 Understanding oral messages in various communication situations
- GC2 Speaking and interacting in various communication situations
- GC3 Understanding written messages in various communication situations
- GC4 Writing messages and engaging in written interaction in various communication situations
- GC5 Linguistic and cultural mediation in plurilingual and pluricultural contexts

Specific competences (SC)

- SC 1.1. Recognition of familiar forms of address in everyday contexts
- SC 1.2. Identifying simple personal information from short messages
- SC 1.3. Identifying basic spatial references in simple and familiar contexts, based on an audio-video material
- SC 1.4. Expressing a verbal/non-verbal response to a simple command/question/greeting
- SC 2.1. Reproducing / Producing simple and short oral messages in familiar contexts
- SC 2.2. Simply expressing preferences and interests in familiar contexts
- SC 2.3. Expressing short and clear statements while respecting the pronunciation and intonation specific to the studied modern language
- SC 2.4. Participating in simple dialogues to locate objects in space and to guide people
- SC 3.1. Identifying the overall meaning of a short text on familiar topics, based on guiding questions
- SC 3.2. Understanding simple written messages in order to recognize people, objects, and actions
- SC 3.3. Identifying essential information in simple texts
- SC 3.4. Understanding the overall meaning of short functional messages
- SC 4.1. Using given structures in writing messages
- SC 4.2. Writing short personal messages
- SC 4.3. Producing written messages to simply describe objects and people
- SC 4.4. Writing simple multimodal texts on familiar topics
- SC 5.1. Identifying simple phonetic similarities and differences between the studied modern language and the mother tongue
- SC 5.2. Transferring simple information with visual support in order to mediate communication between the mother tongue and the modern language
- SC 5.3. Expressing simple ideas about customs, traditions, and cultural values
- SC 5.4. Facilitating interaction between mother-tongue speakers and modern-language speakers using elementary vocabulary

Competențe generale (CG)

- CG1 Receptarea de mesaje orale în situații diverse de comunicare
- CG2 Exprimarea și interacțiunea orală în situații diverse de comunicare
- CG3 Receptarea de mesaje scrise în situații diverse de comunicare
- CG4 Redactarea de mesaje și interacțiunea scrisă în situații diverse de comunicare
- CG5 Medierea lingvistică și culturală, în contexte plurilingve și pluriculturale

Competențe specifice (CS)

- CS 1.1. Recunoașterea formulelor de adresare familiară, în contexte cotidiene
- CS 1.2. Identificarea unor informații simple cu caracter personal din mesaje scurte
- CS 1.3. Identificarea unor repere spațiale de bază, în contexte simple și familiare, pe baza unui material audio-video
- CS 1.4. Exprimarea unei reacții verbale/nonverbale la o comandă simplă/întrebare/formulă de salut
- CS 2.1. Reproducerea / Producerea unor mesaje orale simple și scurte în contexte familiare
- CS 2.2. Exprimarea simplă a preferințelor și a intereselor în contexte familiare
- CS 2.3. Exprimarea unor enunțuri scurte și clare, cu respectarea pronunției și a intonației specifice limbii moderne studiate
- CS 2.4. Participarea la dialoguri simple pentru a localiza în spațiu obiecte, a orienta persoane
- CS 3.1. Identificarea sensului global al unui text scurt pe teme familiare, pe baza unor întrebări de sprijin
- CS 3.2. Înțelegerea de mesaje scrise simple pentru a recunoaște persoane, obiecte, acțiuni
- CS 3.3. Identificarea informațiilor esențiale din texte simple
- CS 3.4. Înțelegerea sensului global al unor mesaje funcționale scurte
- CS 4.1. Utilizarea unor structuri date în redactarea mesajelor scrise
- CS 4.2. Redactarea de mesaje personale scurte
- CS 4.3. Producerea de mesaje scrise pentru a descrie simplu obiecte și persoane
- CS 4.4. Redactarea de texte simple, multimodale, pe teme familiare
- CS 5.1. Identificarea asemănărilor/diferențelor simple de natură fonetică între limba modernă studiată și limba maternă
- CS 5.2. Transferul de informații simple, cu suport vizual, pentru a media comunicarea între limba maternă și limba modernă
- CS 5.3. Exprimarea unor idei simple despre obiceiuri, tradiții și valori culturale
- CS 5.4. Facilitarea interacțiunii între vorbitori de limbă maternă și vorbitori de limbă modernă, folosind un vocabular elementar



Guide – How to use the course

Instrucțiuni de utilizare a manualului



Printed Book
Varianta tipărită



Digital app
Varianta digitală

The course consists of the printed book and the digital application that contains all the lessons in the printed book and a variety of interactive, static & animation/video activities.

Manualul este compus din varianta tipărită și varianta digitală. Manualul digital conține toate lecțiile din manualul tipărit având în plus activități interactive, statice și animate.



My answers
Rezultate exerciții

contents
Cuprins

User's information
Informații utilizator

Full screen
Mod ecran complet

Help
Ajutor

Zoom in
Mărește

Zoom out
Micșorează

Go to the previous page
Mergi la pagina precedentă

Return to the beginning
Mergi la prima pagină

Go to the next page
Mergi la pagina următoare

Go to the end
Mergi la ultima pagină

Change display mode
Afișaj digital/
Afișaj tip carte

List of activities
Listă activități

Add note
Adaugă notiță

Underline
Subliniază

Symbols:
Simboluri:



listening activities
audio



animation/video activities
activități animate/video



static activities
activități statice

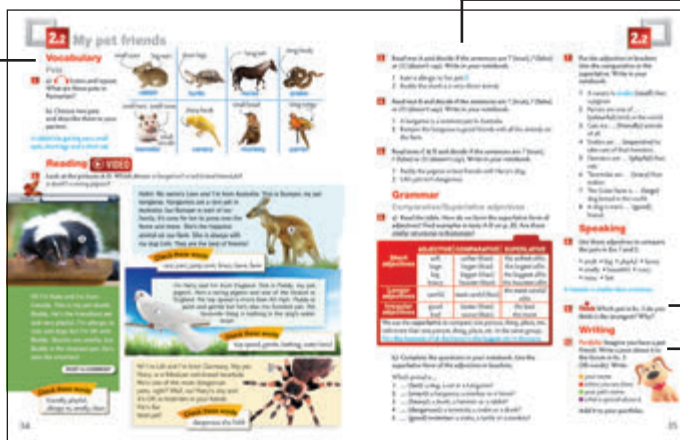


interactive activities
activități interactive



Structure of a module Structura unui modul

vocabulary presentation
prezentarea vocabularului



reading tasks
activități de citire

critical thinking
gândire critică

realistic writing tasks
activități de scriere

Culture sections to promote
cultural individuality
Secțiuni cu informații culturale



everyday situational dialogues
dialoguri uzuale



listening activities
activități de ascultare

Fun Time & Games
Jocuri

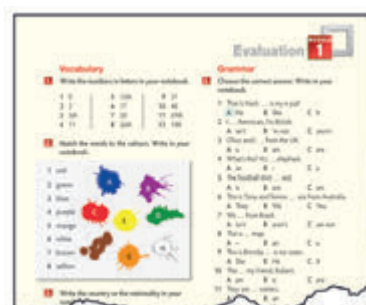
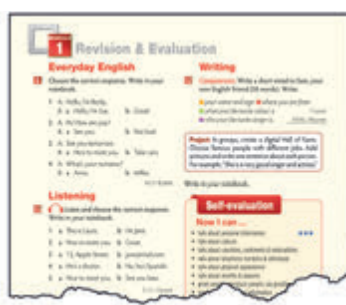


quizzes
chestionare

CLIL Cross-Curricular Sections
Interdisciplinaritate



Revision, evaluation and systematic observation
Recapitulare, evaluare și observare sistematică



songs
cântece

Symbols:
Simboluri:



listening
audio



game
joc



joke
glumă



pairwork
lucru în perechi



groupwork
lucru în grup



research
căutare pe internet



animation/video
animații/video

Contents

	Vocabulary	Grammar	Reading	Listening & Speaking	Writing
Module 1 Me & the others (pp. 11-30)					
1.1	greeting people		dialogues (matching)	- exchanges/greetings (choosing the correct option) - asking about names	short dialogues
1.2	everyday objects	personal subject/object pronouns		letters, names (multiple choice)	a poster
1.3	colours	- cardinal numbers - the verb <i>to be</i> (affirmative)	short texts (complete sentences)	- numbers (multiple choice) - presenting yourself and your friends	an email
1.4	telephone numbers	<i>what</i> questions	a dialogue (gap fill)	a dialogue (complete sentences)	a dialogue
1.5	- countries - continents - nationalities		short texts (complete sentences)	monologues (complete sentences)	a short text/profile
1.6	- jobs - famous people	- the verb <i>to be</i> (negative) - the indefinite article <i>a/an</i> - plurals	short texts (multiple matching; correct the statements)	presenting famous people to the class	a short text
1.7	- appearance - friends & e-friends - social media	- the verb <i>to be</i> (interrogative and short answers) - interrogative pronoun	a blog (answer questions)	- matching descriptions - asking for personal information	a blog post about two friends
1.8	- physical appearance - months and seasons	- ordinal numbers - qualitative adjectives	a short text (multiple matching)	pronunciation /s/, /ʃ/, /tʃ/	a short text about a best friend
Culture Corner: The Union Jack (p. 28)			Revision & Evaluation 1 (pp. 29-30)		

	Vocabulary	Grammar	Reading	Listening & Speaking	Writing
Module 2 My world (pp. 31-50)					
2.1	Character adjectives	comparative & superlative adjectives	short texts (answer questions)	- comparing friends - presenting superheroes	sentences describing friends
2.2	pets	comparative & superlative adjectives	a forum (T/F/DS statements)	comparing pets	a forum comment/post about a pet
2.3	family and relatives	possessive case/possessive adjectives/pronouns	an article (answer questions)	- relatives - asking/answering questions	- a short text about the British Royal Family - a family tree
2.4		<i>have got</i>	an article (T/F/DS statements)	- a monologue (multiple matching) - presenting families	- a chart - an email about your family
2.5	places in cities	<i>there is/there are – a/an – some – any – no</i>	a blog entry (T/F/NS statements)	a monologue	a comment on a blog about your birthplace
2.6	rooms, furniture & everyday objects		articles (multiple matching)	comparing two houses	a short text about a house
2.7	school areas	prepositions of direction/movement	an article (T/F/DS statements)	a monologue (matching a picture)	an email about your school and classroom
2.8	school subjects & after-school activities	<i>can/can't</i> (ability)	an email (answer questions)	- dialogues (multiple matching) - presenting your class	an email about your class
CLIL (Geography): The UK (p. 48)			Revision & Evaluation 2 (pp. 49-50)		

Vocabulary	Grammar	Reading	Listening & Speaking	Writing
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Module 3 My everyday life (pp. 51-70)

3.1	- everyday activities - means of transport	- prepositions of time - present simple (affirmative) - verb phrases with <i>have</i>		a dialogue (multiple choice)	a short text about a daily routine
3.2	everyday activities & daily routines	present simple (affirmative – 3rd person singular)	a forum (T/F statements)	- pronunciation /s/, /z/, /ɪz/ - a monologue (note-taking) - presenting a daily routine and habits	an email about your daily routine and habits
3.3	- telling the time - days of the week	prepositions of time		presenting a Monday routine to the class	an email about your Monday routine
3.4	outdoor hobbies	adverbs and expressions of frequency	a blog (T/F statements)	- a monologue (table filling) - presenting hobbies	a blog comment on hobbies
3.5	outdoor hobbies & sports		an article (T/F statements)	- three things remembered from the text - presenting a sport to the class	sentences remembered from the text
3.6	clothes & fashion	present simple (negative)	a short text (completing a table)	- a monologue (T/F statements) - presenting lifestyles to the class	write a short text contrasting lifestyles
3.7	- illnesses - parts of the body - at the doctor's/ dentist's		an email (answer questions)	a dialogue (gap fill/ sentence completion)	an email of congratulation/ apology for nonattendance
3.8	a work routine	- present simple (negative) - present simple (interrogative and short answers) - proper/common nouns	an article (answer questions, order pictures)	an interview (T/F statements)	a short text about the routine of a family member

Culture Corner: *At school with me ... in the UK* (p. 68)

Revision & Evaluation 3 (pp. 69-70)

	Vocabulary	Grammar	Reading	Listening & Speaking	Writing
Module 4 Shop & snack (pp. 71-90)					
4.1	snacks	• plurals • the indefinite article <i>a/an – some/any/no – there is/there are</i>	an article (completing sentences)	pronunciation /s/, /z/, /ɪz/	a short text about food on New Year's Eve in Romania
4.2	shops	<i>this/these – that/those – the</i> definite article <i>the</i>	a dialogue (answer questions)	dialogues (selecting the correct word, answering questions)	a dialogue in a clothes shop
4.3	shops	• prepositions of place • the imperative		dialogues (multiple matching)	a short text about your area
4.4	containers	quantifiers (<i>some, any, no, a lot of, lots of, much, many</i>)	a dialogue (gap fill)	a dialogue (gap fill)	a dialogue about preparing a fruit salad
4.5	street food, fruit & vegetables		two texts (T/F/DS statements)	• a dialogue (answering questions) • presenting Romanian street food	
4.6	• places to go • healthy habits for teens	prepositions of time	an article (answer questions)	frequency of going out	a short text on the health of teens
4.7	food preparation		an article (multiple choice, completing sentences)	telling the class things remembered	a healthy recipe
4.8	cooking methods	<i>can</i> (permission)	short texts (answer questions)	presenting dishes from around the world and Romania	a short text about a Romanian dish
CLIL (Science): Why Do Foods Taste Different? (p. 88)			Revision & Evaluation 4 (pp. 89-90)		

Vocabulary	Grammar	Reading	Listening & Speaking	Writing
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Module 5 Me and nature (pp. 91-110)

5.1	holiday activities	- present continuous (affirmative) - adverbs of time		- sounds and activities (multiple matching) - pronunciation (-ing ending) - describing activities in a picture	short texts to accompany photos of family on holiday
5.2	natural geographical features	present continuous (negative)	a short text (complete sentences)	- a monologue (gap fill) - presenting a geographical feature in Romania	- a short text about geographical features in Romania - a postcard from a place of natural beauty in Romania
5.3	the weather	present continuous (interrogative and short answers)	a dialogue (T/F statements)	- a monologue (multiple matching) - a dialogue	a dialogue about a holiday
5.4	seasonal activities	there/it	two postcards (answer questions)	- pronunciation /θ/, /ð/ - a dialogue (note-taking)	a postcard from a winter holiday destination
5.5	clothes, accessories & footwear	wh- questions	a dialogue (complete sentences)	- identifying a person by what they are wearing - questions (choose correct response)	a short text to accompany photos of activities done with family or friends
5.6	extreme nature experiences	punctuation	personal statements (answer questions)	- a monologue (T/F statements) - presenting a favourite outdoor activity	an email on your favourite outdoor activity
5.7	animals in a farmyard & flowers in the garden		a fable (multiple choice)	a dialogue (answering questions)	a short text about the national flower of Romania
5.8	customs & celebrations	present simple vs present continuous	an email (complete sentences)	- pronunciation /ŋk/, /ŋ/ - a monologue (multiple choice) - presenting Halloween	an email about a celebration in Romania

Culture Corner: *Guy Fawkes Night* (p. 108)

Revision & Evaluation 5 (pp. 109-110)

Festivities (pp. 111-115)
Fun Time (pp. 116-118)

Writing Skills (pp. 120-133)
Guided Writing (pp. 134-135)

Projects (pp. 136-138)
Evaluation (pp. 139-144)

Module

1

Me & the others

What's in this module?

Vocabulary

- everyday objects
- personal information
- numbers & colours
- telephone numbers & addresses
- countries, continents & nationalities
- months & seasons
- physical appearance
- friends & e-friends from social media
- famous people

Grammar

- personal subject/object pronouns
- cardinal & ordinal numbers
- present simple of the verb *to be* (affirmative/negative/interrogative & short answers)
- *wh-* questions; the indefinite article *a/an*; plurals
- qualitative adjectives

Reading

- a dialogue (personal information)
- articles (personal information; famous people)

Listening

- identify responses
- dialogues (personal information)

Speaking

- greet people, introduce people, say goodbye
- ask about/say: names, telephone numbers & addresses
- ask for & give personal information

Presentation Skills

present: yourself; famous people; the Union Jack and Romania's flag

Writing

- fill in information cards
- write: an email about you; a text about famous people

Culture Corner: The Union Jack

Countries & Nationalities

- 1** a) Write the countries in your notebook.

- | | |
|------------------|----------------------|
| 1 ... – American | 7 ... – Turkish |
| 2 ... – British | 8 ... – Japanese |
| 3 ... – Russian | 9 ... – Canadian |
| 4 ... – Egyptian | 10 ... – Australian |
| 5 ... – Romanian | 11 ... – Argentinian |
| 6 ... – Chilean | 12 ... – Greek |



Bob
the USA



Mary
Canada



Lara
Argentina



Elena
Romania



Costas
Greece



Sab
Egypt



Maksim
Russia



Sue
Australia



Aki
Japan



Martina
Chile



Mike
the UK



Emir
Türkiye

- b) Listen and check, then say.

- 2** Look at the pictures and say.
Bob's from the USA. He's American.
Mary's from Canada. She's Canadian.

Find the page numbers for:

- a membership card
- a ticket
- a world map

1.1

Greetings

Reading

1 a)  Listen to and read the dialogues (A-C). Match them to the people (1-3) in the pictures.

b) Match the headings to the dialogues (A-C).

- Say goodbye
- Greet & introduce others
- Greet & introduce yourself

2  Take roles and read the dialogues aloud.

A
Steve: Hi! I'm Steve.
Stella: Hi, Steve. I'm Stella.
Steve: Nice to meet you, Stella.
Stella: Nice to meet you, too.

B
Sally: Hi, Ann. How's it going?
Ann: Not bad. And you?
Sally: I'm fine. This is my friend, Nicky. Nicky, this is Ann.
Ann: Hello, Nicky. Nice to meet you.
Nicky: Hi, Ann. Nice to meet you, too.

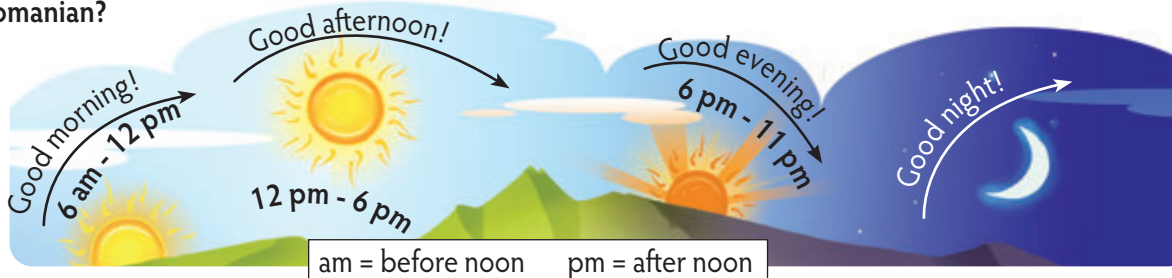
C
Lyn: Goodbye, Tony.
Tony: Bye, Lyn. See you later.
Lyn: See you!



Everyday English

Greeting people

- 3** Read the phrases. Then match the pictures (1-4) to the correct greeting. What are these phrases in Romanian?



1



2



3



4

Listening

- 4** Listen and choose the correct response.

- 1 a Not bad.
b Nice to meet you.
- 2 a See you later.
b So-so.
- 3 a I'm fine, thanks.
b It's a pleasure to meet you.
- 4 a Good morning.
b Bye, Sally.
- 5 a I'm Kathy.
b Fine, thanks.

Greet people

- Hi! How are you?
- How's everything?
- How's it going?

Respond

- Great.
- I'm fine, (thanks).
- I'm OK.
- Not bad.
- So-so.

Introduce yourself

- Hi! I'm ...
- Hello! I'm ...

Speaking & Writing

- 5** Look at the pictures. Use the phrases to act out short exchanges, then write short dialogues.

Say goodbye

- Goodbye.
- Bye.
- See you.
- See you later.
- See you tomorrow.
- Take care.

Respond

- Nice to meet you.
- It's a pleasure to meet you.

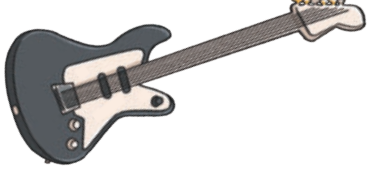


1.2 Personal objects

Vocabulary

Everyday objects

1  Listen and repeat.

- 1  comic book
- 2  headphones
- 3  mobile phone
- 4  computer
- 5  laptop
- 6  tablet
- 7  smartwatch
- 8  games console
- 9  bike
- 10  guitar

2 Match the words (1-10) from Ex. 1 to the correct pictures (A-J) below.



Grammar

Personal subject/object pronouns

- 3 a) Study the table. What are they in Romanian?

SUBJECT PRONOUNS		OBJECT PRONOUNS	
I	we	me	us
you	you	you	you
he	they	him	them
she		her	
it		it	

We use **personal subject pronouns** before verbs instead of nouns or names. *He's John.*

We use **personal object pronouns** after a verb or a preposition as objects. *Watch them run! Look at him.*

- b) Look at the pictures. Complete the sentences. Use *subject/object pronouns*.



1 Look at *it*. *It's* a bag.



2 Look at 's Lisa.



3 Look at . . .
... are friends.



4 Look at 's an elephant.



5 Look at 's Mark.



6 Look at 's an orange.

Note:

Proper nouns (names of people and places) start with a capital letter. *Mary, Mexico*

Everyday English

Asking about names

- 4 a) Listen to and read the dialogue.

A: What's your name?
B: Anna.
A: And your surname?
B: Milles.
A: How do you spell that?
B: M – I – double L – E – S.

- b) Use the names (1-5) to act out similar dialogues.

1 **Estella Gonzales**

2 **Antony Marques**

3 **Jim Wheeler**

4 **Natasha Williams**

5 **Hoang Li**

- 5 **Investigation:** Prepare a poster. Find pictures of famous people. Write their names, then spell them.



J – E – double N – I – F – E – R L – O – P – E – Z

1.3

Personal information: Numbers & Colours

Grammar

Cardinal numbers

1 a) Listen and repeat.



b) Listen and repeat.

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

c) Read the numbers.



2 a) Write the numbers using words in your notebook.

- 1 The number of letters in the English alphabet. 26
- 2 The number of letters in your surname.
- 3 The number of people in your classroom.
- 4 The number of desks in your classroom.

b) Look at the picture for a minute. Cover it and try to remember as many numbers as possible.



c) Use the key to do the tasks in your notebook. Read them aloud.

+ plus - minus x multiplied by ÷ divided by = equals

$14 + 29 =$	$158 + 211 =$	$2500 \div 10 =$
$70 - 35 =$	$386 - 123 =$	$35 + 27 =$
$18 \times 12 =$	$400 \times 3 =$	$158 \times 6 =$

Listening

3 Listen and write the numbers you hear in your notebook.

- | | | | | | | | | |
|---|----|----|---|----|----|---|----|----|
| 1 | 3 | 13 | 2 | 5 | 15 | 3 | 14 | 40 |
| 4 | 13 | 30 | 5 | 19 | 90 | 6 | 18 | 80 |
| 7 | 16 | 60 | 8 | 17 | 70 | | | |

Colours

- 4 a) Listen and repeat. What are they in Romanian?

b) What colour is each number? Write the colours in your notebook.



Grammar

The verb *to be* (affirmative)

- 5 a) Study the table.

AFFIRMATIVE

Full Form	Short Form
I am Anna.	I'm Anna.
You are fifteen.	You're fifteen.
This is Bill. He is sixteen.	He's sixteen.
This is Helen. She is ten.	She's ten.
Seven is a number. It is a number.	It's a number.
We are sixteen.	We're sixteen.
You are ten.	You're ten.
They are eleven.	They're eleven.

Name/Subject pronoun + Verb
Andy is twelve. **He is twelve.**

- b) Complete with 'm, 's or 're. Write in your notebook.

- I'm Pedro and she ... Marta.
- You ... sixteen.
- We ... fifteen and they ... twenty.
- He ... Daniel.
- It ... my birthday. I ... twenty.
- Anna ... nine.
- They ... twenty-eight.
- Mr Brown ... sixty years old.



Reading

- 6 a) Complete with *am, is* or *are*. Write in your notebook.

Hello! My name ^A
 1) *is* Vanessa. I 2) ... twelve years old and I'm a student at Greenhill School. It 3) ... my birthday today. My favourite colours 4) ... yellow and black.



She 1) ... Clara and he 2) ... Peter. They 3) ... friends. They 4) ... fourteen years old. Their favourite colour 5) ... blue.

- b) Listen and check.

c) Read again and complete the sentences in your notebook.

- Vanessa is ... years old.
- Peter is Clara's ...
- Clara and Peter are ... years old.
- It's Vanessa's ... today.
- Vanessa's favourite colours are ...

Speaking & Writing

(see *Writing Skills* pp. 120-121)

- 7 **Portfolio:** Write an email about you. Write:
 ■ your name ■ age ■ favourite colour. Tell the class (30-50 words). Add it to your portfolio.

- 8 **PRESENTATION SKILLS** Present yourself and your friends to the class. Say: ■ name ■ age ■ school ■ favourite colour.

1.4

Personal information: Telephone numbers

Vocabulary

Telephone numbers

- 1 a)  Listen and read.



Stuart: What's your telephone number, Becky?
 Becky: (01772) 396882.
 Stuart: (01772) 396882?
 Becky: That's right.

- b)  Write the following telephone numbers in words in your notebook.

- 1 Betty – (01253) 524448
- 2 Mary – (01768) 239878
- 3 Tim – (01488) 695273
- 4 Alice – (020) 7327-6594

- c)  Take roles. Use the telephone numbers in Ex. 1b to act out dialogues like the one in Ex. 1a. Then, talk about your telephone numbers.

Grammar & Writing

What questions

- 2 a) Read the examples.



WHAT QUESTIONS

What's your name? Emma Clark.
 What's your telephone number? (0121) 222-6789.
 What's your address? 14 Oak Street.
 What's your email address? Emma@mail.com.

- b) Look at the information card and write the questions and the answers in your notebook.



Name: **Lauren Newton**
 Address: **25 Maple Street**
 Telephone Number: **(0131) 395-6627**
 Email Address: **Lauren@mail.com**

- | | |
|-----------------------|-----------------------|
| 1 A: What's your ...? | 3 A: What's your ...? |
| B: Lauren ... | B: (0131) 395-... |
| 2 A: ... address? | 4 A: ... your ...? |
| B: 25 ... | B: Lauren@ ... |
| | A: Thank you. |

- c)  Ask your partner questions and prepare a similar card about him/her.

- 3 Read the information. Which sentences (1-4) are correct?



Mr (Single/Married)



Ms (Single/Married)
Mrs (Married)
Miss (Single)

Correct	Incorrect
• Hello, I'm Cathy.	• Hello, I'm Smith.
• Hello, I'm Cathy Brown.	• Hello, Mr Alex Smith.
• Hello, Ms Brown.	• Hello, Mr Alex.

- 1 Hello, I'm Mary.
- 2 Hello, Mrs Mary Stevens.
- 3 Hello, Ms Sanders.
- 4 Hello, I'm Blackwood.

Everyday English

Giving personal information

- 4** a) Complete the dialogue with the questions (A, B or C). Write in your notebook.

 Listen and check.



- A: Hello. Can I help you?
 B: Yes, I'd like to join the club.
 A: Certainly. 1) ...
 B: Sandy Miller.
 A: Sorry? Can you spell your last name, please?
 B: M-I-double L-E-R.
 A: OK, Sandy. 2) ...
 B: My address is 30 Park Street, Bradford, Yorkshire BD12 0NB.
 A: 3) ...
 B: It's (0844) 832-5966 (oh-eight-double four, eight-three-two, five-nine-double six).
 A: OK. Here's your card. Welcome to the club.
 B: Thank you.
- A** And your telephone number?
B What's your name?
C What's your address?

Reading & Writing

- b) Read the dialogue and complete the information card in your notebook.

First Name: Sandy
 Last Name: 1) ...
 Address: 2) ...
 Telephone Number: 3) ...

Study Skills

Listening for specific information

Before you listen, look at the gaps and try to predict what each missing word is (a noun, name, number, etc). This will help you do the listening task.

Listening & Writing

Joining a sports club

- 5** a) Look at the gaps. What kind of words are missing?

 Listen and complete the missing information in your notebook.

TeenFit Sports Club		Membership Card
First Name:	Jessica	
Last Name:	1) ...	
Age:	2) ...	
Address:	10 3) ... Street	
Town/City:	Oxford	
County:	4) ...	
Telephone Number:	5) ...	
Membership Number:	9215	

- b) Fill in a membership card for one of your classmates.

Speaking & Writing

- 6**  Work in pairs.

Student A: You want to become a member of the TeenFit Sports Club.

Student B: You work at TeenFit Sports Club.

Write your dialogue. Act out your dialogue. Use the dialogue in Ex. 4a as a model (50 words).

JOKE

How many letters are there in the alphabet?



1.5

Personal information: Where ... from?

Vocabulary

Countries, Continents
& Nationalities



1 a) Listen and repeat.
What are they in Romanian?

b) Which continent is each country in?

Canada is in North America.

2 a) Listen and repeat.

Brazilian	Italian	Spanish	Greek
Mexican	Chinese	British	American
Chilean	Canadian	Australian	Turkish
French	Russian	Egyptian	Romanian

b) Match the countries to the nationalities. Write in your notebook.

Canada – Canadian

c) Make sentences, as in the example.

The Canadian flag is red and white.

- 3** Write the correct nationality in your notebook, as in the example.

- 1 Marta is from Brazil. She's **Brazilian**.
- 2 Pedro is from Spain. He's ...
- 3 Giuseppe is from Italy. He's ...
- 4 Laura is from Canada. She's ...
- 5 Lee is from China. He's ...
- 6 Olga is from Russia. She's ...
- 7 Pierre is from France. He's ...
- 8 Tony is from Chile. He's ...
- 9 Anna is from Mexico. She's ...
- 10 Mark is from the UK. He's ...

Reading & Listening

- 4** a) Listen to and read the texts (A-D). Write the correct nationality in your notebook.

- 1 Miguel is ...
- 2 Brenda is ...
- 3 Joe and Susan are ...
- 4 May and Kim are ...

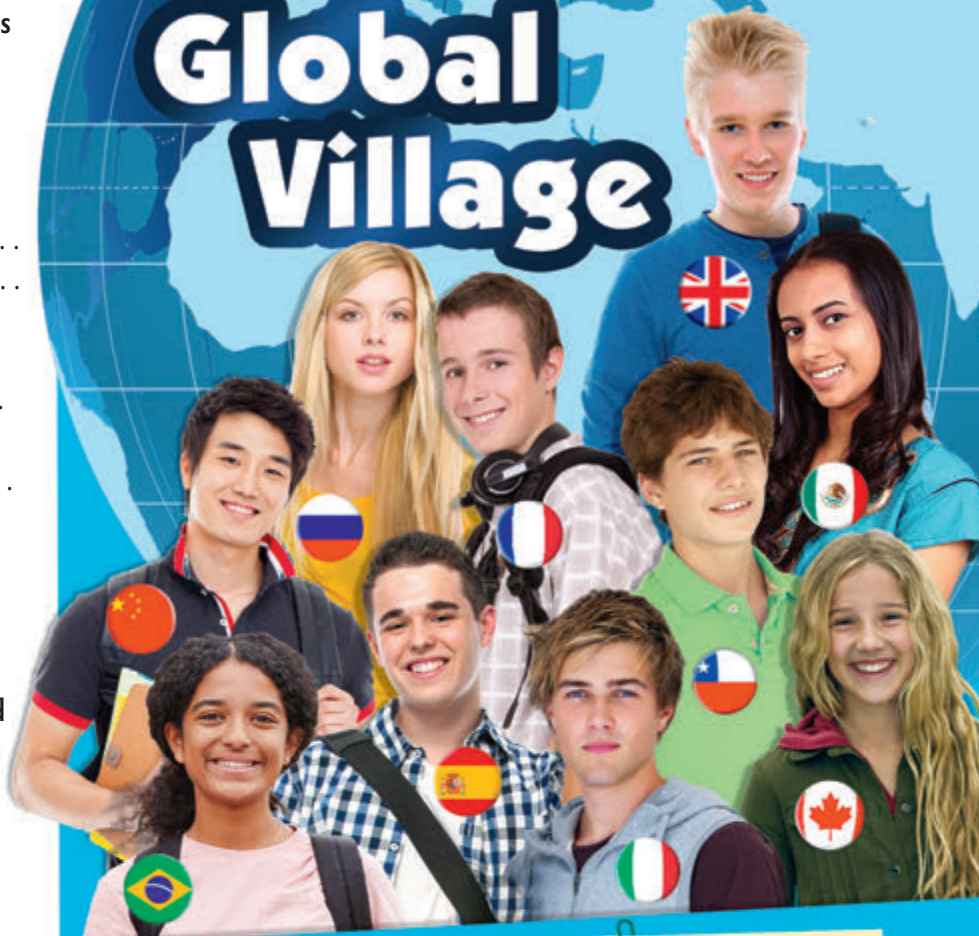
- b) Put the people in order from the youngest to the oldest.

Writing

- 5** **Portfolio:** Imagine you are a member of 'Our Global Village'. Complete the paragraph about yourself (20-30 words). Write in your notebook. Add a picture and put it in your portfolio.

Hi! My name's 1) ... and I'm 2) ... years old. I'm from 3) ... I'm 4) ...

Our Global Village



A



My name's Miguel and I'm 16 years old. I'm from Monterrey, Mexico. Football's my favourite sport.

B



My name's Brenda and I'm 14 years old. I'm from London, England.

C



Hi! I'm Joe. Susan is my sister. I'm 15 and she's 17. We're from Chile.

D



I'm May. I'm 18 and I'm from China. Kim's my friend. She's 19. She's from China, too.

1.6

Personal information: I'm ...



A Stan



B John



C

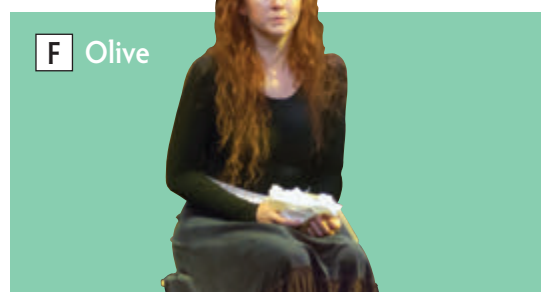
Claire



D Mark



E Matt



F Olive

Vocabulary

Jobs

- 1 a) Match the pictures (A-F) to the people (1-6).

- | | |
|-------------------|-----------|
| 1 football player | 4 teacher |
| 2 dentist | 5 singer |
| 3 doctor | 6 actress |

Listen and check, then repeat.

Grammar

The indefinite article *a/an*



Singular

a + noun that starts with a consonant sound (b, c, d, etc.) **He is a doctor.**

an + noun that starts with a vowel sound (a, e, i, o, u) **She is an actress.**

Plural

We usually form plural nouns by adding **-s** to the noun. **a student – two students**

- b) Say, then write sentences, in your notebook, as in the example.

Stan is a football player.

- c) Complete in your notebook: *an, a* or *-*?

- | | |
|-------------------------|--------------------------|
| 1 Olive is ... actress. | 3 They are ... teachers. |
| 2 Claire is ... singer. | 4 You are ... student. |

The verb *to be* (negative)

- 2 a) Study the table.



NEGATIVE

Full Form	Short Form
I am not a teacher.	I'm not a teacher.
You are not a doctor.	You aren't a doctor.
He/She/It is not 12 years old.	He/She/It isn't 12 years old.
We/You/They are not students.	We/You/They aren't students.

- b) Look at pictures A-F. Complete the gaps with *is/isn't, aren't*. Write in your notebook.

- | | |
|------------------------------|-------------------------------|
| 1 Mark ... a doctor. | 4 John ... a football player. |
| 2 Claire ... a student. | 5 Mark and Stan ... teachers. |
| 3 Stan and Matt ... singers. | |

- c) Make the sentences true for you. Write in your notebook.

- | | |
|--------------------------------|--------------------------------|
| 1 I ... from Mexico. | 4 My friends ... 12 years old. |
| 2 My teacher ... 30 years old. | 5 I ... a student. |
| 3 I ... American. | |



1.6

Reading & Speaking

- 3 a) What do you know about the people in the pictures? What do they do?

b) Read and match the texts (1-3) to the people (A-C).

Listen and check.

B

Angelina Jolie

1 She is from Los Angeles, California, USA. She is an actress. She is famous for playing Lara Croft. Her nickname is AJ or Catwoman. Her surname means 'pretty' in French. Her favourite colour is black.

2 She is from Houston, Texas, USA. She is a singer. Her nickname is Juju. Her favourite colour is gold.

3 He is from Mogi das Cruzes, Brazil. He is a football player. His nickname is Juninho. His favourite colour is white. His football shirt number is 11.

A

C

Beyoncé Knowles

Check these words

famous for, nickname, mean, pretty, gold, football shirt

- 4 Correct the statements. Write in your notebook.

- | | |
|---------------------------------------|--|
| 1 Angelina and Beyoncé are Brazilian. | 4 Beyoncé's favourite colour is black. |
| 2 Angelina's nickname is Juju. | 5 Neymar's nickname is AJ. |
| 3 Angelina and Neymar are singers. | 6 Neymar is Spanish. |

- 5 **PRESENTATION SKILLS** Watch the VIDEO and read the texts in Ex. 3b. Present the people to the class. Use photos.

Writing (see Guided Writing p. 134)

- 6 **Investigation:** Think of famous people. Write short texts about them. Write: full name town country job nickname favourite colour (30-50 words).

Neymar da Silva
Santos Junior

**1.7**

My social media friends



Charlie's blog

Hi everyone!

My friends are from my school and my football team, but my e-friends from social media are from all over the world!

Login

Username

Password

Home

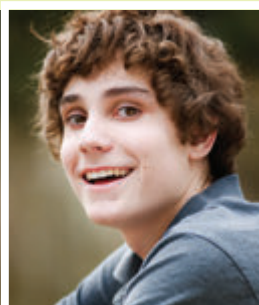
Friends

Gallery

Search

Paul is 13 years old. He's from London in the UK. He's tall with curly brown hair and brown eyes.

▶ Paul



Michelle is from Canada. She is 14 years old with long straight red hair and green eyes.

▶ Michelle



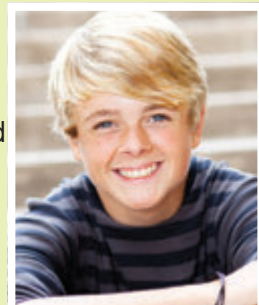
Lauren is 15 years old and she's from Hong Kong. Her hair is straight and her eyes are brown.

▶ Lauren



Jack is from the USA. He's 12 and he's got fair hair and blue eyes.

▶ Jack



Paul, Michelle, Lauren and Jack are my e-friends. Who are your e-friends, and what social media do you use to talk to them?

