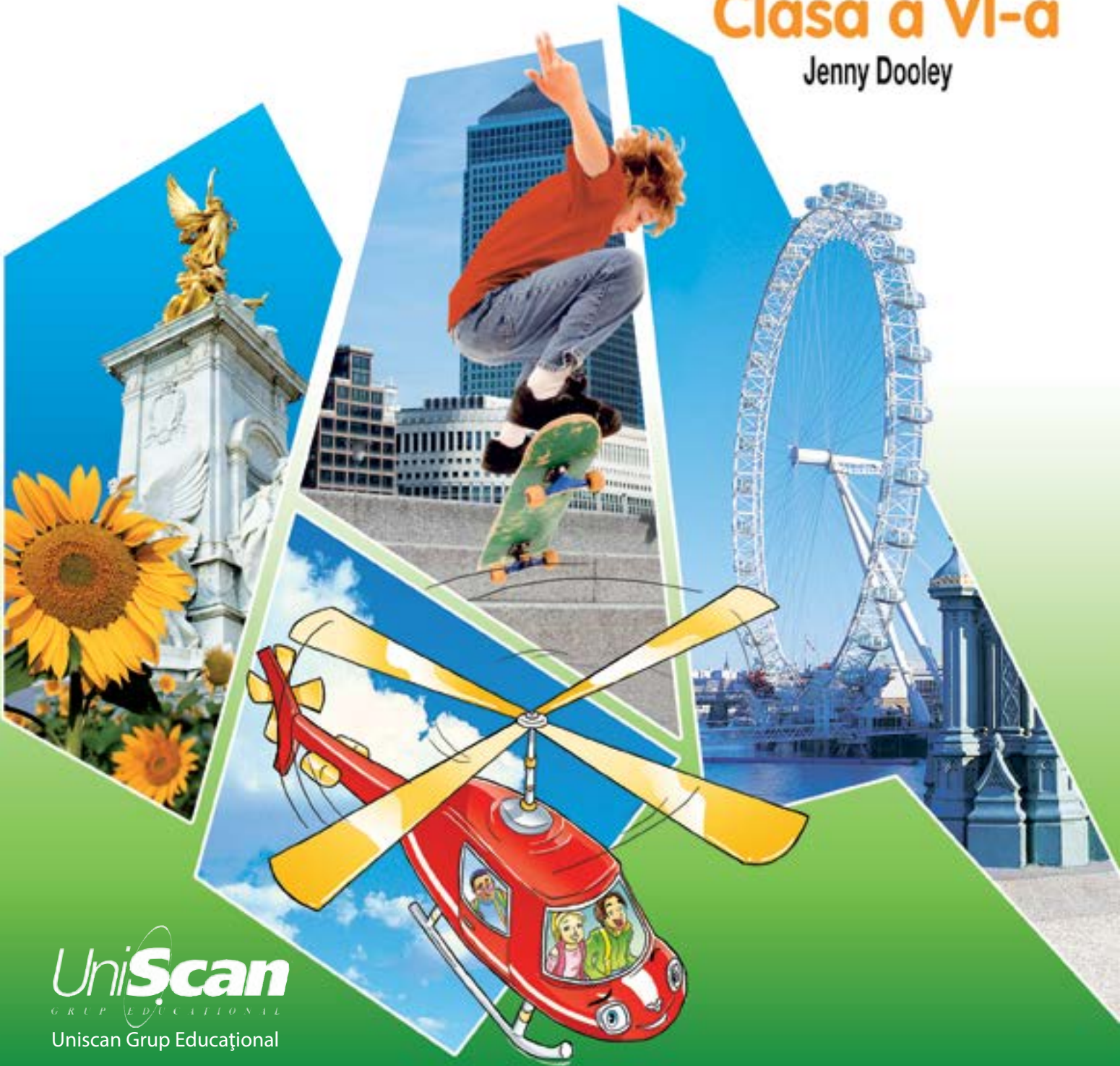


Ministerul Educației

Limba modernă 2 – limba engleză

Clasa a VI-a

Jenny Dooley



Acest manual este proprietatea Ministerului Educației.

Manualul școlar a fost aprobat prin Ordinul Ministrului Educației nr., în urma evaluării, și este realizat în conformitate cu Programa școlară aprobată prin OM nr. 3393/28.02.2017.

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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 2024 - 2025.

Inspectoratul școlar
Școala / Colegiul / Liceul

ACEST MANUAL A FOST FOLOSIT DE:

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

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

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

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Competences Competențe

General competences

- 1 Understand oral messages
- 2 Speak in everyday communication situations
- 3 Understand simple written messages
- 4 Write simple messages in everyday communication situations

Specific competences

- 1.1 Identify global significance of a clearly uttered message in everyday life situations
- 1.2 Identify time and quantity (prices, numbers) within a clearly and slowly articulated message students listen to
- 1.3 Explore cultural aspects
- 2.1 Say simple messages in everyday situations with the help of the interlocutor
- 2.2 Request and offer information regarding numbers, prices, time
- 2.3 Describe a person/a character
- 2.4 Participate in short social interactions
- 3.1 Identify information from banners and signs in public places to facilitate orientation
- 3.2 Identify important information about an event on a poster (including digital)
- 3.3 Identify information in a simple form (name, sir name, date of birth, address)
- 3.4 Reply to simple written messages in the foreign language
- 4.1 Fill in personal data (name, sir name, address, age, preferences, etc.)
- 4.2 Write short messages about self/ others
- 4.3 Exchange simple written messages

Competențe generale

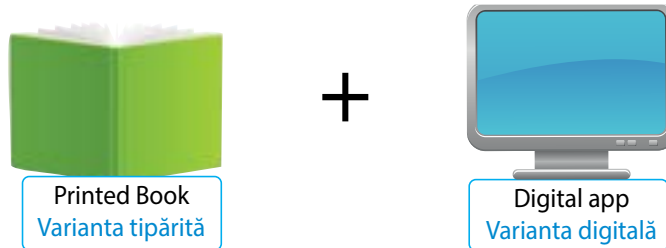
- 1 Receptarea de mesaje orale simple
- 2 Exprimarea orală în situații de comunicare uzuală
- 3 Receptarea de mesaje scrise simple
- 4 Redactarea de mesaje simple în situații de comunicare uzuală

Competențe specifice

- 1.1 Identificarea semnificației globale a unui mesaj oral clar articulat în contexte familiare
- 1.2 Identificarea orei și a cantității exprimate numeric (prețuri, numere) în cadrul unui mesaj audiat articulat clar și rar
- 1.3 Explorarea unor aspecte culturale simple
- 2.1 Formularea unui mesaj simplu în situații uzuale, cu sprijin din partea interlocutorului
- 2.2 Cererea și oferirea de informații referitoare la numere, la prețuri, la exprimarea orei
- 2.3 Descrierea simplă a unei persoane/unui personaj
- 2.4 Manifestarea deschiderii pentru a participa la scurte interacțiuni sociale
- 3.1 Identificarea informațiilor din panouri și semne aflate în locuri publice pentru facilitarea orientării
- 3.2 Identificarea unor elemente importante de reperare a unui eveniment pe un afiș (inclusiv afiș digital) sau pe un alt suport
- 3.3 Identificarea datelor cuprinse într-un formular simplu (nume, prenume, data nașterii, adresa)
- 3.4 Manifestarea deschiderii pentru receptarea de mesaje scrise simple în limba străină
- 4.1 Completarea de date personale (nume, prenume, adresă, vârstă, pasiuni etc.)
- 4.2 Redactarea de mesaje simple despre sine/despre alții
- 4.3 Manifestarea disponibilității pentru schimbul de mesaje scrise simple

Guide

Guide – How to use the course Instrucțiuni de utilizare a manualului



The course consists of the printed book and the digital application that contains all the lessons in the printed book and 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

Help
Ajutor

Zoom in
Mărește

Zoom out
Micșorează

Return to the beginning
Mergi la prima pagină

Go to the previous page
Mergi la pagina precedentă

Go to the next page
Mergi la pagina următoare

Go to the end
Mergi la ultima pagină

contents
Cuprins

User's information
Informații utilizator

Full screen
Mod ecran complet

Change display mode
Afișaj digital/
Afișaj tip carte

List of activities
Listă activități

Add note
Aduagă 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

listening activities
activități de ascultare

reading tasks
activități de citire

realistic writing tasks
activități de scriere

critical thinking
gândire critică

Culture sections to promote
cultural individuality
Secțiuni cu informații culturale

Comic story
Benzi desenate

everyday situational dialogues
dialoguri uzuale

Fun Time & Games
Jocuri

quizzes
chestionare

songs
cântece

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

Symbols:
Simboluri:



listening
audio



game
joc



joke
glumă



pairwork
lucru în perechi



groupwork
lucru în grup







research
căutare pe internet



animation/video
animații/video

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1	At work, at play pp. 17-27 Fun Time 1 p. 28 Revision 1 p. 29 My Progress 1 p. 30 1.2, 1.3, 2.1, 2.4, 3.1, 4.2	<ul style="list-style-type: none"> Routines & activities Free-time activities Days of the week Weekend activities School subjects 	<ul style="list-style-type: none"> -ing form Present Simple Adverbs of frequency Question words (<i>who, what, where, how old, when</i>)
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6	Out and about pp. 91-101 Fun Time 6 p. 102 Revision 6 p. 103 Monstertrackers 3  pp. 104-105 My Progress 6 p. 106 1.2, 1.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3	<ul style="list-style-type: none"> Types of holidays & holiday activities Means of transport The weather 	<ul style="list-style-type: none"> Comparatives <i>too, very</i> Prepositions of movement Prepositions of place
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<ul style="list-style-type: none"> Mary's Blog The Flying Fruit Fly Circus School a monologue 	<ul style="list-style-type: none"> Talking about likes & dislikes Talking about your school Answering questions about yourself Talking about free-time activities Pronunciation 	<ul style="list-style-type: none"> A blog entry about your typical weekend A short text about your school A short text about sports your classmates do 	Favourite Pastimes
<ul style="list-style-type: none"> Twin Cities Different Worlds Shops & products an email about Andrew's new flat a dialogue 	<ul style="list-style-type: none"> Talking about your house and your neighbourhood Buying clothes Word Stress: three-syllable words 	<ul style="list-style-type: none"> a short text about your town your shopping list an email about your house and your neighbourhood a paragraph about a market or a shopping centre in your town/city 	Markets Around the World
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Welcome back!

• The verb 'to be' (affirmative & negative)

1 Read the table, then complete the text with: *am, is, are*. Write in your notebook.

Affirmative	Negative
I am /'m	I am not /'m not
You are /'re	You are not /aren't
He/She/It is /'s	He/She/It is not /isn't
We are /'re	We are not /aren't
You are /'re	You are not /aren't
They are /'re	They are not /aren't



Hi! My name 1) ... Paul. I 2) ... 12 years old. I 3) ... from Scotland. This 4) ... Stacy. She 5) ... 11 years old. She 6) ... from the USA. We 7) ... best friends.

2 Look at the pictures and the prompts and complete the sentences in your notebook.

Write your profile and your friend's. Write your name, age, where you are from. Stick photos. Tell the class.



1 I ... thirteen. (X)
I ... twelve. (✓)



2 Ann and Jim ... cousins. (X)
They ... friends. (✓)



3 Suzie ... a teacher. (X)
She ... a student. (✓)



4 We ... sad. (X)
We ... happy. (✓)

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

Note

- We do not repeat the whole question in short answers. We only use **Yes** or **No**, the subject pronoun and the appropriate verb form.
- We use the long form of the verb **to be** in positive short answers. *Is Jill your sister? Yes, she is.* (NOT: ~~Yes, she's.~~)



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

3 Complete the questions and answer them. Write in your notebook.

- | | |
|---|-----------------------------------|
| 1 <i>Are</i> you from Italy?
<i>No, I'm not. I'm from Romania.</i> | 3 ... your parents tall? |
| 2 ... your best friend from France? | 4 ... your dad thirty-five? |
| | 5 ... you thirteen? |
| | 6 ... your favourite colour blue? |

4 Listen to Amy and decide if the sentences are T (true) or F (false). Write in your notebook.

- | | |
|--------------------------------|--------------------------|
| 1 Amy is eleven years old. | 4 Emily is from the UK. |
| 2 She is from the USA. | 5 They are best friends. |
| 3 Emily is thirteen years old. | |

• **Subject/Object personal pronouns**

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

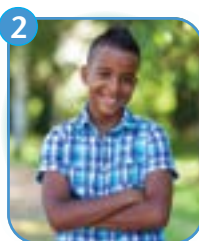
Note

- We use **subject pronouns** before verbs instead of nouns or names. *Chris is 13 years old. He is from Australia.*
- We use **object pronouns** after a verb or a preposition. *Look at her! She's beautiful.*

5 Choose the correct answer. Write in your notebook.



1 I/Me am ten. Look at I/me.



2 Look at he/him. He/Him is a student.



3 She/Her is American. Look at she/her.



4 They/Them are happy. Look at they/them.



5 Look at we/us. We/Us are friends.

Welcome back!

Note

We use the verb

have got:

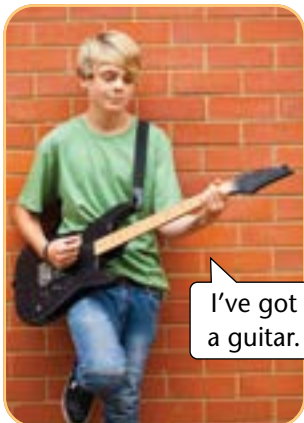
- to show that something belongs to somebody. *They've got a blue car.*
- to describe characteristics of people. *She's got long hair.*
- to talk about relationships. *Pete's got two sisters.*

- The verb 'have got' (affirmative & negative)

6 Read the table.

Affirmative	Negative
I/You have/'ve got	I/You have not/haven't got
He/She/It has/'s got	He/She/It has not/hasn't got
We/You/They have/'ve got	We/You/They have not/haven't got

7 a) Fill in: *have got, has got, haven't got, hasn't got*. Write in your notebook.



- 1 Sue ... a TV.
- 2 They ... a CD player.
- 3 Ben ... a guitar.
- 4 Sue ... a bike.
- 5 They ... a mobile phone.
- 6 Ben ... a laptop.

b) Which of these things have/haven't you got? Write sentences in your notebook.

I have/'ve got an MP3 player, but I have not/haven't got a skateboard.

Note

We do not repeat the whole questions in short answers. We only use **Yes** or **No**, the subject pronoun and **have/haven't** or **has/hasn't**. We do not use **got** in short answers.

• The verb 'have got' (interrogative & short answers)

8 Read the table.

Interrogative	Short answers
Have I got ...?	Yes, I/you have./No, I/you haven't.
Has he/she/it got ...?	Yes, he/she/it has./No, he/she/it hasn't.
Have we/you/they got ...?	Yes, we/you/they have./No, we/you/they haven't.

9 Put the words in order to form complete questions. Then answer them. Write in your notebook.

- | | |
|--|------------------------------------|
| 1 you/got/bedroom/big/a/have?
<i>Have you got a big bedroom?</i>
<i>Yes, I have.</i> | 3 brother/you/have/a/got? |
| 2 got/parents/have/car/a/your? | 4 house/garden/a/got/has/your? |
| | 5 best/got/friend/bike/has/your/a? |
| | 6 a/you/got/have/dog? |

Note

We use **possessive pronouns** to show that something belongs to someone. We put possessive pronouns **after the verb**. *These glasses are hers.*

• Possessive adjectives – Possessive pronouns

Possessive adjectives	Possessive pronouns
my your his her its our your their	mine yours his hers its ours yours theirs

10 Complete the sentences with the correct *possessive adjective* or *possessive pronoun*. Write in your notebook.



- Hi! I'm Mary. This is ... dog. It's
- This is Mark. This is ... bike. It's
- This is Mandy and Susan. This is ... laptop. It's
- We are Stacy and Paul. These are ... mobile phones. They are

Note

- We use **there is/there's** to list things in the singular. *There is/There's a bed, a bookcase and a desk in my room.*
- We use **there are** to list things in the plural. **There are** hasn't got a short form. *There are two pillows on the bed.*
- In short answers we use **Yes, there is/are.** or **No, there isn't/aren't.** We do not repeat the whole question. *Is there a table in the kitchen? Yes, there is.* (NOT: ~~Yes, there is a table in the kitchen.~~)

• Furniture – There is/There are

11 Read the table.

	Singular	Plural
Affirmative	There is/There's a book in the bedroom.	There are some books in the bedroom.
Negative	There isn't a book in the bedroom.	There aren't any books in the bedroom.
Interrogative	Is there a book in the bedroom?	Are there any books in the bedroom?
Short Answers	Is there ...?	Yes, there is. /No, there isn't.
	Are there ...?	Yes, there are. /No, there aren't.

12 Look at the picture and complete the sentences with *there is, there isn't, there are or there aren't.* Write in your notebook.

- 1 ... a lamp on the desk.
- 2 ... some books on the shelf.
- 3 ... any paintings on the wall.
- 4 ... a mobile phone on the floor.
- 5 ... some balls on the floor.
- 6 ... a computer on the desk.



13 In pairs, ask and answer questions about your bedroom.

- A: *Is there a desk in your bedroom?*
 B: *Yes, there is.*
 A: *Are there any books on your desk? etc.*



Say something that we can find in a house. Your partner says the room it is in.

- A: *bed*
 B: *bedroom – sofa*
 A: *living room etc.*

Note

We use **hair** with a singular verb form.
His hair is short.

Write the opposites in your notebook.

- long ≠ ...
- tall ≠ ...
- big ≠ ...
- young ≠ ...
- plump ≠ ...

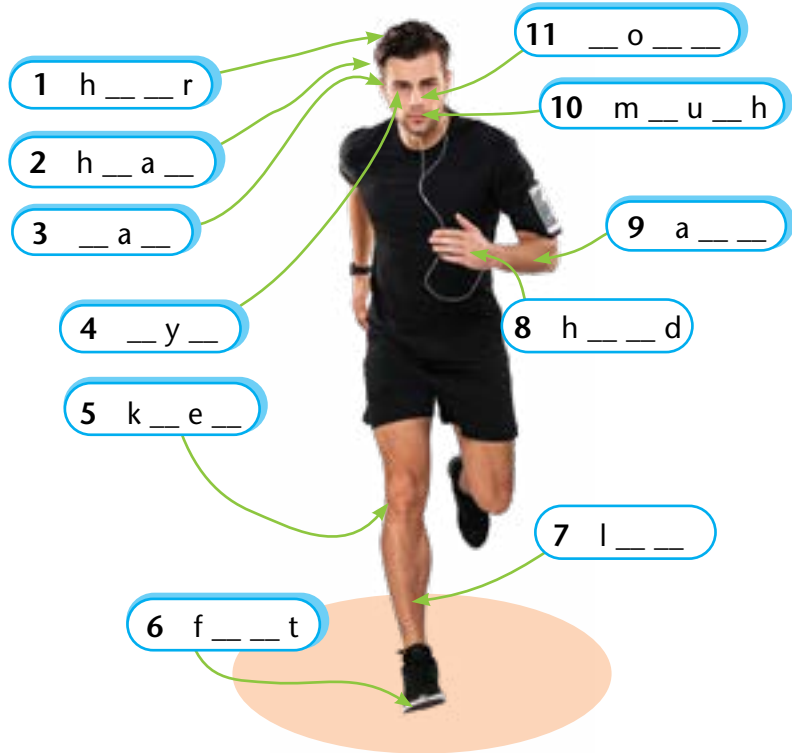
Use the adjectives to describe two of your friends.

Describe a person in the class. Your partner names the person.

Write a short description of your friend (physical features, clothes etc.)

• Parts of the body

14 Look and complete the words. Write in your notebook.



• Clothes

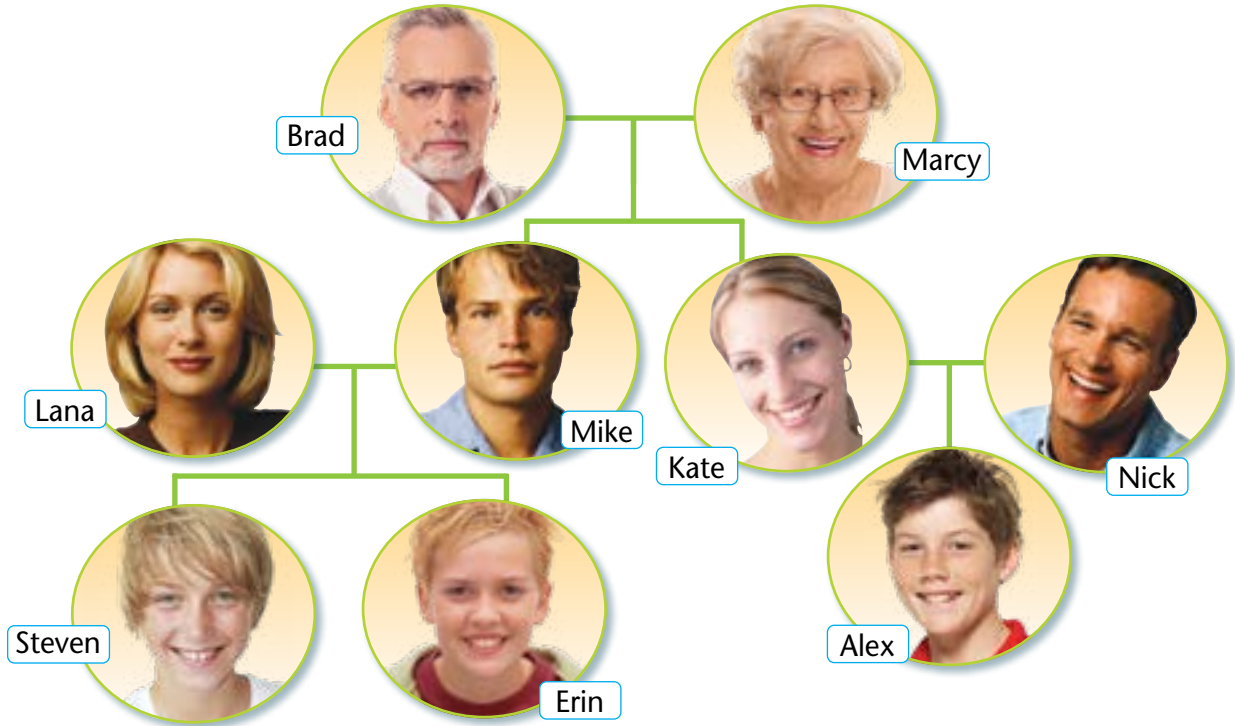
15 Label the pictures. Write in your notebook.

- a T-shirt • trousers • a skirt • a hat • gloves • socks • trainers
- a belt • a dress • a jumper • boots • a coat • a jacket • a shirt
- shorts



• Family members

16 Look at Steven's family tree and complete the sentences with: *mum, grandfather, son, cousin, dad, uncle, husband, sister, grandmother, brother, aunt, daughter, wife.* Write in your notebook.



Think of a TV family. Draw their family tree. Stick photos. Present the family to the class.

- 1 Brad is Steven's
- 2 Mike is Lana's
- 3 Lana is Alex's
- 4 Alex is Steven's
- 5 Erin is Steven's
- 6 Marcy is Erin's
- 7 Nick is Steven's
- 8 Lana is Steven's
- 9 Brad is Kate's
- 10 Mike is Marcy's
- 11 Kate is Nick's
- 12 Erin is Lana's
- 13 Mike is Kate's

• Numbers

17 Find the numbers. Write in your notebook.

	8 MORE	8 LESS
25
32
43

	10 MORE	10 LESS
27
80
34



A

• **Greetings & Introductions**

18 a) Listen to and read the dialogues and match them to the pictures. One picture is extra. Write in your notebook.

1 A: Hi, you must be new. I'm Sally. What's your name?
 B: I'm Emma.
 A: Nice to meet you. Where are you from?
 B: I'm from Brighton.
 A: This is my best friend, Alison.
 B: Hi, Alison. How are you?
 C: Hi. I'm fine, thanks.



B

2 A: Hello, my name is Samuel Jones, but please call me Sam.
 B: It's a pleasure to meet you, Sam. I'm Daniel Briggs. And this is Laura Smith.
 A: Nice to meet you, Laura.
 C: Nice to meet you, too.



C

b) In groups of three, act out similar dialogues.

• **Asking for/Giving personal information**

19 Listen and repeat.

- What's your name? • How do you spell it?
- What's your date of birth? • How old are you? • Where are you from?
- What's your address? • What's your phone number?

20 a) Listen and complete the library card. Write in your notebook.



Offerton Library

Name: Jessica 1) ...
 Address: 14 Orchard Grove, 2) ...
 Date of Birth: 14th 3) ...
 Phone Number: 0779 4) ...
 Membership Number: 34987

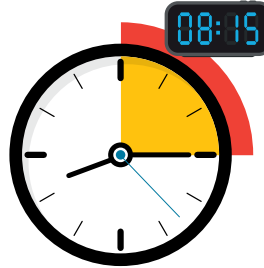
b) In pairs, ask and answer the questions in Ex. 19. Prepare a library card for your partner.

• Telling the time

21 Listen and repeat.



eight o'clock



(a) quarter past eight/
eight fifteen



twenty past eight/
eight twenty



half past eight/
eight thirty



(a) quarter to nine/
eight forty-five

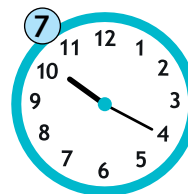
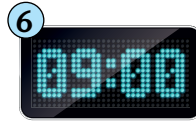
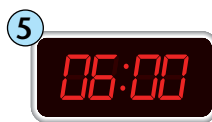
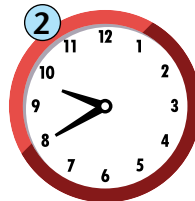


ten to nine/
eight fifty

Note

There is an imaginary line across the Earth from north to south. Time zones to the east of this line are ahead, so we add hours. Time zones to the west are behind, so we subtract. Most countries have one time zone. Other countries have more.

