

Ministerul Educației Naționale

Limba modernă 1- Limba engleză

Clasa a V-a

Jenny Dooley



UniScan
GRUP EDUCATIONAL

Uniscan Grup Educațional

Acest manual este proprietatea Ministerului Educației Naționale.

Manualul școlar a fost aprobat prin Ordinul Ministrului Educației Naționale nr. 5266/03.10.2017, 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.

Referenți științifici:

Prof. gr. 1 – Tolea Magdalena Ecaterina

Conferențiar limba engleză – Popescu Liliana

Ministerul Educației Naționale

Limba modernă 1 - Limba engleză

Clasa a V-a

Jenny Dooley

Imnul României

Deșteaptă-te, române!

de Andrei Mureșanu

Deșteaptă-te, române, din somnul cel de moarte,
În care te-adânciră barbarii de tirani!
Acum ori niciodată croiește-ți altă soarte,
La care să se-nchine și cruzii tăi dușmani.

Acum ori niciodată să dăm dovezi la lume
Că-n aste mâni mai curge un sânge de roman,
Și că-n a noastre piepturi păstrăm cu fală-un nume
Triumfător în lupte, un nume de Traian!

.....

Priviți, mărețe umbre, Mihai, Ștefan, Corvine,
Româna națiune, ai voștri strănepoți,
Cu brațele armate, cu focul vostru-n vine,
"Viața-n libertate ori moarte!" strigă toți.

.....

Preoți, cu crucea-n frunte căci oastea e creștină,
Deviza-i libertate și scopul ei preasfânt.
Murim mai bine-n luptă, cu glorie deplină,
Decât să fim sclavi iarăși în vechiul nost' pământ!

Guide - How to use the course

Instrucțiuni de utilizare a manualului



Printed book
Varianta tipărită



Digital app
Varianta digitală

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

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



Symbols:
Simboluri:



listening activities
audio



animation/video activities
activități animate/video



static activities
activități statice



interactive activities
activități interactive

Structure of a module Structura unui modul



variety of reading tasks
activități de citire

Culture sections to promote cultural individuality
Secțiuni cu informații culturale

speaking activities
activități de vorbire

Everyday situational dialogues
Dialoguri uzuale

pronunciation sections
Pronunție

CLIL Cross Curricular Links
Interdisciplinaritate

creativity
creativitate

presentation of new words through pictures
prezentarea cuvintelor noi prin imagini

listening activities
activități de ascultare

realistic writing tasks
activități de scriere

project work
proiect

Presentation skills sections
Abilități de prezentare

Evaluation
Evaluare

Symbols:
Simboluri:

listening audio

monologue monolog

pairwork lucru in perechi

group work lucru in grup

ICT – research căutare pe internet

animation/video animații/video

Contents Cuprins

MODULES

Competences

Welcome
back

1

2

3

4

5

6

Welcome back! pp. 8-17	2.2 Use simple everyday phrases to take part in social interactions
Hello! pp. 18-31 Progress Check 1 pp. 32-33	1.1 Identify the general meaning of clearly-spoken everyday dialogues and messages 1.2 Identify the significance/meaning of clearly-spoken dialogues/monologues 2.1 Present a person/character 2.2 Use simple everyday phrases to take part in social interactions 2.4 Take part in dialogues 3.2 Extract information from a short illustrated text 3.4 Explore texts giving guidance or instruction 4.1 Write short simple messages
Family Ties pp. 34-47 Progress Check 2 pp. 48-49	1.1 Identify the general meaning of clearly-spoken everyday dialogues and messages 1.3 Explore cultural elements of the English-speaking world 2.1 Present a person/character 2.2 Use simple everyday phrases to take part in social interactions 2.4 Take part in dialogues 3.2 Extract information from a short illustrated text 3.4 Explore texts giving guidance or instruction 4.2 Describe aspects of everyday life (people, places, school, family, hobbies) 4.3 Exchange short written messages
Home, ... sweet home pp. 50-63 Progress Check 3 pp. 64-65	1.1 Identify the general meaning of clearly-spoken everyday dialogues and messages 2.2 Use simple everyday phrases to take part in social interactions 2.4 Take part in dialogues 3.1 Understand signs and other public notices 3.2 Extract information from a short illustrated text 3.3 Understand simple informal text messages 3.4 Explore texts giving guidance or instruction 4.1 Write short simple messages
Every day pp. 66-79 Progress Check 4 pp. 80-81	1.2 Identify the significance/meaning of clearly-spoken dialogues/monologues 2.1 Present a person/character 2.2 Use simple everyday phrases to take part in social interactions 2.3 Express preferences 3.2 Extract information from a short illustrated text 4.1 Write short simple messages
All about food pp. 82-95 Progress Check 5 pp. 96-97	1.1 Identify the general meaning of clearly-spoken everyday dialogues and messages 2.2 Use simple everyday phrases to take part in social interactions 2.3 Express preferences 2.4 Take part in dialogues 3.1 Understand signs and other public notices 3.2 Extract information from a short illustrated text 3.4 Explore texts giving guidance or instruction 4.1 Write short simple messages 4.3 Exchange short written messages
Let's have fun! pp. 98-111 Progress Check 6 pp. 112-113	1.1 Identify the general meaning of clearly-spoken everyday dialogues and messages 1.2 Identify the significance/meaning of clearly-spoken dialogues/monologues 1.3 Explore cultural elements of the English-speaking world 2.3 Express preferences 2.4 Take part in dialogues 3.2 Extract information from a short illustrated text 3.3 Understand simple informal text messages 3.4 Explore texts giving guidance or instruction 4.1 Write short simple messages
World Tales pp. 114-117	2.4 Take part in dialogues 3.2 Extract information from a short illustrated text

