

MANUAL  
PENTRU  
CLASA  
A V-A

**CORINT**

MINISTERUL EDUCAȚIEI NAȚIONALE

**Diana Ioniță** (coordonator)  
**Simona Drulă**  
**Corina Dumitrescu**  
**Niky Paula Gheorghe**  
**Adriana Giurgi**  
**Alina Sârbu**

# LIMBA MODERNĂ 1 LIMBA ENGLEZĂ



MANUAL  
PENTRU  
CLASA  
A V-A

**CORINT**

MINISTERUL EDUCAȚIEI NAȚIONALE

**Diana Ioniță** (coordonator)  
**Simona Drulă**  
**Corina Dumitrescu**  
**Niky Paula Gheorghe**  
**Adriana Giurgi**  
**Alina Sârbu**

# LIMBA MODERNĂ 1 LIMBA ENGLEZĂ

Acest manual este proprietatea Ministerului Educației Naționale.

Manualul școlar a fost aprobat prin Ordinul ministrului educației naționale nr. 5266 din 03.10.2017, în urma evaluării, și este realizat în conformitate cu programa școlară aprobată prin OM nr. 3393 din 28.02.2017.

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 2017–2018.

Inspectoratul școlar .....

Școala / Colegiul / Liceul .....

#### ACEST MANUAL A FOST FOLOSIT:

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.

### 116.111 - numărul de telefon european de asistență pentru copii

Date despre autori:

**Diana Ioniță** – doctor în filologie, profesor universitar, Facultatea de Limbi și Literaturi Străine, Departamentul de Limbă Engleză, Universitatea din București

**Simona Drulă** – doctor în filologie, profesor gradul I, Școala Gimnazială „Vasile Alecsandri” din București

**Corina Dumitrescu** – doctor în filologie, profesor gradul I, Școala Gimnazială „Andrei Mureșanu” din Ploiești, metodist, consultant științific ISE

**Niky Paula Gheorghe** – profesor, Școala Gimnazială „Ferdinand I” din București

**Adriana Giurgi** – profesor gradul II, Colegiul German „Goethe” din București

**Alina Sârbu** – traducător

Referenți:

**Daria Protopopescu** – doctor în filologie, conferențiar universitar, Facultatea de Limbi și Literaturi Străine, Departamentul de Limbă Engleză, Universitatea din București

**Aureliana Grama** – doctor în filologie, profesor gradul I, Școala Gimnazială „Ferdinand I” din București, metodist

Redactare: **Alina Sârbu**

Tehnoredactare computerizată: **Dan Mihalache, Mihaela Ciufu,**

**Stejărel Decu-Jerep**

Design interior: **Liviu Rusu**

Design copertă: **Dan Mihalache**

Lectura textelor: **Kotsis Alkyoni, Baker Jaime Joelle, Baker**

**Garry Morgan, Chiliment Alexis, Dobre Ioana Teodora,**

**Tudor Darlea Damcali, Kacper Grela, Xinyi Jiang,**

**Luca-Ștefan Rusu, Ana Maria Zamfir.**

Înregistrarea textelor a fost realizată cu sprijinul International British School of Bucharest.

Surse foto: Shutterstock, lucrări din portofoliul Grupului Editorial Corint

Surse animații: toate fragmentele de filme folosite pentru realizarea AMII-urilor animate au fost preluate de pe YouTube.

#### Descrierea CIP a Bibliotecii Naționale a României

**Limba engleză : limba modernă 1 : manual pentru clasa a V-a**

/ Diana Ioniță (coord.), Simona Drulă, Corina Dumitrescu, .... -

București : Corint Logistic, 2017

ISBN 978-606-94044-2-3

I. Ioniță, Diana

II. Drulă, Simona

III. Dumitrescu, Corina

811.111

Toate drepturile asupra acestei lucrări sunt rezervate EDITURII CORINT LOGISTIC, parte componentă a GRUPULUI EDITORIAL CORINT.

Pentru comenzi și informații, contactați:

**GRUPUL EDITORIAL CORINT**

**Departamentul de Vânzări**

Str. Mihai Eminescu nr. 54A, sector 1, București,

cod poștal 010517. Tel./Fax: 021.319.47.97; 021.319.48.20

**Depozit**

Calea Plevnei nr. 145, sector 6, București,

cod poștal 060012. Tel.: 021.310.15.30

E-mail: vanzari@edituracorint.ro

Magazin virtual: www.edituracorint.ro

# Table of Contents

Unit	Grammar	Vocabulary	Page
Foreword			6
How to Use This Textbook			7–8
General and Specific Skills			9
UNIT 0 <b>Back to School</b>		Introducing the main characters Greetings Revision and practice	10
UNIT 1 <b>Personal Profiles</b>	Personal pronouns <i>To be</i> in the Present Simple Using <i>have/has got</i>	Introducing oneself Describing people (family members)	12
<i>Project – My Family Tree</i>			16
<i>Self-check Test</i>			17
Unit 2 <b>Daily Life</b>	Present Simple (questions and answers) Time expressions	Expressing routines Writing invitations	18
<i>Project – Interview</i>			22
<i>Self-check Test</i>			23
UNIT 3 <b>Interpersonal Relationships &amp; People</b>	Expressing ability with <i>can</i> and <i>can't</i> Possessive pronouns and adjective The Genitive (revision)	Expressing ability Describing people (family members) Expressing possession	24
<i>Project – Superheroes Poster Competition</i>			28
<i>Self-check Test</i>			29
UNIT 4 <b>Pets</b>	Using <i>have/has got</i> The Imperative Making up questions	Expressing instructions Performing commands	30
<i>Project – Escape Plan for a Pet</i>			34
<i>Self-check Test</i>			35
<i>Revision I (Units 1-4)</i>			36

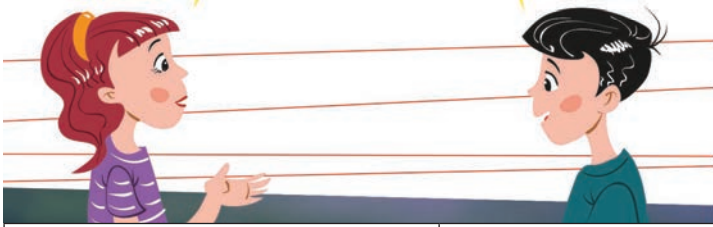


# Table of Contents

UNIT 5 <b>Spare Time</b>	The Present Simple Time expressions	Expressing preferences Writing e-mails, thank you notes and invitations Reading labels	38
<i>Project – My New Hobby</i>			44
<i>Self-check Test</i>			45
UNIT 6 <b>Books</b>	Wh-questions The Adjective	Making up questions Finding information Describing objects (books)	46
<i>Project – The Benefits of Reading Books</i>			50
<i>Self-check Test</i>			51
UNIT 7 <b>Shopping</b>	The Demonstrative Pronouns and Adjectives ( <i>this/ that,</i> <i>these/ those</i> ) The Modal Verbs ( <i>can/ can't,</i> <i>may/ may not</i> )	Identifying objects Expressing permission	52
<i>Project – I am a Fashion Designer</i>			56
<i>Self-check Test</i>			57
UNIT 8 <b>Food and Drink</b>	The Imperative The Present Simple Countable/ Uncountable Nouns	Expressing instructions and commands Expressing amount/ quantity/ numbers	58
<i>Project – A Healthy Menu</i>			64
<i>Self-check Test</i>			65
<i>Revision II (Units 4-8)</i>			66
UNIT 9 <b>Going Places and Holidays</b>	The Imperative The Adjective The Present Continuous Definite and Indefinite Articles	Giving directions Describing places Describing actions in progress and present temporary situations Identifying objects	68
<i>Project – Itinerary</i>			74
<i>Self-check Test</i>			75



# Table of Contents



UNIT 10 <b>The Natural World &amp; Animals</b>	* The Adjective – comparison	Describing animals	76
<i>Project – Endangered Animals</i>			80
<i>Self-check Test</i>			81
UNIT 11 <b>Word and Tales</b>	Present Simple Prepositions of place and movement <i>There is/ are</i>	Telling stories starting from a picture Placing objects Writing a story	82
<i>Project – Story Writing</i>			86
<i>Self-check Test</i>			87
UNIT 12 <b>Characters</b>	Definite and Indefinite Articles Present Simple	Telling a story Describing people/ characters Identifying objects Writing short messages	88
<i>Project – My Favourite Character</i>			92
<i>Self-check Test</i>			93
<i>Revision III (Units 9–12)</i>			94
UNIT 13 <b>My World</b>	Ordinal Numerals Present Tense Simple The Imperative	Expressing order, date Expressing apologies Giving directions and advice	96
<i>Project – Collage – Our Favourite Place in our Community</i>			102
<i>Self-check Test</i>			103
UNIT 14 <b>Celebrations</b>	Ordinal Numerals The Adjective	Expressing date Describing weather conditions Map orientation	104
<i>Project – Celebrations in the UK</i>			108
<i>Self-check Test</i>			109
<i>Revision IV (Units 13-14)</i>			110
<i>Interdisciplinary Project – New Year’s Eve around the World</i>			112
<i>Interdisciplinary Project – Christmas in the United Kingdom</i>			114
<i>Educational Trip</i>			116
<i>1<sup>st</sup> Semester Revision</i>			118
<i>2<sup>nd</sup> Semester Revision</i>			120
<i>Final Revision</i>			122
<i>Grammar in a Nutshell</i>			125
<i>Self-check Tests – Answers</i>			128



## Cuvânt-înainte

Manualul de față constituie un instrument proiectat cu scopul de a motiva elevii în procesul de învățare a limbii engleze. El include 14 unități de învățare și furnizează o pregătire sistematică pentru dobândirea tuturor competențelor lingvistice necesare comunicării orale și în scris în limba engleză.

Manualul tipărit este însoțit de manualul digital care completează și îmbogățește conținuturile, furnizând filme, materiale audio, imagini mărite ale unor hărți, scheme, tabele și imagini precum și o întreagă gamă de exerciții interactive care au scopul de a-l ajuta pe elev să își autoevalueze progresul.

Rubricile permanente conferă manualului coerență și coeziune. Fiecare unitate se termină cu un proiect (individual sau de grup). Evaluarea se realizează în mai multe etape: la finalul fiecărei unități (unde există un test de autoevaluare, cu cheia răspunsurilor la pagina 128, care poate fi folosită însă și ca text de evaluare propriu-zisă), după fiecare patru unități de învățare (un test de evaluare, urmat de exerciții de ascultare și de exprimare orală și scrisă) și în testele de evaluare și exercițiile recapitulărilor semestriale și ale celei finale, plasate la sfârșitul manualului, deoarece structura anului școlar poate suferi modificări în decursul timpului.

La sfârșitul manualului au fost prezentate modele de proiecte complexe: fișa unui proiect interdisciplinar, fișa unui proiect interdisciplinar realizat pe baza unor filme documentare, precum și schița de organizare a unei vizite didactice. Profesorii au libertatea să aleagă momentul când le vor folosi.



## Foreword

This textbook is designed to motivate and involve learners in effective learning of English. There are 14 units that provide systematic preparation for all skills required for successful oral and written communication. Each unit ends with a project and a self-check test (that can be used as an evaluation test).

The printed textbook is accompanied by the digital textbook which completes and enriches the contents, providing films, listening materials, maps, charts, tables and pictures as well as a wide range of interactive exercises meant to assess the learners' progress.

Assessment is achieved along different stages: at the end of each unit (self-check test with answers at the end of the textbook that can also be used as an evaluation test), after each four units (evaluation test and different listening, speaking and writing exercises), followed by two revisions and a final revision (at the end of the book, since the school year structure may undergo several modifications).

There are worksheets for two interdisciplinary projects and one for an educational trip at the end of the book, so the teachers may decide when to use them. Moreover, there are three pages of grammar at the end of the book.

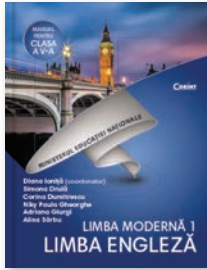
*The Authors*

*Autoarele*



# Ghid de utilizare a manualului

MANUALUL CUPRINDE  
 varianta tipărită      varianta digitală



Simboluri folosite  
 în varianta digitală



Ascultă



Rezolvă



Privește



Vizionează

Manualul este structurat în unități de învățare, care cuprind:

Titlul unității

Citește

Proiect

**Unit 2 Daily Life**

**Listening 1**

**Speaking**

**Reading**

**Writing**

**Project - Interview**

**Self-check**

**Reading**

**Writing**

**Project - Interview**

**Self-check**

**Project - Interview**

**Self-check**

**Self-check**

Activitate de ascultare

Joc

Discută

Scrie

Știi?

Test de autoevaluare/evaluare

**Revision 1 (Units 1-4)**

**Evaluation Test**

**Reading**

**Writing**

**Listening**

**Speaking**

**GRAMMAR**

**LET'S REMEMBER!**

**Revision 1 (Units 1-4)**

**Reading**

**Writing**

**Listening**

**Speaking**

**GRAMMAR**

**LET'S REMEMBER!**

EVALUARE

RECAPITULARE

Reading

Writing

Listening

Speaking

GRAMMAR

LET'S REMEMBER!

Citește

Scrie

Ascultă

Discută

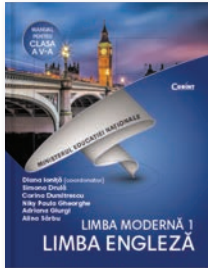
Gramatică

Să ne amintim!

# How to Use This Textbook

THIS TEXTBOOK HAS  
a printed form and a digital one

There are icons used only  
in the digital textbook:



Listen



Solve



Look at



Watch

The textbook is divided into units. Each unit contains:

Title of the unit

Reading

Project

**Unit 2 Daily Life**

**Listening** (1)

**Game**

**Speaking**

**Do you know?**

**Reading**

**Writing**

**Do you know?**

**Project - Interview**

**Self-check Test/Evaluation Test**

**Self-check Test/Evaluation Test**

**Self-check** (2)

**Revision 1 (Units 1-4)**

**Evaluation Test**

**Revision 2 (Units 1-4)**

**Revision**

Reading

Writing

Listening

Speaking

**GRAMMAR**

**LET'S REMEMBER!**

## Competențe generale & specifice



### COMPETENȚE GENERALE

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

### COMPETENȚE SPECIFICE

1. Receptarea de mesaje orale în situații de comunicare uzuală
  - 1.1. Identificarea sensului global al unor mesaje și dialoguri uzuale, clar articulate
  - 1.2. Identificarea semnificației unor schimburi verbale uzuale și clar articulate, în situația în care interlocutorul oferă ajutor pentru a facilita înțelegerea
  - 1.3. Manifestarea curiozității față de unele elemente specifice spațiului cultural al limbii studiate
2. Exprimarea orală în situații de comunicare uzuală
  - 2.1. Prezentarea simplă a unei persoane/a unui personaj
  - 2.2. Stabilirea de contacte sociale pe baza unor formule conversaționale simple (salut, bun rămas, prezentare, mulțumire, instrucțiuni)
  - 2.3. Exprimarea preferințelor
  - 2.4. Manifestarea disponibilității pentru participarea la dialog
3. Receptarea de mesaje scrise în situații de comunicare uzuală
  - 3.1. Identificarea informațiilor din panouri și semne aflate în locuri publice pentru facilitarea orientării
  - 3.2. Extragerea informațiilor dintr-un text scurt, însoțit de ilustrații
  - 3.3. Identificarea informațiilor din mesaje scrise simple de la prieteni sau de la colegi
  - 3.4. Manifestarea curiozității pentru lectura de orientare
4. Redactarea de mesaje în situații de comunicare uzuală
  - 4.1. Redactarea de mesaje simple și scurte
  - 4.2. Descrierea unor aspecte ale vieții cotidiene (oameni, locuri, școală, familie, hobby-uri), folosind propoziții scurte
  - 4.3. Manifestarea disponibilității pentru schimbul de mesaje scrise simple

## General and Specific Skills



### GENERAL SKILLS:

1. Listen to and understand spoken messages in common communication situations
2. Express oneself in common communication situations
3. Understand written messages in common communication situations
4. Write messages appropriate for common communication situations

### SPECIFIC SKILLS

1. Listen to and understand spoken messages in common communication situations
  - 1.1. Understand the overall meaning of common, clearly articulated messages and dialogues
  - 1.2. Identify the meaning of common and clearly articulated verbal exchanges, when the interlocutor provides help to facilitate the understanding
  - 1.3. Develop interest and manifest curiosity towards some elements specific to the cultural space of the studied language
2. Express oneself in common communication situations
  - 2.1. Describe or introduce a person or a character in a simple way
  - 2.2. Establish social contacts based on simple conversational formulas (*Hello, Goodbye, introducing oneself, expressing gratitude, giving instructions*)
  - 2.3. Express preferences
  - 2.4. Show willingness to take part in a dialogue
3. Understand written messages in common communication situations
  - 3.1. Identify and comprehend information from panels and signs from public spaces to facilitate orientation
  - 3.2. Identify and comprehend information from a short illustrated text
  - 3.3. Identify and understand information from simple written messages received from friends or colleagues
  - 3.4. Manifest curiosity for reading maps
4. Write messages appropriate for common communication situations
  - 4.1. Write simple short messages
  - 4.2. Describe aspects of everyday life (people, places, school, family, hobbies), using short sentences
  - 4.3. Manifest willingness to exchange simple written messages



### GAMES & PUZZLES

Play **Let's meet...!** with your classmates. Work in groups of three students.

- 1) Take turns and introduce yourself and one of your classmates to the other student.
- 2) Each student is her/his favourite character (from any book, film or video game she likes). Each student introduces herself/himself to the others, giving details about the character.

### Listening



➤ Listen to the dialogue from the digital textbook or ask your teacher to read it for you using the following transcript. Remember: close the book while listening.

**Betty:** Hi, I'm Betty!

**Dan:** And I'm Dan! We're from England.

**Betty:** We're twins.

**Dan:** This is our friend, Radu. He is visiting us from Romania.

**Radu:** Hello!

**Betty:** Radu, this is our family album. Let us introduce you to our family before you meet them personally!

**Dan:** There they are!

➤ Listen to all the dialogues from the digital textbook, then act them out with your deskmate.



## DO YOU KNOW?

We use different terms to show our respect for someone in English: *Mr* is short for *mister* – we use it when addressing men in general. *Mrs* is used when addressing a married woman. *Miss* is used when addressing a girl or an unmarried woman. *Sir* and *lady* are very respectful terms. For the members of the British royal family terms like: *Your Majesty*, or *Your (Royal) Highness* are correct.

## GAMES & PUZZLES



- Play **Mime** with your classmates: one of you mimes an activity and the others guess it.
- Play **Who am I?** with your classmates: you are your favourite character. Mime an activity he or she is famous for. Your classmates guess the character.

## Speaking



➤ Work in pairs. Talk to your deskmate about the picture above, and answer the following questions:

- Who are the people in the photos?
- Who is Mary Jones?
- Who is Peter Jones?
- Who is Ann Brown?
- Who is Timmy Brown?

➤ Fill in the gaps with the correct greeting:

When you arrive somewhere, in the morning you say: ... • ... • ...

In the evening, you say: ...

When you leave a place, you say: ... • ... • ...

➤ You meet Harry Potter. Introduce yourself to him. (Listen to the dialogues from the digital textbook again. They give more examples).

## ROLE PLAY



Play **Quiz TV Show** with your classmates: One of you is the host, the others are the competitors. The host asks you: to name the months • to name the days of the week • to say all the colours you know • to count to 25 • to name as many jobs as you know, etc.

# Unit 1

## Personal Profiles



### STUDENT PORTFOLIO

Start working on your student portfolio. Its title is **Facts about Great Britain**. Add facts for every topic you discuss in class. You can write on paper or create PowerPoint presentations or even a blog. Discuss it with your classmates and teacher. Add photos, videos and any other material you may consider relevant. Your teacher can grade your work from time to time. Bring it to school for the final revision.

### Listening



➤ Listen to the following dialogue from the digital textbook and act it out with your partner using the transcript:

**David:** Hello, Betty! How are you?

**Betty:** Hi, David! Fine, thank you. This is Radu. He comes from Romania.

**Radu:** Nice to meet you, David.

**David:** Nice to meet you, too. Are you our new classmate?

**Radu:** I think so. I'm in class 5B. And you?

**David:** I'm in class 5B too. I have to go, now. See you later!

**Radu:** Bye-bye! See you soon!

**Betty:** Let's go and meet our classmates!

➤ Listen and repeat the alphabet: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z. (Use your digital textbook).

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii



## Speaking



- Work in pairs. Ask and answer how to spell your name:  
E.g.: "How do you spell your name?"  
"D-A-V-I-D"

## Listening



- Listen to the dialogue from the digital textbook, then act it out with your classmates, using the following transcript:

**David:** Hello, guys! I want to introduce you to our new classmate, Radu. He is from Romania. He is Romanian.

**Francesca:** Hi, Radu! I'm Francesca. I am from Italy. Nice to meet you!

**Rafael:** Hello, Radu! I'm Rafael. I'm from Spain. Pleased to meet you!

**Michelle:** Hello! My name is Michelle. I am from France. Nice to meet you!

**Aisha:** Hi, I am Aisha and I am from India. Nice to meet you!

**Cindy:** Hello! My name is Anna. I am from Russia. Glad to see you!

- Act out similar dialogues with your classmates, after you watch the film about countries and nationalities from the digital textbook.

## Writing



- Copy the following table in your notebook, then complete it using the information from the dialogue above.

Name	Country	Nationality
Radu	Romania	Romanian
Francesca		Italian
	Spain	Spanish
Michelle		French
	India	Indian
Anna		Russian

- Copy the following words in your notebook, then write the correct word (*I, we, you, he, she, it, they*) that can replace them:

Pencil case ...	Cat ...
I and Ben ...	You and Claire ...
James ...	Books ...
Mary ...	She and David ...

- Fill in the blanks with the right word (*I, you, he, she, it, we*):  
Radu is Romanian. ... isn't French. Betty and Dan Jones are from England. ... aren't from France. Bernie and I are high school students. ... aren't primary school students.

## ROLE PLAY

Ask and answer. Work in pairs. Act out a dialogue between two children. One of them (B) is introducing a friend, Rafael, to a classmate (A).

A: What's his/her name?

B: He is Rafael.

A: Where is he from?

B: He is from Spain.

A: How old is he?

B: He is 12 years old.

A: What does he like doing?

B: He likes reading books with super heroes. He loves Batman.

A: Wow! I want to meet him, because I like Catwoman.

## CLASS PORTFOLIO

Start a class portfolio (blog): **We love Great Britain**. Add YouTube videos about Great Britain, clips from different documentaries or films about British history, culture, life and customs, about British celebrities, etc. Dedicate a special section to a **collection of English children's songs** (you can find them on YouTube or you may buy their audio files online). This site is to be accessed by you and your teacher during classes as a digital teaching material. (For instance, add a video like *Why are the British obsessed with tea?* from the digital textbook. Then use this video to find out new words and as a teaching material in Unit 8 – there you find how to prepare the perfect cup of tea.)

## ROLE PLAY

- Imagine you are Snow White. You meet Harry Potter at Prince Charming's birthday party. Introduce yourself, then introduce your friends, Dopey, Grumpy, and Doc. (Watch the animated film *Snow White and the Seven Dwarfs* (1937) to remember who they are.)
- Imagine you are Prince Charming. You meet Pinocchio at your birthday party. Introduce yourself and ask him to do the same.



## GRAMMAR

We use **to be** to speak about:

- *appearance*: I **am** tall.
- *character*: My grandparents **are** very kind.
- *job*: My father **is** a pilot.
- *nationality*: Radu **is** Romanian.
- *age*: She **is** 13 years old.

## Writing



- Write 2–3 sentences about your favourite character from a video game or a story.
- Copy the following table in your notebook, then fill in the missing words. Do you remember all the forms of the verb *to be*?

YES		NO		...?
Long form	Short form	Long form	Short form	
I am	... 'm	I am not	I'm not	Am I?
... are	You're	... are not	... aren't	Are ...?
... is	... 's	... is not	He ...	Is ...?
... is	She's	... is not	... isn't	Is ...?
It ...	... 's	It ... not	It ...	... it?
... are	We're	... are not	... aren't	Are ...?
You ...	... 're	You ... not	You ...	... you?
... are	They're	... are not	... aren't	Are ...?

## Games and puzzles

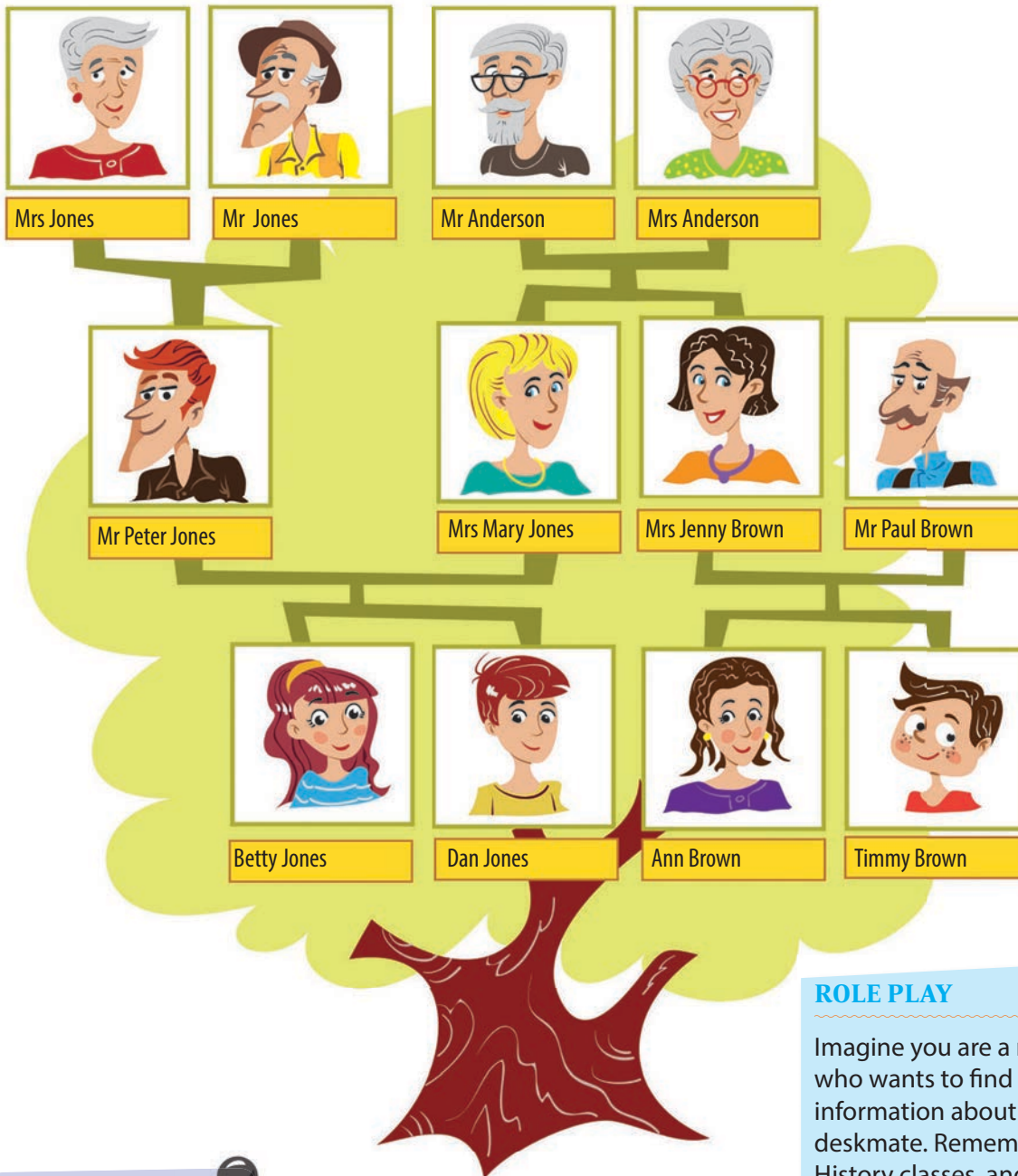


- Read Micaela's poster, then make your own posters adding photos, drawings, etc. Read them to your classmates. Stand in alphabetical order.

My name's Micaela. I'm 11 years old. I'm in class 5D. I live in Manchester, England. I am tall and thin. I've got brown eyes and brown hair. I've got a sister. She is 18 years old. I like playing computer games. My favourite food is pizza.







## Speaking



- Work in pairs. Meet Dan and Betty's family. Look at the picture above, then answer the following questions:
  - a) How many uncles has Betty got?
  - b) Has Mary Jones got any brothers or sisters?
  - c) What does Dan look like?
- Listen to the dialogue from the digital textbook carefully. Betty talks about her family with Radu. Act out similar dialogues.
- Describe five members of Betty's family. Use the following words: *tall, short, young, old, fat, thin*. Remember to mention the colour of their eyes and hair.

## ROLE PLAY



Imagine you are a reporter, who wants to find more information about your deskmate. Remember your History classes, and your knowledge about the history of a family. Here are some possible questions to ask: What is your mother's job? • What is your father's job? • What are your chores? • What do you do for fun? • Do you know any stories about your ancestors? • Have you got any old photos you could show me?

## GAMES &amp; PUZZLES

**Guess the famous character!**

Read the following description and guess the character:

*He is tall and slim. He has got black hair, green eyes, and a strange scar on his forehead. He wears round glasses held together with a lot of Scotch tape. He is a wizard.*

(Harry Potter)

## Writing



- Copy the correct answer and write the sentences in your notebook:  
E.g.: Ann is/has my sister.

*Ann is my sister.*

- a) Peter is/has got blonde hair.
- b) The twins are/have got twelve.
- c) My friend is/has got a bike.

- Choose the correct words and write the sentences into your notebook:

E.g.: She ... many friends.

- a) is      b) has got

*She has got many friends.*

- The giraffe ... a long neck.  
a) is      b) has got
- My grandma ... an old house.  
a) is      b) has got
- Zebras ... stripes.  
a) is      b) have got
- Foxes ... wild animals.  
a) are      b) have got

- Correct the sentences. Use the words in brackets. Write the correct sentences in your notebook.

E.g.: I have got a brother. (*sister*)

*No, I haven't got a brother. I have got a sister.*

- a) My cousin has got two cats. (*dogs*)
- b) Jane and Tom have got a beautiful house. (*flat*)
- c) We have got five books. (*notebooks*)
- d) My cat has got black fur. (*grey*)

## Project - My family tree

Draw your family tree. Add the photos of your relatives. (Don't forget to write short labels under the photos, such as: "My mother, Mrs...". You may also write their age and job titles.) Bring the poster to school and introduce yourself and your family using the family tree.

Your classmates evaluate:

- the clarity and attractiveness of the final product;
- your presentation skills (good English, body language, etc.);
- your ability to answer questions from the class or from the teacher;
- your creativity.

Tip: Listen to the dialogue between Betty and Radu from your digital textbook again. It can help you prepare for your presentation.



**I** Read the sentences below and decide if the 's comes from *is* or *has*. Write the sentences with the long forms in your notebook. **(30 points)**

E.g.: Mary's tall and slim.

*Mary is tall and slim.*

- a) George's got three cats.
- b) She's got blue eyes.
- c) He's 12 years old.

**II** Copy the following sentences in your notebook and fill in the gaps with the right forms of *to be* and *have got*. **(30 points)**

E.g.: A: ...you from England?

B: No, I'... from Romania.

A: *Are you from England?*

B: *No, I am from Romania.*

- a) Andrew ... four pencils and six pens.
- b) I'... 12 years old.
- c) She ... a teacher. She ... not a pilot.

- d) They ... blue eyes .
- e) The books ... on the desk.
- f) The Big Ben ... in Paris. It ... in London.
- g) He ... a moustache, but he ... a beard.

**III** Watch the film about countries and nationalities from the digital textbook again and match the countries to the nationalities. Write the pairs in your notebook. **(20 points)**

- |             |             |
|-------------|-------------|
| 1) England  | a) Japanese |
| 2) Romania  | b) French   |
| 3) Spain    | c) Russian  |
| 4) Japan    | d) Romanian |
| 5) France   | e) English  |
| 6) Russia   | f) Spanish  |
| 7) Poland   | g) Greek    |
| 8) Turkey   | h) Polish   |
| 9) Greece   | i) Turkish  |
| 10) Germany | j) German   |

**IV** Look at the picture and complete the description, using the following words: *has got, brown, slim, short, brown, blue, have got, is, tall, brown*. Write the sentences in your notebook.

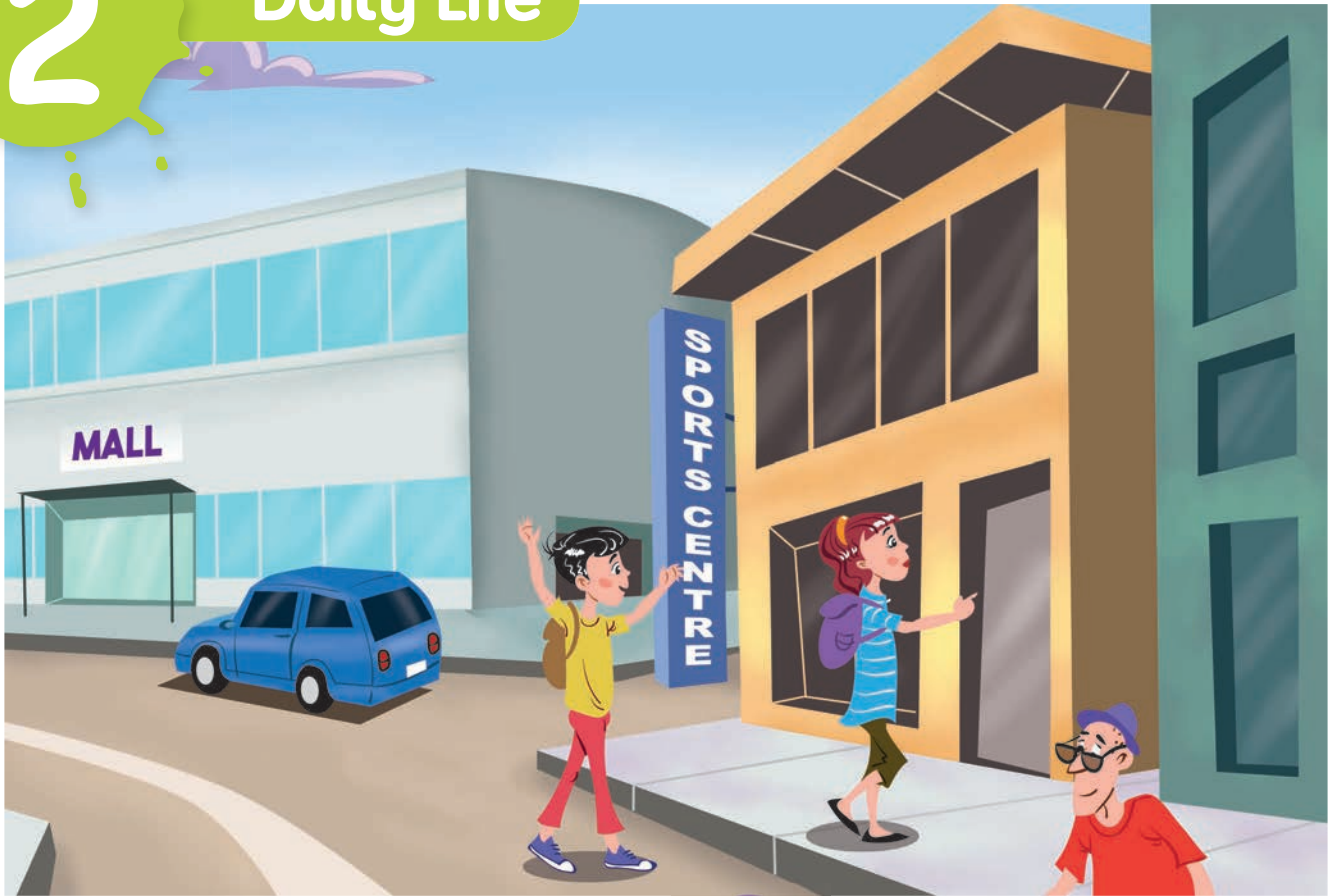
**(20 points)**

Dan is tall and ... He has got ... hair and ... eyes. His wife Jenny ... very pretty. She is thin and ... and ..... long brown hair and ... eyes. They ... a daughter. She ... 11 years old and she has got long ... hair.