22 Ask and answer.



23 It's 3:00 in the morning in London. What time is it in your country?

At work, at play

►► What's in this module?


- routines & activities
- days of the week
- weekend activities
- school subjects
- -ing form
- present simple (affirmative/negative/interrogative)
- adverbs of frequency
- question words
- talking about free-time activities


Find the page numbers for

- a blog entry
- strange school
- a dialogue

Vocabulary


• Routines & Activities

1  List the activities in the pictures under the correct heading in your notebook.

 Listen and check.

Daily routine

Free-time activities

2  Use the phrases in Ex. 1 to talk about your daily routine and free-time activities.

- What time do you ...?
- What do you do in the morning/afternoon/evening/at weekends?

A: I get up at 7:30.



1 play sports



2 catch the bus to school



3 get up



4 watch TV



5 eat breakfast



6 do homework



7 surf the Net



8 have lessons



9 hang out with friends





10 go to bed

Reading

1 a) Look at the text. Where can you see it: on the Internet? in a magazine?

Check these words


- delicious • pancake
- vegetable • relax


b)  What do you think Mary does on Sundays?
 Listen and read to check.



Mary's Blog

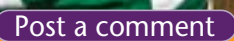
14th November

 Video

Sundays are the best! 

Sunday is my favourite day. I usually get up late and I have breakfast. My dad sometimes makes delicious pancakes! Then, I often go and play football. I'm in a girls' football team. That's my friend Lucy and me at a game in the picture. After that, I help my mum in the kitchen. She usually cooks a traditional Sunday lunch with lots of meat, potatoes and vegetables. It's yummy!

In the afternoon, I sometimes visit my grandparents with my family. In the evening, I go to the cinema with my friends or I stay home and watch a DVD. I never do any homework on Sundays. I just have fun and relax! Hope you do the same!





Study Skills

Using graphic organisers

Graphic organisers help us understand the content of a text.

Days of the week

Complete in your notebook.

Sunday
 M...
 Tuesday
 W...
 Thursday
 F...
 Saturday

2 Read the text again and decide if the sentences 1-6 are *T* (true) or *F* (false). Write in your notebook. What is the main idea of the text?

- 1 Mary always wakes up early on Sundays.
- 2 Her dad sometimes makes breakfast.
- 3 She's in a girls' basketball team.
- 4 Mary helps her mum cook lunch.
- 5 She visits her grandparents in the evening.
- 6 She sometimes goes to the cinema with her friends.

3 Copy the table in your notebook and complete it with information from the text.

Morning	Afternoon	Evening
<i>get up late</i>		

4 Use the completed table in Ex. 3 to talk about Mary's Sunday. How similar is it to a typical Sunday of yours?



1 playing computer/video games



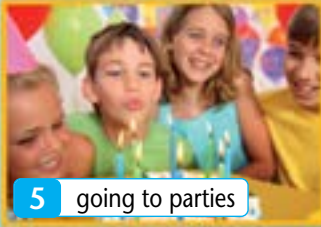
2 eating out



3 fishing



4 listening to music



5 going to parties



6 painting



7 reading a magazine



8 going to the cinema



9 playing football



10 watching a DVD



11 watching a match



12 going swimming

Weekend activities



13 going sailing

Study Skills

Checking pieces of writing

When you write a text, check it for the following:

- correct spelling of words
- punctuation:

fullstop (.) at the end of statements

comma (,) to separate items

exclamation mark (!) to emphasise an idea

Note: We always use capital letters for days of the week (**M**onday), proper names (**A**nita), countries & nationalities (**R**omania, **R**omanian) and the pronoun **I** (**I**'m Tony).

Vocabulary

• Weekend activities

5 Listen and repeat.

Speaking

6 Use the phrases in Ex. 5 to say what you like/don't like doing.

1 😊 love ...

3 😐 don't mind ...

5 😠 hate ...

2 😊 like ...

4 😐 don't like ...

6 😡 can't stand ...

Writing (a blog entry about your typical weekend)

7 **Portfolio** Write a short blog entry about your typical weekend (30-40 words). Include: morning, afternoon, evening activities. Follow the plan. Use ideas from Ex. 6. Keep it in your portfolio.

Para 1: Saturday activities

Para 2: Sunday activities

Note

Spelling – 3rd person singular

- Most verbs take **-s** in the 3rd person singular.
I walk – he walks.
- Verbs ending in **-ss**, **-sh**, **-ch**, **-x** and **-o** take **-es**.
*I miss – he misses,
I push – he pushes,
I catch – he catches,
I fix – he fixes,
I go – he goes*
- Verbs ending in a consonant + **y** drop the **-y** and take **-ies**.
I try – he tries
- Verbs ending in a vowel + **y** take **-s** only. *I play – he plays.*

Pronunciation

- /s/ after unvoiced or silent sounds /f/, /k/, /p/, /t/, /θ/.
- /z/ after voiced sounds /b/, /d/, /g/, /R/, /m/, /n/, /r/, /v/, /w/, /ð/.
- /ɪz/ after /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/.



• Present simple (affirmative)

1 Read the theory.

Affirmative

- I **walk**.
You **walk**.
He **walks**.
She **walks**.
It **walks**.
We **walk**.
You **walk**.
They **walk**.

We use the **present simple** for habits, daily routines and general truths.

I listen to music every night. (habit)

I always walk to school. (routine)

Water boils at 100°C. (general truth)

We also use the **present simple** for timetables, schedules and programmes.

Classes finish at 2:30. The bus leaves at 7:15.

Time expressions with present simple: *every day/ week/month/year, once/twice a week/year, usually, often, etc.*

2 Copy the table in your notebook. Write the third person singular of the verbs: tidy, read, do, enjoy, eat, walk, watch, have, get up, help, play, start, finish.

Listen and check. Listen again and repeat. Pay attention to the pronunciation.

/s/	/z/	/ɪz/

3 Complete the text with the verbs in Ex. 2. Write in your notebook.

Fran Taylor is a nurse. When she works the morning shift, she 1) ... very early, at 5:30. She 2) ... work at 6:00, and she is very busy all day. It's an important job. Fran 3) ... the doctors and looks after the patients. When she 4) ... work, she 5) ... back home. She never gets the train or the bus. She 6) ... dinner and 7) ... TV or 8) ... a book.

• **Present simple (negative & interrogative)**

Note

Prepositions of time

at + hours (*at 4 o'clock, at noon, at night, at midnight, at Christmas, at Easter*)

in + months (*in May*), seasons (*in the spring*), years (*in 2008*), parts of the day (*in the morning/afternoon/evening*)


on + days (*on Friday*), dates (*on 12th September*)

Negative	Interrogative	Short answers
I do not/don't walk	Do I walk?	Yes, I do./No, I don't.
He/She/It does not/doesn't walk	Does he/she/it walk?	Yes, he/she/it does./No, he/she/it doesn't.
You do not/don't walk	Do you walk?	Yes, you do./No, you don't.

- We form the **negative** with **do not (don't)/does not (doesn't)** and the verb in the infinitive. *I do not/don't read magazines. She does not/doesn't read magazines.*
- We form the **interrogative** with **do/does** at the beginning of the sentence and the verb in the infinitive. *Do you read magazines? Does she read magazines?*
- We answer the questions in short form with **Yes/No**, the subject and the auxiliary verb **to do**. *Yes, I do./No, I don't. Yes, she does./No, she doesn't.* (NOT: ~~Yes, I read. / No, I don't read.~~)

4 Write the sentences in the negative in your notebook, as in the example.

- | | |
|--|---|
| 1 I come from the USA.
<i>I do not/don't come from the USA.</i> | 4 Meg and Nat play tennis every Monday. |
| 2 Jake walks to school. | 5 Eric and I watch a DVD on Saturdays. |
| 3 Amy lives in a big house. | |

5  **This is Kevin. Ask and answer questions about him. Use the information below. Use prepositions of time.**

- | | |
|--|---|
| 1 come from New York X
come from Chicago ✓ | 4 get up/7:00 X
get up/8:00 ✓ |
| 2 play tennis X
play football ✓ | 5 speak French X
speak Italian ✓ |
| 3 watch TV/the morning X
watch TV/the evening ✓ | 6 go sailing/Sundays X
go swimming/Sundays ✓ |

- 1 A: *Does Kevin come from New York?*
B: *No, he doesn't. He comes from Chicago. etc.*




Use the ideas to find out what your partner does at the weekend. Tell the class.

- go fishing
- eat out
- listen to music
- watch a DVD
- play football
- read a magazine
- watch a match

Vocabulary

• School subjects

- 1 a)  Match the pictures to the school subjects. Which is your favourite school subject?



- | | | | | |
|-------------------------|-----------|-------|---------|------------|
| 1 Design and Technology | 3 Maths | 5 PE | 7 Music | 9 Science |
| 2 Geography | 4 English | 6 Art | 8 ICT | 10 History |



- b) Which of these subjects do you do at school? How often?

Check these words

- perform
- typical
- break
- put on

- 2  Look at the pictures and the title of the text. Which of the school subjects in Ex. 1 do you think students do there?
 Listen and read to find out.



The Flying Fruit Fly Circus School

The Flying Fruit Fly Circus School is the only circus school in Australia. The students do subjects like English, Maths and Science, but they also do Drama, Music and Visual Arts classes. The children also train to perform in a circus. A typical school day at this school starts at 9:00 am and ends at 3:15 pm. During the day, there is a 20-minute break in the morning, and a 55-minute break for lunch. Every year, the school puts on a show for students to perform their tricks in front of people of all ages.



Note

School subjects that end in **-s** take a verb in the singular.


Maths is my favourite school subject.

- 3** Read the text again and complete the form in your notebook.

JOIN US

Name: ... Where: ...
Subjects: ...
School day: starts ...
 ends ...
Breaks: ...
Special events: ...

Speaking

- 4**  Compare the school in Ex. 2 to your own school. Talk about school subjects you learn, a typical school day and any special events that take place during the school year.

In my school, we study English, Maths, Geography We don't learn Drama.

Listening

- 5**  Listen to Jane talking about her school. For questions 1-5, circle the correct answer A, B or C. Write in your notebook.



- 1 How is Jane?
A She's fine. B She's great. C She's OK.
- 2 How big is her new school?
A It's huge. B It's small. C It's big.
- 3 What time do lessons begin?
A at 8:30 B at 9 o'clock C at 8:15
- 4 How many lessons are there in a day?
A 3 B 5 C 2
- 5 What special subject does Jane do?
A Visual Arts B Music C Drama

Writing

- 6** **Portfolio** Write a text about your school. Use your ideas in Ex. 4 and the text in Ex. 2 as a model. Keep it in your portfolio.

My school

My school is We learn A typical day at my school starts ... and We've got ... breaks at my school and



Samantha is my best friend.

- She always gets up early. ◆◆◆◆
 She usually walks to school. ◆◆◆◆
 She often listens to music. ◆◆◆◆
 She sometimes eats out. ◆◆◆◆
 She is never late for school. ◆◆◆◆

• Adverbs of frequency

1 Read the sentences and the theory.

- Adverbs of frequency can be used with the **present simple** to show how often something happens. *He **always plays football on Fridays**.* (How often? always.). Some adverbs of frequency are: always (100%), usually (75%), often (50%), sometimes (25%), never (0%).
- Adverbs of frequency are placed **before the main verb**, but **after** the verb **to be**. *I **often eat fish for dinner**. We **never go sailing**. They **are usually on time**.*

Leave a message to your friend.

In your message invite him/her to the cinema with you. Say when the film starts.

Tom, how about going ...? The film starts at ... Do come.

2 Complete the sentences with the verb in the correct form and the adverb of frequency in brackets. Write in your notebook.

- 1 Maria *is always* happy. (be, always)
- 2 Simon ... his homework after school. (do, often)
- 3 We ... a DVD on Sundays. (watch, never)
- 4 I ... late for school. (be, sometimes)
- 5 Ben ... a glass of milk for breakfast. (drink, always)
- 6 Anita ... video games before dinner. (play, usually)

3 Write the words in the correct order in your notebook.

- 1 Tony/apples/eats/never *Tony never eats apples.*
- 2 books/sometimes/Lyn/reads/at night
- 3 Jenny/for tests/studies/always
- 4 usually/Harry/TV/in the morning/watches
- 5 work/on Saturdays/often/Tom and I

4 Write answers to the questions in your notebook.

How often do you ...

- | | |
|---------------------------------|----------------------------|
| 1 watch silly programmes on TV? | 4 go to the park? |
| 2 listen to music? | 5 help with the housework? |
| 3 eat out? | 6 surf the Net? |



• Question words

5 a) Read the theory.

Note

Whose to ask about possession.

*Whose bag is this?
Ann's.*

Who: to ask about people *Who's he? Paul.*

What: to ask about things *What's this? It's a pencil.*

Where: to ask about places *Where's Ann from? Ireland.*

How: to ask about manner *How are you? I'm fine.*

How old: to ask about age *How old are you? 10.*

When: to ask about time *When's your birthday? In May.*



b) Complete the questions in your notebook.

- 1 "...s he?" "Mark."
- 2 "... are you?" "11."
- 3 "...s he from?" "The UK."
- 4 "...s your birthday?" "In June."
- 5 "...s their favourite subject?" "Maths."
- 6 "... are you?" "I'm OK."

6 Read the answers and write the questions in your notebook.

- | | |
|---|--|
| 1 <i>What's your name?</i>
My name's <u>Jill</u> . | 4 Paul's from <u>Italy</u> . |
| 2 Bob is my <u>brother</u> . | 5 I'm <u>10</u> years old. |
| 3 My birthday's in <u>March</u> . | 6 My address is <u>24 Maple Street</u> . |

Speaking

7 Answer the questions about yourselves in your notebook.

- | | |
|---------------------|----------------------------------|
| 1 What's your name? | 3 What's your favourite subject? |
| 2 How old are you? | 4 Where are you from? |

A: *What's your name?*

B: *My name's Ann. What's your name?*

A: *My name's Tracy. How old ...?*



• **Talking about free-time activities**

1 a)  **Listen and repeat. Pay attention to the pronunciation.**

- Do you like fishing? • I like going swimming with my friends.
- Well, I love painting. • I go sailing with my dad.

b) The sentences are from a dialogue between two friends.

What is the dialogue about?

 **Listen and read to find out.**



Tim: Hurray! It's Friday!

Emily: I know! What do you usually do at the weekend?

Tim: I like going swimming with my friends. Sometimes, I go sailing with my dad.

Emily: Do you like fishing?

Tim: Not really. What about you?

Emily: Well, I love painting.

Tim: That sounds interesting. How about painting a picture of me?

Emily: Oh, I'm not sure. I like painting flowers and animals.

Tim: All right then – what about painting my dogs?

Emily: Cool. Give me a ring tomorrow to arrange something.

2 **Read the dialogue and answer the questions in your notebook.**

- 1 What does Tim usually do at the weekend?
- 2 Does he like fishing?
- 3 What does Emily like doing at the weekend?

3  **Take roles and act out the dialogue.**

4 **Find phrases in the dialogue which mean:**

Call me.

That's true!

Oh, I don't know.

Pronunciation

5  **Listen and repeat.**

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 Do you like playing football? 2 I love painting. | <ol style="list-style-type: none"> 3 Let's go sailing! 4 Is it Friday already? |
|---|--|

Study
Skills

Sound natural in English

Listen to and mimic the way native English speakers speak.

Favourite Pastimes



UK: Football

From informal matches in the park to professional leagues, kids are crazy about football in the UK. Children – boys and girls – play indoor and outdoor football all through the year. Children start playing football from as young as three years old. Matches for kids take place at the weekends, both Saturdays and Sundays. Most schools in the UK have football teams and they usually play on a Saturday morning.



Philippines: Patintero

Patintero is a popular street game in the Philippines. The players are in two teams, runners and guards. The runners must run across the guards' area without getting tagged. Both teams take turns to be runners and guards. The losers carry the winners on their backs!

- 1** What do you know about the games in the pictures? Think about two questions for each.
 Listen and read the texts. Can you answer your questions?

- 2** Read the texts and decide if the sentences are *T* (true) or *F* (false). Write in your notebook.

Check these words

- league • runner
- tag • guard • loser
- winner

- 1 Children in the UK hate football.
- 2 Some children start playing football when they are three years old.
- 3 Children play Patintero in two teams.
- 4 In Patintero, winners carry the losers on their backs.

Project & Investigation

- 3** **ICT** What sports do your classmates play? Collect information, then create a class album with a page for each student. Add photos and write a few personal details.

Fun Time 1



- 1 Read the text and complete the gaps in your notebook. What does Mark do in his free time? Use the letters over the stars to find out.



Every morning, I get up at 7:45.
I eat b _ _ _ _ _ with my family
and then I c _ _ _ _ the bus to school.
I have l _ _ _ _ until 2 pm. After
school, I do my h _ _ _ _ _ and then
I play s _ _ _ _ _ before I go to bed.

Mark w _ _ c _ e _ _ V in his free time.

Game

- 2 Mime a free-time activity. The class in teams tries to guess what you are doing.

Quiz



- 3 Do the quiz. Answer the questions in your notebook.

- 1 What's Mary's favourite day?
- 2 What does Mary's mum usually cook on Sundays?
- 3 Where is the Flying Fruit Fly Circus School?
- 4 What is the favourite pastime of children in the UK?
- 5 What is Patintero?

- 4 **THINK!** Look at Module 1 and write a quiz of your own in your notebook.

- 5 Listen to the song. Which school subjects do you hear?

Video



School's the coolest

*School's a place for work and play
A place to learn in every way
Pick a subject, find things out
Learning's what it's all about*

*Science, Art, Geography
Whole new worlds for us to see
English, Maths and History
School's the coolest place for me*

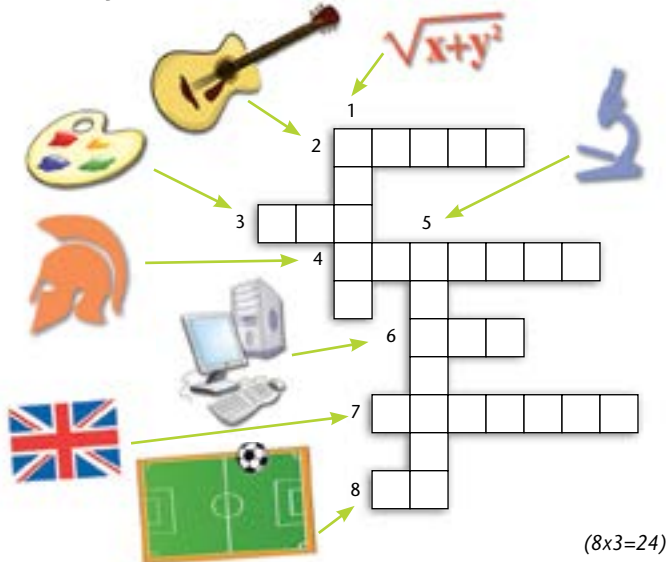
*School's got everything I need
Friends to meet and books to read
Things to learn and facts to find
Great ways to improve your mind*

*School can help your mind grow
There's so much useful stuff to know
Lots to learn and lots to do
Every day there's something new*



- 6 Sing the song. Use toy instruments to play the music.

1 Copy and complete the crossword in your notebook.



2 Fill in: catch, play, watch, have, go, do. Write in your notebook.

- | | |
|-----------------|--------------|
| 1 ... homework | 4 ... sports |
| 2 ... breakfast | 5 ... to bed |
| 3 ... the bus | 6 ... TV |

(6x1=6)

3 Put the verbs in brackets in the present simple. Write in your notebook.

- Marc ... (live) in London.
- We ... (not/play) tennis on Tuesdays.
- ... (Pat/watch) TV in the evening?
- Vicky ... (not/get up) at 7:30.
- ... (you/read) magazines at night?

(5x4=20)

4 Write sentences in your notebook, as in the example.

- I/play/tennis/. (always) *I always play tennis.*
- you/not/read/magazines/. (often)
- she/surf/the Net/? (sometimes)
- they/watch/TV/. (never)
- he/do/homework/at school/? (usually)

(5x4=20)

5 Fill in: who, what, when, where, how old. Write in your notebook.

- A: ... are you?
B: I'm 12.
- A: ...'s that?
B: She's my mum.
- A: ...'s your name?
B: My name is Jane.
- A: ...'s your birthday?
B: It's in May.
- A: ...'s Eric from?
B: He's from the UK.

(5x2=10)

6 Complete the dialogue in your notebook.

- I like playing video games.
- I usually go swimming with my mum.
- Do you like painting? • What about you?

A: What do you usually do at the weekend?

B: 1) ...

A: 2) ...

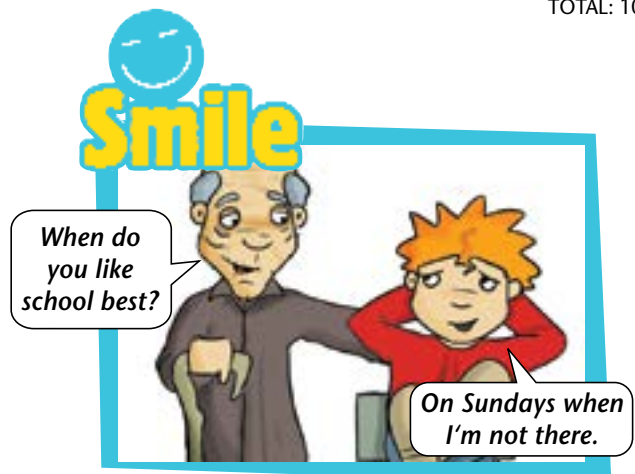
B: Not really. 3) ...

A: 4) ...

B: Cool!

(4x5=20)

TOTAL: 100





MY PROGRESS

Write in your notebook.

My favourite activity



ICT

Project



ACROSS CULTURES



Self-evaluation

- I can talk about routines & activities. ★★★
I get up at 7:00. I like going to the cinema.
- I can talk about school subjects.
I'm good at Maths.
- I can discuss weekend activities.
What do you usually do at the weekend?
- I can write a blog entry about a typical weekend.
- I can write a text about my school.

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 in time for class.
- 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 ★★★

Places around us

►► What's in this module?



- places in a city
- months & seasons
- shops & products
- countable/uncountable nouns
- quantifiers
- *some/any*
- partitives
- present continuous (affirmative/negative/interrogative)
- buying clothes


Find the page numbers for

- a street map
- a shopping basket
- an email

Vocabulary

• Places in a city

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

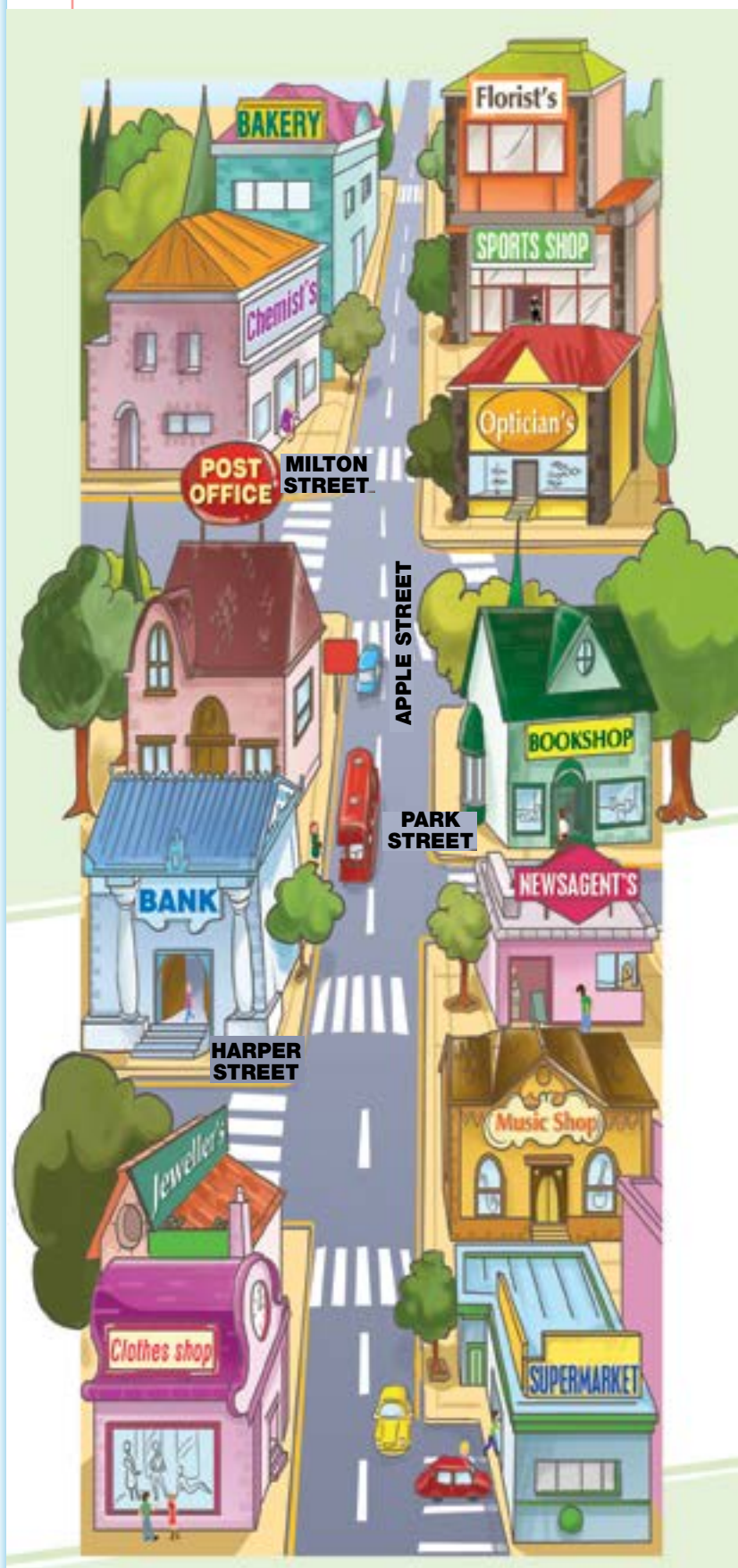
- 2  Look at the map and ask and answer questions. Use *there is/there are* and the words in the list.