Check these words

school, football team, e-friend, social media, all over, world

Vocabulary & Listening

Appearance

1 Listen and repeat.

HAIR: short, long, straight, curly, spiky, brown, red, black, fair

EYES: blue, green, brown, grey

NOSE: big, small

LIPS: full, thin

2 Look at the photos in the blog. Find a person with: *straight black hair, short curly hair, short fair hair, long red hair.*

Reading

3 Look at Charlie's blog. Who are the people in the photos? Read through to find out.

4 Read again and answer the questions.

- 1 What colour is Paul's hair?
- 2 Where is Lauren from?
- 3 Where is Michelle from?
- 4 How old is Jack?
- 5 What colour are Jack's eyes?

Grammar

The verb *to be* (interrogative & short answers)

- 5 a) Study the table.

INTERROGATIVE	SHORT ANSWERS
Am I a nurse?	Yes, I am ./No, I'm not .
Are you an actor?	Yes, you are ./No, you aren't .
Is $\begin{cases} \text{he} \\ \text{she} \\ \text{it} \end{cases}$ from Spain?	Yes, he is ./No, he isn't . Yes, she is ./No, she isn't . Yes, it is ./No, it isn't .
Are $\begin{cases} \text{we} \\ \text{you} \\ \text{they} \end{cases}$ lawyers?	Yes, we are ./No, we aren't . Yes, you are ./No, you aren't . Yes, they are ./No, they aren't .

b) Complete with the correct form of the verb *to be*. Write in your notebook.

- A: ... you 14 years old?
B: No, I ... I ... 12.
- A: ... Tony from Spain?
B: No, he ... He ... from Australia.
- A: ... Emma from the UK?
B: No, she ... She ... from Australia.
- A: ... John and Sue from the USA?
B: No, they ... They ... from Canada.
- A: ... Lucy and Simon 13 years old?
B: No, they ... They ... 14.

Interrogative pronouns & adverbs

- 6 Study the examples.



All about my friend Tony

- **Who** is he? He's my friend. (*people*)
- **What** is his name? His name's Tony. (*inanimate objects/animals*)
- **How** old is he? He's fifteen. (*age*)
- **Where** is he from? He's from Chile. (*place*)
- **When** is his birthday? 9th March. (*time*)
- **Which** is his favourite singer? Ellie Goulding. (*people/things*)

Note

For *wh-* questions we use falling intonation.

Who *is* she?

Everyday English

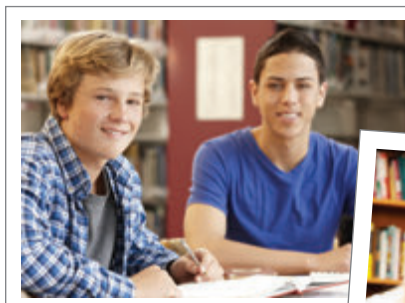
Identifying people

- 7 a) Mary is in the school playground with her friend, Julie. Complete the dialogue with interrogative pronouns and adverbs: *which* (x2), *where*, *how*, *who*, *what*. Write in your notebook.

A: Hi, Julie! How's it going?
B: Great, thanks, Mary. How are you?
A: Not bad. Hey – 1) ... is that girl?
B: 2) ... girl? The one with the long brown hair?
A: No, the one with the long fair hair.
B: She's a new student.
A: 3) ... 's her name?
B: Jenny.
A: 4) ... is she from?
B: New Zealand.
A: Really? 5) ... old is she?
B: She's 14.
A: 6) ... class is she in?
B: 9B. Come on, let's go and say hello.

- b) Listen and check.

- 8 In pairs, act out similar dialogues. Use the pictures below.



Bob 15 – USA
Mark 15 – the UK



Laura 14 – Scotland
Sandy 14 – Wales

Writing

- 9 **Project:** Create your own blog. Write about two of your social media friends. You can use photos if you like. (30-50 words).

1.8 Friends & Birthdays

Vocabulary

Physical appearance

1 a) Listen and repeat.



Grammar

Qualitative adjectives



Adjectives go **before** nouns but **after** the verb **to be**.

John's a **young** boy. He's **short**.

Qualitative adjectives describe the qualities of a person or thing.

He's a **tall** man.

Speaking

b) Read the theory box. Find out about your partner's friends.

- A: Tell me about your friend Ann.
 B: She's short and plump. She's cute.
 A: What about your friend Mark?
 B: He's tall and thin. He's a handsome boy.

Pronunciation /s/, /ʃ/, /tʃ/

2 Listen and say.

- /s/ artist, Australia, France
 /ʃ/ Spanish, Polish, nationality
 /tʃ/ teacher, French

Ordinal numbers (1st - 30th)

3 Listen and say. Say the numbers in Romanian.

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

Months & Seasons

- 4 a) Listen and say. Then write the missing months in your notebook.



- 1 July, ... , September, ...
- 2 April, May, ... , ...
- 3 ... , October, ... , December
- 4 ... , February, March, ...

We write 27th January **BUT** we say:
the twenty-seventh of January.
Compare: in January **BUT** on 27th January

- b) Complete the dialogue. Write in your notebook.

Then act out similar dialogues about the other people.



A: ...'s your name?
B: My name's Mary.
A: ... old are you, Mary?
B: I'm
A: ...'s your birthday?
B: It's on

Mary (24) 2nd August



Lin & Brenda (15) 1st March



Sam (13) 7th September

Speaking

- 5 Find out your friends' and their friends' birthdays. Copy and complete the birthday calendar in your notebook.

Birthday Calendar		
January	February	March
	Marina (28th)	
April	May	June
July	August	September
October	November	December

A: When's your birthday, Marina?

B: It's on 28th February.

A: When's your friend's birthday?

Reading

- 6 Listen to and read the text. Then answer the questions.

My best FRIEND

Melissa Robinson is my best friend. She is twelve years old and her birthday is on 3rd June. Melissa is very pretty. She is tall and thin. Her favourite colour is blue. Melissa is fun to be with and she is a great friend. She is always there for me.



- 1 How old is Melissa?
- 2 When is her birthday?
- 3 Is she pretty?
- 4 Is she short?
- 5 What's her favourite colour?

Writing (see Guided Writing p. 134)

- 7 Write a text about your best friend. Write:
 age birthday physical appearance
 favourite colour why he/she is special to you
 (50 words).

Study Skills

Matching items

When you match items, start with the ones you know and then work on the ones you are not sure of.

English-speaking countries

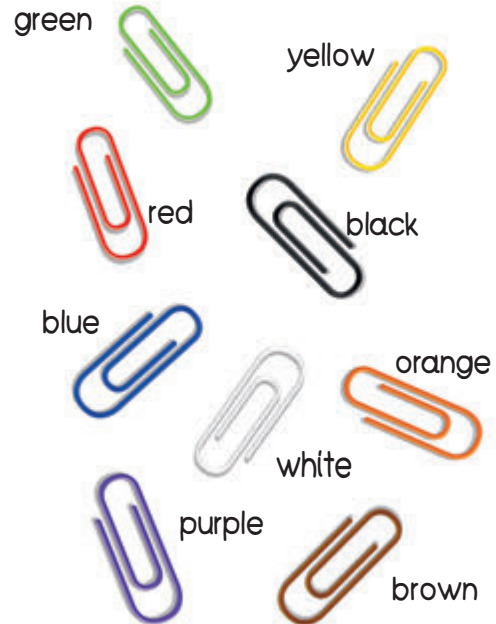
- 1 English is the official language of the seven countries below. Match the countries (1-7) to the flags (A-G).



- 1 the United States
- 2 Australia
- 3 Canada
- 4 Ireland
- 5 the United Kingdom
- 6 New Zealand
- 7 South Africa

- 2 Use the colour guide and say what colours are on each country's flag.

New Zealand's flag is ...



Reading & Speaking

- 3 Listen to and read the following text. Which flag is it about?



The Union Jack

It is red, white and blue. It is three flags joined into one. These are: a white flag with a red cross, a blue flag with a white x and a white flag with a red x. They represent Saint George of England, Saint Andrew of Scotland, and Saint Patrick of Ireland.

Writing

- 4 **Portfolio:** Find or draw Romania's flag and write a short text about it. Write: ■ colour(s) ■ design ■ what it represents (30-50 words). Add it to your portfolio.
- 5 **PRESENTATION SKILLS** Watch the VIDEO . Present the Union Jack and the Romanian flag to the class.

Vocabulary

1 Write the numbers in your notebook.

0	11	eleven	6	16	...
1	25	...	7	4th	...
2	2nd	...	8	30th	...
3	12	...	9	80	...
4	8th	...	10	1st	...
5	100	...			

10 x 1 = 10 points

2 Write the correct colour in your notebook.



6 x 1 = 6 points

3 Write the nationalities in your notebook.

0	Canada	4	Spain
	Canadian	5	France
1	the USA	6	Greece
2	Brazil	7	China
3	the UK	8	Australia

8 x 1 = 8 points

4 Write the jobs in your notebook.



5 x 1 = 5 points

5 Choose the correct item. Write in your notebook.

- 1 Bob's from **France/French**.
- 2 Maria's hair is **full/straight**.
- 3 Tony is **British/America**.
- 4 He's **Canadian/Canada**.
- 5 Peter is from **Brazil/Brazilian**.
- 6 Your hair is **curly/big**.

6 x 1 = 6 points

Grammar

6 Complete with the correct *subject/object pronoun*. Write in your notebook.



- 1 ... 's Tom.
Look at ...



- 2 ... are friends.
Look at ...



- 3 ... 's Stella.
Look at ...



- 4 ... 's a ball.
Look at ...

4 x 1 = 4 points

7 Complete with *a* or *an*. Write in your notebook.

- | | |
|----------------------|----------------------|
| 1 He's ... actor. | 4 She's ... actress. |
| 2 She's ... dentist. | 5 He's ... student. |
| 3 He's ... doctor. | |

5 x 1 = 5 points

8 Complete with: *am, 'm not, is, isn't, are, aren't*. Write in your notebook.

- 1 It ... my birthday today.
- 2 ... your favourite colours blue and green?
- 3 I'm not Italian. I ... Greek.
- 4 Sandy ... 16 years old. She's 15.
- 5 Paul and Sue ... American. They're British.
- 6 ... Bob from England? No, he is from Wales.

6 x 2 = 12 points



MODULE

1

Revision & Evaluation

Everyday English

- 9** Choose the correct response. Write in your notebook.

- 1 A: Hello, I'm Becky.
B: a Hello, I'm Sue. b Great!
- 2 A: Hi! How are you?
B: a See you. b Not bad.
- 3 A: See you tomorrow.
B: a Nice to meet you. b Take care.
- 4 A: What's your surname?
B: a Anna. b Milles.

4 x 2 = 8 points

Listening

- 10**  Listen and choose the correct response. Write in your notebook.

- 1 a This is Laura. b I'm Jane.
- 2 a Nice to meet you. b Great.
- 3 a 12, Apple Street. b jane@mail.com.
- 4 a He's a doctor. b No, he's Spanish.
- 5 a Nice to meet you. b See you later.

5 x 3 = 15 points

Reading

- 11** Read the text and correct the sentences. Write in your notebook.

Hello. My name is Amy. I'm fourteen years old. I'm from the UK. My favourite colour is blue and my favourite singer is Shakira. My best friend is Laura. She's twelve years old and she's Canadian.
Be my email pal!



- 1 Amy is fifteen.
- 2 She's Canadian.
- 3 Her favourite colour is green.
- 4 Laura is her favourite singer.
- 5 Laura is from the UK.

5 x 2 = 10 points

Writing

- 12** Write a short email to Sam, your new English friend (50 words). Write:

■ your name and age ■ where you are from

■ what your favourite colour is

11 points

■ who your favourite singer is.

TOTAL: 100 points



Project: In groups, create a digital Hall of Fame. Choose famous people with different jobs. Add pictures and write one sentence about each person. For example: "She is a very good singer and actress."

Write in your notebook.

Self-evaluation

Now I can ...

- talk about personal information ★★★
- talk about colours
- talk about countries, continents & nationalities
- talk about telephone numbers & addresses
- talk about physical appearance
- talk about months & seasons
- greet people, introduce people, say goodbye
- ask for & give personal information
- talk about/present myself/famous people
- write about famous people
- fill in a card with personal information
- write an email giving information about myself

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Observation grid

- 1 I work well with my group. ★★★
- 2 I follow classroom rules.
- 3 I participate in all pairwork activities.
- 4 I interact with others.
- 5 I come to class on time.
- 6 I ask for help when I need.
- 7 I am willing to participate in activities.
- 8 I work well on my own.
- 9 I follow my teacher's instructions.
- 10 I have useful ideas.

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

What's in this module?

Vocabulary

- family members/relatives/pets
- physical appearance & character
- places in cities
- rooms, furniture, everyday objects
- school areas & subjects

Grammar

- comparative & superlative adjectives
- possessive case/adjectives/pronouns
- *have got*
- *there is/there are - a/an - some - any - no*
- prepositions of direction - movement
- *can/can't*

Reading

- a dialogue (asking for personal information)
- articles (superhero friends, families, special houses, schools)
- a post/texts (pet friends)
- a blog about a person's birthplace

Listening

monologues (family members, birthplace, classroom); a dialogue

Speaking

- describe your friends & family/pets
- identify/compare people
- talk about your birthplace
- ask for/give directions

Presentation Skills

present: a group of friends; a house; the UK and Romania

Writing

- write: sentences comparing friends, pets, houses
- a description of a house
- a post to a forum about your pet friend; an email about your family; your school/your birthplace

CLIL (Geography): *The UK*

Friends & Appearance

- 1** Look at Sally's friends. Make sentences, as in the example.

Mark has got short dark hair.



Family members

- 2** a) Look at Jenny's family. Listen and repeat.
b) Complete the sentences. Write in your notebook. Tell your partner.

- | | |
|---------------------------------|---------------------------------|
| 1 Laura is Tony and Jenny's ... | 4 Tony is Jenny's ... |
| 2 Chris is Tony and Jenny's ... | 5 Max is Jenny and Tony's ... |
| 3 Jenny is Tony's ... | 6 Helen is Tony and Jenny's ... |
| | 7 Rex is their ... dog. |

Find the page numbers for:

- a family tree
- a website
- film characters

2.1 Superhero friends

Vocabulary

Character adjectives

- 1  Listen and repeat. What are these words in Romanian?



Nick Fury is a secret agent. He's nearly a hundred years old but his face and body are like a much younger man's. He's smart and brave. Thor is a god from another world. He's very tall with blue eyes and long blond hair. But in *Age of Ultron*, Thor is in trouble. The humanoid robot Ultron is out to destroy the Avengers.

- C *The Scarlet Witch and Quicksilver are twins. The Scarlet Witch is very pretty and strong. Quicksilver is handsome with short, silver hair. He's very fast. The twins are superheroes. Or are they supervillains? See the film to find out!*

Reading

- 2  Listen to and read texts A & B. Who is out to destroy the Avengers?
- 3  Listen to and read text C. How are the people in the picture related?

Check these words

secret agent, nearly, face, body, god, world, blond, in trouble, humanoid robot, is out to destroy, skin, real, brilliant scientist, dangerous

- B *The Hulk is very big with green skin and green hair. His real name is Bruce Banner. He's a brilliant scientist and a quiet person, but when he gets angry he is very dangerous.*



Check these words

twins, silver, superheroes, supervillains, find out

4 Look at the pictures.

Which superhero is ...

- 1 tall with blue eyes and long blond hair?
- 2 huge with green skin and short green hair?
- 3 tall with dark skin, a beard and a moustache?
- 4 young with long red hair?
- 5 young with short silver hair, a beard and a moustache?

5 Read text A and complete the sentences in your notebook.

- 1 Nick Fury is a secret agent and Thor is a ...
- 2 The Avengers are ... because of Ultron.

6 Read text B and complete the sentences in your notebook.

- 1 Bruce Banner is the Hulk's ...
- 2 Bruce Banner is a ...

7 Read text C and complete the sentence in your notebook.

The Scarlet Witch is Quicksilver's ...

8 **Think** Tell the class one thing you remember from each text.

Grammar

Comparative/Superlative adjectives

9 a) Read the table. How do we form the comparative form of adjectives? Is it the same in Romanian?

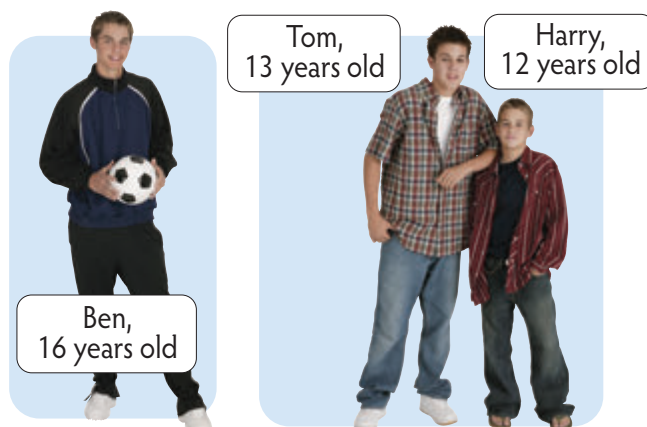
	ADJECTIVE	COMPARATIVE
Short adjectives	young	younger (than)
	large	larger (than)
	big	bigger (than)
	pretty	prettier (than)
Longer adjectives	beautiful	more beautiful (than)
Irregular adjectives	good	better (than)
	bad	worse (than)

We use the comparative to compare one person, thing, animal, place, etc. with another. **He's younger than me. A city is bigger than a town.**

b) Complete the gaps using the adjectives in brackets in the comparative form. Write in your notebook.

- 1 The Hulk is ... (**big**) than Nick Fury.
- 2 The Scarlet Witch is not ... (**old**) than her brother. They are the same age.
- 3 Bruce Banner is ... (**clever**) than Nick Fury.
- 4 Thor is ... (**handsome**) than Quicksilver.
- 5 The Hulk is ... (**strong**) than Nick Fury.
- 6 The Hulk is ... (**ugly**) than Thor.
- 7 Thor is ... (**popular**) than Quicksilver.

10 Compare the three friends



- 1 Harry/short/Tom
Harry is shorter than Tom.
- 2 Tom/funny/Ben
- 3 Ben/thin/Tom
- 4 Tom/tall/Harry
- 5 Ben/old/Harry
- 6 Tom's hair/dark/Harry's
- 7 Ben/handsome/Tom
- 8 Ben/good at football/Harry

Speaking & Writing

11 Use these adjectives to compare your friends. Write sentences in your notebook. Then tell the class.

- young • old • short • tall • long • pretty
- polite • beautiful • smart • strong • funny
- serious

12 **PRESENTATION SKILLS** Watch the **VIDEO**, then present The Avengers to the class.

2.2

My pet friends

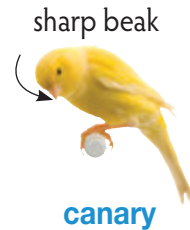
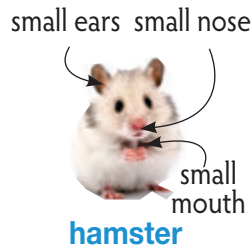
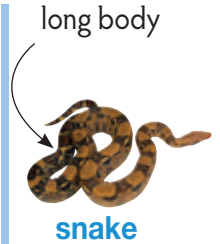
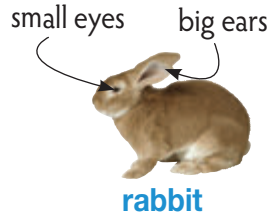
Vocabulary

Pets

- 1 a)  Listen and repeat. What are these pets in Romanian?

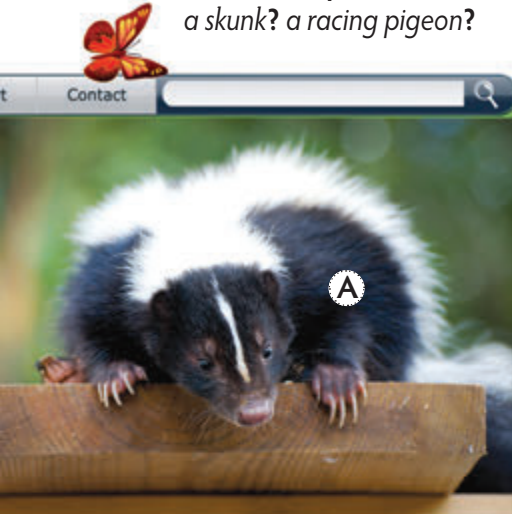
- b) Choose two pets and describe them to your partner.

A rabbit has got big ears, small eyes, short legs and a short tail.



Reading VIDEO

- 2 Look at the pictures A-D. Which shows: a kangaroo? a red-kneed tarantula? a skunk? a racing pigeon?



Hi! I'm Kate and I'm from Canada. This is my pet skunk, Buddy. He's the friendliest pet and very playful. I'm allergic to cats and dogs but I'm OK with Buddy. Skunks are smelly, but Buddy is the cleanest pet. He's also the smartest!

POST A COMMENT

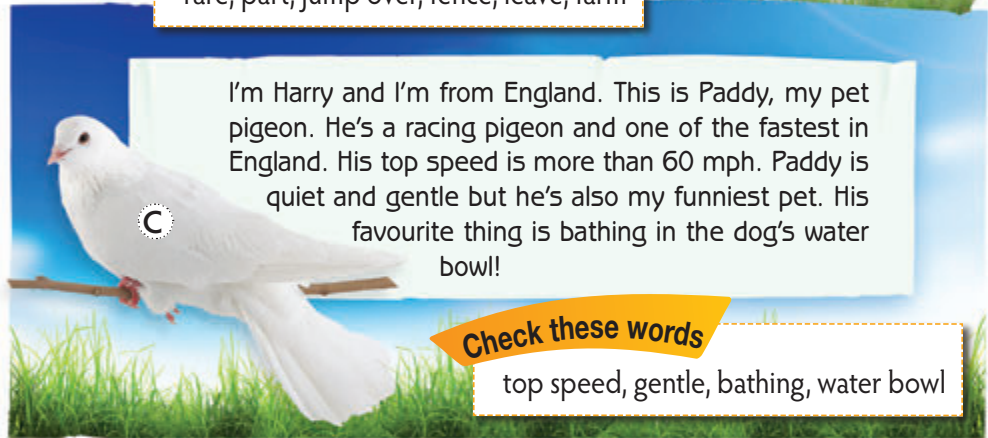
Check these words

friendly, playful, allergic to, smelly, clean

Hello! My name's Liam and I'm from Australia. This is Bumper, my pet kangaroo. Kangaroos are a rare pet in Australia, but Bumper is part of our family. It's easy for her to jump over the fence and leave. She's the happiest animal on our farm. She is always with my dog Colli. They are the best of friends!

Check these words

rare, part, jump over, fence, leave, farm



I'm Harry and I'm from England. This is Paddy, my pet pigeon. He's a racing pigeon and one of the fastest in England. His top speed is more than 60 mph. Paddy is quiet and gentle but he's also my funniest pet. His favourite thing is bathing in the dog's water bowl!

Check these words

top speed, gentle, bathing, water bowl

Hi! I'm Lilli and I'm from Germany. My pet, Hairy, is a Mexican red-kneed tarantula. He's one of the most dangerous pets, right? Well, no! Hairy's shy and it's OK to hold him in your hands. He's the best pet!

Check these words

dangerous, shy, hold



3 Read text A and decide if the sentences are *T* (true), *F* (false) or *DS* (doesn't say). Write in your notebook.

- 1 Kate is allergic to her pet. *F*
- 2 Buddy the skunk is a very clever animal.

4 Read text B and decide if the sentences are *T* (true), *F* (false) or *DS* (doesn't say). Write in your notebook.

- 1 A kangaroo is a common pet in Australia.
- 2 Bumper the kangaroo is good friends with all the animals on the farm.

5 Read texts C & D and decide if the sentences are *T* (true), *F* (false) or *DS* (doesn't say). Write in your notebook.

- 1 Paddy the pigeon is best friends with Harry's dog.
- 2 Lilli's pet isn't dangerous.

Grammar

Comparative/Superlative adjectives

6 a) Read the table. How do we form the superlative form of adjectives? Find examples in texts A-D on p. 34. Are there similar structures in Romanian?

	ADJECTIVE	COMPARATIVE	SUPERLATIVE
Short adjectives	soft	softer (than)	the softest of/in
	large	larger (than)	the largest of/in
	big	bigger (than)	the biggest of/in
	heavy	heavier (than)	the heaviest of/in
Longer adjectives	careful	more careful (than)	the most careful of/in
Irregular adjectives	good	better (than)	the best
	bad	worse (than)	the worst

We use the **superlative** to compare one person, thing, place, etc. with more than one person, thing, place, etc. in the same group.
He's the heaviest of all. Bucharest is the largest city in Romania.

b) Complete the questions in your notebook. Use the superlative form of the adjectives in brackets.

Which animal is ...

- 1 ... (**fast**): a dog, a cat or a kangaroo?
- 2 ... (**smart**): a kangaroo, a monkey or a horse?
- 3 ... (**heavy**): a skunk, a hamster or a rabbit?
- 4 ... (**dangerous**): a tarantula, a snake or a skunk?
- 5 ... (**good**) swimmer: a snake, a turtle or a monkey?

7 Put the adjectives in brackets into the comparative or the superlative. Write in your notebook.

- 1 A canary is **smaller** (small) than a pigeon.
- 2 Parrots are one of ... (**colourful**) birds in the world.
- 3 Cats are ... (**friendly**) animals of all.
- 4 Snakes are ... (**expensive**) to take care of than hamsters.
- 5 Hamsters are ... (**playful**) than cats.
- 6 Tarantulas are ... (**scary**) than snakes.
- 7 The Great Dane is ... (**large**) dog breed in the world.
- 8 A dog is man's ... (**good**) friend.

Speaking

8 Use these adjectives to compare the pets in Exs 1 and 2.

- small • big • playful • funny
- smelly • beautiful • scary
- noisy • fast

A hamster is smaller than a tortoise.

9 **Think** Which pet in Ex. 2 do you think is the strangest? Why?

Writing

10 **Portfolio:** Imagine you have a pet friend. Write a post about it in the forum in Ex. 2 (50 words). Write:

- your name
- where you are from
- your pet's name
- what is special about it.



Add it to your portfolio.

2.3 Family members

Vocabulary

Family & Relatives

- 1 a) Look at Jane's family tree. Read and choose the correct name.



Grandparents
grandfather – grandmother

Grandchildren
grandson – granddaughter

Parents
father/dad – mother/mum

Children
brother – sister

Relatives
uncle/aunt – cousin

- 1 Jane's grandmother is Carol/Sally.
- 2 Jane's grandfather is Steve/Mark.
- 3 Jane's dad is Tony/Mark.
- 4 Jane's mum is Lyn/Carol.
- 5 Jane's uncle is Tony/Mark.
- 6 Jane's aunt is Carol/Lyn.
- 7 Jane's brother is Mike/Tom.
- 8 Jane's sister is Angie/Lyn.
- 9 Jane's cousin is Tom/Mike.
- 10 Tom's cousin is Mike/Mark.
- 11 Lyn's husband is Tom/Mark.
- 12 Tony's wife is Carol/Lyn.
- 13 Steve's grandson is Mike/Tony.
- 14 Sally's granddaughter is Angie/Lyn.

Grammar

Possessive case

To show the relationship between two or more people we add 's after names, singular nouns and irregular plural nouns. We add ' after regular plural nouns ending in -s. *Carol's mum, the boy's aunt, the children's aunt, the girls' teacher* Note: Ann and Tom's dad

- b) Read the theory. Answer the questions.

- 1 Who is an only child? *Mike*
- 2 Who are Jane's parents?
- 3 Who are Jane's grandparents?
- 4 Who is Lyn's son?
- 5 Who is Tony's wife?
- 6 Who is Lyn's husband?
- 7 Who is Sally's daughter?
- 8 Who is Angie's cousin?

- c) Now talk about the people in Jane's family.

Steve is Jane's grandfather.

Grammar

Possessive adjectives/ pronouns

- 2 Study the theory, then choose the correct word.

POSSESSIVE ADJECTIVES/PRONOUNS

Singular			Plural		
I	my	mine	we	our	ours
you	your	yours	you	your	yours
he	his	his			
she	her	hers	they	their	theirs
it	its	–			

Possessive adjectives go before nouns. They show:

- that something belongs to somebody. *It's my bag.*
- the relationship between two or more people. *She's my mum.*

Possessive pronouns don't take a noun after them. They show that something belongs to someone. *It's my pen. It's mine.*

- A: Look at him/his. What's **he/his** name?
B: Bob.
- A: What's **your/yours** address?
B: 12, James Street.
A: Oh. **Our/Ours** house is on James Street, too.
- A: Who are **they/them**?
B: Mark and Lucy. And that's **them/their** dog, Rufus.
- A: How old is Julie?
B: She's 12. It's **hers/her** birthday today.
- A: Is this cat **her/hers**?
B: No, it's **my/mine**.

Listening

- 3 Listen and say how these names are related to Peter.

Jane Mary Scott Jimmy Kate

Reading & Writing

- 4 a) Listen, read and answer the questions.

- Who is King Charles III's wife?
- Who's Kate Middleton?
- Where is Buckingham Palace?

The British Royal Family



King Charles III is the King of the United Kingdom. He is the father of two sons, Prince William and Prince Harry. King Charles III is the husband of Camilla. Buckingham Palace, in London, is one of the homes of the King and Queen Camilla. There are also many pet dogs in their home. Prince William's wife is Kate Middleton. Harry's wife is Meghan Markle. Kate and Meghan are very popular and pretty. Prince William is the next person in line to become the king of the United Kingdom.

Check these words

royal family, king, prince, queen, palace, home, pet, popular, next in line, become



- b) **Think** Write three things you remember about the British Royal Family in your notebook. Tell the class.

Speaking

Identifying family members

- 5 Write the names of the people in your family in your notebook. Then ask and answer, as in the example.

A: Who's Paul?
B: He's my dad.
A: And who are Jane and Claire?
B: They are my cousins.

Who is → Who's
BUT Who are
(NOT: Who're)

- 6 **Portfolio:** Draw your family tree. Present your family to the class. Add it to your portfolio.

2.4 Family bonds

ABOUT US



SERVICES

PROJECTS

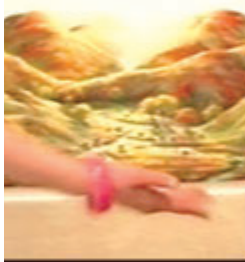
CONTACT US

An amazing talent!

Visit: www.artakiane.com



Akiane Kramarik is a very special teenager. She is a painter and a poet. Akiane is from Illinois, USA. Her mother, Foreli, is from Lithuania. Her father, Markus, is a chef. He is American. She has got four brothers, Delfini, Jean Lu, Ilia, and Aurelius. Her family is very special to Akiane. They are all very close.



Akiane's motto

"Work hard and believe that you can do it. Don't say that you can't do it; say, 'I will do it!'"

Akiane's goal

To help poor children around the world.

Check these words

special, teenager, painter, poet, close, chef, motto, work hard, believe, say, goal, poor, around the world

Reading

- 1 Look at the picture and read the title. Why is Akiane a special teenager?

Listen and read to find out.

- 2 a) Read the text and decide if the sentences are *T* (true), *F* (false) or *DS* (doesn't say). Write in your notebook.

- 1 Akiane is American.
- 2 Akiane's mother is 30 years old.
- 3 Akiane's father is 45 years old.
- 4 Akiane is the only child in her family.

- b) **Think** Compare your family to Akiane's.

Grammar

have got

- 3 a) Read the table. Say the examples in Romanian.

AFFIRMATIVE	NEGATIVE
I/You/We/They have got a sister.	I/You/We/They haven't got a brother.
He/She/It has got a sister.	He/She/It hasn't got a brother.
INTERROGATIVE	SHORT ANSWERS
Have I/you/we/they got a dog?	Yes, I/you/we/they have . No, I/you/we/they haven't .
Has he/she/it got a dog?	Yes, he/she/it has . No, he/she/it hasn't .

- b) Read the text in Ex. 1 again and complete in your notebook with: *has got*, *hasn't got* or *have got*.

- 1 Akiane ... four brothers.
- 2 Foreli and Markus ... one daughter and four sons.
- 3 Delfini, Jean Lu, Ilia and Aurelius ... one sister.
- 4 Akiane ... a sister.

- 4 Complete in your notebook with *have* or *has*. Then answer the questions.

- 1 **Has** Delfini got three brothers?
Yes, he has.
- 2 ... Foreli and Markus got five children? ...
- 3 ... Akiane got five brothers?
...
- 4 ... you got a brother? ...

Listening

- 5 a)  Listen and write the names in your notebook.

My family



name	age
Jill	19
Jack	40
Ruth	6
Thomas	38

- b)  Listen again. Copy the table and match the people to their ages.

Speaking & Writing

- 6 Read the email. Copy and complete the chart with information about Scott's family in your notebook.


REPLY MAIL
🗑️
⚙️
👤
📧

From: Scott

To: Jane

Hi Jane,

My family is great. My dad is 45 years old and he's very smart. His name is Mark. My mum is a teacher. Her name's Stella and she's 40 years old. I've got a brother, Tony, and a sister, Eliza. Tony is eighteen and Eliza is sixteen. What about your family?

Write back soon,

Scott

	Name	Age
Father	Mark	
Mother		
Brother		
Sister		

(see Writing Skills pp. 122-123)

- 7 **Project:** Now make a similar chart with information about your family. Use the chart to write an email to Jane about your family (50 words).
- 8 **PRESENTATION SKILLS** Watch the  VIDEO . Present Akiane and your family to the class.

Vocabulary

Places in cities

- 1**  Listen and say. What are these words in Romanian?



1 tall buildings



2 wide streets



3 quiet parks



4 busy hospital



5 big cinema



6 modern school



7 huge supermarket



8 street café



9 traditional houses



10 big river with a bridge

Reading

- 2** Which of the places in Ex. 1 are there in Ana's birthplace? Read to find out. Which place can you see in the picture?

Ana's Blog

About Me

Photos

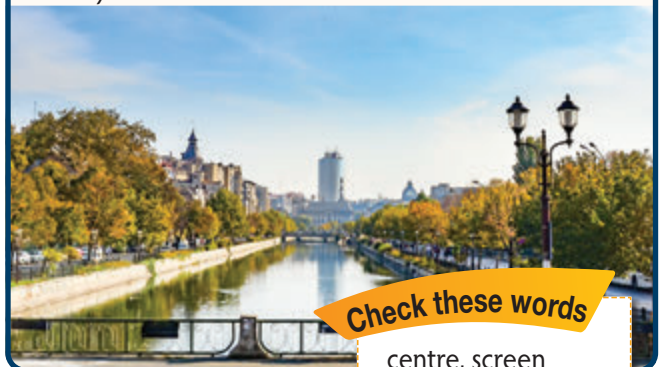
Mail

More

Hi! I'm Ana and I'm from Bucharest, the capital city of Romania. There are over one and a half million people here, so the city has got lots of hospitals, schools and big supermarkets. There are tall buildings, but there are traditional houses, too. There is a river in Bucharest, and there are some bridges.

Bucharest has got lots of fun places. There are beautiful gardens and there is a huge park, King Mihai I Park, in the north of the city. There's also a big cinema with many screens and seats!

Bucharest isn't just my birthplace, it's my favourite place! What about you? What is your birthplace like? Leave your comments below!



Check these words

centre, screen

- 3** Read the text again and decide if the sentences are *T* (true), *F* (false) or *NS* (not stated). Write in your notebook.

- 1 Bucharest is the capital city of Romania.
- 2 The schools in Bucharest are very modern.
- 3 There are many rivers in Bucharest.
- 4 There is a big park in the north of the city.
- 5 The cinema is small but nice.

- 4**  **Think** What is special about Ana's birthplace? Tell your partner.

Grammar

there is/there are – a/an – some – any – no

5 Study the table. Is it the same in Romanian?

Affirmative	There is a park. There is an aquarium. There are some tall buildings.
Negative	There isn't a hospital. There aren't any gardens. / There are no gardens.
Interrogative	Is there a school? Are there any parks?
Short answers	Yes, there is. / No, there isn't. Yes, there are. / No, there aren't.

- We use **there is** to list things in the singular. **There's a hospital.**
- We use **there are** to list things in the plural. **There are tall buildings.**
- We use **a/an** in the **affirmative/negative** and **interrogative** with **countable nouns** in the **singular** to refer to something for the first time.
- We use **some** in the **affirmative** with **countable nouns** in the **plural**.
- We use **any** in the **negative** and **interrogative** with **countable nouns** in the **plural**.
- We use **no** before a noun to express a negative meaning.

6  Look at the picture. Complete the sentences. Use *is, are, isn't, aren't, some, any, no* or *a*. Write in your notebook.



- There **aren't any/are no** cars.
- There ... wide street.
- There ... tall buildings.
- There ... street cafés.
- There ... bridge.
- There ... river.
- There ... hospitals.
- There ... people on the street.

7 Complete with: *Is there* or *Are there*. Look at the picture in Ex. 6 and answer the questions. Write in your notebook.

- Are there** any blocks of flats?
Yes, there are.
- ... a park?
- ... any gardens?
- ... a hospital?
- ... a castle?
- ... any people?

8  Look at Ex. 1. Find out which of these are in your partner's village, town or city.

A: **Are there any tall buildings in your city?**

B: Yes, there are.

Listening

9  Listen to Jenny describing her birthplace. Where is it? What is there in it?

Speaking

10 In your notebook, make notes under the headings, then talk about your birthplace.

- Where is it?
- What is there?
- What are your feelings?

Writing

(see Guided Writing p. 134)

11 Use your answers in Ex. 10 to write a reply to Ana's blog post telling her about your birthplace (50 words). Write about:  where it is  what there is  feelings

2.6

My home, my castle!

Vocabulary

Rooms, Furniture & Everyday objects

1 a)  Listen and repeat. Say the words in Romanian.

b) Describe the pictures.

There are some curtains, a wardrobe, a bed and a desk in the bedroom.



2 a) How many rooms are there in your house? What is there in your bedroom? Tell the class.

In my house there are seven rooms. There is a living room, a kitchen, three bedrooms and two bathrooms. In my bedroom, there are two beds and a wardrobe.

b)  In pairs, ask and answer questions to find out what there is in your partner's house.

A: Is there a coffee table in the living room?

B: Yes, there is. etc

Reading

3 a) Look at the pictures. Where are these houses? What is special about them? Read to find out.

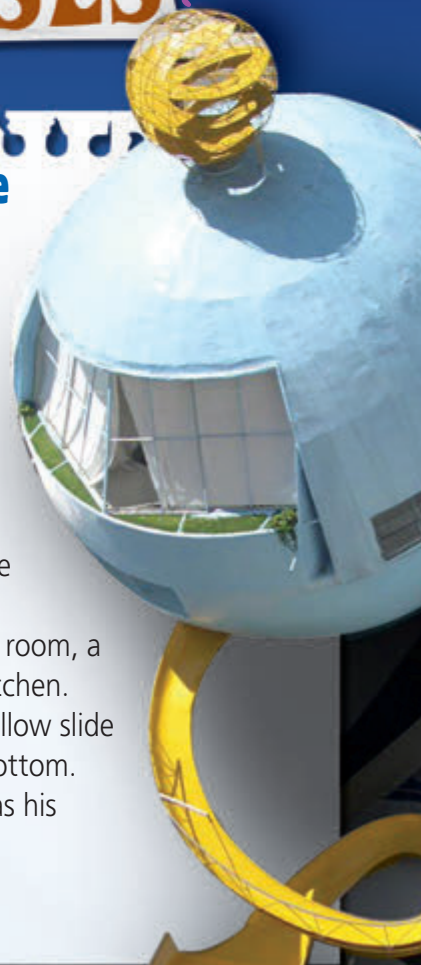


SPECIAL HOUSES

A

The Ball House

Imagine a big blue ball. The 'Ball House' in São Paulo, Brazil is like a spaceship! The architect of this 4-storey house is Eduardo Longo. Inside there are three bedrooms, four bathrooms, a dining room, a living room and a kitchen. Outside, there's a yellow slide to go from top to bottom. Eduardo lives and has his office in the house.



b) Read the texts again. Which house: A or B ...