Go to page 128 and check your answers. Add the points. What is your score?	<b>Your score</b>	<b>What can you do?</b>
	1–40 points	You still need some practice.
	41–80 points	You are doing well.
	81–100 points	Well done! Be kind and help a classmate.

\* This test, and all the other self-check tests can be used as evaluation tests by the teacher.



### Listening



Listen to the following dialogue from your digital textbook, then act it out with your partner using the following transcript.

**Betty:** Look, that's my favourite place in the area.

**Radu:** Why?

**Betty:** Because I love sports!

**Radu:** Really? Do you like football, too?

**Betty:** Yes, of course! I come here every week for a football game.

**Radu:** Cool! Do you go to the mall, too?

**Betty:** Well, sometimes. When I need to buy something special. Let me show you the sports centre. Malls are all the same...

### GAMES & PUZZLES



Play a guessing game with your class. Imagine you are somebody else (a classmate, a teacher, a famous writer, a star). Your classmates ask questions to guess your identity: *Are you a man? Are you a woman? Are you Romanian? Are you...?* Count the number of questions a student asks to guess your identity. The winner is the student who guesses the fastest.

### Speaking



➤ Work in pairs. Answer the questions:

- Does Betty like football?
- Does Betty like malls?
- Do you like sports?

➤ Famous people like sports as well. For instance, many members of the British royal family love sports. Do you know anything about the British royal family? Share ideas with your deskmate.

## Reading



➤ Read the following text.

### Kate Middleton

Kate Middleton is an English woman. She likes sports (especially hockey) and taking photos. Her daily life is very busy. She works with many organizations to help children and sportspeople.

Why is she special?

Because everyone knows her all over the world! You can see her photo in magazines and newspapers or on the Internet. She is the Duchess of Cambridge and her husband is Prince William, the Duke of Cambridge. William's father is Prince Charles and his grandmother is Queen Elizabeth II of Britain!



## Writing



➤ Copy the following table in your notebook and mark the following sentences as T (True), F (False) or ? (I don't know):

	True	False	I don't know
Kate Middleton lives in France.			
Kate Middleton dances a lot.			
You cannot find her picture on the Internet.			
Her husband is the Queen's grandson.			
She has got two children.			

➤ Look at the family tree from Unit 1 (page 13). Draw Prince William's family tree.

➤ Read the following invitation. (Check the unknown words at <http://dictionary.cambridge.org>) Fill in the invitation, using: *You, welcome, funds, event, on, for*.

To: His Royal Highness Prince Henry of Wales  
From: The Fan group of students

Your Highness,

We kindly invite ... to Bucharest, Romania, to the charity ... organized by our club ... 20 November 2017, to raise ... for the disadvantaged children in our community.

Many popular Romanian celebrities are invited ... this great cause. It will be our immense pleasure to ... You at the event.

Your indebted fans.



## DO YOU KNOW?

Prince Charles has properties in Transylvania, and you can even spend some days there. Check them on a map of Romania (Viscri, Zălan Valley, Mălâncrav).



## GAMES &amp; PUZZLES

Imagine you are a professional guide. You invite the British royal family to Romania. Using information from your Geography and History classes, make up an itinerary for the British royal family. What are the best places to visit in Romania? What about your area, your town or your village?

## CLASS PORTFOLIO

Add information about the British royal family to your class portfolio **We love Great Britain**. For instance, you may use the following link to find out about The Queen's daily routine: <http://www.thecrownchronicles.co.uk/royal-news/queen-and-philip/a-day-in-the-life-of-the-queen-daily-routine/>.



## GAMES &amp; PUZZLES

Think of a classmate and make up 3 sentences about him/ her, without mentioning the name. Say them out loud. Can your classmates guess him/ her? e.g. "He loves Art, he never misses classes, he wears glasses."

"Is it Mike?"

"Yes, it is."/ "No, it isn't."

## Listening



➤ Watch the two short films from the digital textbook: *Raphael's Morning Routine* and *Emily's School Morning Routine*. Listen very carefully.

## Speaking



- Work in pairs. Answer the following questions and talk about your answers with your partner:
- When does Raphael wake up?
  - What is Raphael's morning routine?
  - What does Emily do after she wakes up?
  - What does Emily do before breakfast? And after breakfast?
- Talk to your partner. Who is your favourite YouTube personality? Sports person? Singer?
- Think about your typical school day and describe your routine to your deskmate. Ask your deskmate to do the same. Compare your daily routines and find out at least 2 similarities and 2 differences.

## LET'S REMEMBER!

Study the following sentences:

I **like** Maths.

We **live** in Romania.

Your teachers **play** sports.

They **dance** every month.

Betty **likes** Geography.

Dan **lives** in England.

My teacher **plays** the piano.

My dog **catches** flies.

Why are the verbs in red different? Talk to your partner. Are your explanations similar? Fill in the gaps:

When we speak about **repeated actions, habits or general truths** using **the Present Simple**, the verb remains as it is in the dictionary, except for the cases when the Subject is **he**, ... or ...

## Writing



➤ Choose the right form, and write the correct sentence in your notebook:

a) My sister want/ wants a cat.

b) You and your friends like/ likes playing cards.

c) I go/ goes to school at 7.45 a.m.

d) Our dog hate/ hates noises.

➤ Put the verb into the right form and complete each sentence. Write the sentences in your notebook:

a) My dad ... to work every day. (*drive*)

b) My friends ... computer games in the evening. (*play*)

c) Betty ... milk for breakfast. (*drink*)

d) A doctor sometimes ... at night. (*work*)

## GRAMMAR

## GAMES &amp; PUZZLES

Play a game with your classmates.

Find someone who:

- has a dog;
- has a cat;
- drinks 2 liters of water a day;
- practises a sport every day;
- likes skiing;
- watches 2 films every week;
- goes to the countryside in summer;
- eats fruit and vegetables every day;
- goes to school by bus;
- reads every day.

Make up questions using the Present Simple. Try to find at least one classmate for each category. Write your answers in your notebook. Share them with the class.



Study the following sentences:

I **sometimes** watch cartoons with my brother.

My mum **always** drinks coffee in the morning.

They **never** help me with my homework.

They are **often** noisy during the breaks.

Choose the right answer and share it with the class:

The underlined words show **how often** an action happens. They are placed **before/ after** the main verb, but **before/ after** the verb **to be**.

## Writing

- Put the words in order to make sentences.

E.g.: computer games / in the morning / I / play / never  
*I never play computer games in the morning.*

- a) often / with friends / hang out / in the park / we
- b) goes / with her mum / she / sometimes / shopping
- c) after school / always / his homework / does / he
- d) never / late / for / is / she / school

## Speaking

- Read the following sentences. Choose the correct answer for you.
- |                              |                                      |
|------------------------------|--------------------------------------|
| A: Do you like strawberries? | A: Does your mum cook in the         |
| B: Yes, I do; I love them.   | morning?                             |
| C: No, I don't. I hate them. | B: Yes, she does. / No, she doesn't. |
- How is the verb *to do* used? Discuss with your partner.

## GRAMMAR

Choose the correct words:

We use **does** to make questions and negative sentences when the subject is **he, ...** or **...** (in third person singular).

We use **do** when the subject is in any other person.

## Writing

- Turn into negative form. Write the sentences in your notebook.
- E.g.: Romanians go skiing in summer.  
*Romanians don't go skiing in summer.*
- |                          |                           |
|--------------------------|---------------------------|
| a) I like spaghetti.     | c) My sister plays rugby. |
| b) Dan lives in the USA. | d) It snows in summer.    |
- Write a short paragraph about your daily schedule in summer or when at school.



Work in teams of 3–4 pupils. Decide on a number of questions to ask your classmates (or schoolmates) about their daily life.

You can choose from this set of questions:

- Do you play any sports?
- Are you a member of any sports team?
- Do you ever listen to games on the radio?
- Do you like playing tennis?
- Do you like watching car races?
- How often do you exercise?
- What do you think is the most popular sport in the world?
- What is your favorite team sport?
- What sport do you think is the most dangerous?
- What sports do you like to watch on TV or on the Internet?
- How do you feel about extreme sports?
- What do you do to keep fit?

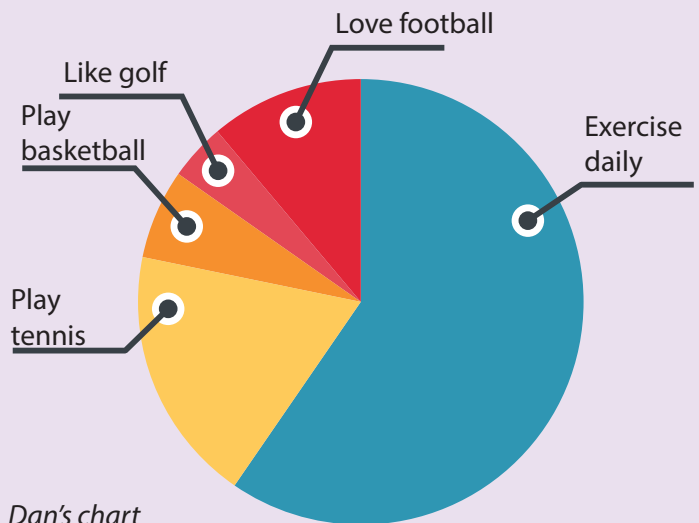
The aim of this project is to help you know your classmates (or schoolmates) better while using your English and Math skills. You will also improve your team spirit and presentation skills. Draw conclusions about your findings. Are there any differences between boys and girls? Calculate percentages and make a chart or a graph with your results.

Decide on a way to present your findings to the class (as a poster, a PowerPoint presentation, etc.). After analyzing the results, you could give your

teacher suggestions about the type of school clubs you might be interested in.

#### Evaluation:

- a) clarity and attractiveness of the final product: **20 points**;
- b) team work (each member of the group has a role and contributes to the project): **20 points**;
- c) presentation skills (good English, everybody says something, body language): **30 points**;
- d) ability to answer questions from the class or from the teacher: **20 points**;
- e) creativity: **10 points**.





**I** Choose the correct words. Write the sentences in your notebook. **(10 points)**

- e.g. My mum have/ has an apple every day.  
*My mum has an apple every day.*
- We buy/ buys fresh vegetables from the market.
  - They don't/ doesn't come from Spain.
  - My mum do/ does the washing up after meals.
  - I eat/ eats breakfast every day.
  - Apples contain/ contains vitamins.

**II** Put the word in brackets into the right place. **(20 points)**

- E.g.: I go to bed late. (*sometimes*)  
*I sometimes go to bed late.*
- Mark studies hard before tests. (*always*)
  - We are bored on Sundays. (*never*)
  - Daniel gets up early at weekends. (*sometimes*)
  - We help mum with housework. (*often*)
  - David is funny at parties. (*usually*)

**III** Complete the questions with *Do* or *Does*. Write the questions in your notebook. **(20 points)**

- E.g.: ... you like acting?  
*Do you like acting?*
- ... Ann want to be a nurse?
  - ... I sing well?
  - ... Andrew and Mark play the violin?
  - ... you send your friends text messages?
  - ... your friend speak English?

**IV** Turn the sentences into questions and write them in your notebook. **(20 points)**

- E.g.: The theatre group meets every Thursday.  
*Does the theatre group meet every Thursday?*
- They organize a carnival every year.
  - Everyone joins in the carnival.
  - People dance in the streets.
  - You dress up for the carnival.
  - Children enjoy the carnival too.

**V** Complete the sentences. Use the Present Simple of the verbs. **(30 points)**

- E.g.: I ... (*not like*) roller coasters. I ... (*get*) really scared on them.

*I don't like roller coasters. I get really scared of them.*

- My dad ... (*not sleep*) a lot. He only ... (*need*) five or six hours.
- A: ... you ... (*study*) English?  
B: Yes, I ...
- My uncle ... (*cook*) really well but he says he ... (*not enjoy*) it.
- A: ... your sister ... (*play*) in the school football team?  
B: No, she ...
- My grandparents ... (*not like*) travelling. They ... (*prefer*) staying home.



Go to page 128 and check your answers. Add the points. What is your score?

Your score	What can you do?
1–40 points	You still need some practice. Study the reference pages at the back of the book and solve the exercise from the digital textbook.
41–80 points	You are doing well. You can improve your score by doing the exercise from the digital textbook.
81–100 points	Well done! Be kind and help a classmate. You can also make up your own exercises and give them to a friend to solve.

# Unit 3

## Interpersonal Relationships & People



### Listening



#### DO YOU KNOW?

Batman and Iron Man are superheroes, but they don't have any superpowers. They are just very smart people and very good scientists and engineers.

➤ Listen to the following dialogue from the digital textbook then act it out with your partner using the transcript:

**Spiderman:** Hi! I'm Spiderman. I **can climb** skyscrapers and I **can run** really fast! What can you do?

**Batman:** I am Batman. I **can drive!** I **can't fly.**

**Catwoman:** I'm Catwoman. I **can fight** and I **can jump** like a cat!

**Wonder Woman:** And I am Wonder Woman! I **can use** my bracelets to protect myself!

### Speaking



- Work in pairs. Answer the following questions.
  - Do you have a favourite superhero? Name his/ her name.
  - What are his/ her abilities?
- Act similar dialogues for the other superheroes in the pictures.

### LET'S REMEMBER!

What do the words in red express? Talk to your deskmate. Are your explanations similar?

Fill in the gaps:

We use **can** to express ability, and ... to express the lack of ability.

#### GAMES & PUZZLES



Listen to the song about abilities from the digital textbook (*Little bird, little bird can you clap?*). Work in pairs and make up three more stanzas using the following abilities: *swim, sing, dance, read, climb, fly*. Create them for three animals of your own choice.

## Writing



➤ Copy the following table in your notebook and then put a tick (✓) for each thing you can do or a cross (✗) for each thing you can't do.

Activity	I	My friend
Play the piano		
Cook spaghetti		
Windsurf		
Drive a car		
Play chess		
Ski		
Draw		
Iron clothes		

➤ Imagine you talk to Betty. What questions do you ask her? Use the activities from the table.

E.g.: *Can you play the piano?*

➤ Imagine Betty's answers to your questions. Use *can* and *can't*.

E.g.: *No, I can't. I can't play the piano.*

➤ Write sentences in your notebook as in the examples.

E.g.: *Jason / sing ✓ / cook ✗*

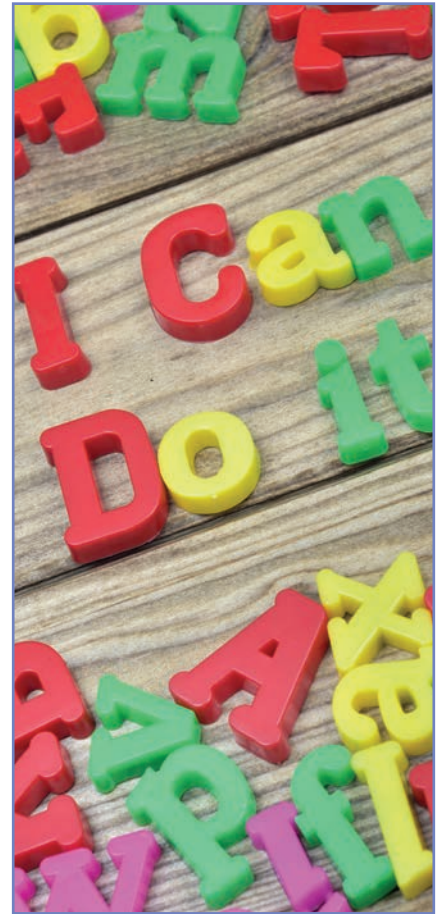
*Jason can sing but he can't cook.*

a) Emma / ride a horse ✓ / swim ✗

b) My parents / dance ✓ / sing ✗

c) Andrew / ride a bicycle ✗ / ride a horse ✓

d) Kate / dance ✓ / play the piano ✗



## Speaking



➤ Match the activities (a–h) to the pictures (1–8).

a. play basketball. b. play the piano. c. dance. d. cook. e. ride a horse. f. swim g. sing h. ride a bicycle



①



②



③



④



⑤



⑥



⑦



⑧

➤ Say three things you can do and three things you can't do from the previous exercise.

➤ Ask your partner what she/ he can do or can't do. Are there similarities between your abilities?

➤ Tell the class what you and your partner can or can't do as in the example.

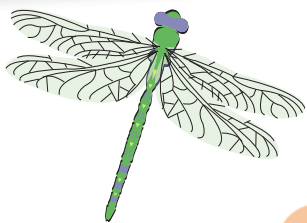
E.g.: *I can play the guitar, ski and draw but I can't play chess, drive a car or windsurf.*

*My friend Maria can cook spaghetti, iron clothes and draw but she can't speak French, windsurf or drive a car.*



### DO YOU KNOW?

- Dragonflies have 6 legs but can't walk.
- Giraffes and rats can live longer without water than camels.
- Dolphins can hear underwater sounds from 24 km away.
- Ostriches can run faster than horses. The male ostriches can roar like lions.



### LET'S HAVE FUN!



Work in pairs. Use words from the table to describe one of your classmates. Your partner has to guess the name of your classmate.

- Read the **Do you know?** box. Now it's your turn: surf the Internet and find three more interesting facts about wildlife. Then, present them to your classmates in maximum five sentences.
- Talk to your partner about the relationships in your life. Is it important to have interpersonal relationships in your life? Why? Watch the film from your digital textbook to find different opinions.

### Writing



- Look at the picture below. Can you tell a story to explain what is going on? What is about to happen after that? Remember your Romanian classes and all the information you have about how to write a story. Don't forget to answer the following questions:
  - Who are the characters? Describe them.
  - Where are they?
  - When does the story take place?
  - What is happening at the beginning of the story? In the middle? At the end?

Use the table below to find out more adjectives that can describe a person. (Use a dictionary to find out the meaning of the unknown words.)

Height	Weight	Physical appearance	Other features
Tall	Fat	Black or blonde, or brown hair	Freckles
Short	Thin	Curly, wavy, straight hair	Dimples
	Slim	Blue or brown or green eyes	Scars
	Slender		Moles

Tip: Listen to the dialogue between Betty and Radu from Unit 2 again. Betty is describing some of her relatives.



## GRAMMAR

Look at the family tree from page 15 and then read the following sentences:

Peter Jones is Dan's father. Dan is Betty's brother.

Paul Brown is Jenny Brown's husband. Jenny is Mary's sister and Betty's aunt.

Rusty is Dan's dog.

Do you notice why we use 's?

Fill in the following answer: We use ... to show how two or more ... are related, or to show that something belongs to somebody.

## Writing



- Make sentences with the given words.  
E.g.: This / Dan / bike  
*This is Dan's bike.*
  - a) That / Betty / book
  - b) They / Radu / parents
  - c) Paul / Jenny / husband
  - d) This / Jenny / house
- Read your sentences again. Can you use *his* or *her* instead of some names followed by 's? Write down the new sentences.  
E.g.: This is Dan's bike.  
*This is his bike.*
- Copy the following sentences in your notebook, choosing the correct word in each sentence.
  - a) I/ My am 11 years old.
  - b) Dan and Betty are we/ our friends.
  - c) She/ her is my English teacher.
  - d) Jane is they/ their sister.
- Fill in the blanks with the following pronouns: *they, their, we, she, her, my, his, her, our*. (Use your digital textbook to remember them.)
  - a) ... loves reading. ... favourite book is Roald Dahl's *Matilda*. ... don't like *Matilda*. ... favourite book is *Charlie and the Chocolate Factory*.
  - b) Betty is ... sister. ... is ... twin brother.
  - ) Me and my friends love books. ... read every day. ... favourite book is *Peter Pan*.
  - d) ... parents are very happy now, because ... are cleaning their room alone.

## ROLE PLAY



You are one of the Guardians of the Galaxy (pick your favourite character). You meet Peter Pan. Talk about your abilities.

E.g.: *I can fight very well and I know all the hit songs from the 1980s. I can't fly. My name is Peter Quill. Who are you?*



## GRAMMAR

### WHOSE IS IT?

The red bike is Janet's.	(= The red bike belongs to Janet.)
Betty is Dan's sister.	(= Betty and Dan are brother and sister.)
My grandparents' house is my favorite place in summer.	(= I love the house that belongs to my grandparents.)

## GRAMMAR

Fill in the following sentences with **who** and **whose**:  
 When we want to know who does an action we use ...  
 When we want to know the owner of an object we use ...

## Writing



- Ask and answer questions as in the example. Write them in your notebook.

E.g.: bike/ my brother

A: *Whose bike is this?*

B: *It's my brother's.*

a) house/ uncle Tom

b) car/ my mum

c) flowers/ grandma

d) glasses/ dad

## Project - Superheroes Poster Competition

Divide the class in 3 or 4 teams (with an equal number of students).

Each group must make a poster with the favourite superheroes of all the children in the group. The group must decide what role each member will assume according to his/ her abilities by talking and asking questions with *can*.

The aim of the project is to encourage team work, co-operation, as well as each student's ability to give arguments in favour of his/ her opinion.

The posters must include:

- drawings or photos;
- labels with short descriptions for each of the superheroes (physical characteristics, nationality, abilities);

E.g.: *Superman is tall and has got black hair. On*



*Earth, he is American. He comes from the planet Krypton. He can fly.*

- why is that specific superhero presented.

E.g.: *We like Superman because he is very brave.*

The groups present their posters in a class exhibition. The teacher organizes a gallery tour so that each student may see the posters and read the labels.

The class votes to decide the winner of the competition.



**I** Write sentences in your notebook which are true using *can/can't*. **(25points)**

E.g.: *A frog/ talk – A frog can't talk.*

*A mouse/ run fast. – A mouse can run fast.*

- a) A pig/ fly
- b) Pilots/ fly aeroplanes
- c) A dolphin/ walk on the street
- d) A parrot/ ride a bicycle
- e) A clown/ make people laugh

**II** Put the words into the correct order. **(25points)**

E.g.: Marc/ but/ can't swim/ he/ can paint  
*Marc can't swim but he can paint.*

- a) Harry Potter/ brown hair/ has got/ and / wears glasses
- b) Sarah / straight hair/ and / a small nose/ has got/
- c) my grandfather/ a moustache/ has got/ tall / and / is
- d) Susan/ cook/ can't / but/ can / she / sing / pop music

**III** Fill in the blanks with the correct word. **(25points)**

E.g.: There are five members in ... family.

- a) I      b) my

*There are five members in my family.*

1. Where is ... classroom? We can't find it.  
a) you      b) your
2. ... names are Kevin and Marc. They are my friends.  
a) their      b) they
3. Whose project is this? It's...  
a) Mike      b) Mike's
4. Brazil is located in South America. ... capital city is Rio de Janeiro.  
a) It's      b) Its

**IV** Read the statements under the pictures and mark them as T (*true*) or F (*false*) in your notebook. Then correct the false statements, as in the example. **(25points)**



E.g.: *Julia has got long blonde hair.*

F

*Julia hasn't got long blonde hair. She has got short brown hair.*



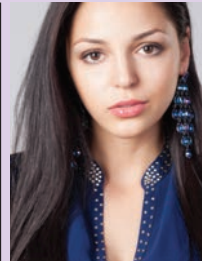
1.

Tim is tall and he has got long black hair.



2.

Sam is slim and he has got grey hair.



3.

Anna has got long black hair and brown eyes.



4.

The girls are short and have got red hair.



5.

My grandparents have got grey hair and they both wear glasses.

Go to page 128 and check your answers. Add the points. What is your score?	<b>Your score</b>	<b>What can you do?</b>
	1–40 points	You still need some practice.
	41–80 points	You are doing well.
	81–100 points	Well done! Be kind and help a classmate.

PET SHOP



Speaking

➤ Work in pairs. Look at the picture and answer the following questions:

- What pets do you recognize in the picture?
- Can you spot a rabbit in the picture? What about a hamster?
- What colour is the fish? What about the cat?
- Where are all the pets?
- Who takes care of them?

➤ **Make me your pet!** Look at the pictures and choose one animal you want as a pet. Read the table and then talk about your pet with your deskmate. E.g.: *Hedgehogs are small and cute. They are easy to look after but they are afraid of people.*

GOOD POINTS	BAD POINTS
they are small and cute • you can teach them to do tricks • not expensive • easy to look after • they are fun to play with	they are afraid of people • you can't teach them to do tricks • too expensive • they need a lot of attention • they can bite you



Hedgehog



Capybara



Ferret



Tarantula



Iguana



Flying squirrel



Hyacinth macaw (parrot)



Miniature donkey



Reading



**A dog's diary vs. a cat's diary:** Read the following texts. The author, Marlo Thomas, imagines what a dog and a cat write in their diaries. Look up the words you don't know in a dictionary:

**The Dog's Diary**

8.00 a.m. – dog food! My favourite thing!  
 8.30 a.m. – a walk in the park! My favourite thing!  
 9.30 a.m. – I got petted and my **fur (1)** brushed! My favourite thing!  
 11.00 a.m. – **treats (2)**! My favourite thing!  
 12.30 p.m. – play in the garden! My favourite thing!  
 3.00 p.m. – **nap on the sofa (3)**! My favourite thing!  
 5.30 p.m. – dinner! My favourite thing!  
 6.00 p.m. – play with ball! My favourite thing!  
 8.00p.m. – watch TV with people! My favourite thing!  
 11.00 p.m. – sleep on the bed! My favourite thing!



**fur (1)**



**treats (2)**



**nap on the sofa (3)**

**colourful feathers (2)**



**escape (2)**

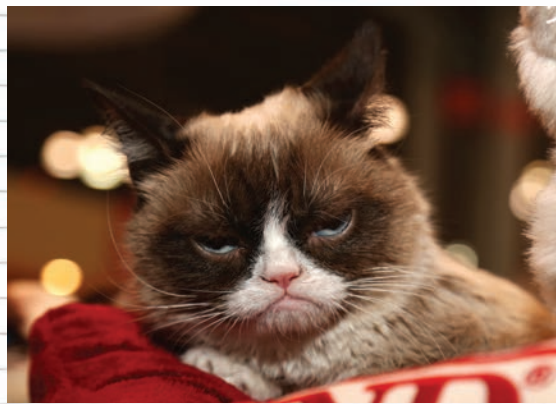


**spy (3)**



**The Cat's Diary**

Day 300 of my captivity...  
 My captors continue to torture me with all kind of objects, like mice toys or **colourful feathers (1)**. For some reason, they think I enjoy them, but they are wrong. They also feed me dry food. I don't like it but I have



to eat it because I have to keep up my strength. The only thing I have in mind is my dream of **escape (2)**. I have a plan to destroy my tormentors. Every day I weave around their feet as they walk and it usually trips them. The other prisoners here receive special privileges. The dog is regularly released and seems to be happy to return. He is obviously stupid. The parrot is a **spy (3)**. He often communicates with the guards and I am convinced he reports my every move. He lives in a cage and he is safe. For now...

(adapted from Marlo Thomas' text from *The Huffington Post*, [http://www.huffingtonpost.com/2012/05/21/joke-cat-vs-dog----war-of\\_n\\_1534447.html](http://www.huffingtonpost.com/2012/05/21/joke-cat-vs-dog----war-of_n_1534447.html))

GAMES & PUZZLES

- Play **Mirror me!** with your class. One of you does something and the others mirror her/ him, miming her/ his actions.  
Suggestions:
  - a cat – stretching and cleaning its paws
  - a rabbit – hopping and eating carrots
  - a hamster – running in its wheel.
- Play **Flash mobbing** with your class (a game similar to **Mirror me**). You obey the commands from the song *Let's Go to the Zoo!* (from your digital textbook). Practise the dance routine with your classmates and then you can surprise your schoolmates by flash mobbing them during the breaks or during an annual event attended by all the children and all the teachers from your school.

Speaking

- After reading the previous texts, talk to your deskmate. Are the following sentences *true* (T) or *false* (F)? Explain.  
E.g.: At 12.30 the dog goes to the park. ....  
*This sentence is false (F). The dog goes to the park at 8.30 a.m. At 12.30 the dog plays in the garden.*
  - At 3.00 p.m. the dog plays with the ball.
  - At 8.00 p.m. the dog watches TV.
  - The cat's dream is to escape.
  - The parrot is a spy and it lives in a cage.
  - The cat eats fresh fish every day.
- Work in pairs. Ask your partner about her/ his pet. Make up as many questions with *have got/ has got* as you can.  
E.g.: *Have you got a pet? Is it a cat or a dog? Has it got many toys? Etc.*
- You are a reporter for *All Pet News* and you interview Mickey Mouse about his dog, Pluto. Create questions for the following answers:
  - I have got a dog, Pluto.
  - It is very brave and funny.
  - Pluto can't speak.
  - It barks.
  - It doesn't wear clothes.
  - It has got a lot of friends.
- Remember your Civics classes and discuss about animal rights. Do you respect the rights of your pet?
- Match the signs (1–8) to the warnings (a–h).



- |                      |                            |                            |                 |
|----------------------|----------------------------|----------------------------|-----------------|
| a. Do not enter!     | d. Turn right!             | g. Road under construction | i. Do not pass! |
| b. Do not park here! | e. Warning/ Danger!        | h. No litter!              | j. Road closed! |
| c. Stop here!        | f. Don't cross the street! |                            |                 |

**GRAMMAR**

Read the *Stop!* and *Do not enter!* signs again. What do you notice? Remember: we use the Imperative (the verb without **to**) to give instructions, orders and directions.

**Writing**

- Turn the following commands into the negative, as in the example.  
E.g.: Go there!  
*Don't go there!*
  - a) Talk to me!
  - b) Cross the river!
  - c) Do your homework alone!
  - d) Come to the party!
  - e) Wash your hands!
  - f) Come here!
- Copy the sentences in your notebook and underline the correct form:  
E.g.: A turtle *have got/ has got* short legs and a small mouth.
  - a) Rabbits have got/ has got long ears and a short tail.
  - b) My friend's hamster, Fifi, have got/ has got small black eyes and short legs.
  - c) A horse haven't got/ hasn't got a short tail.
- Describe your favourite animal in 3–5 sentences, using *have got*. Write the sentences in your notebook.

Turn left!	Turn right!
Go straight ahead!	Go past...!
At the corner of...	Next to...
Opposite...	Between

**Listening**



Listen to the dialogues between Betty and Miss Adams from your digital text book.

**Speaking**



- Work in pairs. Act out similar dialogues. Practise asking for directions and giving directions using the fictional map (see the digital textbook too).  
**Betty:** Excuse me, miss Adams! How do I get to the circus? The show starts at 6.00 p.m. and I'm late!  
**Miss Adams:** Don't worry, Betty. It's about 150 meters from our school. Turn right, go straight ahead, pass the traffic lights and the park and there's the circus!  
**Betty:** Thank you, Miss Adams!  
**Miss Adams:** You're welcome, Betty! Have fun!





### ROLE PLAY

Practise asking for directions and giving directions. Imagine you are a newcomer to Hogwarts and can't find the library. You meet Hermione Granger. What do you say to each other? Act out the dialogue with your deskmate.

### GAMES & PUZZLES



Play **Get out of the labyrinth!** with your deskmate. Use the following map (see it in your digital textbook as well). Tell him what to do: "Turn left! Go ahead! Turn right!" (Imagine that your deskmate starts with the back towards the entrance.) Is he/ she safe on the other side? Then it is his/her turn to give you directions.



### Speaking



- Now it's your turn! Find the way from:
  - the gas station to the hospital;
  - the beach to school;
  - the market to the amusement park.
 Use your digital textbook to see the map from page 31.

### Listening



- Watch the film from your textbook and read the subtitles carefully. Look up the unknown words in a dictionary.

### Writing



- Write down the dialogues from the film in your notebook. (You may ask your teacher for help.)
- Read the following sentences and choose the correct answer. Write your answer in your notebook. Watch the films again if you need it.
  - If you want to visit the Science Museum...
    - a) go straight and turn left at the bank
    - b) go straight and turn right at the bank
  - The Post Office is on ...
    - a) Sesame Street
    - b) Sejong Street
  - The cafeteria is ...
    - a) next to the Police Station
    - b) next to the Flower Shop
  - To get to the Restroom you go...
    - a) straight ahead and then turn left
    - b) straight ahead and then turn right

## Project - Escape Plan for a Pet

Watch the film from the digital textbook.

Imagine you are a pet (a dog, a hamster, a cat, a parrot, etc.) and you are alone at home. You are locked in the house and you want to get out.

Imagine an escape plan and then write the instructions you must follow.

E.g.: *My name is Flippy and I'm a fish. I live in an aquarium. Today is a big day because I want to escape and swim in the Black Sea with my friends.*

*This is my escape plan:*

1. Climb the fish house.
2. Jump out of the aquarium. Etc.

Decide on a way to present your findings to the class (as a poster, a PowerPoint presentation, etc.).