- florist's • school • bank
- bookshop • bakery • park • circus
- houses • trees



A: *Is there a florist's?*

B: *Yes, there is. Is there a school?*

A: *No, there isn't.*



Reading

-  Look at the title and the pictures. What is the text about?
 Listen and read to check.

TWIN CITIES Different Worlds

Verona is a very small city in the south of the state of Wisconsin. There are a lot of parks to relax in. There aren't any tall buildings, just pretty houses with big gardens! In the summer, people go swimming in the lakes near the town and in the winter, they can go ice-skating. There are also nice restaurants and cafés around the town.



 Video

A Verona, Wisconsin, USA

B Verona, Italy



The ancient city of Verona is a large city by the Adige River in the north of Italy. It is famous for its ancient city walls, bridges and palaces. Thousands of tourists visit Verona every summer and shop in the fashionable boutiques. There are also a lot of restaurants, nightclubs and cafés.

Check these words

- tall building
- café
- city wall

- 2** Read the text again and decide which place (A or B) each sentence (1-4) is about. Write in your notebook.

A Verona, Wisconsin, USA

B Verona, Italy

- | | |
|--------------------------|--|
| 1 It is an ancient city. | 3 It's famous for its bridges and palaces. |
| 2 It is a small city. | 4 There aren't any tall buildings. |

- 3** Complete the sentences in your notebook.

- A**
- In Verona, USA, people live in
 - People's favourite free-time activities are
- B**
- Verona, Italy, is well known for its
 - Tourists can buy things

- 4**  Which city do you want to visit? Why? Tell the class.

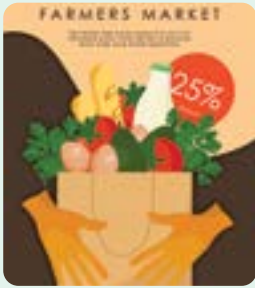
I want to visit ... because

Months & Seasons!

Write the months in your notebook.

winter	spring
summer	autumn

Collect advertisements of your favourite shops. Present them to the class.



Work in groups. Act out short dialogues. The third person says where you are.

- A: *Can I see this ring, please?*
 B: *Certainly.*
 C: *You are at a jeweller's.*

Vocabulary

• Shops & products

5 Match the sentences (1-9) to the shops (A-I).

- 1 Tissues are in aisle 12.
- 2 Can I have a bunch of roses, please?
- 3 Does this shirt come in blue?
- 4 Can I have some aspirin, please?
- 5 Is this today's paper?
- 6 How much is that necklace in the window?
- 7 Can I have a loaf of bread, please?
- 8 Do you want milk with your coffee, sir?
- 9 Can I have this CD, please?

- A café
- B music shop
- C newsagent's
- D clothes shop
- E baker's
- F florist's
- G supermarket
- H jeweller's
- I chemist's



Listening

6 a) Name the places in the pictures (A-C).

b) Listen and match dialogues 1-3 to the pictures. Write in your notebook.



Dialogue 1

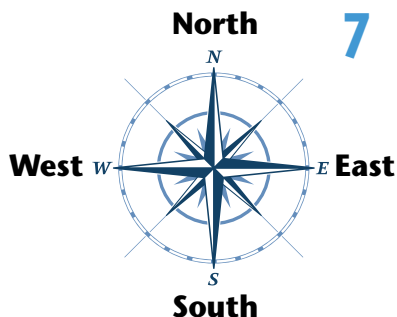
Dialogue 2

Dialogue 3

Writing

7 **Portfolio** Complete the text about your town or another town in your country on your computer. Find a picture. Add it to your text. Print it and present your town to the class. Keep it in your portfolio.

... is a ... (small, big, quiet, beautiful) town/city in the north/east/south/west of There are/aren't There are also It's a great place to live in.



Note

a few = not many but enough
few = not enough, almost no
a little = not much but enough
little = not enough, almost no
a lot of/lots of + countable nouns in the plural or uncountable nouns in affirmative sentences.

Note

Singular & plural nouns

Nouns such as *trousers, glasses, people* are plural in English. *These trousers are very expensive.*

BUT *sugar, milk, flour, homework* are always singular. *There isn't any sugar.*

• Countable/Uncountable nouns & quantifiers

Countable nouns are nouns we can count.

an/one apple – two apples

I eat a lot of apples.

How many apples do you eat?

- *too many (more than I need)*



- *a lot of/lots of*



- *some/(a) few*



- *not many/(very) few*



- *none/not any*



Uncountable nouns are nouns we cannot count. *(some) rice*

(NOT: ~~one rice – two rices~~)

I drink a lot of milk.

How much milk do you drink?

- *too much (more than I need)*



- *a lot of/lots of*

- *some/(a) little*

- *not much/(very) little*

- *none/not any*



1 Decide if the following nouns are C (countable) or U (uncountable), then fill them: a/an or some. Write in your notebook.

- | | | | |
|----------------------|------------|----------|------------|
| 1 <i>some</i> milk U | 4 cherries | 7 rice | 10 cheese |
| 2 money | 5 sugar | 8 orange | 11 meat |
| 3 bread | 6 egg | 9 tea | 12 biscuit |

2 Choose the correct item. Write in your notebook.

A: Can you buy me 1) a few/a little bananas?

B: Sure. 2) **How much/How many** do you need?

A: 3) **Not much/Not many**. Six is enough.

B: OK! Is that all?

A: Oh! Can you get me some bread? There's very 4) **few/little** left.

B: Sure, no problem.

A: Can you also get me 5) a little/a few sugar?

B: 6) **How much/How many** do you need?

A: 500 gr is OK.

B: OK! Bye for now.




• **some/any**



- **some** + countable nouns in the plural or uncountable nouns in affirmative sentences or questions to make an offer or a request.
*We'll take **some** bananas. There's **some** milk in the fridge. Would you like **some**?*
- **any** + uncountable nouns or countable nouns in the plural in negative sentences or questions.
*There isn't **any** butter. Are there **any** apples in the fridge?*



3  **Fill in: some or any. Write in your notebook.**

- A: Can you buy me 1) ... milk, 2) ... cheese and 3) ... carrots, please?
B: Sure. Do you need 4) ... rice?
A: No, thanks.
- A: I want 1) ... juice, please.
B: Sure. Do you want 2) ... biscuits?
A: No, thanks.
- A: Do we have 1) ... eggs?
B: Yes, but there isn't 2) ... milk.
A: OK, I'll go and buy 3)

• **Partitives**

4 **Fill in: box, bag, can, jar, loaf, bottle, packet, carton. Write in your notebook.**



- | | | |
|-------------------------|--------------------|----------------------|
| 1 a ... of cereal | 4 a ... of ketchup | 7 a ... of bread |
| 2 a ... of flour | 5 a ... of coffee | 8 a ... of spaghetti |
| 3 a ... of orange juice | 6 a ... of cola | |



5  **In pairs, decide on your shopping list. Use Ex. 3 as an example. Write your shopping list in your notebook.**

Study Skills

Predicting content

Photos help us predict the content of a text.

Reading

1 a) Look at the words in the box and the picture below. In pairs, decide what the email is about.

b)   Listen, read and check.

Check these words

- five-storey
- block of flats
- view • balcony
- neighbourhood
- nearby



Hi Peter,

How are you? I hope you're OK. I'm writing to you from my new room.

Our new flat is just gorgeous. It is on the third floor of a five-storey block of flats. It's got a great view of the park from the balcony. The neighbourhood is really nice and quiet with a few shops. Our block of flats is next to a baker's and a florist's. There's also a supermarket and a café nearby, but there isn't a cinema. Everyone here is friendly. I've got some new friends. We go to school together. My new school is a 10-minute walk from home.

Anyway, I've got to go now. Dad needs some help.


Talk to you later,

Andrew

2 Read the email again to complete the sentences in your notebook.

- 1 Andrew's new flat is on the ... floor.
- 2 You can see the ... from the balcony.
- 3 The block of flats is next to a ... and a
- 4 Andrew's new school is a ... walk from home.

Speaking

3  Imagine you are Andrew. A friend of yours is visiting you. Use the text in Ex. 1b to show your friend around your house and neighbourhood.

Note

Ordinal numbers

Most ordinal numbers take *-th* onto the cardinal number. 1st, 2nd, 3rd are irregular. There are slight changes in other numbers *5th, 9th* etc.

1st = first
2nd = second
3rd = third
4th = fourth
5th = fifth
6th = sixth
7th = seventh
8th = eighth
9th = ninth
10th = tenth
11th = eleventh
12th = twelfth
13th = thirteenth
14th = fourteenth
20th = twentieth
21st = twenty-first

Write the ordinal numbers for: 27, 30, 42, 56, 64 in your notebook.

Study Skills

Brainstorming for ideas

Before you write a text, brainstorm for ideas and list them under headings.

Topic: My neighbourhood

Ideas: big, quiet, people, houses, chemist's, friendly

Headings

- Location
- Shops
- People

Listening

- 4 Listen to Karen and Patrick talking about where they live and complete the table in your notebook.

	Karen	Patrick
Where?	<i>in a house outside London</i>	
How many rooms?		
Favourite room?		

- 5 Which floor is each person's house?

- | | |
|------------|-------------|
| 1 Ian (1) | 3 Mark (20) |
| 2 Jane (8) | 4 Lucy (4) |

Which floor is your house on?

Writing

- 6 Using the information in the *Study Skills* box, brainstorm for ideas to complete the sentences about your neighbourhood in your notebook.

- | | |
|-----------------------------|----------------------------|
| 1 My neighbourhood is | 5 There are |
| 2 I live in a(n) | 6 There isn't/aren't |
| 3 It is | 7 I really like |
| 4 It has got | 8 The people here |

- 7 **Portfolio** Use your answers in Ex. 6 to write an email to your penfriend about your house and your neighbourhood. Keep it in your portfolio.

Project

- 8 **ICT** Find pictures showing typical houses in your country or other countries. Prepare a poster. Show it to the class.

- **Present continuous (affirmative)**

Affirmative

I **am/'m eating**
 You **are/'re eating**
 He **is/'s eating**
 She **is/'s eating**
 It **is/'s eating**
 We **are/'re eating**
 You **are/'re eating**
 They **are/'re eating**

We use the **present continuous** for:

- actions that are happening now, while we are speaking.
He is listening to music now.
- temporary actions. *Sandra is visiting London these days.*

Note: Stative verbs do not appear in a continuous form, as they express a state rather than an action. They express: feelings and emotions (*like, love, hate, etc*); thoughts and opinions (*think, believe, etc*); senses and perceptions (*remember, forget, understand, etc*); possessions and measurements (*have, weigh, etc*).

Spelling

- Verbs ending in **-e** drop the **-e** and add **-ing**. *take – taking, dance – dancing*
- Verbs ending in a stressed vowel between two consonants double the consonant and add **-ing**. *begin – beginning, shop – shopping*
- Verbs ending in a vowel+ **-l** double the **-l** and add **-ing**. *travel – travelling*
- Verbs ending in **-ie**, drop the **-ie** and add **-y + -ing**. *tie – tying*

Time expressions with the **present continuous**: *now, at present, these days, for the time being.*

1  **Complete the sentences with the verb in the correct form. Write in your notebook.**

- wear • have • play • lie

- | | |
|---|--|
| <p>1 Owen and Mark ... computer games.</p> <p>2 They ... fun.</p> | <p>3 Owen and Mark ... on the bed.</p> <p>4 Owen ... casual clothes.</p> |
|---|--|

2 **Put the verbs in brackets into the present continuous. Write in your notebook.**

Dear Janet,

Hi! How are you? I **1) am/'m writing (write)** to you from Cluj. We **2) ... (have)** so much fun. There are so many exciting things to see and do. I **3) ... (sit)** in a café with my sister now and we **4) ... (drink)** juice. She **5) ... (eat)** a sandwich. Our mum **6) ... (shop)** for a new dress at a clothes shop and dad **7) ... (buy)** some shoes. Talk to you soon.

Kim



• **Present continuous (negative & interrogative)**

Note

We do not use **the** before names of meals (*lunch, breakfast, dinner*).
What's for lunch?

Negative	Interrogative	Short answers
I am/'m not eating	Am I eating?	Yes, I am./No, I'm not.
He/She/It is not/ isn't eating	Is he/she/it eating?	Yes, he/she/it is./ No, he/she/it isn't.
We/You/They are not/aren't eating	Are we/you/they eating?	Yes, we/you/they are./ No, we/you/they aren't.

3 Write sentences in the negative in your notebook.

- | | |
|--------------------------|---------------------------|
| 1 They/watch TV (X) | 3 I/sit in the garden (X) |
| 2 She/have breakfast (X) | 4 the sun/shine (X) |

4 Form questions and answer them in your notebook.



- Dad/do the washing-up – cook
Is Dad doing the washing-up? No, he isn't. He's cooking.
- Lucy and Liam/watch TV? – draw
- Tom/listen to music? – surf the Net
- the dog/sleep? – eat the newspaper
- Jane/surf the Net? – do the washing-up

5 Put the verbs in brackets in the present simple or in the present continuous. Write in your notebook.



Hi Tony,
How are you? I **1** ... **(write)** to you from Bucharest. I **2** ... **(have)** a great time. It's so beautiful here. At the moment, I **3** ... **(sit)** in a restaurant with my parents and we **4** ... **(wait)** for our delicious food. I **5** ... **(usually have)** a salad, but today I **6** ... **(have)** fish. My sister **7** ... **(not/eat)** fish, so she **8** ... **(have)** chips and chicken. Anyway, I've got to go now. The waiter **9** ... **(bring)** our food. Yum!
See you soon,
Bob

6 Write sentences in the present continuous or in the present simple in your notebook. Use: now, every day, these days, usually, sometimes, on Mondays, at the moment, never.

Note

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.



• Buying clothes

1



Listen and repeat.

- How can I help you? • What size are you? • I'm a medium.
- Would you like to try it on? • Where are the fitting rooms?
- How much does it cost? • Here's your change and receipt.

2



Listen to and read the dialogue. What does Andy want to buy? How much does it cost?

Salesperson: Good morning. How can I help you?

Andy: Hi. I'd like the blue shirt in the window.

Salesperson: Good choice! What size are you?

Andy: I'm a medium.

Salesperson: You're in luck! This is the last medium. Would you like to try it on?

Andy: Yes, please. Where are the fitting rooms?

Salesperson: They're over there.

Andy: Thank you.

...

Andy: It's great. How much does it cost?

Salesperson: It's just £25.

Andy: Great! Here you are.

Salesperson: And here's your change and your receipt.

3



Act out dialogues using the photos below.



Clothes	UK Sizes	Shoes
S (small)	UK Sizes	size 6 (EU 38-39),
M (medium)		7 (EU 39-40),
L (large)		8 (EU 40-41) etc
XL (extra large)		
Prices		
£ = one pound		

Investigation

4



ICT Find signs in various shops either online or offline. Explain what they mean.



Markets Around the World



The English Market, Cork

The English Market in Cork, Ireland, is in a beautiful 400-year-old building. It has got a courtyard with balconies and a lovely fountain. It is right in the centre of the city and is a favourite shopping and meeting place for both local people and tourists. At this market, people can buy anything from fresh fruit and vegetables to meat and fish.

The Spice Market, Istanbul

The Spice Market in Istanbul is a very old and colourful market in Turkey. It's got a wonderful selection of spices and herbs from Egypt, India and Asia, like red pepper and curry powder. You can also buy all kinds of tea and there is a huge selection of sweets, like delicious Turkish Delight.

1 a) Is there a market in your town? Say three things you can buy there.

Check these words

- courtyard
- fountain • selection
- herb • curry powder

b) Describe the markets in the pictures. Which of the items: red pepper, vegetables, meat, tea, curry powder, fish, fresh fruit, sweets do you think you can find in each market?

Listen, read and check.

Word Stress (three-syllable words)

2 Mark the three-syllable words as in the examples.

Listen and check. Listen and repeat.

- tropical • souvenirs • vegetables • popular • balconies
- tradition • together • exciting • expensive • selection

beautiful

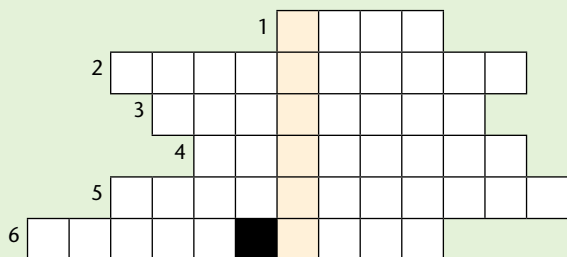
delicious



3 ICT Think of a popular market or shopping centre in your town/city. Collect information. Find a photo and/or a video if you like. Write a simple presentation message to your friend about it. Write: where it is – what it is like – what you can buy there.



1 Where does Jill go every day? Complete the puzzle to find out in your notebook.



- 1 You can get money there.
- 2 This shop sells newspapers, sweets, drinks, etc.
- 3 You go there to buy books to read.
- 4 You can buy aspirin there.
- 5 You go there to buy tissues.
- 6 You can buy CDs in this shop.

5 Listen to the song. Which sentence best describes the picture?



Market day

Busy shoppers fill the street
 Buying tasty things to eat
 All the goods are on display
 Come and shop, it's market day

Hurry, hurry, don't delay
 Grab your bags, it's market day
 Time to shop and have some fun
 Hurry, hurry, everyone

Find fresh fruit or herbs and spices
 Always at the lowest prices
 Find a bargain, stop to buy
 Anything that takes your eye

Smell the fresh fruit in the air
 See the colours everywhere
 Hear the people – call and shout
 That's what market day's about



Quiz



2 Do the quiz. Decide if the sentences are T (true) or F (false). Write in your notebook.

- 1 Verona, Italy is a modern city.
- 2 You can buy aspirin at the chemist's.
- 3 The Spice Market is in Ireland.
- 4 Verona, USA is a very small city.
- 5 The English Market sells spices.

3 **THINK!** Look at Module 2 and write a T/F quiz of your own in your notebook.

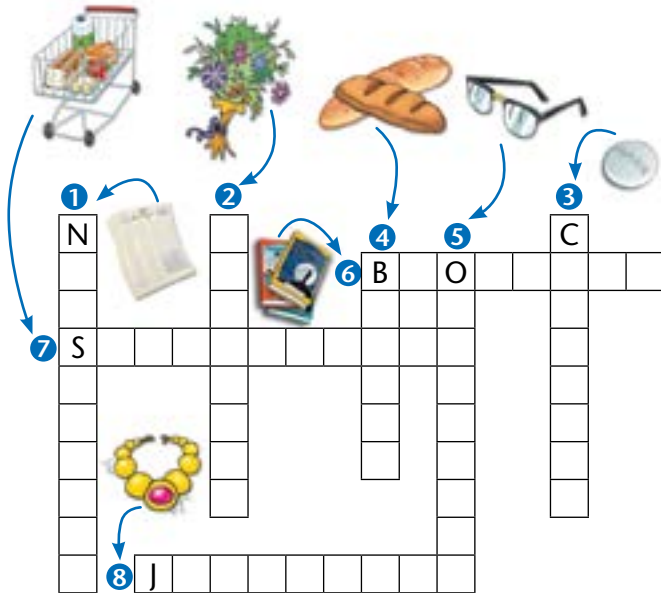
Game

4 Play in teams. The leader says half a sentence. Teams, in turn, complete the sentence. Each correct sentence gets 1 point. The team with the most points is the winner.

Leader: Can I have a box of Team AS1: Cereal? etc.

6 Imagine you are at the market in the picture. Act out a dialogue between you and the greengrocer. Use these phrases: *How can I help you?, I would like ..., Here you are., How much does it cost?, Thank you.*

1 Where can you buy these things? Do the crossword. Write in your notebook.



(8x2=16)

2 Choose the correct item. Write in your notebook.

- There's too **much/many** sugar in my tea.
- There are a **few/little** biscuits left.
- I don't need **any/some** eggs for this cake.
- I need **some/any** flour.
- How **much/many** milk do you want?
- He drinks **many/a lot of** water every day.
- How **much/many** apples do they need?
- Have you got **any/some** juice in the fridge?

(8x3=24)

3 Put the verbs in brackets in the present continuous. Write in your notebook.

- My dad ... (**work**) on the computer now.
- ... (**he/sleep**) at the moment?
- Mum ... (**not/cook**) dinner right now.
- ... (**Sam/eat**) an apple at the moment?
- Julie ... (**study**) hard for a test now.

(5x4=20)

4 Put the verbs in brackets into the present simple or the present continuous. Write in your notebook.

- John ... (**not/live**) in a flat.
- We ... (**go**) to the market now.
- ... (**the shops/open**) at 9 on Fridays?
- He ... (**not/wear**) a suit today.

(4x5=20)

5 Choose the correct response. Write in your notebook.

- A: How can I help you?
B: **a** I'm a medium.
b I'd like a pair of boots.
- A: How much does it cost?
B: **a** It's a large.
b It's just £10.
- A: Where are the fitting rooms?
B: **a** They're over there.
b They're £56.
- A: What size are you?
B: **a** I'm a small.
b You're in luck.

(4x5=20)

TOTAL: 100



Monstertrackers!



Dear Monstertrackers,
I live on Umboi Island in Papua New Guinea – people call it the Lost World! We've got many strange creatures here. One of them is a dinosaur bird called the Ropen! Come and see it.
Jacob

1 The Ropen

1

Welcome to Papua New Guinea. Come and meet my family!

Wow! This is amazing! You've got a big family.



Let's boogey!

Why are they dressed like that? Is this a special celebration?

Yes, it's a singing to welcome us here!

So, Jacob, what does the Ropen look like?

It looks like a bat. It flies at night. It's really big and its wings light up!

2



Everybody, get on board.

Right, Boogey, we need a plane!



Hey, look! Lights!

Is it a plane?

3



Exercises

1 Look at the pictures. What is the story about?
 Watch the video or listen and check.

2 Read and decide if the sentences are **T (true)** or **F (false)**. Write in your notebook.

- 1 Umboi Island is in Papua New Guinea.
- 2 Jacob has got a small family.
- 3 A sing-sing is a celebration.
- 4 The Ropen is a small bird.
- 5 Its eyes light up.
- 6 Jacob's uncle's house is in a tree.

3 Use the words to complete the sentences in your notebook.



paint



light up


- 1 The Ropen looks like a
- 2 It's got big
- 3 Its wings ... at night.
- 4 The Ropen ... very fast.
- 5 During a sing-sing the people ... their faces and dance.



4 Use the verbs to complete the summary of the text in your notebook.

- look • go • live • fly • come

The Monstertrackers 1) ... to Papua New Guinea. A strange creature, the Ropen, 2) ... there. It 3) ... out at night. It 4) ... very fast. It 5) ... like a bat.

5  Look at picture 5. Continue the story.

Fact or Fiction?

- The Ropen hasn't got any feathers.
- It eats fish.
- It lives in caves.



MY PROGRESS

Write in your notebook.

My favourite activity



ICT

Project



ACROSS CULTURES



Self-evaluation

- I can talk about places in a city.
Is there a florist's? Yes, there is.
- I can talk about shops & products.
Can I see this ring, please?
- I can make a shopping list.
Can you buy me some bananas? Sure.
- I can buy clothes.
I'd like the blue skirt in the window.
- I can write a text about my city/town.
- I can write an email about my house and neighbourhood.

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 in time for class.
- 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 ★★★

Sports & Chores

►► What's in this module?

- chores
- sports
- plurals (regular/irregular nouns)
- *can/may*
- connectors
- imperative/*Let's*
- forms of genitive
- asking for information

Find the page numbers for

- road signs
- tips to cycle safely
- sports

Vocabulary

• Chores

1  Listen and repeat.

2 How often do you do these chores? Tell your partner. Use adverbs of frequency.

- 0% never
- 25% sometimes
- 50% often
- 75% usually
- 100% always

I never cook dinner.

Reading

- 1 Look at the picture and read the title. What is he doing? Why do you think he is doing it?

 Listen and read to find out.



Help along the way

Some children like playing football and others like going swimming. However, Zach Bonner isn't an ordinary 12-year-old American boy. He walks long distances across the USA to raise money for his charity, "Little Red Wagon".

During his walks, he stops along the way and plants gardens and visits children who haven't got homes. He even gives schoolbags with food and supplies to them and plays with them. He wants to see them happy.

Zach is very busy with his charity, but he always makes time to have lessons and do his homework for school. He attends the Florida Virtual Academy, an online school, and almost never misses a lesson.

- 2 Read the text and answer the questions.

- 1 Is Zach Bonner a typical boy?
- 2 How old is he?
- 3 What does he do to raise money for his charity?
- 4 What's the name of his charity?
- 5 What does he do during his walks?
- 6 What does he give children?
- 7 Has he got a lot of free time?
- 8 Which school does he go to?

Check these words

- ordinary • distance
- raise money
- charity • supply
- attend

Present Zach to the class.

- 3 a) Read the text again. Copy and complete the table in your notebook.

NAME:	
AGE:	
NATIONALITY:	
CHARITY:	
ACTIVITIES:	
SCHOOL:	

- b) Think of another title for the text.