- 1 has got four storeys?
- 2 has got a fireplace?
- 3 is similar to a house in a TV show?
- 4 has got many bathrooms?
- 5 has got the most bedrooms?
- 6 is near the sea?
- 7 hasn't got a garden?
- 8 is also a person's place of work?

c) **Think** Which house would/wouldn't you like to live in? Why?

Speaking

4 Compare the two houses.

The Ball House is in Brazil. The Flintstones House is in the USA. etc

Check these words

spaceship, architect, storey, inside, outside, slide, go from top to bottom, office, located, look like, programme, cartoon, huge, view, ocean, below

Writing

5 Write a short text describing your house and favourite room (50 words). Read it to the class.

My house is ... It has got ... (rooms) ... My favourite room is ... There is ... but there isn't ...

6 **PRESENTATION SKILLS** Watch the **VIDEO**. Read the texts in Ex. 3 again. Choose one house and make notes. Use your notes to present the house and your house to the class.

DID YOU KNOW?

In the UK there are terraced, detached and semi-detached houses. 20% of homes in the UK are flats. Some English people live in cottages or bungalows in the countryside. 15,000 people live in houseboats on canals.

B

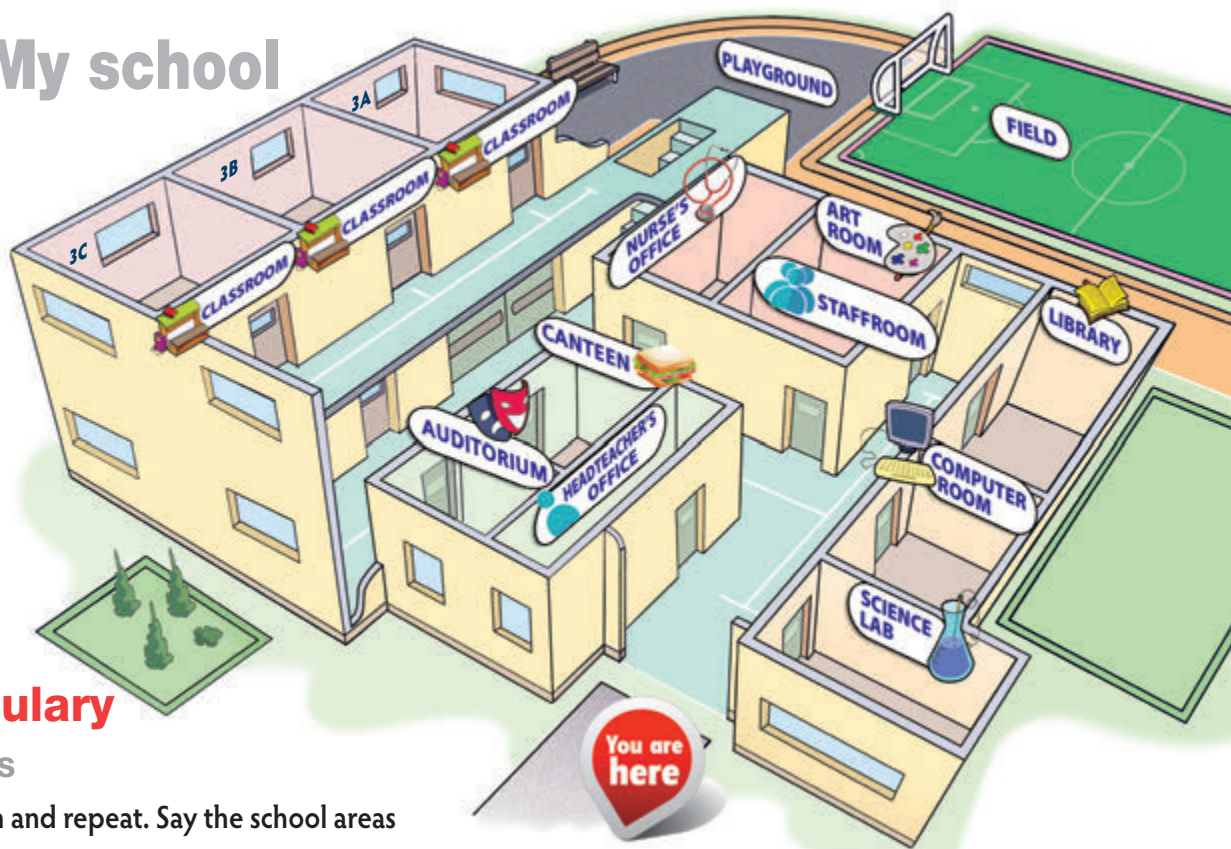
The Flintstones House

Located in Malibu, USA is the Flintstones House. It looks like the one in the Hanna-Barbera TV programme. It has got one bedroom, two bathrooms and a living room with a fireplace. Everything looks like it's from the cartoon. It has also got a huge garden and views of the ocean below. It's a yabba-dabba doo* house!

* *Yabba-dabba doo* is a catchphrase of Fred Flintstone; he says it when he's happy.



2.7 My school



Vocabulary

School areas

- 1 Listen and repeat. Say the school areas in Romanian.

Everyday English

Asking for/Giving directions

- 2 a) Listen to and read the dialogue. Where is Andy's classroom? How can he go there?

Andy: Excuse me, where is classroom 3C?
 Mr Smith: Go past the science lab and turn left. Go past the staffroom and walk down the corridor. Go past the nurse's office and turn right. Then go up the stairs.
 Andy: I'm sorry. Can you repeat the last bit, please?
 Mr Smith: Of course. Go up the stairs. Go down the corridor. Classroom 3C is on your right.
 Andy: Thank you.
 Mr Smith: You're welcome.

Study Skills

Compensatory techniques

When we speak, we can use certain sentences to ask for repetition or clarification. These are:

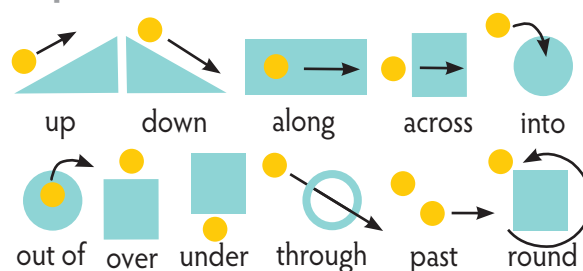
Can you say that again? Sorry, what is...? What do you call that? etc

- b) Find the sentence Andy uses to ask for clarification.

Speaking & Grammar

- 3 Look at the map of the school and, in pairs, act out dialogues. Use the prepositions of direction below.

Prepositions of direction/movement



- from the science lab to classroom 3A
- from the computer room to the auditorium
- from the library to the nurse's office.

Use the dialogue in Ex. 2a as a model. Use prepositions of direction.

Reading

- 4 Look at the picture in Ex. 5. What is strange about this school? Read to find out.

- 5** Read the text about the boat schools of Bangladesh and decide if statements 1-5 are *T* (true), *F* (false) or *NS* (not stated). Write in your notebook.



The Boat Schools of Bangladesh

Where is your school? On a quiet street? On a busy road? Next to a park? Well, in Chalan Beel, Bangladesh, there are floods every year and some schools aren't in buildings at all ... they're on boats!

Each boat has got a classroom and there are desks and chairs for 30 children inside. There is even a blackboard and a computer with Internet! There isn't a canteen or a staffroom for the teacher, but there is a library with lots of books.

The boat schools are very important because, when there are floods, they are the only schools around. For the children of Chalan Beel, they are not just boats, they are a way to change their lives.

Check these words

boat, quiet, busy, flood

- 1 Chalan Beel is in Bangladesh.
- 2 There are 30 boat schools in Chalan Beel.
- 3 Each student has got a computer on their desk.
- 4 There is a staffroom on the boat.
- 5 The boat schools have got libraries.

Speaking

- 6** **Think** In pairs, describe the boat schools of Bangladesh. Compare them to your school.

- A: The boat schools have got libraries. Our school has got a library, too.
B: There aren't staffrooms on the boat schools, but there is a staffroom in our school.

Listening

- 7** a) Listen to Tom describing his classroom. Decide which picture shows Tom's classroom.



- b) Describe the other classroom.

- 8** Discuss what there is in your classroom.

- A: Is there a blackboard in the classroom?
B: No, there is a whiteboard. Has it got a desk for the teacher? etc.

Speaking

- 9** Think about your school and your classroom. Collect information under the headings:
 location school areas your classroom. Use your notes to present your school to a group of exchange students visiting your school.

Writing (see Guided Writing p. 134)

- 10** **Portfolio:** Nazia, your e-pal from Bangladesh, sent you an email about her classroom on a boat school. Write an email to Nazia describing your school and your classroom (50 words). Think about: where your school is what is in your school what there is/isn't in your classroom. Add it to your portfolio.

Vocabulary

School subjects

- 1 Listen and repeat. What are these words in Romanian?



maths



PE



ICT



science



geography



English



music



history



art

DID YOU KNOW?

In British English, we write school subjects with a lower-case initial letter, except for abbreviations (PE, ICT) and languages (English, French, etc.).

I like maths and English.

Listening

- 2 a) Listen and choose each person's favourite school subjects.

Peter: art – history – science

Ann: science – music – PE

Louise: maths – PE – English

Mark: English – ICT – geography

b) Complete the sentences in your notebook.

I'm good at ...

I'm not good at ...

My favourite subject is ...

- 3 Look at the class timetables and correct the times in the statements (1-5). Write in your notebook.

Monday

Terry

Mark

8:30 – 9:25

maths

ICT

9:30 – 10:25

science

maths

10:25 – 10:40

BREAK

BREAK

10:40 – 11:35

history

art

11:40 – 12:30

PE

PE

12:30 – 1:30

LUNCH BREAK

LUNCH BREAK

1:30 – 2:25

ICT

English

2:30 – 3:25

music

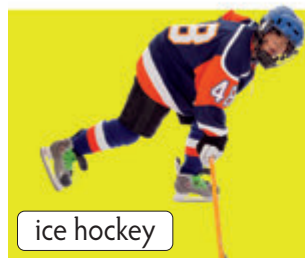
music

- 1 Terry and Mark have music lessons at 8:30. Terry and Mark don't have music lessons at 8:30. They have them at 2:30.
- 2 Terry's maths lesson is at 9:30.
- 3 Terry and Mark have PE lessons at 1:30.
- 4 Mark's art lesson is at 2:30.
- 5 Terry and Mark have a lunch break at 11:40.

- 4 Write your class timetable for Monday. How similar is it to Terry's and Mark's timetables?

After-school activities

- 5 a) Listen and repeat. What are these words in Romanian?



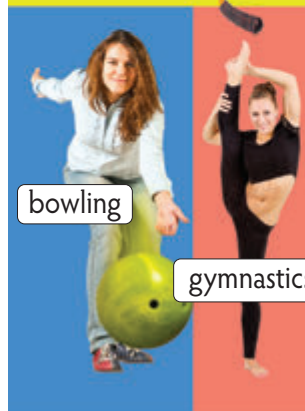
ice hockey



skateboarding



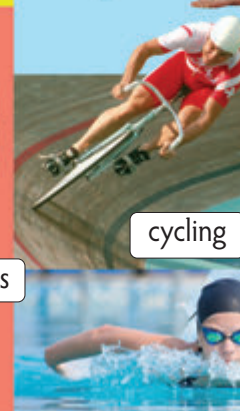
karate



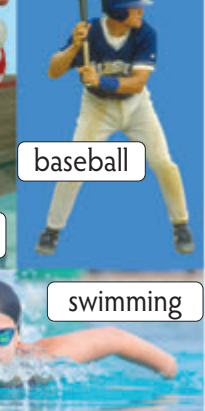
bowling



gymnastics



cycling



baseball

swimming

b) Copy and complete the table in your notebook.



Listen and check.

do	
go	
play	

Grammar

can/can't (ability)

- 6** Study the table. Say the sentences in Romanian.

AFFIRMATIVE	I/You/He/She/It/We/You/ They can play tennis.
NEGATIVE	I/You/He/She/It/We/You/ They can't play tennis.
INTERROGATIVE	Can I/you/he/she/it/we/ you/ they play tennis?
SHORT ANSWERS	Yes, I/you/he/she/it/we/ you/ they can . No, I/you/he/she/it/we/you/ they can't .

We use **can** to express ability. I **can swim** but I **can't play ice hockey**.

- 7** Write questions and answers in your notebook.

- Kevin/play basketball? (Yes)
Can Kevin play basketball? Yes, he can.
- Ann and Lucy/do gymnastics? (No)
- Sally/play tennis? (Yes)
- Mark/play basketball? (No)
- Tony/cycle? (Yes)

- 8** Write sentences, as in the example, in your notebook.

- Jack:** play tennis (✓), play basketball (X)
Jack can play tennis, but he can't play basketball.
- Nikola:** swim (X), cycle (✓)
- Steve:** speak Spanish (✓), speak French (X)
- Chris:** do karate (X), do gymnastics (✓)
- Joanne:** dance (✓), do martial arts (X)

- 9** Do a survey to find out what sports your classmates can do. Report back to the class.

- A: Can you play ice hockey?
B: No, I can't.
A: Can you do karate?
B: Yes, I can. etc

In my class, ten students can do karate.



Reading

- 10** Listen to and read the email and answer the questions in your notebook.

VIDEO

Hello,
I'm Charlie and I'm 11 years old. I'm in class 7B at Wiltshire Secondary School. My classroom is on the second floor. There are 28 students in my class. We do ten subjects. My favourite subjects are science and English. What about you?
Write back,
Charlie

- Where is class 7B?
- How many students are there in class 7B?
- How many subjects do they do?
- Which are Charlie's favourites?

Speaking

- 11** Compare your class to Charlie's. Talk about:

- where your classroom is
 ■ number of students
■ number of subjects
 ■ your favourite subjects

Writing (see Guided Writing p. 134)

- 12** **Portfolio:** Write a reply to Charlie's email. Tell him about your class. Think about: ■ location of classroom ■ number of students ■ number of subjects ■ your favourite subjects (50 words). Add it to your portfolio.

Listening & Reading

- 1**  In pairs, decide if the sentences (1-4) are *T* (true) or *F* (false). Write in your notebook.

- 1 The United Kingdom is in Britain.
- 2 There are four countries in the UK.
- 3 Edinburgh is the capital city of the UK.
- 4 Cardiff is in Wales.



Listen and check your answers.

- 2** Read the text and decide if the sentences (1-5) are correct or incorrect. Then present the UK to the class.



The United Kingdom of Great Britain and Northern Ireland is in Europe. It is usually called the UK or Britain.

There are four countries in the UK. These are: England, Scotland, Wales and Northern Ireland. London is the capital of England and the UK but the other countries also have their own capital cities: Edinburgh in Scotland, Cardiff in Wales and Belfast in Northern Ireland. There are around 69,5 million people living in the UK.

Speaking & Writing

- 3** Answer the questions below about Romania.

- 1 Which continent is Romania in?
- 2 What is the capital city?
- 3 Which are the largest cities in Romania?
- 4 How many people are there in Romania?

- 4** Write a paragraph about Romania using your answers in Ex. 3. Use the text in Ex. 2 as a model.



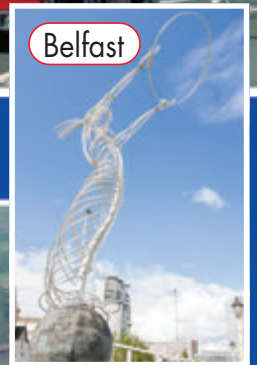
London



Edinburgh



Cardiff



Belfast

- 1 Around 69,500,000 people live in the UK.
- 2 There are three countries in the UK.
- 3 The capital of the UK is London.
- 4 The capital of Wales is Belfast.
- 5 The capital of Scotland is Edinburgh.



PRESENTATION SKILLS Watch the  VIDEO.

Make notes about the UK and Romania under the headings:  where it is  population  its capital city  other main cities. Use your notes to present the UK and Romania to the class.

Vocabulary

1 Choose the correct word. Write in your notebook.

- 1 There is a blue vase on the **table/sink**.
- 2 There's a fireplace in the **bathroom/living room**.
- 3 Put the cushions on the **sofa/desk**.
- 4 There are **beds/chairs** round the table.
- 5 Put the butter in the **cooker/fridge**, please.
- 6 Wash the fruit in the **washbasin/sink**.
- 7 Close the **door/mirror**, please.
- 8 Put the clothes in the **cupboard/wardrobe**.
- 9 Go up the **stairs/slides** to the second floor.
- 10 He's in the **kitchen/dining room** making pasta.

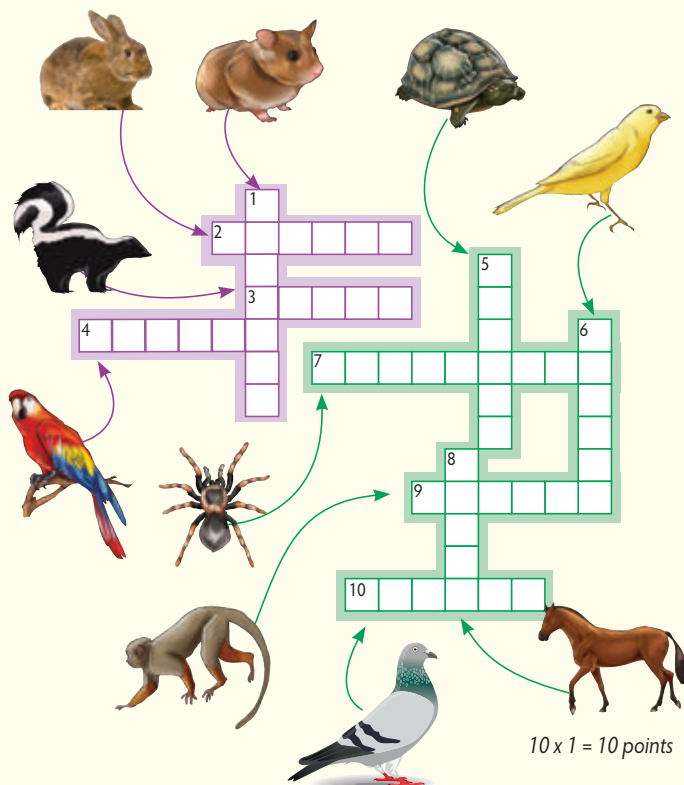
10 x 1 = 10 points

2 Complete the pairs in your notebook.

- | | |
|---------------|--------------------|
| 0 grandfather | grandmother |
| 1 dad | ... |
| 2 brother | ... |
| 3 ... | aunt |
| 4 son | ... |
| 5 ... | wife |

5 x 1 = 5 points

3 Complete the crossword in your notebook.



10 x 1 = 10 points

Grammar

4 Choose the correct item. Write in your notebook.

- 1 The theatre is **between/next** to the pastry shop and the café.
- 2 Walk **along/across** the corridor. It's on your left.
- 3 The music shop is **in/on** the corner of King Street and Queen Street.
- 4 The baker's is **at/on** the right of the bookshop.
- 5 The newsagent's **through/round** the corner.

5 x 1 = 5 points

5 Complete with: *has/hasn't/have/haven't (got)*. Write in your notebook.

- 1 ... Sarah got two brothers? Yes, she ...
- 2 ... they got four cousins? Yes, they ...
- 3 ... you got a dog? No, I ... I ... a cat.
- 4 ... Sam got two brothers?
No, he ... He ... two sisters.

10 x 0.5 = 5 points

6 Choose the correct item. Write in your notebook.

- 1 **They/Their** are in Spain.
- 2 "Who's Melissa?" "**She/Her's** my friend."
- 3 **He/His** surname is Stevens.
- 4 It's **you/your** dog.
- 5 It's **I/my** birthday.

5 x 1 = 5 points

7 Complete with: *is, are, isn't, aren't, some, any, no*. Write in your notebook.



- 1 There ... a window.
- 2 There ... posters on the walls.
- 3 There ... computers on the desks.
- 4 There ... a whiteboard.
- 5 There ... students in the classroom.

5 x 2 = 10 points

- 8** Put the adjectives in brackets into the comparative or superlative. Write in your notebook.

- Jane is ... (tall) than Sue.
- John is ... (young) in his family.
- Peter is ... (funny) than his brother.
- Helen is ... (beautiful) in her class.

4 x 2 = 8 points

Everyday English

- 9** Match the questions (1-5) to the responses (A-E). Write in your notebook.

- | | |
|-----------------------------|--------------------|
| 1 Who is she? | A She's twelve. |
| 2 How old is she? | B He's a chef. |
| 3 Which singer do you like? | C She's my friend. |
| 4 When is his birthday? | D Shakira. |
| 5 What does he do? | E 1st May. |

5 x 2 = 10 points

Reading



- 10** Read the text and complete the sentences. Write in your notebook.

SUPERHEROES VS SUPERVILLAINS

Asgard is a world of gods. Thor and Loki are princes there. Thor is tall and handsome with blue eyes and long blond hair. He is very kind and planet Earth is under his protection.



Loki is Thor's brother, but he is very different. Loki is thinner with dark hair and blue eyes. He is sometimes very funny, but he is evil. His aim is to rule Asgard as well as planet Earth. Luckily, with Thor's protection, Asgard and planet Earth are safe.

- | | |
|--------------------------------------|-------------------------|
| 1 Thor and Loki are princes from ... | 3 Thor is Loki's ... |
| 2 Planet Earth is under ... | 4 Loki has got ... |
| | 5 Loki is funny but ... |

5 x 2 = 10 points

Listening

- 11** Listen and match the people to their pets. Write in your notebook.

People	Pets
1 Kate	A rabbit
2 John	B turtle
3 Steve	C hamster
4 Mary	D canary
5 Bob	E parrot

5 x 2 = 10 points

Writing

- 12** Write an email to your English friend about your favourite member in your family (50 words). Write: ■ his/her name ■ age ■ appearance ■ qualities. 12 points

TOTAL: 100 points

Project: Create a digital collage about your personal life. Include pictures of you, your family, your friends and your pets. Write their names.

Write in your notebook.

Self-evaluation

Now I can ...

- talk about family members, relatives & pets
- talk about family relationships
- talk about appearance & character
- talk about places in cities
- talk about houses, rooms & furniture
- talk about school subjects

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Observation grid

- I work well with my group.
- I follow classroom rules.
- I participate in all pairwork activities.
- I interact with others.
- I come to class on time.
- I ask for help when I need.
- I am willing to participate in activities.
- I work well on my own.
- I follow my teacher's instructions.
- I have useful ideas.

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

What's in this module?

Vocabulary

- everyday activities & daily routines
- verb phrases with *have*
- means of transport
- everyday objects
- telling the time
- days of the week
- outdoor hobbies/fun
- clothes & fashion
- parts of the body
- illnesses; at the doctor's/dentist's

Grammar

- present simple
- prepositions of time (*at, in, on*)
- -s ending (3rd person singular)
- adverbs & expressions of frequency
- proper/common nouns
- *wh*- questions (present simple)

Reading

articles; an email; a dialogue; a forum; a blog entry

Listening

dialogues; a monologue

Speaking

- describe your/others' daily routine & habits
- ask/tell the time
- at the doctor's
- at the dentist's
- apologise
- pronunciation of -s ending (3rd person singular)

Presentation Skills

present your and another person's lifestyle; a sport

Writing

write: a text about a person's daily routine; an email about your daily routine & habits; an email about your Monday routine; a blog entry about your hobby; a short paragraph comparing lifestyles; an email of congratulations & apology; a short text about a family member's daily routine

Culture Corner: *At school with me ... in the UK*

In the morning ...

Kathy 1) ... early.

Sandy 2) ... the bus to school.

Sue 3) ... breakfast for her family.

In the afternoon ...

Mark 5) ... basketball.

Sam 4) ... out in the gym.

Becky 6) ... her homework.

In the evening ...

Danny 7) ... a magazine.

Emily 8) ... online.

Jane 9) ... video games.

Everyday activities

- 1** Complete the sentences. Use: *makes, plays (x2), wakes up, reads, does, catches, works, chats.*

2

Listen and check, then repeat. Say the sentences in Romanian.

Find the page numbers for:

- clocks
- the lifestyle of a boy in Kenya
- a ravenmaster
- a person's daily routine
- health problems

3.1 Daily routines (I)

Vocabulary & Reading

Everyday activities

1 a) Listen and repeat. Match the phrases to the pictures.

A Lessons finish

B have dinner

C get up

D go to bed

E have breakfast

F have lunch

G get home

H get dressed

I do my homework

J go to school

K watch TV

L have a shower



Then, I 3) ...



After that, we 4) ...



I 1) get up at 7 o'clock in the morning.

First, I 2) ...

Then, I 5) ... Lessons start at 8 o'clock.



We 6) ... in the school canteen at 12 o'clock.



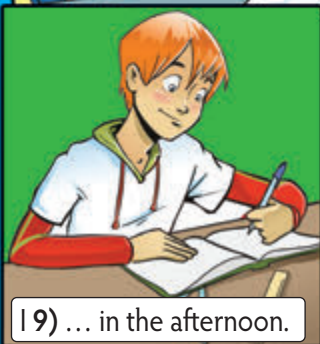
7) ... at half past three.



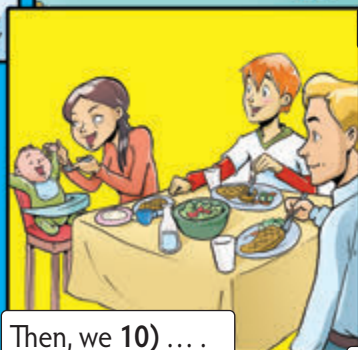
I 8) ... from school at 4 o'clock.



I 9) ... in the afternoon.



Then, we 10) ...



After that, I 11) ...



I 12) ... at 10 o'clock.



b) Use the phrases (A-L) to complete the gaps in the pictures. Write in your notebook.

Listen and check.

Means of Transport

by plane

by train/tube

3.1

by bus

by ship

by bike

by car

on foot

- 2  Listen and repeat. Complete the sentences in your notebook.

- 1 My parents go to work ...
- 2 I go to school ...
- 3 My best friends go to the park ...
- 4 My teachers go to work ...

Grammar

Present simple (affirmative)

- 3 a) Study the examples and the theory. Is it the same in Romanian?

AFFIRMATIVE

I/You **go** to school at 8 o'clock in the morning.

We/You/They **live** in a flat in London.

We use the simple present for:

- habits & routines. **I go to school at 8:30.**
- permanent states. **I live in Leeds.**

b) Use *do, go, have, get, live* to complete the sentences. Write in your notebook.



- 1 They ... in a flat in London.



- 2 We ... to school at 8 o'clock in the morning.



- 3 You ... home from school at 4 o'clock.



- 4 I ... lunch at 12:30 in the school canteen.



- 5 You ... your homework in the afternoon.

Prepositions of time

- 4 Study the table. Complete the gaps with *at* or *in*. Write in your notebook.

at	8 o'clock/7:00/noon/night
in	the morning/afternoon/evening

- 1 I get up **at** 7 o'clock.
- 2 We go to school ... the morning.
- 3 We have lunch ... noon.
- 4 I do my homework ... the afternoon.
- 5 I go to bed ... 9 o'clock ... the evening.

Listening

- 5  Listen and choose the correct response. Write in your notebook.

- 1 Martha and Henry get up at ...
A 6 o'clock B 7 o'clock
- 2 Lessons start at ...
A 8 o'clock B 9 o'clock
- 3 They have lunch at ...
A school B home
- 4 They watch TV in the ...
A afternoon B evening
- 5 They go to bed at ...
A 9 o'clock B 10 o'clock

Speaking & Writing

- 6 Read the theory. Find the sequence words in Ex. 1.

We use *first*, *then* and *after that* for sequence.
I get up at 7 o'clock. First, I have a shower. Then, I get dressed. After that, I have breakfast.

- 7 Imagine you are Tom. Use the phrases in Ex. 1 and the sequence words above to say and/ or write about your daily routine (50 words).

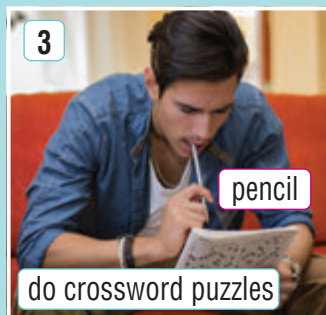
3.2 Daily routines (II)



Vocabulary

Everyday objects & free time activities

- 1 Listen and repeat. Say the phrases in Romanian.



Check these words

fantastic, stay at home

- 2 Which of these are your favourite free-time activities? Discuss in pairs.

A: In my free time I listen to music and I play online games. What about you?
B: I chat online and play board games.

Reading

- 3 What is Andy's favourite free-time activity? Read to find out.
- 4 Read the text again. Decide if the sentences are *T* (True) or *F* (False). Write in your notebook.

- 1 Andy is from the UK.
- 2 Andy and Isabelle are the same age.
- 3 Andy and his sister play online games.
- 4 Ben is an only child.
- 5 Isabelle has got a dog.

username
password

Teen Forum



Hi guys! I'm Andy. I'm from New York, USA and I'm 15 years old. In the evenings I play online games with my friends. My sister, Anna, chats online or reads a magazine. How about you?

Andy 19:37



Hi Andy! I'm Ben and I'm from London, UK. I'm 14 and in my free time I play online games, too. They are fantastic. My sister listens to music and my brother surfs the Net.

Ben 19:55



Hello Andy! I'm Isabelle and I'm from Madrid in Spain. I'm 15 years old. In the evenings I walk my dog. His name's Paws. My brother, Miguel, stays at home and watches TV.

Isabelle 20:14

Grammar

Present simple (affirmative – 3rd person singular)

- 5 a) Study the rules and the examples. Is it the same in Romanian?

AFFIRMATIVE

He **gets up** at 7 o'clock.
She **watches** TV in the evening.
It **goes** for a walk every day.

Spelling rules – 3rd person singular

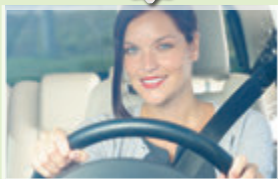
- verb + -s I **get** – he **gets**
- verbs ending in -ch, -o, -sh, -ss, -x + -es
I **watch** – he **watches**, I **go** – he **goes**, I **finish** – he **finishes**, I **dress** – he **dresses**, I **relax** – he **relaxes**
- verbs ending in -y + -ies I **tidy** – he **tidies**
BUT: I **play** – he **plays**

Note: I **have** – he **has**

- b) Put the verbs in brackets into the *present simple*. Write in your notebook.



IN THE MORNING



Monica 1) ... (drive) to work.



Peter 2) ... (teach) maths at school.



IN THE AFTERNOON



Jane 3) ... (walk) her dog.



Kiril 4) ... (go) to the gym.



IN THE EVENING



Stella 5) ... (relax) in front of the TV.



Ann 6) ... (do) the washing-up.

Pronunciation

3rd person singular

- 6 Listen and repeat.

/s/ walks, writes, looks
/z/ lives, goes, plays, drives, cries
/ɪz/ relaxes, teaches, dances

Listening

- 7 Listen to Jane talking about her daily routine. In your notebook, make notes about Jane's work routine. Tell your partner.

Jane wakes up at 7 o'clock. She ...

Speaking & Writing

- 8 Copy the table into your notebook and complete it about you. Use the table to discuss in pairs your daily routine and free-time activities.

	Daily routine	Free-time activities
In the morning		
In the afternoon		
In the evening		

(see *Writing Skills* pp. 124-125)

- 9 **Portfolio:** Use the information in the table to write an email to your English e-friend about your daily routine and free-time activities (30-50 words). Add it to your portfolio.

Hi ... ,
I'm ... and I'm ...
In the morning, ...
In the afternoon, ...
In the evening, ...
...

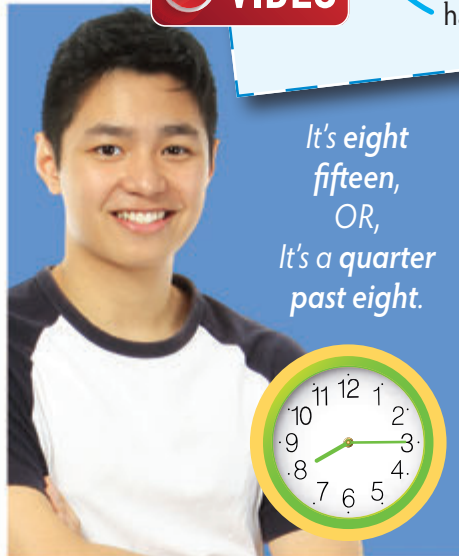
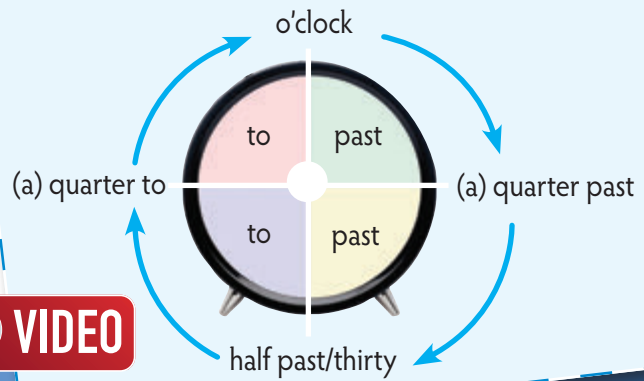


3.3 The time

Vocabulary

Telling the time

- 1 a) Listen and repeat. Say them in Romanian.



b) What time is it? Look at the clocks and say. Then, write the times in two ways in your notebook.

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

- 2 Match the words in the two columns. Write in your notebook.

two thirty
quarter past two
one minute
one hour
am
pm
noon
midnight

60 seconds
12 o'clock at midday
in the afternoon/evening
2:15
60 minutes
12 o'clock at night
in the morning
2:30

Days of the week

- 3 a) Listen and repeat.



Grammar

Prepositions of time: on

We use **on** with days of the week.

- b) Now answer the questions.

- Which day is before/after: *Sunday*? *Monday*? *Tuesday*? *Wednesday*? *Thursday*? *Friday*? *Saturday*?
- What day is it today?
- What day is it tomorrow?
- What days are part of the weekend?

Everyday English

Asking/Telling the time

- 4 Listen and read. Then, take roles and read the dialogues aloud.

A: Excuse me – what time is it, please? B: It's quarter to five. A: Thank you. B: You're welcome.	B: Excuse me, do you have the time? B: It's seven o'clock. A: Thanks.
--	--

- 5 a) Listen and draw the times in your notebook.



- b) Use the times in Ex. 5a and the language below to act out dialogues similar to the dialogues in Ex. 4.

Functions	
Asking the time	Telling the time
- Excuse me. What time is it, please?/Excuse me, do you have the time? - Thank you./Thanks.	- It's (eight o'clock, half past six etc) - You're welcome.

Listening & Speaking

- 6 Copy the timetable into your notebook.

Listen and write the times. Then complete the timetable about yourself.

Monday	Sandy	You
get up go to school have lunch go back home have dinner go to bed	7:00	

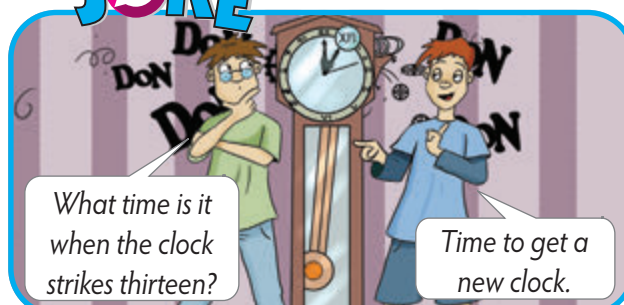
Present Sandy's and your Monday routine to the class.

Writing (see Guided Writing p. 135)

- 7 **Portfolio:** Write an email to your English e-friend about your Monday routine (50 words). Add it to your portfolio.

Hi ... ,
Hope you're OK. My Mondays are busy. I ...
...
Write back,
...

JOKE



3.4 In the fresh air

Vocabulary

Outdoor hobbies

- 1 Listen and repeat. Which of the outdoor hobbies in the list can you see in the photos?



Teens' Top Outdoor Hobbies

- 1 go on bike rides
- 2 go jogging
- 3 go paintballing
- 4 play basketball
- 5 go for a walk
- 6 go go-kart racing
- 7 go on a picnic
- 8 go to an amusement park
- 9 go to the beach
- 10 do archery
- 11 go climbing
- 12 do gardening

Grammar

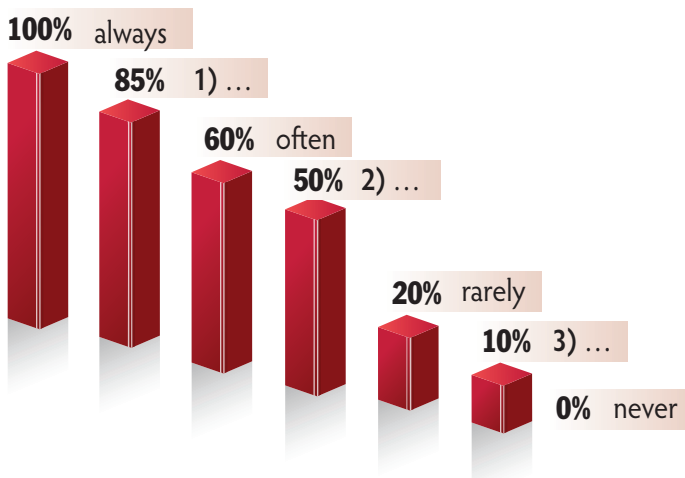
Adverbs & Expressions of frequency

- 2 Read the theory. Is it the same in Romanian?

Adverbs of frequency [always (100%), usually (85%), often (60%), sometimes (50%), rarely (20%), seldom (10%), never (0%)] tell us how often something happens. They go before the main verb, but after the verb **to be**. He **sometimes** goes paintballing. He is **never** late for his archery class.

We can also talk about frequency using: every day/week/morning/month/year, etc once/twice/three/four times a day/week/month/year, etc. He goes swimming **twice a week**.

- 3 Complete the graph. Use: *sometimes, seldom, usually*. Write in your notebook.



- 4 a) Complete the sentences with adverbs of frequency. Write in your notebook.

- 1 James ... plays basketball on Friday afternoons. (100%)
- 2 He ... goes to the beach in summer. (50%)
- 3 He ... goes jogging. (60%)
- 4 He is ... last in a go-kart race. (10%)
- 5 He ... does gardening. (0%)
- 6 He ... goes for a walk on Sundays. (85%)

- b) Ask and answer questions to find out about your partner's outdoor hobbies. Use phrases from Ex. 1.