#### Evaluation:

- a) clarity and attractiveness of the final product: **30 points;**
- b) presentation skills (good English, body language): **40 points;**
- c) ability to answer questions about the project: **20 points;**
- d) creativity: **10 points.**

I Complete the sentences in your notebook with *have/ has got* or *haven't/ hasn't got* and one of the words from the box: **(25 points)**

his glasses      a garden      wings  
a lot of pets      a boat      many dresses

E.g.: My teacher is very elegant. She ...  
*My teacher is very elegant. She has got many dresses.*

- a) Anna loves animals very much. She ...
- b) This house is very beautiful but it ...
- c) My grandfather can't read the newspaper. He ...
- d) My uncle is very rich and he likes sailing. He ...
- e) Some parrots ... but they can't fly.

II Match the signs to the warnings in your notebooks: **(40 points)**

- a. Don't swim here!
- b. Don't drink or eat here!
- c. Don't use a cell phone!
- d. Don't throw litter!
- e. Turn left!
- f. Stop here!
- g. Do not enter!
- h. Danger!



III Complete the sentences in your notebook with the correct words from the box. **(10 points)**

E.g.: ... too much TV!  
*Don't watch too much TV!*

Don't smoke  
Don't throw  
Cross the street  
Don't take

- a) ... the garbage in the street!
- b) ... in the restaurant!
- c) ... only when the traffic light is green!
- d) ... photos in the museum!



IV Write the rules for riding a bike in your notebooks. Use the Imperative.

**(25 points)**

E.g.: pay attention/ traffic lights  
*Pay attention to the traffic lights!*

- a) wear/ a helmet
- b) listen/ to music
- c) use/ lights in the dark
- d) ride/ shopping centres or restaurants
- e) check/ brakes

Your score	What can you do?
1–40 points	You still need some practice. Study the reference pages at the back of the book and solve the exercises from the digital textbook.
41–80 points	You are doing well. You can improve your score by doing the exercises from the digital textbook.
81–100 points	Well done! Be kind and help a classmate. You can also make up your own exercises and give them to a friend to solve.

## Evaluation Test\*

**I** Choose the correct words and write the questions in your notebook. (20 points)

E.g.: Do/ Does your dad cook?

*Does your dad cook?*

- Do/ Does your best friend play football?
- Do/ Does you like pizza?
- Do/ Does your parents play computer games?
- Do/Does your teacher give you a lot of homework?
- Do/ Does you hang out with your friends after school?

**II** Put the words in order to make sentences. (20 points)

E.g.: computer games / in the morning / I / play / never

*I never play computer games in the morning.*

- often / with friends / hang out / in the park / we
- sad / I / when / I'm / never / dance
- goes / with her mum / she / sometimes / shopping
- after school / always / his homework / does / he
- rarely/ in/ meet/ park/ school/ they/ after/the
- Daniel/ time/ always/ for/ in/ is/ work
- never/ happy/ they/ it/ when/ are/ rains
- the piano/ I/ sometimes/ play/ in the evening
- you/ dishes/ how often/ wash/ do/ the?
- usually/ her/ his/ with/ helps/ Mary/brother/ homework

**III** Complete the following sentences. Use the Present Simple of the verbs. (28 points)

E.g.: I ... (*not like*) roller coasters. I ... (*get*) really scared on them.

*I don't like roller coasters. I get really scared on them.*

- My mum ... (*not sleep*) a lot. She only ... (*need*) five or six hours.
- A: ... you ... (*study*) English?  
B: No, I ...
- My dad ... (*sing*) really well but he says he ... (*not enjoy*) it.
- A: ... your sister .... (*play*) in the school basketball team?

B: No, she ...

- My grandparents ... (*not like*) going out. They ... (*prefer*) to stay home.
- My brother ... (*watch*) TV all day. He ... (*not do*) anything else.

**IV** Complete the questions with *Do* or *Does*. (12 points)

E.g.: ... you like acting?

*Do you like acting?*

- ... Mary want to be a doctor?
- ... we study the same subjects?
- ... I sing well?
- ... Adam and Louis play in the orchestra?
- ... you send your friends text messages?
- ... your mum and dad speak English?

**V** Write questions from the sentences. (6 points)

E.g.: The theatre group meets every Wednesday.

*Does the theatre group meet every Wednesday?*

- They organize a carnival every year.
- Everyone joins in the carnival.
- People dance in the streets.
- Steel bands play calypso music.
- Calypso music comes from Trinidad.
- The police enjoy the carnival too.

**VI** Choose the correct words, then write the sentences in your notebook. (24 points)

E.g.: *He work/ works all day.*

*He works all day.*

- Our dog hate / hates chocolate.
- We live / lives in a small house.
- My aunt and uncle sing / sings all the time.
- My sister want / wants a black bicycle.
- You and your friends like / likes playing cards.
- I go / goes to school at 7.45 a.m.
- We buy / buys apples in the market.
- They don't / doesn't come from UK.
- My mum wash / washes the apples.
- My mum and I have / has an apple every day.
- Apples contain / contains antioxidants.
- My dad don't / doesn't like apples.



\* This is an evaluation test. Your English teacher checks it.

**I** Imagine your mum is a superheroine. What can she do? What can't she do? Write an essay of maximum 100 words, using as many sentences with *can* and *can't*.  
 E.g.: *My mum is a superheroine and she can fly and clean the house in a second. She can't cook, she needs her sidekick's help.*



**II** Listen to the song from the digital textbook (*Do you Like Ice Cream?*). Create similar dialogues, as in the example.

E.g.:  
 A: *Do you like ice cream?*  
 B: *Yes, I do. I like ice cream.*  
 A: *Do you like broccoli ice cream?*  
 B: *No, I don't. I don't like broccoli ice cream.*

**III** Imagine you are an alien. Describe yourself and your family. Use a family tree. Write a short essay of maximum 100 words.  
 E.g.: *I am 3 meters tall. I've got four arms and three eyes. I've got a huge family: two mothers and two fathers, 12 sisters and 6 brothers.*

**IV** Ask your deskmate to check your essay and to make corrections. Talk about your work with your partner and then change your text accordingly, taking into account all his/ her observations.

**V** Copy the table below in your notebook, then fill it in, telling what you think you can do (✓) or what you think you can't do (✗) after studying units 1, 2, 3 and 4 (as in the example). Tell the truth. Swap tables with your partner and ask him/ her to evaluate your work. Are your opinions similar? Talk about them. Ask for your teacher's opinion, too.\*

Now I can...	My opinion	My deskmate's opinion	My teacher's opinion
Use the verb <i>to be</i> in the Present Simple	✓	✗	✓
Speak about daily activities			
Express ability			
Use <i>have got</i> and <i>has got</i> correctly			
Express possession using <i>my</i> , <i>your</i> , etc.			
Describe people and family members			
Express ability or lack of ability with <i>can</i> and <i>can't</i>			
Give commands, instructions and directions			
Make up simple questions			



## DO YOU KNOW?

Betty and Radu are sitting on a bench in Kensington Gardens, one of the oldest parks in London, and the setting for *Peter Pan in Kensington Gardens* (1906), a children's novel by J.M. Barrie.

## CLASS PORTFOLIO

Surf the Internet and make a collection of facts, photos and/ or films about Kensington Gardens and other London parks. Talk about them with your classmates. Which London park is your favourite? Why? Add everything to your class portfolio **We Love Great Britain** and use them as teaching aids in Unit 9.

## Listening



Listen to the dialogue from your digital textbook and act it out with your deskmate.

**Betty:** I love spending time in nature!

**Radu:** Me too! I like hiking in the mountains and going camping!

**Betty:** Do you have a favourite place?

**Radu:** Yes, I do. My favourite place is Dracula's Castle, near Braşov. What about you?

**Betty:** I love the sea and I like swimming. My favourite place is Bristol Channel with its spectacular beaches.

**Radu:** That sounds great! Maybe we can all go there this summer.

**Betty:** What a wonderful idea!

## Speaking



➤ Play **Who's in the picture?** with your deskmate. Who are the two children in the picture? Describe them.

➤ Work in pairs. Talk about Radu's favourite place and then about Betty's. What are your favourite places?



➤ Match the spare time activities (a–j) to the pictures (1–10).



- a. play chess
- b. meet friends
- c. go to the cinema
- d. go to fast-food restaurants
- e. read books
- f. surf the Internet
- g. go shopping
- h. do extreme sports
- i. paint
- j. play video games

➤ Work in pairs and tell your partner what free-time activities you do.

## Writing

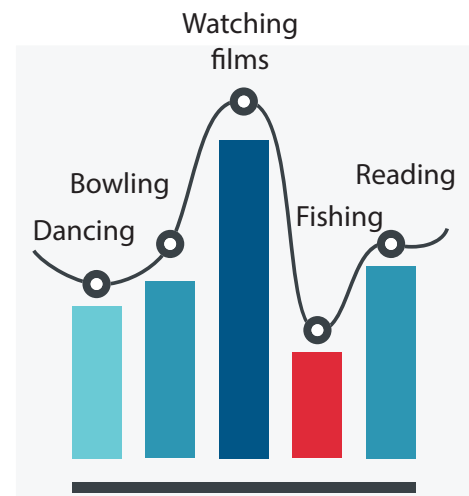
➤ Play the game **Find someone in your classroom who likes...** Ask your classmates questions about their favourite spare time activities (watching films, bowling, jewelry-making, playing cards, fishing, taking photos, dancing, folding origami models, playing card tricks, reading, etc.). Use questions like: *Do you like watching films? Do you like fishing?* etc. Copy the table below and complete it with your classmates, to find out who likes what.

Spare time activities	Name(s)
Watching films	
Bowling	
Jewelry-making	
Playing cards	
Fishing	
Taking photos	
Dancing	
Folding origami animals	
Doing card tricks	
Reading	

- Make a chart with your findings from the previous exercise to decide which activity is the most loved.
- Write a short text (4–5 sentences) with the title: *My Father's Extravagant Hobby.*

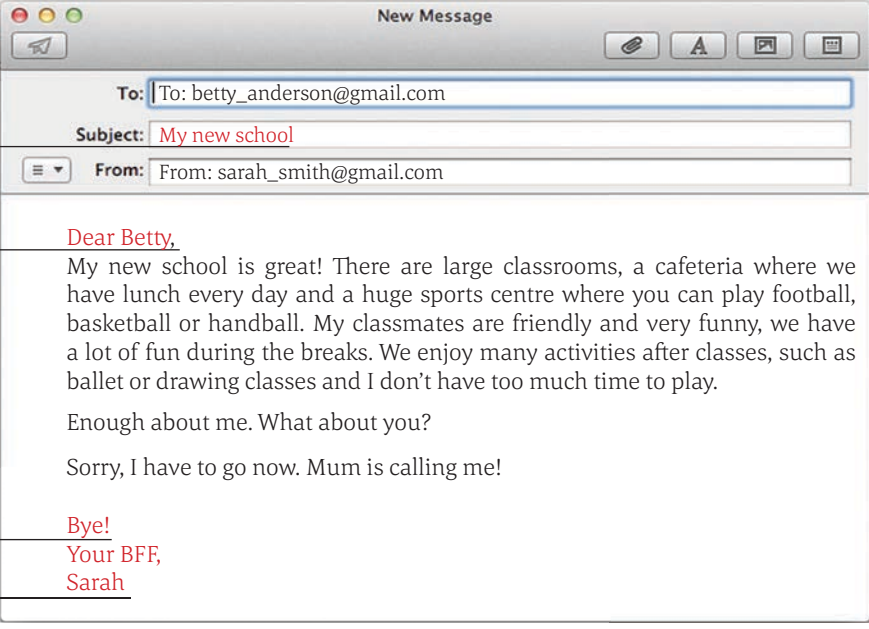
## ROLE PLAY

Play the game **Spare time activities** with your classmates. Pick your favourite activity. Each of you takes an appropriate role. You have to mime the activities and talk about your favourite one. You can divide the classroom in two or three groups and organize a competition. The group with the best “English” actors wins.



**Writing** 

➤ **Write an email to a friend:** This is an email to Betty from her English friend, Sarah. Read it carefully, then solve the exercise below.

Subject header	 <p><b>To:</b> To: betty_anderson@gmail.com  <b>Subject:</b> My new school  <b>From:</b> From: sarah_smith@gmail.com</p>
Salutation	<p>Dear Betty,</p> <p>My new school is great! There are large classrooms, a cafeteria where we have lunch every day and a huge sports centre where you can play football, basketball or handball. My classmates are friendly and very funny, we have a lot of fun during the breaks. We enjoy many activities after classes, such as ballet or drawing classes and I don't have too much time to play.</p> <p>Enough about me. What about you?</p> <p>Sorry, I have to go now. Mum is calling me!</p>
Parting word(s)	<p>Bye!</p>
Signature	<p>Your BFF, Sarah</p>

**LET'S REMEMBER!**

When writing an email, don't forget to use:

- a subject header;
- a proper salutation (*Dear ...*);
- some parting words (*Best wishes, Best regards, Yours, etc.*);
- your signature.

Always read your email before sending it and correct all the mistakes.

Now write a reply to Sarah. Write about:

- your school and your classmates;
- what are the activities you like or you don't like doing;
- what you like about your school and what you don't like about your school.

**Reading** 

Read the following texts very carefully. Try to discover their main parts.

**Birthday invitation**

Hey,

It's my birthday on Sat (July 12th) and I want to invite you to a pool party at my house. Can you come? It's on 14, Anderson Street.

Yours,  
Andy

PS: Don't forget to bring your towel!

**Thank you note**

Dear Karen,

What a lovely dinner! Thank you so much for inviting me and my family. I still think about the chocolate muffins! Mum wants the recipe.

Hope to see you soon!

Hugs,  
Mary



## Speaking



- Ask and answer. Work with your partner.
  - Where does Andy celebrate his birthday?
  - When is Andy's birthday?
  - What do you need for the pool party?
  - What is Mary's friend name?
  - What does Mary's mum want?
- Are the following sentences *true* (T) or *false* (F)? Talk to your partner.
  - a) Andy's birthday is on Saturday.
  - b) Mary loves cheese cake.
  - c) You don't need a towel for the pool party.
  - d) Karen makes delicious chocolate muffins.

## Writing



- Write a text message to your friend and ask him/ her to look for the meaning of *cyberbullying* in the dictionary. Use Dan and Betty's conversation below as an example:

Dan, WRYD? RU in the library?  
Betty

Yes, ATM.  
Dan

Do U know what cyberbullying means?  
Betty

IMHO, harassing smb on  
the internet.  
Dan

TMS. Can U check in a dctnry PLZ & send  
an e-mail to me ASAP?  
Betty

OK. C U L8R @ home!  
Dan

THX! TTYL :)  
Betty

- Write your friend's answer (also a text message).
- Write an invitation to Groot (from *The Guardians of the Galaxy*). Invite him to your birthday party. Ask him to bring some of his friends.
- Write a thank you note to Andy. Express your gratitude and describe how much you like pool parties.

## STUDENT PORTFOLIO

Surf the Internet to find out more about how to write a text message or a WhatsApp message. Write an essay (100 words) and add it to your personal portfolio.



## DO YOU KNOW?

SMS stands for "short message service". In SMS language (or... textese), people use abbreviations and even phrase abbreviations. Below is a short list of the most frequently used ones:

- ASAP** – As soon as possible
- ATM** – At the moment
- BFF** – Best friends forever
- IDK** – I don't know
- IMHO** – In my humble opinion
- PLZ** – Please
- RU** – Are you?
- THX** – Thanks!
- TMS** – That makes sense.
- TTYL** – Talk to you later.
- U** – You
- WRYD** – What are you doing?
- XOXO** – Kisses and hugs
- YOYO** – You are on your own.
- @** – At

## ROLE PLAY

You meet an alien in front of your house. He is very friendly and polite. He likes to talk about his planet. Ask him about his favourite season on his planet and about his hobbies. The alien wants to find about the Earth seasons. Tell him all about your favourite season. Explain how people on Earth measure time (hours, days, etc.) and name the days of the week and the months for him. (Use the digital textbook to remember the days of the week and the months.)



## LET'S REMEMBER!

➤ Check the table below to remember the time expressions.

Time expressions	Example
<b>Often</b>	My friends <b>often</b> go camping in summer.
<b>Usually</b>	I <b>usually</b> walk my dog in the morning.
<b>Every...:</b> • <b>day/ week/ month/ year</b> • <b>Sunday/ Monday/ Tuesday</b> • <b>spring/ summer/ autumn/ winter</b> • <b>Christmas</b> ...	We start classes at 8 o'clock <b>every day</b> . She buys new shoes <b>every month</b> . Our family gathers for dinner <b>every Christmas</b> .
<b>Sometimes</b>	My father <b>sometimes</b> orders pizza for dinner.
<b>Never</b>	My baby brother <b>never</b> sleeps alone.
<b>Always</b>	Tom <b>always</b> forgets his homework at home.
<b>Rarely</b>	Alice <b>rarely</b> leaves the house without her phone.

## GRAMMAR

Fill in the gaps: We use time expressions like: **always, never, ..., often, ..., every..., every..., sometimes, every..., rarely** with verbs in Present Tense Simple.

## Speaking

➤ Ask your partner questions about his/ her spare time, using time expressions from the table above and words from the following box:

E.g.: "Do you usually wake up early on Sunday?"  
"Yes, I do."  
"No, I don't. I wake up very late."

Drink coffee  
Go to the theatre  
Ski  
Clean the house  
Wash your father's car  
Eat fast-food  
Listen to music

- Complete the following sentences about yourself, then talk about them with your deskmate:
- I never ...
  - I always ...
  - I usually ...
  - I sometimes ...
  - I rarely ...
  - I often ...

**Reading**



➤ In today's world it is very important to know how to read labels. Food and beverages, clothes, toys... almost everything seems to have a label. Do you know how to read a food label? Look at the image below and read the label carefully.

**Name**  
the name and the short description of the product

**Ingredients**  
a list with all the ingredients, listed in order of weight

**Nutrition information**  
obligatory if the manufacturer makes claims such as: "Low in fat/ sugar/ salt"  
The amount of vitamins and minerals are given as a percentage of the Recommended Daily Amount (RDA), determined by nutritionists.

The ingredients that cause allergic reactions are printed on the label.

Genetically modified (GM)

**ORGANIC BEEF STEW**

**INGREDIENTS**  
Tomatoes (31%), Water, Pasta (21%) (made from Wheat), Beef (10%), Carrots, Cornflour, Herb Extracts, Yeast Extract, Natural Flavourings, Vegetable Oil, Iron Sulphate

NUTRITION		(PER 100g)
Energy		274kJ/65kcal
Protein		3.3g
Carbohydrate		9.2g
(of which sugars)		(2.2g)
Fat		1.6g
(of which saturates)		(0.7g)
Fibre		0.5g
Sodium		Trace
Iron		1.0mg*
		*17% of RDA

**CONTAINS**  
Gluten, Wheat

No added preservatives  
No artificial colours  
No GM ingredients  
No added salt

**GAMES & PUZZLES**



• Some people have a very interesting hobby: they love to create secret codes. Read the following message by the Native American chief Running Bull. Can you decipher it? (The code is written below).

	♀
	↔
	^

THE CODE

IN THE MORNING	AT NOON	IN THE EVENING
RIVER	LAKE	SEA
ROAD	FOOD	VILLAGE
TALK	FAMILY	MEETING
THE ELDERS	↔ WAR	⊙ FAR AWAY
♀ NEAR	BRING	TAKE

• Work in teams. Can you create a group code in a similar fashion? Write down a message and see if the other teams can decode it.





**I** Match the questions in your notebook to the answers. **(25 points)**

- 1) Do you often watch comedies?
- 2) Do you live in a house or a flat?
- 3) Do you take the bus to school every day?
- 4) Do your friends play games at school?

- a) In a house.
- b) No, I don't. I walk to school.
- c) Yes, they do.
- d) No, I don't. I watch action films.

E.g.: *Do you live near your school?*  
*No, I don't. I live outside the city.*

**II** Imagine you are interviewing your favourite celebrity. Put the words into the correct order and write questions as in the example. **(15 points)**

E.g. do/ often/you / dinner/have/ at the restaurant?

*Do you often have dinner at the restaurant?*

- a) do/ like/ you/ new people/ meeting?
- b) you/ got/ a car/ have/ ?
- c) favourite sport/ is/ what/ your/ ?
- d) like/ do/ travelling/ you/ by plane?
- e) love/ you/ do/ job?/ your

**III** Rewrite the sentences and put the time expressions in brackets in the right place. **(15 points)**

E.g. I go to the cinema alone. (*never*)

*I never go to the cinema alone.*

a) We visit our grandparents in the countryside. (*often*)

b) Our teacher has time to answer our questions. (*always*)

c) My parents go out for dinner. (*sometimes*)

d) My friends like spending time in the park. (*usually*)

e) I drink coffee in the morning. (*never*)

**IV** What do you do on Saturdays? Write 5 sentences about your routine. **(45 points)**

E.g.: *I usually wake up at 10 a.m. and have breakfast with my family.*

- a) ...
- b) ...
- c) ...
- d) ...
- e) ...

Go to page 128 and check your answers. Add the points. What is your score?	<b>Your score</b>	<b>What can you do?</b>
	1–40 points	You still need some practice.
	41–80 points	You are doing well.
	81–100 points	Well done! Be kind and help a classmate.

# Unit 6

## Books



### Listening



➤ Listen to the dialogue from the digital textbook and act it out with your deskmate.

### Speaking



➤ Read the following dialogue in pairs:

Dan: What do you think of this book? It is a **science fiction book**.

Betty: I think it's **boring**. I'm reading an **encyclopedia**.

Dan: Do you like it? Really?

Betty: Yes, it's very **interesting**. It has got lots of useful facts. I love it!

➤ Practise talking with your deskmate, using the dialogue above as a model. Use the words from the following box instead of the ones written in red.

### DO YOU KNOW?



- People in Iceland read more books than people in other countries.
- Top 3 most read books in the world are: *The Holy Bible*, *Quotations from Chairman Mao Tse-Tung* and *Harry Potter*.
- Reading helps in building vocabulary.

Useful ≠ Useless	} ≠ Boring
Interesting	
Exciting	
Gripping	
Thrilling	



# Dictionary

➤ Look up the following words in a dictionary (a printed one or an online dictionary like [en.oxforddictionaries.com](http://en.oxforddictionaries.com)). You can also watch the film from the digital textbook). Use them in your own sentences:

- a History book • table of contents • a dictionary • publishing house • an atlas • chapters • a novel • a ghost story • a fairy tale • a science fiction book • a Geography book • a Biology book • fiction • non-fiction • library • bookshop

# Writing

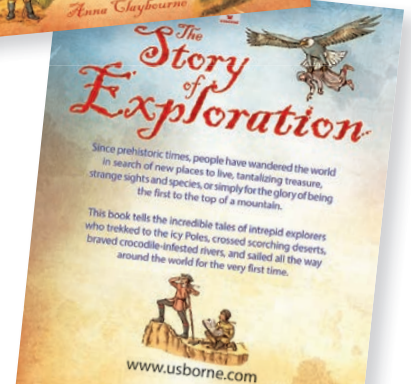
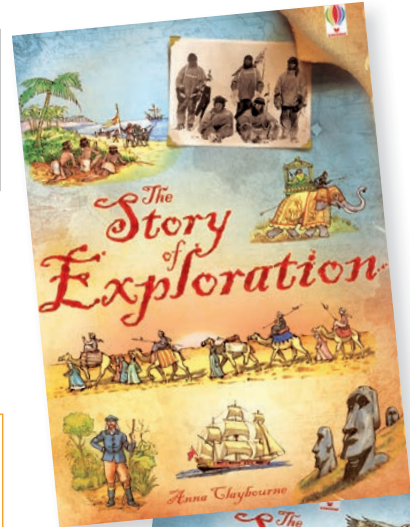
➤ Fill in the table with the words from the box. Put the following books into the right column:

- |                        |                  |
|------------------------|------------------|
| a dictionary           | an atlas         |
| a History book         | a ghost story    |
| a science fiction book | a fairy tale     |
| a novel                | a Geography book |

Fiction (books from imagination)	Non-fiction (books about facts or real events)
A ghost story...	A dictionary...

➤ Fill in the blanks with the following words: *chapters, illustration, table of contents, author, library, bookshop, title, publishing house.*

- a) Express Publishing is the name of a ...
  - b) You can find the titles of the chapters by looking at the...
  - c) A writer can also be called an ...
  - d) You can buy books from a...
  - e) You can borrow books from a...
  - f) I don't remember the ... of the book.
  - g) A good ... on the front cover shows what the book is about.
  - h) Novels like *Tom Sawyer* are divided into ...
- Fill in the following sentences and talk about them with your deskmate. Do you agree? Are your sentences correct?
- a) We look up the meaning of a new word in a ...
  - b) We find maps of different countries in an ...
  - c) We read information about wars in a ...
  - d) To find information about the mountains in the world you look it up in an ...
  - e) To find ways to protect the Earth you read a ...



**Contents**

- EARLY EXPLORATION
  - 8 Ancient adventurers
  - 12 Viking voyages
  - 16 The travels of Marco Polo
  - 22 Ibn Battuta's world tour
- OPENING UP THE WORLD
  - 30 Zheng He goes west
  - 34 Around Africa
  - 38 Christopher Columbus: the truth
  - 44 The conquering conquistadors
  - 50 Around the world in 1,000 days
- SCIENCE AND DISCOVERY
  - 56 The travels of Captain Cook
  - 62 Humboldt's jungle journey
  - 66 Lewis and Clark's American adventure
  - 70 Dr. Livingstone, I presume?
  - 74 Mary Kingsley in Africa
  - 76 Across Australia
- FINAL FRONTIERS
  - 82 Antarctic adventures
  - 88 Arctic adventures
  - 92 The deepest depths
  - 94 More to explore
  - 96 Timeline of exploration
  - 98 Who's who
  - 100 Glossary
  - 102 Index

➤ Who writes what? Match the words from the columns, write the pairs into your notebook and talk about them with your classmate:

- |                       |               |
|-----------------------|---------------|
| a. newspaper articles | 1) poet       |
| b. poetry             | 2) novelist   |
| c. novels             | 3) author     |
| d. any kind of book   | 4) journalist |

### DO YOU KNOW?

The most popular American television game show is called **Jeopardy**. It is a very interesting quiz competition, because the contestants give their answers phrased like questions. They are given the clues as answers, not like proper questions. For instance, the answer is "the favourite fruit of a monkey". The contestant must answer: "What is a banana?"

### GAMES & PUZZLES

The teacher divides the class in two teams and says some words. Each team in turn says which question word matches the word said by the teacher. Each correct answer gets one point. The team with the most points is the winner. Practise with the following answers: *at the station; at noon, Mary, Mary's, swimming, 25, because of the weather, etc.*

### Listening



➤ Listen to *The Librarian* from your digital textbook.

### Reading



➤ Read the text carefully, so that you may answer the questions about it.

#### The Librarian

Patricia works in the library and she likes reading.

She helps people to find books, magazines, videos, websites and other information. Another part of her work is to buy new books, magazines and movies for the library. She arranges books and other items so that people can find them.

The best part of her job is helping people. There are many children who love reading. But she also spends a lot of time at her desk or at the computer to enter information.

People can come to the library from Monday to Friday. Opening hours are from 9.00 a.m. to 6.00 p.m. on Monday, Tuesday and Friday. On Wednesday and Thursday people can come from 10.00 a.m. to 8.00 p.m. Some librarians work weekends or evenings.

Her friend Anna is a school librarian. She loves reading to children and teaching them about books. Anna works during the school year and she is off during school vacations.



## Speaking



- Are there words in the text that you don't know? Discuss them with your teacher and your classmates.
- Answer the following questions and discuss them with your deskmate:
  - Where does Patricia work?
  - What does she like doing?
  - What does she buy for the library?
  - What do children ask Patricia?
  - What does she do at the computer?
  - Where does Anna work?
  - When doesn't Anna work?
- Work in pairs. Take an interview to one of your classmates. Ask her/him the following questions:
  - What are your favourite books?
  - Who's your favourite character in a book?
  - From whom do you get books?
  - Do you receive books for your birthday or at Christmas?
  - Is there a library in your school?
- Answer the questions above about yourself. Can you find similarities between the answers? What about differences? Discuss them with your partner.

## GAMES &amp; PUZZLES

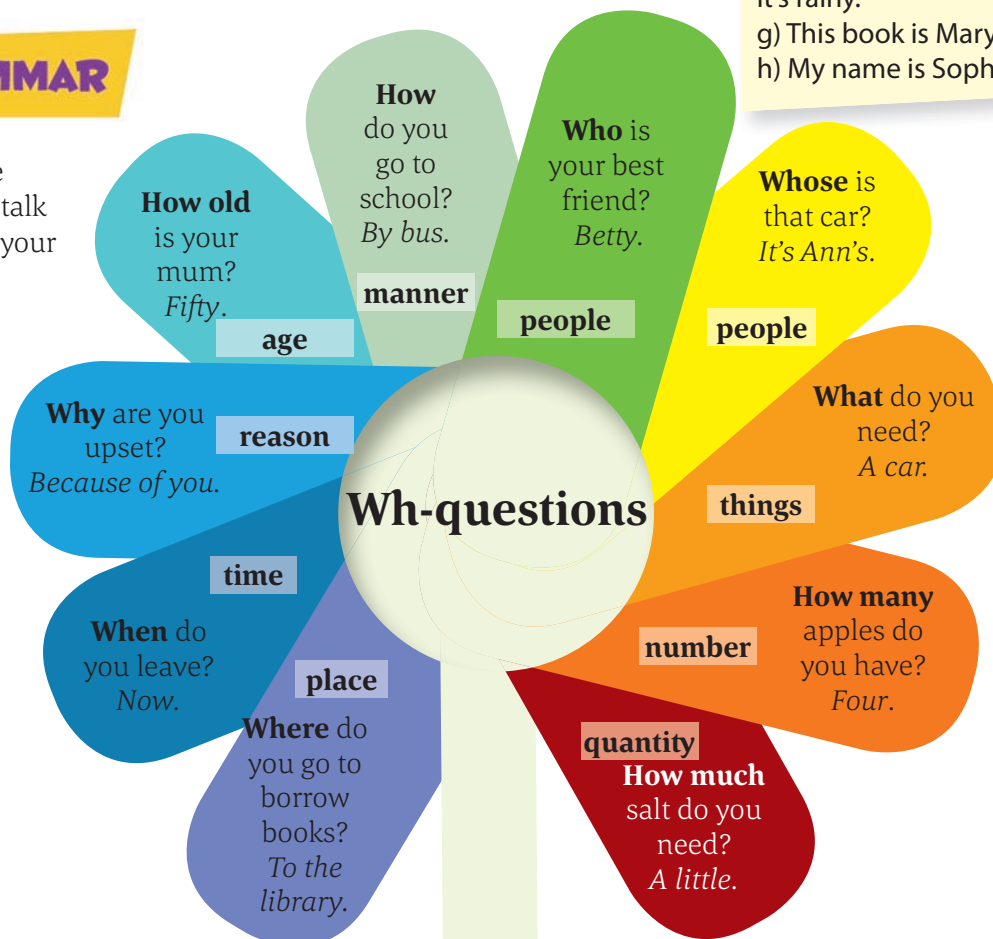


Play the game **Guess the question** with your classmates. Name a game master. He or she reads the following answers. The students must create correct questions for each one using: *Who, Whose, What, When, Where, Why*.

- a) The train arrives at 1.15 p. m.
- b) The doctor heals the patients.
- c) The British drink tea in the afternoon.
- d) We watch TV in the living room.
- e) This book is my sister's.
- f) I take my umbrella because it's rainy.
- g) This book is Mary's.
- h) My name is Sophia.

## GRAMMAR

- Look at the diagram and talk about it with your deskmate.



## GAMES &amp; PUZZLES

Play **Jeopardy** with your classmates. You may organize a real championship in class: divide the students in groups with an equal number of members. One of you gives the clues (ask your teacher for help or make clues by checking the **Dictionary** or the **Picture Dictionary** sections of this textbook). The other students answer. The winner is the student that gives the most correct answers. The champion from each group takes part in the final competition. Sample clues: *the place where a librarian works* • *you look up the definitions of words in this book* • *the name of a book* • *the part of a book where you find the names of its chapters, etc.*

➤ Fill in the gaps with the missing words:

**Wh-questions** begin with question words or phrases such as: ..., **whose**, ..., **where**, ..., **why**, ..., **how often**, **how much**, ...

All ... end with ... (a question mark).

## Writing



➤ Match the questions to the correct answers and write the pairs into your notebook:

A.

Where is the supermarket?

Whose basket is this?

Who is making all that noise?

How many bags has she got?

How much milk is there?

How old are you?

What are these?

B

It's hers.

Next to the cinema.

These are video games.

I'm eleven.

She is playing the drum.

She's got two.

Not much.

➤ Copy the following questions in your notebook and circle the correct answers:

- Who/ Whose is your best friend?
- When/ Where are you going now?
- How much /How many sandwiches have you got?
- Where/ When are my glasses?

## Speaking



➤ Work in pairs. Find out more about your deskmate by using just five wh-questions. Choose carefully.

## Project - The Benefits of Reading Books

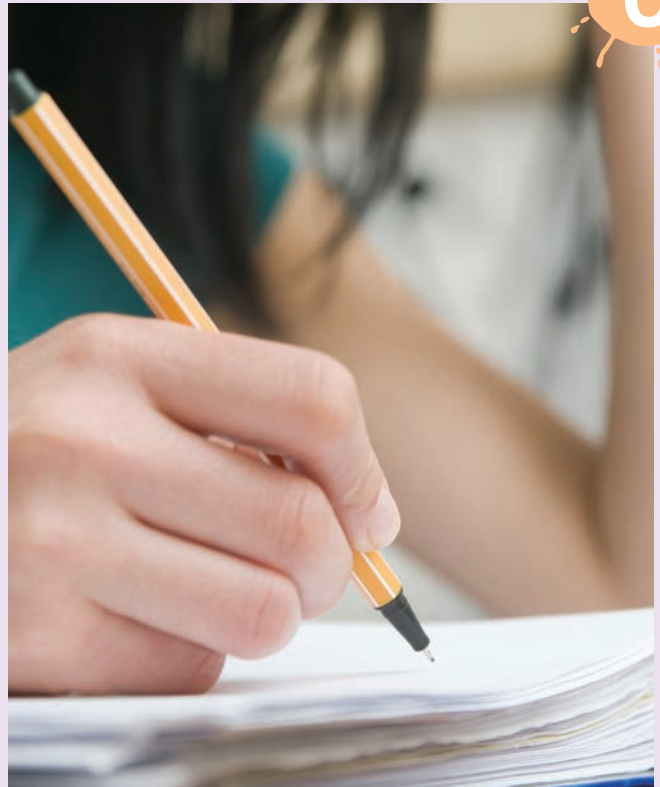


This is an individual project. The aim is to help you express your ideas better, to improve your English skills, as well as your critical thinking.