Vocabulary

• Sports

4 Listen and repeat.



1 football



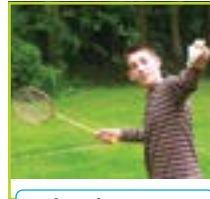
2 basketball



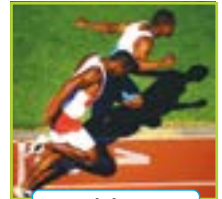
3 tennis



4 ice hockey



5 badminton



6 athletics



7 swimming



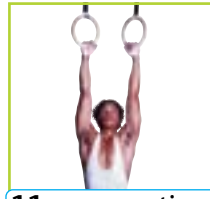
8 rugby



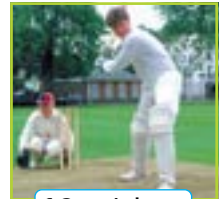
9 water polo



10 volleyball



11 gymnastics



12 cricket



Mime a sport.
Students in teams,
name the sport.

5 **Fill in: do, play or go. Write in the notebook.**


 **Listen and check. Which of these do you enjoy the most?**

- | | | |
|-------------------|---------------------|-----------------|
| 1 ... waterskiing | 4 ... skateboarding | 7 ... cycling |
| 2 ... windsurfing | 5 ... football | 8 ... athletics |
| 3 ... karate | 6 ... aerobics | 9 ... baseball |

• Asking questions – Replying

6 a) Read the examples. Which sentences accept an invitation? Which refuse?

- A: *Would you like to play rugby?*
B: *I'd love to./That would be great.*
- A: *Would you like to play basketball?*
B: *I'd rather not./I'm sorry, but I can't.*

b)  **It's Friday afternoon. Invite your friend to do something with you. Your friend accepts or refuses giving a reason. Use the sports in Ex. 4 and the language in Ex. 6a.**

- A: *Would you like to play tennis with me?*
B: *I'd love to./I'm sorry, but I can't.*



- **Plurals**

Note**IRREGULAR**

man → men;
 woman → women;
 person → people;
 child → children;
 foot → feet;
 tooth → teeth;
 mouse → mice

REGULAR

- Most nouns take **-s** to form the plural.
chair → *chairs*, *smile* → *smiles*, *cup* → *cups*
- Nouns ending in **-s**, **-ss**, **-sh**, **-ch**, **-x**, **-o**, take **-es** to form the plural.
atlas → *atlases*, *address* → *addresses*, *brush* → *brushes*,
beach → *beaches*, *fox* → *foxes*, *potato* → *potatoes*
- Nouns ending in a **vowel** + **-y** take **-s** in the plural. *tray* → *trays*, *toy* → *toys*
- Nouns ending in a **consonant** + **-y** drop the **-y** and take **-ies** in the plural. *baby* → *babies*, *story* → *stories*
- Nouns ending in **-f** or **-fe**, drop the **-f** or **-fe** and take **-ves** in the plural.
leaf → *leaves*, *life* → *lives*

1 Look at the pictures for a minute. Close your book and say what you remember.



2 Write the plurals of the words below in your notebook.

Listen and check. Then, listen and repeat.

- | | | | |
|----------------------|----------------|-----------------|-----------------|
| 1 bus – <i>buses</i> | 6 watch – ... | 11 box – ... | 16 dress – ... |
| 2 child – ... | 7 carpet – ... | 12 animal – ... | 17 room – ... |
| 3 baby – ... | 8 mouse – ... | 13 car – ... | 18 person – ... |
| 4 table – ... | 9 toy – ... | 14 foot – ... | 19 wish – ... |
| 5 leaf – ... | 10 life – ... | 15 floor – ... | 20 woman – ... |

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

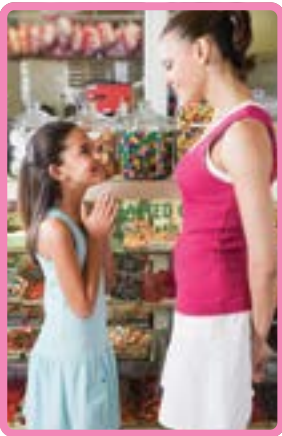
- 1 There are many ... (**person**) at the stadium today.
- 2 ... (**baby**) sleep for many ... (**hour**).
- 3 In autumn, the ... (**leaf**) change colours.
- 4 Mark has got many board ... (**game**).
- 5 The ... (**child**) play football at the park.



• *can/may*

Note

May is more polite than **can**. Compare:
Can I go out, Dad?
May I go out, sir?



4 a) Read the examples.

- *You can play tennis.* (ability)
- *You can't play squash.* (lack of ability)
- *Can/May I use your computer?* (polite request)
- *Yes you can/may. No, you can't/may not.* (give/refuse permission)

b) Fill in: can or may. Write in your notebook.

- 1 *Can* I have some more sweets, Mum?
- 2 You ... watch TV after you tidy your room.
- 3 ... I use your laptop, Ms Smith?
- 4 ... I borrow your dictionary, Mr Smith?
- 5 ... I have some tea, Ann?
- 6 ... I leave early today, sir?

5 Rewrite the sentences using the words in brackets.

- 1 It is OK to use this office. (may)
You may use this office.
- 2 Is it OK for me to use the phone, please? (may)
- 3 Is it OK for Ann to borrow your coat? (can)
- 4 Is it OK for me to go out now? (may)
- 5 Is it OK for me to watch TV? (can)
- 6 It's OK to play outside with your friends. (can)

6  **Discuss as in the example.**

- 1 Ask your teacher to use his pen. (He/She agrees.)
A: May I use your pen?
B: Yes, you may.
- 2 Ask your mum for a glass of water. (Your mum agrees.)
- 3 Ask your teacher to use the school computer. (Your teacher refuses.)
- 4 Ask your friend to use his camera. (Your friend refuses.)



Study Skills

Understanding the text

Read the title and think of what you know about the topic. This can help you understand the text better.



Check these words

- helmet
- protect
- reflector
- brake
- chain
- tyre
- headphones
- knee pad

Who cycles safely? Why?



1 a) Have you got a bike? b) Do you like cycling? c) Why (not)?

2 What do you know about safe cycling? Look at the pictures and say.

Listen, read and check. Take notes while you listen.

How to cycle safely



Cycling is fun, but sometimes accidents happen, so cycle safely. Here are a few tips to help keep you safe:

- 1 Always wear a helmet to protect your head.
- 2 Put reflectors and lights on your bike. This way other drivers can see you.
- 3 Respect road rules.
- 4 Check the brakes, chain and tyres regularly.
- 5 Don't wear headphones.
- 6 Always wear gloves and knee pads.

3 Read the text again and find ...

- 1 a word that means 'some advice'.
- 2 three parts of a bike.
- 3 a word that means 'often'.
- 4 three things you put on that can protect you when cycling.

Write in your notebook.

4 Read again and decide if the sentences are *T* (true) or *F* (false). Write in your notebook.

- 1 Bicycle accidents happen very often.
- 2 It's not a good idea to wear a helmet.
- 3 Reflectors help drivers see you.
- 4 Check your brakes often.
- 5 You can wear headphones when you cycle.

5 Match the sentences (1-6) from the text with the pictures (A-F). Write in your notebook.

Act out Steve and Jane's dialogue.



I spy hunt

Walk from home to school. Which of the signs in Ex. 7 can you see?

Note

Connectors

We use connectors to join ideas.

We use:

- **and** or **also** to link similar ideas.
- **but** or **however** to link opposing ideas.
- **because** or **so** to give reasons.
- **and then, first, finally, when** or **as soon as** to show time sequence.
- **or** to express choice.

Listening

6 Listen to Steve talking to Jane about a new bike he wants. Answer the questions by circling the correct answer. Write in your notebook.

- | | | |
|---|-----------------------------------|--------------------|
| 1 | What colour is the bike? | silver / black |
| 2 | Where is the bike shop? | Bradford / Bingley |
| 3 | How much does the bike cost? | £100 / £150 |
| 4 | What else does Steve want to buy? | gloves / helmet? |

Speaking

7 What do the signs mean? Use the verbs/phrases to tell the class.

- drive fast • cycle • enter • park • ~~smoke~~ • turn left




Don't smoke here.

8 Find more signs. Present them to the class. Say what they mean and where you can see them.

9 Use the connectors in brackets to join the sentences.

- 1 Ice hockey is fun. Sometimes you can get hurt. (**but**)
- 2 We spend Saturday morning playing football. We go cycling. (**or**)
- 3 I can't swim well. I love it. (**but**)
- 4 He loves playing basketball. It helps him stay fit. (**because**)
- 5 We enjoy going sailing. We enjoy fishing. (**and**)

Project & Investigation

10 **ICT**  Collect information about how to be a safe pedestrian. Use pictures. Show your pictures to your classmates. Then explain how to walk safely.

Writing

11 **Portfolio** Use the information in Ex.10 to write a short paragraph explaining how to walk safely. Keep it in your portfolio.

• Imperative/Let's

1 Read the theory and the rules.

- We form the imperative with the base form of the verb without a subject. *Do the laundry, please!* (NOT: ~~Bill do the laundry.~~)
- We form the negative imperative with **do not/don't** and the base form of the verb. *Don't open the window!*

We use the imperative:

- to give instructions *Wear your helmet!*
- to give orders *Don't stand there! Sit down!*
- to make offers and requests *Have some tea. Help me clean the windows, please!*

Note: We use **Let's** to make suggestions. *Let's go to the stadium.*

2 Match the sentences to the pictures. Write in your notebook.

Fun at the beach



Use the pictures in Ex. 2 to give instructions on how to be safe at the beach.

- | | |
|---------------------------------------|-------------------------------|
| A Don't litter the beach. | D Wear a hat. |
| B Put on sunscreen. | E Drink lots of water. |
| C Don't eat too much before swimming. | F Don't throw sand at people. |

3 Rewrite the following sentences. Use the imperative.

At the Stadium

- 1 Have glass bottles in your bag. (X)
- 2 Respect the others. (✓)
- 3 Move during the match. (X)
- 4 Be rude. (X)
- 5 Be on time. (✓)



• **Genitive**

4 Read the theory.

To show possession:

a) We add **'s** to names and singular nouns. *This is Tom's ball. This is the dog's toy.*

b) We add **'** to plural nouns ending in **-s**. *This is the boys' football.*

BUT *These are the men's hats.*

- We use **who's** to ask about a person. *Who's Petra? She is my friend.*
- We use **whose** to ask about possession. *Whose bike is this? It's Jonathan's.*

Note

We use **'s** for people. In order to talk about things, we use the preposition **of**. Compare the examples.

John's sister **BUT**
the legs of the chair



5  **Choose the correct item. Write in your notebook.**

- 1 These are the **boy's/boys** gloves.
- 2 These are the **men's/mens'** cars.
- 3 The **roof of the house/house roof** is red.
- 4 This is the **children's/childrens'** bedroom.
- 5 This is the **lady's/ladys'** bag.
- 6 Those are the **women's/womens'** dresses.

6 **Complete the sentences with the correct form of the genitive. Write in your notebook.**

- 1 This is (Alice/car)
- 2 The ... are big. (windows/house)
- 3 The ... is open. (door/room)
- 4 I love the (colour/dress)
- 5 The ... are in the garage. (boys/bikes)
- 6 Mike enjoys (taste/chocolate)

7 **Fill in with who or whose. Then, choose the correct item. Write in your notebook.**

- 1 ... is this ball? It's **Tony's/Tonys'**.
- 2 ... is she? She's the **girls/girls'** mum.
- 3 ... is Mr Jones? He's the **boys/boys'** Maths teacher.
- 4 ... is this pen? It's **Mary's/Marys'**.
- 5 ... is the girl over there? She's my **brother's/brothers'** Steve best friend.



• **Asking for information**

1 a) 🎧 **Listen and repeat.**

- Can you tell me what time I must arrive at the camp?
- Can I bring my mobile phone? • How about my pet spider?

b) The sentences above are from a telephone conversation between Jake and a camp employee. What does Jake want to ask about? Why do you think the camp rules are about these things?

🎧 **Listen and read to find out.**

2 **Read the dialogue again and answer the questions in your notebook.**

- 1 When does Jake need to arrive at the camp?
- 2 What does he want to take with him?
- 3 Do they allow pets at the camp?

Mrs Lee: Sky Summer Camp. Can I help you?

Jake: Hello! I'd like to ask some questions about your summer camp, please.

Mrs Lee: All right! Can I have your name, please?

Jake: Yes, it's Jake Burton.

Mrs Lee: How can I help you, Jake?

Jake: Can you tell me what time we need to arrive at the camp?

Mrs Lee: Before 4 pm on Sunday.

Jake: OK. Can I bring my mobile phone?

Mrs Lee: Yes, of course you can, but don't take it to lessons with you.

Jake: I see. How about my pet spider, Ralph? Can I bring him with me?

Mrs Lee: I'm afraid not, Jake. You can't bring pets to the camp.

Jake: All right then! Thank you.

Mrs Lee: You're welcome, Jake. Bye!

3 **Find phrases in the dialogue which mean:**

OK!

What's your name, please?

What can I do for you?

4 🎧 **Listen to the dialogue again. Take roles and act it out.**



Check these words

- tough • switch off
- chew • dye

1 What rules have you got in your school? Do you think the rules are the same in schools all around the world?

Listen, read and check.



My school blog

School rules around the world

Rules, rules, rules! All schools have got rules. Not all schools have got the same rules, though. In some countries students wear a uniform, but in others they don't. Some schools have got very tough rules and some schools have got strange rules. Share your thoughts.

Comments

Rules in England

My school has got a lot of rules. Here's a list.

- Always wear uniforms.
- Switch off mobile phones during lessons.
- Never run in the corridors.
- Eat in the canteen or bring a packed lunch.
- Don't leave school during lessons.
- Only chew gum during long exams.



Posted by: Sally 3 November at 09:04 AM



Posted by: Aka 12 November at 08:04 AM

Rules in Japan

Your rules don't sound so bad. Here in Japan we have got a lot of rules. Here's a list.

- Wear uniforms and help clean the school at the end of the day.
- Always have the school rulebook with you.
- Don't have a part-time job and don't go out after sunset.
- Never dye your hair, wear make-up or stay at another person's house.

What are the rules in your school? Post your comments to the blog.

2 Read the texts and decide if the sentences are T (true) or F (false). Write in your notebook.

- 1 All schools around the world have got the same rules.
- 2 Pupils in England and Japan wear uniforms.
- 3 In England, pupils never chew gum during lessons.
- 4 In Japan, pupils tidy their classrooms at the end of each lesson.

• **Pronunciation** (linking sounds)

3 Read the theory. Find the linking sounds in the sentences below.

Listen and check. Listen and repeat.

- | | |
|--------------------------------|--|
| 1 Can I have an apple? | 3 I hope it's OK for Anna to come with us. |
| 2 I am always late for school. | 4 How about eight o'clock? |



1 **Oops!** Help Billy write correct phrases. Write in your notebook.

- take out the shopping
- do the table
- cook clothes
- vacuum the windows
- clean the rubbish
- lay the floor
- mop the dinner
- iron the carpet

2 **Choose phrases from Ex. 1. Draw pictures. Show them to your partner. Your partner says Billy's chores.**




Quiz



3 **Do the quiz. Decide if the sentences are T (true) or F (false).**

- 1 Zach Bonner is 12 years old.
- 2 Zach cycles to raise money for his charity.
- 3 You can wear headphones when cycling.
- 4 You need to check your tyres regularly.
- 5 English students don't wear uniforms.
- 6 Students in Japan can work part-time.

4  **THINK!** Look at Module 3 and write a quiz of your own in your notebook.


Game

5 **Mime the chore you need to do this week. Your partner tells the class.**

A: (mimes walking the dog)

B: Andrew: walk the dog.

6 **What are rules for?**

 **Listen and read to find out.**



RULES



When we're in a public place
On roads, in shops or schools
We have to think of others
And we must obey the rules
The world is full of people
And I'm sure they'd all agree
Without some rules to follow
What a mess the world would be

*Rules are there to keep us safe
And make life easy, too
Because we live with others
There are things we have to do
They're not to make life boring
And they're not to spoil your fun
Rules keep us out of trouble
And they're there for everyone*

You might not realise it
But you use rules all day long
They tell you how to do things
And what's right and what is wrong
They help us be good people
That's what rules are all about
The world would be quite crazy
With no rules to help us out



7 **THINK!** Do you agree with the singer's opinion?

1 Fill in: vacuum, take, lay, make, iron.
Write in your notebook.

- Mary often helps her dad ... the table for dinner.
- Could you please ... the carpet? It's dirty.
- I usually help Mum to ... the clothes at the weekend.
- Can you ... out the rubbish?
- I always ... my bed before I leave in the morning.

(5x4=20)

2 Fill in: can or may in the correct form.
Write in your notebook.

- You ... eat in here. You're not allowed.
- ... I go to Ann's house, Mum?
- ... I use your computer, sir?
- Sarah ... swim fast.
- ... I have some milk in my tea?

(5x4=20)

3 Look at the signs then complete the sentences with the correct imperative form of the verbs in brackets in your notebook.



- 1 ... (stop) here.



- 2 ... (park) on this road.



- 3 ... (turn) left.



- 4 ... (cycle) here.

(4x5=20)

4 Put apostrophes where necessary.
Write in your notebook.

- Whos Tony? Hes John and Marys cousin.
- Sam is Lauras husband.
- Mark is Anns teacher.
- Peter is the girls uncle.
- These are the mens hats.

(5x4=20)

5 Complete the exchanges in your notebook.

- I'm afraid not.
- Can I have ...
- Can I bring ...
- I see.
- How can I help you?

- A: Hello. Is this Brighton Summer Camp?
B: Yes.
- A: Can I bring my pet along with me?
B: ... It's not allowed.
- A: ... your address please?
B: Yes, it's 29 Benton Road.
- A: Don't bring your mobile.
B: Oh,
- A: ... my MP3 player?
B: Yes, of course you can.

(4x5=20)

TOTAL: 100





MY PROGRESS

Write in your notebook.

My favourite activity



ICT

Project



ACROSS CULTURES



Self-evaluation

- I can talk about chores.
I never cook dinner.
- I can talk about sports.
I play tennis well.
- I can talk about rules.
Don't turn left.
- I can identify signs.
- I can ask questions and reply.
- I can ask for information.
- I can write school rules.

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 in time for class.
- 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 ★★★



Legends

▶▶ What's in this module?

- famous people
- jobs & nationalities
- mythical creatures
- appearance & character
- *was/were*
- *there was/there were*
- *could*
- past simple – regular verbs (affirmative)
- describing a film

Find the page numbers for

- *mythical creatures*
- *an actor's biography*

Vocabulary

• Jobs & Nationalities

- 1 Look at the pictures. Who was a/an: **Italian painter? Egyptian actor? Chinese actor? Hungarian footballer? American singer? German director? British writer? British actress?**

Jane Austen was a British writer.

- 2 **Ask and answer.**

A: *When was Jane Austen born?*

B: *In 1775. When did she die?*

A: *In 1817. Where was she from?*

B: *From the UK.*

- 3 **ICT HALL OF FAME:**

Prepare a collage of famous dead people. Make a poster. Present them to the class.



1. Jane Austen
(UK) 1775-1817



2. Wolfgang Petersen
(Germany) 1941-2022



3. Leonardo da Vinci
(Italy) 1452-1519



4. Omar Sharif
(Egypt) 1932-2015



5. Miklós Fehér
(Hungary) 1979-2004



6. Elvis Presley
(USA) 1935-1977



7. Elizabeth Taylor
(UK) 1932-2011



8. Bruce Lee
(China) 1941-1973

Study Skills

In English, we read years as follows:

1561 = fifteen sixty-one

1807 = eighteen oh seven

BUT 2009 = two thousand and nine

Reading

1 Look at the pictures. Which of the creatures ...

- is half human and half horse?
- has got a human head?
- has got a long tail and a sharp beak?

 Listen and read to check.

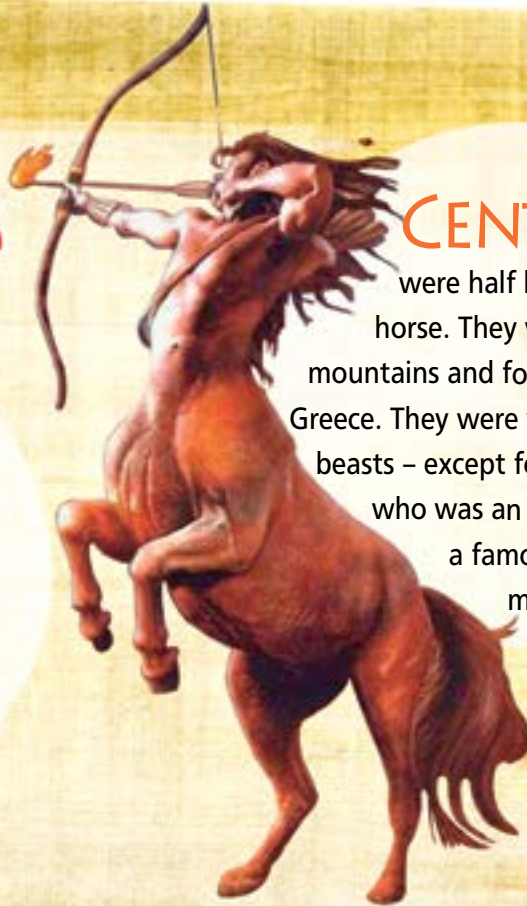
Check these words

- golden
- burst into flames
- ashes • beast

Mythical creatures



The **PHOENIX** was a beautiful red or purple bird with a long golden tail. It was from India and Egypt. It could burst into flames and could be born again from the ashes.



CENTAURS

were half human and half horse. They were from the mountains and forests of central Greece. They were wild, dangerous beasts – except for one, Chiron, who was an astronomer and a famous teacher of medicine.

 Video

Study Skills

Using dictionaries

Dictionaries present words in alphabetical order. They give information about what type of speech the word is, how we pronounce it and what it means.

2 Listen and read the text again and decide if the sentences are T (true) or F (false). Write in your notebook.

- 1 The phoenix was an ugly bird.
- 2 The phoenix could be born again from the ashes.
- 3 Centaurs' homes were in mountains and forests.
- 4 Centaurs were nice creatures.
- 5 Chiron wasn't wild or dangerous.

3 Say two things you remember from each text.

Note

Daniel Radcliffe was 11 years old when he started performing in the Harry Potter films. He starred in the series for 10 years!



4



How is each creature from mythology different from or similar to the creatures in the Harry Potter books? Read and tell the class.

In the Harry Potter books:

THE PHOENIX (FAWKES)

- It is a beautiful bird.
- It is Dumbledore's pet.
- It suddenly bursts into flames one day, but is born again from the ashes.

CENTAURS

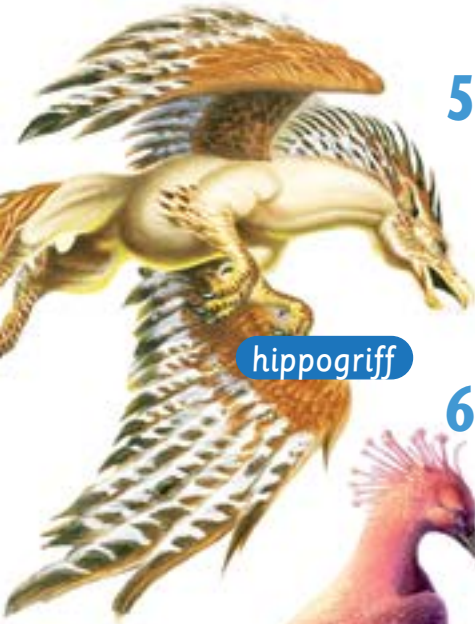
- They live in the Forbidden Forest.
- They can read the stars.
- They stay far away from people.
- One of them, Firenze, is a teacher at Harry's school.

• Mythical creatures

5



Listen and repeat.



hippogriff



unicorn



Cyclops



dragon

6

a) **Listen, repeat and point to:** *a thick mane, a single eye, a horn, a long tail, sharp claws, a beak, big wings, sharp teeth, long feathers.*

b) **Which of the creatures look like:** *a horse? a huge snake? a giant? an eagle?*

Project

7



Do some research on the Internet and prepare a short presentation on one of the mythical creatures in Ex. 5.

A unicorn looks like a horse. It has got a horn, a thick mane and a long tail.

8

An Avatar is a figure that represents a person in a video game, Internet forum, etc. Draw your Avatar for your History class blog. Which mythical animal can you be?

Note

Was/Were are the past forms of the verb **to be** (*am, is/are*). **Compare.** *He is from the USA. His grandpa was from the UK.*



- **was/were** (affirmative & negative)

1 Read the table and complete the gaps in your notebook.

Affirmative	Negative
I was late.	I was not/wasn't late.
You were late.	You were not/weren't late.
He was late.	He was not/wasn't late.
She was late.	She was not/wasn't late.
It 1 ... late.	It was not/wasn't late.
We were late.	We were not/weren't late.
You 2 ... late.	You were not/3 ... late.
They were late.	They were not/weren't late.

2 Complete with: *was* or *were*. Write in your notebook.

- 1 Centaurs ... half human and half horse.
- 2 A Cyclops ... a giant with one eye.
- 3 Unicorns ... like horses with a horn on their head.
- 4 The phoenix ... from India and Egypt.
- 5 The hippogriff ... a large powerful creature.

3 Write sentences, as in the example. Write in your notebook.

- 1 The phoenix/not be/a small bird.
The phoenix was not/wasn't a small bird.
- 2 Centaurs/not be/friendly.
- 3 Cyclops/not be/small.
- 4 Dragons/not be/evil.
- 5 Unicorns/not be/dangerous.
- 6 The hippogriff/not be/a snake.