A: How often do you go jogging?
B: I go jogging every Monday, etc

Tell the class.

Peter goes jogging every Monday.
He ... etc

Reading

- 5 a) Look at the blog. Read the first sentence in each post. What is the blog about? Read and check.

Every weekend, we take part in a paintballing game. We think of a plan, then try to shoot our enemies with balls of paint! I always get hit, and it hurts a bit, but I don't mind because paintballing is great! What's your hobby?

Jack 15

Post a comment

Paintballing sounds like fun! My hobby is archery. On Tuesdays and Thursdays, I go to a class. We shoot arrows at a target. I never hit the middle of the target, but I get better every week!

Alice 16

Posted 17/10

I love photographs of animals. I also usually take pictures of animals. I use my smartphone, but one day I want to get a special camera like real photographers use.

Toby 14

Posted 20/10



- 1 Paintballing is a team sport.
- 2 Jack never gets hit while paintballing.
- 3 Alice has an archery lesson once a week.
- 4 Alice often hits the middle of the target.
- 5 Toby likes photos of animals.
- 6 Toby uses a special camera to take pictures.

Check these words

shoot, enemy, get hit, hurt, don't mind, shoot arrows, target, middle, get better, animal, smartphone, camera, real, photographer

- b) Read the text and decide if the sentences (1-6) are *T* (true) or *F* (false). Correct the false statements. Write in your notebook.

- c) **Think** Why are outdoor hobbies important?

Listening

- 6 a) Copy the table into your notebook. Listen to Trevor talk about his outdoor hobbies and tick (✓) the correct boxes.

TREVOR	never	rarely	sometimes	often	usually	always
go on bike rides						
play football						
do archery						
play golf						
go to an amusement park						
go on a picnic						

- b) Compare Trevor's outdoor hobbies to yours.

Speaking & Writing

- 7 Use adverbs and expressions of frequency to make sentences about your outdoor hobbies. Choose from the list or use your own ideas. Read them to the class.

• go on a picnic • play basketball • go for a walk • ride my bike • go climbing • go jogging • go paintballing • go to the beach • hang out with my friends • go go-kart racing • do gardening • do archery

I sometimes go on a picnic. I play basketball twice a week.

(see Writing Skills pp. 126-127)

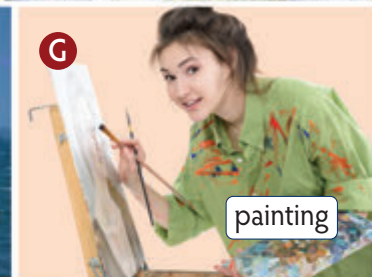
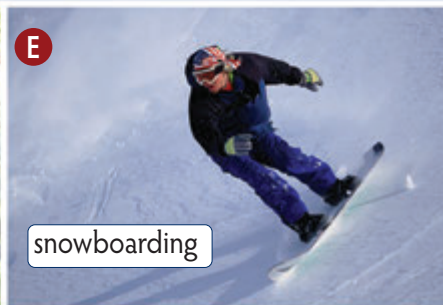
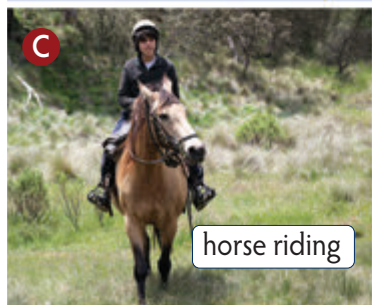
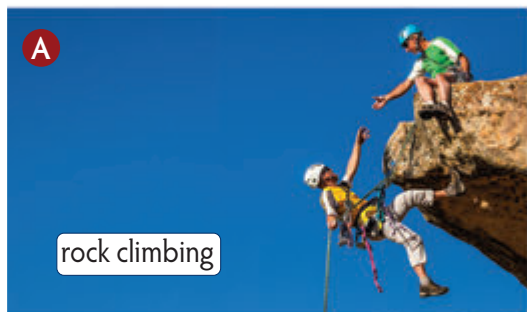
- 8 **Portfolio:** Post your comment to the blog. Write: ■ what you usually/ sometimes do ■ who with ■ why you like it (50 words). Add it to your portfolio.

3.5 Outdoor fun



Vocabulary

Hobbies & extreme sports



- 1 Listen and repeat. Which are: extreme sports? hobbies?

Rock climbing is an extreme sport.
Horse riding is a hobby.

- 2 Use the adjectives and the phrases to complete the sentences. Write in your notebook.



It's ...

• fun • exciting • thrilling
• relaxing • amazing

It's ...



• difficult • boring • dangerous
• tiring • expensive

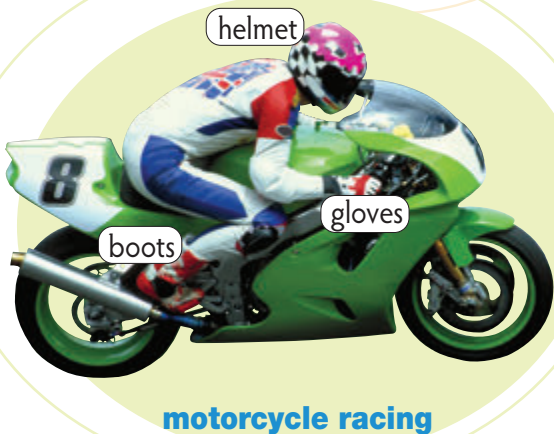
I prefer ... because ... I don't like ... because ...

I prefer kayaking because it's exciting. I don't like collecting seashells because it's boring.

Vocabulary

Competitive events

- 3 a)  Listen and repeat.
What are these words in Romanian?



- b) Tell your partner what equipment/clothes you need to do the sports in the pictures.

To go **motorcycle racing** you need ...

Reading

- 4 Look at the title of the text and the picture. What do you know about the sport in the picture? What else would you like to know about it? Think of a question about it. Read the text. Can you answer your question?

- 5 a) Read the text again. Decide if the sentences are *T* (True) or *F* (False). Write in your notebook.

- 1 You can hold the ball for a long time.
- 2 This sport is like two other sports.

- b) **Think**  Would you like to try Gaelic football? Why/Why not? Tell your partner.

I'd like to try ... because it's exciting. I wouldn't like to try ... because ...

Let's get SPORTY... around the UK!

3.5

Cricket, football and rugby are the UK's top sports, but you don't have to be a fan of these sports to get sporty in the UK! Let's take a look at a sport the British have.



Gaelic football

Imagine a cross between football and rugby, but with very different rules. 15 players are in a team, the pitch is bigger than a rugby or football pitch, and the posts are like rugby posts, but with a net on the bottom half. The people of Northern Ireland love this sport!

Things to know ...

- Don't move more than four steps with the ball in your hands.
- Kick the ball or hit it with your hand.

Check these words

a cross between, rules, player, team, pitch, post, net, bottom half, step, kick, hit

Writing & Speaking

- 6  Write three things you remember from the text. Tell your partner.

- 7 **PRESENTATION SKILLS** Read the text again. Make notes under the headings: ■ name of sport ■ country ■ place/ equipment ■ rules. Present the sport to the class.

3.6

Clothes & fashion

Vocabulary

Everyday Clothes & Footwear

- 1**  Listen and repeat. Say the words in Romanian.

- 2** Describe your school uniform or the clothes you normally wear at school.

I normally wear everyday clothes at school. I usually wear blue jeans, a T-shirt and trainers. I like my clothes because they look nice and feel good.

At my school boys wear a blue jacket, grey trousers and black shoes. Girls wear a blue skirt and a white shirt.

Listening

- 3**  Listen to a teacher giving instructions to new students about how to order their school uniform. Decide if the sentences are T (true) or F (false). Write in your notebook.

- All students at Beecham School wear a uniform.
- Only boys wear ties.
- Girls wear trousers.
- WJ Schoolwear hasn't got the school tie.
- The school's online shop sells the whole uniform.

Grammar

Present simple (negative)

- 4**  Study the table. Which auxiliary verb do we use to form the *present simple negative*? Then, complete sentences 1-6 with *don't* or *doesn't* in your notebook.

NEGATIVE

I/You **don't** wear a uniform to school.

He/She/It **doesn't** wear a uniform to school.

We/You/They **don't** wear a uniform to school.

Note: He **doesn't** wear a uniform to school. (NOT: He doesn't ~~wears~~ a uniform to school.)

- Lucy ... have a history lesson on Mondays.
- Simon ... wear a tie to school.
- Max and Anna ... play basketball on Fridays.
- We ... walk to school.
- You ... need a special uniform for PE lessons.
- I ... eat lunch in the school canteen.

tie
shirt
skirt

dress
socks
shoes

tracksuit

jacket

jeans

cap

T-shirt

scarf

coat

gloves

shorts

trainers

trousers

Reading

- 5 a) Look at the photo and read the title. What is the text about? Read to find out.

Lifestyles



Kagai lives in a small village in Kenya. Every day he walks to school. He doesn't wear a uniform at school. He shares books with two other boys, but he doesn't mind. Kagai is lucky because his school is the only one with electricity.

Lunch break is one of his favourite times because he eats a hot meal at the school canteen. He does his homework at school. When he goes home, he does chores like fetching water and wood. There is no electricity at his house. He goes to bed at 8 o'clock. He sleeps under a bed net that protects him from the mosquitoes. He shares the bed with his two brothers.

Study Skills

Predicting content

The title of the text and the photo help us predict what the text is about.

Check these words

village, share books, doesn't mind, lucky, electricity, hot meal, school canteen, do chores, fetch water, wood, under, bed net, protect from, mosquito, share the bed

- b) Read again and decide which of the phrases are true for Kagai. Which of these phrases are true about you? Copy the table into your notebook and complete it.

Kagai You

1. live in a small village
2. walk to school
3. go to school by bus
4. share books
5. have lunch at school
6. do chores
7. chat online
8. do homework at school
9. watch TV in the evening
10. go to bed at 10 o'clock

Writing & Speaking

- 6 **Think** In what ways is your lifestyle different from/similar to Kagai's? Use the completed table in Ex. 5b to write a few sentences in your notebook.

Note:

We use **but** to join two contrasting ideas.

We use **too** to show ideas that are the same or added to another.

Kagai lives in a small village, **but** I don't live in a small village. I live in a big city. Kagai walks to school. I walk to school, **too**.

Read your sentences to the class.

- 7 **PRESENTATION SKILLS** Present Kagai's and your lifestyle to the class.

3.7

Health, the human body, at the doctor's/ dentist's

Vocabulary

Illnesses

- 1 Listen and repeat. Say the words in Romanian.



1 a cough



2 a stomachache



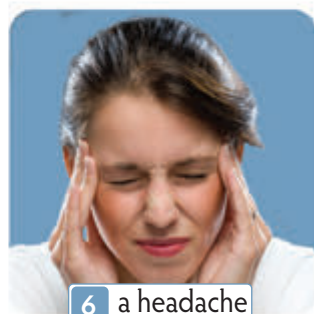
3 a sore throat



4 a temperature



5 an earache



6 a headache



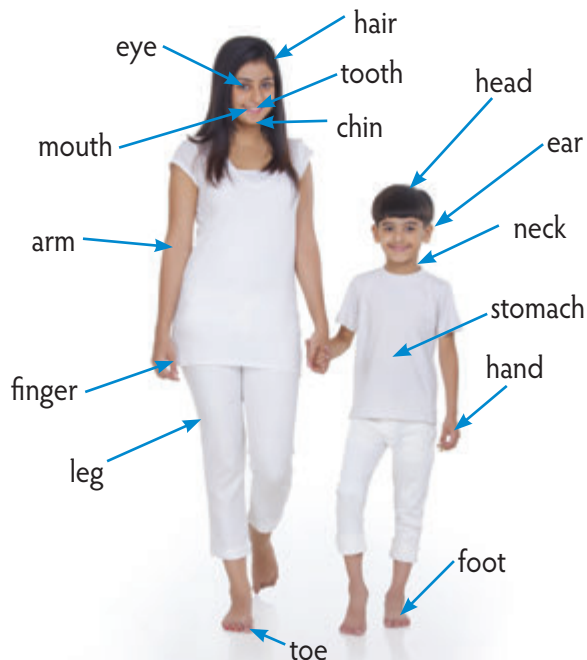
7 a rash



8 a cold/the flu/a virus

Parts of the body

- 2 a) Listen and repeat. Say the words in Romanian.



- b) In groups, point to different body parts and say their names.

Listening & Reading

At the doctor's

- 3 a) Listen to and read the dialogue. What is wrong with Sam? What is the doctor's advice?

Doctor: Hello, Sam. How are you today?
 Sam: Hello, Doctor Smith. I'm not well. I have a high temperature.
 Doctor: Oh, dear. It's probably a virus.
 Sam: What can I do?
 Doctor: Take this medicine and stay in bed for a few days.
 Sam: Thank you, Doctor Smith.

Speaking

- b) In pairs, use the ideas below to act out a similar dialogue.

cough & sore throat – a cold – have warm drinks and rest

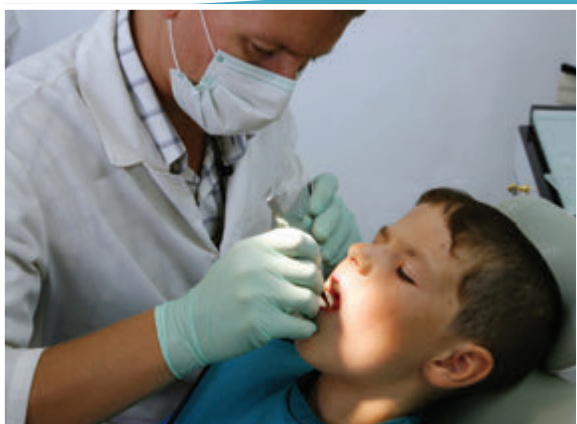
Listening

At the dentist's

- 4 a)  Listen to a conversation. Write the missing words in your notebook.

- 1 Mr Jones is a ...
- 2 Jim's ... hurts.
- 3 Jim needs to take medicine for ... days.
- 4 Jim needs to see Mr Jones next ...

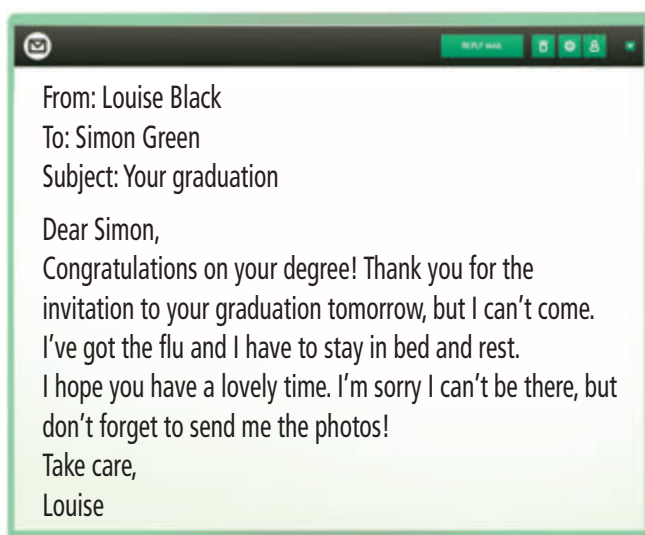
b)  In pairs, use the ideas to act out the dialogue. *toothache, one at the back, infection, take this medicine for 10 days.*



Reading

- 5  Read the first and last lines in the email. What do you think it is about?

 Listen and read to find out.



- 6 Answer the questions.

- 1 What event is the email about?
- 2 What is Louise's reason for writing?
- 3 Why can't she attend the graduation?
- 4 What does Louise want from Simon?

Everyday English

Apologising

- 7  Read the Functions box. In pairs, use the ideas to discuss as in the example.

Functions	
Offering an apology	Accepting an apology
• Sorry!/I'm so sorry. • I am (very) sorry. • Please forgive me. • I (do) apologise.	• No problem. • That's (quite) all right. • It doesn't matter (at all). • Forget (about) it.

- 1 You can't go to your friend's birthday because you've got a stomachache.
A: I'm so sorry I can't come to your birthday. I've got a terrible stomachache.
B: That's all right.
- 2 You can't go to your cousin's party because you have a temperature.
- 3 You are late for school.
- 4 You ate the last piece of birthday cake.

Writing (see Guided Writing p. 135)

- 8 **Portfolio:** You can't go to your cousin's graduation because you are ill. Write an email congratulating him/her, apologising and explaining why you can't go. Use the email in Ex. 5 as a model (50 words). Add it to your portfolio.

3.8 Work routines

Vocabulary

A work routine

- 1  The pictures show what a ravenmaster does at work.

 Listen and repeat.



A He feeds the ravens.



B He cleans the cages.



C He lets the ravens out of the cages in the morning.



D He puts the ravens back in the cages in the evening.



E He gives water to the ravens.

My dad's daily routine



Reading

- 2 a) Read Chris Skaife's daughter's homework assignment from 2003 about the time her dad was the ravenmaster. Put the pictures in Ex. 1 in the correct order.

b)  **Think** Why is Chris's job special? Write in your notebook.

Chris's job is special because ...

- 3 Form true sentences about Chris. Use the affirmative or negative form. Write in your notebook.

- 1 he/live/in the Tower of London **He lives in the Tower of London.**
- 2 he/start/work/at 9 o'clock in the morning
- 3 he/take care of/ravens
- 4 he/live/with his friends
- 5 he/work/five days a week

Grammar

Present simple (interrogative & short answers)

- 4 a) Study the table. Which auxiliary verb do we use to form the *present simple interrogative* and *short answers*?



There are many different jobs but my dad's job is very unusual. He is the only ravenmaster at the Tower of London.

The ravenmaster is the person who takes care of the ravens that live in the Tower of London. My family lives there with my dad! His day starts at 5 o'clock in the morning. He lets the ravens out of their cages, feeds them, gives them water and cleans their cages. During the day he looks after them until he puts them back in the cages at about 9 o'clock in the evening. My dad works seven days a week but he doesn't mind. He loves his job. "The ravens are part of the family," he says.



Check these words

different, unusual, only, take care of, let out of the cages, during, look after, until, be part of

INTERROGATIVE

SHORT ANSWERS

Do I/you work shifts?	Yes, I/you do . / No, I/you don't .
Does he/she/it work shifts?	Yes, he/she/it does . / No, he/she/it doesn't .
Do we/you/they work shifts?	Yes, we/you/they do . / No, we/you/they don't .

INTONATION

For yes/no questions we use rising intonation.

Do you work shifts?

b) Complete the gaps with *do*, *does*, *don't* or *doesn't*. Write in your notebook.

- A: ... you work on Saturdays?
B: No, I ...
- A: ... Jim live in York?
B: No, he ... He lives in London.
- A: ... Paul work as a teacher?
B: No, he ...
- A: ... Mary like her job?
B: Yes, she ...

Listening

- 5 Listen to Matt talking about his daily routine and decide if the sentences (1-6) are *T* (true) or *F* (false). Write in your notebook.

- Matt gets up at 9 o'clock.
- He walks the dog.
- He leaves the house at noon.
- He finishes work at 11 pm.
- He has dinner with his friends.
- He goes to bed at 2 am.

Grammar

Proper/Common nouns

Proper nouns are words that refer to a particular person, place or thing. They start with a capital letter. *Tony, England*
Common nouns are words that refer to a person, place or thing but they are not their names. *family, book*

- 6 List these nouns under the headings: Proper Common.
- dad • job • London • Chris
 - day • raven • week • Monday

Speaking & Writing

- 7 Copy and complete the graphic organiser with information from the text in your notebook. Use it to present Chris to the class.

Name: 1) ...

Place of work: 2) ...

Work routine: 3) ...

- 8 **Project:** Complete a graphic organiser like the one in Ex. 7 about a family member. Use it to present his/her daily routine to the class. Then write a short text (50 words).

www.teen-world.com home life school fun more topics

At school with me ... in the UK

I'm Lewis, I'm 15 and I'm in Year 9 at Hollingdale Secondary School. I'm the boy in the middle in the photo!

Do you like my school uniform? I wear black trousers, a blue shirt and a tie. I don't mind it. My school day starts at 8:50 am. The form teacher takes the register, then we go to the gym for assembly. Then we go to 6 lessons – 40 minutes each. My favourite is history.

We have a 20-minute morning break and a lunch hour! Lessons end at 3:20 pm, then there are after-school clubs. I'm in the hockey team and the photography club!

What's school like in your country?

[Click to post a comment](#)

Reading

- 1 What is school life like in the UK? Read to find out.
- 2 Read again and decide if the sentences are *T* (true), *F* (false) or *DS* (doesn't say). Write in your notebook.

- 1 Lewis' sister goes to the same school.
- 2 Lewis doesn't like wearing a school uniform.
- 3 Lewis starts his lessons at 8:50 am.
- 4 Lewis goes home for lunch.
- 5 Lewis plays sport in the afternoon.

Grammar

wh- questions (present simple)

- 3 Read the table. Then, put the words in the correct order to form questions. Write in your notebook.

wh- word + auxiliary verb + subject + main verb
 When does your English lesson start?
 wh- word + be + subject Where is your English teacher?
 BUT: who/what + main verb + object (to refer to the subject of the verb) Who teaches maths at your school?

- 1 to school/Lewis/When/go/does/?
- 2 he/in/Which/is/year/?
- 3 wear/does/What/to school/he/?
- 4 school register/takes/Who/the/?
- 5 finish/lessons/do/When/?
- 6 do/Lewis/What/does/after-school activities/?

Check these words

middle, school uniform, trousers, shirt, tie, form teacher, take the register, assembly, break, club, team, photography

- 4 Complete with: *clubs, lunch, uniform, register, break, form*. Use the phrases to make sentences about school in the UK. Write in your notebook.

- | | |
|----------------|--------------------|
| 1 ... teacher | 4 morning ... |
| 2 school ... | 5 ... hour |
| 3 take the ... | 6 after-school ... |

The form teacher takes the register.

Speaking

- 5 **Think** Compare your school to Lewis'. Tell the class.

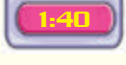
In Lewis' school, students wear a uniform. We wear a uniform at my school, too! / We don't wear a uniform in my school.

Writing

- 6 **Project:** Make notes under the following headings about schools in Romania: ■ clothes ■ the school day ■ breaks ■ after school clubs/activities. Use your notes to write your comment on Lewis' blog. Read it to the class (50 words).

Vocabulary

1 Write the times in your notebook.

1		4	
2		5	
3			

5 x 2 = 10 points

2 Complete the gaps with *have* (x2), *do*, *get*, *start*, *go*. Write in your notebook.

1 ... dressed	5 ... my
2 ... lunch	homework
3 ... a shower	6 ... to bed
4 classes ...	

6 x 1 = 6 points

3 Choose the odd word out. Write in your notebook.

- 1 bus – ship – bike – tooth
 - 2 cough – paintballing – archery – climbing
 - 3 finger – the flu – leg – toe
 - 4 temperature – head – neck – foot
 - 5 painting – dress – jeans – shorts
 - 6 gloves – scarf – jogging – tie
 - 7 rock climbing – snowboarding – kayaking – sore throat
- 7 x 2 = 14 points

4 Write the clothes in your notebook.

1 	2 
3 	4 

4 x 1 = 4 points

Grammar

5 Complete with *at*, *in* or *on*. Write in your notebook.

1 ... 6 o'clock	5 ... noon
2 ... the morning	6 ... Fridays
3 ... Monday	7 ... the evenings
4 ... night	

7 x 1 = 7 points

6 Put the verbs into the *present simple* and choose the correct item. Write in your notebook.

- 1 Jean ... (*live*) in London.
 - 2 ... (*his mother/work*) as a doctor? No, she **don't/doesn't**.
 - 3 Her dad ... (*teach*) maths.
 - 4 ... (*she/go*) to school on foot? Yes, she **do/does**.
 - 5 What time ... (*lessons/finish*)?
 - 6 ... (*Hellen/do*) her homework in the evening? No, she **does/doesn't**.
 - 7 Tony ... (*watch*) TV after dinner.
 - 8 Mary ... (*not/surf*) the Net in the afternoon.
- 8 x 1 = 8 points

7 Put the adverbs in the correct place. Write in your notebook.

- 1 He is late for school. (**never**)
 - 2 He goes jogging in the afternoon. (**usually**)
 - 3 They go dancing on Saturdays. (**often**)
 - 4 Bob paints pictures. (**sometimes**)
- 4 x 1 = 4 points

Everyday English

8 Match the exchanges. Write in your notebook.

- | | |
|----------------------|-------------------|
| 1 What time is it? | A It's 8:30. |
| 2 Thank you. | B I'm not well. |
| 3 How are you today? | C Oh, dear. |
| 4 I have a rash. | D You're welcome. |
- 4 x 2 = 8 points

Reading

- 9** Read the text and decide if the sentences are *T* (true), *F* (false) or *DS* (doesn't say). Write in your notebook.



My holiday routine

by Sarah Peters

I'm a student and I go to college, but in the summer I work at a theme park! For me it's like a paid holiday! I'm a theme-park mascot.

Every day, I arrive at eight thirty, put on my costume and walk around the park. I wave at children and pose for photos. I never stop entertaining people – but I don't speak a word!

I have a break for lunch and then, every afternoon, I dance in a parade. Sometimes, I want to take off my costume because it's too hot inside.

But then a child looks into 'my' giant eyes and shouts, "I love you!"

Nothing is better than that!

- 1 Sarah feels like she's on holiday when she's at work.
- 2 Sarah never sits down in the park.
- 3 She talks to children a lot at work.
- 4 Sarah is a good dancer.
- 5 She sometimes doesn't feel good in her costume.

5 x 2 = 10 points

Listening

- 10** Listen and choose the correct answer, a or b. Write in your notebook.

- 1 Tony leaves home at ...
a 7 o'clock. b 7:30.
- 2 His favourite school subject is ...
a art. b ICT.
- 3 He has lunch at ...
a school. b home.
- 4 He does his homework ...
a after dinner. b before dinner.
- 5 After dinner he ...
a watches TV. b walks the dog.

5 x 3 = 15 points

Writing

- 11** Write an email to your British e-friend about your everyday routine. Write what you do in the morning/afternoon/evening (50 words).

14 points

TOTAL: 100 points



Project: In groups, create a video or digital presentation about your fashion company. Choose a name and make a logo. Draw some clothes for your company. Write 3–4 simple sentences about the clothes.

Write in your notebook.

Self-evaluation

Now I can ...

- talk about everyday activities, habits & outdoor hobbies/fun
- talk about means of transport
- ask/tell the time
- talk about clothes & footwear
- talk about the human body and illnesses
- describe my daily routine
- discuss health problems
- apologise
- write an email about my daily routine & habits
- present & compare lifestyles
- write an email of congratulations & apology
- write a short text about a family member's daily routine
- write a blog entry about my hobby

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Observation grid

- 1 I work well with my group.
- 2 I follow classroom rules.
- 3 I participate in all pairwork activities.
- 4 I interact with others.
- 5 I come to class on time.
- 6 I ask for help when I need.
- 7 I am willing to participate in activities.
- 8 I work well on my own.
- 9 I follow my teacher's instructions.
- 10 I have useful ideas.

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

What's in this module?

Vocabulary

- snacks
- food products, fruit, vegetables
- containers & UK currency
- shops & places
- food preparation & cooking; tastes
- healthy habits for teens

Grammar

- countable/uncountable nouns
- plurals/irregular plurals
- *there is/there are*
- *this/these – that/those*
- *a/an – the*
- prepositions of place
- the imperative
- *some, any, no, a lot of, lots of, much, many*
- *how much, how many – (too) much, (too) many*
- prepositions of time
- *can* (permission)

Reading

articles; dialogues; a recipe

Listening

dialogues

Speaking

- make a shopping list
- offer food/drinks – accept/decline
- buy clothes
- give directions/instructions
- preferences/attitude (food/drinks)
- at the supermarket/greengrocer's
- invite-accept/decline
- ask for/give permission
- pronunciation of /s/, /z/, /z/

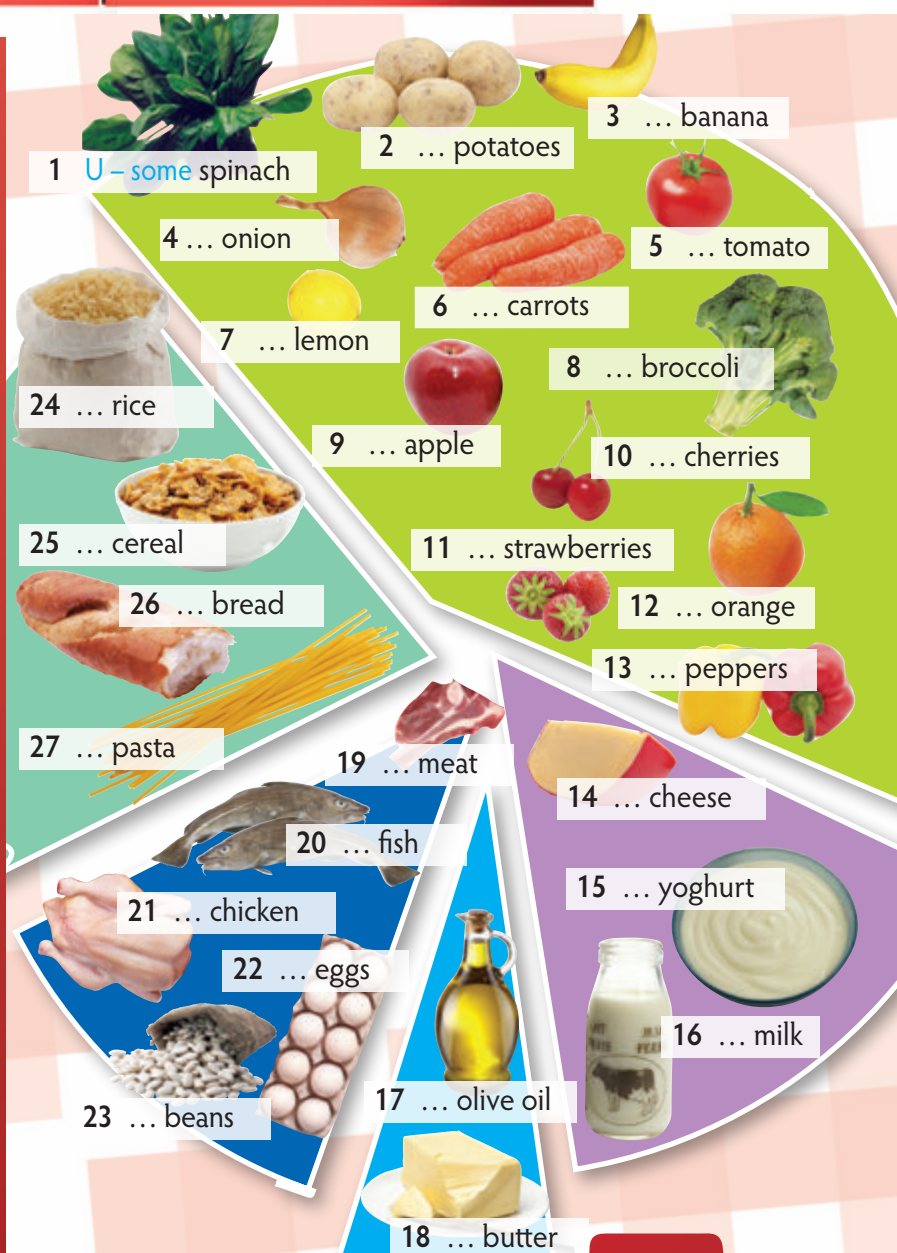
Presentation Skills

present: street food; traditional dishes; why foods taste different

Writing

write: a short text about Romanian food on New Year's Eve; a recipe; a paragraph about a typical Romanian dish; a dialogue

CLIL (Science): *Why do foods taste different?*



Countable nouns are nouns we can count. We use **a/an** with countable nouns in the singular and **some** with countable nouns in the plural. **an/one apple – two/some apples**
Uncountable nouns are nouns we cannot count. We use **some** with uncountable nouns.
water – some water (NOT: ~~a/one water – two waters~~)

- 2** Decide if the nouns (1-27) are C (countable) or U (uncountable). Which take a? an? some? Write in your notebook.

1 U – some spinach

Find the page numbers for:

- a shopping list
- banknotes
- a joke
- an Irish dish
- a recipe

Food/Drinks

- 1** Listen and repeat. What are these words in Romanian?

4.1 Tasty treats

Vocabulary

Snacks, food & drinks

- 1 Listen and repeat. What are these words in Romanian?



2 pizza



3 ice cream



4 sandwiches



1 popcorn



5 burger



6 sweets



7 chocolate cake



8 lemonade



9 milkshake



10 water



11 crisps



12 salad

Reading

- 2 a) Look at the pictures (A & B) in the text. Where do people eat these foods on New Year's Eve? Read to find out.

b) Read again and complete the sentences in your notebook.

- Many people celebrate New Year's Eve by **holding parties or eating a large meal**.
- In Spain and South America, people eat 12 grapes at midnight to ...
- In Greece, you get good luck when you find ...

c) **Think** Tell the class three things you remember from the text.



Lucky Foods

New Year's Eve is a special time around the world. Many people hold parties or eat a large meal with their family and friends.

In Spain and South America, people eat grapes on New Year's Eve. As soon as the clock strikes 12 clock, people eat 12 grapes. They believe that this brings them good luck for the next 12 months. But eating a bad grape means that one month might be unlucky!



Grammar

Plurals

- 3 a) Study the table.

- Most nouns take **-s** to form their plural. **carrot** → **carrots**
- Nouns ending in **-s, -ss, -ch, -sh, -x** take **-es**. Some nouns ending in **-o** also take **-es**. **bus** → **buses**, **glass** → **glasses**, **sandwich** → **sandwiches**, **brush** → **brushes**, **box** → **boxes**, **tomato** → **tomatoes**
- Nouns ending in a **consonant + -y** drop the **-y** and take **-ies**. **strawberry** → **strawberries** BUT: **day** – **days**
- Some nouns ending in **-f/-fe** drop **-f/-fe** and take **-ves**. **leaf** → **leaves**, **knife** → **knives**

Irregular plurals: **man** – **men**, **woman** – **women**, **child** – **children**, **person** – **people**, **foot** – **feet**, **tooth** – **teeth**

Some nouns don't have a singular form:

clothes, trousers, sunglasses

- b) Write the plural in your notebook.

- one cherry – two ...; 2 one peach – two ...;
- one egg – two ...; 4 one box – two ...; 5 one potato – two ...;
- one man – two ...; 7 one foot – two ...; 8 one pepper – two ...; 9 one child – two ...;
- one dress – two ...



In Greece, people bake round cakes before New Year's Eve

and put a coin inside. Then, they cut and serve the cake at midnight. The person who finds the coin in their piece of cake gets good luck for the whole year!

Check these words

hold parties, meal, grapes, as soon as, clock strikes, bring, good luck, unlucky, bake, round cake, coin, inside, cut, serve, whole

The indefinite article *a/an* – *some/any/no* – *there is/there are*

4 a) Study the theory.

COUNTABLE NOUNS

Affirmative	There is a peach./There are some apples.
Negative	There isn't a banana./There aren't any onions./There are no onions.
Interrogative	Is there a cake? Yes, there is./No, there isn't. Are there any carrots? Yes, there are./No, there aren't.

UNCOUNTABLE NOUNS

Affirmative	There is some milk.
Negative	There isn't any water. There is no water.
Interrogative	Is there any butter? Yes, there is./No, there isn't.

We use **a/an** with countable nouns in the singular.
We use **some** in the affirmative with both countable nouns in the plural and uncountable nouns.
We use **any** in the negative and interrogative with both countable nouns in the plural and uncountable nouns.
We use **no** in the negative with both countable nouns in the plural and uncountable nouns.

b) Look at the pictures in Ex. 1 and complete with: *There is/Isn't, There are/aren't, an, some, any, no*. Write in your notebook.

- | | |
|--------------|-------------------|
| 1 ... pizza. | 5 ... chicken. |
| 2 ... milk. | 6 ... eggs. |
| 3 ... apple. | 7 ... popcorn. |
| 4 ... cake. | 8 ... sandwiches. |

c) Look at Ex. 1 again. In pairs ask and answer, as in the examples. Use: *milk, sweets, cherries, burger, apple, ice cream, carrots, rice, popcorn, lemonade, crisps, cheese, bananas*.

A: Is there any milk?

A: Are there any sweets?

B: No, there isn't.

B: Yes, there are.

Pronunciation

5 Listen and repeat. Add more words. Write in your notebook.

/s/ carrots, crisps /z/ peppers, eggs
/tʃ/ peaches, sandwiches

Everyday English

Offering food/drinks

6 a) Listen and repeat.

A: Would you like a sandwich?
B: Yes, please.

A: How about some lemonade?
B: No, thanks. I don't like lemonade.

Functions

Offer food/drinks

• Would you like a/some ...?	• How about a/some ...?
Accept	Decline
• Yes, please.	• No, thanks.
• I'd love one/some.	• I don't (really) like ...
• Sure, why not?	• I'd rather not.

Note: We use **some** with **Would you like ...** for offers or **Can I have ...** for requests.

b) In pairs, act out similar dialogues. Use words from Ex. 1 and the Functions box.

Writing

7 **Project:** What do you eat on New Year's Eve in Romania? Collect information, then write a short text like the ones in Ex. 2a.

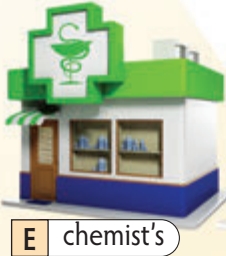
4.2

Shops in the neighbourhood

Vocabulary

Shops

- 1 a) Listen and repeat.
What are they in Romanian?
Where can you buy food?



- b) In pairs, read and match the exchanges (1-9) to the shops (A-K). Which words helped you decide?

- 1 A: These shoes are great.
B: Yes, they are.
- 2 A: Have you got any steaks?
B: Yes, I have.
- 3 A: These sweaters are very cheap.
B: They are.
- 4 A: How much is that bouquet of flowers?
B: £12.
- 5 A: How about this toy train?
B: It's great!
- 6 A: Can I have a loaf of bread, please?
B: Sure, here you are.
- 7 A: Good morning. How can I help you?
B: A packet of aspirin, please.
- 8 A: Excuse me. Have you got the *Diary of a Wimpy Kid* by Jeff Kinney?
B: Yes, we have.
- 9 A: Can I help you, sir?
B: Yes, please. Have you got Taylor Swift's latest album?

DID YOU KNOW?

In America a pair of pants is what people in England call a pair of trousers. In England, a pair of pants is what Americans usually call underwear.

Grammar

this/these – that/those – the definite article the

- 2 a) Read the theory. Is it the same in Romanian?

This is my book and these are my pens.



That is my desk and those are my shoes.



We use **this/these** for things near us.
We use **that/those** for things far away from us.
We use **the** with uncountable nouns and with countable nouns in the singular and plural to refer to things mentioned before.
Dad sells meat. The meat in his shop is very fresh.
This is a book. The book is mine.
Harry has got three cats. The cats are all black.

b) Complete in your notebook: *this, that, these or those, a or the.*



- 1 ... are trainers. ... trainers are blue.
- 2 ... is ... ball.
- 3 ... is ... bag. ... bag is red.
- 4 ... are sunglasses. ... sunglasses are mine.