When writing about the advantages of reading books, you can choose between: great and free entertainment • develops creativity • exercises your brain • introduces you to the unknown fantasy

world • enriches your language and vocabulary • are a good topic of conversation.

You can add photos, drawings or charts to your essay and you can even decide to present it in a digital way (as a PowerPoint presentation or as a short film).



**I** Choose the correct answer. (50 points)

- E.g.: You find chapters in ...  
 a) books b) animals c) aliens  
*You find chapters in books.*
- In a ... you can look up the meaning of a new word.  
 a) novel b) newspaper c) dictionary
  - You can find information about wars in a ... book.  
 a) Geography b) History c) Biology
  - A poet writes ...  
 a) poetry b) newspaper articles  
 c) SF books
  - You can borrow books from a ...  
 a) library b) bookshop  
 c) newsagent's
  - A novel is written by a ...  
 a) poet b) journalist c) novelist
  - You can buy books from a ...  
 a) bookshop b) library c) butcher's
  - Aurora Publishing is the name of a ...  
 a) house b) publishing house  
 c) castle
  - You can find maps of different countries in an ...  
 a) Geography book b) newspaper  
 c) atlas
  - What is the ... of this book?  
 a) title b) back cover c) journalist

**II** Match the question words to the answers. (10 points)

- |              |                         |
|--------------|-------------------------|
| a) Whose?    | 1) Sally's              |
| b) Why?      | 2) 20 euros             |
| c) What?     | 3) Because I'm thirsty. |
| d) How much? | 4) A car                |
- E.g.: *When?*  
*At 5 o'clock.*

**III** Choose the correct word and write the sentences into your notebook. The answers to the questions are given in brackets. (40 points)

- E.g.: ... are you buying the dress? (*Right now.*)  
 a) What b) When c) Where  
*When are you buying the dress?*

- ... is the red phone? (*Betty's.*)  
 a) Who b) Whose c) What
- ... is your name? (*Tom.*)  
 a) Who b) What c) Whose
- ... are you? (*Eleven.*)  
 a) How much b) How c) How old
- ... are you sad? (*Because of the poor mark.*)  
 a) What b) Why c) When
- ... is Mary? (*She's downstairs.*)  
 a) Where b) What c) Why
- ... is your smartphone? (*300 euros.*)  
 a) How old b) How much c) How many
- ... is your car? (*The red one.*)  
 a) What b) Who c) Which
- ... is this shirt? (*John's.*)  
 a) Who b) Which c) Whose
- ... is your best friend? (*Tom.*)  
 a) Who b) What c) Whose
- ... bike is this? (*Tom's*)  
 a) Who b) Whose c) Where

Go to page 128 and check your answers. Add the points. What is your score?	<b>Your score</b>	<b>What can you do?</b>
	1–40 points	You still need some practice.
	41–80 points	You are doing well.
	81–100 points	Well done! Be kind and help a classmate.



### CLASS PORTFOLIO

Divide the class into four groups. Each group picks a season and finds information, photos, YouTube videos, webpages, etc. about the appropriate clothes and shoes for each season. Each group organizes a portfolio for the specific season (as an album with pages that list everything, including the URL addresses of the webpages or as a PowerPoint presentation). Pay attention: all the portfolios must include small pieces of fabrics: cotton, silk, leather, wool, velvet, polyester, etc. that are to be used in class, as teaching aids. The portfolios must be combined in a class portfolio: **Fashion catalogue.**

### Speaking



- Look at the picture above and answer the following questions:
  - Who is in the picture?
  - What is going on in the picture?
  - What season is it? Give at least one reason.
  - Do you like shopping?
  - Where do you shop?
  - When do you shop?
- Fill in the gaps:

The Andersons go shopping on Oxford Street in London. Mrs Anderson has got ... shoes, Mr Anderson has got ... shoes, Betty ... bags, and Dan ... Mrs Anderson wears a ... skirt. Mr Anderson has got a ... jacket. Betty's T-shirt is ..., and Dan's is ...

### Listening



- Listen to the two toy commercials from the digital textbook and answer the following questions:
  - What is a Robosapien X?
  - What are the Shopkins?
  - What toy do you like?
  - What toys do you have?

## Picture dictionary

Watch the film from your digital textbook and the images below. Make sentences with all the words.



### Winter (or autumn) clothes

- 1. gloves
- 2. sweater/ jumper
- 3. jeans
- 4. boots
- 5. jacket
- 6. cardigan
- 7. cap
- 8. trousers
- 9. hat

### Summer (or spring) clothes and accessories

- 1. shorts
- 2. T-shirt
- 3. bathing suit
- 4. straw hat
- 5. dress
- 6. sun glasses
- 7. bag



## Speaking

➤ Work in pairs. Look at the pictures below and decide when you need each item (during spring, summer, autumn or winter).



scarf                      skirt                      belt                      sneakers                      shirt                      backpack

- Play **Packing like a pro** with your deskmate. Take turns to ask each other what clothes and shoes to take when going on an Easter holiday.
- You meet Cinderella and Prince Charming at the mall. They don't understand modern fashion. What do you recommend them to buy? Make a shopping list for each character and discuss it with your partner. (Use dictionaries and other resources to find out more about clothing and accessories.)
- Look carefully at the picture to the right. What does "Sale" mean? Can you guess from the picture? Discuss your opinion with your deskmate. Then, check the dictionary and write the definition in your notebook.

THIS WEEKEND ONLY  
SPECIAL OFFER

# SALE

UP TO 50% OFF

LIMITED QUANTITIES

## GAMES & PUZZLES

- Wear your favourite outfit your next English class and say what fabric it is made of.
- Play **Guess the fabric** with your classmates. Your teacher provides you with small pieces of the following fabrics: cotton, silk, leather, wool, velvet and polyester (or you may use the materials from the **Fashion catalogue** portfolio). A student is blindfolded and must guess the material just by feeling it. To make things more difficult, you can ask him/ her to touch things made of plastic, wood or steel.

## Writing

➤ Find the meaning of the words *cotton, silk, leather, wool, velvet* and *polyester* in the dictionary and write their definitions in your notebooks, then write sentences with each of them.



➤ **Put me on the market:** you are an alien who loves Earth. You want to stay here forever. But you discover that you need money to buy a house, clothes and food. So, you decide to sell your flying saucer and everything in it. Write a short invitation to all the people that read Bargain.com to invite them to buy your items. Describe at least two things you intend to sell. Don't forget to mention when and where your sale takes place.

## Speaking

➤ Work in pairs. Match the words (a–e) to the pictures (1–5). Discuss your choices with your deskmate. Ask your teacher to clarify any misunderstandings:

- a. cash   b. credit card   c. fitting room   d. receipt

## DO YOU KNOW?

Do you know what size you are? Read the explanations below to find out more about international clothing sizes.

### SIZES

XS (extra small)



S (small)



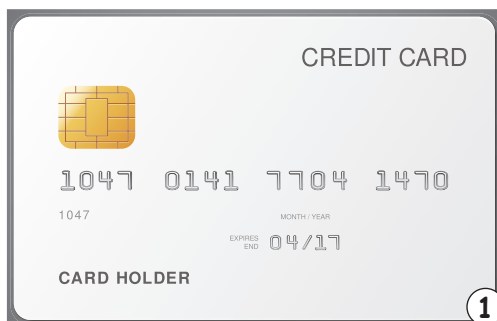
M (medium)



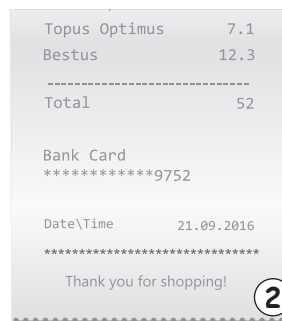
L (large)



XL (extra large)



1



2



3



4



## Listening



➤ Listen to the dialogue from the digital textbook, then answer the following questions:

- What does the woman need?
- What colour is her bag?
- Is the bag near her?
- Is the bag far away?

## LET'S REMEMBER!

What is different about the words written in red in the transcript of the dialogue from the **Role play** box? Using your knowledge from previous years, complete the following table with the missing words. Choose between: **this, that, these, those**.

Where?	One	2, 3, 4...
Here (near the speaker)		<b>These</b>
There (far away from the speaker)	<b>That</b>	

## Writing



➤ Choose the correct form and write the sentences into your notebook.

E.g.: I love ... red shoes over there! (*these/those*)

*I love those shoes over there!*

- a) ... jeans are my favourite! I wear them all the time! (*this/these*)
- b) ... fashion magazine is very interesting! You can learn about your personal style! (*this/these*)
- c) ... dress is perfect for the party! (*this/these*)

## Listening



➤ Listen to the dialogue between Dan and a young lady, from your digital textbook. It's Dan's first job and his first day at work in the fashion department of the mall. He doesn't know much about women's clothes or names of the fabrics. An elegant lady comes in the store.

## Speaking



➤ After listening to the dialogue, choose the correct answers:

- 1) The young lady wants a ... skirt.
  - a) cotton
  - b) silk
- 2) The lady needs a size ... skirt.
  - a) M
  - b) XL
- 3) The lady pays with ...
  - a) credit card
  - b) cash

➤ You are a very efficient shop assistant, unlike Dan. Imagine a dialogue between you and your satisfied customer who wants to buy the same clothes as the elegant lady from the previous dialogue.

## ROLE PLAY

Work in pairs. Act the dialogue from the **Listening** section.

Use the transcript below:

A: Can you give me my bag, please?

B: Which one is it?

A: One of **those**, there.

B: **This** one?

A: No, not **that** one.

B: What colour is it?

A: It's brown... Yes. **That's** it.

Thank you.

B: You are welcome.

## GAMES & PUZZLES



Play **Mime** with your classmates. Make cards or use your teacher's cards with one sentence written on each of them. Mime and point until your partner guesses exactly that sentence about objects from the classroom.

E.g.: *This is a puzzle. Those are glasses. This is a desk.*

## ROLE PLAY



Play **Let's go shopping!** with your classmates. Decide where you want to go shopping; who plays every role (happy customer, angry customer, busy customer, annoying customer, efficient shop assistant, inefficient shop assistant, etc.). You may even pick a "director" to give you instructions. Make up dialogues using the words from this unit.

## ROLE PLAY

- Work in pairs. You are at Hogwarts and you meet professor Albus Dumbledore. Ask his permission: to meet Harry Potter and Hermione Granger • to organize a party in the Gryffindor common room. Use *may* and *may not*.
- Work in pairs. Professor Dumbledore accepts your first request, but doesn't accept the second one. What do you say? Use *may* and *may not*.

## LET'S HAVE FUN!

A student asks her teacher:  
"Excuse me, sir, can I open the window, please?"  
The teacher answers:  
"Yes, of course you can, but you may not!"

➤ Read the following dialogue:

Betty: **Can** I open the window, darling? It is so hot in here.

Ann (Betty's friend): Yes, you **can**. Thank you!

\*

Betty: **May** I open the window, please? It is so hot in here.

Miss Adams (Betty's teacher): Yes, you **may**, but you **may not** open the door as well.

Fill in the gaps:

We use **can** and ... to ask for permission and to express permission. **May** and **may not** are more polite than ... and **can't**. **May** expresses a very polite request.

## Writing



➤ Write a short message to ask for your favourite superhero's permission to use his costume and his weapons.

➤ Fill in the gaps with *may* or *may not*.

E.g.: "... I bring the homework tomorrow?"

"No, you ..."

"*May I bring the homework tomorrow?*"

"No, you may not."

a) "... I go to my desk now?"

"Yes, you ..."

b) "... we be excused now, sir?"

"No, you ..."



## Project – I am a Fashion Designer

This is an individual project. Its aim is to develop your English skills, as well as your creativity.

Use your work and your classmates' work for the class portfolio **Fashion catalogue** as a starting point and try to design the perfect dress or costume for your favourite character. (You can pick a character from a children's story book, or from any book or film you like.) Make a poster with your drawings or use photos from a fashion magazine to show how the outfit looks. Add pieces of fabric, as the fashion designers do. Write labels to explain the illustrations. At the bottom of the poster write a short paragraph (4–5 sentences) to introduce your character and to explain why you think that is the perfect dress or costume for him/ her. Describe when and where the character can wear that costume or dress.

Bring your poster to school and organize an exhibition with all the posters. Each student presents his/ her poster.

I Complete the text with the correct words from the box. **(30 points)**

present • mall • T-shirt • shoes • scarf • dress

**Dan:** Look, dad! It's the new *mall*! Do you want to go and buy a ... for mum? It's her birthday tomorrow!

**Dad:** Good idea! Do you like this red ...?

**Dan:** Not really! I like that blue ... with yellow stars on it!

**Dad:** It's very nice. But what about those brown ...?

**Dan:** I don't think mum likes that colour. It's too dark.

**Dad:** You're right.

**Dan:** What about this ... It has a message written on it!

**Dad:** "Best Mum Ever". I think it's the perfect present for her!

**Dan:** Thanks, dad!

**Dad:** You're welcome, son!

II Change the sentences (use the plural), as in the example. **(25 points)**

E.g.: This dog is barking at your neighbour.

*These dogs are barking at your neighbour.*

- 1) That cake looks delicious!
- 2) This young man is very polite.
- 3) This car is very fast! It's my favourite!
- 4) That window is open.
- 5) This game is very challenging.

III Complete the sentences with *this*, *that*, *these*, *those*. **(25 points)**

E.g.: Is ... your bag, over there? Or is ... here?

*Is that your bag, over there? Or is it this one?*

- 1) ... is my glass of orange juice here and ... is your glass over there on the table.
- 2) ... is Tom's skateboard in front of the door and ... is his cap here.
- 3) ... are our parents here and ... are their friends over there.



4) ... aren't John's books, but ... are his books over there, under the table.

5) ... is my cap on the table and ... is my sister's hat over there, on the chair.

IV Correct the mistakes and then write the correct sentence in your notebook. **(20 points)**

E.g.: Those is Sarah's book.

*That is Sarah's book*

- 1) This houses are on sale.
- 2) This buses are double-deckers.
- 3) Those cat have got a very long tail.
- 4) This children play football every afternoon.
- 5) These flower smells amazing!

Go to page 128 and check your answers. Add the points. What is your score?	<b>Your score</b>	<b>What can you do?</b>
	1–40 points	You still need some practice.
	41–80 points	You are doing well.
	81–100 points	Well done! Be kind and help a classmate.

# Unit 8

## Food and Drink



### GAMES & PUZZLES

Play **Simon says** with your class to remember the names of different drinks: the teacher (or a student) is "Simon". The students obey only the orders that start with "Simon says..."

Practise with: "Simon says: Drink cold water/ hot tea/ warm lemonade/ hot orange juice, etc."



### Speaking



➤ Work in pairs. Look at the picture above. Use your knowledge about food items and the information from your digital textbook to solve the following tasks together:

- Name all the vegetables in the picture.
- Which are meat and which are dairy products?
- Name your favourite fruit.
- Name your favourite vegetables.
- Are there food items whose names you don't know? Look them up in a Romanian–English dictionary. Ask your teacher for help.
- Name your favourite drink.
- Can you see the ingredients for a fruit salad in the picture? Name them.
- What about an omelette?
- Can you find the following in the picture: *eggplant, raspberries, beef, corn, ham, sandwich, bread, pasta, coffee, steak, spaghetti, fish, milk?*

## Writing



➤ Fill in the table with the following words: *banana, onion, pineapple, orange, potato, raspberries, cabbage, grapes, cucumber, carrot, lemon, eggplant, beans, corn, nut, almond.*

Fruit	Vegetables
bananas, ...	onion, ...

➤ Match the instructions (a–h) with the images (1–8)

- a. boil the water
- b. fry the meat
- c. add sugar

- d. slice bacon
- e. cut the tomatoes
- f. roast the chicken

- g. peel a banana
- h. mix the ingredients
- i. bake a pie



## Listening



➤ Listen to the recording *How to make a perfect cup of tea* from your digital textbook (or ask your teacher to read it for you from the transcript below). It comes directly from The British Royal Society of Chemistry. Listen very carefully so you can answer the questions. Use a dictionary to find out the meaning of the words you don't know:

### How to make a perfect cup of tea

1. **Boil** fresh water. (**Use** a kettle and filtered water.)
2. **Place** a ceramic tea pot containing a quarter of a cup of water in a microwave oven on full power for one minute.
3. **Drain** the water from the ceramic tea pot.
4. **Place** one rounded teaspoon of tea leaves per cup into the pot.
5. **Take** the pot to the kettle as it is boiling.
6. **Pour** the boiling water onto the leaves and stir.
7. **Leave** to brew for three minutes.
8. **Pour** milk into the cup first, followed by the tea, aiming to achieve a colour that is rich and attractive.
9. **Add** sugar to taste.



### DO YOU KNOW?

- *A cuppa* means “a cup of tea” in England.
- *Dunking a biscuit* means “to dip a biscuit” (preferably a chocolate coated one or a digestive one) in tea. Dunking biscuits in tea is a very popular English custom.
- *The afternoon tea* is a light meal (usually consisting of cucumber sandwiches or different cakes) taken between 3.30 p.m. and 6.00 p.m. served with many cups of tea.



### GAMES & PUZZLES

Play **Do an errand** with your classmates. Divide the class into groups. Each group writes an WhatsApp message asking a friend from another group to do an errand. The receiver of the message must "act" accordingly, and mime the errand.

E.g.: "HELP! Santa Claus is coming to dinner. I want to cook pizza and I don't have any more cheese. Go and buy me some! TX"

"Harry Potter needs a piece of chalk to finish a spell. Bring me some!" etc.

### Speaking



- Answer the following questions:
- What kind of water is ideal for the perfect cup of tea?
  - What do you have to put in a microwave oven?
  - How many teaspoons of tea leaves do you have to use for one cup?
  - Do you pour the milk or the tea first in the cup?

### Writing



- Choose the right answer and copy the correct sentence in your notebook:
- Boil ... water.
    - a) fresh
    - b) stale
  - Place a ... tea pot containing a quarter of a cup of water in the microwave oven.
    - a) stainless steel
    - b) ceramic
  - Pour the ... water onto the tea leaves and stir.
    - a) cold
    - b) boiling
  - Leave the tea to brew for ... minutes.
    - a) ten
    - b) three

### GRAMMAR

Read the transcript of the recipe again. How do all the sentences from the recipe start?

What are the words written in red? Name two of them.

What do they express? Choose between: *commands*, *suggestions*, *advice*, *instructions*.

Can you give two similar examples of instructions?

Remember: we use the Imperative to express instructions, suggestions, advice and commands.

### Writing



- Match the description from column A (a–d) to the sentences from column B (1–8). Pay attention: one description may fit more than one sentence.

A.

- a. command
- b. suggestion
- c. advice
- d. instruction

B.

- 1) Come on!
- 2) Enjoy your meal!
- 3) Start going to the gym!
- 4) Text me!
- 5) Let's go playing!
- 6) Don't eat my cherries!
- 7) Stop eating so much! It's not healthy.
- 8) Don't be late!

➤ Read the following lines. Do you know the songs? (You may ask your teacher to sing them for you.)

“Rain, rain, go away,  
Come again another day,  
Little Johnny wants to play!  
Rain, rain, go away!”

“Row, row, row your boat,  
Gently down the stream!  
Merrily, merrily, merrily, merrily,  
Life is but a dream!”

- Copy them into your notebook.
- Underline the verbs that express orders.
- Find similar songs that express commands.

## Speaking

- Work in pairs. Imagine Santa Claus is coming to dinner. What menu do you choose? Explain your answer.
- Do you know who the people from the following photos are?



- They are famous British chefs. Talk with your deskmate about other chefs you know. Do you know the name of a famous Romanian chef? Do you know the name of a TV cooking show?
- Imagine you are a chef. You have your own TV cooking show. Play **Make an omelette** with your partner. One of you is the chef and gives the instructions using the following recipe. (Ask your teacher's help if there are words you don't know or look them up in a dictionary.) Then, change the roles.

### Omelette

#### Ingredients:

- a little bit of butter or oil
- 1 medium egg (beaten)
- grated cheese or pieces of ham (optional)

#### Instructions:

1. Melt the butter or heat the oil in a small frying pan.
2. Pour in the egg and tilt the pan to spread it out.
3. Cook until the edges start to solidify.
4. Turn the omelette over with a spatula so it is cooked on both sides.
5. Sprinkle on cheese or ham.
6. Fold omelette in half and serve.



- Play **I say one..., you say two ...** with your classmates.

Practise with the following nouns: *orange, banana, tomato, potato, apple, sandwich, omelette, cabbage, eggplant, egg.*

- Can you play **I say one..., you say two...** with nouns like *bread, tea, sugar, honey, meat or soup*? We can't count these nouns, so we call them **uncountable nouns**.
- Look at the following diagrams and discuss them with your classmates.

### How many ...? + countable nouns

You can count them easily – **people**:  
*child, teacher, mother, sister, waiter, etc.*

You can count them easily – **whole pieces of food**:  
*banana, apple, orange, kiwi, cake, etc.*

#### How many ...?

You can count them easily – **things**:  
*desk, pencil, coat, house, school, etc.*

You can count them easily – **animals**:  
*horse, monkey, dog, cat, etc.*

### How much ...? + uncountable nouns

You can't count them – **liquids**:  
*milk, water, wine, tea, juice, etc.*

You can't count them, they are **smaller than (or as big as) rice; powders**:  
*flour, rice, sugar, salt, etc.*

#### How much ...?

You can't count them - you have to cut them to eat them in a civilised way:  
*cheese, ham, fish, bread, etc.*

You can't count them – **things you can't hold in your hands and other words**:  
*light, air, luggage, money, furniture, etc.*

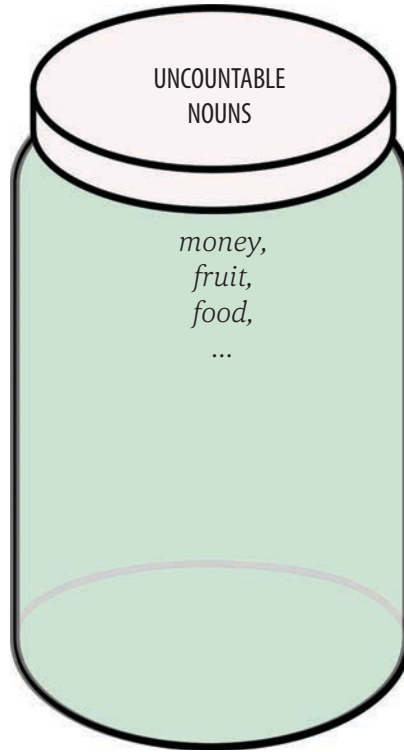
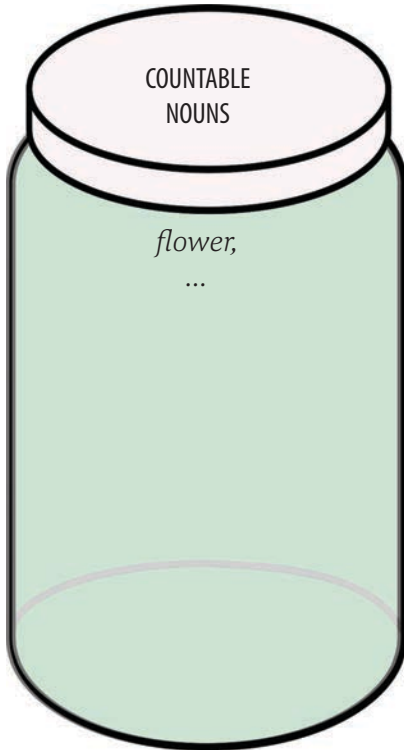
Fill in the following sentences: **... nouns** are for things we can count. They have a singular and a plural form. **... nouns** are for the things that we cannot count. They may be ..., powders, ..., etc. Uncountable nouns are used with a singular verb. They usually do not have a plural form.



## Writing



➤ Copy the jars in your notebook. Put the following words in the appropriate jar: *tomato, egg, sugar, water, tea, milk, cucumber, bread, apple, juice, oil, onion, chocolate, money, coffee, garlic, strawberry, orange, cheese, pear, flour, flower, dress, notebook, food, fruit.*



➤ Copy the sentences in your notebook and correct the mistakes.

- Do you want teas?
- How many sugar do you want?
- I haven't got monies.
- How many does it cost?
- How much apples do you need?
- I like foods.
- Have you got much bananas?

## Listening



➤ Listen to the dialogues from the digital textbook or ask your teacher to read you their transcripts.

### 1. At the ice cream parlour

**Young lady:** How much is an ice cream?

**Ice cream vendor:** Well, what sort of ice cream do you want?

**Young lady:** This one, chocolate ice cream.

**Ice cream vendor:** 15 pence, please.

**Young lady:** OK! One, please.

**Ice cream vendor:** Here you are!

**Young lady:** Thanks!

### CLASS PORTFOLIO

Read the following list of traditional English dishes. Work in groups and create entries for your class portfolio **We love Great Britain**. You can make posters or flyers, or you can copy recipes from cooking books, add pictures, etc. If your class portfolio is online, you can make PowerPoint presentations about the meals or even short videos about them. Everybody in the group must participate. Decide who does what.

Traditional English meals:

- *an English breakfast (a full breakfast or a fry-up)* – a meal that includes bacon, sausages, eggs and other items of food;
- *bangers and mash* – sausages with mashed potatoes;
- *fish and chips* – fried fish and hot chips (French fries).



I always eat fruit and yoghurt for breakfast. I never eat sugar. Only some honey in my tea.



## 2. At the restaurant

**Mrs Brown:** Good afternoon, have you got a table for two?

**Waiter:** Yes, of course. Over here, near the window. May I show you the menu?

**Mrs Brown:** Yes, you may, please.

**Waiter:** What do you want to order?

**Mrs Brown:** I want to order some roasted chicken and pizza for my daughter.

**Waiter:** Do you want something to drink?

**Mrs Brown:** A bottle of water, please.

**Waiter:** Certainly. Is that all?

**Mrs Brown:** Yes, thank you.

## Speaking



- Work in pairs. Act out similar dialogues. Change the names of the food items to match your preferences.
- Work in pairs. Watch the film *Food Pyramid* from your digital textbook. Answer the following questions and discuss your answers with your deskmate.
  - Why do we need food?
  - Which food items do we need to eat most?
  - What do we need to eat in small quantities?
  - What is the food pyramid?
- Work in pairs. Talk about the food you eat all the time. Do you have healthy or unhealthy eating habits? Discuss with your deskmate.
- Look at the lunch box and talk about it with your deskmate.

Answer the following questions:

- Are the food items inside the lunch box healthy or not?
- What food do you usually have in your lunch box?
- What food do you have in your lunch box today?

## Project - A Healthy Menu

This is an individual project.

Imagine you are a famous chef. A very important person (VIP) comes to you. He or she is too fat and must lose weight very quickly. You must design a healthy menu to help that person.

Write a menu for any of the following celebrities.

Pay attention: they have different restrictions:

- Santa Claus – it is November already and the reindeer can't carry him anymore. Santa loves sweets very much, so you must make room for at least one serving of sweets per day;
- your favourite movie star – he or she has an important audition coming and only you can help. Unfortunately, he or she is lactose intolerant, so you may not include any food item that has

milk as an ingredient;

- a famous ballerina – she is overweight and she can lose her job. She has a food allergy, so you may only pick gluten free food. (See page 44 of this textbook for more information about food labelling and use your Technological Studies knowledge as well.)

Choose food items and drinks for breakfast, morning snack, lunch, afternoon snack and dinner. Draw your menu. Make a poster and add photos. Write short labels for your photos (e.g.: "fruit salad for breakfast"). Bring your menu to school. Make a gallery with all the posters. The teacher organizes a tour of the gallery. Each student must talk about his/ her project.



**I** Read the following texts, and answer the questions. **(80 points)**

Betty's favourite food is chicken with mashed potatoes. She also likes pizza. She likes broccoli but she doesn't like cauliflower.

Dan's favourite food is fish and chips. He likes meatballs and spaghetti, too. He doesn't like eggs but he likes rice.

Radu likes Romanian food. Radu's favourite food is cabbage à la Cluj with mamaliga. He also likes Romanian traditional sponge cake, cozonac. He doesn't like spinach.

- 1) What is Radu's favourite food?
- 2) Who likes fish and chips?
- 3) Does Betty like cauliflower?
- 4) Who doesn't like eggs?

- 5) Does Dan like spaghetti?
- 6) What's Betty's favourite food?
- 7) Who doesn't like spinach?
- 8) Who likes pizza?

E.g.: Radu's favourite food is *cabbage à la Cluj* with *mamaliga*.

**II** Complete the table with the following words: *money, air, apple, teacher, rice, sugar, water, fish, desk, mother, cheese, planet.* **(10 points)**

Countable nouns	Uncountable nouns
apple, ...	money, ...

**III** Make up 4 questions. Use: *how much* and *how many.* **(10 points)**

Go to page 128 and check your answers. Add the points. What is your score?	<b>Your score</b>	<b>What can you do?</b>
	1–40 points	You still need some practice.
	41–80 points	You are doing well.
	81–100 points	Well done! Be kind and help a class mate.

## Evaluation Test\*

**I** Fill in the following sentences with: *my, your, his, her, its, our, your, their*.

(6 points)

E.g.: This is ... book. I like it very much.

*This is my book. I like it very much.*

- Bill is my friend, ... surname is Smith.
- This dog is a pet. ... ears are black with white spots.
- I'm a History teacher and ... favourite TV channel is "History Channel".
- It is raining and you haven't got ... umbrella with you.
- Betty and you are cousins. ... grandparents are Mr and Mrs Brown.
- Take these dresses. I like ... colour.

**II** Correct the mistakes. Write the correct sentences into your notebook.

(14 points)

E.g.: He drink a cup of coffee every morning.

*He drinks a cup of coffee every morning.*

- She eat an apricot every afternoon.
- My sister are a kind girl.
- We understands their problem.
- They knows a lot about Japanese history.
- My friends is sad.
- Do your father drive a tram?
- He doesn't often has tea in the afternoon.

**III** Fill in the gaps with *How much* or *How many*.

(5 points)

E.g.: ... oranges do you need?

*How many oranges do you need?*

... salt do you use every day?

*How much salt do you use every day?*

- ... apples do you need?
- ... times a day do you brush your teeth?
- ... water does she drink?
- ... money does this computer cost?
- ... cheese do you eat every day?

**IV** Put the words in order to make sentences.

(15 points)

E.g.: we/ football/ sometimes/ play

*We sometimes play football.*

- never/ they/ horror films/ watch
- History books/ always/ read/ you
- computer games/ I/ play/ always

d) they/ the theatre/ sometimes/ go/ to

**V** Read about Jenny's job. Fill in the gaps with the correct form of the verbs in the box.

(14 points)

**Anny:** What do you do, Jenny?

**Jenny:** I'm a waiter in a restaurant.

**Anny:** What time ... you ... in the morning?

*do (x2) watch get leave have (x3)  
go (x2) start get up finish visit*

**Jenny:** At 6 o'clock. I ... working at 7 o'clock. The customers arrive at 7.30 a.m. and they ... breakfast here.

**Anny:** When ... you ... work?

**Jenny:** We usually ... the restaurant at 9 p.m. but sometimes it's 10 or 11.

**Anny:** That's very late! What time ... you ... home?

**Jenny:** At about 11.30 p.m. I ... TV for half an hour, then I ... to bed.

**Anny:** And what ... you ... in your free time?

**Jenny:** Well, on Saturdays I usually ... coffee with my friends or ... swimming. On Sundays I ... my parents. We always ... lunch in a restaurant. And we're always very nice to the waiters!



**VI** Match the verbs from column A to the words from column B.

(8 points)

A.

B.

- |              |                   |
|--------------|-------------------|
| a. play      | 1) the guitar     |
| b. have      | 2) to school      |
| c. listen to | 3) music          |
| d. go        | 4) computer games |
|              | 5) cards          |
|              | 6) home           |
|              | 7) the radio      |
|              | 8) a shower       |

E.g.: *play the guitar*

**VII** Write questions for each of the answers, using a question word.

(14 points)

E.g.: I wake up at 7.30 every morning.

*When do you wake up every morning?*

- They take the bus to go to school.
- I like reading adventure books.
- I go to France on holiday every winter.

\* This is an evaluation test. You need your English teacher's help to check it.

- d) It is in Washington, D.C.
- e) She is a famous actress.
- f) Because I am on a diet.
- g) My house has five rooms.

## VIII Your pen friend is waiting for your e-mail. (24 points)

Write about:

- name, age, favourite colour, sport, and school subjects
- your family: describe your mother, father, brother/ sister. What are their names? How old are they? What do they like?
- favourite food: What food do you like? What's your favourite fruit? Vegetable? What do you like to drink?
- your hobbies: What do you like to do in your spare time?

Your score	What can you do?
1-40 points	You still need some practice. Study the reference pages at the back of the book and solve the exercises from the digital textbook.
41-80 points	You are doing well. You can improve your score by doing the exercises from the digital textbook.
81-100 points	Well done! Be kind and help a classmate. You can also make up your own exercises and give them to a friend to solve.

**I** Listen to the song in your digital textbook (*Put on Your Shoes*). Write more lyrics, using the names of clothes that you know.

**II** Work in pairs. You are an alien who wants to find out more about the food we eat on Earth. Your deskmate answers all your questions. Then change roles.

**III** Work in pairs. You want to find out more about the alien food from your alien friend's planet. Ask him as many wh-questions as you can. Your partner answers the questions. Then change roles.

E.g.: *What is the most popular food on your planet? What colour is it? How does it taste? When do you eat it? Where do you eat it? Who cooks it?* Etc.

**IV** Work in pairs. Talk to your alien friend about books.

Tell him everything you can about our books and ask him about the books from his planet. Do aliens still print them or do they use a different technology?



**V** Copy the table below in your notebook, then fill it in, telling what you think you can do (✓) or what you think you can't do (✗) after studying units 5, 6, 7 and 8. Tell the truth. Swap tables with your partner and ask him/ her to evaluate your work. Are your opinions similar? Talk about them. Ask for your teacher's opinion as well.