Pronunciation (strong & weak forms)

4 Read the table, then listen and repeat. Which sentences contain: *strong forms*? *weak forms*?

weak forms	/wəz/, /wər/	<ul style="list-style-type: none"> • John was at school yesterday. • Was the film good?
strong forms	/wɒz/, /wɜː/	<ul style="list-style-type: none"> • The books were on the floor. • Were they at the gym?

• **was/were** (interrogative & short answers)

Interrogative	Short Answers
Was I/he/she/it late?	Yes , I/he/she/it was . / No, I/he/she/it wasn't .
Were we/you/they late?	Yes , we/you/they were . / No, we/you/they weren't .

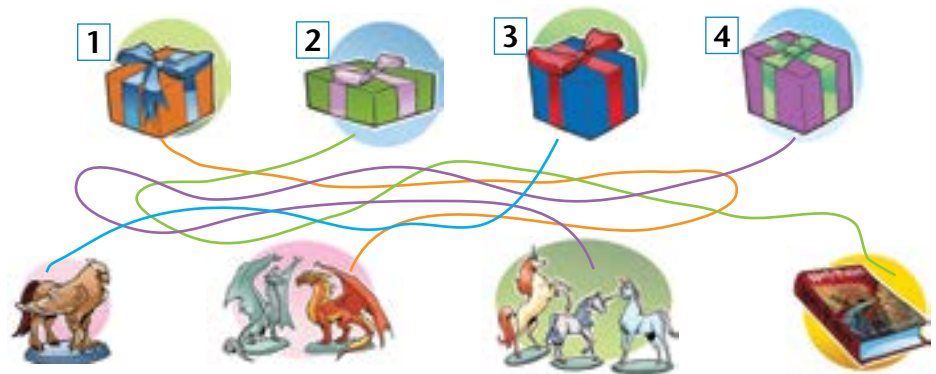


5 Form complete questions. Answer them in your notebook.

- the hippogriff's eyes/be/purple? **X** (orange)
Were the Hippogriff's eyes purple? No, they weren't. They were orange.
- centaurs/be/half human and half horse? **✓**
- the Cyclops/be/beautiful? **X** (ugly)
- the phoenix/be/a bird? **✓**
- centaurs/be/wild? **✓**

• **there was/there were**

6 a) It was John's birthday last Saturday. What was there in each box for him? Write questions and answers, as in the example, in your notebook.



- two dragons/purple box?
Were there two dragons in the purple box?
No, there weren't. There were two dragons in the orange box.
- a phoenix/green box?
- a book/blue box?
- three horses/purple box?

b) What was/wasn't there in your neighbourhood 50 years ago? Write sentences in your notebook. Think about: cinema, park, supermarket, blocks of flats, houses, cafés, restaurants etc.

Note

There was/There were

- There was a big dragon in the box.*
- There were centaurs.*
- There wasn't a book.*
- There weren't any unicorns.*
- Was there a phoenix?*
- Were there any cyclops?*



Hua MULAN



1

a) What do you know about Hua Mulan?

b) What else would you like to know about her?

Listen and read the text. Can you answer your questions?

Hua Mulan was born in the fifth century in ancient China.

One year, there was a war. Mulan's father was too old to join the army and her brother was too young. Mulan decided to join the army because she could fight with a sword. The war lasted ten years. Mulan returned home on a beautiful horse. It was a present from the emperor.

At home, her friends from the army were surprised to see Mulan was a woman.

Today, there is a statue of Mulan in her hometown.

In 2008 there was an animated action film of Mulan. Min-Na Wen provided the voice of Hua Mulan.

2

Read the text again and mark the sentences *T* (true) or *F* (false). Correct the false statements. Write the correct sentences in your notebook.

- | | |
|--|--|
| 1 Hua Mulan was from China. | 5 She was away from home for 10 years. |
| 2 She was born in the fifteenth century. | 6 There isn't a statue of her in her hometown. |
| 3 Her father was young. | |
| 4 She could fight with a sword. | |

3

a) Match the words in the two columns.

- | | |
|--------------------|------------------------|
| 1 was born | a home |
| 2 could fight with | b the army |
| 3 to join | c to see |
| 4 she returned | d from the emperor |
| 5 a present | e in the fifth century |
| 6 were surprised | f a sword |

Check these words

- join • army
- fight • sword
- emperor
- hometown

b) Use the phrases above to tell the class a summary of the text.

Hua Mulan was born in the fifth century. She could fight with a sword.

c) Find photos and prepare a collage of characters from the Hua Mulan animated film. Tell the class.

Note

What does he/she look like?

(appearance)

What is he/she like? (character)

Study Skills

Expanding vocabulary

Learn words with their opposites. This helps you remember them.

Find out about your friend's family members.

A: *What does your dad look like?*

B: *He's ...*

A: *What is he like?*

B: *He's ...*

Vocabulary

• Appearance & Character

4 a) Read the table and check any words you don't know in your dictionary. Then write the odd word out in your notebook.

Hair: curly straight long dark wide

Lips: thin full fair

Face: round green thin long


Nose: long big tall small

Height: slim tall medium-height short

Age: old middle-aged young small


Weight: plump wavy overweight well-built slim thin

b) Describe Hua Mulan using the words in Ex. 4a.

5  **Choose the correct answer. Write in your notebook. Which adjectives best describe you? your friends?**

- 1 His dad is **patient/impatient**. He doesn't like to wait.
- 2 John is very **serious/funny**. He makes me laugh with his jokes.
- 3 Mary is **stupid/clever**. She always knows the answer.
- 4 James is **hardworking/lazy**. He doesn't study at all.
- 5 Mulan was **cowardly/brave**. She wasn't afraid to fight.
- 6 My sister is **honest/dishonest**. She always tells the truth.

Listening

6  **Listen to Linda describing her family. Write the name for each person in your notebook.**

Ann Jim
Dave Helen
Bill



Writing

7 **Portfolio** **What did you look like when you were six years old? What were you like? Describe your character. Write a short paragraph about yourself. Use words from Exs 4a and 5. Keep it in your portfolio.**

Note

Could is the past simple of **can**. It is the same in all persons, singular and plural. We use **could** to talk about ability in the past.

When she was seven, she could ride a bike.

- **could** (ability)

1 Read the table.

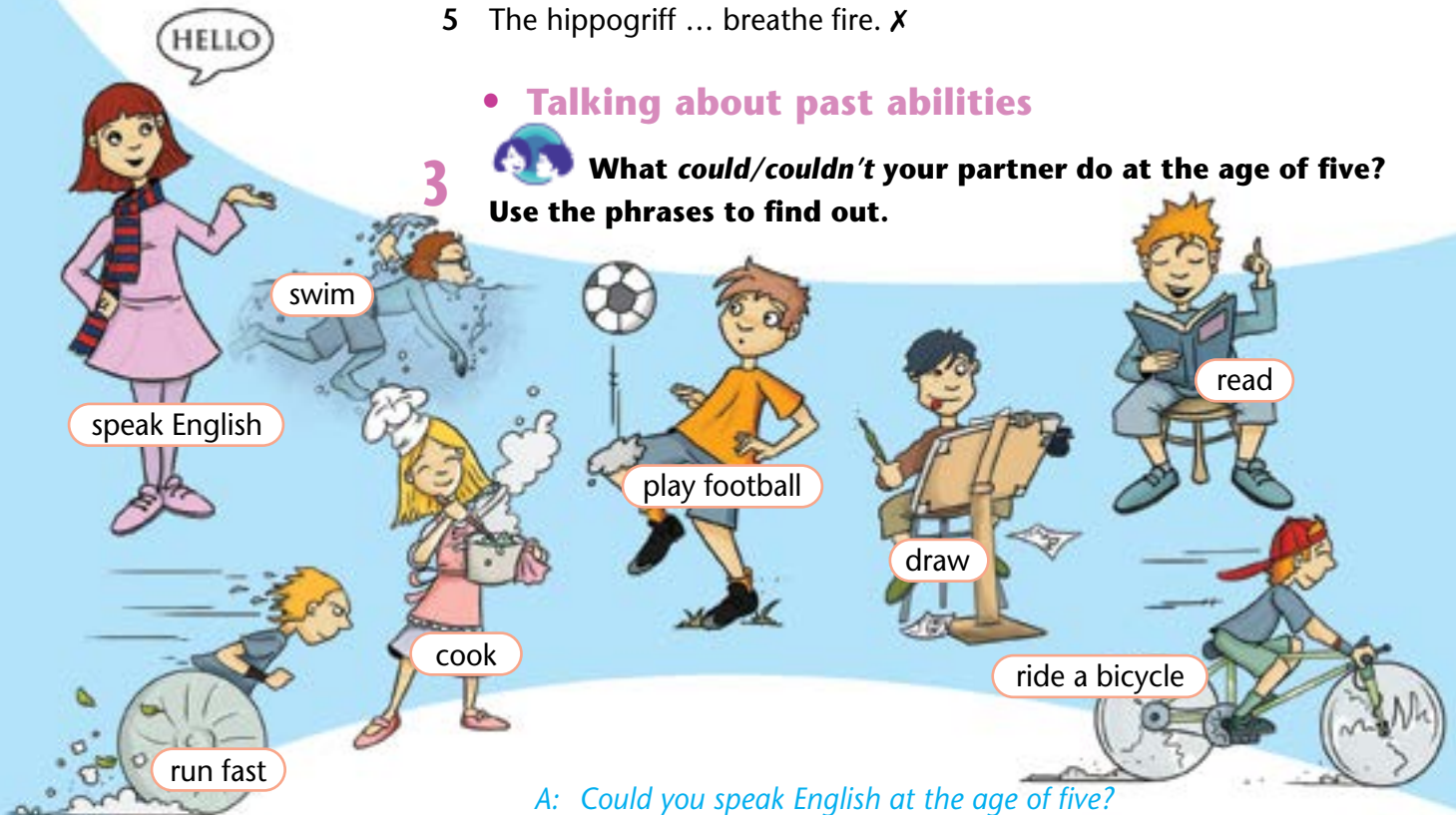
Affirmative	I/you/he/she/it/we/you/they could ...
Negative	I/you/he/she/it/we/you/they couldn't ...
Interrogative	Could I/you/he/she/it/we/you/they ...?
Short Answers	Yes, I/you/he, etc could./No, I/you/he, etc couldn't .

2 Complete with: could or couldn't. Write in your notebook.

- 1 The phoenix ... be born again from the ashes. ✓
- 2 The unicorn ... burst into flames. ✗
- 3 Dragons ... fly very high. ✓
- 4 Centaurs ... fly. ✗
- 5 The hippogriff ... breathe fire. ✗

- **Talking about past abilities**

3 What could/couldn't your partner do at the age of five? Use the phrases to find out.



A: *Could you speak English at the age of five?*

B: *Yes, I could./No, I couldn't.*

4 Complete the sentence in your notebook.

When I ... six years old, I could ... and ..., but I couldn't ... or

• **Past simple – regular verbs (affirmative)**

Affirmative

I played tennis yesterday.
 You played tennis yesterday.
 He played tennis yesterday.
 She played tennis yesterday.
 It played tennis yesterday.
 We played tennis yesterday.
 You played tennis yesterday.
 They played tennis yesterday.

5 Read the theory.

Form: verb + **-ed**

Spelling:

- Verbs ending in **-e** take only **-d**. *I hate – I hated*
- Verbs ending in a **consonant** + **-y** drop the **-y** and take **-ied**.
I try – I tried, I cry – I cried
- Verbs ending in a vowel + **-y** retain the **-y** and take **-ed**. *I stay – I stayed*
- Verbs ending in **one stressed vowel between two consonants** double the last consonant and take **-ed**. *I shop – I shopped*
- Verbs ending in a vowel + **-l** double the **-l** and take **-ed**. *I travel – I travelled*

Use: The **past simple** is used to talk about actions which took place at a particular time in the past. *They arrived in Madrid last Saturday.* (When? Last Saturday. – The time is stated.) *They travelled by train.* (When? Last Saturday. – The time is implied.)

Time expressions used with the past simple: *yesterday, last week, last month, last year, two days/weeks/months/years ago, in 1957, etc.*

Study Skills

Pronunciation

We pronounce **-ed**:

- /ɪd/ after verbs that end in /t/ or /d/.
wanted, needed
- /t/ after verbs that end in /k/, /s/, /tʃ/, /ʃ/, /f/, or /p/.
asked, helped, finished
- /d/ after verbs that end in all other sounds.
lived, used, stayed

6 Copy the table in your notebook. Write the verbs in the correct column. Read them aloud. Pay attention to the pronunciation.

- live • want • stay • cry • love • ask • arrive • bury • copy
- use • carry • grab



-d	-ed	-ied
<i>lived</i>		

7 Put the verbs in brackets into the past simple. Write in your notebook.

Vasco da Gama was born in Sines, Portugal in 1469. He was an explorer. He **1** ... (**discover**) a route from Portugal to the eastern countries. He **2** ... (**start**) his journey in 1497. He **3** ... (**sail**) for almost a year before he **4** ... (**reach**) India. He **5** ... (**stay**) there for three months. Da Gama **6** ... (**return**) to Portugal in 1499. People **7** ... (**treat**) him as a hero and the king **8** ... (**reward**) him. Vasco da Gama **9** ... (**die**) during another stay in India in 1524. Fifteen years later, they **10** ... (**bury**) him in Vidigueira, in Portugal.



• **Describing a film**

1 a)   **Listen and repeat. The sentences are from a dialogue between two friends. What is the dialogue about?**

- How was your weekend? • I'm sorry about that. • Which film?
- It was brilliant. • What's it about? • Sounds exciting.
- Who stars in it?

b)  **Listen and read to find out.**

2 **Read the dialogue and decide if the sentences are T (true) or F (false). Write in your notebook.**

- | | |
|----------------------------|-------------------------------------|
| 1 Bill watched a comedy. | 3 The special effects weren't good. |
| 2 It was a very good film. | 4 Bill tells Ann to see the film. |

Ann: Hi, Bill. How was your weekend?

Bill: Not so good. I had lots of homework to do.

Ann: I'm sorry about that.

Bill: That's OK. I watched a nice adventure film.

Ann: Which film?

Bill: *Wonka*. It was brilliant.

Ann: Really? What's it about?

Bill: It's about how Willy Wonka became the person we know today.

Ann: Sounds exciting. Is there lots of action?

Bill: Yes, there is. The special effects are amazing too.

Ann: Who stars in it?

Bill: Timothée Chalamet plays Wonka. Hugh Grant is Oompa-Loompa.

Ann: It sounds great.

Bill: Go see it! It's fantastic.

Watch promo videos of films for children or young teens. Tell the class a short summary of each.

3  **Find sentences in the dialogue which mean the following:**

- | | |
|-------------------------------|----------------------------|
| 1 Did you enjoy your weekend? | 3 Sounds really good. |
| 2 That's too bad. | 4 Which actors were in it? |

4  **Act out a similar dialogue about a film you watched on TV or DVD.**



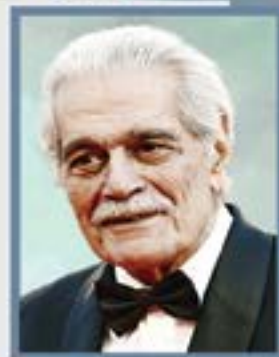
J. K. ROWLING

was born on 31st July, 1965 in Gloucestershire, England. As a child, she liked reading and writing fantasy stories. Her first story was about a sick rabbit. Today, almost everyone knows her for her fantasy books. The Harry Potter series is her most famous work. There are about 400 million copies worldwide in 65 languages!



OMAR SHARIF

was a very famous actor. He was born in Alexandria, Egypt. His father was a merchant. When he was 4 years old, they moved to Cairo. Omar worked at his father's business, but he always wanted to be an actor. In 1954, he played with Faten Hamama and people liked him a lot. He changed his name from Michel Demitri Chalhoub to Omar Sharif. His most well-known roles are Sherif Ali in Lawrence of Arabia and Doctor Zhivago.



Check these words

- fantasy story
- series • copy
- worldwide
- merchant

Note

Noun formation

We form person nouns adding **-er**, **-ist** to the verb. *write* – *writer*, *art* – *artist*

Did you know?

Rowling and Harry Potter share the same birthday, July 31.

1 In one minute, write as many jobs as you can think of. Check with your partner.

writer, teacher, ...

2 What do you know about the people in the pictures? Which country was each born in? Who was an actor? Who is a writer? Which are their most famous works?

Listen, read and check.

Investigation

3 **ICT** Think of a famous actor or writer in your country or another country. Collect information. Write a short paragraph about him/her. Use the texts above as models. Write:

- where he/she was born
- what he/she is/was good at
- why he/she is famous
- what are his/her most famous works



1 Leonardo da Vinci used mirror writing, starting at the right side of the page and moving to the left! Can you rewrite Leonardo's sentences in the correct way in your notebook?

1 I was born in Florence, Italy.
 2 The last supper is one of my favourite paintings.
 3 I was also a very talented musician.
 4 I invented a type of helicopter.
 5 I could paint with one hand and write with the other!



5 a) Read the song and fill in the missing verbs.

- remember • changes • invent • paint
- grow • fulfil • ignore • find • take
- come

Listen and check.



A PART OF HISTORY

The world around us 1) ... fast
 And soon today will be the past
 But you can make your dreams 2) ... true
 And make the world 3) ... you

*However hard you think it seems
 You know you can 4) ... your
 dreams*

*So be the best that you can be
 And write a part of history*

Some can change the world
 through art
 They 5) ... or write what's in their
 heart

Scientists can change things, too
 They find or 6) ... something new

Great things 7) ... from small ideas
 So 8) ... a chance, 9) ... your fears
 Live your dreams and you might 10) ...
 You're leaving something great
 behind.

Quiz



2 Do the quiz. Decide if the sentences are T (true) or F (false). Write in your notebook.

- 1 Elvis Presley lived in England.
- 2 The Phoenix was a pretty bird.
- 3 Centaurs were from Greece.
- 4 Hua Mulan could fight with a sword.
- 5 J. K. Rowling is American.
- 6 Omar Sharif was a merchant.

3 Look at Module 4 and write a T/F quiz of your own in your notebook.

Project

4 Prepare an exhibition of famous characters, dead or alive. Stick/Draw pictures, then write their personal details, appearance and character.

b) How can someone be a part of history according to the singer?

1 Write the opposites in your notebook.

- | | |
|-----------------------|-----------------|
| 1 patient ≠ i ... | 6 brave ≠ c ... |
| 2 honest ≠ d ... | 7 plump ≠ t ... |
| 3 hardworking ≠ l ... | 8 tall ≠ s ... |
| 4 clever ≠ s ... | 9 old ≠ y ... |
| 5 funny ≠ s ... | |

(9x3=27)

2 Match the words. Write in your notebook.

- | | |
|--------------|---------|
| 1 curly | a lips |
| 2 well-built | b hair |
| 3 full | c face |
| 4 round | d mouth |
| 5 wide | e body |

(5x2=10)

3 Fill in: was/wasn't, were/weren't. Write in your notebook.

- Anna ... at school yesterday. (X)
- I ... born in May. (✓)
- There ... a good film on TV last night. (✓)
- We ... at the cinema two days ago. (✓)
- There ... any people at the museum on Saturday. (X)

(5x1=5)

4 Complete the dialogue with the correct form of could. Write in your notebook.

- A: 1) ... you read when you were five?
 B: No, I 2) How about you?
 A: Yes, I 3)
 B: 4) ... you write?
 A: No, I 5) How about you?
 B: I 6) ... write my name.

(6x3=18)

5 Put the verbs in brackets into the past simple. Write in your notebook.

- I ... (watch) TV last night.
- She ... (play) tennis on Monday.
- Tim ... (listen) to music yesterday.
- He ... (travel) to Spain last year.
- Jane ... (bake) a cake last night.

(4x5=20)

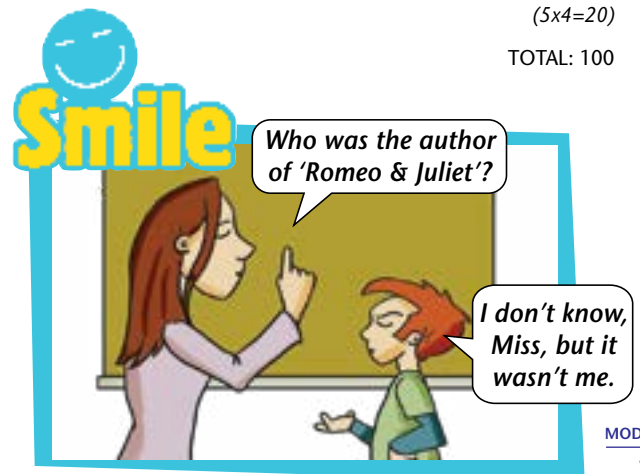
6 Complete the exchanges in your notebook. Use:

- How was your weekend?
- What did you watch? • Who stars in it?
- It was brilliant. • Go see it! It's fantastic.

- A: How was the film?
B: ...
- A: It sounds great.
B: ...
- A: ...
B: Not so good.
- A: ...
B: Zac Efron and Vanessa Hudgens.
- A: ...
B: *Shrek 3*.

(5x4=20)

TOTAL: 100



Monstertrackers!



Dear Monstertrackers,
I come from Venezuela. In the Amazon forest there are giant spiders and they are so big that they can eat birds!
Do you dare to come here?
Penelope

2 Giant spiders

1

What's wrong, Boogey? You don't usually sleep with us!



Well, I hate spiders. I want to sleep in a hammock tonight!

Next morning ...

2

Look, Phil. Net curtains in the jungle – how cute!



Err, Candy ... they're not net curtains!

3

Wow! It's a huge spider's web.

Right, team. Time to hunt for giant spiders! Let's split up and meet back here in an hour.



4





5

Hey! Are you OK, Boogey?

6

A giant spider?
Where is it?
How big is it?

How fast
does it run?

Help! A giant spider!
I hate spiders!

STOP! No more questions!
Just boogey me out of here!

Exercises

1 Look at the pictures. What is the story about?

🎧 Listen and check.

2 Read and answer the questions in your notebook.

- 1 Where's Penelope from?
- 2 What spiders are there in the Amazon forest?
- 3 Why does Boogey want to sleep with the others?
- 4 What are the net curtains?
- 5 How big is the spider?

3 Label the pictures. Write in your notebook.

- spider • jungle • hammock • web • curtains • hut
- forest • hate



4 Complete the summary in your notebook. Use the words in Ex.3.

The Monstertrackers are in the Amazon 1) They stay in a 2) They want to see giant 3) Boogey wants to sleep in a 4) He is afraid to sleep outside. Next morning, Candy thinks she sees 5) ... at the window. It's a spider's 6) The Monstertrackers split up in the 7) Boogey 8) ... giant spiders and wants to go back home.

Fact or Fiction?

There really are giant spiders in Venezuela. They eat birds, snakes and rats.



MY PROGRESS

Write in your notebook.

My favourite activity



ICT

Project



ACROSS CULTURES



Self-evaluation

- I can talk about famous people.
Jane Austen was a British writer.
- I can describe mythical creatures.
It's got a single eye.
- I can talk about people's appearance and character.
She's tall and thin with curly hair and blue eyes.
She's patient.
- I can talk about past abilities.
I could cook when I was 10.
- I can write a paragraph about my favourite film character.
- I can describe a film.

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 in time for class.
- 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 ★★★



Let's have fun

▶▶ What's in this module?

- UK/USA festivals – celebrations
- party time
- holiday greetings & wishes
- music
- past simple – irregular verbs (affirmative)
- past simple – regular/irregular verbs (negative/interrogative & short answers)
- describing a music event

Find the page numbers for

- an email
- a Spring Festival
- an invitation card

Vocabulary

- UK/USA Festivals/ Celebrations

1 What do people in the UK/USA do during celebrations? Use the phrases to tell the class.

1 They eat a traditional meal.

2 Prepare a poster of celebrations in your country. Find photos. Present them to the class.

1 USA – Thanksgiving (fourth Thursday of November)



eat a traditional meal

2 UK – Notting Hill Carnival (August bank holiday weekend)



wear masks and costumes

3 UK – Remembrance Day (11th November)



watch a street parade

4 UK/USA – Easter (March/April)



children hunt for eggs

5 UK/USA – Christmas (25th December)



open presents

6 UK/USA – Valentine's Day (14th February)



give chocolates

7 UK – St Patrick's Day (17th March)



paint their faces and wear green clothes

8 UK – Bonfire night (5th November)



light a fire

9 UK/USA – New Year's Eve (31st December)



watch a fireworks display



A world of parties

People love to party and there are all sorts of parties all over the world all the time.

Take a look at one of these great celebrations from one part of the world.

I enjoyed myself a lot at Mardi Gras in New Orleans last February. It was an amazing festival. There were over sixty parades. People were in colourful costumes and carnival masks and there was music and dancing in the streets and cafés every night. My friends and I danced. We all tried the King Cake too. It's an oval cake with purple, green and gold icing and a special bean inside. It's delicious! The person who gets the bean, buys the cake the next time. We were all so excited.

(Carol, New Orleans, USA)

Check these words

- colourful • oval
- icing • bean

Did you know?

Mardi Gras means 'fat Tuesday'.

Reading

1 a) Read the title, the introduction and the first sentence of the text. What festival is the text about?

b)  Think of a question about the text.

 Listen and read. Can you answer your question?

2 a) Read the text again and answer the questions in your notebook.

- 1 Where do they celebrate Mardi Gras?
- 2 When is Mardi Gras?
- 3 How did Carol celebrate Mardi Gras?
- 4 What does the person who gets the bean in the King Cake do?

b) What is the main idea of the text?

c) List the verbs in the past tense in the text in your notebook.