3 Point to things in your classroom and say.

This is Mary. This is Mary's pen. (point to Mary's pen)

That is Mark. Those are Mark's pencils. (point to Mark's pencils) etc.

Listening

4 Read and choose the correct word. Listen and check.

- A: Excuse me. How much is 1) **this/these** jumper?
B: 2) **They're/It's** only £9.99.
A: Oh, that's 3) **expensive/cheap**.
B: Yes, all 4) **a/the** jumpers are on sale this week.
- A: Excuse me. How much are 5) **that/those** jeans?
B: 6) **They're/It's** £100.
A: Oh, that's 7) **cheap/expensive**.
B: Here's 8) **a/an** pair for just £30.

In pairs, read the dialogues aloud.

5 In pairs, act out similar dialogues to the ones in Ex. 4. Use the items in the pictures.



Reading & Listening

Buying clothes

6 Listen to and read the dialogue. Answer the questions.

(S = Salesperson)

S: Can I help you?
Ann: Have you got a shirt to go with these trousers?
S: We've got these nice shirts. They're half-price, too.
Ann: They're really trendy. Have you got any in dark blue?
S: I'm afraid not. But we have got them in light blue.
Ann: That's fine. Have you got a medium?
S: Here you are. Would you like to try it on?
Ann: Yes. Where are the fitting rooms?
S: They're over there.
Ann: Thanks.

- | | |
|-------------------------------------|-----------------------------------|
| 1 What is half-price? | 3 What size is Ann? |
| 2 What colour shirts have they got? | 4 Where can she try on the shirt? |

Speaking & Writing

7 Work in pairs. Imagine you work in a clothes shop and your partner wants to buy a sweater. In your notebook, write a dialogue similar to the one in Ex. 6 (50 words). Use phrases from the Functions box below. Act out your dialogue.

Functions	
Salesperson	Customer
• Can I help you?	• Have you got ...
• We've got ...	• Have you got any in ...?
• Yes, we have./I'm afraid not. But ...	• Have you got a small/medium/large?
• Here you are. Would you like to try ... on?	• Yes. Where are the fitting rooms?
• They're ...	• Thanks.

4.3

My neighbourhood



Vocabulary

Shops

- 1 a) Look at the map.
 Listen and repeat.

b) In which of these shops can you buy:

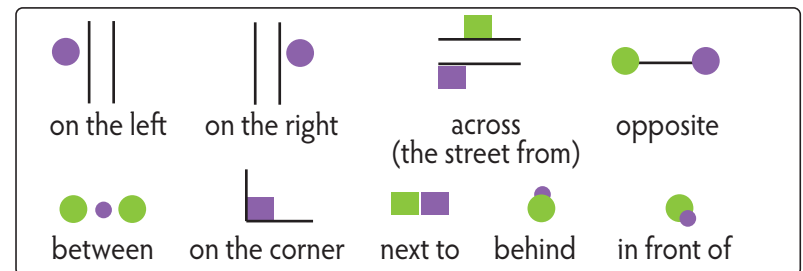
- a newspaper?
- food for your dog?
- a pair of trainers?
- medicine?
- a burger?
- bananas?
- a loaf of bread?
- a new album?
- a fridge?
- a toy ball?
- meat?
- sugar?

I can buy a newspaper at the newsagent's.

Grammar

Prepositions of place

- 2 Say the prepositions of place in Romanian.



- 3 Look at the map and find the shop.

- 1 It's on the corner of High Street and Queen Street.
It's the music shop.
- 2 It's next to the supermarket.
- 3 It's between Ann's Café and the art gallery.
- 4 It's across the street from the greengrocer's.
- 5 It's on the left of the fast food restaurant.
- 6 It's behind the pizzeria.



Make similar sentences. Your partner finds the shop.

A: It's on the corner of Apple Street and High Street.

B: It's the shoe shop.

Grammar

The imperative

- 4 Study the table. Then match the sentences (1-5) to the pictures (A-E).

We use the imperative to give directions or orders.

Affirmative Cross the street.



Negative Don't cross the street.



Everyday English

Giving directions/instructions

- 5 a) Listen to and read the dialogue. Where is Sam? Where does he want to go? Show the route on the map on p. 76.

Sam: Excuse me, is there a supermarket near here?
 Pete: Yes, there is.
 Sam: Where exactly?
 Pete: Go down Queen Street and turn left. Walk down High Street. Go past King Street. The supermarket is on your left.
 Sam: On my left?
 Pete: Yes. It's next to the newsagent's. You can't miss it.
 Sam: Thank you.

- b) Look at the map on p. 76. Work in pairs. Use the phrases in the Functions box to act out dialogues asking for/giving directions from:

- the mall to the aquarium.
- Tony's Restaurant to the butcher's.
- Mark's Café to the art gallery.
- the gym to the pet shop.
- the chemist's to the fast food restaurant.
- the baker's to the sports centre.

- 1 Turn right.
- 2 Go this way.
- 3 Don't ride a bike.
- 4 Drive slowly.
- 5 Don't park here.

Functions

Asking for directions	Giving directions/instructions	
• Where's the ...? • How can I get to ...? • Excuse me. Is there ...?	• Go up/down ... • It's on your left/right. • Turn left/right (on/into) ... • It's on the corner of ...	• Walk up/down ... Street/Road. • It's next to/opposite/between etc. • It's across the street from ...

Listening

- 6 Listen to four short exchanges. In which of the shops in Ex. 1a does each take place? Which words helped you decide? Make notes in your notebook, then tell your partner.

Writing

- 7 **Think** Think of the area you live in. How is it similar to or different from the area on the map on p. 76? Write sentences in your notebook. Read them to the class.

In my area there is a baker's and a fast food restaurant. There are two cafés. etc.

In my area there isn't a cinema or a theatre. There isn't a gym, either.

DID YOU KNOW?

In the UK most streets take their names from markets (Market Street), trees (Chestnut Avenue), or the surname of a person (Harley Street).

4.4

At the shop (food products, fruit, vegetables)

Vocabulary

Containers & quantities

- 1** Complete with *bottle, glass, carton, cup, bowl, bag, jar, packet, slice, pot, loaf, tin and piece*. Write in your notebook.

Listen and check, then repeat.



- | | |
|-------------------------|-------------------------|
| 1 a ... of milk | 8 a ... of mayonnaise |
| 2 a ... of cake | 9 a ... of ketchup |
| 3 a ... of tea | 10 a ... of popcorn |
| 4 a ... of orange juice | 11 a ... of baked beans |
| 5 a ... of bread | 12 a ... of yoghurt |
| 6 a ... of spaghetti | 13 a ... of sugar |
| 7 a ... of pizza | |

Grammar

Quantifiers

- 2** a) Study the table. Say the sentences in Romanian.

COUNTABLE NOUNS

How many biscuits are there?

There are **too many** biscuits.

There are **a lot of/ lots of** biscuits.

There are **some** biscuits.

Are there **many** biscuits?

There aren't **many** biscuits.

There **aren't any/are no** biscuits.



UNCOUNTABLE NOUNS

How much milk is there?

There is **too much** milk.

There is **a lot of/ lots of** milk.

There is **some** milk.

Is there **much** milk?

There **isn't much** milk.

There **isn't any/ is no** milk.



We use **a lot of/ lots of** in the affirmative with countable nouns in the plural and uncountable nouns. We use **many** with countable nouns in the plural in the negative and interrogative. We use **much** with uncountable nouns in the negative and interrogative. We can also use **many** and **much** in affirmative sentences.

- b) Complete with: *much, many, some, no, any, a lot of/lots of*.

- How ... cheese do you need?
Not ...
- Are there ... oranges?
Yes, there are ... oranges.
Don't buy any more.
- There's ... milk left.
OK! Let's buy ...
- There aren't ... oranges – just three. Please, buy ...
- How ... peaches do you want?
Not ... Just two.
- There are ... tomatoes. Don't buy any.

- 3** Complete with: *too much, too many*.

- There's ... salt in the sauce.
- There are ... apples in the basket.
- There are ... peppers on the pizza.
- Yuck! There is ... sugar in this coffee.

- 4** Choose the correct word.

- There aren't **much/many** carrots.
We can't make a carrot cake.
- Is there **many/much** milk left?
Yes, there's **any/lots of** milk.
- There are **much/no** apples.
We can't make an apple pie.
- There isn't **many/much** milk.
We need to buy **some/lot**.
- There isn't **many/any** cheese.
Buy **some/lot**, please.
- There are **a lot of/much** onions.
Let's make onion soup.
- Is there **many/much** sugar in the coffee?
No, there is **any/no** sugar at all.

UK currency

5 Study the table.



Coins

1p = one/a penny
2p = two pence
5p = five pence
10p = ten pence
20p = twenty pence
50p = fifty pence
£1 = one/a pound
£2 = two pounds



Notes

£5 = five pounds
£10 = ten pounds
£20 = twenty pounds
£50 = fifty pounds

Everyday English

At the supermarket

6 Read the dialogue aloud in pairs. Then use the price labels and the shopping list below to act out similar dialogues.

A: I'd like two packets of pasta, please.
B: Here you are. Anything else?
A: No, thanks. How much is that?
B: That's £2.40 altogether.



Shopping List

- (1 bottle) oil
- (2 packets) pasta
- (1 kg) apples
- (2 loaves of) bread
- (2 kg) tomatoes
- (1 bag) peppers
- (½ kg) onions

Price labels: £4.58 (oil), £1.20 (pasta), £1.84/kg (apples), £2/kg (bread), 60p (tomatoes), 80p/kg (peppers), £1.50/bag (onions).

Listening

7 Listen and complete the prices in your notebook.

Bright Supermarket Oak Tree Road

- Bread 1) £...
- Yoghurt x 8 2) £...
- Orange Juice x 2 3) £...
- Pasta 4) £...
- Tomatoes x 1 kg 5) £...

Reading

8 Complete with: how much, how many, some or any.

Listen and check. What do they need from the shop?

- A: Let's make a fruit salad. Are there 1) ... bananas?
B: 2) ... do you need?
A: Two is fine.
B: Yes, there are two bananas.
A: I need 3) ... strawberries, too.
B: 4) ... strawberries?
A: Half a kilo.
B: Yes, there is half a kilo.
A: And are there 5) ... apples?
B: Yes, there are. 6) ... do you want?
A: Just three. I need 7) ... honey to sweeten the fruit salad.
B: There isn't 8) ... honey. Would you like me to go to the shop for you?
A: Yes, please.
B: 9) ... honey do you want?
A: One small jar.

Speaking & Writing

9 You and your partner want to make a fruit salad. Write a dialogue similar to the one in Ex. 8. Read your dialogue to the class (50 words).

Traditional Street Food

Cambodia

Believe it or not, in Southeast Asia many people eat insects and spiders. They have lots of protein and are very tasty. One popular street food in Cambodia is fried tarantulas! Some people say they taste like hairy chicken!



England

The most popular street food in England is fish and chips. The fish is usually cod or haddock that vendors fry in a flour mixture. People usually put salt and vinegar on their fish and chips. Vendors wrap it in paper.



Check these words

insect, spider, protein, fried tarantula, taste like, hairy, cod, haddock, vendor, fry, flour mixture, salt, vinegar, wrap, paper

Reading

- 1 Read the title of the text and look at the pictures. Which of these foods contains fish? Read to find out.

- 2 Read the text and decide if the sentences (1-4) are T (True), F (False) or DS (Doesn't say). Write in your notebook.

- 1 Insects are healthy to eat because they are rich in protein.
- 2 Fried tarantulas have got hair.
- 3 People in England don't eat insects.
- 4 They sell fish and chips in bowls.

Speaking

- 3 **Project:** Compare the street food in England to street food in Romania. Write a few sentences, then tell the class.

- 4 PRESENTATION SKILLS** Watch the **VIDEO**.
Read the text again. Make notes, then present to the class the street foods from these two countries as well as Romania's street food.

Everyday English

At the greengrocer's

- 5** Listen to and read the dialogue. What does Sally buy at the greengrocer's? How much is it?

(*Tony = greengrocer)

Tony*: What would you like today, please?

Sally: Can I have a kilo of carrots, please?

Tony: Certainly. Anything else?

Sally: Yes, two kilos of those courgettes, too.

Tony: Here you are. Is that everything?

Sally: Oh, I need a cauliflower, too. No, make that two!

Tony: Do you want any fruit? I've got some nice cherries.

Sally: Actually, I'd like a kilo of those grapes over there.

Tony: Good choice. That's £10.40, please.

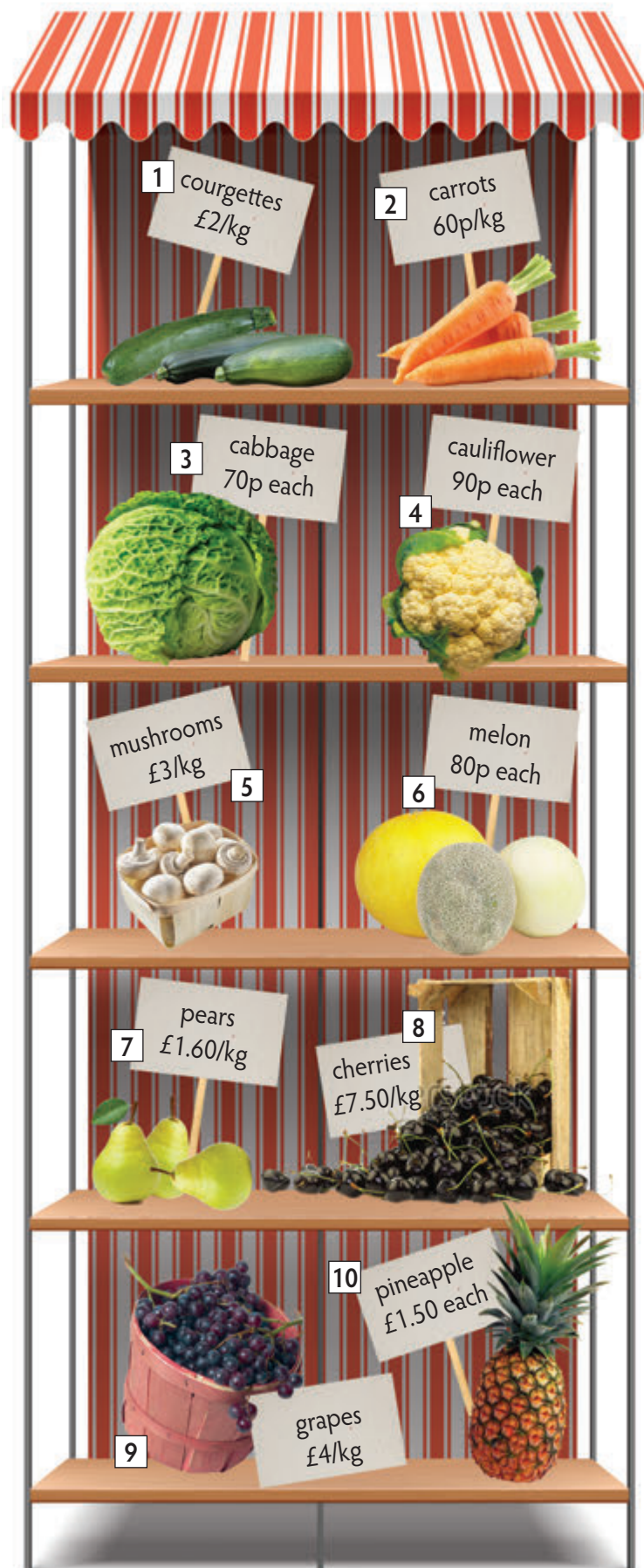
Sally: Here you are.

Tony: Thank you. Here's your change.

- 6** Work in pairs. You are at the greengrocer's. Use pictures 1-10 and the language below to act out your dialogue.

Functions

Serving a customer	Buying fruit & vegetables
- What would you like today, please?/What can I get you today, please? - Is that everything/all? (Will there be) Anything else?/ Will that be all? - That's/That comes to £ ..., please. - Thank you. Here's your change.	- Can I have a/some/ a kilo of ...?/ I'd like a/some ... - I need/want a/ some ..., too. - Have you got any ...? - Here you are.



4.6

Going out & Staying healthy

Vocabulary

Places to go

- 1 a) Listen and repeat.

fast food restaurant



3

1

art gallery

2

- watch a film
- eat with friends
- see ancient statues, fossils, etc.
- see paintings
- watch a sports event
- play sports

sports centre

4

cinema

stadium

6

5

museum

b) What do you do in each place? Tell your partner.

We see paintings at an art gallery.

Everyday English

Inviting-Accepting/Declining

- 2 a) Listen to and read the dialogue.
What does Martin invite Kelly to do?

Martin: Are you busy this afternoon?
Kelly: Not really. Why?
Martin: Do you want to come to the football match with us?
Kelly: Sure. What time does it start?
Martin: At four thirty.
Kelly: And what time does it finish?
Martin: At six fifteen.
Kelly: That's fine. See you there.

Functions

Invite

- Do you want to ...? • Why don't you ...? • Let's ...

Accept

- Sure, why not?
- Yes, that sounds fine.
- That's a good idea.

Decline

- Sorry, I can't.
- Thanks, but I can't.
- I'm afraid I can't.

- b) Use the expressions in the Functions box above to act out similar dialogues. Use these ideas:

go to the pool

open: 8:00 am - close: 11:00 am

go to the school concert

start: 6:30 pm - finish 8:30 pm

go to the cinema

start 7:00 pm - finish 9:00 pm

Grammar

Prepositions of time

- 3 a)  Study the table. Then complete the gaps with *at*, *on* or *in*. Write in your notebook.

at

- times (at 8:00)
- special occasions (at Christmas)
- at weekends/the weekend, at night, at noon

on

- days (on Monday)
- dates (on 25th April)
- on weekdays

in

- months (in August)
- seasons (in winter)
- years (in 2025)
- in the morning, in the afternoon, in the evening

- 1 I go to the football stadium ... Sundays.
- 2 He surfs the Net ... the evening.
- 3 I usually go to bed ... 10 o'clock.
- 4 We go on holiday ... August.
- 5 I meet my friends ... weekends.
- 6 His birthday is ... 1st March.
- 7 I don't usually sleep ... noon.
- 8 He goes to school ... weekdays.

b) In your notebook, write true sentences about yourself.

- 1 I have lunch at school at noon.
- 2 ... weekdays.
- 3 ... weekends.
- 4 ... August.
- 5 ... the morning.
- 6 ... the evening.

Speaking

- 4 How often do you go to the places in Ex. 1a? In three minutes, write sentences in your notebook about yourself. Find someone who goes to the same places as you.

I usually watch a film at the cinema at the weekend.

Reading & Writing

- 5 Look at the title and the picture. Then answer the questions.

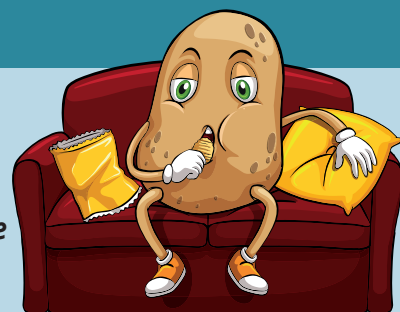
- 1 What is a 'couch potato'?
- 2 How can people avoid becoming a 'couch potato'?

Read the text. Were your answers correct?



Are you a Couch Potato?

Do you watch TV or play video games during your free time? Do you eat junk food and drink soft drinks when you watch TV? Change your couch potato habits and become a healthy teen.



- Exercise is wise. It helps you look good and feel happy. When you have some free time, go cycling or play basketball with your friends. It is lots of fun and you get plenty of exercise, too!
- Your favourite series is on and you feel hungry. Instead of biscuits and sugary soft drinks, get a bowl of fruit with a glass of juice. They are delicious and don't contain fat. They are tasty, too!

Check these words

couch potato, junk food, soft drinks, change habits, become healthy, teen, wise, plenty of, hungry, instead of, biscuits, bowl, glass, delicious, contain fat, tasty

- 6  Your partner wants your help to stay healthy. Use the text to ask and answer questions about healthy habits.

4.7 Let's cook!

Vocabulary

Food preparation

- 1  Listen and repeat. What are these words in Romanian?



slice



pour



peel



mix



grease



grate



drain



chop



break



beat



add



stir

Reading

- 2 What do you think astronauts eat in space? How similar is their food to ours? Read text A to find out.



A Healthy Dinner

A

Food scientists on Earth work to make sure that astronauts get nutritious, tasty food to keep them happy and in good health. Astronauts also eat more than people on Earth. They need over 3,000 calories a day! There are no fridges on the International Space Station, so food comes in special packets to keep it fresh. In zero gravity it's impossible to mix or chop food, so they eat ready-made meals from Earth. All astronauts do is cut open the packet, add water, and eat the food with a spoon.

From chicken and rice to steak and beans, they can eat whatever they want. They even get desserts!

Check these words

make sure, nutritious, tasty, in good health, calories, fridge, space station, keep fresh, zero gravity, impossible, ready-made, cut open, steak, beans, whatever, dessert

- 3 Read text A again and for questions 1-4 choose the correct answer (A, B or C). Write in your notebook.
- What do food scientists do for astronauts?
 - study the effects of food in space
 - create special space food
 - examine overweight astronauts
 - Where are space dinners made?
 - in a laboratory on Earth
 - in a zero-gravity room
 - inside the space station
 - How do astronauts eat their food?
 - out of a packet
 - with a glass of water
 - off a plate
 - What can astronauts eat?
 - chicken or beef
 - whatever they decide
 - nothing with sugar in it

Crab cakes

Do you want to try astronaut food? Here's a healthy recipe for NASA's crab cakes. Try it at home and you can eat like an astronaut too!



Ingredients

- | | |
|----------------------|-----------------------------|
| – crab meat | – pepper |
| – 1 slice of bread | – parsley |
| – low-fat mayonnaise | – 1 onion |
| – 2 eggs | – 1 red and 1 orange pepper |
| – mustard | – 2 spring onions |



Method

- **1) Grate/Peel** the bread to make breadcrumbs*.
- **2) Mix/Beat** the two eggs.
- **3) Chop/Drain** the parsley, the red and orange peppers and the spring onions.
- **4) Peel/Break** and slice the onion.
- **5) Pour/Mix** all the ingredients together in a bowl. Leave the mixture for 5-10 minutes.
- **6) Grease/Pour** a roasting tin with oil.
- Make the mixture into disc shapes.
- Put in the oven (350°F/175°C) and bake for 12 minutes.
- Serve straight away.

* small pieces of bread

- 4** Complete the sentences about Text A. Write in your notebook.

- 1 Astronauts need to eat 3,000 ...
- 2 The food astronauts eat comes in ...
- 3 To eat their food, astronauts have to ...
- 4 Astronauts eat foods such as ...

- 5** Read Text B and choose the correct words. Write in your notebook.

Speaking & Writing

- 6** Tell the class four things you remember from Text A.

(see Writing Skills pp. 128-129)

- 7** **Portfolio:** Think of a healthy recipe you can make. Write the recipe for it for an international teen magazine (50 words). Add it to your portfolio.

- 8** Give instructions to your classmates to make the dish in Ex. 7.

JOKE



Here! Try one of these cakes. They're delicious.

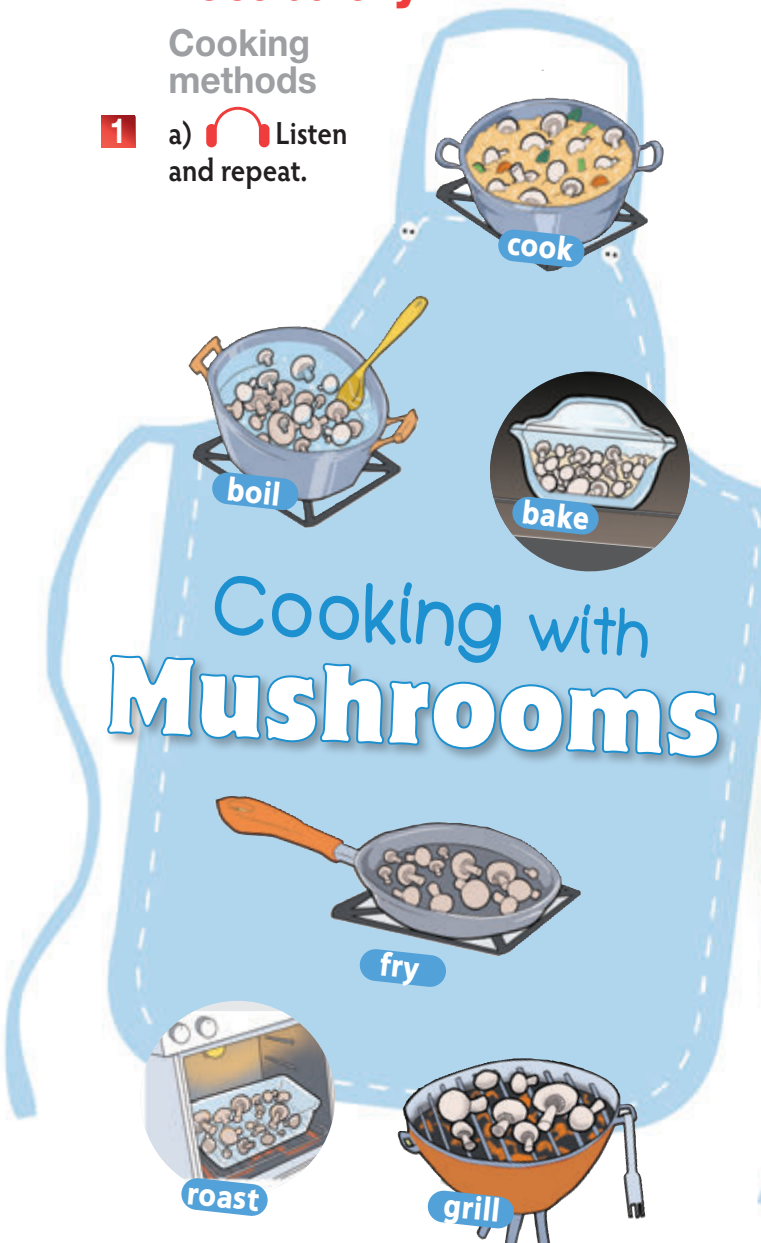
No, they aren't. They're awful.

You have no taste. The recipe says they're delicious.

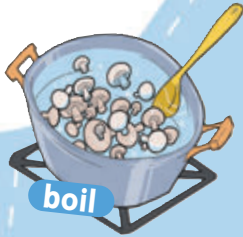
Vocabulary

Cooking methods

- 1 a)  Listen and repeat.



Cooking with Mushrooms



b) How can we cook the foods below? Tell your partner.

cake

eggs

fish

sausages

pasta

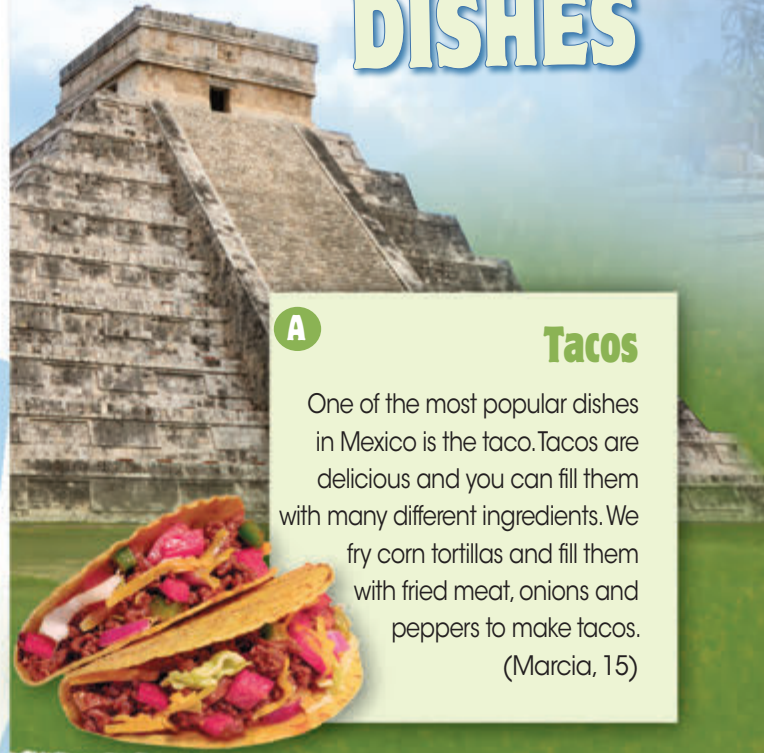
chicken

We can bake a cake. We can boil/fry eggs.

Reading

- 2 a) What do you know about the dishes in the pictures? Which countries are they from? Read to find out.

TRADITIONAL DISHES



A

Tacos

One of the most popular dishes in Mexico is the taco. Tacos are delicious and you can fill them with many different ingredients. We fry corn tortillas and fill them with fried meat, onions and peppers to make tacos. (Marcia, 15)

Check these words

ingredients, fry, corn tortillas, boil, pot, add, mixture, cod, tasty, lamb, parsley, low, temperature

b) Now read the texts and answer the questions in your notebook.

- Which dishes do we fry?
- Which dish can have different things in it?
- Which dish has got potatoes in it?
- When do they serve Irish stew?
- Which dish contains a fruit?

- 3 a) Read again. Copy and complete the chart in your notebook. Use the completed chart to talk about the dishes.

Name of dish	Country	Ingredients	How cooked

B

Ackee and Saltfish

Ackee and saltfish is the national dish of Jamaica. Ackee is a fruit. First, we boil the ackee in a large pot with onions, peppers and tomatoes. Then, we add this mixture to some cod and fry it all together. (Brian, 18)



C

Irish Stew

The Irish traditionally serve this dish on St Patrick's Day. It's a very tasty dish. We make it with lamb, potatoes, carrots, onions and parsley. We cook it for about two hours at a low temperature. (Sally, 16)



b) **Think** Which dish would you like to try? Why?

I'd like to try Irish stew because I like lamb.

Grammar

can (permission)

4 Read the table. Is it the same in Romanian?

Can we order a takeaway?
Yes, you **can**./No, you **can't**.

5  In pairs, ask and answer questions, as in the example.

- 1 You are hungry. Ask your mum if you can have a sandwich.
A: Can I have a sandwich?
B: Yes, you can.
- 2 You are at your neighbour's house. Ask if you can borrow her cookery book.
- 3 You are feeling unwell after the school lunch break. Ask your teacher for permission to go home early.
- 4 It's your birthday. Ask your mum if you can cut your cake now.
- 5 Ask your dad if you can have extra pocket money to buy chocolate.
- 6 You are in a restaurant. Ask another customer for permission to open the window.

Writing & Speaking

6 **Portfolio:** Think of a typical dish from Romania. Make notes under the headings:  name  ingredients  how to cook it. Use your notes to write a short text (40-50 words). Add it to your portfolio.

7 **PRESENTATION SKILLS** Watch the  VIDEO. Present the dishes from Ex. 2a and a typical dish from Romania to the class.

Reading

- 1 How do our taste buds work? Read the text to find out.
- 2 Read the text again and answer the questions in your notebook.
 - 1 What are the five basic food tastes?
 - 2 How many taste buds do we have?
 - 3 How often do we get new taste buds?
 - 4 How do the taste buds send messages to the brain?
 - 5 What works with the taste buds to help us taste our food?
- 3 How do the foods/drinks in the pictures taste? Use: *bitter, sour, salty, sweet, umami*. Think of other foods/ drinks. What do they taste like?



black coffee



lemons



crisps



cake



tomatoes

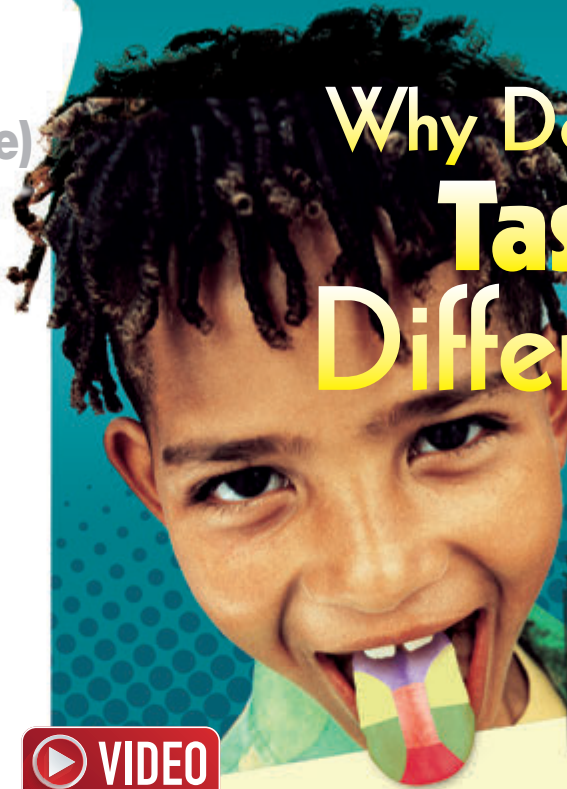
Black coffee tastes bitter.

Dark chocolate tastes bitter, too.

Fast Facts

- Fish taste with their fins, tail and mouth.
- Taste is the weakest of the five senses.

Why Do Foods Taste Different?



- 1 bitter
- 2 sour
- 3 salty
- 4 sweet
- 5 umami



Why do crisps taste salty? Open your mouth and look at your tongue! There are thousands of tiny taste buds on your tongue. They help us recognise five basic tastes in the food we eat: bitter, sour, salty, sweet and umami.

Most people have got about 10,000 taste buds on their tongues. We get new ones to replace the old ones every two weeks. Each bud has got tiny hairs that send messages to the brain about the flavour of the food they are sensing.

Your nose works together with your taste buds while you chew your food! The nose has special cells inside. They can smell the food in your mouth and send messages to the brain about the flavour, too!

Check these words

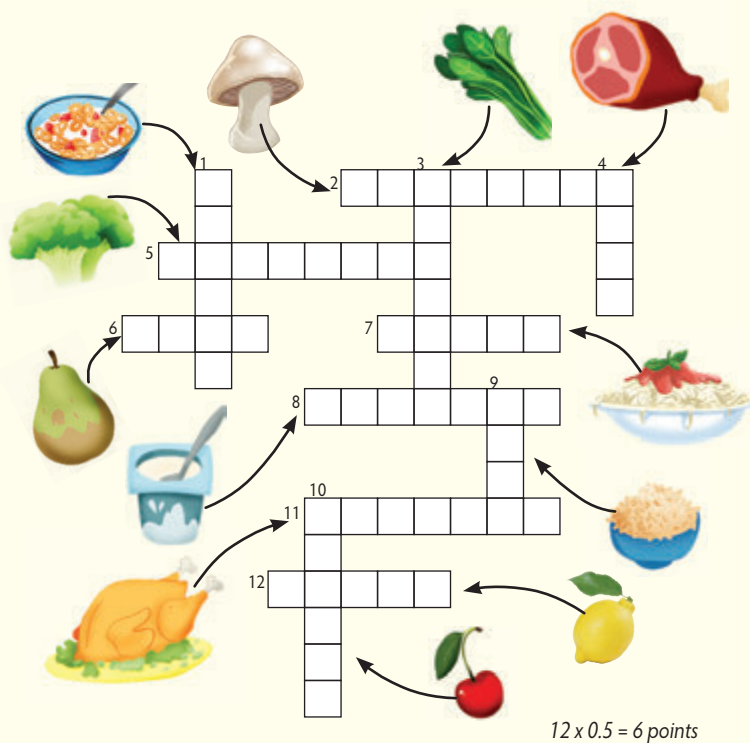
crisps, taste, salty, mouth, tongue, taste buds, basic, flavour, bitter, sour, umami, replace, tiny, send messages, brain, sense, nose, work together with, chew, cell, smell

Speaking

- 4 **PRESENTATION SKILLS** Watch the VIDEO . Read the text in Ex 1. Give the class a presentation on why foods taste different. Think about: the basic flavours what taste buds look like how taste buds function the nose and taste buds.

Vocabulary

1 Complete the crossword in your notebook.



12 x 0.5 = 6 points

2 Find the word. Write in your notebook.

- 1 You can buy carrots there. g...
- 2 You can buy meat there. b...
- 3 You can buy books there. b...
- 4 You can exercise there. g...
- 5 You can buy clothes there. d...
- 6 You can buy milk there. s...
- 7 You can buy flowers there. f...
- 8 You can buy medicine there. c...
- 9 You can have coffee there. c...
- 10 You can buy magazines there. n...

10 x 1 = 10 points

3 Choose the odd word out. Write in your notebook.

- 1 carrots – beans – fish – potatoes
- 2 bread – pasta – rice – eggs
- 3 pizza – lemon – sandwich – chips
- 4 carton – grease – packet – tin
- 5 bake – chop – peel – slice

5 x 1 = 5 points

Grammar

4 Decide if the nouns are C (countable) or U (uncountable). Then write the countable ones in the plural in your notebook.

- | | |
|------------|--------------|
| 1 cheese | 7 strawberry |
| 2 lemon | 8 pasta |
| 3 milk | 9 rice |
| 4 onion | 10 egg |
| 5 sandwich | 11 peach |
| 6 tomato | 12 cereal |

12 x 1 = 12 points

5 Choose the correct item. Write in your notebook.

- 1 There are **a lot of/much** apples in the basket.
- 2 Can I have **any/some** berries, please?
- 3 How **many/much** cheese do you need?
- 4 There are two **child's/children** in the room.
- 5 There's **any/no** milk left.
- 6 **Are/Is** there any cheese?
- 7 Would you like **some/many** water?
- 8 We don't need **any/some** eggs.
- 9 Are **they/there** any lemons in the fridge?
- 10 There are lots of **any** tomatoes.

10 x 1 = 10 points

Everyday English

6 Choose the correct response. Write in your notebook.

- 1 A: Would you like some sugar?
B: **a** Yes, please. **b** There is some.
- 2 A: How about some crisps?
B: **a** Here it is. **b** No, thanks.
- 3 A: I'd like some milk, please.
B: **a** No, thanks. **b** Here you are.
- 4 A: Would you like something to drink?
B: **a** A cola, please. **b** A burger, please.
- 5 A: Can I have a Caesar salad?
B: **a** Small or large? **b** White or brown?

5 x 2 = 10 points

Reading

- 7** Read the text and decide if the sentences are *T* (True), *F* (False), or *DS* (Doesn't say). Write in your notebook.

Meals in the UK

The British usually have breakfast at 7 o'clock in the morning. Their breakfast is cereal, a slice of bread and orange juice or tea. On Saturdays and Sundays, some people have a cooked breakfast. Lunch is between 12 noon and 1:30 pm. They usually eat a sandwich and fruit. Schoolchildren have lunch in the school canteen. They don't have lunch at home.

Dinner is from 6:30 pm to 8:00 pm. People like eating chicken or beef with vegetables. After dinner, some people have a sweet like ice cream. What about you? Do you have these meals in your country?

- 1 The British always eat a cold breakfast.
- 2 They like to drink something at breakfast.
- 3 They don't eat breakfast at the weekends.
- 4 Lunch is always a cooked meal.
- 5 Schoolchildren go home for lunch.
- 6 The British have their dinner at six o'clock.
- 7 British people don't eat fish for dinner.

7 x 2 = 14 points

Listening

- 8** You will hear an announcement about cooking lessons.