Now I can...:	My opinion	My deskmate's opinion	My teacher's opinion
Write invitations, e-mails, thank you notes and text messages			
Make up wh-questions to find information			
Use the imperative to express orders, instructions and directions			
Identify objects using <i>this, that, these</i> and <i>those</i>			
Express amount and quantity using countable and uncountable nouns			

# Unit 9

## Going Places and Holidays



*Buckingham Palace –  
the residence of the British monarch*

*Guard Change at the Buckingham Palace –  
during summer, thousands of tourists come every  
day, at 11 a.m. to watch the changing of the Guard.*



*The Tower of London –  
an old fortress built by William the Conqueror*



*Tower Bridge –  
famous bridge  
that crosses the  
Thames near the  
Tower of London*



*Westminster Abbey –  
Anglican church where  
British monarchs' coro-  
nations, weddings, and  
burials take place*

*Kensington Palace – royal residence*



*St. Paul's Cathedral –  
Anglican cathedral (prince Charles and  
princess Diana's "wedding chapel")*

Mayfair-  
Marylebor

Notting Hill-  
North  
Kensington

Buc  
Palac



London Eye – the tallest Ferris wheel in Europe



The Houses of Parliament (or Palace of Westminster) – a palace where the two houses of the Parliament of the United Kingdom (House of Lords and House of Commons) meet.

Big Ben (Elizabeth Tower) – symbol of London, a tower named after its famous huge bell



Warner Bros. Studios Tour London – The Making of Harry Potter, a permanent exhibition inside the studios of the Harry Potter movies (situated at 29 kilometres north from central London)



London Dungeon – a tourist attraction in London where historical events are re-enacted by actors almost like in a horror movie.



Madame Tussaud's – a wax museum established in 1836 that contains the wax sculptures of celebrities.

## Speaking

Work in pairs. Look at the pictures above and at a map of London (provided by your teacher or found on the Internet). Use your knowledge about maps and orientation from Geography and History classes, as well as all the information from your class portfolio (**What we know about Great Britain**) and solve the following tasks:

- Name two palaces, and two of your favourite London attractions.
- Find the London Eye on the map.

### CLASS PORTFOLIO

Add information about London attractions to your class portfolio, **We love Great Britain**. Add photos, museum flyers, maps, short films, etc. Use your findings to solve the tasks in this unit.

## GAMES &amp; PUZZLES

Play **Simon says** with your classmates. The teacher or a student can be "Simon". Practise with commands that revise your geographical knowledge. Use the London map from the digital textbook.

E.g.: Simon says: "Point to the North/South/East/West!" •

"Point to Westminster Abbey, then to St. Paul's Cathedral" etc.

- Find Buckingham Palace on the map.
- Read the labels, then answer the following questions:
  - What happens in front of Buckingham Palace every day in summer?
  - What is Westminster Abbey?
  - What is the London Eye?
  - What can you see on the Warner Bros. Studios Tour London...?
  - Where do the two Houses of the Parliament of the United Kingdom meet?
  - What can you see inside Madame Tussaud's?
- Look on Google Maps or on a traditional map provided by your teacher. (You may also find additional information in encyclopedias.) Draw an itinerary on the map of London from an underground station to a famous place (e.g.: from Tottenham Court Road underground station to the British Museum).

## Picture dictionary



Buckingham Palace guard



London taxi (cab)



London underground



Double-decker



Airport check-in

## DO YOU KNOW?

London has got a lot of museums without an entrance fee, such as: British Museum, Museum of London, Science Museum, Natural History Museum, National Army Museum, Victoria & Albert Museum of Childhood, etc. You may read more about the free museums in London here: [www.timeout.com/london/museums/free-museums-in-london](http://www.timeout.com/london/museums/free-museums-in-london). Add information about them both in your student portfolio and in your digital portfolio.



## Listening &amp; Writing

- Listen to the messages in your digital textbook, and look up the unknown words in a dictionary. Fill in the gaps with the following words and copy the texts in your notebook: *platform, train, ticket check, security, 61 01 6, passes, front doors, the British Transport Police, train, middle doors, Platform 1, Manchester Piccadilly*. Notice the use of the Imperative for giving commands.
  - *Train station announcement*: "This is a ... message! If you see something that doesn't look right, speak to staff or text ... on ... We'll sort it! See it! Say it! Sorted!"
  - *London underground announcement*: "The ... now approaching ... is the 13.16 Cross Country Service to ... This ... is the service from Bournemouth. Mind the gap between the train and the ...! Mind the gap!"
  - *Bus announcements*: "A ... is about to commence. Please, have your tickets ready for inspection. Only enter bus through ..., only exit bus via ..."





## Reading

- Read the following text from a child's diary:

Dear diary,  
I **am having** a **wonderful** time in London! We **are staying** at a **lovely** hotel near Kensington Palace. It is **rainy** and **cloudy** today. The food here is not **bad**. I like the **fresh** fruit and vegetables but I hate fish and chips! Right now I **am sitting** on a balcony. I can see the **beautiful** gardens of the Palace. Mum **is writing** a postcard and dad **is looking** on a map. I wonder what he is planning for today. I am so **happy**!

## Writing



- Match the nouns (1–8) to to adjectives (a–h). Write the pairs into your notebook.

a. wonderful	1) day
b. rainy	2) time
c. cloudy	3) afternoon
d. bad	4) food
e. happy	5) holiday
f. lovely	6) hotel

- Make sentences with the pairs above and write them into your notebook.

## GRAMMAR

Study the words written in red in the diary entry. When do the actions expressed by the verbs take place?

Fill in the gaps:

When we speak about actions that take place (**right**) **now**, or about **temporary activities** that include the present, we use Present Continuous: **to be** (*I am, you ..., he/she/it ..., we are, you ..., they are*) as an auxiliary, and the **main verb** with an **-ing** ending.

## Writing



- Write full sentences as in the example:  
E.g. Nancy/ write/ in the hotel room.

- Nancy **is writing** in the hotel room.
- My sister/ swim/ and / I / read/ a magazine
  - Mum/ take/ photos/ of the Windsor Castle
  - My grandparents/ buy/ souvenirs/ at the moment
  - Dad/ have/ a coffee/ at a café/ now
  - My brother/ visit/ the Tower of London

## GAMES & PUZZLES



For the following two games you need a map, so bring one to school. (You may bring a map of the United Kingdom, or a map of London or any other English city you like.)

• Play **Spot the place!** with your deskmate. One of you says the name of a city or a lake or a mountain or the name of a street or a monument, etc., and the other must spot it on the map.

• Play **Guess the place!** with your deskmate. Use a street map for this game. One of you gives details about an itinerary and the other must guess the place. E.g.: *You start on the Tottenham Court Road underground station. You go on Oxford Street, then turn left on Bloomsbury Street, then right on Great Russell Street. You are now in front of ...?*

(British Museum)



British Museum – one of the largest museums in the world



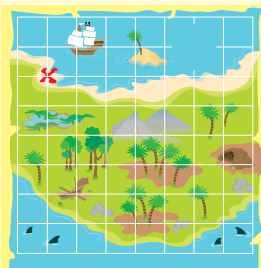
## ROLE PLAY

Play the miming game **Jack and Jill go camping** with your classmates. Jack and Jill are two clumsy brothers. They have all sorts of accidents all the time. Imagine what will happen if they go camping. What can go wrong in the middle of the forest while they are trying to rise their tent, fetch water from the spring or start a fire? Divide the class into two groups. Each group picks a person from the other group and gives him/ her a simple action to mime. His or her teammates must guess the action. The team that guesses more actions wins.



## GAMES &amp; PUZZLES

Play **Treasure Island** with your deskmate, using the map and directions below (see your digital textbook for a bigger map). Can you mark an X on the spot where the pirate treasure is hidden? Begin at Bandits' Bay (marked with a red X). Walk 100 steps south and 500 steps east. Then 200 steps south and 100 steps east. There, you can find the key to the treasure chest. Then walk another 100 steps south. Finally, take 500 steps west, and you'll find the treasure chest.



➤ Complete the dialogues.

E.g. Anna: What are you doing tonight?

Alice: I (*study*) at the library. I am having a test tomorrow.

I **am studying** at the library.

a) Ben: What are you doing?

Tom: I (*buy*) bus tickets. I want to go to London Bridge.

b) Jake: Is it still raining?

Angela: No, the sun (*shine*). You can leave your umbrella at home.

c) Grandpa: ... you (*drink*) coffee?

Tim: No, grandpa. I am having orange juice. I hate coffee!

d) Alex: Can I take this pen?

David: No, I'm sorry. I (*use*) it.

e) Dad: What ... you (*cook*)?

Mum: It's a surprise for the children! I (*make*) pancakes. Their favourite!

➤ Correct the mistakes. Write the correct sentences into your notebook.

E.g.: What are you do?

*What are you doing?*

a) I am play tennis this afternoon.

b) Where are you go?

c) Dad not reading the newspaper, he watching the news on TV.

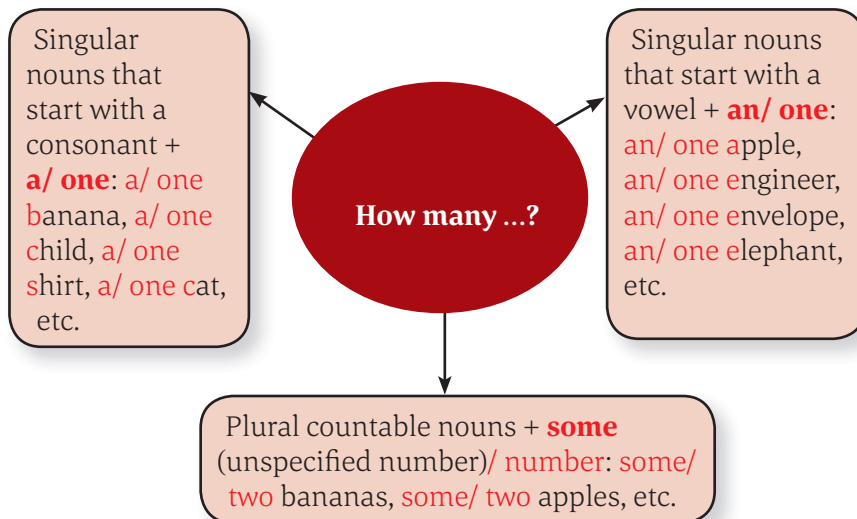
d) You isn't listening to your teacher.

e) We looking for a new house.

## GRAMMAR

Look at the following diagrams and discuss them with your deskmate.

## How many ...? + countable nouns



## How much ...? + uncountable nouns

How much ...?

**Some** + uncountable nouns: **some** bread, **some** water, **some** air, etc.



Fill in the gaps:

We use **a** or **an** with countable nouns in the singular (**an** apple, ... banana) and ... with countable nouns in the plural (... strawberries, **some** potatoes).

We can use **some** (... milk, **some** rice), or nouns such as: **slice, cup, bottle, glass, piece, carton, kilo/ grams, packet of, teaspoon/ tablespoon, loaf, bowl** etc. with ... nouns.

We use **any** in questions and negative sentences instead of **some** (except for requests and offers).

## Writing



➤ You receive the following message from your best friend. *A, an, some* and *any* are missing. Fill in the gaps and copy the correct message in your notebook.

“Help me, please! I don’t have ... milk left. I need ... to make ... chocolate cake. Can you bring any ASAP? Bring ... butter, ... flour, ... apple, ... orange and ... loaf of bread? Thank you.”

➤ Copy the following lines in your notebook. Leave the odd word out.

- a cup of...*: milk • coffee • cherries • tea
  - a glass of...*: water • pears • apple juice • lemonade
  - a jar of...*: marmalade • jam • potatoes • mustard
  - a bowl of...*: soup • rice • porridge • horses
  - a box of...*: eggs • biscuits • elephants • chocolates
  - a bar of...*: chocolate • soap • furniture
  - a loaf of...*: bread • fox
  - a slice of...*: cake • bread • lemon • bear
  - an item of...*: food • news • information • chicken
  - a piece of...*: information • news • snow • advice
  - a tin of...*: sardines • dog food • cats
  - a carton of...*: milk • hot tea • orange juice
- Copy the sentences in your notebook and fill in the gaps:
- Can you give me ... milk?
  - I want ... cucumber and two melons.
  - Is there ... orange juice in the fridge?
  - She eats ... orange every morning.
  - There aren’t ... vegetables in the basket.
  - Would you like ... apple pie?

## GAMES & PUZZLES



Play **Buried treasure** with your deskmate, using the map and directions below (see your digital textbook for a bigger map). Follow the directions to find out where the treasure is hidden.

- Starting in square B5, walk north for 4 squares.
- Move 2 squares to the east.
- Head south for 3 squares.
- Walk west for 3 squares.
- Step 1 square to the north.
- Travel east for 2 squares.





## Listening



## ROLE PLAY

Play **Get on the right train** with your classmates. Act out polite dialogues asking for information. Use the destination to identify your train. Ask about the number of the platform where it stays in the railway station.

E.g.: A: *Excuse me, sir, is this the train to London? / Which platform does the train to London leave from?*

B: *I'm afraid this train doesn't go to London, it goes to Cambridge. The train to London leaves from platform 5.*

## Speaking



➤ Work in pairs. Answer the following questions. Listen to the dialogue *Airport check-in* again if you need it.

- Where is the passenger flying?
- What flight is the passenger booked on?
- What seat does the passenger want?
- Does the passenger have any heavy luggage that he needs to check in?

➤ Play **Zoom** with your deskmate. Look at the pictures below. Describe them, using as many words like: *some, a, an* as possible.



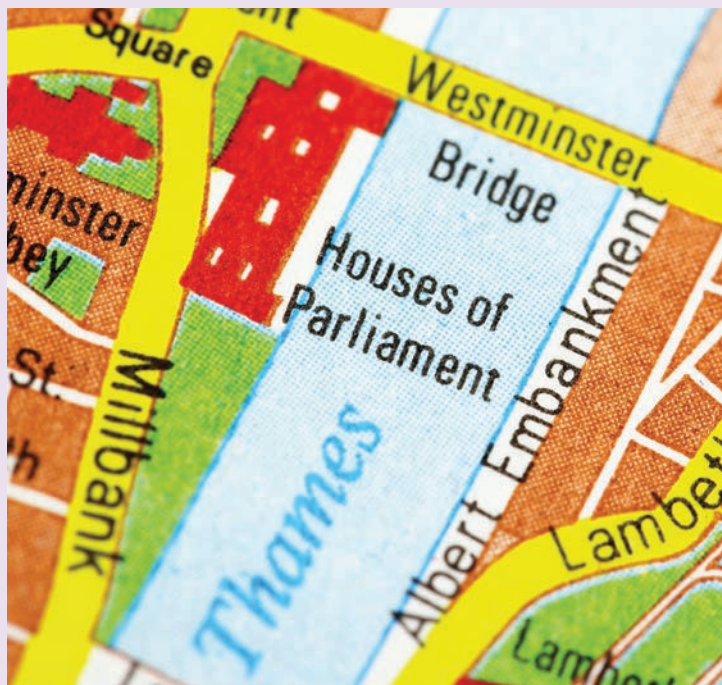
window seat

aisle seat



luggage

## Project - Itinerary



This is an individual project. Its aim is to help you develop your English and Geography skills, as well as your ability to use a map and to give directions.

Using your student portfolio (**Facts about Great Britain**), your class portfolio (**We love Great Britain**), as well as your personal collection of maps, city plans, museum flyers, etc., draw a poster with an itinerary through London or any English city you like.

Add photos to show the main attractions and don't forget to write labels for them. Write a very short paragraph (4–5 sentences) to explain your choices.

Bring your poster to class and organize an exhibition. Each student takes turns to describe his/ her project.

The class votes to decide whose itinerary to follow.

**I** Watch the film *London, England* from your digital textbook, then answer the following questions.

(40 points)

- 1) Where is London situated?
- 2) How many people live in London?
- 3) Which city is the capital of the United Kingdom?
- 4) What are the greatest gifts of London to the entire world?

E.g.: *London is situated in the south east of England, in the Thames valley.*

**II** Fill in text (*Directions for arriving at the Warner Bros. Studios Tour London – The Making of Harry Potter*) with the following words: *station, Studio, London, ticket, minutes.* (25 points)

Warner Bros. Studio Tour London  
 Studio Tour Drive  
 Leavesden  
 WD25 7LR

The *Studio Tour* is located 20 miles north-west of ... Regular public transport links serve the attraction and a shuttle bus from Watford Junction train ... is available, costing 2.50 pounds per return journey. You can also get here by rail, road, air and shuttle bus. The last bus departs from the Studio Tour 20 ... before our closing time which varies based on the day of your visit. A Studio Tour ... is required

to board the shuttle bus service. Please ensure you have these at hand at arrival at the station. On arrival at the Studio Tour, bags will be checked before entry.

**III** Fill in the gaps as in the example. (25 points)

E.g.: I ... now. (*work*)

*I am working now.*

... you ... now? (*read*)

*Are you reading now?*

a) My brother ... now. (*read*)

b) We ... to our English teacher right now. (*listen*)

c) ... your mum ... now? (*watch TV*)

d) Our grandparents ... in the bedroom. (*sleep*)

e) It ... now. (*rain*)

**IV** Do you know anything about Harry Potter films? Match the descriptions (a–e) to the photos taken inside the permanent exhibition Warner Bros. Studios Tour London – The Making of Harry Potter (1–5). (10 points)

a. Dumbledore’s office

b. The entrance of the exhibition

c. Hogwarts castle

d. The Scribbulus Shop on Diagon Alley

e. The shop

E.g.: a. – 5



1



2



3

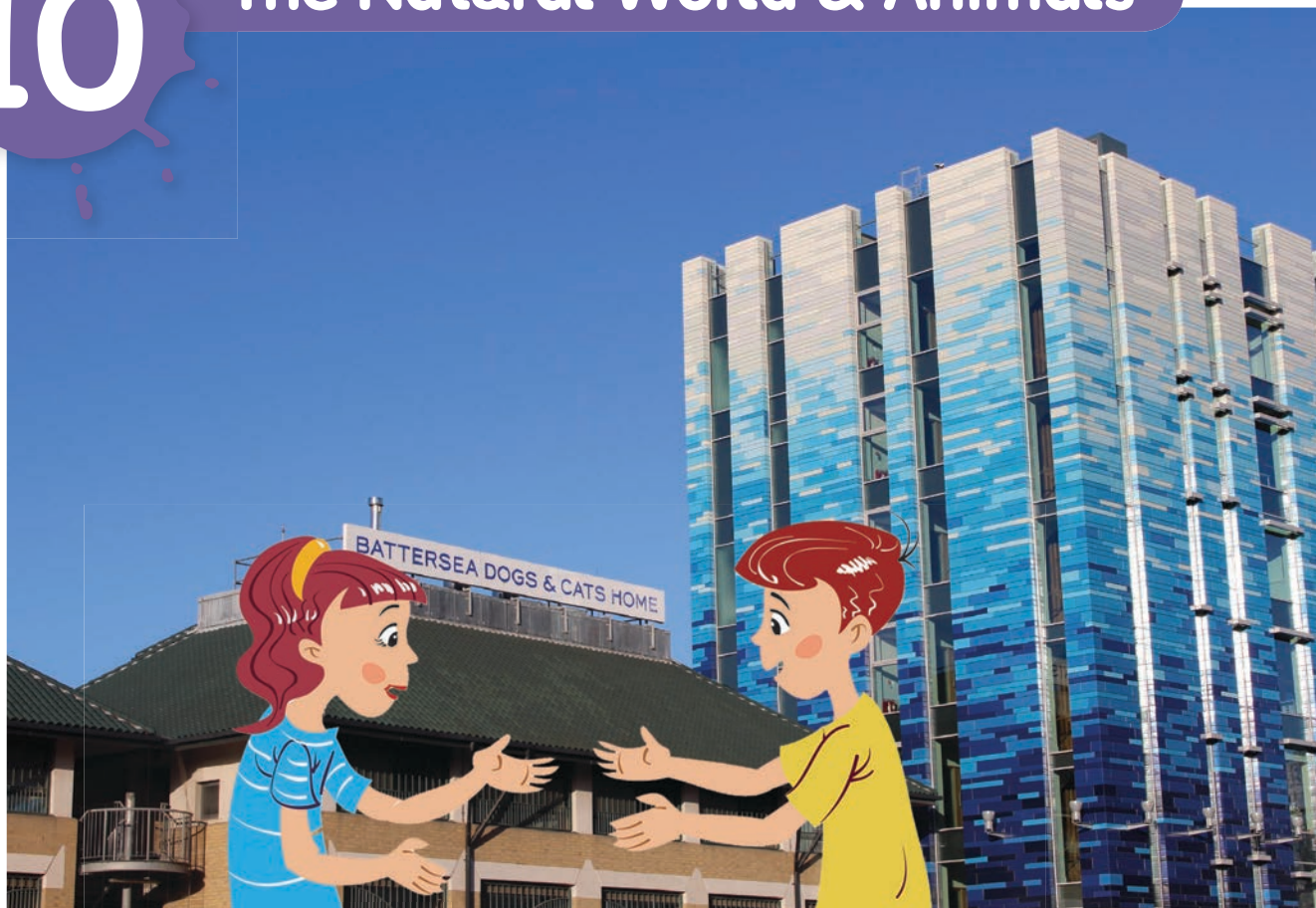


4



5

Go to page 128 and check your answers. Add the points. What is your score?	<b>Your score</b>	<b>What can you do?</b>
	1–40 points	You still need some practice.
	41–80 points	You are doing well.
	81–100 points	Well done! Be kind and help a class mate.



## DO YOU KNOW?

- Blue Cross is an animal welfare charity in the United Kingdom established in the 19th century. Find out more about it on its website <https://www.bluecross.org.uk/>
- The domestic dog shows social intelligence that is uncommon in the animal world: the neglected and homeless dogs suffer, both physically and mentally.
- The European Union estimates that there are about one hundred million abandoned companion animals in Europe and most of them live in the Union's Member States.

## Listening



➤ Listen to the dialogue from the digital textbook or ask your teacher to read it for you using the following transcript.

**Betty:** I want to show you the rescue centre!

**Dan:** Isn't it very sad?

**Betty:** Sad? No way! It's the place where animals get a second chance!

**Dan:** Hm, I guess you're right!

**Betty:** I do voluntary work here every week and sometimes my class comes to visit.

**Dan:** Really? You make me curious.

**Betty:** I want to become a vet when I grow up. What about you?

## Speaking

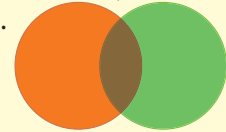


- Act out a similar dialogue.
- Answer the following questions:
  - Describe a rescue centre you know.
  - What is your favourite job?
  - Do you do volunteer work? Where?

- Work in pairs. Give arguments for and against doing volunteer work.
- Remember your Geography classes and all your knowledge about weather from the previous years. Answer the following questions:
  - What do you know about extreme weather?
  - Where is the coldest or the hottest place to be?

## GAMES & PUZZLES

Work in pairs. Choose two different animals. Find as many similarities and differences between them as you can. Think of the food they eat, their habitat, size and other characteristics. Fill in the following chart into your notebooks.



## Reading

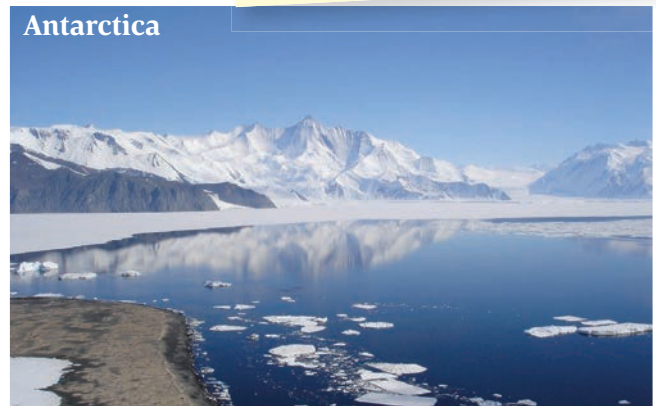
- You may find answers to the questions above in the following text. Read it carefully.

### Contrasts in our world



Death Valley

Death Valley is one of our planet's hottest areas, but the place with the record for the highest temperature is El Aziziya in Libya. There, the temperature reached a record of 57.8 C in 1922. Death Valley's highest temperature on record is 56.7 C. That's not a lot cooler!



Antarctica

Antarctica is the most fascinating place for extreme weather. People cannot live in Antarctica all year round because it's too cold (-89.4 C)! It's also the wettest place on Earth because 98% of Antarctica is covered with ice. But it's also the driest place because it never rains there – it only snows! Antarctica holds another record too – you can find the world's thickest ice there: it's 2,555 meters deep!



Venetian lagoon, Italy



Nice, France



Cancun, Mexico

So where is the best place in the world for weather? That's a difficult question. In 2012 an organization named "International Living" tried to answer this – their number 1 for the best weather was Italy, their number 2 was France and Mexico was number 3! Where do you think Romania would come?

## GAMES &amp; PUZZLES

- Play **Meteorologist**: Record the temperature in the morning and in the evening for a week. Compare your results with a partner. Draw charts and present them to the class.
- Play **Animal chain**: Everybody stands up and, in turn, each student says the name of a new animal. If he/ she cannot say a new animal, he/ she sits down. The winner is the pupil who remains standing last.
- Each student writes the name of an animal on a piece of paper, folds it and puts it on the teacher's desk. Then, students take turns to pick a piece of paper and mime the animal. The other students try to guess the animal. The first one to do so go to the front of the class to continue the game.

## Speaking

➤ Work in pairs and find out from the text all the information needed to fill in the following table with "clues". You will need the clues in the next exercise.

Clue	Quotation
	"The hottest place on Earth"
	"It's the world's coldest place."
	"the place with the record for the highest temperature"
	"number 1 for the best weather"

➤ **Playing detective**: Arrange the following pictures in the order the places are mentioned in the text *Contrasts in our world*.



➤ Remember your Romanian classes and how to take notes. Can you fill in the following table with information about the paragraphs of the text *Contrasts in our world*?

Order in the text	Key words	Main idea
1st	The hottest place	One of the hottest area in the world is Death Valley, California.
2nd		
3rd		



## GRAMMAR

\* Study these pictures and the sentences:

The rabbit is **smaller** than the giraffe, but the mouse is **the smallest** of the three.

The rabbit is **taller** than a mouse, but it isn't **the tallest** of the three.

Which is the **smallest animal** in the world?

Fill in the rule:

We add ... at the end of a short adjective to make the comparative form. We add ... at the end of a short adjective to make the superlative form. We use... between the two elements that we compare (after the adjective). We use.../ ... after the adjective in superlative form.



## Writing



➤ Write comparative sentences.

E.g.: Biology / easy / Physics

*Biology is easier than Physics.*

a) the Amazon / wide / the Danube

b) whales / large / sharks

c) I / tall / my friend

d) London / big / Bucharest

e) a bear / strong / a horse?

f) hamsters / small / cats

➤ Think of your favourite animals. Speak to your deskmate, making comparisons between them. Use adjectives such as: *big, small, tall, fast.*

## GRAMMAR

\* Study these sentences:

A dog is **more intelligent** than a hen.

The dolphin is **the most intelligent** of the three.

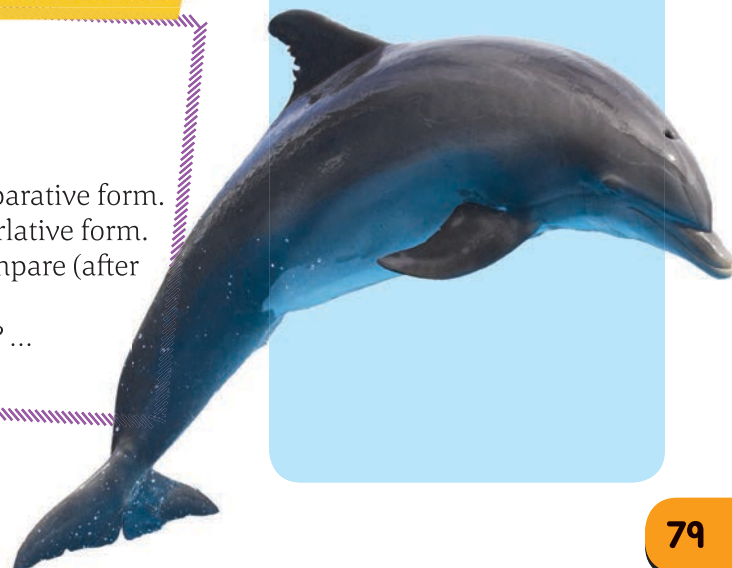
Fill in the rule:

We add ... in front of a long adjective to make the comparative form.

We add ... in front of a long adjective to make the superlative form.

What do we use between the two elements that we compare (after the adjective)? ...

What do we use after the adjective in superlative form? ...



## Writing



- Complete the sentences with superlative adjectives.  
E.g.: Tom Cruise is one of ... actors in the world. (*famous*)  
*Tom Cruise is one of the most famous actors in the world.*
- Siberia is one of ... parts of the world to visit. (*difficult*)
  - Mongolia is one of ... regions in Asia. (*isolated*)
  - I think Harry Potter is one of ... books I know. (*interesting*)
  - Europe has got ... mountains and lakes in the world. (*beautiful*)
6. This dictionary is ... book I have. (*expensive*)

## Project - Endangered Animals



Amur tiger



Sumatran elephant



Bald eagle

Work in teams of 3-4 pupils. Decide on an animal that is endangered (from our country or other areas of the world). You need to find out about this animal on the Internet or in a library.

The aim of this project is to help you and your classmates understand the situation endangered animals are in and find ways to help them, using your English skills and facts you know from your Biology and Geography classes. You will also improve your team spirit and presentation skills. Draw conclusions about your findings. Are there ways to improve the situations of those animals? Decide on a way to present your findings to the class (poster, PowerPoint presentation, etc.)

Here is a possible plan for your project (use the information you know from your Romanian classes about writing an essay):

### Introduction:

- The name of your animal
- Interesting facts about the animal
- Mention that it is endangered.

### Main Body:

- Characteristics: common name, scientific name, location (specific continents and/ or

countries, habitat/ living conditions), number of species left, what food the animal eats, any predators it has.

- The way it adapts to its environment.
- Present why the animal is considered endangered and ways we can help in the effort of saving the species (or programs that exist to help the species).

### Conclusion

- Summary
- Why is this animal important?
- Other interesting facts

### Evaluation.

- clarity and attractiveness of the final product; **(20 points)**
- team work (each member of the group has a role and contributes to the project); **(20 points)**
- presentation skills (good English, everybody says something, body language); **(30 points)**
- ability to answer questions from the class or the teacher; **(20 points)**
- creativity. **(10 points)**

**I** Write the names of the animals.

(20 points)

E.g.: This animal is sometimes poisonous.

S N A K E

- a) This animal is “the king of the jungle”.  
L \_ \_ \_
- b) This large fish can kill you.  
S \_ \_ \_ \_
- c) They have black and white stripes.  
Z \_ \_ \_ \_ \_
- d) They carry their house on their backs.  
T \_ \_ \_ \_ \_ \_
- e) It's the fastest animal on Earth.  
C \_ \_ \_ \_ \_ \_
- f) It has lots of teeth and it is dangerous.  
C R \_ \_ \_ \_ \_ \_
- g) It's big and heavy and has short legs.  
H \_ \_ \_ \_
- h) People keep it as a pet and it often purrs.  
C \_ \_
- i) They are endangered and they eat bamboo. (two words)  
P \_ \_ \_ \_ B \_ \_ \_ \_

**II** Fill in the right comparative form of the word in brackets.

(20 points)

E.g.: Bikes are ... than cars. (*cheap*)

*Bikes are cheaper than cars.*

- a) February is ... than May. (*cold*)
- b) Rabbits are ... than tortoises. (*fast*)
- c) My shirt is ... than yours. (*colourful*)
- d) Football is ... than handball. (*popular*)
- e) My sister is ... than my brother. (*thin*)
- f) Mount Everest is ... than the Carpathians mountains. (*high*)
- g) My hair is ... than my mom's. (*long*)
- h) Japanese is ... than English. (*difficult*)
- i) Tigers are ... than monkeys. (*dangerous*)
- j) My mum is ... than Cinderella. (*beautiful*)

**III** Fill in the right superlative form of the word in brackets.

(20 points)

E.g.: My mum ... in our family. (*beautiful*)

*My mum is the most beautiful in our family.*

- a) Grandpa is ... in our family. (*old*)
- b) This is ... sofa in our house. (*comfortable*)
- c) What is ... city in the world? (*big*)
- d) It is ... cake ever! (*delicious*)
- e) Which car is ...? (*fast*)

**IV** Circle the correct auxiliary verb.

(20 points)

E.g.: Can / Do he sing well?

*Can he sing well?*

- a) Have / Has you got a bike?
- b) Can / Is you play the piano?
- c) Are / Do they live in Italy?
- d) Does / Is Jenny listening to music now?
- e) Do / Are the children playing in the garden?
- f) Do / Are we going to the cinema tonight?
- g) Can / Do you help me, please?
- h) Is / Do it sunny today?
- i) Do / Have you enjoy going to concerts?
- j) Is / Do he singing in the shower?

**V** Match the questions (1–5) to the answers (a–e).

(20 points)

- 1) Can I ask you a question?
- 2) Can I stay at Jake's house tonight?
- 3) Can't I go later?
- 4) Do I have to have tea with you?
- 5) Can you make me a sandwich?
- a) Yes, you do.
- b) OK, but you can spend some time here first.
- c) No, I'm afraid you can't. Your grandmother is coming tonight.
- d) Sorry, I can't, I'm too tired. Go and ask your sister.
- e) Yes, of course.

E.g.: *Can I ask you a question?*

*Yes, of course.*

Go to page 128 and check your answers. Add the points. What is your score?	<b>Your score</b>	<b>What can you do?</b>
	1–40 points	You still need some practice.
	41–80 points	You are doing well.
	81–100 points	Well done! Be kind and help a classmate.



## DO YOU KNOW?

*Tales (stories or narratives)* are as old as humanity, they are a very important part of human culture. All human beings are storytellers. In ancient cultures people used to believe that telling stories can keep away evil. Myths are stories about the origin of our universe, legends are stories about plants, animals, and customs. Some scientists say that even our memories can be described as tales (and that we cast ourselves and all our relatives and friends as characters).

## Listening



➤ Listen carefully to the dialogue from the digital textbook or ask your teacher to read you the transcript.

**Radu:** Betty, I know that you love reading. What books do you like reading?

**Betty:** I like reading stories. Children's stories.

**Radu:** What's your favourite book?

**Betty:** I like *Beauty and the Beast*. The story is so romantic! What about you?

**Radu:** I like *The Jungle Book*, because Mowgli is so brave! What other books do you like?

**Betty:** I like *Cinderella*, too. What do you think of *The Adventures of Buratino*?

**Radu:** I enjoy reading this book because it's almost the same with *Pinocchio*.

## Speaking



➤ Name two books from the dialogue.