Vocabulary

• Party time

3   Listen and repeat.



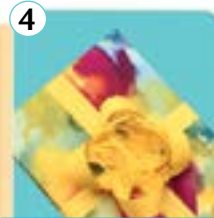
1 (let off) fireworks



2 (make) a birthday cake



3 (hire) a band



4 (bring) presents



5 (put up) balloons



6 (light) candles



7 (throw) streamers



8 (wear) hats



9 (hire) a juggler



10 (watch) a clown



11 (buy) pizzas



12 (buy) sweets



13 (make) burgers



14 (make) sandwiches



15 (put up) banners

! Organise a fancy dress party. Think about: *place* – *date* – *activities*. Prepare a poster. Show your poster to the class.

Speaking

4 Which of these things do you usually do at your birthday party? Tell the class.

We usually make a birthday cake.

Writing

5 **Portfolio** Complete the email to your friend telling him/her about your last birthday party. Use the ideas in Ex. 3. Keep it in your portfolio.

Hi ... ,
I had a great time It was I had ... and
I also had I was very
Write soon,
...

Affirmative

I **ate** a pizza yesterday.
 You **ate** a pizza yesterday.
 He **ate** a pizza yesterday.
 She **ate** a pizza yesterday.
 It **ate** a pizza yesterday.
 We **ate** a pizza yesterday.
 You **ate** a pizza yesterday.
 They **ate** a pizza yesterday.

- **Past simple – irregular verbs (affirmative)**

1 Read the theory. Do we use *-ed* to form the *past simple* of the irregular verbs?

Some verbs do not take *-ed* to form their past simple tense. See list of irregular verbs at the end of the book.

We use the **past simple** to talk about actions that happened at a certain time in the past.

She got her degree in 2017. (When? In 2017 – stated time)

She then moved to London. (When? In 2017 – implied time)

2 Match the verbs to their past forms. Write in your notebook. Check in the list of irregular verbs at the back of the book.

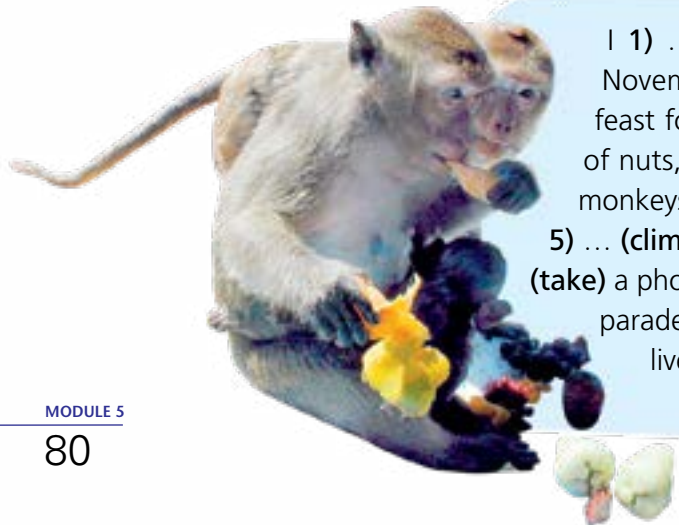
1 come	9 make
2 find	10 throw
3 buy	11 sing
4 drink	12 ride
5 eat	13 take
6 give	14 wear
7 go	15 let
8 have	16 do

a rode	i did
b ate	j sang
c went	k took
d came	l had
e wore	m bought
f let	n gave
g made	o threw
h found	p drank

3 Put the verbs in brackets into the *past simple*. Write in your notebook. Which verbs have got irregular past forms?

I 1) ... (**go**) to Lopburi, Thailand, for the Monkey Festival in November. It was brilliant. The people 2) ... (**prepare**) a huge feast for the monkeys at an ancient temple. They 3) ... (**put**) lots of nuts, fruit and vegetables on large tables for the monkeys. The monkeys 4) ... (**be**) very happy with the food. One of the monkeys 5) ... (**climb**) on my shoulder and 6) ... (**pull**) my hair. My mum 7) ... (**take**) a photograph of me and the monkey. Then, we 8) ... (**see**) a big parade of children in monkey costumes. We also 9) ... (**listen**) to live music. I 10) ... (**have**) a fantastic time.

(Aran, Bangkok, Thailand)



Negative

I **did not/didn't** play tennis.

You **did not/didn't** play tennis.

He **did not/didn't** play tennis.

She **did not/didn't** play tennis.

It **did not/didn't** play tennis.

We **did not/didn't** play tennis.

You **did not/didn't** play tennis.

They **did not/didn't** play tennis.

• Past simple – regular/irregular verbs (negative)

4 Read the theory and complete the rule in your notebook.

Form: noun/pronoun + ... + base form of the main verb.

I didn't listen to music yesterday. I didn't eat pizza yesterday.

We form the negative form with the subject + **did not/didn't** + base form of main verb. *We didn't go* (NOT: ~~We didn't went.~~)

5 Rewrite the sentences using the words in brackets. Write in your notebook.

- 1 They went to the park. (party)
They did not/didn't go to the park.
They went to a party.
- 2 They wore jeans. (costumes)
- 3 The boys played tennis. (a game)
- 4 The girls watched TV. (dance)
- 5 They ate sandwiches. (pizza)
- 6 They drank coffee. (cola)



6 Put the verbs in brackets into the past simple. Write in your notebook. Which verbs have irregular past forms?

Hi Monica,

I 1) ... (go) to the Hogmanay street party in Edinburgh with my friends. We 2) ... (have) a fantastic time. There 3) ... (be) six concerts in different places. Some people 4) ... (dance) traditional Scottish dances and others 5) ... (sing). We 6) ... (not/take) any photographs because we 7) ... (not/bring) our camera. At midnight they 8) ... (let off) fireworks. We really 9) ... (enjoy) it. Got to go now!

Love,
Kate

Speaking & Writing

7 Write three things you did yesterday and three things you didn't do yesterday in your notebook. Tell the class.



Reading

- 1 a) Look at the texts. What are they about?
 Listen, read and check.

You're invited!

Come and celebrate Laura's 12th birthday!
 Saturday, 13th May
At: 8 pm
At: Rainbow Room Café, 45 Oak Street
 RSVP to Mrs Woods on 07981 545348
 by Wednesday, 10th May

1 ...

4th Annual Waterstone Spring Fest

Join us this year in our Spring Celebration!

When: Saturday, 20th February at 3 pm

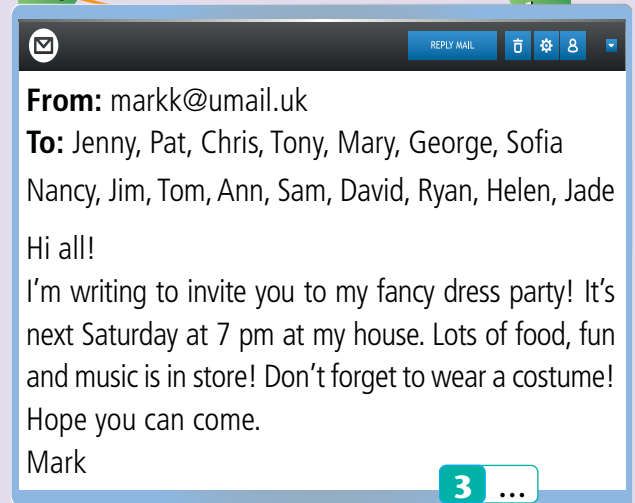
Where: Waterstone Central Park

Come and enjoy parades, games, live music, shows, fireworks displays and lots of great food and drinks.

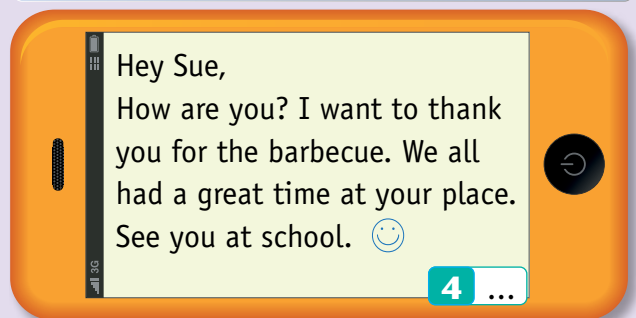
For tickets or information, visit our website: www.waterstonespringfest.co.uk.



2 ...



3 ...



4 ...

Check these words

- invite • forget
- annual • join

- b) Look at the texts. Which is a text message? a card? a poster? an email?

- 2 Read the texts again and decide if the sentences are T (true) or F (false). Write in your notebook.

- 1 Laura's birthday party is at her house.
- 2 The Waterstone Spring Fest takes place every year.
- 3 There isn't any live music at the festival.
- 4 Mark wants people to dress up for his party.
- 5 The barbecue was at Sue's house.

- 3 Look at text 1. When is Laura's birthday party? What time? Where?

Speaking

• Holiday greetings and wishes



4 **Match the greetings (1-6) to the wishes (A-F). Write in your notebook. Then, practise with your partner.**

- | | |
|-----------------------|--|
| 1 Happy Easter! | A Have a Merry Christmas. |
| 2 Happy Christmas! | B You are the best mum ever! |
| 3 Happy New Year! | C Wishing you a fun day filled with magical surprises! |
| 4 Happy Father's Day! | D Have a great Easter! |
| 5 Happy Halloween! | E Dad, you are my world. |
| 6 Happy Mother's Day! | F Hope this year brings peace and warmth to you and your family. |

Listening

5 **Listen to David inviting Patrick to a party and fill in the gaps in the card. Write in your notebook.**

1) ... party

When: 2) ... at 8 o'clock

Where: David's 3) ...

Activities: Lots of music, 4) ... , food and drinks

RSVP: on 5) ... before Friday

SMS

Language

2 → two, to, too
 2DAY → today
 2NITE → tonight
 4 → for, four
 4EVER → forever
 8 → ate
 BBQ → barbecue
 C → see
 G2G → got to go
 GR8 → great
 IDK → I don't know
 LOL → laughing out loud
 L8R → later
 OMG → Oh my goodness!
 PLS → please
 PS → parents
 R → are
 THX → thanks
 U → you
 UR → you're, your

Writing

6 a) **Look at the SMS language box and write the text message in Ex. 1 using the SMS language. Write in your notebook.**

b) **Portfolio** **Imagine you're having a party. Write an invitation to your friends. Include:**

- what type of party it is
- when it is (date & time)
- where it is
- some activities/things you plan to have

Use one of the types of invitations in Ex. 1. Keep it in your portfolio.

c) **Exchange invitations. Imagine you went to the party. Send an SMS to your friend to thank him/her.**

Note

We **do not use** the past form of the main verb in short answers. We use **did** or **didn't**.

Yes, he did.

(NOT: ~~Yes, he went.~~)

- **Past simple – regular/irregular verbs (interrogative/short answers)**

1 Complete the table. Write in your notebook.

Interrogative	Short answers
Did I play a game yesterday?	Yes, I did./No, I didn't.
Did you play a game yesterday?	Yes, you did./No, you 2)
Did he play a game yesterday?	Yes, he 3)/No, he didn't.
Did she play a game yesterday?	Yes, she did./No, she didn't.
1) ... it play a game yesterday?	Yes, it did./No, it 4)
Did we play a game yesterday?	Yes, we did./No, we didn't.
Did you play a game yesterday?	Yes, you did./No, you 5)
Did they play a game yesterday?	Yes, 6) ... did./No, 7) ... didn't.

We use:

Did + noun/pronoun + base form of the main verb to form the interrogative of the past simple. *Did he go?* (NOT: ~~Did he went?~~)

2 Look at the picture. What did Julie do at the fancy dress party? Write questions and answers, as in the example.



Think of your last birthday party. Your partner asks you questions to find out when, where and how you celebrated it.



- | | |
|---|--|
| <p>1 (drink/milk)
<i>Did Julie drink milk at the party?</i>
<i>No, she didn't.</i></p> <p>2 (dance)</p> | <p>3 (wear/a costume)</p> <p>4 (paint/face)</p> <p>5 (eat/burgers)</p> <p>6 (play/board games)</p> |
|---|--|

3 Put the verbs in brackets into the past simple. Write in your notebook.



Hi Nick!
 How are you? I'm fine! I 1) ... (go) to a food festival with my brother last weekend. It was fun. I 2) ... (try) different dishes from all around the world. My brother 3) ... (take) many photographs of the parade. I 4) ... (want) to get my face painted, but I 5) ... (not/have) enough money. I 6) ... (spend) it all on some delicious sweets. Yum! At night, we 7) ... (watch) a fireworks display and then we 8) ... (listen) to some live music. We 9) ... (have) a great time! How 10) ... (be) your weekend? 11) ... (you/do) anything special?
 Write back soon,
 Melanie

4 Read the text in Ex. 3 again. Write questions and answers, as in the example in your notebook.

- | | |
|--|--|
| <p>1 Melanie/go/film festival/last weekend?
 <i>Did Melanie go to a film festival last weekend? No, she didn't. She went to a food festival.</i></p> | <p>2 Melanie/want/buy a mask?
 3 they/watch/a football match?
 4 they/dance/to live music?
 5 they/have/a terrible time?</p> |
|--|--|

Did you listen to music yesterday afternoon?



No, I didn't.

5 What did you do yesterday afternoon? Talk with your friend.

- listen to music • watch TV • play computer games • study English
- visit a friend • cook dinner

6 Portfolio Write a short email to your friend about what you did/didn't do last Saturday. Ask him/her two questions about Saturday. Keep it in your portfolio.



Hi ...!
 How ...? I ... with ... last Saturday. We ... the whole day there. In the morning, we In the afternoon, we I ... very much. It ... fun! How ...? Did you ...?
 Write soon,
 ...

- Describing a music event

1 Listen and repeat.

- How was your weekend? • It was fantastic! • When was it?
- What exactly happened? • Did your band take part?
- Did you have a nice time? • And guess who won!
- I'm so glad for you!

2 The sentences in Ex. 1 are from a dialogue between two friends. What is the dialogue about?

Listen and find out.

Olga: Hi, Betty. How was your weekend?

Betty: Hi, Olga. It was fantastic. We had a music competition at school.

Olga: Really? When was it?

Betty: Last Saturday at 6:00.

Olga: Oh, I didn't know about it. What exactly happened?

Betty: Well, there were 10 bands from various schools.

Olga: Did your band take part?

Betty: Of course. I played the drums, Tom played the guitar, Sam played the keyboard and Laurie sang.

Olga: Wow! Did you have a nice time?

Betty: Oh, yes. And guess who won!

Olga: Don't tell me!

Betty: Yes, we won first prize. I still cannot believe it.

Olga: I'm so glad for you!

Do you play any of these instruments?



guitar



violin



piano



drums



accordion



trumpet



keyboard

Study Skills

We use high rising tone to express disbelief and great surprise.

3



Imagine you attended the music event in the poster. Use the information to act out a dialogue similar to the one in Ex. 2

MUSIC COMPETITION

Hanford Hall
Wednesday March 3
6:00-10:00 pm

8 bands
dance & snacks
Tickets: £2



- Intonation

4 Listen and repeat.

- Wow! • That's great! • Really? • That's lovely! • Are you serious?
- Is that so! • How interesting! • What?



The Joys of Spring



People enjoy a good celebration, and one of the best times of the year to have one is spring! The warm sunshine and colourful flowers make people want to spend time outdoors with family and friends. We asked people to tell us about their favourite spring festivals in the UK and Portugal. Let's take a look:

The Madeira Flower Festival

Last April, I went to the Madeira Flower Festival. I was in the parade and rode on one of the flower floats. I wore a beautiful costume and a red hat with red and white flowers. I threw flowers from the float to the people on the street. After the parade, we made a beautiful mural of flowers called "The Wall of Hope". Later in the day, people sang and danced in the streets. It was a wonderful festival!

(Armanda – 12, Portugal)

The Scarecrow Festival

My parents took me to the Scarecrow Festival in Urchfont, Wiltshire, UK last May. I had so much fun! There were scarecrows in the gardens for the Scarecrow Trail. My dad bought us a clue sheet and a map and we started to walk around the village trying to find which scarecrow matched each clue. After we found the scarecrows, we had some ice cream. It was delicious. We also listened to a local band. It was a great day!

(Thomas – 13, UK)



1



Read the title and the introduction.

What do you think the text is about?



Listen, read and check.

2



Listen and read the text again and decide if the sentences are T (true) or F (false). Write in your notebook.

- 1 Amanda wore a hat at the flower festival.
- 2 There was a street of flowers at the flower festival.
- 3 There wasn't any music at the festivals.
- 4 The Scarecrow Festival was in May.
- 5 People follow a map to find the scarecrows.

3

Copy and complete the tables with the information in the text in your notebook. Present it to the class.

SPRING FESTIVALS

Name: ...

Place: ...

Month: ...

Activities: ...

Name: ...

Place: ...

Month: ...

Activities: ...

Project & Investigation

4



ICT

Collect information about spring festivals in your country. Make a collage. Present them to the class.

Check these words

- sunshine • outdoors
- scarecrow • float
- mural • clue sheet
- map • match



1 Complete the crossword with the *past simple* of the verbs below in your notebook.

Across

- 1 have
- 4 make
- 6 come
- 8 wear
- 9 take
- 10 give

Down

- 2 drink
- 3 go
- 5 eat
- 7 buy

Traditions



Traditions make a country great
 I'm sure you will agree
 They make us think about our past
 And how things used to be
 And so, through all the centuries,
 Traditions will survive
 Our holidays and festivals
 Will keep them all alive

*So let's keep our traditions strong
 And follow them with pride
 Let's think of what they teach us all
 And let them be our guide*

Traditions have an influence
 On things we do and say
 We may not realise it, but
 We use them every day
 We use them when we greet our
 friends
 And when we eat a meal
 We use them in our work and play
 That's how we keep them real

5 **THINK!** **Listen and read the song. Why is it important to keep our traditions?**



Quiz



2 Do the quiz in your notebook. Decide if the sentences are *T* (true) or *F* (false).

- 1 People celebrate Mardi Gras in New Orleans.
- 2 A king cake is red and white.
- 3 The Monkey Festival is in December.
- 4 The Scarecrow Festival is in Madeira.
- 5 People call the flower mural the Wall of Hope.

3 Look at Module 5 and write a quiz of your own similar to the one above.

Game

Chain story
A holiday to remember

4 Make up a story that matches the title above.

- S1: Last summer, we travelled to ...
- S2: We wanted ...

1 Choose the correct word. Write in your notebook.

- 1 Mardi Gras is a **celebration/parade** in New Orleans.
- 2 We wore **hats/bands** at the party.
- 3 My dad **travelled/wondered** to Rome last Saturday.
- 4 We **threw/hired** a juggler for my birthday party.
- 5 The birthday cake had golden **icing/bean** on it.
- 6 People wear **colourful/delicious** costumes at Mardi Gras.
- 7 I rode on a **mural/float** in the parade.

(7x2=14)

2 Put the verbs in brackets into the *past simple*. Write in your notebook.

- 1 We ... (**have**) a great time at the Venice Carnival last year.
- 2 What dress ... (**you/wear**) to the party last night?
- 3 We ... (**try**) the local dishes at the funfair.
- 4 We ... (**not/buy**) enough pizzas for the party.
- 5 When ... (**the circus/come**) to town?
- 6 ... (**your mum/make**) this delicious cake?
- 7 The Watsons ... (**go**) to Moscow for the Russian Winter Festival last week.
- 8 Tom and Anna ... (**listen**) to their favourite band at the festival.
- 9 I ... (**not/give**) the monkeys any nuts.
- 10 He ... (**take**) many photographs of the parade.

(10x3=30)

3 Write complete sentences in your notebook.

- 1 you/visit/a museum/last week?
- 2 Steve/not dance/at the party/last night.
- 3 your friends/have/fun/at the festival?
- 4 he/leave/the party/at 11 pm?
- 5 the boys/not play/basketball/on Saturday.
- 6 Bill/buy/a mask/at the festival.

(6x6=36)

4 Fill in: *When was it? – I'm so glad for you! – Did you take part? – How was your weekend?* Write in your notebook.

Will: Hi Joan. 1) ...

Joan: It was amazing. I took part in a music competition.

Will: Really? 2) ...

Joan: Last Friday at 7:00.

Will: 3) ...

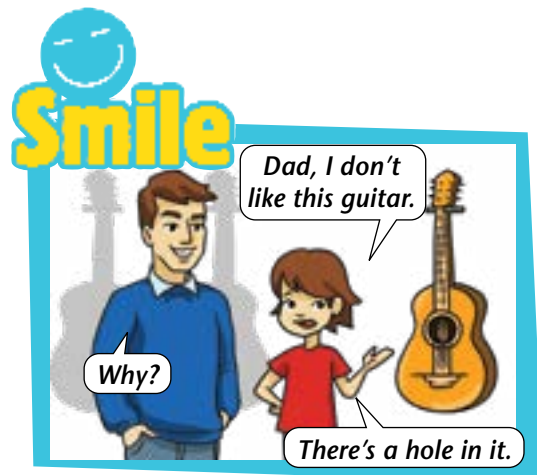
Joan: Of course and guess what! I won first prize!

Will: 4) ...

Joan: I still cannot believe it.

(4x5=20)

TOTAL: 100





MY PROGRESS

Write in your notebook.

My favourite activity



ICT

Project




ACROSS CULTURES



Self-evaluation

- I can talk about festivals and celebrations.
They eat a traditional meal on Thanksgiving.
- I can describe a party.
We usually make a birthday cake.
- I can describe a music event.
- I can write an invitation email.

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 in time for class.
- 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 ★★★

Out and about

▶▶ What's in this module?

- types of holidays & holiday activities
- means of transport
- the weather
- comparatives
- *too* & *very*
- prepositions of movement
- prepositions of place
- buying a train ticket

Find the page numbers for

- a joke
- train tickets
- weather symbols

Vocabulary

• Types of holidays & Holiday activities

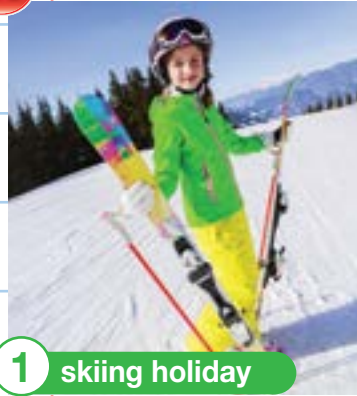
1 🎧 Listen and repeat. Which of these holidays can you go on in your country?

2 Which of the following do you like doing while on holiday? Tell your partner.

- take photographs
- swim in the sea
- send postcards
- sit by the pool
- buy souvenirs
- go skiing
- go sightseeing
- play in the snow
- eat local dishes

I like sitting by the pool.

I don't like taking photographs at all.



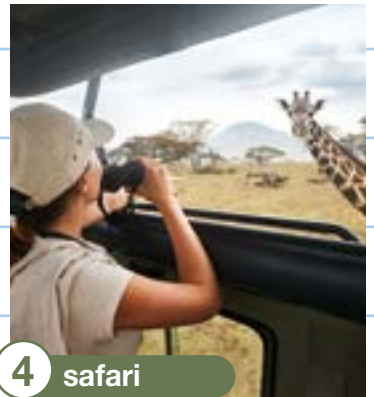
1 skiing holiday



2 walking holiday



3 sightseeing holiday



4 safari



5 cruise



6 beach holiday



Check these words

- dull • sight
- ceremony
- accommodation

- 1 **Look at the text. Think of three questions about London. Read the text and see if you can answer your questions.**
- 2 **Read and complete the text. Use the headings below. Write in your notebook.**



Destination London, UK



1) ...

There are lots of things to see and do in London. Walk around the centre and see famous landmarks like Big Ben and Westminster Abbey. Also, don't miss the famous 'Changing of the Guard' ceremony at 11:30 am at Buckingham Palace.

2) ...

There are over 40,000 shops in London. Oxford Street is a very busy high street with over 300 shops. London's also got many markets. A walk through Camden Lock Market is a must.

3) ...

There are many nationalities in London. In fact, you can try food from all around the world. Make sure you try the UK's favourite dish – fish and chips!

4) ...

London has got many different means of transport. You can use the underground train system or one of the red double-decker buses. You can also take one of London's famous black taxis. The drivers know every single street in London. That's 25,000 streets!

5) ...

London has got every type of accommodation you can imagine. From luxurious hotels to bed and breakfasts, you aren't going to have a problem finding somewhere to stay!

Getting around

Shopping

Sights and Attractions

Eating

Accommodation

- 3 **Listen and read the text again and decide if the sentences are T (true) or F (false). Write in your notebook.**

- 1 You can see the 'Changing of the Guard' at Westminster Abbey.
- 2 There are over 300 shops on Oxford Street.
- 3 There aren't many nationalities in London.
- 4 The double-decker buses are red.
- 5 There are only luxurious hotels and bed and breakfasts in London.