 Listen and complete the gaps. Write in your notebook.

Cooking lessons

Day: 0 Monday

Teacher's name: 1

Price: £ 2

Address: 45, Merton Street, near the

3

Phone number: 4

Lessons start at: 5 o'clock.

5 x 3 = 15 points

Writing

- 9** Write an email to your English e-friend about meals in Romania (50 words). Write about what people eat for:  breakfast  lunch  dinner. Include the times of meals. You can use the text in Ex. 7 as a model.

18 points

TOTAL: 100 points



Project: In small groups, choose a country and make a digital poster. Include information about the country's traditional food and some healthy eating ideas. Present your poster to the class.

Write in your notebook.

Self-evaluation

Now I can ...

- talk about food products/fruit & vegetables/snacks
- talk about the UK currency
- talk about shops & places
- talk about food preparation
- make a shopping list
- express preference
- offer food/drinks-accept/decline
- invite- accept/decline
- ask for/give permission/directions/instructions
- present street food in various countries
- go shopping & pay for things
- write a text about festive food
- write a recipe
- write a paragraph about a typical Romanian dish

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Observation grid

- 1 I work well with my group.
- 2 I follow classroom rules.
- 3 I participate in all pairwork activities.
- 4 I interact with others.
- 5 I come to class on time.
- 6 I ask for help when I need.
- 7 I am willing to participate in activities.
- 8 I work well on my own.
- 9 I follow my teacher's instructions.
- 10 I have useful ideas.

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

What's in this module?

Vocabulary

- geographical features
- the weather & seasonal/holiday activities
- clothes for every season
- nature experiences
- animals & plants
- customs & celebrations

Grammar

- present continuous
- *it/there*
- *wh-* questions (present continuous)
- present simple vs present continuous
- adverbs of time

Reading

dialogues; postcards; emails

Listening

an announcement; a telephone conversation; monologues about seasons & activities; dialogues; a message

Speaking

- socialise
- describe the weather in various seasons
- describe clothes in various seasons
- talk about seasonal activities
- pronunciation of *-ing* ending

Presentation Skills

present: Halloween; Guy Fawkes Night

Writing

write: a description of pictures; a postcard giving news; a dialogue giving news; an email about your favourite activity/a celebration

Culture Corner: *Guy Fawkes Night*

Places

1 Listen and repeat.

2 What can you do in each of the places (A-J)? Use: *watch a play, have a picnic, go on rides, buy local food, have a snack, swim, see exotic fish, watch a match, skate, go ziplining.*

You can have a picnic at the park.

3 Which are your favourite places to go? How often do you go there? What do you do there? Who with?

I often go to the park with my friends. We have a picnic.



park



amusement park



adventure playground



café



swimming pool



aquarium



stadium



theatre



ice rink



farmers' market

Find the page numbers for:

- a dolphin
- a national park
- postcards
- a jack-o'-lantern
- sparklers

5.1 Summer time

Vocabulary

Holiday activities

- 1 a) Look at the pictures. Complete the sentences with the verbs in the list.
b)  Listen and check. Listen and repeat.



Anita and Phil are in Greece.
Phil's ... pictures of an ancient temple.



Tony is in Mexico.
He's ... with dolphins.



Sean is in the Maldives. He's ... on the beach.



Claire is in the USA. She's ...
in a big department store.



Sandy is in Brazil. She's ... on a boat
tour in the Amazon Rainforest.



Janice is in Spain.
She's ... flamenco.

- c) **GAME:** Play in teams. Mime one of the activities. The other team guesses the activity.

Team A S1: *(mime swimming)*

Team B S1: *You're swimming.*

Listening

- 2  Listen to the sounds and write what each person is doing in your notebook.

- Jennifer is swimming/walking the dog.
- Becky is driving/dancing.
- Martin is taking photos/playing football.
- Peter is watching a match/playing music.



Bob and Ann are in Japan.
They're ... with chopsticks.

Grammar

Present continuous (affirmative)

- 3 a) Study the table. Find examples of the spelling rules in the sentences in Ex. 1a on p. 92. Is it the same in Romanian?

AFFIRMATIVE

I'm	}	eating now.
You're		
He's	}	eating now.
She's		
It's	}	eating now.
We're		
You're		
They're		

We use the present continuous for actions happening now.

Adverbs of time & time expressions: now, at the moment

Spelling rules: -ing ending

- most verbs: + -ing **talk** → **talking**
- verbs ending in consonant + -e: -e + -ing **come** → **coming**
BUT: see → **seeing**
- verbs ending in consonant + vowel + -l: **double the final -l** **travel** → **travelling**
- verbs ending in -ie: drop -ie and add -y + -ing **lie** → **lying**
- verbs ending in a stressed vowel between two consonants: **double the consonant** + -ing **run** → **running**, **begin** → **beginning**

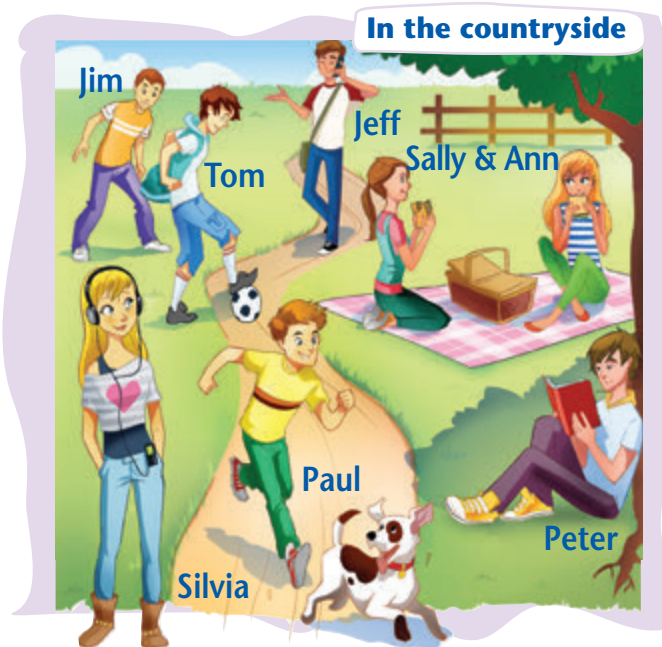
b) Write the -ing form of the verbs in your notebook.

- | | |
|----------|-----------|
| 1 watch | 8 write |
| 2 make | 9 talk |
| 3 eat | 10 read |
| 4 play | 11 run |
| 5 drink | 12 swim |
| 6 cycle | 13 lie |
| 7 listen | 14 travel |

Pronunciation

(-ing ending)

- 4 Listen and repeat the -ing forms in Ex. 3b.
- 5 a) Look at the picture and complete the sentences. Use verbs from Ex. 3b. Write in your notebook.



- | | |
|---------------------------------|---------------------------|
| 1 Jeff ... on his mobile phone. | 4 Peter ... a book. |
| 2 Sally and Ann ... sandwiches. | 5 Silvia ... to music. |
| 3 Tom and Jim ... football. | 6 Paul ... after his dog. |

Speaking

- b) Describe the picture in Ex. 5a. Make one mistake. Your partner corrects you.

A: Peter is reading a book. Jeff is listening to music.
B: Wrong: Jeff is talking on his mobile phone.

Writing

- 6 **Project:** Find pictures of your family while on holiday in the summer. Glue them on a piece of paper and write what is happening in each one. Present them to the class (30-50 words).



5.2

Geographical features

Vocabulary

Natural geographical features

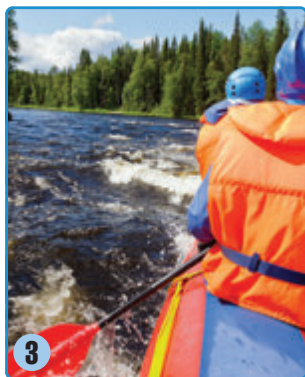
- 1**  Listen and repeat. What are these words in Romanian?



mountain



sea



river



lake



desert



waterfall

- 2** Use the following verbs/phrases to tell your partner what the people in the pictures are doing.

- climb • waterski • sail • walk • take photos
- raft down

He is climbing a mountain.

Reading

- 3** Is there a lake in Yellowstone National Park? Read to find out.



Hi Beth!

I'm here in Yellowstone National Park with my family. It's beautiful!

We're staying at Canyon Village and from here we can walk to Yellowstone Falls. It's a waterfall on the Yellowstone River and it's 94 metres high. It's amazing and very loud!

Right now Mum and I are driving to Yellowstone Lake. It's really big and over 120 metres deep. Dad is climbing one of the mountains. My brother Peter is walking along the river with a group. He's got his camera with him because he wants to film the animals here. He hopes to see a grizzly bear!

I'm taking lots of photos to show you. Miss you a lot.

See you soon,

Laura



Check these words

loud, deep, grizzly bear

- 4** Read the text again. Complete the sentences. Write in your notebook.

- 1 Laura and her family are staying at ...
- 2 Yellowstone Falls is ...
- 3 The depth of the lake is ...
- 4 Laura's dad ...
- 5 Laura's brother wants to see ...

- 5**  **Think** What makes Yellowstone National Park a special place to visit? Tell the class.

Listening

- 6  Listen to Sue talking about geographical features in her country and complete the gaps. Write in your notebook.

Visit SCOTLAND!

Climb the amazing 1) ..., Ben Nevis at 1,345 metres high!
Visit the Falls of Clyde on the 2) ... Clyde.
Take a photo of Corra Linn, a 3) ... that's over 25 metres high!
See Loch Ness, a 4) ... with more water than all the ones in England and Wales!

Speaking

- 7  **Investigation:** In pairs, collect information about geographical features in Romania. Present them to the class.
- 8 **Portfolio:** Write a short text about geographical features in Romania, based on your answers in Ex. 7. Add it to your portfolio.

Grammar

Present continuous (negative)

- 9 a) Study the table. Say the examples in Romanian.

NEGATIVE

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

b) Now read Laura's postcard in Ex. 3 again and correct the sentences, as in the example. Write in your notebook.

- Laura and her family are travelling to Canyon Village. **Wrong! They aren't travelling to Canyon Village. They're staying at Canyon Village.**
- Laura and her mum are walking to Yellowstone Lake.
- Laura's dad is taking photos.
- Laura's brother is waterskiing along Yellowstone River.
- Laura is filming the animals to show Beth.

- 10 Spot the differences. Write sentences, as in the example in your notebook.



In picture A, Mike is waterskiing on the lake. In picture B, Mike isn't waterskiing on the lake. He's taking a photo with a camera.

Writing

(see Guided Writing p. 135)

- 11  **Think** Imagine you are in a place of natural beauty in Romania. Write a postcard saying where you are, who with, where you are staying and what you are doing. Use the postcard in Ex. 3 as a model (50 words).

5.3

What's the weather like?

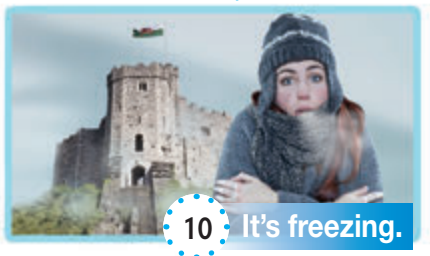
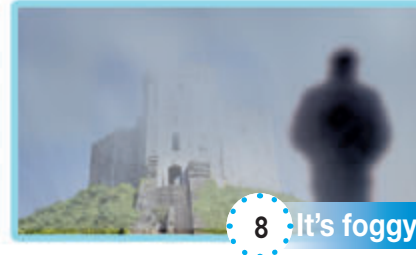


Vocabulary

The weather

- 1 Listen and repeat. What are these sentences in Romanian?

Weather in Wales



Listening

- 2 a) Listen and find out what the weather is like in these places. Write in your notebook.

Devon: sunny / windy
The Midlands: windy / cloudy
Yorkshire: snowing / raining
Cumbria: windy / snowing

Now ask and answer, as in the example.

A: What's the weather like in Devon today?

B: It's ... etc.

b) What's the weather like in your city/town/village today? Tell the class.

Today, it's cold and it's raining.

- 3 What's the weather usually like in your country in spring, summer, autumn and winter? Tell the class.

In spring, it is usually warm and sunny.

Grammar

Present continuous (interrogative & short answers)

- 4 a) Study the table. Say the examples in Romanian.

INTERROGATIVE		SHORT ANSWERS
Am I	eating?	Yes, I am./No, I'm not.
Are you	eating?	Yes, you are./No, you aren't.
Is { he / she / it }	eating?	Yes, he is./No, he isn't.
		Yes, she is./No, she isn't.
		Yes, it is./No, it isn't.
Are { we / you / they }	eating?	Yes, we are./No, we aren't.
		Yes, you are./No, you aren't.
		Yes, they are./No, they aren't.

it – impersonal pronoun

Note: We use *it* (impersonal pronoun) as the subject when we talk about the weather.

It's raining today.

b) Look at the pictures. Write the questions. Then use the verbs in the list to answer them. Write in your notebook.

- listen to music • sleep • play video games
- read a magazine



- 1 Jack/watch TV? *Is Jack watching TV? No, he isn't. He's sleeping.*
- 2 John and Tom/eat?
- 3 Alicia and Alex/do their homework?
- 4 Megan/play video games?

5 In pairs, ask and answer questions.

- 1 you/sunbathe?
A: Are you sunbathing?
B: No, I'm not.
- 2 your teacher/eat now?
- 3 your friends/listen to music right now?
- 4 you/do your homework right now?
- 5 your partner/take photos at the moment?
- 6 it/snow now?

Reading

6 Listen to and read the dialogue. Decide if the sentences are T (True) or F (False). Correct the false sentences. Write in your notebook.

Helen: Hi, Alex. It's Helen. How are you doing?
Alex: Oh, hi! I'm fine. Are you having fun?
Helen: Oh, yes. Barcelona is great.
Alex: What's the weather like?
Helen: It's hot and sunny.
Alex: Really? It's raining here. What are you doing now?
Helen: I'm relaxing on the beach right now. Petra and Betty are jet-skiing and Peter is sailing.
Alex: Lucky you! I'm watching TV.
Helen: Well, I have to go now.
Alex: OK. Enjoy yourself!
Helen: Thanks. Talk to you later.
Alex: OK. Bye.

- 1 Helen is having a great time.
- 2 It's raining in Barcelona.
- 3 Helen is on holiday alone.
- 4 Helen is sailing now.
- 5 Petra and Betty are doing sports.

Writing & Speaking

Functions	
Social expressions	
A	B
How are you? / How are you doing? / How are things?	I'm fine. / I'm OK. / Fine, thanks.
What's the weather like?	It's hot and sunny. / It's raining. etc.
What are you doing?	I'm swimming. etc.
Have to go now. Enjoy yourself.	Thanks.
Talk to you later.	OK. Bye.

7 **Project:** You are on holiday abroad. Write a dialogue similar to the one in Ex. 6 (50 words). Use phrases from the Functions box. Talk about: where you are what the weather is like what you are doing.

Act out your dialogue in front of the class.

5.4

Seasons



Vocabulary

Seasonal activities

- 1 a) Listen and repeat. Say the phrases in Romanian.
- b) Use the phrases in Ex. 1a to make sentences, as in the example. Write in your notebook.

In summer, people usually go sailing, windsurfing and camping.

Grammar

There/It

there (say that something exists) **There** is a bottle of water.
it (talk about a specific thing or about the time, the weather and distance) **It's** on the table. **It's** cold. **It's** 2:00.
It's 2 km to the school.

DID YOU KNOW?

When it is summer in Europe, it is winter in Australia. Why? **Investigation:** Collect information, then tell the class.

- 2 Complete the gaps with *there* or *it*. Write in your notebook.

- 1 ...'s raining now.
- 2 ...'s a car outside. ...'s blue.
- 3 What time is ... ?
- 4 Are ... flowers in the vase?
- 5 ... is 5 km to the beach.

Reading

- 3** a) Read the postcards and match them to the pictures. Then answer the questions.

A

15th December

Hi Claire,
Greetings from Sydney, Australia! It's very warm today. I'm camping with my family. My sister's swimming right now and my brother's windsurfing. My parents are sailing. We're having a great time! What's the weather like in Bucharest? What are you doing?
Talk to you soon,
Tom

- 1 What's the weather like in Sydney?
- 2 What are Tom's parents doing?
- 3 What's the weather like in Bucharest?
- 4 What are Claire's friends doing?

B

23rd December

Hi Tom,
It's very cold here in Bucharest at this time of year! It's snowing and freezing outside. My sister is building a snowman and my friends are throwing snowballs at each other. It's great. I love winter!
Talk to you soon,
Claire

Check these words

greetings from, camp, have a great time, freezing, outside

- b) Find the phrases in the postcards that best describe each picture.

- 4** Read the sentences. What season is each about? Write in your notebook.

- 1 It's freezing. The kids are outside. They are building a snowman.
- 2 It's windy! The leaves are falling off the trees.
- 3 It's warm. A bird is building a nest in that tree.
- 4 It's hot. Mark is swimming and Peter is sunbathing on the beach.

Pronunciation

- 5**  Listen and repeat.

/θ/ three, thirty, thirteen, thanks

/ð/ the, there

Listening & Speaking

- 6** Copy the table into your notebook.

 Listen and complete the table. Then write about yourself. Tell the class.

	<i>Favourite Season</i>	<i>Favourite Activity</i>
Matt		
Sandra		
Derek		
You		

Matt's favourite season is His favourite activity is

Writing

- 7** **Portfolio:** Imagine you are on holiday and it's winter. Send a postcard to your British friend (30-50 words). Write: ■ where you are ■ what the weather is like ■ what you are doing. Use ideas from Ex. 1a and the postcards from Ex. 3a to help you. Add it to your portfolio.

Hi ... ,
Greetings from ... ! It's ... today.
I'm
My parents
We're having fun.
What's the weather like there?
Talk to you soon,
...



5.5

Fashion for every season

Vocabulary

Clothes, Accessories & Footwear

- 1 a) Listen and repeat. What are these words in Romanian?



Speaking

- b) Choose a person and say what he/she is wearing. Your partner says who the person is.

- c) What are you wearing today? What do you usually wear in: *winter, spring, summer, autumn*? Tell your partner.

A: This person is wearing a red scarf, gloves, a grey coat and black trousers.

B: It's Nina.

Today, I'm wearing a blue T-shirt, jeans and trainers. In winter, I usually wear a jacket, jeans, a scarf, gloves and boots. ...

Grammar

wh- questions (present continuous)

- 2 a) Study the table.

Listen and say. Is the intonation rising or falling?

QUESTIONS

wh- word + am/is/are + subject + verb + -ing

What am I wearing?

Where are you going?

Why is he/she/it crying?

Who are we/you/they talking to?

BUT: who/what + is/are + verb + -ing (when who/what refers to the subject)

Who is wearing a red scarf?

- b) Form questions. Use the pictures in Ex. 1a to answer them. Write in your notebook.

- 1 Why **are Peter and Nina wearing** (Peter & Nina/wear) gloves? **Because it's snowing.**
- 2 What ... (the Smiths/do)? ...
- 3 Who ... (ride/a bike)? ...
- 4 What ... (Billy/wear)? ...
- 5 What ... (Nina/hold)? ...
- 6 What ... (Peter/do)? ...
- 7 What ... (Joan/wear)? ...
- 8 Who ... (wear/a blouse)? ...

Listening

- 3 Listen and choose the correct answer. Write in your notebook.

- 1 a I'm having lunch. b It's raining.
- 2 a No, he isn't. b No, they aren't.
- 3 a OK. Bye. b I'm fine.
- 4 a A hat. b In the garden.
- 5 a I'm playing video games.
b It's pouring.

Reading

- 4 a) Listen to and read the dialogue. What are Peter and his friends doing?

Tony: Brr. It's freezing today.
Pat: Yes. We don't usually get so much snow in December.
Tony: Where is Peter?
Pat: Outside in the garden.
Tony: What? What is he doing out in this weather?
Pat: He and his friends are throwing snowballs at each other. They're having a lot of fun!
Tony: Let's go out and play with them.
Pat: I can't. Peter is wearing my gloves!

- b) Now complete the sentences. Write in your notebook.

It's December and it's 1) Peter is in 2)
He and his friends are 3) They are having
4) Peter is wearing Pat's 5)

Writing

(see Guided Writing p. 135)

- 5 **Project:** Find a picture of you and your family or friends. Glue it on a piece of paper. Write:
 who you are with what you are doing
 what each person is wearing (30-40 words).



5.6

In touch with nature

kitesurfing

VIDEO

Vocabulary

Extreme nature experiences

- 1 a) Look at the pictures.
 Listen and repeat. What are these words in Romanian?
 b) List the activities under the headings: **EARTH** – **AIR** – **WATER**.
 Add more activities to each.

GOING TO EXTREMES

- A** White-water rafting is a great way to enjoy a day out with your friends and family. **It's** thrilling and there are a lot of places to go that are not that expensive. I go white-water rafting every summer with my family. **We** all have a great time.

Sandy 15, UK

- B** I like kitesurfing. I really enjoy **it** when I fly across the water and then go high in the air. Sometimes you can see a flying fish or a turtle along the way. **It's** amazing. I go kitesurfing once a month with my dad. **He's** my instructor. **It's** not a difficult sport. It takes only a few lessons to learn the basics and just a few more to learn fun tricks.

Paul 18, USA

white-water rafting

base jumping

skydiving

Check these words

fly across, water, go high, air, flying fish, turtle, along the way, instructor, learn the basics, fun tricks

scuba diving

Reading

- 2 a) Which nature experiences do the people in the texts enjoy? Who do they go with? Read to find out.
- b) Read the texts and answer the questions. Write in your notebook.

Text A

- 1 What is Sandy's favourite nature experience?
- 2 How often does she do it?
- 3 Why does she like it?

Text B

- 4 Which nature experience does Paul like?
- 5 Why does he like it?
- 6 How often does he do it?

- c) What do the words in bold in the texts refer to?

Study Skills

Using dictionaries

A dictionary lists words in alphabetical order and gives their meaning. It can also contain the pronunciation of words, the part of speech, synonyms, examples, etc. Using a dictionary helps you find the meaning of words you don't know.

- 3 Put the words in alphabetical order. Then look them up in your dictionary. What do they mean? Write in your notebook.

• enjoy • thrilling • fly • across • high
 • turtle • instructor • difficult • basics
 • trick • learn • way • every

It: white-water rafting

mountain biking

ice climbing

sandboarding

Grammar

Punctuation

In English we use:

- a full stop (.) after affirmative and negative sentences. *I'm Mexican. I'm not Brazilian.*
- a question mark (?) after questions. *Are you Spanish?*
- a comma (,) to separate a list of items. *These are my friends Lisa, Jenny, Tanya and Laura.*
- an exclamation mark (!) to express strong feelings. *It's fun!*

4 Punctuate the following sentences. Write in your notebook.

- 1 Where is Marta from
- 2 She isn't American
- 3 They are from Canada
- 4 Her favourite sports are basketball football swimming and karate
- 5 She's crazy about basketball

Listening

5 Listen to Michael and decide if the sentences are *T* (true) or *F* (false). Write in your notebook.

- 1 Michael thinks skateboarding is difficult.
- 2 He goes skateboarding twice a week.
- 3 He usually goes alone.
- 4 He often goes to Westway.
- 5 He learns tricks in the park.



Speaking & Writing

6 Copy and complete the chart about yourself in your notebook. Then, tell your partner about your favourite outdoor activity.

Name	
Favourite outdoor activity	
How often?	
Who with?	
Why like?	

(see *Writing Skills* pp. 130-131)

7 **Portfolio:** Use your completed chart in Ex. 6 to write an email to your British e-friend about your favourite outdoor activity (35-50 words). Pay attention to punctuation. Add it to your portfolio.

INBOX

OUTBOX

CONTACTS

LOG OUT

Hi Janet,

How are you? My favourite outdoor activity is ...

I usually go I go with I like it because ...

What about ... ? What is ... ?

Write back soon.

Yours,

(your first name)

5.7 Animals & plants

Vocabulary

Animals in a farmyard

- 1** a)  Listen and repeat. What are these animals in Romanian?



b) Which animal(s) has/have got *small/big ears? a big/small head? a long/short tail? wings? webbed feet? a beak? sharp horns? a big/small body? long/short legs?*

A mouse has got a long tail.

c) Choose an animal. Your partner asks questions to find which animal it is.

A: Does the animal have sharp horns?

B: Yes, it does. etc

Listening

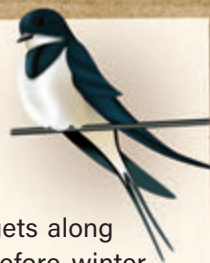
- 2** a)  Listen to Anton talking to Mark. Which of the animals in Ex. 1 has Anton got in his farmyard?

b) Which animals have you got in your farmyard?

Reading

- 3** a) Why has Chicken got wings? Read to find out.

Chicken & her wings



Chicken doesn't have wings. She gets along fine without them but then, just before winter, she sees that all the animals have to look for food – except Swallow.

"Hey, Swallow!" Chicken calls. "Why aren't you looking for food? Winter is coming!"

Swallow laughs. "See these?" she says, flapping her wings. "In winter, I fly South. There's lots of food there."

"I want to fly South, too," says Chicken. So she wishes for a pair of wings.

Her wish comes true but, when the swallows fly away, Chicken doesn't go with them. She tries and tries, but she doesn't get far because she doesn't know how to use her new wings.

To this day, Chicken is called a bird, but she cannot fly more than a few metres.

Check these words

get along, look for, swallow, flap, wish, come true, try, get far

b) Read the myth again and for questions 1-3 choose the correct answer (A-C). Write in your notebook.

- Who doesn't have to look for food before winter?
A Chicken B Swallow
C all the animals
- What does Chicken wish for?
A food for winter
B to live in the South
C wings
- Why doesn't Chicken go with the swallows?
A She didn't know how to fly.
B She didn't have wings.
C She didn't know the way.

Vocabulary

Flowers in the garden

- 4  Listen and repeat. Say the words in Romanian.



- 5  Which of these flowers do you like most? Why? Discuss in pairs.

A: I like carnations. They are beautiful.
B: I prefer roses. They smell nice.

Listening

- 6 a)  Listen to Roza. Which of these flowers are there in her garden?
b) Which flowers are there in your garden/on your balcony?

Reading

- 7 Which flowers are national symbols of England, Scotland and Wales? Read to find out.



National flowers

Hi! I'm Joanna. I'm from Wales and our national flower is the daffodil. It is the symbol of the saint of Wales, Saint David. What's your national flower?

Hello, Joanna. I'm Mike and I'm from Scotland. Our national flower is the thistle. It's a beautiful flower, but very tough – just like us Scots!

I'm Emily and I'm from England. The national flower of England is the rose. You can even see it on the shirts of our rugby team!

Check these words

national flower, symbol, saint, tough, rugby team

- 8 Read again and match the flowers to the countries. Write in your notebook.

- | | |
|------------|------------|
| 1 daffodil | A Scotland |
| 2 thistle | B England |
| 3 rose | C Wales |

Writing & Speaking

- 9 **Investigation:** What is the national flower of Romania? Collect information. Write a short text. You can use pictures if you like. Read it to the class. (50 words).

5.8 Seasonal customs

Vocabulary

Celebrations

1 Listen and repeat.

Thanksgiving

last Thursday in November*



eat turkey



watch a parade



VIDEO

* US: 4th Thursday of November every year

Reading

2 a) Listen to and read the email. What celebration is it about? Which words helped you decide?

b) Complete the sentences in your notebook.

- 1 Becky is in ...
- 2 Children wear costumes of ...
- 3 People give children ...
- 4 In the evenings, people go ...
- 5 People use pumpkins to ...
- 6 Becky likes eating ...

Independence Day 4TH of JULY

set off fireworks

wave flags

have barbecues



Halloween

31st October

go trick-or-treating

dress up

make jack-o'-lanterns

make toffee apples



Hi Sue,
Greetings from London! It's wonderful here. It's a special day today. Every year, my cousins dress up as witches and ghosts. They go trick-or-treating in their neighbourhoods and people give them sweets. Then, in the evenings, people go to parties and play games.
Right now, we're making jack-o'-lanterns from pumpkins. Aunt Jane is making toffee apples. They're delicious.
Talk to you soon,
Becky

Speaking

- 3 Tell the class how people in London celebrate Halloween. Talk about: ■ clothes ■ activities ■ food.

Study Skills

Learning grammar

Grammar structures are the building blocks of a language. Study the rules. Compare English grammar structures to those in your language. This will help you learn them.

Grammar

Present simple vs Present continuous

- 4 a) Compare the examples. Find examples in the email in Ex. 2a. Is it the same in Romanian?

PRESENT SIMPLE



She **does** her homework at 6 o'clock in the evening.
present simple: **habit**

PRESENT CONTINUOUS

It's 6 o'clock in the evening.
She **isn't doing** her homework now.



She **is eating** with friends.
present continuous: **action happening now**

Note: We do not normally use the following verbs in the present continuous: *like, love, want, know, believe, remember, understand*. He **wants** some ice cream.
(NOT: He ~~is wanting~~ some ice cream.)

- b) Put the verbs in brackets into the present simple or the present continuous. Write in your notebook. Give reasons.

Pronunciation

- 5 Listen and repeat.

/ŋk/ think, pink, sink

/ŋ/ freezing, wearing, blowing

Listening

- 6 Listen to a message and choose the correct answer (A, B or C). Write in your notebook.

- Jerry's at a
A street parade B party
C barbecue
- He's wearing a
A costume B suit
C coat
- People are
A dancing B eating
C taking pictures
- Jerry is throwing
A streamers B sweets
C apples

Speaking & Writing

(see Writing Skills pp. 132-133)

- 7 **Portfolio:** Imagine you are at a celebration in Romania. Write an email to your British e-friend about it (40-50 words). Write:

■ name of the festival

■ how people celebrate it

■ what you are doing now.

Use appropriate linkers: *and, but, also, too*. Add it to your portfolio.

- 8 **PRESENTATION SKILLS**

Watch the VIDEO. Give the class a presentation on Halloween. Talk about: ■ place ■ date ■ activities ■ food.

fireworks
displaysbonfire with
dummy of Guy
Fawkes

Guy Fawkes Night

Guy Fawkes Night is a British celebration. People also call it Bonfire Night. It is a special day when British people celebrate the failure of Guy Fawkes to blow up the Houses of Parliament on 5th November, 1605.

This celebration takes place at night in towns and villages all over the country. People get together with their family and friends and light bonfires and watch fireworks displays.

Traditionally, they burn a dummy of Guy Fawkes called a 'guy' on the bonfire and children hold small fireworks in their hands called 'sparklers'.

People also eat some traditional food on this night such as toffee apples, baked potatoes and a special cake called 'parkin'!

Check these words

failure, blow up, town, village, get together, light bonfires, dummy, traditional

sparklers

baked potato

parkin

toffee apple

- 1 Look at the pictures and read the beginning of the poem. What do they tell you about Guy Fawkes Night?

Remember, remember
the fifth of November ...

Reading

- 2 When do British people celebrate Guy Fawkes Night? How do they celebrate it? Read the text to find out.
- 3 Read the text again and decide if the statements (1-4) are T (true) or F (false). Write in your notebook.

- 1 Bonfire Night is a British celebration.
- 2 Only people in villages celebrate it.
- 3 People have bonfires and fireworks displays.
- 4 A sparkler is a type of cake.

Writing & Speaking

- 4 Copy and complete the chart with information from the text in your notebook. Use the completed chart to write a summary of the text (50 words). Read it to the class.

Celebration	
Date	
Reason	
Activities	
Food	

- 5 **PRESENTATION SKILLS** Watch the **VIDEO**. Present Guy Fawkes Night to the class. Talk about: ■ where ■ other name ■ date ■ reason ■ activities ■ food.

- 6 **Project:** In groups, collect information and make a poster about a festival in Romania. Write: ■ what it is ■ when you celebrate it ■ what people do on this day (50 words). You can use pictures to decorate your poster.

- 1** Look at the pictures and choose the correct word. Write in your notebook.

Mark

Mark is wearing a brown
1) coat/jacket, a 2) shirt/blouse,
a brown 3) tie/belt, a pair of
green 4) trousers/socks and
5) sandals/shoes.

Kate

Kate is wearing a black
6) coat/jacket, a grey
7) skirt/dress, a red
8) scarf/hat and brown
9) boots/shoes.

Peter

Peter is wearing a blue
10) sweater/T-shirt, 11) gloves/
shorts and 12) trainers/boots.

12 x 1 = 12 points

- 2** Complete the sentences. Use: *pick, set, dress, building, throwing, eat, sledging, waving*. Write in your notebook.

- 1 We ... flowers in spring.
- 2 The children are ... snowballs at each other.
- 3 Birds are ... their nests.
- 4 They ... turkey on Thanksgiving.
- 5 Americans ... off fireworks on 4th July.
- 6 Look! He is ... a flag.
- 7 Kids ... up as witches on Halloween.
- 8 They often go ... in winter.

8 x 1 = 8 points

- 3** Choose the odd word out. Write in your notebook.

- 1 chicken – cow – sheep – lily
- 2 mountain – lake – desert – fireworks
- 3 freezing – sailing – pouring – snowing
- 4 cloudy – windy – foggy – sun
- 5 trousers – trainers – shoes – boots

5 x 1 = 5 points

Grammar

- 4** Complete the gaps with *there* or *it*. Write in your notebook.

- 1 Look! ...'s a cat in the garden!
- 2 ...'s 10:30. Let's go to the beach.
- 3 ...'s warm today.
- 4 Is ... any turkey?
- 5 ...'s a long way to the beach from here.

5 x 1 = 5 points

- 5** Write complete questions and answers in your notebook.

- 0 Ann/swim? (X eat ice cream)
Is Ann swimming?
No, she isn't. She's eating ice cream.
- 1 Ben/talk on his mobile phone? (X read a book)
- 2 Tony and Mike/listen to the radio? (X play football)
- 3 Becky/walk the dog? (X swim)
- 4 Molly/rake leaves? (X pick apples)
- 5 Sam/fly a kite? (X have a picnic)

5 x 1 = 5 points

- 6** Put the verbs in brackets into the *present simple* or the *present continuous*. Write in your notebook.

Hi Mary,
How 1) ...**(you/be)**? I'm in Minsk for a week. We
2) ...**(stay)** at a nice hotel. It 3) ...**(rain)** a lot here.
Actually, it 4) ...**(snow)** right now. We 5) ...**(go)** to
museums every day. It's Maslenitsa today. People
6) ...**(wear)** special clothes and 7) ...**(make)**
pancakes called 'blini'. They 8) ...**(be)** delicious. Right
now, we 9) ...**(watch)** a procession. 10) ...**(you/**
have) a nice time in Rome?
See you in a week,
Sandy

10 x 1 = 10 points

Listening

- 7**  Listen to an announcement and complete the gaps. Write in your notebook.



Everyday English

- 8** Match the questions (1-5) to the answers (A-E). Write in your notebook.

- | | |
|----------------------------|------------------------------|
| 1 How are you doing? | A I'm relaxing on the beach. |
| 2 What's the weather like? | B OK. Bye. |
| 3 What are you doing now? | C I'm fine. |
| 4 Enjoy yourself! | D Thanks. |
| 5 Talk to you later. | E It's hot and sunny. |

5 x 2 = 10 points

Reading

- 9** Read the postcard and answer the questions. Write in your notebook.

Hi Sue,

Greetings from Torquay! This is a fantastic place, and it's really hot. I'm wearing shorts and a T-shirt in the middle of May! Torquay is a great town. We're staying at a nice hotel near the beach. My parents go sightseeing every day, but Jenny and I like spending our mornings on the beach or rollerblading. We're sitting on the beach and enjoying the sunshine right now. We go out every night. See you on Sunday!

Samantha

- Where is Samantha?
- Who else is with her?
- What is the weather like there?
- What is she doing now?
- What do they do in the evenings?

5 x 3 = 15 points

Writing

- 10** You are on holiday. Write a postcard to your English friend (40-50 words). Write: ■ where you are ■ what you are wearing ■ what the weather is like ■ what you and your family are doing.

20 points

TOTAL: 100 points



Project: In groups, choose a season and make a digital poster with the holidays and celebrations in the months of that season. Create a calendar and present it to the class.

Write in your notebook.

Self-evaluation

Now I can ...

- talk about geographical features/the weather
- talk about seasonal/holiday activities
- talk about clothes in various seasons
- talk about/present celebrations
- talk about animals, plants/nature experiences
- write a description of pictures
- write a dialogue giving news
- write a postcard
- write an email about my favourite activity/a celebration

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Observation grid

- I work well with my group.
- I follow classroom rules.
- I participate in all pairwork activities.
- I interact with others.
- I come to class on time.
- I ask for help when I need.
- I am willing to participate in activities.
- I work well on my own.
- I follow my teacher's instructions.
- I have useful ideas.

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★



On 31st October, children in America celebrate Halloween. Kids dress up as **monsters**, **witches** and **vampires** and go 'trick-or-treating' around their neighbours' houses! People decorate their homes with spooky **skeletons** and carved **pumpkins** with candles inside. But although everyone wants to have fun at Halloween, safety is very important. So, here are some tips for staying safe at Halloween:

Walk safely

- Always go trick-or-treating with an adult.
- Cross the road at the traffic lights.
- Watch for cars at all times.



Safe costumes

- Don't wear long **costumes** that you can trip on.
- If you wear a **mask**, make sure it has large eyeholes so you can see where you're going!
- Wear bright, colourful costumes so drivers can see you.

Reading

- 1** Listen to and read the text. How are the children in the picture staying safe at Halloween? Match the phrases 1-3 to the phrases a-c to make correct sentences.

- 1 They are going trick-or-treating
- 2 They aren't wearing
- 3 They are wearing

- A bright colours.
- B with an adult.
- C long costumes.



- 2** Find the words in bold in the text in the word search.

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

Project

- 3** Design your own Halloween costume. Make sure you follow the tips in the text to make it safe. Present your costume to the class.





Can you imagine spending New Year's Eve in shorts and a T-shirt? This is how people celebrate in Hawaii, where the weather in December is warm and sunny! Hawaii is part of the USA, but a New Year's celebration there includes traditions from all over the world! Let's take a look at some of them ...

New Year's Eve in Hawaii is never quiet. There are fantastic **fireworks displays** on many islands, including one at Waikiki Beach that takes place on a boat! The Chinese brought fireworks to Hawaii in the 19th century. They believed the loud noise scared evil spirits away. On New Year's Eve, Hawaiians eat lots of different food. There is **bean soup** from Portugal, pork

adobo from the Philippines and **ozoni soup** from Japan. Many families also make round rice cakes called **mochi**. Another Japanese tradition is making **kadomatsu**. These are decorations of bamboo and pine that bring good luck. People put them next to the front doors of their houses. Even though the tradition started in Japan, these days it's actually more popular in Hawaii!

Reading

- 1 a)  Listen to and read the text. Then match to make correct sentences.

- | | |
|-------------------------|-------------------------|
| 1 A <i>kadomatsu</i> is | A from China. |
| 2 Fireworks are | B round rice cakes. |
| 3 Bean soup is | C a special decoration. |
| 4 Mochi are | D from Portugal. |

- b) Label the pictures with the words in bold from the text.