➤ Answer the following questions:

- What is Betty's favourite book?

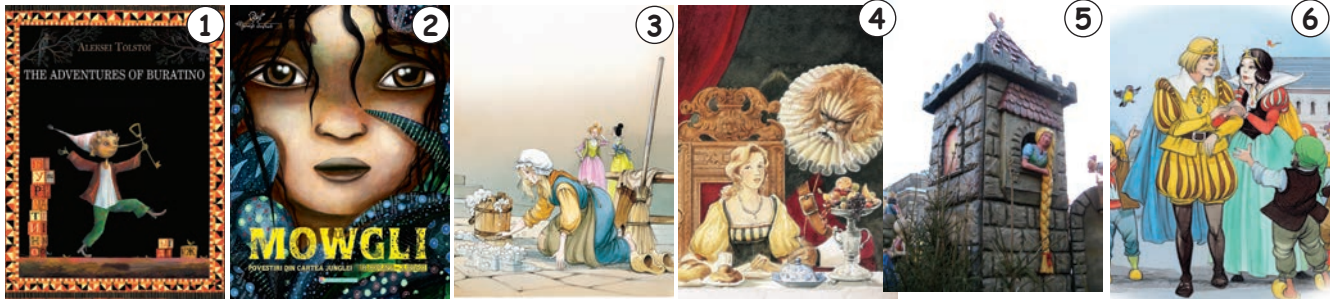
- What is Radu's favourite book?
- Which of the books mentioned in the dialogue do you like?
- Which of them do you like least? Why? Tell the class.

- Work in pairs, asking your deskmate questions about her/ his favourite books, and answering her questions about your favourite books.
- Work in pairs. Match the titles (a–f) to the pictures (1–6).

a. *Beauty and the Beast*  
b. *The Jungle Book*  
by Rudyard Kipling

c. *Cinderella*  
d. *Snow White and the Seven Dwarfs*

e. *Rapunzel*  
f. *The Adventures of Buratino*  
by A. N. Tolstoy



- Work in pairs. Answer the following questions:
  - Do you know all the stories from the picture dictionary?
  - Who is the main hero or heroine in each story?

## Writing

- Check your knowledge about the famous children's stories mentioned in the picture dictionary. Draw the table into your notebook and write the names of these characters in the right column. Some characters may fit in more than one column:

*the stepmother, Cinderella, the fairy godmother, the ugly sisters, the queen, Prince Charming, the king, the witch, the hunter, Beauty, the Beast, Buratino, Rapunzel, Papa Carlo, Giuseppe, Pierrot, the seven dwarfs, Mowgli, Dame Gothel, a prince*

Title of the story	Human characters	Imaginary characters
<i>Beauty and the Beast</i>		
<i>The Jungle Book</i>		
<i>Cinderella</i>		
<i>Snow White and the Seven Dwarfs</i>		
<i>Rapunzel</i>		
<i>The Adventures of Buratino</i>		

- Send a message to one of your favourite characters. You may choose one of the following: Snow White, Rapunzel, Beauty, Mowgli, Buratino or Cinderella. Your message should contain the reason you write to your favourite character, and your advice for him/ her.



➤ Read the following text carefully. Look up all the unknown words into a dictionary (a printed or an online one).

## Beauty and the Beast



1

A wealthy merchant has three daughters. The youngest daughter, Beauty, is the most beautiful.

The merchant loses his wealth and the family moves to a village. They now live a humble life.



2

The merchant goes to the city one day and, on his way back, he gets lost in a forest. Seeking shelter, he enters a marvellous palace and spends the night there.



3

The next morning, as he is about to leave, he sees a rose garden and tries to pick a rose for Beauty. Suddenly, a hideous Beast appears and tells the merchant that he must die. The poor man tells the Beast that the rose is a gift for his youngest daughter. Finally, the Beast agrees to let the merchant leave, only if he or one of his daughters returns to the palace.



4

The merchant returns home and Beauty accepts to become the Beast's prisoner. The Beast receives her well and he is very kind to her. Beauty lives a happy life in the Beast's castle.

The girl becomes homesick and she asks the Beast to let her go home. He accepts, only if she promises to come back after one week. He gives her a magical mirror and a magical ring, that can transport her anywhere she wants.



Beauty's father is happy to see her, but not her sisters. They try to stop her from leaving the house, hoping to enrage the Beast. Beauty feels guilty about breaking her promise to the Beast. She uses the magical mirror and discovers the Beast is dying in the garden of the castle near the roses, so she uses the ring and gets back to him.

Now in front of the Beast, she is weeping, saying that she loves him. Her tears turn the Beast into a handsome prince. The prince thanks Beauty, as his awful spell is now broken by the power of her true love. He asks Beauty to marry him.

Beauty and the prince are married and they live happily ever after.

**Speaking**



► Play **Help the editor** with your classmates. Divide the class into groups. Each group puts the illustrations from the text in order. Look at the pictures. Do they all belong to the story *Beauty and the Beast*? Spot the odd ones out. The group that finishes first wins.



► Talk to your partners and decide the right order of the images. The first group to finish wins.

**Listening**



► Watch the film *Beauty and the Beast* in your digital textbook to see if you put the images in the right order.

**GAMES & PUZZLES**



Play **Guess the sender** with your classmates. Each student writes a short message about his/ her favourite character. (For instance, if one's favourite character is Beauty, one can invite a classmate to the film *Beauty and the Beast*.) The messages are put in a box and then students take turns to pick a message and guess who the sender is. (This game is a good team building activity, as it checks how well you know each other.)

## LET'S REMEMBER!

Look at the images below to remember how to talk about placing objects. Make sentences as in the example.

E.g.: *There is an owl in the box.*



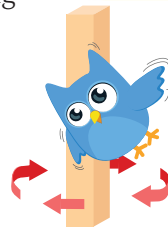
IN FRONT OF



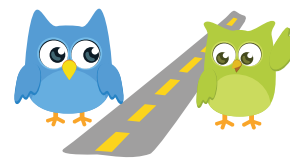
BEHIND



BETWEEN



AROUND



OPPOSITE



THROUGH



ON



IN



OVER



UNDER

## Speaking

Cinderella thinks her glass shoe is in your classroom. Describe your classroom to help her find it. Use *There is ...* and *There are ...*

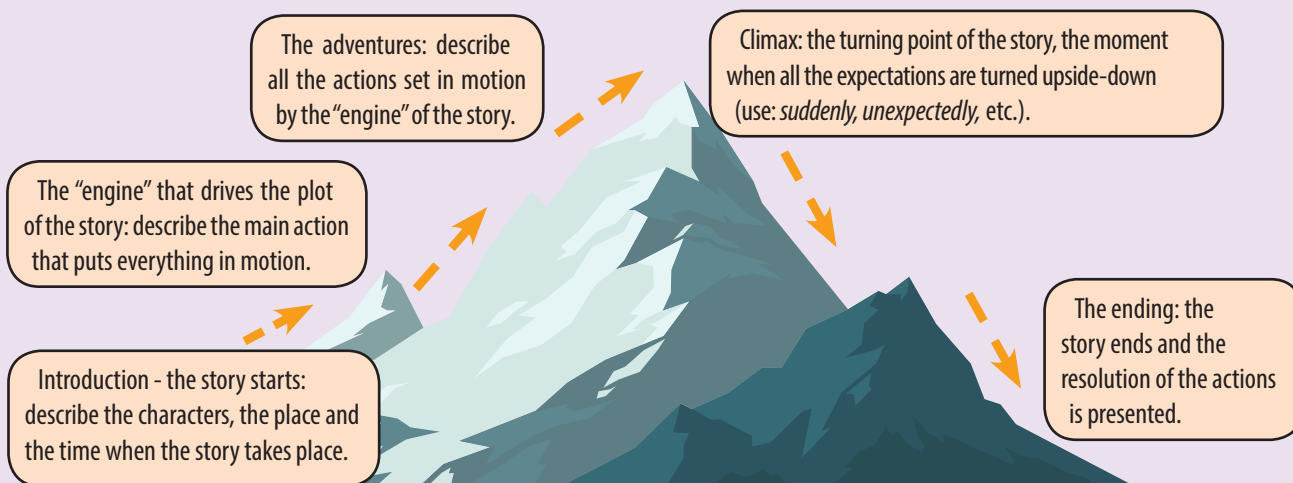
E.g.: *There are three windows on the east wall of our classroom. There is a teacher's desk in front of the blackboard. There is a dust bin behind the teacher's desk.* Etc.

Work in pairs. You are Cinderella and your partner knows where your glass shoe is). Ask questions about different objects in your classroom, to find out if the glass shoe is there.

E.g.: *Is it near the door? Is it behind the bookcase? Is it in front of the board? Is it under your desk? Is it on the teacher's desk?* Etc.

## Project – Story Writing

This is a group project. Work in groups of 3–4 pupils. Write a story. Give it a title. Look at the image below for help. Remember your knowledge about story writing from your Romanian classes.



Present your stories to your classmates. Vote to decide what story receives the award for the most beautiful one, for the most creative one, etc. (Watch the film in your digital textbook if you need help.)





**I** Look at the picture and complete the sentences. (25 points)

E.g.: The woman is ... the floor.

*The woman is on the floor.*

- a) There is a dog ... of the woman.
- b) ... the dog there is a bookcase.
- c) ... the bookshelf there are many books.
- d) The woman is ... the bookcase.

**II** Check your knowledge about some famous children's stories. Choose the correct answer and copy the complete sentences in your notebook. (25 points)

E.g.: Where does the witch lock Rapunzel?

- a) inside a tower b) inside a cave c) inside a house
- The witch locks Rapunzel inside a tower.*
- 1) Who is Shere Khan?
- a) a black panther b) a tiger c) a bear
- 2) Buratino is ...:
- a) a cat b) a fox c) a long-nosed wooden puppet
- 3) What fruit is poisoned in Snow White?
- a) a banana b) grape c) an apple
- 4) How long is Rapunzel's hair?

- a) short b) long c) very long

**III** Think about your classroom and complete the sentences in your notebook. (25 points)

E.g.: The door is ... the blackboard.

*The door is near the blackboard.*

- a) The board is ... of our desks.
- b) Our desks are ... the teacher's desk.
- c) There are pictures ... the wall.
- d) There is a cupboard ... the desks.
- e) The teacher's chair is ... the teacher's desk.

**IV** Rewrite the sentences replacing the underlined words for the words in brackets. (25 points)

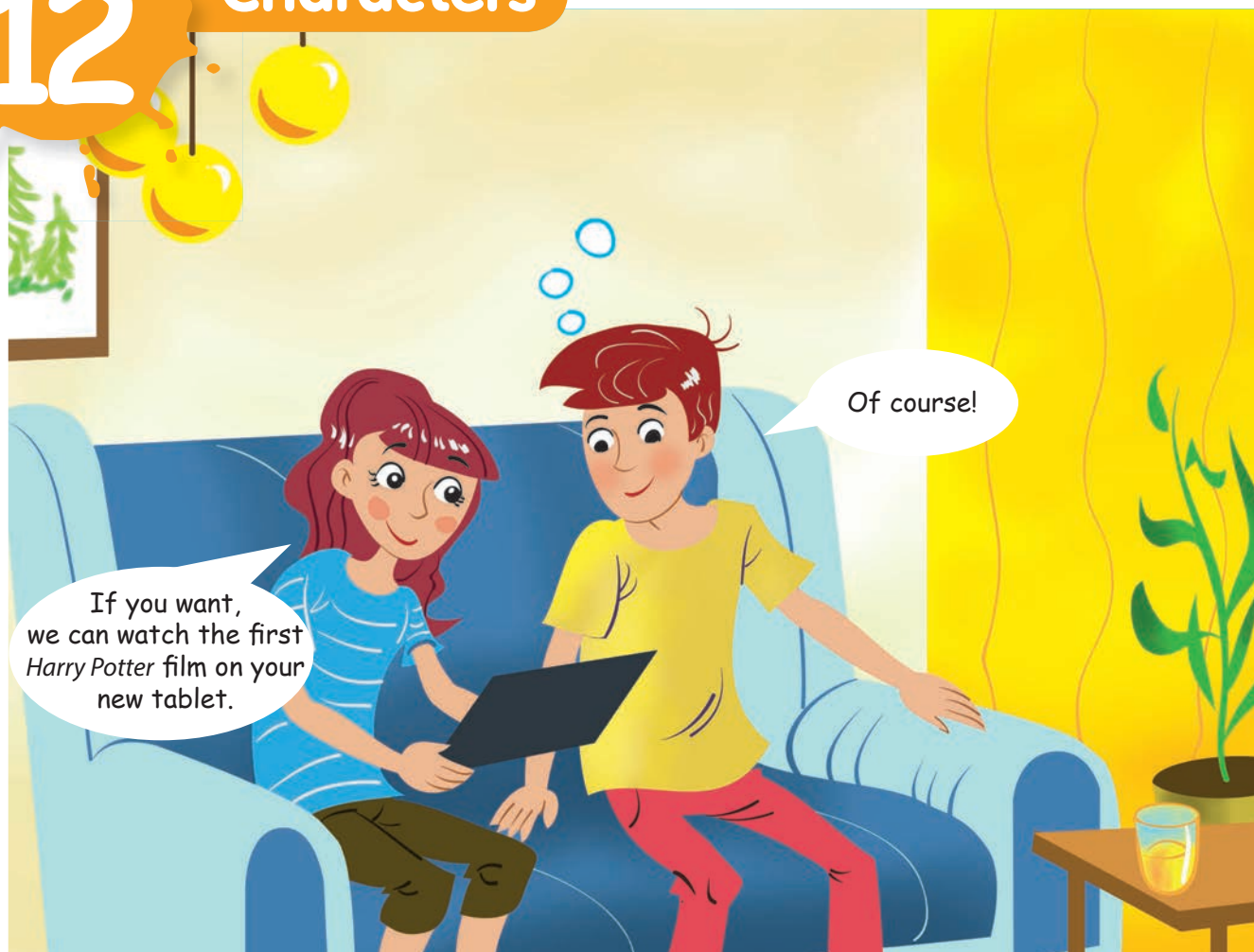
E.g.: I have got two dogs. (*My mum*)

*My mum has got two dogs.*

- a) Michael has got some ice cream. (*Tom and Jane*)
- b) Carrie hasn't got a book. (*Mary and Betty*)
- c) Have they got any pencils? (*George*)
- d) We haven't got that magazine. (*Edward*)
- e) Have you got any sisters? (*Emma*)

Go to page 128 and check your answers. Add the points. What is your score?

Your score	What can you do?
1-40 points	You still need some practice. Study the reference pages at the back of the book and solve the exercises in the digital textbook.
41-80 points	You are doing well. You can improve your score by doing the exercises from the digital textbook.
81-100 points	Well done! Be kind and help a classmate. You can also make up your own exercises and give them to a friend to solve.



If you want, we can watch the first *Harry Potter* film on your new tablet.

Of course!

### GAMES & PUZZLES



- Play **Guess the character** with your classmates. One of you mimes, and the others guess who the character is. Make the game more difficult by choosing characters that are not very popular or well-known.
- Play **Nice to meet you, ...!** You are a character from your favourite book or film. You meet another character that you don't know. Try to find out more about him/ her by asking as many wh-questions as you can. Then ask *can* questions.

### Listening



➤ Listen to the dialogue from the digital textbook or ask your teacher to read it for you from the following transcript.

**Betty:** Hello! Dan, this is the new film *Beauty and the Beast*. Do you know anything about it? Do you want to watch this film together?

**Dan:** I want to know a little bit about the film. Which is your favourite character?

**Betty:** Beauty. The actress that plays Beauty is Hermione Granger from the *Harry Potter* films. I love this actress. If you want, we can watch the film on your new tablet. The plot resembles the one in the famous animated film, *Beauty and the Beast*.

**Dan:** Of course. When we finish watching this film, I want to discuss its ending. And if we have time we can watch the first *Harry Potter* film, *Harry Potter and the Philosopher's Stone*.

**Betty:** Great idea! Let's watch them!

## Speaking



- Work in pairs. Answer the following questions:
  - What does Betty want to do with her brother?
  - Who is Betty's favourite actress?
  - What is the name of the first *Harry Potter* film?
- **All about your favourite character:** talk to your partner about your favourite character. Who is he/ she? Why do you like that character? Describe the character to your partner.
- Betty's favourite actress plays one of Betty's favourite characters. Give other similar examples, choosing your favourite actors or actresses.



## DO YOU KNOW?

Cosplayers are people who like to wear costumes and to pretend they are different characters. For a cosplayer every day is Halloween! Cosplaying is considered an art and is very popular in Japan, and in many Western countries.

## Reading



- Read the following texts about the main characters from different stories, so that you may play **Send the character to the right book** afterwards. These are Betty's notes after reading the stories. They present details Betty considers important about different characters from popular children's stories. They are an assignment from school, as Betty must describe one of the characters.

### Snow White

- She is the main character in *Snow White and the Seven Dwarfs* by the Brothers Grimm.
- She is very beautiful: she has got skin as white as snow, lips as red as blood, and hair as black as ebony.
- She is very hardworking, kind and generous.
- She is very brave (she marries the prince although she doesn't know him too well).



### Cinderella

- She is the main character in *Cinderella*.
- She is a beautiful girl, tall and thin; she has got long, blonde hair.
- She is very hardworking – she does all the chores in her stepmother's house (she dusts the rooms, mops the floor and cooks).
- She is very forgiving and kind even with her wicked half-sisters and stepmother who force her to sleep in the fireplace, on the ashes.



### Mowgli

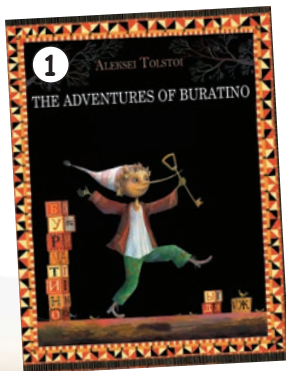
- He is the main character in *The Jungle Book* by the British author Rudyard Kipling.
- He is a young boy raised by the wolves in the Indian jungle.
- He is very brave – he fights Shere Khan, the tiger.
- He is friendly and kind to his friends and all the animals in the jungle.



### Burattino

- He is the main character of *The Adventures of Burattino* by the Russian author A.N. Tolstoy.
- He is a wooden puppet wearing shorts, a shirt and a small hat.
- He resembles Pinocchio (his nose gets longer and longer when he lies).
- He is brave and loving.
- He saves his father and becomes a real boy.





## Speaking



➤ Play **Send the character to the right book** with your deskmate. Guess the characters that introduce themselves below. Match the character's words with the correct book.

"I live in the jungle with my friends Baloo the bear and Bagheera the black panther. I fight with the tiger Shere Khan." **(a)**

"I'm tall and thin. I have got long dark hair, black eyes and white skin. I'm very beautiful. My lips are red. My stepmother hates me. I live in a forest with the seven dwarfs." **(b)**

"I'm tall and pretty. I have got blonde hair. My sisters have got nice dresses but I haven't got any. I do a lot of housework: I dust the rooms, I mop the floor, I cook. I do everything my stepmother wants me to do." **(c)**

"I'm little and thin. I'm wearing shorts, a shirt and a small hat. I'm made of wood. I have a long nose that becomes longer when I lie." **(d)**

➤ Play **Detective** with your deskmate. Take turns to read the words from Betty's notes:

- What are Cinderella's chores?
- Why does Betty think Snow White is beautiful?
- Why is Mowgli considered brave?

## Listening



➤ **Let's meet... Harry Potter!** Listen to the recording from your digital textbook or ask your teacher to read you the following transcript:

"My name's Daniel Radcliffe. I'm from London, England. I'm **an actor**. My most popular role was playing **the main character** of *Harry Potter* films. I'm 20 years old.

I have **a big family**. We are from England. My father's name is Alan. He's **a literary agent** and he's 50. My mother's name is Marcia and she's **an actress** and **a film director**. She's 42. I haven't got any brothers or sisters. I have got **a grandfather** and **a grandmother**. I have got four aunts and three uncles. Dogs don't frighten me. I love them. **The names** of my two dogs are Binka and Nugget.

My favourite TV programme is *The Simpsons*. My favourite sports are football and cricket. My favourite colours are blue and yellow."

➤ Play **Detective** with your deskmate and find the answers to the following questions. Listen to the text again, if you need it.

- How old is Daniel?
- Where is Daniel's father from?
- Is his mother an actress?
- Is volleyball his favourite sport?

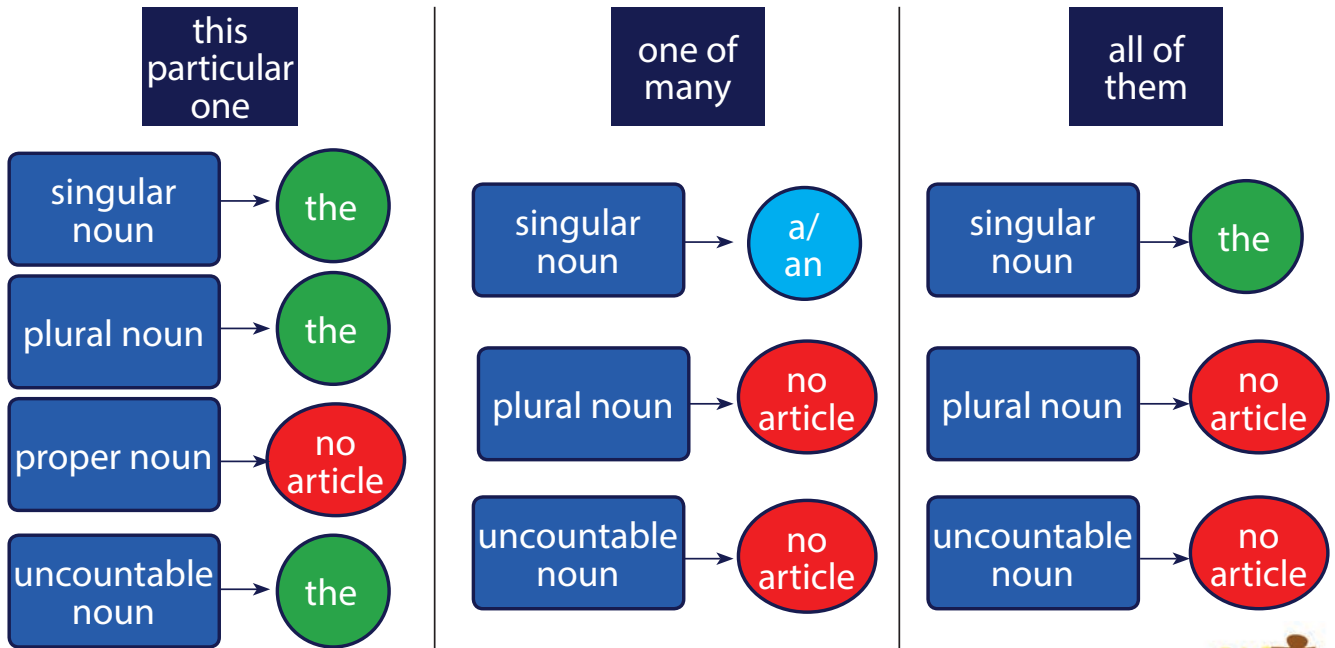
**GRAMMAR**

- Look at the words written in red and at the underlined ones from the transcript on page 90.
- Copy the following table into your notebook and fill it in with the correct words from the transcript.

<b>A + noun</b>	<b>An + noun</b>	<b>The + noun</b>	<b>Ø + noun</b>
<i>A family,...</i>	<i>An actor,...</i>	<i>The main character,...</i>	<i>England,...</i>

- Look at the diagram below. Discuss it with your deskmate.

The Article Chart



- Can you fill in the following texts that describe the diagram and the things observed by you when filling in the table?

The indefinite article (**a** or **an**) is used only with ... countable nouns to talk about ... in many (things in general). We use **a** in front of most words and **an** ahead of words which start with a vowel sound.

The definite article **the** is used with ... and plural nouns, countable or ..., to talk about something specific or when the noun is mentioned for a second time.

There is only one definite article in English. **The** before a noun indicates a specific thing, or ... of them (a class of things).

We do not use articles when talking about proper ..., all of the members of a class of things (things in general) (*People are now dancing. I love watching films.*). We do not use an article before uncountable ... when talking about them generally.

**GAMES & PUZZLES**



Send a message to... Harry Potter. Tell him about your new magic potion.

Refer to the following: the name of the potion, ingredients, effects. At the end of your message answer the following question: Which spell would you cast on yourself and why?

## Writing



- Insert the correct articles where necessary. Write the answers into your notebooks.
  - a) Jenny is wearing ... nice dress today. I like ... dress.
  - b) I am going to ... supermarket to buy some bread.
  - c) We are planning to go to ... London ... next summer.
  - d) ... car over there belongs to ... Smiths.
  - e) A: Let's go to ... theatre this evening.  
B: That's ... good idea.
  - f) Can you turn on ... radio, please? I want to listen to some ... music.
  - g) We live in ... old house near ... bank. It's ... two miles from ... center.
  - h) Peter and Mary have ... two children, ... boy and ... girl. ... boy is ... seven years old and ... girl is ... three.
- Fill in with *a*, *an* or *the*, and copy the sentences into your notebook:
  - a) Moscow is ... largest city in Russia.
  - b) He is ... teacher in a small school.
  - c) Open ... window, please.
  - d) My mum is writing ... long article on gardening.
  - e) ... car that I like is expensive.
  - f) My uncle is ... engineer in a big company.
  - g) It's going to rain. Take ... umbrella!

## Reading



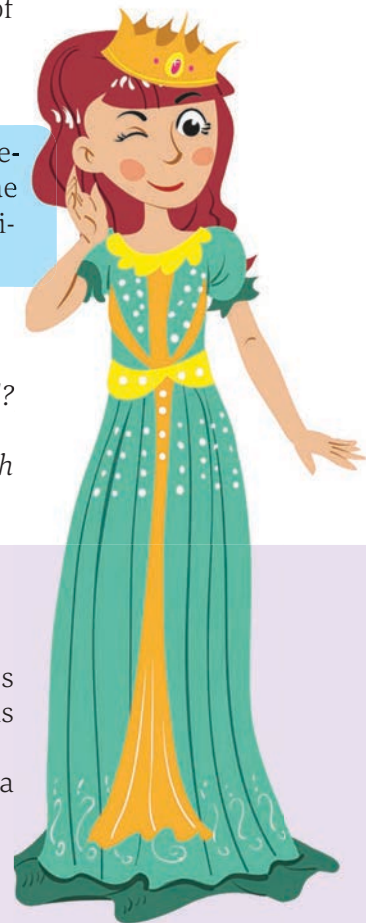
- Read the text below. It describes the Beast and what animal parts the animator Glen Keane uses to create this character in the famous Disney animated film. (Use your dictionary to translate the unknown words.)  
 “Animator Glen Keane based the Beast's appearance on several animals, drawing inspiration from the mane of a lion, head of a buffalo, brow of a gorilla, tusks of a wild boar, legs and tail of a wolf, and the body of a bear.” (from *Buzzfeed*)

## Writing



- You receive the following note (or SMS, or WhatsApp message) from a classmate.
- Write an answer to the short message above. Choose among:
  - a) *Can you help me? I'm not too good at drawing.*
  - b) *Of course, I can hardly wait! Do you want me to add a label to the drawing as well?*
  - c) *Can we discuss about the text? There are words I don't know.*
  - d) *Gladly! First, I want to watch the movie again, though. Do you want to watch it with me? I think we have a video in our digital textbook as well.*

Please help me with my homework. Draw the Beast using the text from *Buzzfeed* as an inspiration.



## Project – My Favourite Character

This is an individual project. Its aim is to help you develop your English writing skills. Create a collage of your favourite character. You may draw it, or you may paste photos (from magazines or the Internet). Your collage must include labels with explanations and short texts about your favourite character. Add funny facts about the character. Bring your collage to school. Organize an exhibition with all the collages, and then a gallery tour (each student presents his/ her collage to the other classmates).

**I** Fill in the gaps with *the* or no article. Write the answers into your notebook. **(50 points)**

E.g.: He goes to ... school.

*He goes to school.*

My father is ... youngest in his family.

*My father is the youngest in his family.*

- a) It is a sunny day, ... sky is blue.
- b) May I offer you some ... hot chocolate?
- c) My father is washing ... car.
- d) I think that's ... most expensive hotel.
- e) Julie and Ann are ... sisters.
- f) Mrs Brown returns to ... England.
- g) Paul is playing ... guitar.
- h) I usually eat ... fish and chips for lunch.
- i) Excuse me, what ... time is it?
- j) It's time to go to ... bed!

**II** Fill in the gaps with *a* or *an*. Write the answers into your notebook. **(15 points)**

E.g.: He's reading ... interesting novel.

*He's reading an interesting novel.*

- a) Can I have half ... kilo of carrots?
- b) He always reads ... Italian book.
- c) They are having ... big bowl of cereals.
- d) That woman is ... vegetarian.
- e) Sarah has ... amazing dress.

**III** Read the following dialogue between you and Harry Potter. Use the words *how, how often, when, who, what, why, where, what time*. Write the answers into your notebooks.

**(35 points)**

**You:** Hello, Harry. *How* are you?

**Harry:** I'm great, thanks.

**You:** I've got some questions for you. ... are you from?

**Harry:** I'm from England.

**You:** ... do you live?

**Harry:** In England, with my uncle, my aunt and my cousin.

**You:** ... do you live with them?

**Harry:** Because my parents aren't alive.

**You:** ... do you wake up?

**Harry:** I usually wake up at about 8 a.m.

**You:** And ... do you have for breakfast?

**Harry:** I often have scrambled eggs, bacon and milk.

**You:** Well, ... do you get to Hogwarts?

**Harry:** By a magical train.

**You:** Wow, that sounds fun! Bye!

**Harry:** Bye!



Your score	What can you do?
1–40 points	You still need some practice. Study the reference pages at the back of the book and solve the exercises from the digital textbook.
41–80 points	You are doing well. You can improve your score by doing the exercises from the digital textbook.
81–100 points	Well done! Be kind and help a classmate. You can also make up your own exercises and give them to a friend to solve.

## Evaluation Test\*

**I** What is happening right now? Write true sentences about yourself. (25 points)

E.g.: I/ wash/ my clothes

*I'm not washing my clothes.*

- it/rain
- I /listen/ to music/ with my friends
- my dad/ read/ a newspaper
- my mum/ watch TV
- I/ sit/ on a chair

**II** Write questions as in the example. Use *is* or *are* and put the words into the correct order. (25 points)

E.g.: going/ Paula/ to school?

*Is Paula going to school?*

- coming/ you/ the bus?
- listening/ to music?
- what/ the children/ doing?
- where/ your parents/ going?
- wearing/ your mum/ a watch?

**III** Answer the questions using *Yes, there is/ are* or *No, there isn't/ aren't*. (25 points)

E.g.: Is there a TV in your living room?

*Yes, there is.*

Are there chairs in your bedroom?

*No, there aren't.*

- Is there a cat in your home?
- Is there a computer in your bedroom?
- Are there flowers in your kitchen?
- Is there a window in your classroom?
- Are there toys under your bed?

**IV** Fill in the sentences. Use *may* or *can*. (25 points)

E.g.: ... open the window, please?

*May I open the window, please?*

... your brother read?

*Can your brother read?*

- I use your pen, please?
- John ... speak four foreign languages.
- You ... sit here, young lady. The seat is not taken.
- I ... do tricks with my bike.
- My friends and I ... dance very well and we have so much fun at parties!

**V** *A* or *an*? Choose the correct one, fill in the sentences and write them in your notebook.

E.g.: When it rains, you need *an* umbrella.

- To take a photo you need ... camera.
- You need ... computer to write ... email.
- You need ... key to lock the door.
- Crete is ... island.

**VI** Complete the gaps with *some* or *any*.

**Sam:** Let's have a barbeque in the garden!

**Sally:** Good idea! Let's make *some* hamburgers and ... hotdogs! What do we need?

**Sam:** We haven't got *any* bread. Can you buy ...?

**Sally:** Yes, sure. What about cheese? Is there..... in the fridge?

**Sam:** No, there isn't. Don't forget to buy ... cheese. We only have ... tomatoes, cucumbers and onion for the salad.

**VII** Match the two columns to make instructions:

- Walk...
  - Wash...
  - Don't...
  - Do...
  - Turn off...
- ... the dishes!
  - ... let the door open!
  - ... your homework!
  - ... your computer!
  - ... the dog!

E.g.: *Walk the dog!*



\* This is an evaluation test. You need your English teacher's help to check it.





**I** Work in pairs. Iron Man is visiting your school. You tell him everything you do in your classroom every day.

**II** Work in pairs. Iron Man is still visiting your school. Tell him what is going on in your classroom right now.

**III** Work in pairs. Mickey Mouse can't find his dog, Pluto. He asks you to look everywhere in your classroom for it. Practise with questions and answers as in the example. Use as many prepositions as you can.

E.g.: A: *Is it under your desk?*

B: *No, it isn't.*

A: *Is it under the teacher's desk?*

B: *No, it isn't.*

**IV** Play **Zoom** with your deskmate. Look at picture 1. It is an illustration from the children's story *Cinderella*. Describe the picture. Ask and answer questions about the picture: *Who is in the picture? When does the action take place? Where does the action take place?* Etc.



**V** Work in pairs. Continue Cinderella's story. What happens after the moment described in the picture above? Use Present Tense Simple.

**VI** Copy the table below in your notebook, then fill it in, telling what you think you can do (✓) or what you think you can't do (✗) after studying units 9, 10, 11 and 12. Tell the truth. Swap tables with your partner and ask him/ her to evaluate your work. Are your opinions similar? Talk about them. Ask for your teacher's opinion as well.

Now I can...	My opinion	My deskmate's opinion	My English teacher's opinion
Use Present Continuous Tense correctly			
Ask about quantity by using <i>How many...?</i> or <i>How much...?</i>			
Use the adjective to compare things			
Make an itinerary			
Read a map correctly			
Place objects by using the prepositions of place or movement			
Retell an illustrated text			
Write a story			
Use the definite and indefinite article			



### Speaking



➤ Dan and Betty love astronomy and star gazing. Every night they watch the sky with their telescope. Work in pairs and answer the following questions:

- Do you like watching the night sky?
- Imagine you are an alien and you are on Earth for the first time. What do you like the most here? What are the differences between your planet and Earth?

➤ Work in pairs. Talk to your partner about real worlds vs imaginary worlds. You may use the following questions:

- Do you play computer games? Name one.
- Do you have to build a town, a country or a world in your game? Describe one.