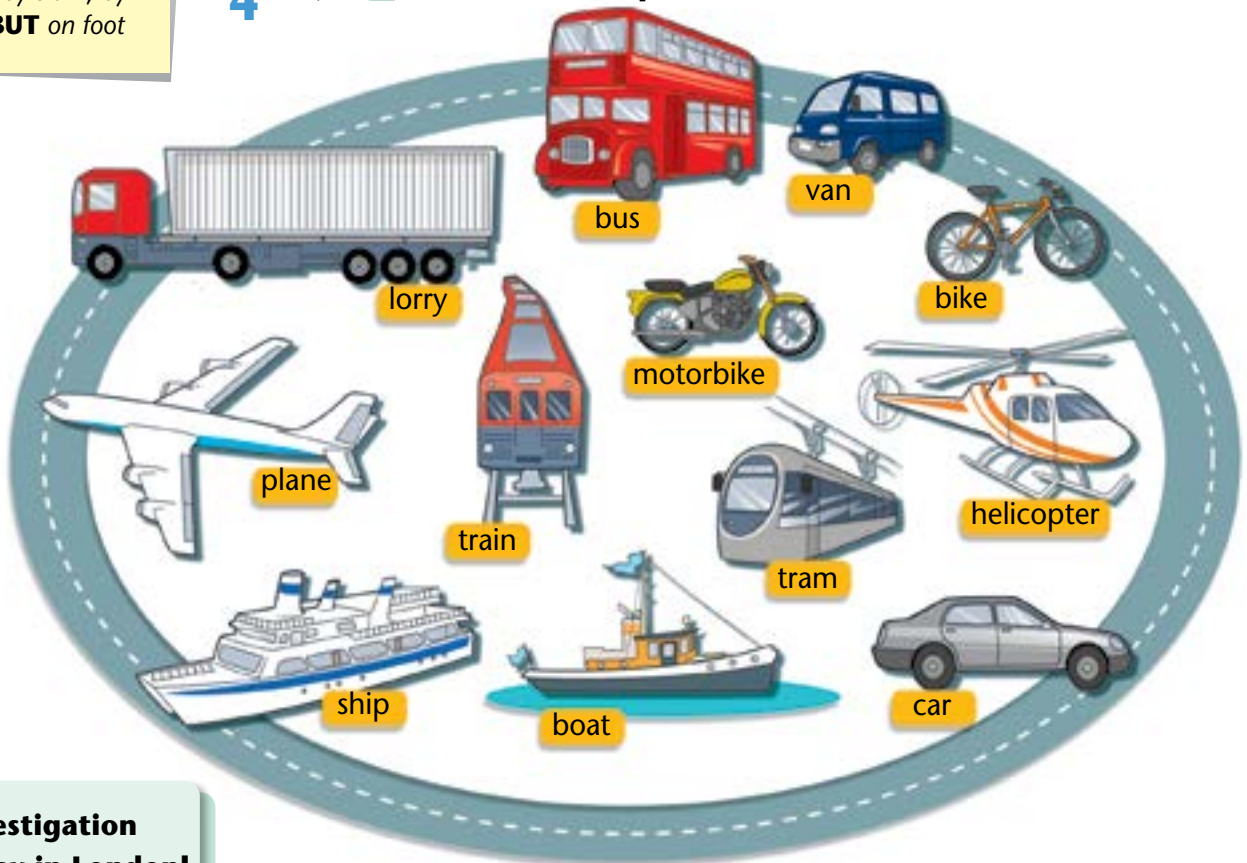
Note

by car, by train, by plane **BUT** on foot

• Means of transport

4

a)   Listen and repeat.



Investigation A day in London!


Find a brochure/
map of London
online. Select
which sights to
visit and how to
get there.

Hi ...!
Greetings from ...
It's a beautiful ...
There are lots of things
to see ... Yesterday,
we went ... At the
moment, I am ...
See you soon,
...

b)  Listen to the sounds. Which means of transport can you hear?

Speaking

5

 How do/don't you like travelling? Why? Tell your partner. Use the adjectives below.

• comfortable • safe • fast • expensive • slow • cheap • boring

I like travelling by ship because it is comfortable. I don't like going by bus because it's really boring.

Writing

6

Portfolio You are in London. Write a postcard to your penfriend. Write about: *where you are, what you can see there, what you did yesterday and what you are doing now.* Keep it in your portfolio.

- Comparatives

	Adjective	Comparative
Short Adjectives	clean	cleaner (than)
	big	bigger (than)
	noisy	noisier (than)
	nice	nicer (than)
Long Adjectives	exciting	more exciting (than)
Irregular	good	better (than)
	bad	worse (than)
	much/many	more (than)

- We use the **comparative** to compare two people, things, animals, places, etc. We usually use **than** after comparative forms. We can also use **much/a lot** before comparative adjectives to give emphasis. *A plane is (much/a lot) faster than a car.*

- With adjectives of one or two syllables we add **-er** to form their comparative. *tall – taller*
- With one-syllable adjectives ending in **-e** we only add **-r** in the comparative. *safe – safer*
- With adjectives of more than two syllables, we put **more** before the adjective to form the comparative. *expensive – more expensive*
- With some adjectives such as **clever, simple**, etc., we add either **-er** or **more** to form the comparative. *clever – cleverer, clever – more clever*
- With two-syllable adjectives ending in **-y** we drop the **-y** and add **-ier**. *sunny – sunnier, sticky – stickier*
- With adjectives ending in a consonant before which there is a stressed vowel, we double the consonant and add **-er**. *thin – thinner, fat – fatter*
- We use **(not) as + adj. + as** to compare two people/things. *New York is as noisy as Los Angeles.*

Note

Adjective formation

Adjectives describe nouns. Some suffixes are: **-ive** (expensive) **-y** (noisy) **-ing** (exciting) **-able** (comfortable) One of the prefixes to form negative adjectives is **un-** (unhappy).

1 Complete the sentences with the adjectives in the comparative form. Write in your notebook.

- London is ... (expensive) than Bath.
- London is ... (noisy) than Bath.
- Bath is ... (small) than London.
- London is ... (crowded) than Bath.
- Bath is ... (quiet) than London.
- Bath is ... (green) than London.

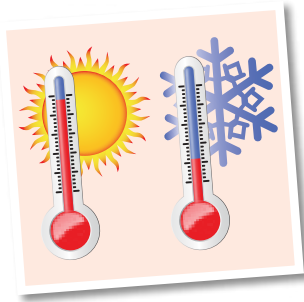
2 Look at the pictures. Compare the two means of transport. Use **as ... as, (much/a lot) + comparative + than**.

- fast • expensive • noisy • comfortable • safe • relaxing
- exciting • uncomfortable • slow

Trains aren't as fast as planes.

Planes are (much) faster than trains.





3 a) Write sentences in your notebook, as in the example.

- | | |
|--|--|
| <p>1 good – summer/winter
<i>In my opinion, summer is better than winter./Winter isn't as good as summer.</i></p> <p>2 comfortable – bus/car</p> | <p>3 exciting – football/basketball</p> <p>4 bad – snow/rain</p> <p>5 beautiful – beaches/mountains</p> <p>6 tasty – pizza/burgers</p> |
|--|--|

b)  Find someone in the class who agrees with your sentences.

4 Write sentences comparing two places in your country. Read your sentences to the class. Write in your notebook.

- expensive • noisy • good • crowded • exciting • interesting
- beautiful • big

Bucharest is much/a lot more expensive than Timisoara.

• **too, very**


- We use **too** before adjectives to show that something is more than needed (negative meaning).

We can't go to the concert. The tickets are too expensive.

- We use **very** before adjectives to add emphasis.

This car is very fast.



5  Fill in: too or very. Write in your notebook.

- 1 A: Let's go swimming.
B: We can't. It's ... cold.
- 2 A: Was your plane ticket expensive?
B: No, it was ... cheap.
- 3 A: How interesting was the city tour?
B: It was ... interesting.
- 4 A: Do you want to come shopping with me?
B: No, thanks. I'm ... tired.
- 5 A: Did you stay in a nice hotel?
B: Yes, it was ... beautiful.



Video

Going to Xtremes

The **Atacama Desert** in Chile got its name from the Atacama Indians who still live there. It hardly ever rains there, usually only once in a hundred years, so it is the driest place on Earth!

Mount Erebus is a volcano in the Antarctic. It's very cold there. The average temperature in the Antarctic is -50°C . Heat from Mount Erebus sends jets of steam into the air. These jets freeze instantly into 'chimneys' of ice. Some of the highest 'chimneys' are over 80 metres tall. It's an amazing sight!

Planet Earth is a place of extremes with dramatic changes in climate.



Check these words

- extreme • average
- jets of steam
- freeze

1

Reading



What do you know about the places in the pictures? Why are they extreme?



Listen and read to find out.

2

a) Read again and answer the questions in your notebook.

- 1 Where is the Atacama Desert?
- 2 Where did it get its name from?
- 3 Where is Mount Erebus?
- 4 What's the average temperature in the Antarctic?

b)



Think of another title for the text.

3

Read the texts again and find words related to the weather.

4

What is the weather like in your city in the four seasons? Tell the class.

Note

Weather

- cloudy
- foggy
- rainy
- snowy
- sunny
- windy

Temperature

- warm \neq cold
- hot \neq freezing

Listening

- 5  Listen and choose the correct answer A, B or C. Write in your notebook.

1 What's the weather like today?



A



B



C

2 What's the temperature in Madrid today?

14°C

A

4°C

B

-4°C

C

4 What's Kim's favourite season?

SPRING SUMMER WINTER

A

B

C

3 How does Jane travel to work?



A



B



C

6 How far is Durston Park?

5km

A

4km

B

9km

C

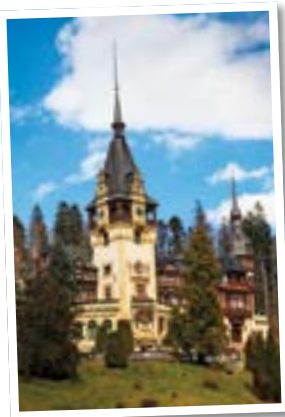
Speaking

- 6 **ICT** Think of two places in your country and answer the following questions in your notebook. Tell the class.

- 1 What are their names?
- 2 What can you do there?
- 3 When is the best time to visit them? Why?

Writing

- 7 **Portfolio** Use your answers in Ex. 6 to write a short text about your two favourite places for the school magazine (30-40 words). Proofread your piece of writing for grammar and spelling mistakes. Keep it in your portfolio.



- Prepositions of movement

1 Read the theory.



into



over



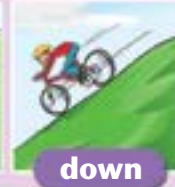
past



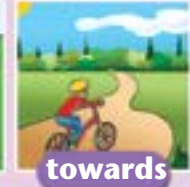
through



up



down



towards

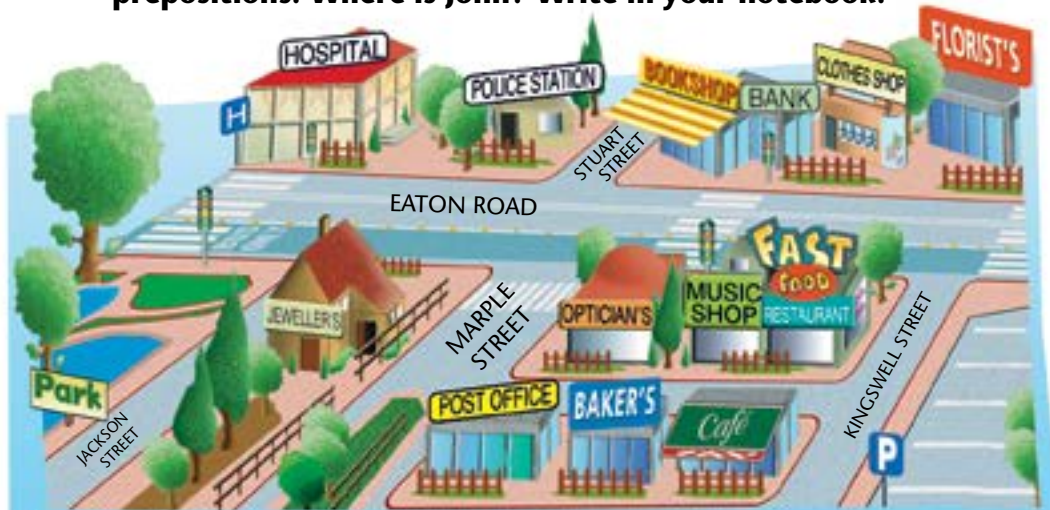


across



along

2 Look at the map. Read the dialogue and choose the correct prepositions. Where is John? Write in your notebook.



Note

We use **prepositions of movement** to show movement from one place to another.

Asking for directions

- Where's the ...?
- How do I get to ...?
- Can you tell me how to get to ...?

Giving directions

- Go up/down/past/through ...
- It's on your right/left.
- Turn left/right ...
- It's on the corner of ...
- It's next to/near/opposite/between ...

- John:** Excuse me. Can you tell me how to get to the hospital?
- Passer-by:** Yes, certainly. Go 1) **up/through** Kingswell Street 2) **towards/** **across** Eaton Road and turn left.
- John:** I'm sorry, what road is that?
- Passer-by:** Eaton Road. Walk 3) **along/over** Eaton Road all the way 4) **down/** **through**. Go 5) **past/into** the jeweller's. The hospital is on the right.
- John:** OK. Thank you very much.
- Passer-by:** You're welcome.

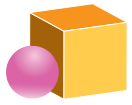
3



Look at the map. Act out dialogues asking for/giving directions from: the hospital to the music shop, the post office to the clothes shop, the jeweller's to the park, the florist's to the baker's. You can use the dialogue in Ex. 2 as a model.

• Prepositions of place

4 Read the theory.



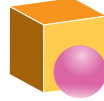
next to



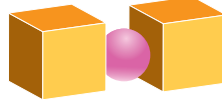
under



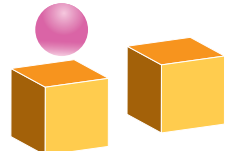
behind



in front of



between



above



opposite

Note

We use **prepositions of place** to say where something/someone is.

5 Look at the map in Ex 2. Choose the correct preposition. Write in your notebook.

- 1 The jeweller's is **behind/opposite** the optician's.
- 2 The music shop is **between/in front of** the optician's and the fast food restaurant.
- 3 The clothes shop is **under/behind** the bank.
- 4 The police station is **near/above** the hospital.
- 5 The hospital is **behind/opposite** the park.



Choose one of the places on the map in Ex. 2. Say where it is. Your partner finds the place.

A: It's opposite the café.

B: It's the fast food restaurant.

Giving instructions

- We give instructions to say how to do something, e.g. how to post a parcel, how to make a cup of coffee, etc.
- We list our instructions in the order they happen. We use: *First(ly) ...*, *Then ...*, *Next ...*, *After that ...*, *Finally ...*

6 Look at the instructions. Put them in the correct order. Write in your notebook. Then, use: *First(ly) ...*, *Then ...*, *Next ...*, *After that ...*, *Finally ...* to tell your friend how to use a public pay phone.

How to use a public pay phone

- Wait for the connection.
- Put the money in.
- Pick up the phone.
- Put the phone down.
- Talk to the person.
- Dial the number you want to call.



It's your party.
Write directions for your friend.
He/She draws a map.

7 **ICT** Collect information, then tell your partner how to use a metro card.

• Buying a train ticket

Ticket Clerk
• Can I help ...? • Would you like ...?
Customer
• I'd like ... • Can I have ...? • Can you tell me ...? • How much is ...? • Which platform does ... from? • What time does ...?

1

a) Listen and repeat. Try to memorise them.

- Can I help you? • Single or return?
- What time would you like to leave?
- Which platform does the train leave from? • You're welcome.

b) The sentences are from a dialogue between Mr Harris and a ticket clerk. What does Mr Harris want to do?

Listen and read to find out.



Ticket Clerk: Good afternoon, sir. Can I help you?
Mr Harris: Yes, I'd like an adult and a child's ticket to Brighton, please.
Ticket Clerk: What time would you like to leave?
Mr Harris: I want to catch the 15:45 train.
Ticket Clerk: Single or return?
Mr Harris: Single, please.
Ticket Clerk: That's £54.
Mr Harris: Here you are. Can you tell me which platform the train leaves from?
Ticket Clerk: Certainly, sir. It leaves from platform 4.
Mr Harris: Thank you.
Ticket Clerk: You're welcome. Have a nice day.

2 Find sentences in the dialogue which mean:

May I help you?

The tickets cost £54.

Enjoy your day.

My pleasure.

3 Complete the train ticket with information from the dialogue. Write in your notebook.

Class STD	Ticket type SUR OFFPK DAY R	Adult ONE	Child 1	RTN
GSV	Start Date 5 OCT	Platform 2	Departure 3	
From CAMBRIDGE	Valid Until 5 OCT	Price 4		
To 5	Route ANY PERMITTED	Validity SEE RESTRICTNS		
Printed 15:16 on 05-OCT-19				ONE WAY

4 Listen to the dialogue again. Then, take roles and read it out.

5 You are at King's Cross train station in London. You want to buy a ticket to Cambridge. Your partner is the ticket clerk. Act out your dialogue. You can use the dialogue in Ex. 1b as a model.



Natural Wonders of the World

The world is full of beautiful and amazing things. The most amazing wonders of the world are the ones that we can find in nature.



Lake Baikal is in the east of Siberia. It is the deepest lake in the world. Lake Baikal is also the oldest and largest freshwater lake in the world. It contains one fifth of the world's fresh water. The name Baikal comes from the Mongolian language and means 'nature'.

Niagara Falls is one of North America's most famous sights. It lies between the US and Canada. Niagara Falls is the second largest waterfall in the world, after Victoria Falls in Africa. The Falls is one of the largest producers of electric power in the world.

Check these words

- nature • east
- freshwater • sight
- lie

Did you know?

The Niagara Falls froze completely in 1911.

Project

ICT Collect information about natural wonders of the world. Prepare a digital presentation.

1 What do you know about the places in the pictures? Think of two questions about each.

Listen and read the texts. Can you answer your questions?

2 Read the texts again and match. Write in your notebook.

- | | |
|--------------------|--|
| 1 Lake Baikal is | a in North America. |
| 2 Niagara Falls is | b in Siberia. |
| | c one of the largest producers of electric power in the world. |
| | d the largest freshwater lake in the world. |

3 **ICT** Collect information about another natural wonder. Write a fact sheet. Put it on the world map in your class.

Pronunciation (silent letters)

4 Find the silent letters in the words.

Listen and check. Listen and repeat.

- | | | | | |
|----------|----------|---------|----------|----------|
| • would | • talk | • whale | • where | • answer |
| • two | • know | • walk | • write | • ticket |
| • listen | • castle | • often | • island | • what |



1 Copy the form in your notebook. You are a hotel receptionist. Your partner is staying at the hotel. Act out a dialogue to complete the form.



Trees as tall as any building
 Clouds that drift across the sky
 Shining fish in deep blue oceans
 Birds that spread their wings and fly

*We live in a world of wonders
 Look around and you will see
 Perfect, stunning scenes of nature
 Fill the sky and land and sea*

Snow upon the highest mountains
 Waterfalls that crash and roar
 Deserts that stretch on forever
 Soft waves on a sandy shore

Flowers growing in my garden
 Apples falling from a tree
 Raindrops falling on my window
 These are stunning scenes to me



Room Reservation Request

Thursday
Donnerstag
Jeudy

Title: Mr Mrs Ms

Name:

City: Postal/Zip:

Country: Phone: Fax No:

Email:

Arrival Date: Departure Date:

Number of nights:

Flight Arrival Time: Flight Departure Time:

(Check-in Time: 2.00 pm, Check-out Time: 12.00 pm)

Quiz



2 Do the quiz. Decide if the sentences are T (true) or F (false). Write in your notebook.

- 1 There are over 40,000 shops in London.
- 2 You can see red taxis in London.
- 3 Lake Baikal is in Siberia.
- 4 Mount Erebus is a volcano.
- 5 Bath is smaller than London.

3 **THINK!** Look at Module 6 and write a T/F quiz of your own in your notebook.

4 Listen to and read the song. What makes our world 'a world of wonders' according to the singer?

1 Fill in: *average, tour, bike, means, freshwater, extremes, cruise, landmark, skiing, freezes* **in your notebook.**

- 1 We went on a ... holiday up in the mountains.
- 2 I went on a bus ... of the city.
- 3 The ... temperature in the desert is 32°C.
- 4 The world is a place of ... with the weather changing all the time.
- 5 I ride my ... to school everyday.
- 6 Lake Baikal is a ... lake.
- 7 He went on a ... around the Mediterranean Sea last June.
- 8 Water ... at 0°C.
- 9 My favourite ... of transport is the tram.
- 10 Big Ben is a famous ... in London.

(10x2=20)

2 Choose the correct word. Write in your notebook.

- 1 Niagara Falls is a tourist **nature/ sight**.
- 2 Use the underground **train/lorry** system to go sightseeing in London.
- 3 There are **luxurious/single** hotels there.
- 4 There are freshwater **seas/lakes** in Canada.
- 5 Taxi drivers know every single **dish/street** in London.

(5x2=10)

3 Put the adjectives in brackets in the comparative form. Write in your notebook.

- 1 He thinks Shakira is ... (**famous**) Kate Perry.
- 2 The town council is ... (**old**) the library.
- 3 Victoria Falls is ... (**large**) than Niagara Falls.
- 4 August is (**hot**) than June in London.
- 5 The Pacific Ocean is ... (**deep**) than the Atlantic Ocean.

(5x4=20)

4 Choose the correct preposition. Write in your notebook.

- 1 Walk **along/through** the street until the traffic lights.
- 2 The bus stop is **between/in** front of the café.
- 3 The park is **above/opposite** the restaurant.
- 4 Put the card **in/on** your wallet.
- 5 Go **past/below** the jeweller's and turn left.

(5x4=20)

5 Complete the dialogue with: Which platform does it leave from? – Can I have a student ticket to London, please? – What time does it leave? – Single or return? – Can I see your student card? Write in your notebook.

- A: Hello. 1) ...
 B: Yes, of course. 2) ...
 A: Single, please.
 B: That's £12.50. 3) ...
 A: Oh yes. Here it is.
 B: Thank you. Here is your change and your ticket.
 A: 4) ...
 B: Platform B.
 A: 5) ...
 B: At 5:00.

(5x6=30)

TOTAL: 100



Monstertrackers!

▶ Video

Dear Monstertrackers,
I live in Iceland. We've got a scary creature in one of
our lakes. We call it the Worm Monster!
Bjorn

3 The Worm Monster





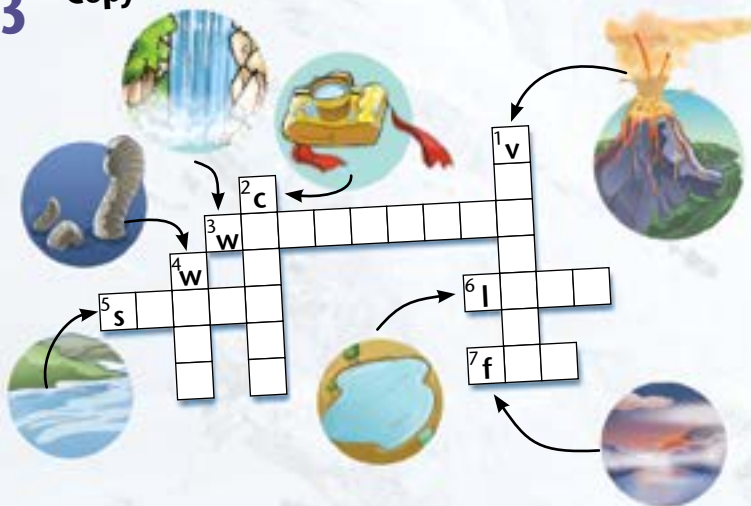
Exercises

1 Look at the pictures. What is the story about?
 🎧 Listen and check.

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

- 1 There are volcanoes in Iceland.
- 2 Tracker wants to take some pictures.
- 3 It's warm and sunny there.
- 4 It starts raining in the evening.
- 5 They can't find their way.
- 6 Candy meets the Worm Monster.

3 Copy and do the crossword in your notebook.



4 Complete the summary in your notebook.

- fog • camera • waterfalls
- lake • volcanoes • cold
- dark • shore

The Monstertrackers travel to Iceland. There is a monster there. It lives in a 1) Its name is the Worm Monster. There are 2) ... and 3) ... in Iceland. It's very 4) ... there. As they go over a dangerous part of the lake, their 5) ... falls into the water. They can't see anything as it is getting 6) ... and there is a lot of 7) When they reach the 8) ..., they find their camera. There is a photo of the Worm Monster smiling.

Fact or Fiction?

- The Worm Monster is longer than a football field (91 metres).
- It can come out of the water onto the shore.



MY PROGRESS

My favourite activity



ICT

Project



ACROSS CULTURES



Self-evaluation

- I can talk about types of holidays & holiday activities.
I love buying souvenirs.
- I can talk about means of transport.
I like travelling by ship because it is comfortable.
- I can discuss the weather.
It's cloudy.
- I can buy a train ticket.
- I can write descriptions of places.
- I can write a postcard.

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 in time for class.
- 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 ★★★

Halloween



▶ Video

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 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. Write in your notebook.

- 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

Game

Find the words in bold in the text in the word search. Write in your notebook.

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

3

Project

Design your own Halloween costume. Make sure you follow the tips in the text to make it safe. Present your costume to the class.

New Year's Eve



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 Listen and read the text. Then match the phrases to make correct sentences. Write in your notebook.

- | | |
|-------------------------|-------------------------|
| 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. |

Game

2 How do you wish someone a Happy New Year in Hawaiian? Use the code to find out. Write in your notebook. Then send a message to your English friend expressing New Year's greetings & wishes.

Happy New Year! May this year bring peace to you and your family.

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 people celebrate New Year in your country? Create a poster with pictures in your notebook. 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 36.5 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 and read the text. Match the places (1-3) with the events (a-c). Write in your notebook.

- 1 New York City
- 2 Los Angeles
- 3 Chicago

- a dying the river green
- b the biggest parade in the USA
- c an Irish Fair and Music Festival

Game

- 2 Find the words in bold in the text in the word search. Write in your notebook.

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 in your notebook. 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 comes 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? Write in your notebook.