1



2



3



4



5



- 2 How do you wish someone a Happy New Year in Hawaiian? Use the code to find out. Write in your notebook.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
G	C	Q	X	L	Z	D	N	J	T	W	A	R	H	E	B	Y	S	O	V	K	M	I	F	U	P
14	12	25		19	5	23		22	12	21	12	14	23	21	23		14	19	25						
—	—	—		—	—	—		—	—	—	—	—	—	—	—		—	—	—						

Project

- 3 How do you celebrate New Year in your country? Create a poster with pictures. Present your poster to the class.





St Patrick's Day

St Patrick's Day is an Irish celebration, but Irish people brought it to the USA when they moved there in the 18th century. The first big St Patrick's Day celebration in the USA was in Boston in 1737. These days, there are 32.4 million people in the USA with Irish ancestors, but St Patrick's Day is for everyone! So where are the best places to celebrate?

The biggest **parade** in the USA is in New York City. About 150,000 people march in the parade and another two million watch it! People wear **shamrocks** – a small plant that is the symbol of Ireland – and lots and lots of **green**.

In Chicago, people don't just wear green on St Patrick's Day – they even dye the Chicago River green! In California, there is the Los Angeles County Irish Fair and Music Festival. Around 2,000 people perform live **Irish music**, and there are **food stalls**, **magic shows**, **dancing** and rides. There is even an Ancient Irish Village with blacksmiths, dressmakers, storytellers and singers.

Even though St Patrick's Day is an Irish celebration, the USA is definitely one of the best places to celebrate it!



Reading

- 1** Listen to and read the text. Match the places (1-3) with the events (a-c).

- | | |
|-----------------|------------------------------------|
| 1 New York City | A dyeing the river green |
| 2 Chicago | B the biggest parade in the USA |
| 3 Los Angeles | C an Irish Fair and Music Festival |



- 2** Find the words in bold in the text in the word search.

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

Project

- 3** Create a poster showing how people celebrate St Patrick's Day in the USA. Present it to the class.

Easter

*Easter takes place every year
in spring.*

People around the world eat many different foods to celebrate this occasion. Let's take a look at special Easter foods in the USA.

Easter Lunch

The whole family come together to enjoy the biggest meal of the day. The main dish is glazed ham – a big ham with a layer of sauce that makes it look shiny and taste sweet. People usually eat baby potatoes, carrots and other vegetables, too.



Snacks

Everyone feels full after Easter lunch, but later on in the evening, they often want a snack. At Easter, some people eat hot cross buns. They are sweet bread buns with spices and dried fruit. People also enjoy devilled eggs.

Easter Sweets

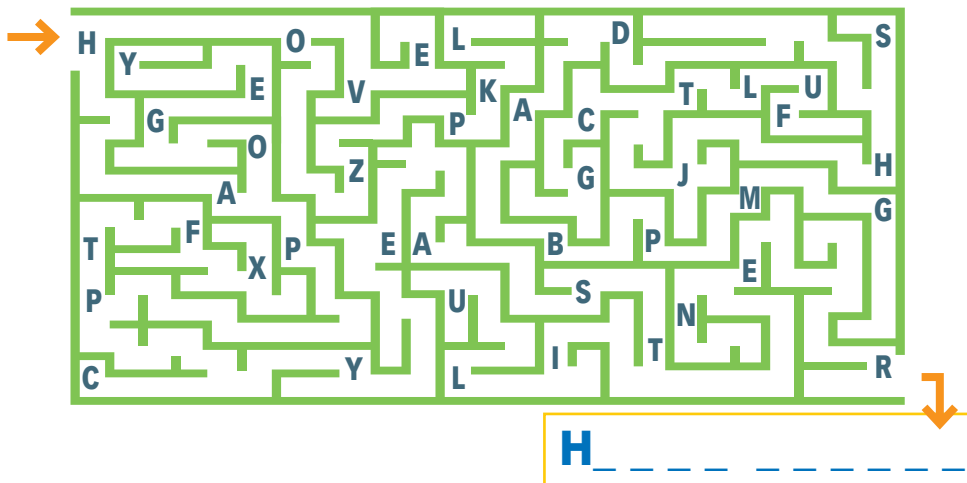
In the USA, the Easter Bunny leaves baskets for children to find on Easter morning. They have lots of delicious treats inside. Chocolate eggs and bunnies are common, as well as colourful jelly beans and peeps (yellow marshmallow chicks).



Reading

- 1** Listen to and read the text. What do Americans eat at Easter?

- 2** Help the chick find its way through the maze. What's the message?



Project

- 3** Create a poster showing which foods are popular in your country at Easter.

Mother's Day

Festivities



In countries all over the world, people celebrate Mother's Day. It is a day when children show their mothers how much they love them. Some people buy flowers and presents for their mums, but the best gifts are the ones that money can't buy!



5 DIY Mother's Day Gifts

Painted Flower Pot

Turn old tin cans into pretty flower pots with some colourful **1)** ... and string!



Handmade Card

Make your mum smile with a special card. All you need is card, pencils or **2)** ... and string!

Poem

Write a special poem for your mum, then roll it up and tie it with her favourite -coloured **3)** ...



Photo frame

Buy a simple wooden photo frame, decorate it and put a **4)** ... of you and your mum inside.

Breakfast in bed

As a special **5)** ..., make your mum's favourite breakfast and take it to her bedroom on a tray.



Reading

1 Listen to and read the text. Fill in: *ribbon, crayons, treat, paint, picture*. Write in your notebook.

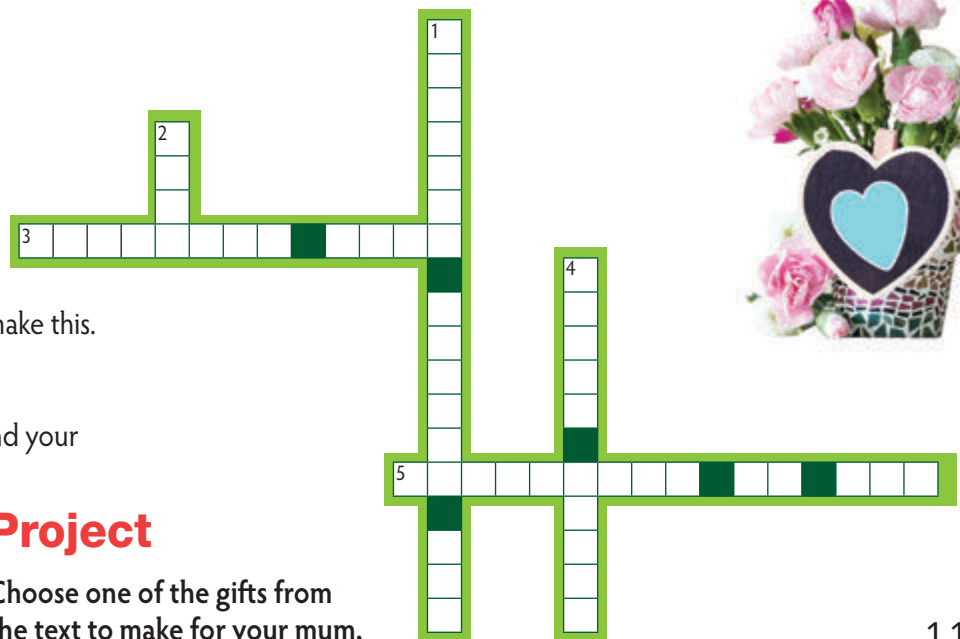
2 Complete the crossword in your notebook.

ACROSS

- 3 You need pencils or crayons for this.
- 5 Take this to your mum on a tray.

DOWN

- 1 Use an old tin can to make this.
- 2 Write this and tie it with a ribbon.
- 4 Put a picture of you and your mum inside.



Project

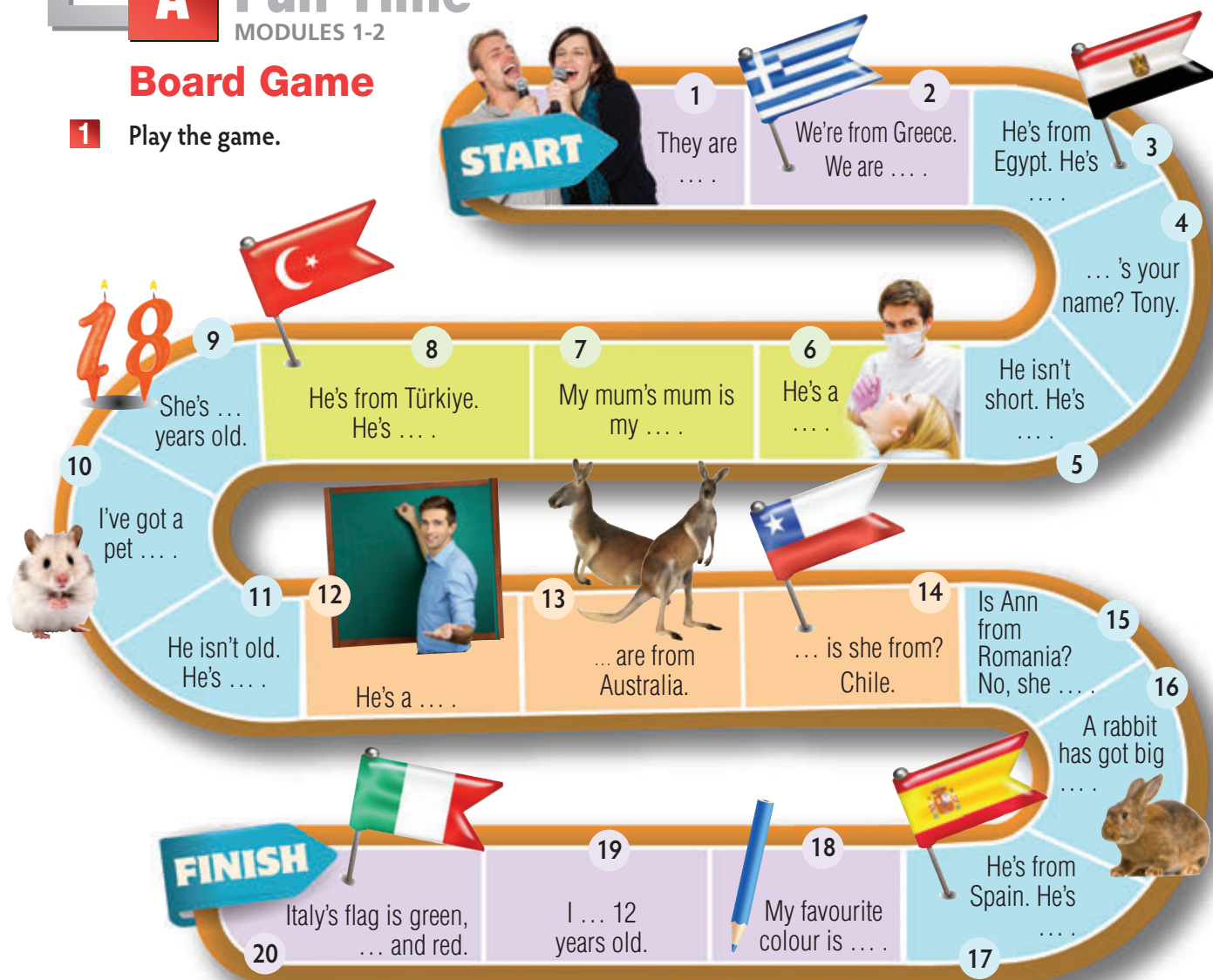
3 Choose one of the gifts from the text to make for your mum.

**A****Fun Time**

MODULES 1-2

Board Game

- 1** Play the game.

**Quiz**

Go through Modules 1 and 2 and complete the sentences. Write in your notebook.

- 1 Pedro and Marta ... my best friends.
- 2 He's from China. He's ...
- 3 She's ... actress.
- 4 My dad's brother is my ...
- 5 My aunt's daughter is my ...
- 6 Prince William's ... is Kate Middleton.
- 7 Nick Fury is a secret ...
- 8 Parrots have got sharp ...
- 9 Edinburgh is the ... city of Scotland.
- 10 There are four countries in the UK: England, Scotland, Wales and Northern ...

Look at Modules 1 and 2 and write a quiz of your own.

SONG

Listen and complete. Write in your notebook. Then sing.

People of the World

The world is full of different places,
Different people, different faces.
North and South and East and West—
Where's the place you like best?
Tall, **1** ..., fat or **2** ...,
Different colour hair, eyes and skin,
Men, **3** ..., boys or **4** ... -
We are people of the same world.



Think What is the song's main idea?

Board Game

1 Play the game.



Quiz

Go through Modules 3 and 4 and decide if the sentences are *T* (True) or *F* (False). Correct the false statements. Write in your notebook.

- We wear socks on our hands.
- Kagai does his homework at home.
- The ravenmaster works six days a week.
- In Portugal people eat grapes on New Year's Eve.
- English students have no breaks during their school day.
- There are ravens in the Tower of London.
- Spiders have lots of protein.
- Change your couch potato habits to be a healthy teen.
- The most popular street food in England is fish and chips.
- Astronauts need to eat 2,000 calories a day.

Look at Modules 3 and 4 and write a quiz of your own.

SONG

Listen and complete. Write in your notebook. Then sing.

Going around

When I want to go on a trip

I always go by 1) ...

It takes me where I want to go

And brings me 2) ... again.

Everybody travels

To places 3) ... and far

By bus or train, by boat or plane,

Bicycle or 4) ...

When we go into the 5) ...

We often go by bus.

There's a bus stop near our 6) ...

It's so easy for us!

When I go to school each 7) ...

I like to go by 8) ...

And at the weekends when I'm free

I go just where I like.



Board Game

1 Play the game.



Quiz

Go through Modules 1-5 and choose the correct word. Write in your notebook.

- 1 The Amazon Rainforest is in **Brazil/Spain**.
- 2 The Flintstones House is in the **UK/USA**.
- 3 In Gaelic football, there **are/aren't** 15 players in a team.
- 4 He wears his **tracksuit/coat** when he exercises.
- 5 The British celebrate Halloween in **May/October**.
- 6 Children go trick-or-treating on **Thanksgiving/Halloween**.
- 7 White-water **rafting/riding** is thrilling.
- 8 When it is summer in Europe, it is **winter/spring** in Australia.
- 9 The Hulk is **blue/green**.
- 10 In Bangladesh, there are schools on **buses/boats**.

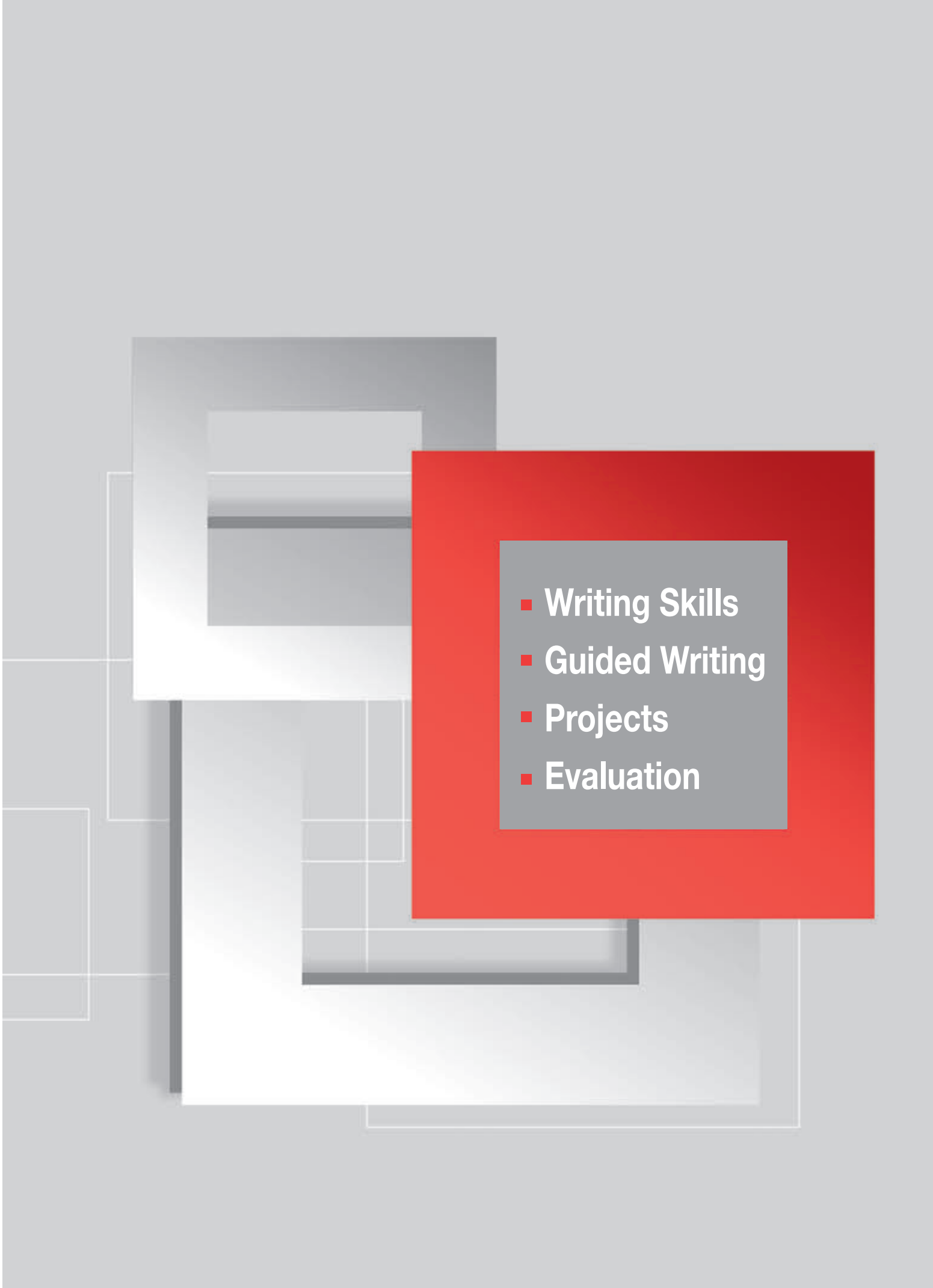
Look at Modules 1-5 and write a quiz of your own.

SONG

Listen and complete. Write in your notebook. Then sing.

Weather

The weather behaves in different ways
It can change from day to 1) ...
Rain and 2) ... and sunshine, too
What's the weather 3) ... with you?
On rainy days we all get wet
Take your umbrella – don't forget!
Wear a 4) ... to keep you dry
Or if you can, just stay inside
On snowy days the world is white
It really is a lovely sight
Put on 5) ... clothes, then off you go
Have fun playing in the 6) ...
On sunny days, the weather's 7) ...
So wear the coolest clothes you've got
Play outside and enjoy the 8) ...
Sunny days are lots of fun

- 
- **Writing Skills**
 - **Guided Writing**
 - **Projects**
 - **Evaluation**

1.3

An email to a new e-friend about you

MODULE 1

Informal language

When we write to **people we know** like our friends and family, we use **informal language**. That is:

- **everyday vocabulary** (thanks, nickname, etc)
- **everyday expressions and idioms** (Drop me a line., How's it going?, etc)
- **informal linkers** (and, but, etc)
- **short verb forms** (I'm a student., etc)
- **omission of pronouns** (Can't wait instead of I can't wait, etc)

An email to a new e-friend

- We always **start** our email with an **informal greeting + our e-friend's first name** (Hi, Nick!).
- We greet our e-friend (**opening remarks**) and give the reason for writing. Then we write some **personal information** (name, country we are from, age, our favourite colour, etc). We finish writing it with some **closing remarks** (What about you?).
- We **sign off** our email with **Yours/Love, etc + our first name**.

Rubric analysis

- 1** Read the task. Use the underlined key words to answer the questions. Write in your notebook.

Write an email to your new English-speaking e-friend about you (50 words). In your email write: ■ your name ■ where you are from ■ your age ■ what school you go to ■ who your favourite famous person is ■ what your favourite colour is.

- 1 What are you going to write?
- 2 Who are you going to write to?
- 3 How many words are you going to write?
- 4 What are you going to write about?
- 5 What style of language are you going to use?

Model analysis

- 2** a) Copy the spidergram into your notebook. Read the model and complete it.

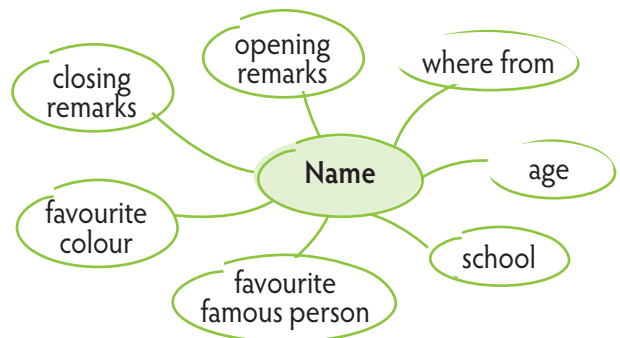


From: Emily
To: Marisa
Subject: Hello!

Hi, Marisa!

How are you? Let me tell you a little about myself. My name's Emily Morris and I'm from the UK. I'm fourteen years old and I'm a student at Thomas Tallis School in London. My favourite singer is Jennifer Lopez! My favourite colour is green. What about you? Write back.

Yours,
Emily



- b) Read the model again. Find examples of informal language.

Writing Tip Capital letters

In English we use a **capital letter**:

- at the start of a **sentence** (What about you?)
- for **names** (Andrew) and the **personal pronoun I** (I'm a student.)
- for **days of the week** (Monday), **months** (August), **names of cities** (Los Angeles), **countries** (Italy), **nationalities** (Italian) and **continents** (Africa).

3 Rewrite the sentences using capital letters where necessary in your notebook.

- 1 i am egyptian. *I am Egyptian.*
- 2 my name's antonio.
- 3 my favourite day is saturday.
- 4 i am from madrid. it is the capital city of spain.
- 5 my favourite school subject is art.
- 6 my birthday is in january. it's my favourite month!

Writing Tip Punctuation

We use:

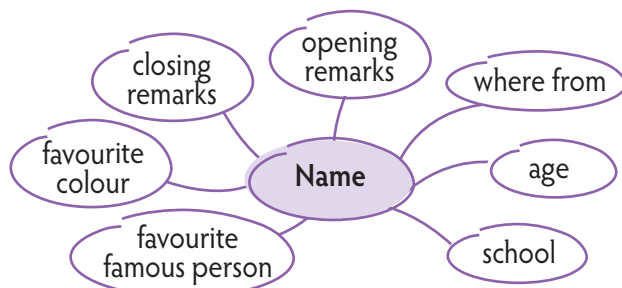
- a **full stop** (.) at the end of an **affirmative** or **negative** sentence. (*I'm Italian. I'm not Brazilian.*)
- a **comma** (,) between items on a list. (*My favourite colours are green, yellow and red.*)
- a **question mark** (?) at the end of a question. (*How are you?*)
- an **exclamation mark** (!) at the end of an affirmative or negative sentence with strong feelings. (*He's great! No way!*)
- an **apostrophe** (') for short forms. (*I'm from the UK.*)

4 Punctuate the sentences. Write in your notebook.

- 1 How are you *How are you?*
- 2 Angelina Jolie is great
- 3 Im from Lisbon Portugal
- 4 My favourite player is Ronaldo
- 5 Where is Jenny from
- 6 My favourite colours are red white and blue

Your turn

5 a) **Brainstorming:** Copy the spidergram into your notebook. Complete it about you.



b) **Task:** Use the rubric in Ex. 1 to write an email to your new e-friend about you. Use your ideas from Ex. 5a and phrases from the Useful Language box. Follow the plan.

Useful Language

Greeting

Hi/Hello, ... !

Opening remarks

How are you?/How's everything?

Personal information

- My name's/I'm ... • I'm from ...
- I'm ... (years old). • I'm a student at ...
- I'm (really) good at ...
- My favourite colour/singer/famous person ...

Closing remarks

- What about you? • What is/are your favourite ...?
- Drop me a line./Write back soon./Write back and tell me.
- Can't wait to know all about you./Hope to hear from you soon.
- Please write and tell me everything!

Ending

- Yours,/Love, • Chat later/soon, etc • Take care!
- Best wishes, • Bye for now,

Plan

Greeting + (e-friend's first name)!

opening remarks

name, nationality, age, school, favourite famous person, favourite colour

closing remarks

Sign off

(your first name)



Checklist

When you finish your email, check the following:

- opening and closing remarks
- capital letters
- punctuation
- number of words
- spelling and grammar

An email about your family

When we write an **informal email** about our family, we use **informal language**.

- We **always** start our email with an informal greeting + our e-friend's first name (**Hi, Kelly!**).
- We **greet** our friend (**opening remarks**) and give the **reason for writing**, then we **present our family** (family members, their age, character, etc). We finish writing with some closing **remarks** (**What's your family like?**).
- We **sign off** our email with **Yours, /Love, etc** + our first name.

Rubric analysis

- 1** Read the task. Use the underlined key words to answer the questions. Write in your notebook.

This is part of an email from your English-speaking e-friend.

Write and tell me about your family. What are they like? Have you got any brothers or sisters?
Jason

Write your email (50 words).

- 1 Who are you going to write to?
- 2 What are you going to write about?
- 3 What kind of text are you going to write?
- 4 How many words are you going to write?
- 5 What style of language are you going to use?

Model analysis

- 2** Read and complete the model. Write in your notebook.

- A How's everything
B Bye
C he's forty years old

From: Peter
To: Jason
Subject: My family!

Hi, Jason!

1) ...? Thanks for your email. My family is great. My dad's Colin and 2) ... He is patient. My mum's Maggie and she's thirty-nine years old. She's very kind. My sister Sharon's sixteen and a student. She's smart.

What about your family?

3) ...
Peter



- 3** a) Look at the pictures. Which adjectives best describe your parents? *brothers and/or sisters?*



My mum is hard-working.

- b) Go through the email again and find the adjectives that describe character.

- 4** Rewrite the sentences in your notebook as in the example.

- 1 I've got a brother. He's very smart.
I've got a very smart brother.
- 2 Tina has got a mother. She's famous.
- 3 Nick's got a brother. He's younger.
- 4 Dina's got a sister. She's pretty.
- 5 My father's got short hair. It's curly.

Writing Tip

Linkers *and*, *but*, or *&* preposition *with*

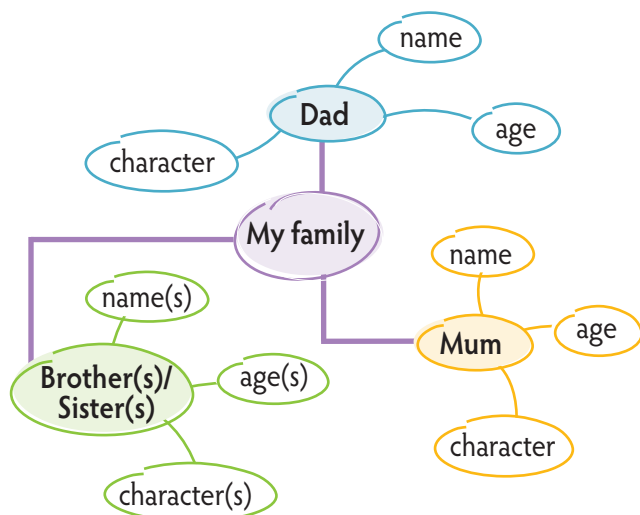
My friend, Peter, is tall **with** dark hair.
He's kind **and** friendly, **but** he isn't very patient.
He hasn't got a brother **or** a sister.

5 Join the sentences using the words in brackets. Write in your notebook.

- 1 She's funny. She's friendly. (**and**)
- 2 Have you got a brother? Have you got a sister? (**or**)
- 3 My brother isn't very tall. He's very handsome. (**but**)
- 4 She's quite tall. She's got long fair hair. (**with**)
- 5 Is your mum tall? Is your mum short? (**or**)
- 6 My sister is short. My sister is slim. (**and**)

Your turn

6 a) **Brainstorming:** Copy the spidergram into your notebook. Complete it with information about your family.



b) **Task:** Use the rubric in Ex. 1 to write an email to your English-speaking e-friend about your family. Use your ideas from Ex. 6a and phrases from the Useful Language box. Follow the plan.

Useful Language

Greeting

- Hi/Hello ... ! • Dear ...,

Opening remarks

- How are you?/How's everything?
- Hope you are OK.
- Thanks for your email./Great to hear from you!
- Let me tell you all/a little bit about my family.

Name/Age

- My dad's/mum's/brother's/sister's name is ...
- I've got a(n) younger/elder brother/sister called ...
- I haven't got any brothers/sisters./I'm an only child.
- He's/She's ... years old.

Character

- He's/She's patient/kind/smart/friendly, etc.
- He's/She's fun to be with./He/She makes me laugh.

Closing remarks

- How/What about your family?
- What's your family like?
- Have you got a big or a small family?
- Let me know./Tell me all about them.
- Drop me a line. • Write back soon.

Ending

- Yours,/Love,
- Bye for now!/Take care!/Cheers!

Plan

Greeting + (e-friend's first name)!

opening remarks, reason for writing your family (their names, ages, characters)

closing remarks

Sign off
(your first name)



Checklist

When you finish your email, check the following:

- opening and closing remarks
- capital letters, punctuation and linkers
- number of words
- spelling and grammar

An email about your daily routine

When we write an **informal email about our daily routine**, we use informal language.

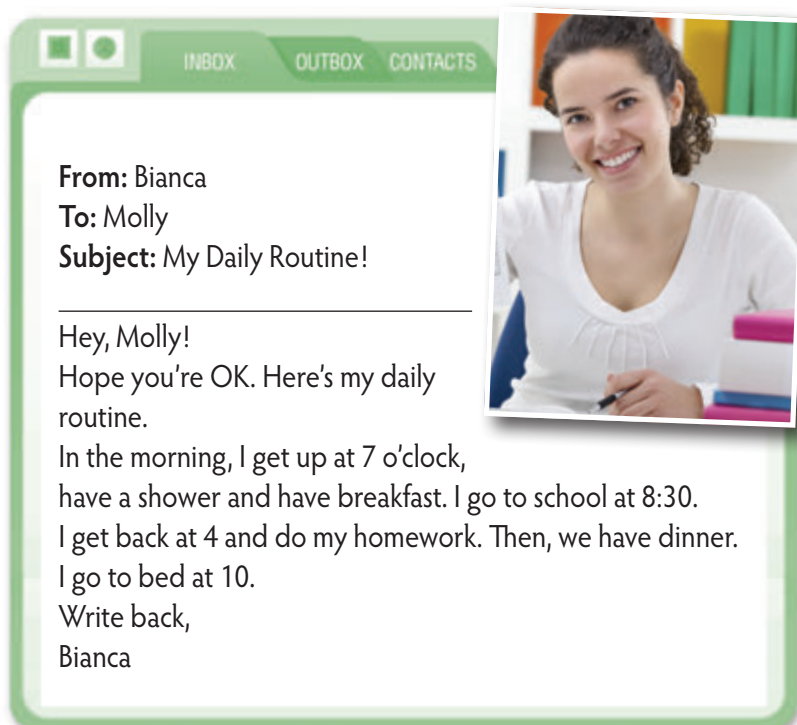
- We **always** start our email with an **informal greeting** + our **e-friend's first name** (*Hey, Nick!*).
- We **greet** our friend (**opening remarks**) and give the **reason for writing**.
- Then we **write about our daily routine**. The information is in **chronological order**: **morning**, then **afternoon**, then **evening**. We normally use the **present simple**. We **end** the email with our **closing remarks** (*What's your daily routine like?*).
- We **sign off** our email with *Lots of love, etc* + our **first name**.

Rubric analysis

- 1** Read the task. Use the underlined key words to complete the sentences. Write in your notebook.

Write an email to your English-speaking e-friend about your daily routine (50 words). In your email, write: ■ what you do in the morning ■ what you do in the afternoon ■ what you do in the evening.

- 1 You are going to write a(n) ...
- 2 You are going to write to ...
- 3 You are going to write about ...
- 4 You are going to write ... words.
- 5 You are going to use ... style of language.



Model analysis

- 2** Read the model. Make notes under the headings: ■ *In the morning* ■ *In the afternoon* ■ *In the evening*. Write in your notebook. Then, use your notes to tell the class about Bianca's daily routine.

Writing Tip Linkers before/after

- We use **before** to show that an action happens earlier than another action. *Before I go to school, I have breakfast. / I have breakfast before I go to school.*
- We use **after** to show that an action happens later than another action. *After I have breakfast, I go to school. I go to school after I have breakfast.*

- 3** Read the theory. Complete with *before* or *after*. Write in your notebook.

- 1 I usually watch TV ... I go to bed.
- 2 Paul goes straight home ... lessons finish.
- 3 ... I get up, I always have a shower.
- 4 ... Ann leaves the house, she gets her bag ready.
- 5 Dad gets home and then we all have dinner. We have dinner ... Dad gets home.

Writing Tip Word order

- In English the **word order in positive sentences** is:

Subject	Verb	Object
I	do	my homework.

- Adverbs of place** (*here, there, at school, in the park, etc*) usually go **at the end of a sentence** and **before adverbs of time** (*in the afternoon, now, today, etc*).

	adverb of place	adverb of time
I have lunch	at school	at noon.

- Adverbs of time** can go **at the beginning or at the end of a sentence**. *In the afternoon, I do my homework./I do my homework in the afternoon.*

4 Read the theory. Make sentences. Write in your notebook.

- I/in the school canteen/have lunch/at 12 o'clock
I have lunch in the school canteen at 12 o'clock./At 12 o'clock, I have lunch in the school canteen.
- has/in the morning/a shower/he
- at 9:30/goes/to bed/she
- in the afternoon/at school/they/do/their homework
- in the park/she/in the evening/the dog/walks

Your turn

- 5** a) **Brainstorming:** Copy the spidergram into your notebook. Complete it with information about your daily routine.



- b) **Task:** Use the rubric in Ex. 1 to write an email to your English-speaking e-friend about your daily routine. Use your ideas from Ex. 5a and phrases from the Useful Language box. Follow the plan.

Useful Language**Greeting**

- Hi,/Hello, ...! • Hey, ...! • Dear ...,

Opening remarks

- How are you?/How's everything?/How's it going?/Hope you're well.
- Thanks for your email./Great to hear from you!
- I love hearing all your news.
- Let me tell you a few things about my daily routine.
- Here's what my daily routine is like.

Describing daily routine**morning**

- In the morning, I get up at ... and then I ...
- My day starts (early). I ... and then I ...
- I go to school by (train, bus, car, etc)/on foot.

afternoon

- After lunch/In the afternoon, ...
- I finish school at ...
- I get back from school at ... • After (that), I ...

evening

- I usually ... in the evening. • Next, ...
- I watch TV for a while.
- I go to bed at .../early/late. • My days are busy.

Closing remarks

- What about you?
- What's your daily routine like?
- Write back soon and tell me all about your daily routine.
- Hope to hear from you soon.

Ending

- Lots of love, • Bye for now! • Take care!

Plan

Greeting + (e-friend's first name)!
opening remarks, reason for writing
daily routine
closing remarks
Sign off
(your first name)

**Checklist**

When you finish your email, check the following:

- opening and closing remarks
- capital letters, punctuation and linkers
- word order
- number of paragraphs
- number of words
- spelling and grammar

A blog comment

When we read a blog entry, we can respond and write a **blog comment**. When we write a blog comment, we use **informal language**.

- We **start** our blog comment by **greeting** the blogger (*Hey, Nick!*) and **introducing** ourselves (*Tina from the UK here*). We can also make a general **comment** about the blog entry (*Love your blog!*).
- Then we write our **comment**.
- We **end** our comment with **closing remarks** (*Can't wait for your next post!*).

Rubric analysis

- 1** Read the task. Use the underlined words to choose the correct answer. Write in your notebook.

This is part of a blog entry.

Tara's Blog

Hi, everyone! My hobby is spending time with my friends. We often go to the cinema. We sometimes go on a picnic, too! What hobbies do you have? Leave a comment.

Write your comment for the blog entry (50 words).

- You are going to
 - write a blog entry.
 - comment on a blog entry.
- You are going to write about
 - your hobbies.
 - your favourite sport.
- You are going to write
 - 50 words.
 - 80 words.

Model analysis**Elena's Blog**

Hi, Elena! Maria from Madrid here. Love your blog! A picnic sounds cool. I usually go to the gym. I go jogging, too. I also play football. My friends go shopping, but I don't really like it. I exercise in my free time!

Posted 20/05

Hey, Elena! Liam from Brazil. I'm a big fan of your blog! I live near the beach, so I spend most of my free time there. My hobbies are swimming and windsurfing. They're fun and great exercise. Looking forward to your next post, Elena!

Posted 20/05

- 2** Read the blog comments. Replace the underlined phrases with the ones below. Write in your notebook.

- Great blog! Love your blog!
- I really enjoy your blog!
- ... so that's where you can usually find me in my free time.
- Can't wait for your next post ...
- ... I'm not keen on it.
- ... seems like a good idea.
- I am active in my free time!

Writing Tip Linkers *also/too*

We use **also** and **too** to give additional information about someone/something. We use **too** at the end of the sentence.

Bowling is fun. Bowling is good exercise.

Bowling is fun. It's **also** good exercise.

Bowling is fun. It's good exercise, **too**.

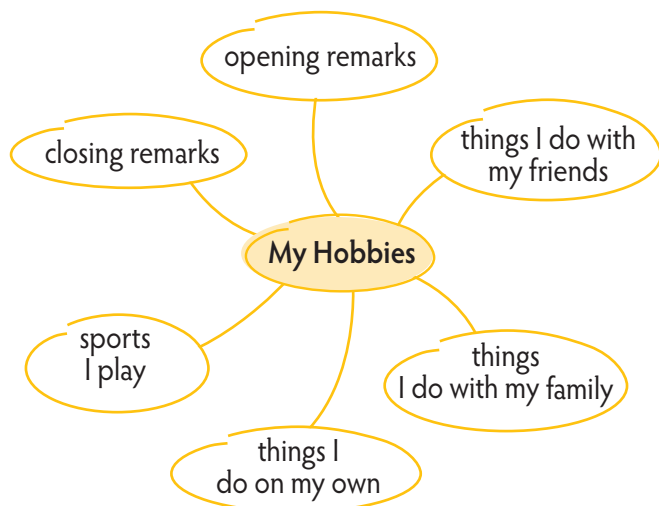
Language Focus

3 Complete the sentences. Use *too* or *also*. Write in your notebook.

- 1 On Sundays, we go to the cinema. We go to the sports centre, *too*.
- 2 At the weekend, I eat with friends. I ... play sports.
- 3 Bungee jumping is an extreme sport. Kayaking is an extreme sport, ...
- 4 We can go bowling. We can go skateboarding, ...
- 5 I listen to music. I ... read a book sometimes.

Your turn

4 a) **Brainstorming:** Copy the spidergram into your notebook. Complete it with information about your hobbies.



b) **Task:** Use the rubric in Ex. 1 to write a blog comment about your hobbies. Use your ideas from Ex. 4a and phrases from the Useful Language box. Follow the plan.

Useful Language

Introducing yourself/Greeting readers

- Hi, ... I'm ... and I really like your blog.
- Great blog!
- Love your blog!
- I really like/love your blog.
- Your blog sounds nice/cool/fun.