➤ Imagine you can build the world of your dreams. Describe it in 7 sentences using as many numerals as possible. (You can answer questions like: *How many moons has your world got? How many languages are spoken there? How many oceans are there? Etc.*)

➤ What about your real world? Describe it in 5–7 sentences.

### DO YOU KNOW?



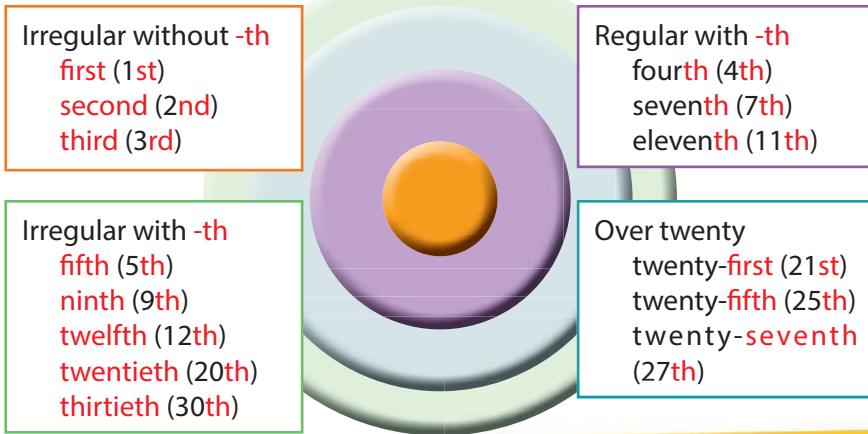
• When you are standing still remember this fact. Even though you don't feel it, our entire local group of galaxies is moving at about one million miles per hour toward another galaxy group called the Virgo Cluster.

• On a clear night, the human eye can see between 2,000 and 3,000 stars in the sky.

GRAMMAR

Look at the diagram below. Talk about it with your deskmate.

Expressing order



GAMES & PUZZLES

Play **Roll the dice!** with your deskmate to remember the numbers. Take turns rolling the dice. First, roll only one dice and say the numbers. Then, roll the two dice and read the two numbers that can be formed. E.g.: You have 2 on one dice and 4 on the other. You can read these 2 numbers: 24 (twenty-four) or 42 (forty-two).

LET'S REMEMBER!

Can you fill in the following text?

We use ordinal numerals such as: first (1<sup>st</sup>), ... (2<sup>nd</sup>), ... (3<sup>rd</sup>), ... (4<sup>th</sup>), ... (5<sup>th</sup>), ... (6<sup>th</sup>), ... (7<sup>th</sup>), ... (8<sup>th</sup>), ... (9<sup>th</sup>), ... (10<sup>th</sup>) or twenty-first (21<sup>st</sup>), ... (22<sup>nd</sup>), ... (23<sup>rd</sup>), ... (24<sup>th</sup>), ... (25<sup>th</sup>), ... (100<sup>th</sup>), hundred and first (101<sup>st</sup>), hundred and second (102<sup>nd</sup>), etc. to tell the position of something in a list, the "order" of things.

Writing

➤ Look at the image and then write the answers to the following questions into your notebook.

E.g.: Who is the third person?

*John is the third person.*

- Who is the first person?
- What is Jane's place?
- Who is the ninth person?
- Who is the fifth person?
- What is Will's place?
- Who is the eighth person?

➤ Use the numbers in brackets to complete the sentences.

E.g.: Diana is in the ... grade. (5)

*Diana is in the fifth grade.*

- Today is the ... of April. It is England's national day. (23)
- I am proud because she always wins the ... prize. (1)





**DO YOU KNOW?**

An *Advent calendar* is a special calendar that shows only the days between the 1st of December and Christmas. Children love the Advent calendars with their small "windows" because they can open them each day. Inside they find small gifts, chocolates, or poems.



**GAMES & PUZZLES**

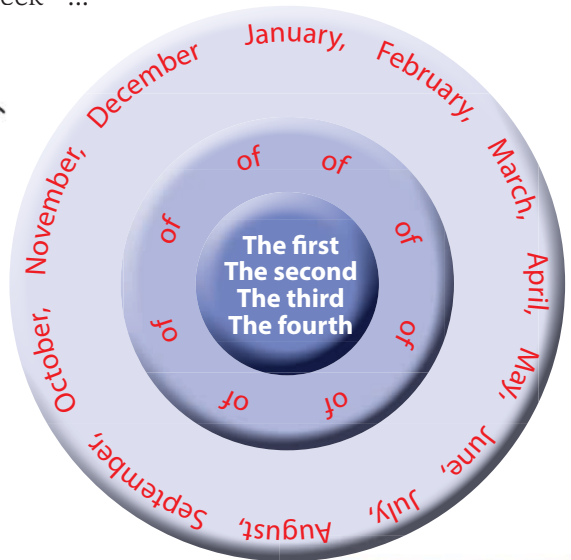
- Play **Timeline** with your classmates: Surf the Internet and find important historical events. Write the dates on pieces of paper. Each student gets a date of an important historical event. The students must organize themselves in a line from the oldest to the most recent date. In turns, each student says or writes on the board 3 key words or clues about the date. Their classmates guess the name of the event.
- Play **Invent a game!** with your classmates. Invent a game like **Timeline**. Talk to your class about the rules of your game and then play it together. For instance, you may try to describe personal events in somebody's life, or the most important events in the history of your school or town, etc.

- c) It's the ... day of our holiday in Liverpool. (5)
- d) It was his ... goal in the last two games. (5)
- Write the names of the days.  
E.g.: the sixth day of the week – ...  
*the sixth day of the week – Saturday*
- 1) the second day of the week – ...
- 2) the fourth day of the week – ...
- 3) the fifth day of the week – ...
- 4) the seventh day of the week – ...
- 5) the seventh day of the week – ...
- 6) the first day of the week – ...

**Speaking**



- Look at the diagram and talk to your deskmate about it. How do we express the date?



You can read the dates from the centre: *the first of September; the third of March; the twenty-first of August*, etc.

**GRAMMAR**

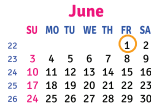
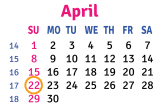
Fill in the sentences:  
We use numbers such as: **the first (1st)**, **the ... (2nd)**, **the ... (3rd)**, **the ... (4th)**, etc., the word **of**, and the name of the ... to express the date.  
We always write the name of the month with a capital ...

**Writing**



- **Write the date!**  
E.g.: 24 – November → ...  
*24 – November → the twenty-fourth of November/ November the twenty-fourth.*
- a) 25 – December → ...
- b) 1 – March → ...
- c) 11 – July → ...
- d) 21 – May → ...
- e) 5 – July → ...
- f) 3 – January → ...
- g) 14 – February → ...

# 2018



22nd of April – Earth Day

1st of May – International Workers’ Day (May Day)

- Surf the Internet to find out more about the days from the calendar above. Write short labels about them in your notebook.  
E.g.: *The 22nd of April is Earth Day. People celebrate it to show they love our planet and its environment. Everybody thinks about ways to help clean the Earth and keep it free of pollution.*

## Speaking



- Work in pairs. You meet Exx, an alien. This is his first visit on our planet and he wants to find out more about it. What do you tell him about our world?
- Work in pairs. Exx wants to find out more about your town or village. What do you tell him? Describe three of the most important or the most beautiful places in your village or town.
- The local museum wants to document the children’s life in the 21st century. What objects do you recommend for the exhibition? What are the most important activities for you and your friends?
- Exx, the alien, wants to find out more about how to make and accept apologies. Read the following table together and explain it to him:

When we want to make apologies, we say:	When we want to accept apologies, we say:
<i>I apologize... • I am so sorry! • It's all my fault. • Please, forgive me! • Excuse me! • I'm terribly sorry! • Please, accept my apologies!</i>	<i>That's all right. • Never mind. • Don't apologize. • It doesn't matter. • Don't worry about it. • That's OK. • Forget about it. • Don't worry about it.</i>

8th of March – International Mothers’ Day

1st of June – International Children’s Day



### DO YOU KNOW?

According to Cambridge dictionary, *a time capsule* is “a container that is filled with objects considered to be typical of the present period in history and then buried somewhere safe until people discover it in the future”.

### CLASS PORTFOLIO

**Make a class time capsule.** Its title can be: **Our World**. Ask your classmates to make a list of items you can put inside your capsule. You can include: the top five songs of the year, the five blockbuster films of the year, the five top bestselling toys or games of the year, etc. As a class, decide when you want your capsule to be opened – in 50 years? In 100 years? Don't forget to write the date on the outside, the name of your class and your school, and the date when you sealed the container.



➤ Work in pairs. Choose a role and act out the following situations. Ask for your teacher's help if you need it.

- You are at school in the hallway and you are running to your next class. You accidentally bump into Frodo Baggins who is visiting your school and he drops his books on the floor. What do you say?
- You are in a fast-food restaurant. You drop your tray and all your food gets on a girl's dress. What do you say?
- You borrow a book from the school library for your English test. You are to bring it back within a week, but you lose the book. What do you say to the librarian?
- You are at the playground and play basketball with your friends. You accidentally hit a girl and she starts to cry. What do you say?
- You are late for school again. You also forget your project at home. Your teacher is very angry. What do you say?

## Reading



➤ Betty is reading a Science Fiction book: *The Humans*, by Matt Haig, a British author. It is about an alien who decides to live on Earth forever. Read the following pieces of advice the alien gives to humans.

### Advice for Humans

- Laugh. It suits you.
- Be curious. Question everything.
- Don't aim for perfection. Evolution and life only happen through mistakes.
- Be alive. That is your supreme duty to the world.
- Don't worry about your abilities. You have the ability to love. That is enough.

## Speaking



- Work in pairs. Answer the following questions:
- What is the alien's first advice? Talk about it.
  - Is perfection important for the alien? What about curiosity?
  - What is the most important human ability according to the alien?

## Writing



➤ Read the text above and then match the words in column A to their definitions from the Cambridge dictionary (<http://dictionary.cambridge.org>) in column B.

### A.

- ability
- aim
- duty
- suit

### B.

- "if something suits someone or something, it is right for that person or thing or situation, or it makes that person or thing look more attractive"
- "something that you have to do because it is part of your job, or something that you feel is the right thing to do"
- "to intend, to plan"
- "the power or skill to do something"



## ROLE PLAY

**Play Advice** with your deskmate. You are the alien from Matt Haig's novel, your deskmate is your son from Earth. Give each other useful pieces of advice. First, to help live on Earth, then, to help live on an alien planet.



## GAMES & PUZZLES

- Play **What are the aliens doing now?** with your classmates. Mime some actions from an alien planet.
- Play **Simon says**, but in writing. Each student writes a short message (phrased as a text message). Each message contains a command. Teacher takes the short messages, mixes them, then distributes them to each student. Each student performs the action requested, then writes a reply to the message.

➤ Imagine you meet an alien who decides to move to Earth. Describe our planet and give him 5 useful pieces of advice to help him start a new and happy life here.

E.g. *Pay attention to the traffic lights. Cross the street only when it's green. Be polite and ask for help. People are usually friendly.*

➤ The alien is in trouble! Read his diary entries and continue to write about his adventures on our planet in his diary. What happens next? Write the five missing entries.

**1st of May:** I've got a problem with my engine. I must get out of warp and find a planet to land on.

**2nd of May:** I can see a tiny blue planet. I don't recognize it. Let's hope I can find water and *unobterium* to fix my engine.

**3rd of May:** I can understand what the locals are saying. It is amazing: they don't have just one or two languages, but an infinity! I can speak now about one hundred. It seems to be enough to communicate with them.

**4th of May:** ...

**11th of May:** ...

**12th of May:** ...

**21st of June:** ...

**24th of September:** ...

## Listening



➤ Your alien friend doesn't understand what to do in an airport. Listen to the dialogue (*Airport check-in*) from your digital textbook (page 74).

## Speaking



➤ Match the words to the pictures. Ask your teacher's help if you need it.

- a. passport b. airline ticket c. boarding pass d. security checkpoint e. gate f. airplane seats g. carry-ons

The collage contains the following items:

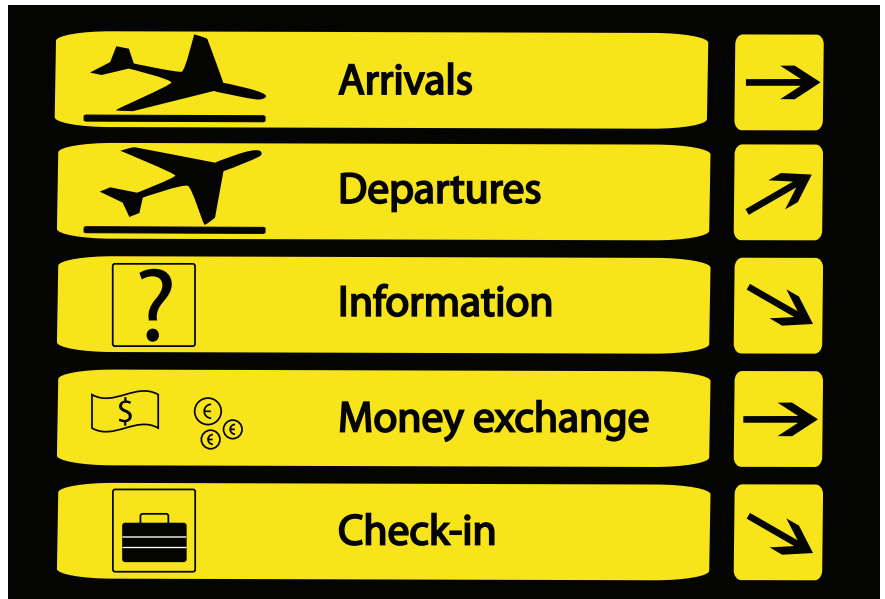
- A British passport with the Royal Coat of Arms.
- A sample flight coupon and boarding pass for Northwest Airlines, flight XX 1234, dated 30 FEB, class A, seat 01A.
- A view of airplane seats in a cabin, with blue seats and purple curtains.
- A security checkpoint with a metal detector.
- A gate sign for Gate B15.
- A Gotham Airport Handling Service ticket for Doe/Jane, flight XX 1234, dated 30 FEB, class A, seat 01A.
- A carry-on suitcase.

➤ Work in pairs. Watch the airport signs. Imagine you are in front of these signs. Draw a map or a plan that represents your surroundings. Where do you have to place the arrival gates? What about departures?



**ROLE PLAY**

You are a tourist in London. Practise asking for directions with your deskmate. Use the following questions and answers: *Which way to the Tower of London?* • *How do I get to St. Paul's Cathedral?* • *You need to take the underground. It's over there!*



**Project – Collage – Our Favourite Place in our Community**



This is a class project, so divide your roles carefully and talk to your classmates to agree upon what to include in your project, what subject to describe, etc.

The aim of this project is to help you find out about your village or town, your community, its history and its attractions, while using your English skills and your Geography and History knowledge. Making a collage helps improve your team spirit and presentation skills.

Decide on a place from your village or town that you want to describe in your collage. Then, visit that special place to find out more about its history and importance for the local community. Take as many photos of it as you can. (Use the Educational Trip worksheet from pages 116–117 to organize your trip there and to make the most of it. Of course, you need your teacher's help to organize the trip.)

Talk to your classmates and decide what objects to use and what to write on the labels that describe them. You can include photos, magazine and newspaper clippings, drawings, or other objects (admission tickets or flyers, maps of the location, etc.). You have to glue everything to a big piece of paper or canvas.

You can start a competition with other schoolmates and then you can organize an exhibition with all your collages. You can invite people that are important for your community to the big opening of your exhibition.





**I** Order the months! Answer the following questions. **(25 points)**

E.g.: What is the second month?

*The second month of the year is February.*

- a) What is the first month?
- b) What is the third month?
- c) What is the eighth month?
- d) What is the sixth month?
- e) Which month is September?

- d) Halloween is on ...
- e) New Year's Eve is on ...
- f) An Advent calendar starts on ...
- g) The International Mothers' Day is on ...
- h) The International Workers' Day is on ...
- i) Romanian national day is on ...
- j) My mother's birthday is on ...

Go to page 128 and check your answers. Add the points. What is your score?

**II** Write the correct number. **(25 points)**

E.g.: First = ...

*First = 1st*

- a) Fourth = ...
- b) Twenty-first = ...
- c) Fifth = ...
- d) Thirteenth = ...
- e) Fifty-sixth = ...

**III** Write the following dates using numbers and words as in the example. **(50 points)**

E.g.: Christmas is on ...

*Christmas is on the 25th of December.*

- a) Today is ...
- b) My birthday is on ...
- c) My best friend's birthday is on ...

Your score	What can you do?
1–40 points	You still need some practice. Study the reference pages at the back of the book and solve the exercises from the digital textbook.
41–80 points	You are doing well. You can improve your score by doing the exercises from the digital textbook.
81–100 points	Well done! Be kind and help a classmate. You can also make up your own exercises and give them to a friend to solve.



## DO YOU KNOW?

- The first letters of the months July through to November spell JASON.
- Months that start on a Sunday will always have a Friday the 13th.

## Listening



- Watch the film *Expressing the Date* to remember how to say the date in English.
- Watch the film *Celebrations in the United Kingdom* in your digital textbook and listen to the message to solve the exercises.

## Speaking



- Work in pairs. Fill in the sentences with the correct word(s) from the list: *Mothering Sunday, January, Pancake, Britain, St. Patrick's Day, Easter egg hunt, Guy Fawkes Night, St. George's Day, Christmas trees, shamrock, chocolate eggs, Trooping the Colour, June, Father's Day, Notting Hill Carnival, Halloween, green.*
  - The Twelfth Night (the 5th of ...) is an annual celebration in ... The British throw away their ... before the Twelfth Night.
  - ... Day is the day of the year when almost everyone eats a pancake.
  - ... is celebrated on the 17 of March, in honour of the patron saint of Ireland. Everybody wears ... clothes with a ... on them.



## DO YOU KNOW?

A *festival* is a special day (or period) that honours a religious event. Different activities and traditions take place. During different festivals, people eat special food items. For instance: Eid ul-Fitr and Eid Al-Adha are the most important Muslim festivals. (*Eid* means “festivity” in Arabic.) Eid ul-Fitr takes place at the end of the Islamic month of fasting called Ramadan. People wear new clothes, go to the mosque, give money to charity and eat special meals. Children receive gifts and money and eat many sweets.



## GAMES & PUZZLES

**Play Truth or dare – English celebrations** with your classmates. Divide the class in two groups. Each group picks a leader (children take turns in playing the leaders). The leader must choose *truth* or *dare*. If she/he picks *truth*, she/he must say something true about an English celebration. If she picks *dare*, she must mime an activity associated with an English celebration named by the other team. If a team leader cannot perform the task in one minute, it loses 10 points. If she/he succeeds, she/he gains 10 points. The team with the most points wins.

- d) ... in the United Kingdom is the equivalent of Mother’s Day in other countries.
- e) ... take place on Easter Sunday. ... are hidden and children find them.
- f) ... is the national day of England, as St. George is the patron saint of England.
- g) The official birthday of Queen Elizabeth II is on the second Saturday, in ... Her Majesty’s birthday is celebrated each year by a military parade known as ... (*The colour* is the name of a regiment’s flag, and *to troop the colour* means to parade this flag along the soldiers.)
- h) ... celebrates fathers and their influence. The British celebrate it on the 3rd Sunday of June.
- i) ... is Europe’s biggest carnival. It takes place on the last Sunday and Monday of August.
- j) ... is more important in the United States than in the United Kingdom.
- k) On ... (or Bonfire Night) people lit bonfires and fireworks, and children make a sort of a scarecrow dressed in old clothes called Guy Fawkes that is set on fire.

- Talk to your deskmate about other English celebrations. Use the facts from your portfolios.
- Are there similarities between the English celebrations and the Romanian ones? Name three of them.
- You meet Olaf, the funny snowman from the film *Frozen*, in a street in London. What do you say to him? He wants to come to the Notting Hill Carnival. Is it safe for him? What English celebrations can Olaf attend?
- Your alien friend, Exx, wants to find out about summer celebrations in the United Kingdom. Imagine a dialogue and act it with your deskmate.
- Match the events to the dates. Ask your teacher to help you use a dictionary or an encyclopedia to find out the dates you don’t know.

a. April Fool’s Day

b. Halloween

c. New Year’s Day

d. St. Valentine’s Day

e. The International Women’s Day

f. May Day

g. Christmas

h. Guy Fawkes Day

i. St Patrick’s Day

j. St. George’ Day

1) 5th November

2) 25th December

3) 1st January

4) 23rd April

5) 17th March

6) 1st April

7) 31st October 31

8) 8th March

9) 14th February

10) 1st May



## Listening



- Listen to the recording in your digital textbook very carefully.



## DO YOU KNOW?

In kings' and queens' names, ordinal numbers are written in Roman numbers: Elizabeth I (Elizabeth the First) • James II (James the Second) • Richard VI (Richard the Sixth) • Henry VIII (Henry the Eighth).

## GAMES &amp; PUZZLES



Unscramble the following words to find different celebrations.

E.g.: LAELOWENH = HALLOWEEN

1) HCRASSTM =

2) AKEPNCA ADY =

3) THMOGERIN UANSDY =

## Speaking



- Work in pairs. Talk to your partner and answer the following questions:
  - What is David's favourite celebration?
  - Why does David like Pancakes Day?
  - What's Hannah's favourite celebration?
  - What does Radu like to do before Christmas?
- Imagine you meet Peter Pan. He loves English celebrations. Ask him about his favourite celebrations. (Act out the dialogue with your deskmate.)
- You are at a New Year's Eve party. You hit Snow White and make her spill her orange juice. Apologize.
- You meet Harry Potter at the New Year's Eve party. He wants to know more about Romanian celebrations. What do you say?
- Alladin is at the same party (without the magical lamp). Ask him about his favourite Muslim festival. (Ask your teacher's help, or surf the Internet and find out more about Muslim festivals.)
- How many words can you find using only the letters from *Happy New Year*?

## Reading



- Read the following text from the BBC news site carefully. (Adapted from: <http://www.bbc.co.uk/newsround/15167513>).

## What is Halloween?

Halloween is the scariest night of the year. On the 31st of October there are many Halloween traditions. But not everyone likes celebrating Halloween. Some religious people believe that making a game out of evil spirits and witches is wrong.

If you go to a Halloween party, expect stuff like:

Scary fancy costumes



Pumpkin lanterns (jack o'-lantern)



Trick or treating



Bobbing for apples



Telling ghost stories



## Speaking



- Read the statements and decide if they are true or false.
  - a) Halloween is not scary at all.
  - b) For a Halloween party people wear funny costumes.
  - c) Nobody goes “trick or treating” on Halloween.
  - d) Some religious people believe Halloween is wrong.
- Work in pairs. Talk to your deskmate about Halloween. Do you like it? Why?/ Why not?
- Play **The Reporter** with your deskmate. Use the following questions:
  - a) Do you have any celebrations planned during autumn and winter?
  - b) What do you celebrate?
  - c) Do you decorate your house for the celebration?
  - d) What do you do?
  - e) Do you like going to festivals? Why?/ Why not?



## GAMES & PUZZLES

Play **Get home safe** with your classmates. Bring a map of your neighbourhood to class or use a digital map such as Google Maps. Divide the class into teams. Each team picks a person from another team. The team identifies that person's home on the map and guides her to get home safely by giving her directions (everybody starts from school). The first team to bring the child home safe wins.

## Listening



- Weather is important during a celebration, so listen carefully to the weather forecasts in your digital textbook.

## Speaking

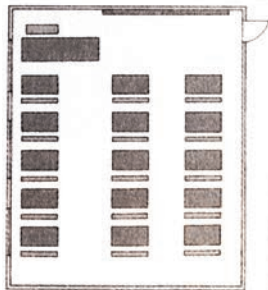


- After listening to the weather forecasts, answer the following questions:
  - Who is the meteorologist in the first forecast?
  - What is the weather like?
  - What is the weather like in the second forecast?
- What's the weather like? Match the words and phrases with their meteorological symbols:
  - a. windy
  - b. sunny
  - c. cloudy
  - d. foggy
  - e. stormy
  - f. rainy
  - g. snowy
  - h. warm/ high temperature
  - i. cold/ low temperatures
  - j. partially sunny



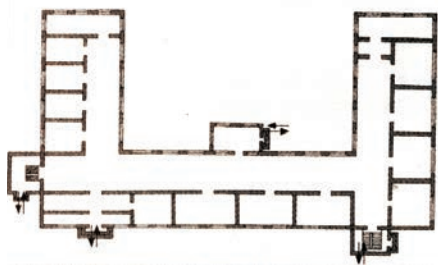
- Work in pairs. You meet your alien friend, Exx, and try to explain the Earth weather to him. What do you say? (Use the words and the phrases from the exercise above.)
- Work in pairs. You want to find out more about the weather on Exx's planet. Act out a dialogue with your partner. Use the following questions: *How many seasons do you have? What is the weather like on your planet in the first half of the year? In the second half? Do you have bad weather? What is considered bad weather on your planet?*

## Writing



Classroom map

➤ Learn how to draw a map and get ready for the **Treasure Hunt** activity (see page 123). Ask your teacher for help in drawing a map of your classroom and then of your school. Pay attention! First, find out where north is. Then, establish what objects to represent on your map (desks, board, windows, door, etc.). Count how many steps there are between different objects to represent their position. Use the maps from this page and the ones in your digital textbook as an example.



School map

## Speaking



➤ Work in pairs. This is a trust building exercise. One of the partners is blindfolded, the other helps her/ him navigate through the classroom, giving her/ him directions.

E.g.: *Now come forward two steps. Move one step to the right. Go ahead three more steps. Now one step to the left.* Etc.

## Project – Celebrations in the UK

Many different communities live in the United Kingdom. All the major religions are represented: Christianity, Islam, Hinduism, Judaism, and Buddhism.

Use encyclopedias (printed or online), other books and magazines, ask your teachers or your family members and find out more about the festivals and celebrations of the five major religions. Use your student portfolio or your class portfolio to find out more about different British communities and their traditions, festivals and celebrations.

This is a group project, so decide what classmates are going to work with you. Each one has a special task.

Pick two festivals or celebrations that are important for two different religious communities that live in the United Kingdom and describe them.

There are lots of things to write about, so make a list of questions:

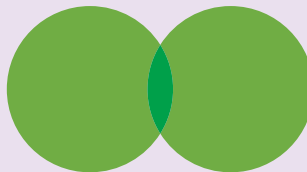
• What activities do normally take place? • What do families do? • Are there any special customs for

children? • Are there any special food items?

Write your essay with all the information you find, and add photos (with labels). Use a Venn diagram to show the similarities and differences between the two festivals.

E.g.:

Hanukkah



Eid ul-Fitr

Similarities:

• Children eat sweets and receive gifts. People say prayers and go to a religious gathering place.

Differences:

• Hanukkah: Hanukkah is a nine-day festival. People lit candles. Children play *dreidel*. Everybody sings special songs.

• Eid ul-Fitr: People wear new clothes. People give money to charity. Children receive gifts and money.

**I** Read the following text and then answer the questions.

**(15 points)**

Halloween is a very popular celebration in many countries around the world. Halloween falls on the 31st of October every year. Traditional activities for kids include wearing costumes, carving pumpkin lanterns, playing tricks on people, telling scary stories. "Trick or treat" is a popular custom in the United States and some European countries. The tradition of going door to door asking for candies is an old one in Great Britain and Ireland, being recorded for the first time in Scotland.



- What do children do on Halloween?
- When it is celebrated?
- What is "Trick or treat"?

E.g.: *Children wear special costumes and go "trick or treat" on Halloween.*

**II** Fill in the gaps using the words from the box. **(55 points)**

Fathers' Day, flowers, patron, Pancake's Day, Guy Fawkes, New Year's Eve, England, Saint David's Day

E.g.: Saint Patrick is the saint patron of ...  
*Saint Patrick is the saint patron of Ireland.*

- Saint Valentine is known as the ... saint of love.
- On Mothers' Day children offer ... to their mothers.
- Children make greetings cards for their dad's on ...
- On ... it is traditional to eat pancakes topped with sugar and served with lemon juice.
- ... and his friends tried to blow up The Houses of Parliament on the 5th of November 1605.
- People in China celebrate ... in January or February.
- Saint George is the patron saint of ...
- Welsh people celebrate ... with parades, traditional music and song.

**III** Match the words from column A (a–f) to those from column B (1–6). **(12 points)**

- |                        |                                 |
|------------------------|---------------------------------|
| A.                     | B.                              |
| a. Notting Hill        | 1) Day                          |
| b. Easter              | 2) Carnival                     |
| c. Boxing              | 3) Christmas                    |
| d. Father              | 4) resurrection of Jesus Christ |
| e. Hanukkah            | 5) love                         |
| f. St. Valentine's Day | 6) religious holiday            |
- E.g.: *Nothing Hill Carnival*

**IV** Find the names of nine celebrations in the table below. **(18 points)**

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

Go to page 128 and check your answers. Add the points. What is your score?	<b>Your score</b>	<b>What can you do?</b>
	1–40 points	You still need some practice.
	41–80 points	You are doing well.
	81–100 points	Well done! Be kind and help a classmate.

## Evaluation Test\*

**I** Write the correct day and month into your notebooks. (25 points)

- E.g.: My mum's birthday is on the ...  
*My mum's birthday is on the fourth of June.*
- Today is the ...
  - The day after tomorrow is the ...
  - Christmas is on the ...
  - Halloween is on the ...
  - My birthday is on the ...

**II** Write the correct month or day, as in the example. (25 points)

- E.g.: The first month of the year is ...  
*The first month of the year is January.*  
 The day after Wednesday is ...  
*The day after Wednesday is Thursday.*
- The third month of the year is ...
  - The month before March is ...
  - The month after June is ...
  - The day after Sunday is ...
  - The day before Thursday is ...

**III** Complete the sentences. Put the verbs in brackets into Present Simple or Present Continuous. (25 points)

- E.g.: At the moment, he ... (*play*) the violin.  
*At the moment, he is playing the violin.*  
 This is Mr Sanders. He ... (*be*) a musician.  
*This is Mr Sanders. He is a musician.*  
 He ... (*listen to*) Vivaldi and Chopin all the time. He ... (*live*) in London and ... (*be*) married to Marie, who is French. They ... (*have*) three children. They all ... (*love*) animals, but they ... (*not have*) any pets because they ... (*live*) in a flat. Mr Sanders ... (*speak*) English as well as French.  
 Mr Sanders' nephew Paul ... (*stay*) with the Sanders for a few days. Paul ... (*live*) and ... (*study*) in Manchester, but he ... (*enjoy*) his holiday in London at the moment. He ... (*plan*) to go sightseeing.  
 Mr Sanders' daughter Amanda ... (*not like*) shopping, but she ... (*love*) hanging out with friends. They usually ... (*go*) to the

local park where they ... (*play*) volleyball or basketball.

Today, however, Amanda ... (*not play*) volleyball or basketball; she ... (*skateboard*). Mrs Sanders ... (*work*) in a school. She ... (*be*) a teacher. She ... (*not work*) today because she ... (*not feel*) well. This ... (*be*) all about them. I ... (*like*) them.



**IV** Write the dates into your notebook as in the example. (25 points)

- E.g.: 10/3 - ...  
*10/3 - The 10th of March*
- |                |                |
|----------------|----------------|
| a) 3/7 - ...   | b) 31/7 - ...  |
| c) 28/2 - ...  | d) 7/12 - ...  |
| e) 9/9 - ...   | f) 13/7 - ...  |
| g) 29/11 - ... | h) 18/10 - ... |
| i) 1/6 - ...   | j) 12/12 - ... |

\* This is an evaluation test. You need your English teacher's help to check it.





**I** You are a meteorologist on the first human colony on Trappist-1, a planet similar to Earth. Describe the weather for three different days. Use: *rainy, cloudy, windy, sunny*, etc. Don't forget to say the temperature for each day.

E.g.: *Welcome to the weather forecast. Let's see what the weather is like today. It's very windy and foggy. There is a chance of rain, so don't leave home without your flying saucer! The temperature is around 10 degrees centigrade.*

**II** You meet Cinderella. She doesn't understand the calendar. Help her write down the dates of the following very important moments in her life: E.g.: *The 7th of January – My first meeting with my stepmother and her two daughters*

..... First meeting with my Fairy Godmother

..... Invitation to the Prince's ball arrives

..... The ball – first dance with my prince

..... The glass shoe proves I am the mysterious princess.

..... My beautiful wedding

## 2018

**III** Work in pairs. The lines of the dialogue are mixed up. Can you put them in the right order? Use a table like the one below.

- “Where is it?”
- “Excuse me. Where’s the Science Museum?”
- “Good idea!”
- “Let’s go to the Science Museum.”
- “Go straight. And turn right at the bank.”
- “Thank you very much.”
- “You’re welcome.”
- “I don’t know.”

The line from the dialogue	The number
Let’s go to the Science Museum.	The first
...	The second
...	...

**IV** Listen to the dialogue *Let’s go to the Science Museum* from your digital textbook to check the order of the lines from the previous exercise.

**V** Copy the table below into your notebook, then fill it in, telling what you think you can do (✓) or what you think you can’t do (✗) after studying units 13 and 14. Tell the truth. Swap tables with your partner and ask him/ her to evaluate your work. Are your opinions similar? Talk about them. Ask for your teacher’s opinion as well.

Now I can...	My opinion	My desk-mate’s opinion	My English teacher’s opinion
Express order of things			
Express the date			
Talk about celebrations in the United Kingdom			
Talk about weather			
Draw a simple map			



## New Year’s Eve around the World

This is a description of an interdisciplinary project. Its aim is to help you organize your work and establish all the necessary steps for finishing such a project.

Examples and ideas for developing such an interdisciplinary project are also provided, together with a short film and easy to use Picture Dictionary that aim to help you organize your work. (Check your digital textbook to watch them.)

An interdisciplinary project aims to promote a better understanding of the ideas from different subjects, as well as help you make connections between your studies and your daily life. Also, it promotes team building, critical thinking and creativity while developing communication skills, interpersonal relationships, the ability to organize time and resources and to respect a schedule. In order to finish such a project one has to be responsible and to manifest the capacity to co-operate with peers and grown-ups. To accomplish all these, take into consideration the following steps.

### I Establish the area of interest

Organize a classroom debate to establish the area of interest.

(As an example, we provide you the theme *New Year’s Eve around the World*, but you may also choose to change it.)

### II Choose the theme of your project

1) Together with your English teacher invite a specialist in History, literature, Geography, other teachers from your school or other cultural personalities from your community to help you develop the theme and to offer you information about it. (Write an invitation or an e-mail. Remember what you know about writing these messages: introduce yourselves,



explain the reason you write to that person, and give her/ him all the necessary details about your project. Be polite and respectful.)