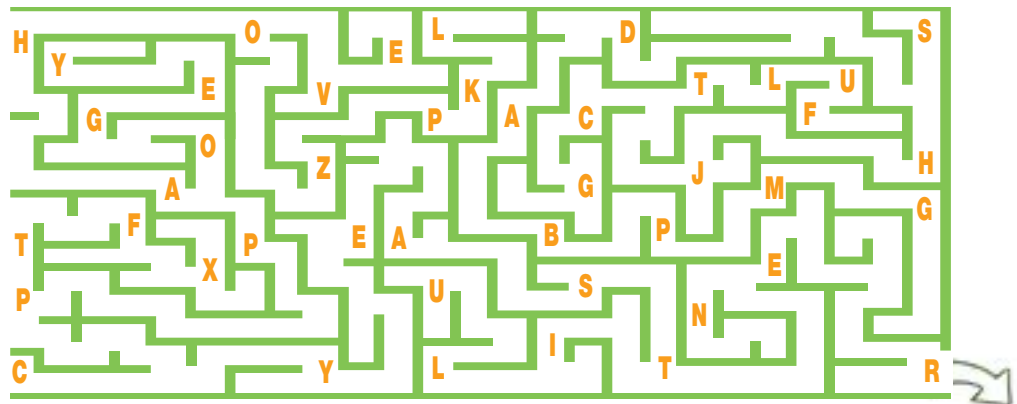
Game

- 2 Help the chick find its way through the maze. What's the message? Write in your notebook.



Send an SMS to your English friend expressing Easter holiday greetings & wishes.

Have a great holiday filled with happiness.



H

Mother's Day

5 DIY Gifts

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!

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 a card, pencils or **2)** ... and your imagination!



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

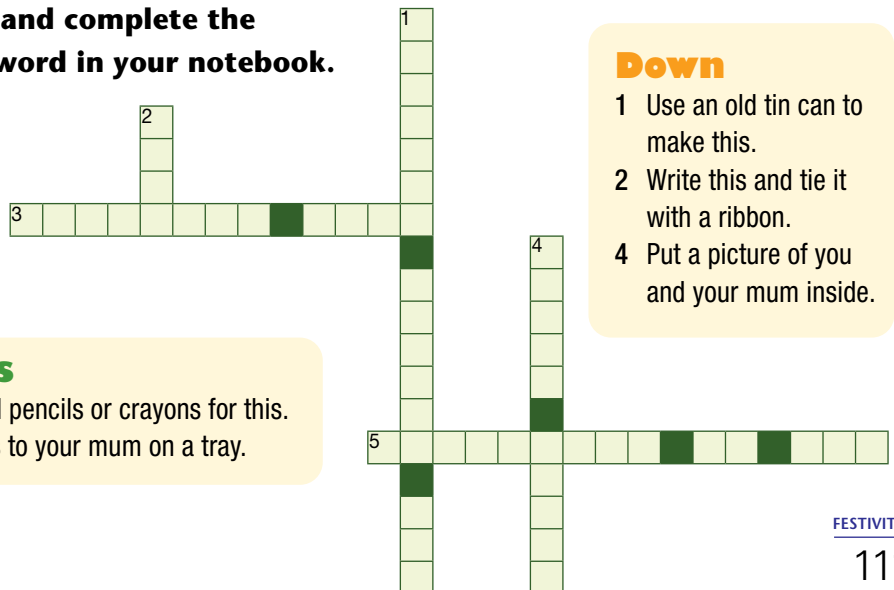
As a special **5)** ..., make your mum's favourite breakfast and take it to her bedroom on a tray.



Reading

1 Listen and read the text. Fill in: *ribbon, crayons, treat, paint, picture*. Write in your notebook.

2 Copy and complete the crossword in your notebook.



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.

Across

- 3 You need pencils or crayons for this.
- 5 Take this to your mum on a tray.

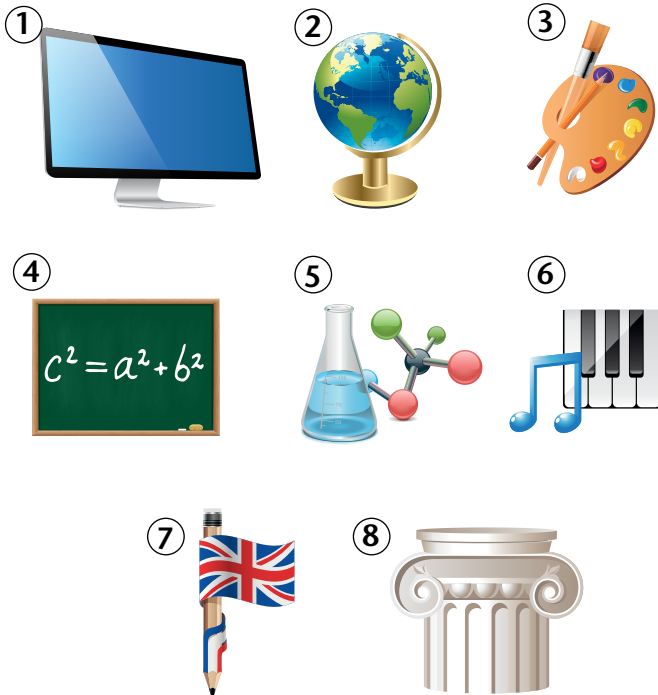
Choose one of the gifts from the text to make for your mum. Write a card for her.

You are the best mum ever!

Vocabulary

- 1** Fill in the missing words: *watch, play, gets, has, hangs, catch*. Write in your notebook.
- He ... up early and walks the dog before going to work.
 - Dave and Mary ...TV every night. They love quiz shows.
 - Frank likes playing the guitar. He ... lessons twice a week.
 - Ann and Dan ... the bus to school at 8 o'clock in the morning.
 - It's important that children ... sports to keep fit and healthy.
 - Sam always ... out with friends at the park at weekends.

2 Write the school subjects in your notebook.



3 Write the shops in your notebook.



4 Complete the sentences with the words in the list. Write in your notebook.

- five-storey • nearby • block
- neighbourhood • view • balcony

- Our new house is in a quiet ... with lots of trees.
- My dad usually reads a newspaper on the ... in the summer.
- She lives in a ... of flats in New York.
- Paul works in an office on the third floor of a ... building.
- There's a great ... of the lake from our hotel room.
- We often have lunch at a nice restaurant

Grammar

5 Fill in: *when, who, what, how old, where.* Write in your notebook.

- 1 A: ... 's your favourite colour?
B: Green.
- 2 A: ... is your bike?
B: It's in the garden.
- 3 A: ... is she?
B: She's my sister.
- 4 A: ... is your mother?
B: She's 35.
- 5 A: ... is your birthday party?
B: On Saturday.

6 Choose the correct item. Write in your notebook.

- 1 We've got a **little/a few** vegetables. We can make a salad.
- 2 How **much/many** eggs do you need for the cake?
- 3 There isn't **some/any** cheese in the fridge.
- 4 Can you buy a **loaf/a packet** of bread, please?
- 5 She eats a **lot/lots of** fruit every day.
- 6 Would you like **any/some** ice cream?
- 7 There's **too much/too many** sugar in the coffee.
- 8 We need to buy some **cartons/cans** of cola for the party.



7 Put the verbs in brackets into the present simple or the present continuous. Write in your notebook.

- 1 He ... (not/use) the computer now.
- 2 My parents ... (often/eat) chicken for dinner.
- 3 Sally and James ... (study) hard this week.
- 4 What time ... (the train/leave)?
- 5 The cat ... (like) sleeping on the sofa.
- 6 ... (Tim/travel) to Bucharest now?
- 7 My sister ... (always/tidy) her room at the weekend.
- 8 Danny ... (not/have) breakfast every morning.

Everyday English

8 Complete the dialogue with the following sentences in your notebook.

- How much does it cost?
- Would you like to try it on?
- And here's your change and receipt.
- How can I help you? • What size are you?

A: Hello. 1) ...

B: Hi. I'd like the red jacket in the window.

A: 2) ...

B: I'm a small.

A: You're in luck! This is the last small. 3) ...

B: Yes, please. Where are the fitting rooms?

A: They're over there.

B: Thank you.

.....

B: It's great. 4) ...

A: It's £35.

B: Here you are.

A: 5) ...

Vocabulary

1 Choose the correct item. Write in your notebook.

- 1 My sister usually **makes/takes** out the rubbish.
- 2 Elaine always **lays/dusts** the furniture on Saturday.
- 3 Paul never **does/makes** the laundry alone.
- 4 My cousin Rod **washes/mops** the car every week.
- 5 Frank usually **tidies/cleans** the windows on Sundays.

2 Put the words in the right column. Write in your notebook.

- karate • football • skateboarding
- windsurfing • ice hockey • cricket
- aerobics • waterskiing • athletics

do	
go	
play	

3 Match the adjectives to the people. Write in your notebook.

- | | |
|---------------|---------|
| 1 impatient | 4 lazy |
| 2 hardworking | 5 brave |
| 3 honest | |

- a My brother always tells me the truth.
- b My older sister goes to school in the morning and works in the afternoon.
- c Mulan was not afraid to fight.
- d Marc can watch TV all day.
- e I don't like to wait.

4 Circle the correct answer. Write in your notebook.

- 1 Dragons had big wings and sharp....
A claws B mane C beak
- 2 My cousin has long ... hair.
A tall B curly C plump
- 3 Put ... on your bike, so people can see you at night.
A reflectors B breaks
C headphones
- 4 Mulan joined the army because she could fight with a
A beast B horn C sword
- 5 Leonardo da Vinci was a(n)
A actor B writer C painter

Grammar

5 Choose the correct answer. Write in your notebook.

- 1 The house's door/door of the house is brown.
- 2 The childrens'/children's hospital is next to the library.
- 3 Can I borrow Harry's/Harry bike?
- 4 These are the girls' toys/toys of the girls.
- 5 Jack is the ladies/lady's dog.

6 Write the plurals. Write in your notebook.

- | | |
|---------------|---------------|
| 1 child – ... | 5 watch – ... |
| 2 man – ... | 6 boy – ... |
| 3 box – ... | 7 lady – ... |
| 4 leaf – ... | 8 tooth – ... |

7 Put the words in the right order to make sentences. Write in your notebook.

- 1 let's/cycling/go/. ...
- 2 room/tidy/your/. ...
- 3 here/sit/sir/may/I/? ...
- 4 take/road/let's/this/. ...
- 5 your/here/put/don't/rubbish/. ...
- 6 mum/very/swim/can/fast. ...
- 7 wear/helmet/a/always. ...

8 What could these people do or not do when they were six years old? Write sentences, as in the example. Use *and* or *but*. Write in your notebook.



Ryan swim (✓)
ride a bike (X)
Ryan could swim, but he couldn't ride a bike.



Mary read (✓)
write (✓)



Karl cook (X)
make his bed (✓)



Sarah play football (✓)
run fast (✓)

9 Write the verbs in the brackets in the past simple to complete the sentences. Write in your notebook.

- 1 Mark ... (travel) to Brazil last year.
- 2 There ... (be) a great fantasy film on TV last night.
- 3 I ... (check) her bike tyres yesterday.
- 4 They ... (arrive) late at the party.
- 5 She ... (copy) my homework.
- 6 The teacher ... (ask) me a question.
- 7 Josh ... (play) football in the park last week.

Everyday English

10 Complete the dialogue. Write in your notebook.

- I'm afraid not. • How can I help you?
- I see. • Can I have

A: Hello, Adventure Land Summer Camp.

B: Hello! I want to book a place for my daughter for July and I'd like some information, please.

A: 1) ... your name, please?

B: Mary Leeds, and my daughter is Victoria.

A: OK! Thank you! 2) ...

B: Can you tell me when the camp starts?

A: It starts on 5th June.

B: All right, and can my daughter bring her iPad?

A: No, 3) You can't bring iPads to the camp.

B: 4) All right, then. Thank you!

A: You're welcome. See you soon.

Vocabulary

1 Look at the pictures and match them to words. Write in your notebook.

- foggy • cloudy • rainy • snowy
- windy



3 Match the columns to make phrases. Write in your notebook.

- | | |
|-----------|-------------|
| 1 let off | a banners |
| 2 put up | b for eggs |
| 3 hire | c fireworks |
| 4 light | d a band |
| 5 throw | e candles |
| 6 hunt | f streamers |

4 Choose the correct word. Write in your notebook.

- 1 The family booked a **cruise/safari** around the greek islands.
- 2 One of the best local **dishes/meals** that I ate in Romania was *mici*.
- 3 I would like a **single/oval** ticket to Brighton.
- 4 The new **dull/luxurious** hotel opens its doors next Saturday.
- 5 The London underground **tram/train** system celebrated its 150 anniversary in 2013.

Grammar

5 Fill in the gaps with the *past simple* forms of the verbs in brackets. Write in your notebook.

- 1 The students made a(n) ... of flowers on the wall of their school.
- 2 London has got many different means of ...
- 3 The Colosseum is a famous ... in Rome.
- 4 During the hot months, the ... temperature in the Sahara desert is 50°C.
- 5 Every March, there is a street ... to celebrate St Patrick's Day.
- 6 My sister had a big ... for her 18th birthday.

- 1 ... (Anna/come) over for a visit last night?
- 2 We ... (go) to Italy on holiday last summer.
- 3 Ann ... (buy) a new dress for her party.
- 4 The team ... (not/win) the game.
- 5 I ... (have) lots of fun at your birthday party.
- 6 ... (Jack/get on) the right bus?
- 7 My mum ... (make) pizza for my party.
- 8 Dan ... (not/drive) to work yesterday.
- 9 They ... (let) off fireworks at midnight.
- 10 ... (you/wear) a costume at the party?

6 Put the words in the right order to make questions using the *past simple*. Then, answer them, as in the example. Write in your notebook.

- 1 Betty/go/music festival? (x, food festival)
Did Betty go to the music festival?
No, she didn't. She went to a food festival.
- 2 children/have/terrible time? (x, great time)
- 3 you/watch/street parade/yesterday? (x, be sick)
- 4 John/walk/to school? (x, take the bus)
- 5 you/throw/streamers/at the party? (x, put up banners)

7 Complete the sentences. Use the *comparative form*. Write in your notebook.

- 1 Greece is ... (**sunny**) than England.
- 2 Mt Everest is ... (**tall**) than Mt Pico.
- 3 Canada is ... (**cold**) than Mexico.
- 4 A train is ... (**comfortable**) than a motorbike.
- 5 A desert is ... (**hot**) than a forest.
- 6 A helicopter is ... (**fast**) than a ship.
- 7 Bikes are ... (**slow**) than cars.
- 8 The Nile is ... (**long**) than the Amazon.

8 Complete the sentences with *very* or *too*. Write in your notebook.

- 1 Aeroplanes are ... fast.
- 2 The mountain was ... icy for us to climb.
- 3 It was ... cold to swim in the sea last month.
- 4 In Siberia, the winters are ... cold.
- 5 It's ... far to go there on foot.
- 6 Deserts are usually ... hot places.
- 7 Mount Everest is ... dangerous to climb on your own.
- 8 The Amazon is a ... long river.

9 Choose the correct option. Write in your notebook.

- 1 These shoes aren't ... as those ones.
A more expensive B as expensive
C most expensive
- 2 Jane was ... better today, so she went to school.
A very B more C much
- 3 I cycle ... the optician's every morning.
A along B through C past
- 4 The gym is ... the new sports centre.
A opposite B between C across
- 5 My best friend was ... angry to talk to me.
A very B too C much

Everyday English

10 Complete the dialogue. Write in your notebook.

- Single or return? • You're welcome.
- What time would you like to leave?
- Which platform does the train leave from?
- Can I help you?

Ticket Clerk: Good morning, madam. 1) ...

Mr Green: Yes, I'd like a ticket to Heathrow Airport, please.

Ticket Clerk: 2) ...

Mr Green: Return, please.

Ticket Clerk: 3) ...

Mr Green: I want to catch the 12:30 train.

Ticket Clerk: That's £20.

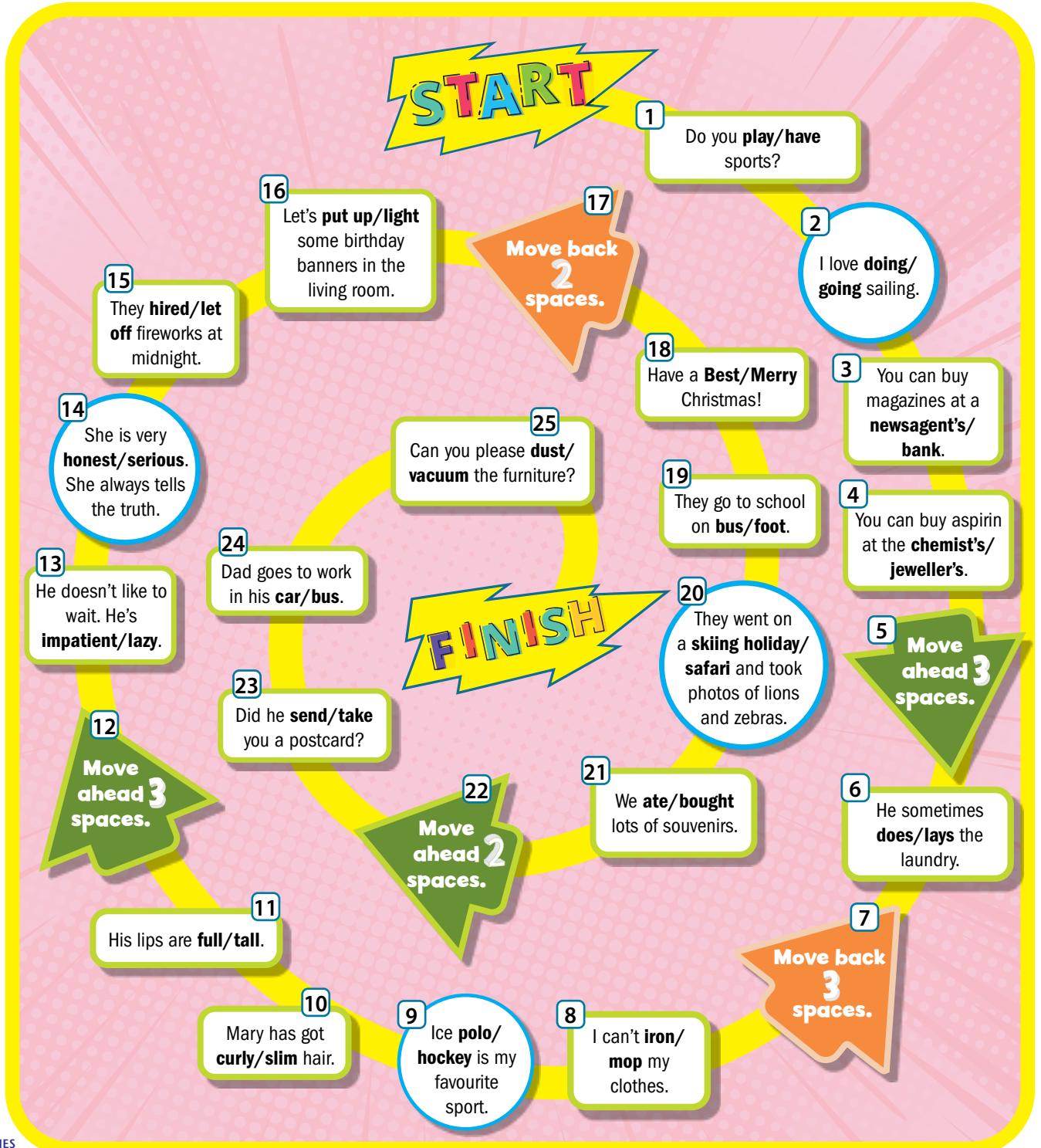
Mr Green: Here you are. 4) ...

Ticket Clerk: It leaves from platform 3.

Mr Green: Thank you.

Ticket Clerk: 5) Have a nice day.

Play the game in pairs or small groups. Use rubbers as markers. Roll the dice to move across the board. Answer correctly or move back one space.



Play the game in pairs or small groups. Use rubbers as markers. Roll the dice to move across the board. Answer correctly or move back one space.

START

1 Do/Does he walk to school?

2 She **catch/catches** the bus to school at 7:30 in the morning.

3 Jane **is never/never is** late for school.

4 **MOVE AHEAD 3 SPACES**

5 What/Where is Sam from? Italy.

6 How **much/many** sugar do we need?

7 There is **some/any** milk in the fridge.

8 **GO BACK 2 SPACES**

9 Is he **sitting/sits** a test now?

10 They **are wanting/want** to go to Budapest this summer.

11 **MOVE AHEAD 3 SPACES**

12 She isn't **watch/watching** TV now.

13 They have got two **babys/babies**.

14 Jane **can/may** play tennis very well.

15 Who/Whose is this ball? Mike's.

16 You **are/were** late yesterday.

17 She **tries/tried** hard to answer the questions, but she couldn't.

18 **GO BACK 3 SPACES**

19 Did you **buy/bought** balloons?

20 They didn't **talked/talk** to Sue at the party.

21 **MOVE AHEAD 3 SPACES**

22 She is **taller/tall** than her sister.

23 London is as busy **than/as** New York.

24 My house is **next/above** to the park.

25 Can you buy some **potatos/potatoes**?

FINISH

Irregular verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/ – were /wə/	been /bi:n/	leave /li:v/	left /left/	left /left/
bear /beə/	bore /bɔ:/	born(e) /bɔ:n/	lend /lend/	lent /lent/	lent /lent/
beat /bi:t/	beat /bi:t/	beaten /bi:tən/	let /let/	let /let/	let /let/
become /brɪkəm/	became /brɪkeɪm/	become /brɪkəm/	lie /lai/	lay /leɪ/	lain /leɪn/
begin /brɪɡɪn/	began /brɪɡən/	begun /brɪɡʌn/	light /laɪt/	lit /lɪt/	lit /lɪt/
bite /baɪt/	bit /bɪt/	bitten /bɪtən/	lose /lu:z/	lost /lɒst/	lost /lɒst/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	make /meɪk/	made /meɪd/	made /meɪd/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/	mean /mi:n/	meant /ment/	meant /ment/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	meet /mi:t/	met /met/	met /met/
build /bɪld/	built /bɪlt/	built /bɪlt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burn /bɜ:n/	burnt (burned) /bɜ:nt (bɜ:nd)/	burnt (burned) /bɜ:nt (bɜ:nd)/	put /pʊt/	put /pʊt/	put /pʊt/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	read /ri:d/	read /red/	read /red/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	ride /raɪd/	rode /rəʊd/	ridden /'rɪdən/
can /kæn/	could /kʊd/	(been able to /bɪn 'eɪbəl tə/)	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	rise /raɪz/	rose /rəʊz/	risen /'rɪzən/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzən/	run /rʌn/	ran /ræn/	run /rʌn/
come /kʌm/	came /keɪm/	come /kʌm/	say /seɪ/	said /sed/	said /sed/
cost /kɒst/	cost /kɒst/	cost /kɒst/	see /si:/	saw /sɔ:/	seen /si:n/
cut /kʌt/	cut /kʌt/	cut /kʌt/	sell /sel/	sold /səʊld/	sold /səʊld/
deal /di:l/	dealt /delt/	dealt /delt/	send /send/	sent /sent/	sent /sent/
dig /dɪɡ/	dug /dʌɡ/	dug /dʌɡ/	set /set/	set /set/	set /set/
do /du:/	did /dɪd/	done /dʌn/	sew /səʊ/	sewed /səʊd/	sewn /səʊn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
dream /dri:m/	dreamt (dreamed) /dremt (dri:md)/	dreamt (dreamed) /dremt (dri:md)/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
drive /draɪv/	drove /draʊv/	driven /drɪvən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
eat /i:t/	ate /eɪt/	eaten /'i:tən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feed /fi:d/	fed /fed/	fed /fed/	sit /sɪt/	sat /sæt/	sat /sæt/
feel /fi:l/	felt /felt/	felt /felt/	sleep /sli:p/	slept /slept/	slept /slept/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
find /faɪnd/	found /faʊnd/	found /faʊnd/	speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/
forbid /fə'brɪd/	forbade /fə'beɪd/	forbidden /fə'brɪdən/	spend /spend/	spent /spent/	spent /spent/
forget /fə'get/	forgot /fə'ɡɒt/	forgotten /fə'ɡɒtən/	stand /stænd/	stood /stʊd/	stood /stʊd/
forgive /fə'ɡɪv/	forgave /fə'ɡeɪv/	forgiven /fə'ɡɪvən/	steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/
freeze /fri:z/	froze /frəʊz/	frozen /'frəʊzən/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
get /get/	got /ɡɒt/	got /ɡɒt/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
give /ɡɪv/	gave /geɪv/	given /'ɡɪvən/	swear /sweə/	swore /swɔ:/	sworn /swɔ:n/
go /ɡəʊ/	went /went/	gone /ɡɒn/	sweep /swi:p/	swept /swept/	swept /swept/
grow /grəʊ/	grew /gru:/	grown /grəʊn/	swim /swɪm/	swam /swæm/	swam /swæm/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	take /teɪk/	took /tu:k/	taken /teɪkən/
have /hæv/	had /hæd/	had /hæd/	taught /tɔ:tʃ/	taught /tɔ:tʃ/	taught /tɔ:tʃ/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	tear /teə/	tore /tɔ:/	torn /tɔ:n/
hide /haɪd/	hid /hɪd/	hidden /'hɪdən/	tell /tel/	told /təʊld/	told /təʊld/
hit /hɪt/	hit /hɪt/	hit /hɪt/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hold /həʊld/	held /held/	held /held/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	understand /ˌʌndə'stænd/	understood /ˌʌndə'stʊd/	understood /ˌʌndə'stʊd/
keep /ki:p/	kept /kept/	kept /kept/	wake /weɪk/	woke /wəʊk/	woken /wəʊkən/
know /nəʊ/	knew /nju:/	known /nəʊn/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
lay /leɪ/	laid /leɪd/	laid /leɪd/	win /wɪn/	won /wʌn/	won /wʌn/
lead /li:d/	led /led/	led /led/	write /raɪt/	wrote /rəʊt/	written /'rɪtən/
learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (lɜ:nd)/			

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