Commenting

- I like ..., too.
- What I like is ... /I just love ...
- I like ... (do sports, relax, etc).
- On Saturday/Sunday, I often/usually/always, etc ...
- I ... in my free time.
- In my free time I ... (with my friends/family).
- It's fun.
- It's a good laugh.

Closing remarks

- I always have fun/a great time in my free time!
- Can't wait for your next post!

Plan

- greet blogger, introduce yourself, say what you think of the blog
- comment on the blog entry, write what you do in your free time
- closing remarks



Checklist

When you finish your blog comment, check the following:

- opening and closing remarks
- capital letters, punctuation and linkers
- word order
- number of words
- spelling and grammar

A recipe

When we write a **recipe**, we use the **imperative**.

- We write the **name** of the dish.
- We list all the **ingredients**.
- We write the **method** in the correct order. We write **each step on a separate line**. We can mention the **temperature** and **cooking time**.
- We offer some **serving suggestions** at the end of the recipe.

(Serve immediately/straightaway. Let it stay in the fridge for an hour before serving it.)

Rubric analysis

- 1** Read the task. Look at the underlined key words and complete the sentences (1-3). Write in your notebook.

Your English school magazine wants students to send in recipes of their favourite dish. Include: ■ the name of the dish ■ ingredients ■ method ■ serving suggestions. Write your recipe (50 words).

- 1 You need to write a ...
- 2 It is for the ...
- 3 You need to write ... words.

Model analysis

- 2** Look at the ingredients. What do we need to make rice pudding?

Ingredients

- 1/2 cup of white rice
- 3 cups of milk
- a small piece of butter
- half a cup of sugar
- half a tsp of vanilla
- a little cinnamon powder

Rice pudding**Method**

- 1) ... the milk into a large saucepan over a medium heat.
- 2) ... the sugar, the butter and the vanilla to the milk.
- Let everything 3) ... for two minutes.
- Add the rice and 4) ... for 30 to 35 min.
- Put the 5) ... in bowls. Sprinkle cinnamon powder.

Serve it hot.



- 3** Read the model and fill in the words below. Write in your notebook.

• boil • mixture • pour • cook • add

Writing Tip Using abbreviations

When we write recipes, we usually use abbreviations.
min – minute

- 4** a) What do these abbreviations mean? Read and match. Write in your notebook.

- | | |
|--------|-------------------|
| 1 tsp | A gram |
| 2 tbsp | B minute |
| 3 g | C millilitre |
| 4 kg | D tablespoon |
| 5 ml | E degrees Celsius |
| 6 min | F teaspoon |
| 7 °C | G kilogram |

- b) Go through the model. Find an example of an abbreviation.

Language Focus

5 Read the dialogues and fill in *how much*, *how many*, *some* or *any*. Write in your notebook.

A

A: Let's make some spaghetti Bolognese. I need 1) ... tomatoes for the sauce, but 2) ... do I need?

B: Just two. We also need an onion, a carrot and one stalk of celery.

A: Oh, there aren't 3) ... carrots left.

B: Yes, there are! There are 4) ... in the fridge.

A: And 5) ... minced beef do we need?

B: About half a kilo.

A: OK. Do we need 6) ... salt?

B: Yes, we do. Put it on the counter, too. I think we're ready.

B

A: First, cut the onion, carrot, celery and tomatoes into thin pieces.

B: Like this?

A: Yes, that's perfect. Now, put some oil into a pan and fry the onion. OK, now you can add the carrots, celery and the minced beef and mix everything together with a spoon. You can add 7) ... salt now, too.

B: Is this OK? How am I doing so far?

A: You're doing great. Now, just wait until the sauce becomes thick.

B: Now, what about the spaghetti? 8) ... do I need?

A: Just one packet. Put it into a pot of boiling water and cook it for 15 minutes.

B: Is that it?

A: It's quite easy, isn't it? And when it's ready, you can serve it with grated cheese.



Your turn

6 a) **Brainstorming:** Copy the spidergram into your notebook. Complete it with information about spaghetti Bolognese from Ex. 5.



b) **Task:** Imagine your favourite food is spaghetti Bolognese. Write the recipe for your English School magazine. Use the rubric in Ex. 1, your ideas from Ex. 6a and phrases from the Useful Language box. Follow the plan.

Useful Language

Listing ingredients

- a tsp/tbsp of honey/sugar/salt
- a kg of potatoes/beef
- a litre of milk/water
- a cup of flour/water

Method

- Add (the meat to the vegetables, etc).
- Bake (the cake in an oven, etc).
- Chop (vegetables into small pieces, etc).
- Boil (the pasta in water, etc).
- Mix (everything together in a bowl, etc).
- Roast (the chicken in an oven, etc).
- Cook (the dish for 30 minutes, etc).
- Fry (the vegetables in olive oil, etc).
- Peel (the skin of the tomato, etc).
- Stir (the soup, etc).
- Pour (the milk into the bowl, etc).

Serving suggestions

- Serve straightaway/while still hot/when cool.
- You can serve the dish hot or cold.

Plan

- name of dish
- ingredients
- method (each step on a separate line)
- serving suggestions



Checklist

When you finish your recipe, check the following:

- name of dish
- list of ingredients
- word order and abbreviations
- method in correct order
- serving suggestions
- use of the imperative
- capital letters, punctuation and linkers
- number of words
- spelling and grammar

An email about your favourite outdoor activity

When we write an **email** about our **favourite outdoor activity**, we use **informal language**.

- We **start** our email with a **greeting** (*Hey,*) and our **friend's first name**, our **opening remarks** and the **name of the activity**.
- Then we write about the **activity** (when/how often we do it, who with).
- We also write **why** we like this activity and what **equipment** we need to play/do it.
- In the last paragraph, we write our **closing remarks** (*Write back soon.*).
- We **sign off** our email with *Best wishes, etc* and our **first name**.

Rubric analysis

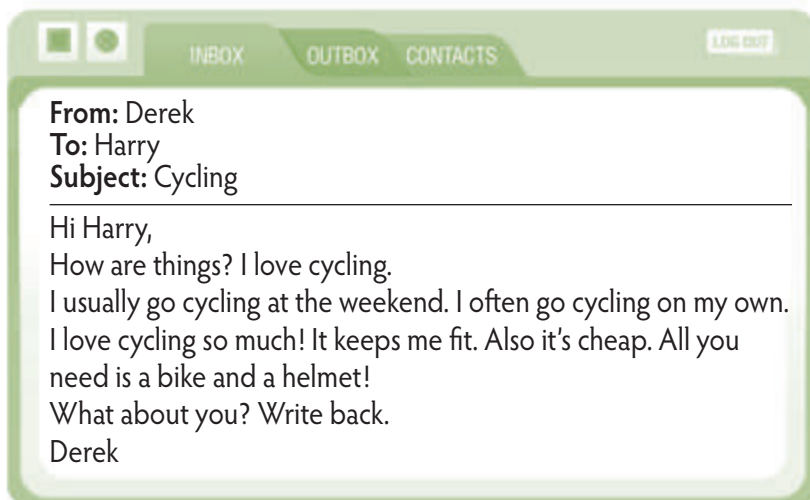
- 1** Read the task. Use the underlined key words to answer the questions. Write in your notebook.

This is part of an email from your English-speaking friend.

What's your favourite outdoor activity? How often do you do it? Who do you do it with? Why do you like it? What equipment do you need? Write and tell me all about it!
Harry

Write your email (50 words).

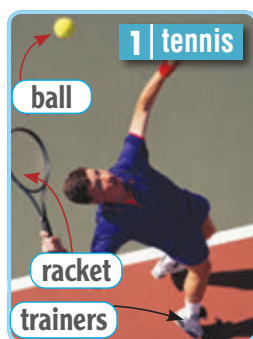
- 1 Who are you going to write to?
- 2 What kind of text are you going to write?
- 3 What are you going to write about?
- 4 How many words are you going to write?

**Model analysis**

- 2** a) Read the model. What reasons does Derek give to explain why he likes cycling?
b) Copy the spidergram into your notebook. Read the model and complete it.



- 3** Look at the pictures. Make sentences.



- 1 To play tennis, you need a ...

Language Focus

Writing Tip Supporting your opinion

Always justify your opinion with supporting ideas.

Football is great.

my opinion

It's good to be part of a team.

supporting idea

4 Read and choose the best supporting sentences. Write in your notebook.

- 1 Skiing is difficult.
 - a It takes a lot of practice to become good at it.
 - b My dad doesn't like it.
- 2 I think tennis is wonderful.
 - a My best friend plays tennis, too.
 - b It helps me keep fit and I meet new people.
- 3 Skateboarding is very exciting.
 - a It's a very cheap activity to do.
 - b I love the feeling of speed and freedom it gives me.
- 4 I'm crazy about canoeing.
 - a It's a great way to keep fit and enjoy the outdoors.
 - b Canoes are expensive.

Your turn

- 5 a) **Brainstorming:** Copy the spidergram into your notebook. Complete it with information about your favourite outdoor activity.



- b) **Task:** Use the rubric in Ex. 1 to write an email to your English-speaking friend about your favourite outdoor activity. Use your ideas from Ex. 5a and phrases from the Useful Language box. Follow the plan.

Useful Language

Opening remarks

How are you?/How's everything?/Hope everything is going well.

Introducing your favourite outdoor activity

- I'm a big fan of ... /I'm crazy about ... /I just love ...
- My favourite outdoor activity is ...
- When I have some free time, I really like ...

Giving details about your favourite outdoor activity

When/How often

- I usually/often/always, etc (play football, etc) at the weekend/in the evenings/after school, etc.
- I only (go bowling/play basketball, etc) when I have some free time.

Who with

- Sometimes, my sister/friend, etc comes with me.
- My friends/brothers, etc sometimes (play basketball/go skateboarding, etc) with me.

Giving reasons why you like it

- I'm a big fan of/I'm crazy about (karate) because ...
- I (really) love/enjoy/like (cycling) because (it's a great way to keep fit, etc).
- (Football) is my favourite outdoor activity because it ...

Talking about equipment

You don't need much equipment to (go cycling) – just ... /To (play basketball), you need ...

Closing remarks

Hope to hear from you soon./Have to go now./Write back soon./Write and let me know.

Plan

Greeting + (your friend's first name),
opening remarks, name of activity; details about activity (when/how often, who with); why you like this activity, the equipment you need; closing remarks
Sign off,
(your first name)



Checklist

When you finish your email, check the following:

- opening, closing remarks
- capital letters, punctuation and linkers
- word order
- opinion, supporting ideas, number of paragraphs
- number of words
- spelling and grammar

An email about a celebration

When we write an email to people we know about a celebration, we use informal language.

- We usually write **where** and **when** the celebration takes place.
- We write **what people do** on this day.
- We write **what we are doing** at the moment.
- We write how we **feel**.

Rubric analysis

- 1** Read the task. Use the underlined words to answer the questions. Write in your notebook.

Imagine you are at a celebration in your country. Write an email to your English-speaking friend. In your email write:

- where you are
- name of celebration and date
- how people celebrate it
- what you are doing now
- your feelings.

Write your email (50 words).

- 1 What are you going to write about?
- 2 What kind of text are you going to write?
- 3 Who are you going to write to?
- 4 How many words are you going to write?

Model analysis

- 2** Read the model. Write the paragraph number. Write in your notebook.

- A ☐ what people are doing now
- B ☐ opening remarks, name, place and date of the celebration
- C ☐ feelings, closing remarks
- D ☐ what people do on this day

REPLY MAIL
6 8

From: Derek
To: Liam
Subject: Guy Fawkes Night

Hi, Liam!

1 Greetings from London!
 It's 5th November; Guy Fawkes Night here in Britain!

2 People build big bonfires. Children make a 'guy', a kind of puppet. They put the guy on top of the bonfire and set off fireworks.

3 Right now, we are building our bonfire.

4 I love it!

Take care,
 Derek



- 3** Read the email extracts and complete them with the missing words. Write in your notebook.

A

• dancing • playing • wearing

I'm having a wonderful time. People are 1) ... colourful costumes and they are 2) ... in the streets. Loud music is 3) ... everywhere. I can't believe I'm here! Nottingham Carnival is great.

B

• exchanging • preparing • singing • snowing

It's Christmas time. It's 4) ... outside, but it's lovely and warm in the house. We're 5) ... presents and Dad is 6) ... the turkey. On TV, some children are 7) ... carols. Christmas is the best time of the year!

C

• decorating • making • putting

Mum's 8) ... the house with streamers and banners. Dad's 9) ... the cake. I'm 10) ... on my party dress. I can't wait for my friends to arrive. I can't believe I'm turning thirteen today!

Note:**Stative verbs**

We do not normally use the verbs **love, hate, like, dislike, believe, think** in the present continuous.

I **love** Capri. (NOT: ~~I'm loving~~ Capri.)

- 4** Look at the email extracts. Put the verbs in brackets into the *present simple* or the *present continuous*. Write in your notebook.

• bake • celebrate • decorate (x2)

A ... On 4th July, Americans **1** ... Independence Day. They **2** ... their houses with red, white and blue, the colours of the American flag. Right now, my cousins **3** ... the yard with colourful paper streamers and my sister **4** ... sugar cookies.

• watch • love • stand • think

B ... At the moment, I **1** ... in the street and I **2** ... this huge parade! I **3** ... it's the biggest parade in the world! I just **4** ... Thanksgiving in New York!

Your turn

- 5** a) **Brainstorming:** Copy the spidergram into your notebook. Complete it with information about a celebration in your country.



- b) **Task:** Use the rubric in Ex. 1 to write an email about a celebration in your country. Use your ideas from Ex. 5a and phrases from the Useful Language box. Follow the plan.

Useful Language**Opening remarks**

- Hope you're OK./How are you doing?
- Hi/Greetings from ... • Thanks for your email./ Sorry for not writing sooner. • Hi! How are you?

Reason for writing

- It's a very special day today. • I can't wait to tell you about ... • I'm having a great time here. It's ...

Name/Date of festival

- People celebrate ...
- On ... (date), people celebrate ...

Activities

- People dress up as ...
- In the morning/afternoon/evening everyone ...
- They eat ... (delicious meal, tasty cake).
- Then, people go to a party/parade/restaurant, etc.
- Right now, I'm (making/watching, etc).
- At the moment my family/friends and I are ...

Feelings

- It's a(n) interesting/funny/amazing, etc celebration.
- It's so much fun!/I'm having a great time!

Closing remarks

Email me soon./Write soon./I'd better get going./ Bye for now./I must go now./Got to go now.

Plan

Greeting + (your friend's first name),
opening remarks, name, place and date of celebration
how people celebrate it
what you are doing now
closing remarks, feelings
Sign off,
(your first name)

**Checklist**

When you finish your email, check the following:

- opening and closing remarks
- capital letters, punctuation and linkers
- word order
- number of words
- spelling and grammar



Guided Writing

Differentiated instruction

Module 1

1.6 (Ex. 6 p. 23)

Think of famous people. Write short texts about them. Write:

- full name
- town
- country
- job
- nickname
- favourite colour (30-50 words).

... is from is a(n)
 ... nickname is favourite
 colour is



1.8 (Ex. 7 p. 27)

Write a text about your best friend. Write (50 words):

- name
- age
- birthday
- physical appearance
- favourite colour
- why he/she is special to you

My best FRIEND

... is my best friend. ... is ... years old and ... birthday is on is is ... and favourite colour is is fun to be with and ... is a great friend. ... is always there for me.

Module 2

2.5 (Ex. 11 p. 41)

Write a reply to Ana's blog post about your birthplace (50 words).

Hi Ana! Great blog! I'm ... (first name) and I'm from people here. There are ... and There is is a great place.

2.7 (Ex. 10 p. 45)

Write an email to Nazia describing your school & your classroom (50 words).

Hi Nazia!
 Your school is great. My school is
 There are ... classrooms. In my classroom there are ... but there isn't My school is the best.
 Write back,
 ... (your first name)

2.8 (Ex. 12 p. 47)

Write a reply to Charlie's email about your class (50 words).

Hi Charlie,
 Let me tell you about my class. I'm in class ... at My classroom is on ... floor. There are ... in my class. We do ... subjects. My favourite subjects are My school is great!
 Write back soon,
 ... (your first name)



Module 3

3.3 (Ex. 7 p. 57)

Write an email to your English e-friend about your Monday routine (50 words).

Hi ...,
Hope you're OK. My Mondays are busy. I ...
and ...
In the afternoon, I ... Then ... After dinner, I
... or ...
What are your Mondays like?
Write back,
... (your first name)

3.7 (Ex. 8 p. 65)

You can't go to your cousin's graduation because you are ill. Write an email congratulating him/her, apologising and explaining why you can't go. (40-50 words).

Hi ... (your cousin's name),
Congratulations on ... !
Thank you for ... but I can't ... because I'm ...
I hope you have ... I'm sorry I can't ..., but
don't forget ...
Take care,
... (your first name)

Module 5

5.2 (Ex. 11 p. 95)

Imagine you are in a place of natural beauty in Romania. Write a postcard (50 words) saying:

- where you are
- who with
- where you are staying
- what you are doing.

Hi ...,
Greetings from ... I'm with ...
We're staying ... Right now, I ...
See you soon,
... (your first name)



5.5 (Ex. 5 p. 101)

Find a picture of you and your family or friends. Glue it on a piece of paper. Write (40-50 words):

- who you are with
- what you are doing
- what each person is wearing.

In this picture I am with ... (my mother and father/my family/my friends/etc). We're ... (playing video games/making a snowman/swimming/riding our bikes/etc). ... is wearing a (sweater/dress/jacket/skirt/etc). I'm wearing a ... (blue/green/etc) ... (T-shirt/shirt/blouse/etc) and ... (jeans/trainers/sandals/etc). We're having fun.

**1**

Project

A poster about famous people

1 Brainstorming

- a**  Work in groups of four. Think of famous people. They can be actors, actresses, footballers, singers, etc. Decide on four of them.



Ashton Kutcher



Katy Perry

- b** Decide who will write about which person.

2 Researching

ICT Use the Internet to collect information under these headings: ■ full name ■ where from (city, country) ■ job ■ nickname ■ favourite colour ■ other interesting facts. You can also find photographs of these people.

3 Preparing your poster

- a** Use your notes to write your text. For example:

Full name: Christopher Ashton Kutcher
Where from (city, country): Cedar Rapids, USA
Job: actor
Nickname: Ash, Kutch
Favourite colour: red
Other interesting facts: famous for playing Walden Schmidt in Two and a Half Men (TV series); favourite food: pizza; favourite sport: American football; favourite sports team: Chicago Bears; twin brother, Michael; close friend with Tom Welling

Christopher Ashton Kutcher is from Cedar Rapids, USA. He's an actor. He's famous for playing Walden Schmidt in the TV series 'Two and a Half Men.' His nicknames are Ash or Kutch. His favourite colour is red and his favourite food is pizza. His favourite sport is American football and his favourite sports team is the Chicago Bears. Ashton Kutcher has got a twin brother, Michael. He's close friends with Tom Welling.

- b** Write the title of your poster at the top of your project paper.

Hall of Fame

- c** Arrange your texts and photographs on the paper.

4 Presenting your poster

In groups, present your poster to the class.

Project

A survey about free-time activities

2

1 Brainstorming



Work in groups of four. Write down questions you can ask about free-time activities.

What's your favourite free-time activity?
How often do you go to the cinema?
Where do you usually go on Saturday evenings?
How often do you meet your friends?
Where do you usually go with your friends?
How often do you go to the mall with your friends?
When do you play video games? etc



2 Preparing your questionnaire

Now write a questionnaire using six to eight of your questions, as in the example.

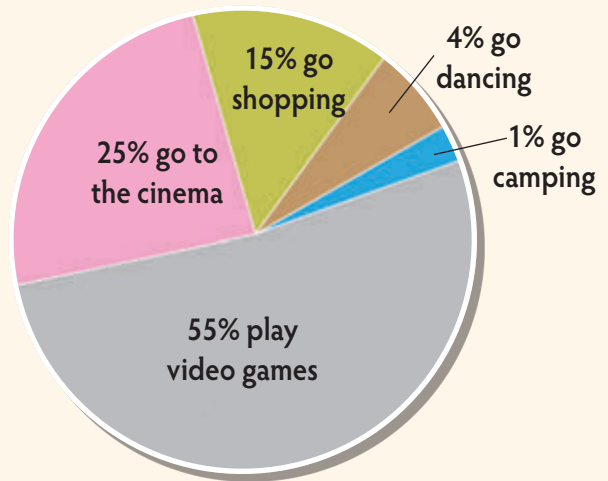
Free-time activities

Gender: Male ☐ Female ☐ Age:

- 1 What's your favourite free-time activity?
A going to the cinema
B going dancing
C going shopping
D playing video games
E other (say what)
- 2 How often do you go to the cinema?
A once a month
B twice a month
C more than twice a month
D never

3 Analysing answers

- a Make copies and give out the questionnaire to your classmates to answer them. Collect the questionnaires and put all the answers together. As a group, analyse the answers. Use these words: *Most, The majority ..., A lot ..., Some ..., Few ..., Two ...*.
- b Look at the pie chart and complete the sentences. Use: *most, a lot, some, few, none*.



- 1 ... of our classmates like going dancing.
- 2 ... of our classmates likes reading magazines.
- 3 ... of our classmates like going shopping.
- 4 ... of our classmates like going to the cinema.
- 5 ... of our classmates like playing video games.

4 Writing your survey

Now write your answers. Write each question and under the question write your answer, as in the example.

What's your favourite free-time activity?

Most of our classmates like playing video games. A lot of them like going to the cinema. Some prefer going shopping. Few like going dancing. No one likes reading magazines. Boys prefer going to the cinema. Girls prefer surfing the Net. Both boys and girls enjoy playing video games.

1 Brainstorming

- a**  Work in groups of four. Think of places a tourist should visit in your country's capital city.

museum, aquarium, market, gallery, monument, park, etc

Decide on four of them.

- b** Decide who will write about which place.

2 Researching & Writing

- a** **ICT** Use magazines or the Internet to collect information about the places under these headings: ■ name ■ where it is ■ what it is famous for ■ what to see there ■ what to do there ■ other information. You can also find photographs of the places.

- b** Use your notes to write your text. For example:

Capital city: Madrid, Spain

Name: The Prado Museum

Where it is: Central Madrid, Paseo del Prado, 28014

What it is famous for: collection of famous paintings by El Greco, Velázquez, etc

What to see there: see over 2,000 paintings by famous painters

What to do there: visit souvenir shop and buy postcards, prints, books, etc, have coffee and snacks at cafeteria in the basement

Other information: Opening times: from Monday to Saturday: 10 am - 8 pm; Sundays and holidays: 10 am - 7 pm

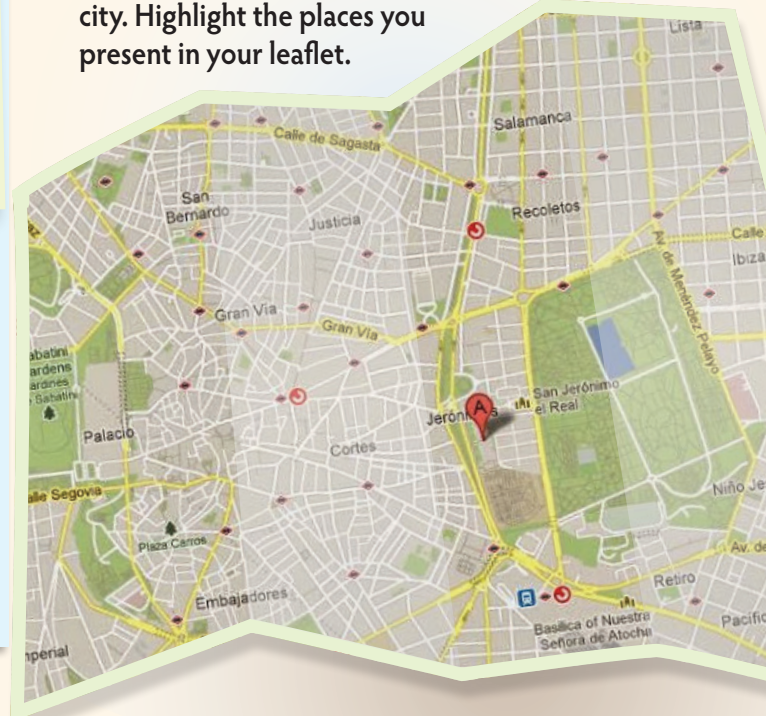
The Prado Museum is in central Madrid and is one of the most famous museums around the world. It contains a great collection of paintings by El Greco, Velázquez and other painters. You can admire over 2,000 paintings in the museum. Then, you can visit the souvenir shop and buy postcards, prints, books and other things. Then, you can have coffee and snacks at the cafeteria in the basement. The museum is open from Monday to Saturday from 10 am to 8 pm. On Sundays and holidays it is open from 10 am to 7 pm.

3 Preparing your leaflet

- a** Get two pieces of paper and staple them together. Alternatively, you can get a piece of paper and fold it.
- b** On the front page write the name of the city and a catchy title e.g. *Welcome to ... A special city*, etc. You can use a picture showing the city as well.



- c** On pages 2 and 3 write your texts. Add pictures showing the places.
- d** On the back page find and add a map of the city. Highlight the places you present in your leaflet.



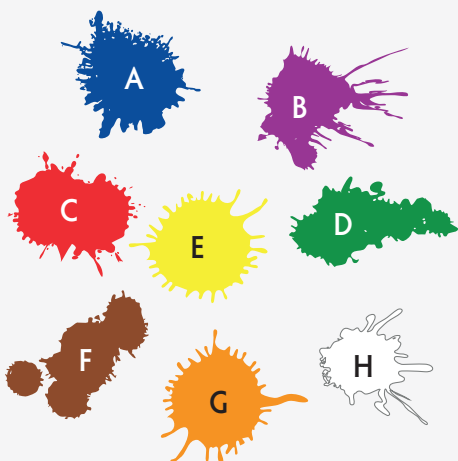
Vocabulary

1 Write the numbers in letters in your notebook.

1 0	5 12th	9 31
2 2	6 17	10 48
3 5th	7 20	11 59th
4 11	8 26th	12 100

2 Match the words to the colours. Write in your notebook.

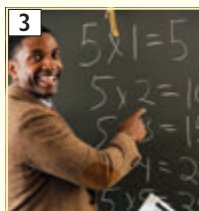
- 1 red
- 2 green
- 3 blue
- 4 purple
- 5 orange
- 6 white
- 7 brown
- 8 yellow



3 Write the country or the nationality in your notebook.

- | | |
|------------------|------------------|
| 1 ... – Canadian | 6 ... – Greek |
| 2 Brazil – ... | 7 Russia – ... |
| 3 the USA – ... | 8 Türkiye – ... |
| 4 Chile – ... | 9 ... – Romanian |
| 5 ... – Spanish | 10 ... – Chinese |

4 Who is a/an: doctor, dentist, singer, teacher, actress, football player? Write in your notebook.



Grammar

5 Choose the correct answer. Write in your notebook.

- 1 That is Mark. ... is my e-pal!
A He B She C It
- 2 I ... American, I'm British.
A isn't B 'm not C aren't
- 3 Olive and I ... from the UK.
A is B am C are
- 4 What's this? It's ... elephant.
A an B – C a
- 5 The football shirt ... red.
A is B are C am
- 6 This is Tony and Simon. ... are from Australia.
A They B We C You
- 7 We ... from Brazil.
A isn't B aren't C am not
- 8 This is ... map.
A – B an C a
- 9 This is Brenda. ... is my sister.
A She B He C It
- 10 This ... my friend, Robert.
A am B is C are
- 11 They are ... waiters.
A a B an C –
- 12 What ... your address?
A is B am C are

Everyday English

6 Choose the correct item. Write in your notebook.

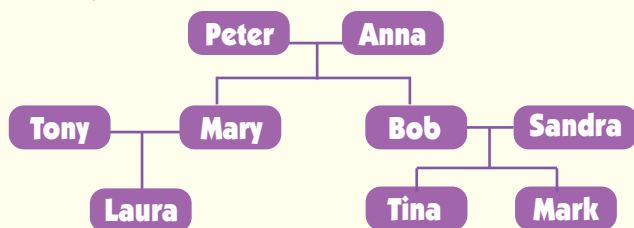
- 1 A: Bill, this is Amanda.
B: a Nice to meet you, Amanda.
b Nice to meet you, too.
- 2 A: Hello, Taylor. How are you?
B: a I'm fine, thanks.
b See you.
- 3 A: See you later.
B a Goodbye.
b Good morning.
- 4 A: What's your first name again?
B: a Farah Diba.
b Farah. F – A – R – A – H.

**Vocabulary**

- 1** Find the odd word out. Write in your notebook.

- 1 long – straight – small hair
- 2 short – long – sharp legs
- 3 full – blue – green eyes
- 4 long – strong – short tail

- 2** Look at the family tree. Write the relationships in your notebook.



- 1 Anna is Laura's
- 2 Peter is Anna's
- 3 Tony is Mark's
- 4 Tina is Mark's
- 5 Laura is Tina and Mark's
- 6 Bob is Mary's
- 7 Tina is Peter's
- 8 Sandra is Laura's
- 9 Tony and Mary are Laura's

- 3** Label the pictures. Write in your notebook.

**Grammar**

- 4** Choose the correct answer. Write in your notebook.

- 1 He is the ... student of all.
A best B good C better
- 2 There aren't ... shops here.
A no B any C some
- 3 Stan lives in a big house. It is ... father's.
A his B her C its
- 4 That ... name is Trudy.
A girl B girl's C girls
- 5 I am ... than my brother.
A short B shorter C the shortest
- 6 Are there ... cafés?
A any B what C some
- 7 ... John and Sally teachers?
A Is B Am C Are
- 8 Go ... the stairs to the first floor.
A up B along C into
- 9 He ... got a brother.
A haven't B hasn't C isn't
- 10 He's the ... of all.
A tall B tallest C taller

Everyday English

- 5** Match column A to column B. Write in your notebook.

A

- 1 Who's Laura?
- 2 Where is classroom A?
- 3 Have you got a pet?
- 4 Have they got a dog?
- 5 Is there a park?
- 6 Can he play tennis?

B

- A Yes, he can.
- B Yes, there is.
- C My sister.
- D Next to the science lab.
- E No, they haven't.
- F Yes, I've got a canary.

Vocabulary

1 Complete with: *get, do, go, have*. Write in your notebook.

- 1 ... to bed; to school
- 2 ... breakfast; lunch; dinner; a shower
- 3 ... back home; dressed
- 4 ... my homework

2 Complete with: *do, chat, play, surf, listen*. Write in your notebook.

- 1 ... to music
- 2 ... crossword puzzles
- 3 ... the Net
- 4 ... online
- 5 ... online games

3 Write the missing days in your notebook.

Monday, 1) ... , Wednesday, 2) ... , Friday, 3) ... , 4) ...

4 Complete with: *meal, canteen, village, chats, fetches, break, chores, shares*. Write in your notebook.

- 1 I always have a hot ... for lunch.
- 2 We live in a small ... with a lot of farms around it.
- 3 Our school ... is really big. There's a lot of space for everyone to sit and eat.
- 4 He does ... at the weekend.
- 5 Lunch ... is at 1:00.
- 6 He ... books with his brother.
- 7 She ... online in the evenings.
- 8 In the afternoon, he usually ... wood.

5 Find the odd word out. Write in your notebook.

- 1 cough – stomachache – temperature – hand
- 2 hair – chin – rash – mouth
- 3 toe – foot – finger – earache
- 4 sore throat – neck – flu – virus

Grammar

6 Choose the correct option. Write in your notebook.

- 1 Simon **start/starts** work at 8 o'clock.
- 2 I **eat/eats** breakfast with my family every morning.
- 3 Cheryl doesn't **walk/walks** to school.
- 4 He **don't/doesn't** get up early on Saturdays.
- 5 Sarah **lives/live** in Edinburgh.
- 6 **Does/Do** Patricia do her homework when she gets home from school?
- 7 My little sister **doesn't/don't** know how to tell the time.
- 8 **Do/Does** his uncle teach geography?
- 9 My best friend starts dancing lessons **in/on** May.
- 10 My birthday is **at/on** 29th May.
- 11 Susie does her homework **in/on** the morning.
- 12 We play badminton **at/on** 8 o'clock.

Everyday English

7 Put the sentences in the correct order to make a short dialogue. Write in your notebook.

Excuse me, do you have the time?

Thank you.

You're welcome.

It's seven o'clock.



Vocabulary

1 Choose the odd word out. Write in your notebook.

- 1 pasta – bread – cereal – tomato
- 2 sweets – cheese – cake – biscuits
- 3 lemonade – ice cream – water – milk
- 4 cherries – onions – strawberries – oranges
- 5 spinach – rice – carrots – peppers
- 6 fish – meat – chicken – broccoli
- 7 burger – pizza – banana – sandwich
- 8 yoghurt – popcorn – milk – butter

2 Choose the correct word. Write in your notebook.

- 1 a carton/loaf of orange juice
- 2 a loaf/pot of bread
- 3 a packet/piece of pasta
- 4 a bag/tin of baked beans
- 5 a tin/bag of sugar
- 6 a jar/glass of mayonnaise

3 Complete with: *add, peel, chop, drain*. Write in your notebook.

Auntie May's Traditional Chips

Ingredients:

4 large potatoes, oil, salt and pepper

Method:

- 1) ... the potatoes to remove the skin.
- 2) ... into pieces to make the chips.
- Put the potatoes in hot water and boil them for a few minutes.
- 3) ... the water and let them cool.
- Fry in a hot pan with oil for ten minutes and 4) ... salt or pepper. Serve immediately.

Grammar

4 Choose the correct item. Write in your notebook.

- 1 How **many/much** water do you need?
- 2 There are **lots/many** of peppers left.
- 3 There isn't **some/any** orange juice.
- 4 Are there **any/much** onions?
- 5 There is a **lot of/any** popcorn.
- 6 Can I have **any/some** lemonade, please?
- 7 There's **some/many** yoghurt in the fridge.
- 8 There are **any/a lot** of biscuits in the box.
- 9 "Can I go out, please?" "No, you **can/can't**".
- 10 I don't go to school **on/at** the weekend.
- 11 I have got a music lesson **at/in** the afternoon.
- 12 You **can/can't** go out. It's late.

5 Fill in: *there is/isn't, there are/aren't, is there, are there*. Write in your notebook.

- 1 ... a packet of spaghetti here so we can make pasta for dinner.
- 2 How many tomatoes ... on the plate?
- 3 ... any biscuits. Do you want me to go to the supermarket to buy some?
- 4 ... any coffee but ... some tea.
- 5 ... any milk left? I need some for my cereal.
- 6 ... lots of apples in the basket. Let's make an apple pie!

Everyday English

6 Complete the dialogue with the sentences: *that sounds fine, Sure, why not, Let's, see you, there, Not really*. Write in your notebook.

Nathan: Are you busy this afternoon?

Jake: 1) Why?

Nathan: Do you want to come to the stadium to watch the football game with me?

Jake: 2) ...?

Nathan: Is 6:30 OK to meet?

Jake: Yes, 3)

Nathan: 4) ... meet at my house.

Jake: OK, 5)

Vocabulary

1 Label the pictures. Write in your notebook.



1



2



3



4



5



6

2 Complete with: *raining, sunny, cloudy, foggy, snowing*. Write in your notebook.

Britain's Weather Forecast

March 15th

It's



1) ... in the Stonehenge area.

It's



2) ... in Scotland this morning.

It's



3) ... heavily in the Greater London area.

It's



4) ... in Western Wales.

It's hot and



5) ... in Southern England.

3 Choose the odd word out. Write in your notebook.

- 1 gloves – scarf – hat – sweater
- 2 belts – trainers – boots – sandals
- 3 skirt – belt – blouse – T-shirt
- 4 jeans – trousers – shorts – ties

Grammar

4 Choose the correct item. Write in your notebook.

- 1 We can't go outside at the moment. It **is raining/rains**.
- 2 People **are dressing up/dress up** for the carnival every year.
- 3 That's a lovely dress Susan **wears/is wearing** today.
- 4 We **have/are having** a picnic right now.
- 5 Where do you usually **go/going** on holiday?
- 6 The children **are flying/fly** a kite in the park right now.
- 7 My dad usually **is raking/rakes** the leaves in autumn.
- 8 Every year the town **holds/is holding** a garden festival.
- 9 I **pick/am picking** some flowers for my grandmother now.
- 10 Look at Katie! She **is skating/skates** on her own!

Everyday English

5 Complete the dialogue with the sentences below. Write in your notebook.

- How are you doing • Talk to you later
- What's the weather like • enjoy yourself
- What are you doing now

Bev: Hi, Helen! It's Bev. 1) ...?
 Helen: Oh, hi Bev! I'm fine, thank you.
 How's Rome?
 Bev: Rome is great!
 Helen: 2) ...?
 Bev: It's really warm and sunny.
 Helen: 3) ...?
 Bev: I'm sunbathing on the beach.
 Helen: Lucky you! Well, 4) ...!
 Bev: Thanks. 5)
 Helen: OK. Bye.

Vocabulary

1 Match the opposites. Write in your notebook.

- | | |
|------------|---------|
| 1 plump | A short |
| 2 tall | B old |
| 3 small | C ugly |
| 4 young | D thin |
| 5 handsome | E big |

2 Write the missing months or seasons in your notebook.

Autumn

1) September

2) ...

3) ...



Spring

8) ...

9) ...

10) May

4) ...

5) ...

6) January

7) ...



11) ...

12) June

13) ...

14) ...

3 Find the odd word out. Write in your notebook.

- 1 bed – bath – toilet – washbasin
- 2 cooker – mirror – cupboards – fridge
- 3 armchair – coffee table – sink – sofa
- 4 wardrobe – bed – desk – stairs

4 Find the odd word out. Write in your notebook.

- 1 maths – ICT – baseball – science
- 2 art – ice hockey – history – English
- 3 karate – bowling – gymnastics – music
- 4 swimming – art – science – maths

5 Find the shop. Write in your notebook.

- 1 You can buy bread there. B ...
- 2 You can buy magazines there. N ...
- 3 You can buy gifts for children there. T ... S ...
- 4 You can buy food for animals there. P ... S ...
- 5 You can buy flowers there. F ...
- 6 You can buy albums there. M ... S ...
- 7 You can buy aspirin there. C ...
- 8 You can buy meat there. B ...
- 9 You can buy vegetables there. G ...
- 10 You can eat a burger there. F ... F ... R ...

6 Label the pictures. Write in your notebook.



1 c... r...



2 l...



3 a... r...



4 s... l...

Grammar

7 Put the verbs in brackets into the present simple or the present continuous. Write in your notebook.

- 1 Mum is in the garden. She ... (pick) the flowers.
- 2 "I usually ... (play) badminton on Monday evenings." "Really? I ... (do) my chores then."
- 3 Why ... (you/wear) your gloves in the house?
- 4 What time ... (you/go) to bed?
- 5 Jeremy ... (not/live) in Manchester.
- 6 I ... (want) to have a barbecue on Saturday.
- 7 I ... (sunbathe) on the beach when I go on holiday.
- 8 Carl ... (not/sleep) now.
He ... (watch) TV.
- 9 "Where ... (the kids/be)?"
"They ... (play) football outside."
- 10 Everyone ... (need) a holiday to relax.

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