2) Organize a brainstorming meeting, with mixed teams consisting of an adult and six or seven pupils to choose the theme of the project.

(For instance, you may choose to describe New Year’s Eve customs from different countries, such as China, or throughout history, or you may choose to compare the different ways communities celebrate New Year’s Eve).



## III Identify the resources you need

Together with your English teacher and the invited persons, identify the sources of information you may need for your research.

- 1) Pick a task for each member of the team.
- 2) Make a list of recommended works (books, magazines, newspapers, etc.).
- 3) Suggest other sources (websites, films – such as *New Year’s Eve around the World* from your digital textbook –, documentaries or animation movies, etc.).
- 4) Set up the necessary resources (supplies, computers, printer, etc.). Make a schedule to manage your time properly.

## IV Specify the content items

With your English teacher’s help, write a draft of your interdisciplinary project. It must include:

- a) **a presentation** page with author’s/ s’ school, title, drafting period, partners involved;
- b) **introduction**: an abstract that explains why you do the project and presents the theme briefly (e.g.: *This project aims to help us better understand the customs of different communities around the world regarding New Year’s Eve, to help us see how similar some of them are.*);
- c) **content elements/ project pages**: list of the activities (research, development of materials, drawings, etc.) and the essay;
- d) **conclusions** of the studies or research;
- d) **bibliography** and **annexes**: photos, observation sheets, etc.

## V Data collection

- 1) Be informed. Use the identified sources.
- 2) Use modern technology.
- 3) Visit museums, cultural institutions, theatres, cultural centres, research centres, etc.
- 4) Get involved in research. Use any opportunity to find out more information, ask for support from your parents, grandparents, different teachers from your school. (For instance, you can find out more about the way New Year’s Eve used to be celebrated 50 or 60 years ago, etc.)

## VI Complete the project

The final drawings of the project can be submitted at the same time in written or digital form.

## VII Presentation and evaluation of the project

- 1) Self-evaluate your work continuously.
- 2) With your English teacher’s help establish how the final evaluation of the projects (exhibition, conceptual maps, slides, blog, etc.).
- 3) Present the results.

## VIII Dissemination of project results

It is very important for the results of your work to be known, as they can be useful to others. At the same time, the visibility of projects in the public space can enhance the prestige of your school. So, start promoting your interdisciplinary project:

- 1) Promote the project on your school website or magazine.
  - 2) Make and distribute posters, leaflets, flyers, etc.
- Good luck and enjoy your work!



## Christmas in the United Kingdom

(project using a documentary as a starting point)

It is very easy to make a project using a film as a starting point. You can follow the same steps as for an interdisciplinary project. (See pages 112–113 for a description of an interdisciplinary project.) The difference is that now first you watch a film very carefully.

Below you can find the description of the steps for making an individual interdisciplinary project starting from the three films about Christmas in the United Kingdom from your digital textbook.

Because the theme is already established, we will start with:

### Watch the films and prove you understand them

1) Before watching the films, copy the table below in your notebook. It helps you organize the information. Fill it in while watching or afterwards.

2) Copy the following table in your notebook, and fill it in with the appropriate information.

What I think I know about Christmas in the United Kingdom	What I want to find out about Christmas in the United Kingdom	New information about Christmas in the United Kingdom provided by the film	Words from the film that I don't understand	Definitions of the new words
<i>In UK, the day after Christmas is called Boxing Day.</i>	<i>What do people do before Christmas?</i>	<i>Christmas dinner starts in the afternoon.</i>	<i>gravy</i>	<i>“a sauce made from cooked meat juices and other ingredients”</i>

3) Make sentences with all the words from the following Picture Dictionary:

Red Christmas ball



Holly berry leaves



Christmas wreath



# Interdisciplinary Project – Christmas...

Christmas tree



Christmas cookies



Christmas stocking



Christmas canes



Christmas crackers



Christmas pudding

**II** Identify the resources you need to finish your project after you decide how you want to present it (as a poster, a PowerPoint presentation, etc.).

**III** Specify the content items (use the information from the films).

**IV** Complete the project.

**V** Present and evaluate your project with your classmates' help and your English teacher's help.

## Educational Trip

(Exploring the botanical or zoological garden or other important place from your town or village)

Sometimes, the best way to gather information for a project is to organize a trip (to a museum, to a library, or to another place that is important for your local community).

The steps described below may help you organize an educational trip to any place you want (for instance, to an important place for your community, to gather the information needed to make the collage *Our Favourite Place in the Community* from Unit 13).

A visit to the botanical garden or to the Zoo is always educational and interesting. Please find a description here.

### ACTIVITY SCENARIO

**I** Gather data about botanical and zoological gardens near the school area.

**II** Print the observation sheets (page 117) and establish the rules of conduct.

**III** Organize a meeting with the participating pupils and teachers.

During this meeting, you must:

a) Mention the purpose, and evaluation methods (for instance, your goal can be for the entire class to make a collage using photos taken during the educational trip).

b) Talk about the rules you need to obey during the visit to the botanical or zoological garden:

- Use the signs and maps from the visited space to guide yourself.
- Keep in touch with the group you are part of.
- Do not walk on or pick up plants.
- Do not feed the animals and do not get too close to the cages in which they live.
- Do not scream, do not run or provoke the animals.
- Fill in the required information in the worksheet provided by the teacher.

**IV** Make sure you are all safe during the trip.





## V Carry on the activity

Fill in the observation sheets during the visit (for a maximum of 5 animals/plants that have impressed them).

These are examples of observation sheets. Copy them and fill them in.

Name of the animal	Short description (using adjectives and numerals)	The place where it lives	Behaviour	Personal observation (why it is interesting to the pupil)
<i>The lion</i>	<i>The lion is a beautiful animal; it has got four huge paws, an impressive mane, and a long tail. Its colour is the colour of the sand.</i>	<i>It lives in Africa.</i>	<i>It lives in groups called prides.</i>	<i>It is very beautiful and very intelligent. I like how it yawns.</i>

Or:

Name of the plant	Short description (using adjectives and numerals)	The place where it lives	Personal observation (why it is interesting to the pupil)
<i>The palm tree</i>	<i>The palm trees grow very tall. They have large, evergreen leaves named fronds. People grow palm trees, as they are very useful.</i>	<i>They grow in warm climate.</i>	<i>I like palm trees because they are very useful. People use their syrup, their trunks, their leaves... Almost every part of this tree can be used.</i>

## VI Organize the follow-up meeting to evaluate the activity

The educational trip must be followed by a discussion about the pupils' findings. After discussing all the aspects of the trip and after presenting your observation worksheet, draw the conclusions and talk to your classmates to decide how you want to use your findings for your project.

## The 1<sup>st</sup> Semester Revision Test\*

**I** Identify the incorrect sentence and write it correctly. **(30 points)**

- E.g.: a) I don't do my homework every day.  
b) My friend doesn't like tennis.  
c) My mum don't watch TV in the morning.  
*My mum doesn't watch TV in the morning.*
- a) Tom doesn't likes History.  
b) My sister doesn't live in Bucharest.  
c) We don't play basketball every Monday.
  - a) Harry and I don't walk to school.  
b) My brother doesn't lives in New York now.  
c) We don't go swimming on Monday.
  - a) Mary doesn't goes to school on Sunday.  
b) Tom's dad doesn't teach Maths.  
c) They don't go swimming in the evening.
  - a) Steve and Tom doesn't go to London.  
b) I don't play computer games.  
c) I don't go to the theatre every day.
  - a) I have a violin lesson every day.  
b) They don't do their homework in the afternoon.  
c) Sarah don't do her homework before dinner.

**II** Complete the sentences with the correct verbs to describe daily activities in the Present Tense Simple. **(15 points)**

- E.g.: Tom ... the bus to school every morning.  
*Tom takes the bus to school every morning.*
- I ... at half past six in the morning.
  - They ... their homework after dinner.
  - Jane ... home at eight o'clock in the morning.
  - School ... at half past three.
  - I ... a piano lesson on Wednesdays.

**III** Write the third person form for Present Simple Tense of the following verbs. **(5 points)**

- E.g.: go – She ...  
*go – She goes.*
- |                   |                     |
|-------------------|---------------------|
| a) get – He ...   | b) finish – She ... |
| c) have – He ...  | d) do – It ...      |
| e) live – He ...  | f) make – She ...   |
| g) touch – He ... | h) swim – It ...    |
| i) read – She ... | j) write – He ...   |



**IV** Rewrite the sentences in the negative. **(10 points)**

- E.g.: Jake likes football.  
*Jake doesn't like football.*
- We go swimming after school.
  - Lucy has a guitar lesson on Mondays.
  - I get up at half past seven on Sundays.
  - My brother plays football after school.
  - We do our homework before dinner.

**V** Answer the following questions to express abilities. Use *can* or *can't*. **(20 points)**

- E.g.: Can you play tennis?  
*No, I can't play tennis, but I can play volleyball.*
- Can your dad speak French?
  - Can your mum swim?
  - Can you play the piano?
  - Can your grandparents play video games?
  - Can an elephant fly?

**VI** Write the questions for the answers. Use the Present Simple Tense. **(20 points)**

- E.g.: Winter starts in June in Australia.  
*When does winter start in Australia?*
- Penguins live in the Antarctic.
  - No, I don't like football.
  - The Americans celebrate Independence Day in July.
  - Dave lives in London.
  - Yes, my sister plays the guitar.

\* This is an evaluation test. You need your English teacher's help to check it.



**I** You meet Donald Duck at the library. Introduce yourself. Talk about your family and your hobbies.

**II** Harry Potter organizes a competition to discover the nastiest family in the world. Write a competition entry of 4–5 sentences with the title: *The nastiest family in the world*. Describe a fictional family (you may describe *The Adams Family*, for instance).

**III** Work in pairs. Read your competition entry *The nastiest family in the world* to your partner. She/He disagrees. She/ He doesn't think the family you describe in your short essay is the nastiest in the world. Talk about your opinions. Give arguments.

**IV** You meet Little Mermaid at the seaside. She wants to find out about the United Kingdom, as she is fascinated with the people on Earth. Using your personal portfolio, describe various things from the United Kingdom to her.

**V** Copy the table below in your notebook, then fill it in, telling what you think you can do (✓) or what you think you can't do (✗) after your first semester. Tell the truth. Swap tables with your partner and ask him/ her to evaluate your work. Are your opinions similar? Talk about them. Ask for your teacher's opinion, too.

Now I can...	My opinion	My desk mate's opinion	My English teacher's opinion
Use Present Simple Tense correctly			
Ask wh-questions			
Introduce myself and my family			
Express my opinion			
Express ability using <i>can</i>			





### The 2<sup>nd</sup> Semester – Revision Test\*

**I** Complete the sentences with the Present Simple form of the following verbs: *go, leave, not like, not take, play, start*. **(20 points)**

E.g.: I ... home at seven in the morning.

*I leave home at seven in the morning.*

- The first lesson ... at 9 a.m.
- I ... tennis on Saturday morning.
- Kate and I ... the bus to school.
- My brother ... Maths.
- Steve ... swimming after school.

**II** Fill in the following questions with *can/ can't, may/ may not*. **(5 points)**

E.g.: A: ... I open the window?

B: Yes, you ..., but you ...

A: *Can I open the window?*

B: *Yes, you can, but you may not.*

- Margaret doesn't like volleyball, but she ... play tennis very well.
- James ... win this match; his opponent is much stronger than him.
- The referee said: "You ... call off the match."
- ... I offer you a cup of tea, sir?
- ... I introduce you to my family, Miss Jones?

- ... I come to France with you?
- You ... leave now if you wish. The class is over.
- ... you play the piano?
- You ... speak during this exam.
- They ... play football, but they ... play tennis.

**III** Correct the mistakes, then write the correct sentences into your notebook. **(15 points)**

E.g.: Lisa never is late for school.

*Lisa is never late for school.*

- Do you often lay the table for dinner?
- How does often your friend come to your house?
- Are you busy always at the weekend?
- I vacuum sometimes the floor in my bedroom.
- She doesn't every day pay a visit to her grandparents.

**IV** Put the words in the correct order to make sentences. **(10 points)**

E.g.: waiting/ for/ we/ the bus/ are

*We are waiting for the bus.*

- are / on / the students / the coach / getting

\* This is an evaluation test. You need your English teacher's help to check it.

- b) spaghetti / dinner / Harry / making / for / is
- c) on / listening / the radio / to / I / am / music
- d) eating / the cows / grass / are
- e) is / the cinema / Olivia / going / to

**V** Choose the correct alternatives and write down the sentences. **(10 points)**

E.g.: Look! The dog and the cat ... in the garden.

- a) are playing    b) is playing    c) play
- Look! The dog and the cat are playing in the garden.*

1. I can't come with you now. I ... my homework.
  - a) are doing    b) 's doing    c) 'm doing
2. Look! That's Katie. She ... a black horse.
  - a) rides    b) 's riding    c) 're riding
3. Be careful! A bird ... your sandwiches!
  - a) eats    b) eat    c) is eating
4. My friends and I ... on a school trip today.
  - a) are going    b) is going    c) am going
5. They ... to a CD.
  - a) listen    b) are listening    c) is listening

**VI** Fill in the following sentences with definite article (*the*), indefinite article (*a/an*) or zero article. **(20 points)**

E.g.: Can you play ... violin?

*Can you play the violin?*

- a) I want to buy ... pair of shoes.
- b) Look at ... woman over there! Isn't she ... actress?
- c) I don't like ... football.
- d) That is ... girl from our school.
- e) This is ... new English teacher.

**VII** Complete the questions. Use the Present Continuous form of the verb in brackets. **(20 points)**

E.g.: What ... you ... now, Jane? (*do*)

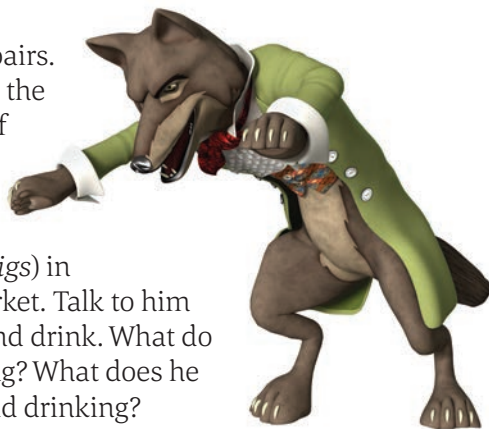
*What are you doing now, Jane?*

- a) Who ... a model boat? (*make*)
- b) ... Mary ... dinner now? (*cook*)
- c) What ... the pigs ...? (*eat*)
- d) ... you ... a good book right now? (*read*)
- e) ... it ...? (*rain*)

**I** Work in pairs. You meet Minnie Mouse at Donald Duck's birthday party. You are planning a trip to the seaside and are not sure what clothes to pack. Ask her fashion advice.

**II** Work in pairs.

You meet the Big Bad Woolf (from the children's story *The Three Little Pigs*) in the supermarket. Talk to him about food and drink. What do you like eating? What does he like eating and drinking?



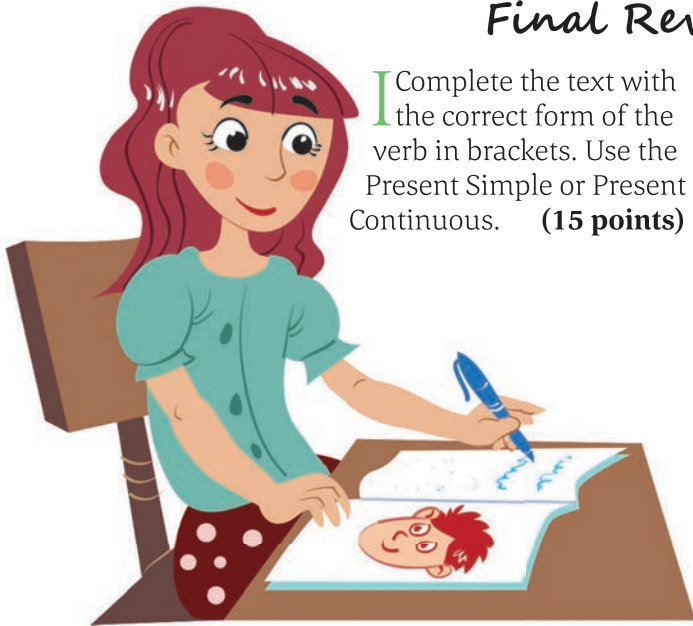
**III** Send a message to your pal friend, Exx, the alien. Tell him everything you can about your favourite book and about your favourite character.

**IV** Write an invitation to your birthday party. Send it to Harry Potter. Give him all the necessary details. Ask him to bring his friends.

**V** Copy the table below in your notebook, then fill it in, telling what you think you can do (✓) or what you think you can't do (✗) after your second semester. Tell the truth. Swap tables with your partner and ask him/ her to evaluate your work. Are your opinions similar? Talk about them. Ask for your teacher's opinion as well.

Now I can...	My opinion	My desk mate's opinion	My English teacher's opinion
Use Present Simple Tense			
Use Present Continuous Tense correctly			
Express quantity			
Use the definite, indefinite and zero article			
Say the date			
Ask for permission using <i>can</i> and <i>may</i>			

## Final Revision Test\*



**I** Complete the text with the correct form of the verb in brackets. Use the Present Simple or Present Continuous. **(15 points)**

E.g.: Hi! I'm Betty and I *am* 12 years old. Today it *isn't raining* in Bucharest.  
 Now my parents ... (*buy*) some food in the supermarket and I ... (*play*) in the park near my house. Every Sunday, I ... (*come*) here with all my friends. In the park, there ... (be) a lot of people. I ... (*wear*) a purple skirt with a pink T-shirt. I ... (*eat*) an ice cream. Jenny and Mike ... (*chat*). Thomas and Kevin ... (*play*) football. Thomas ... (*have got*) red hair. Michael ... (*play*) with a yo-yo. And Leo, John and Jenny ... (*play*) in the slide. It ... (*be*) 12 p.m. and I ... (*go*) home to have lunch.

**II** Fill in the sentences below with the correct article (*a, an, the* or zero article). **(10 points)**  
 E.g.: Paris is ... beautiful city and it is ... capital of ... France.  
*Paris is a beautiful city and it is the capital of France.*

- Do you usually go to ... church?
- If he has ... accident he goes to ... hospital.
- ... dogs are friendlier than ... cats, but ... neighbour's cat is different.
- He's ... architect and she is ... lawyer.
- ... new hospital is very modern.
- She goes to ... school by car.
- A: Have you got any pets?  
B: Yes, I've got ... dog.
- ... Amazon River has ... great variety of fish.

i) I am speaking to ... President and Mary is speaking to ... Mr Sands.

**III** Complete the table below with the following nouns: *friends, sugar, time, hair, honey, frog, love, rain, apples, cars, chocolate, rabbit, light, tomato, cream, salt, flour, flower, cheese, house*. **(20 points)**

Countable nouns	Uncountable nouns
friends, ...	sugar, ...

**IV** *How much* or *How many*? Choose the correct form and fill in the questions. **(5 points)**  
 E.g.: ... notebooks are there in your bag?

- How many notebooks are there in your bag?*  
 ... sugar do we need?  
*How much sugar do we need?*
- ... money do you spend every week?
  - ... meat do you usually buy?
  - ... chocolate do you need for the cake?
  - ... does it cost?
  - ... rooms are there in your house?

**V** Write the appropriate wh-questions for the given answers. **(20 points)**  
 E.g.: ... do you go?

- I go *to* my grandparents' house.  
*Where do you go?*
- A: ... are you angry?  
B: Because I don't like the weather.
  - A: ... is this man?  
B: He's Daniel Radcliffe.
  - A: ... is your name?  
B: My name's Carla.  
A: ... old are you?  
B: I'm 30.
  - A: ... are you?  
B: I'm great.  
A: ... children have you got?  
B: I have got a girl.  
A: ... is your birthday?  
B: My birthday is in June.
  - A: ... is your favourite subject?  
B: My favourite subject is History.

This is an evaluation test. You need your English teacher's help to check it.

**VI** Write the sentences into your notebook including one of the following adjectives: *clever, difficult, funny, pretty, boring, hot, new, exciting, beautiful, dangerous*. **(10 points)**

E.g.: Can I have a chocolate, please?

*Can I have a hot chocolate, please?*

- Sherlock Holmes has a job.
- Snakes are animals.
- My best friend is a girl. She always gets good marks!
- I want a game for my birthday.
- My aunt and uncle live in a house in Braşov.
- Charlie Chaplin was in a lot of films.
- We've got a/ an exercise for Monday.
- We want dresses for the party.
- I don't like lessons.

**VII** Fill in the sentences using the comparison or the superlative of the adjectives in brackets. **(10 points)**

E.g.: Tom is ... in our class. (*tall*)

*Tom is the tallest in our class.*

The cat is ... than the mouse. (*beautiful*)

*The cat is more beautiful than the mouse.*

- My mum is ... than my grandmother. (*funny*)
- This book is ... in the library. (*old*)
- The red apple is ... than the yellow one. (*tasty*)
- John is ... than Alex, but Mary is ... of us all. (*clever*)
- Betty is ... than Sam, but John is ... of them three. (*small*)

**VIII** Write down the numbers as in the example. **(5 points)**

E.g.: 50 – ...

50 – *fifty*

- 13 – ...
- 21 – ...
- 9 – ...
- 62 – ...
- 99 – ...

**IX** Write down the numerals as in the example. **(5 points)**

E.g.: 10th – ...

10 – *the tenth*

- 11th – ...
- 3rd – ...
- 22nd – ...
- 31st – ...
- 19th – ...

**I** Bring your student portfolios to school and talk about them with your classmates. Name the funniest thing from your portfolio, and the most enjoyable memory you have about it.

**II** Talk about your class portfolio with your classmates. Express your preferences about the collected items. Vote to establish: the top five English songs you have; the top five films from your digital portfolio; the top five funniest English customs, etc.

**III** Talk about your activity during English classes. Vote to find out:

- the student with the most contributions to the class portfolio;
- the student who is the best English speaker;
- the student who is the best English writer;
- the student who is the best manager (the one that organizes her/ his team better for a class activity or while working on a project);
- the student who is the most helpful with her/ his classmates while working on a project;
- the student who is the most reliable while working on a group project.

Does your English teacher agree with your decisions? Talk to her/ him about your choices.

**IV** Use the map of your classroom or the one of your school or neighbourhood from Unit 14 to play **Treasure Hunt** with your classmates. Divide the class into groups. Each group hides something somewhere in the classroom. Then each group draws a treasure map and gives it to the teacher who distributes the maps. Each group must look for the treasure. When everybody finds the treasures, they are distributed (ask your teacher to provide you with an appropriate “treasure”). Then the groups describe their experience in using the map.



# Final Revision

Fill in the following table about your activity during your English classes. Be honest. Swap tables with your partner and ask him/ her to evaluate your work. Are your opinions similar? Talk about them. Ask for your teacher's opinion, too.

Now I can...:	My opinion	My deskmate's opinion	My English teacher's opinion
Tell stories starting from pictures, using Present Simple			
Write invitations, e-messages, thank you notes, labels/tags using Present Simple			
Describe actions in progress, present temporary activities using Present Continuous			
Express instructions, give directions, perform commands			
Express ability using <i>can</i> or <i>can't</i>			
Express permission using <i>can</i> , <i>can't</i> , <i>may</i> or <i>may not</i>			
Express amount/ quantity/ numbers using countable and uncountable nouns			
Match information using countable and uncountable nouns			
Identify objects using definite and indefinite article			
Identify objects using <i>this/that/these/those</i>			
Describe places, people (characters, family members), hobbies using adjectives			
Express possession using <i>my</i> , <i>your</i> , etc.			
Express order and dates using the ordinal numeral			
Make up questions, and find information with <i>wh</i> -questions			
Express the position of objects using prepositions and structures with <i>there</i>			

## Grammar in a Nutshell

### LET'S REMEMBER!

	YES		NO		...?
	Long form	Short form	Long form	Short form	
I	have got	I've got	I have not got	I haven't got	Have I got?
You	have got	You've got	You have not got	You haven't got	Have you got?
He	has got	He's got	He has not got	He hasn't got	Has he got?
She	has got	She's got	She has not got	She hasn't got	Has she got?
It	has got	It's got	It has not got	It hasn't got	Has it got?
We	have got	We've got	We have not got	We haven't got	Have we got?
You	have got	You've got	You have not got	You haven't got	Have you got?
They	have got	They've got	They have not got	They haven't got	Have they got?

CAN = ABILITY & PERMISSION

CAN'T = LACK OF ABILITY & PERMISSION

CAN & CAN'T + ∅ VERB

YES	NO	...?
I You He / She / It We You They	I You He/She/It We You They	I you he/she/it we you they
} CAN swim.	} CAN'T swim.	CAN } swim?

MAY = PERMISSION

MAY NOT = LACK OF PERMISSION

MAY & MAY NOT + ∅ VERB

YES	NO	...?
I You He / She / It We You They	I You He/She/It We You They	I you he/she/it we you they
} MAY go.	} MAY NOT go.	MAY } go?



## Present Simple Tense

Present Simple Tense expresses repeated actions, habits or general truths.

### SPELLING RULES

➤ Verbs ending in **-ss, -ch, -sh, -x, -o** add **-es** in the third person singular:

E.g.: *I cross the street.*

*He/ She/ It crosses the street.*

*I sometimes watch TV in the evening.*

*He/ She sometimes watches TV in the evening.*

*They finish school in June.*

*The school finishes in June.*

*We fix the computer when necessary.*

*He/ She fixes the computer when necessary.*

*You go to college by bus.*

*He/ She goes to college by bus.*

➤ Verbs ending in **consonant +y**, drop the **-y** and add **-ie**, in the third person singular.

E.g.: *I try to help my parents with housework all the time.*

*He/ She tries to help his parents with housework all the time.*

## Present Continuous Tense

Present Continuous expresses actions happening now, or temporary actions.

### SPELLING RULES

➤ Verbs ending in **-e** drop this letter before adding **-ing**.

E.g.: *Dance – She is dancing right now.*

*Write – What are you writing there?*

➤ Verbs ending in a stressed vowel + consonant, double the final consonant.

E.g.: *Cut – She's cutting a slice of bread now.*

*Dig – Dan is digging in the garden now.*

➤ Verbs ending in **-ie** turn these letters into **-y** before **-ing**.

E.g.: *Lie – I'm sick so I'm lying in bed.*

## Nouns – plural form

### SPELLING RULES

➤ Most nouns add **-s** in plural form.

E.g.: *1 girl – 2 girls*

*1 boy – 2 boys*

➤ Nouns ending in **-s, -ss, -sh, -ch, -x** and **-z** add **-es**.



E.g.: 1 bus – 2 **buses**, 1 brush – 2 **brushes**, 1 peach – 2 **peaches**,  
1 tax – 2 **taxes**, 1 quiz – 2 **quizzes**

➤ Nouns ending in consonant + **y**, change the **-y** in **-ie** and add **-s**.

E.g.: 1 city – 2 **cities**; 1 story – 2 **stories**

➤ Nouns ending in **-f** or **-fe**, change the **-f/ -fe** in **-ve**, then add **-s**.

E.g.: 1 leaf – 2 **leaves**

1 knife – 2 **knives**

➤ Some of the nouns ending in **-o**, add **-es** in plural form.

E.g.: 1 potato – 2 **potatoes**

1 tomato – 2 **tomatoes**

1 hero – 2 **heroes**

But: kilo – **kilos**

radio – **radios**

photo – **photos**

➤ Some nouns have irregular plural forms: man – men •  
woman – women • child – children • person – people • foot – feet •  
tooth – teeth • goose – geese • fish – fish • sheep – sheep • mouse – mice

## Adjectives – degrees of comparison

### SPELLING RULES

➤ Short adjectives ending in **-e** add only **-r** and **-st** in comparative and superlative forms.

E.g.: nice – **nicer** – **the nicest**

late – **later** – **the latest**

➤ Short adjectives ending in a vowel + a consonant double the final consonant before **-er** and **-est**:

E.g.: big – **bigger** – **the biggest**

hot – **hotter** – **the hottest**

thin – **thinner** – **the thinnest**





## Self-Check Tests – Answers

### UNIT 1

**I.** a) has; b) has; c) is; **II.** a) has got; b) I'm; c) is... is; d) have got; e) are; f) isn't...is; g) hasn't got... has got; **III.** slim...; short brown...; blue...; is...; tall...; has got...; brown...; have got...; is...; brown; **IV.** 1)–e); 2) –d); 3) –f); 4) –a); 5) –b); 6) –c); 7) –h); 8) –i); 9) –g); 10) –j).

### UNIT 2

**I.** a) buy; b) don't; c) does; d) eat; e) contain; **II.** a) always studies; b) are never; c) sometimes gets; d) often help; e) is usually; **III.** a) Does; b) Do; c) Do; d) Do; e) Does; **IV.** a) Do they organize...?; b) Does everyone join...?; c) Do people dance...?; d) Do you dress up...?; e) Do children enjoy...?; **V.** a) doesn't sleep; needs; b) Do you study...? I do; c) cooks... doesn't enjoy; d) Does...play...? No, she doesn't; e) don't like ... prefer.

### UNIT 3

**I.** a) A pig can't fly; b) Pilots can fly aeroplanes.; c) A dolphin can't walk on the street.; d) A parrot can't ride a bicycle.; e) A clown can make people laugh.; **II.** a) Harry Potter has got brown hair and wears glasses.; b) Sarah has got straight hair and a small nose.; c) My grandfather is tall and he has got a moustache.; d) Susan can't cook but she can sing pop music.; **III.** 1. b); 2. a); 3. b); 4. b); **IV.** 1. F; 2. F; 3. T; 4. F; 5. F.

### UNIT 4

**I.** a) She has got a lot of pets.; b) ...it hasn't got a garden.; c) He hasn't got his glasses.; d) He has got a boat.; e) ... have got wings...; **II.** a–2; b–1; c–3; d–5; e–4; f–7; g–8; h–6; **III.** a) Don't throw...; b) Don't smoke...; c) Cross the street...; d) Don't take...; **IV.** a) Wear a helmet!; b) Don't listen to music!; c) Use the lights in the dark!; d) Don't ride your bike inside shopping centres or restaurants!; e) Check your brakes!

### UNIT 5

**I.** 1–d; 2–a; 3–b; 4–c; **II.** a) Do you like meeting new people?; b) Have you got a car?; c) What is your favourite sport?; d) Do you like travelling by plane?; e) Do you love your job?; **III.** a) We often visit...; b) Our teacher always has time...; c) My parents sometimes go out...; d) My friends usually like spending time...; e) I never drink coffee in the morning.

### UNIT 6

**I.** 1–c; 2–b; 3–a; 4–a; 5–c; 6–a; 7–b; 8–c; 9–a; **II.** a–1; b–3; c–4; d–2; **III.** 1–b; 2–b; 3–c; 4–b; 5–a; 6–b; 7–c; 8–c; 9–a; 10–b

### UNIT 7

**I.** present; dress; scarf; shoes; T-shirt; **II.** 1) Those cakes look delicious.; 2) These young men are very polite.; 3) These cars are very fast!; 4) Those windows are open.; 5) These games are very challenging.; **III.** 1) this; that; 2) that; this; 3) These; those; 4) these; those; 5) that; that; **IV.** 1) These houses are

on sale; 2) These buses are double-deckers.; 3) That cat has got a very long tail.; 4) These children play football every afternoon.; 5) This flower smells amazing!

### UNIT 8

**I.** 1) Cabbage à la Cluj with *mamaliga*; 2) Dan; 3) No, she doesn't; 4) Dan; 5) Yes, he does; 6) chicken with mashed potatoes; 7) Radu doesn't; 8) Betty. **II.** Countable nouns: apple, teacher, desk, mother, planet; Uncountable nouns: money, air, rice, sugar, water, fish, cheese.

### UNIT 9

**I.** 1) London is situated in the south-east of England, in the Thames valley.; 2) Over 8 million people live in London.; 3) The capital of the United Kingdom is London.; 4) The greatest gifts of London to the world are its language and literature.; **II.** London, station, minutes, ticket; **III.** a) is reading; b) are listening; c) Does... watch TV...? d) are sleeping; e) is raining; **IV.** a.–5; b.–1; c.–2; d.–4; e.–3.

### UNIT 10

**I.** a) LION; b) SHARK; c) ZEBRAS; d) TURTLES; e) CHEETAH; f) CROCODILE; g) HIPPO; h) CAT; i) PANDA BEARS; **II.** a) colder; b) faster; c) more colourful; d) more popular; e) thinner; f) higher; g) longer; h) more difficult; i) more dangerous; j) more beautiful; **III.** a) the oldest; b) the most comfortable; c) the biggest; d) the most delicious; e) the fastest; **IV.** a) Have; b) Can; c) Do; d) Is; e) Are; f) Are; g) Can; h) Is; i) Do; j) Is; **V.** 1–e, 2–c, 3–b, 4–a, 5–d

### UNIT 11

**I.** a) in front of; b) near; c) in; d) near; **II.** 1–b; 2–c; 3–c; 4–c; **IV.** a) Tom and Jane have got some ice cream.; b) Mary and Betty haven't got any books.; c) Has George got any pencils?; d) Edward hasn't got that magazine.; e) Has Emma got any sisters?

### UNIT 12

**I.** a) the; b) –; c) the; d) the; e) –; f) –; g) the; h) –; i) –; j) –; **II.** a) a; b) an; c) a; d) a; e) an; **III.** Where, Where, Why, When, What, How

### UNIT 13

**I.** a) January; b) March; c) August; d) June; e) The ninth; **II.** a) 4th; b) 21st; c) 5th; d) 13th; e) 56th; **III.** d) 31st of October; e) 31st of December; f) 1st of December; g) 8th of March; h) 1st of May; i) 1st of December.

### UNIT 14

**II.** a) patron; b) flowers; c) Father' Day; d) Pancake's Day; e) Guy Fawkes; f) New Year; g) England; h) Saint David's Day; **III.** a.–2; b.–4, c.–3; d.–1; e.–6, f.–5; **IV.** Hanukkah, Thanksgiving, Easter, Christmas, Valentine, Ramadan, Bonfire, New Year, Halloween.



PACHETUL EDUCAȚIONAL  
este compus din:

- ▶ **Manual** (carte + CD)
- ▶ **Caietul elevului**
- ▶ **Ghidul profesorului,**  
accesibil gratuit la adresa  
[www.pasaport-cultura.ro](http://www.pasaport-cultura.ro),  
secțiunea RESURSE GRATUITE



  
**CORINT**

ISBN: 978-606-94044-2-3



[www.edituracorint.ro](http://www.edituracorint.ro)