Evaluation pp. 118-120

Competențe

- 2.2 Stabilirea de contacte sociale pe baza unor formule conversaționale simple
- 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
- 2.1. Prezentarea simplă a unei persoane / a unui personaj
2.2. Stabilirea de contacte sociale pe baza unor formule conversaționale simple
2.4. Manifestarea disponibilității pentru participarea la dialog
3.2. Extragerea informațiilor dintr-un text scurt, însoțit de ilustrații
3.4. Manifestarea curiozității pentru lectura de orientare
- 4.1. Redactarea de mesaje simple și scurte
- 1.1 Identificarea sensului global al unor mesaje și dialoguri uzuale, clar articulate
1.3. Manifestarea curiozității față de unele elemente specifice spațiului cultural al limbii studiate
- 2.1. Prezentarea simplă a unei persoane / a unui personaj
2.2. Stabilirea de contacte sociale pe baza unor formule conversaționale simple
2.4. Manifestarea disponibilității pentru participarea la dialog
3.2. Extragerea informațiilor dintr-un text scurt, însoțit de ilustrații
3.4. Manifestarea curiozității pentru lectura de orientare
- 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
- 1.1 Identificarea sensului global al unor mesaje și dialoguri uzuale, clar articulate
2.2. Stabilirea de contacte sociale pe baza unor formule conversaționale simple
2.4. Manifestarea disponibilității pentru participarea la dialog
- 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
- 4.1. Redactarea de mesaje simple și scurte
- 1.2 Identificarea semnificației unor schimburi verbale uzuale și clar articulate, în situația în care interlocutorul oferă ajutor pentru a facilita înțelegerea
- 2.1. Prezentarea simplă a unei persoane / a unui personaj
2.2. Stabilirea de contacte sociale pe baza unor formule conversaționale simple
2.3. Exprimarea preferințelor
3.2. Extragerea informațiilor dintr-un text scurt, însoțit de ilustrații
4.1. Redactarea de mesaje simple și scurte
- 1.1 Identificarea sensului global al unor mesaje și dialoguri uzuale, clar articulate
2.2. Stabilirea de contacte sociale pe baza unor formule conversaționale simple
2.3. Exprimarea preferințelor
2.4. Manifestarea disponibilității pentru participarea la dialog
- 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
3.4. Manifestarea curiozității pentru lectura de orientare
- 4.1. Redactarea de mesaje simple și scurte
4.3. Manifestarea disponibilității pentru schimbul de mesaje scrise simple
- 1.1 Identificarea sensului global al unor mesaje și dialoguri uzuale, clar articulate
2.2. Stabilirea de contacte sociale pe baza unor formule conversaționale simple
2.3. Exprimarea preferințelor
2.4. Manifestarea disponibilității pentru participarea la dialog
- 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
3.4. Manifestarea curiozității pentru lectura de orientare
- 4.1. Redactarea de mesaje simple și scurte
4.3. Manifestarea disponibilității pentru schimbul de mesaje scrise simple
- 2.4. Manifestarea disponibilității pentru participarea la dialog
3.2. Extragerea informațiilor dintr-un text scurt, însoțit de ilustrații

Culture Spot (UK)

MODULE 1	Landmarks	p.	29
MODULE 2	Superheroes	p.	44
MODULE 3	Official residence	p.	61
MODULE 4	National sport	p.	76
MODULE 5	National dish	p.	92
MODULE 6	Famous writer	p.	109

CLIL

MODULE 1	(Geography): The United Kingdom	p.	30
MODULE 2	(Science): Animals	p.	46
MODULE 3	(Maths): Draw a Map to Scale	p.	62
MODULE 4	(Citizenship): School Rules	p.	78
MODULE 5	(Food Technology): The Eatwell Guide	p.	94
MODULE 6	(ICT): How to print a lot of photos from an email at once	p.	110

Projects

MODULE 1	Map of Romania (poster)	p.	31
MODULE 2	A family tree	p.	47
MODULE 3	Your dream house	p.	63
MODULE 4	A famous sports person	p.	79
MODULE 5	Healthy/Unhealthy eating habits	p.	95
MODULE 6	Celebrations in Romania (poster)	p.	111

Presentation Skills

MODULE 1	Landmarks in Romania	p.	31
MODULE 2	A family	p.	47
MODULE 3	Your dream house	p.	63
MODULE 4	A famous sports person	p.	79
MODULE 5	Healthy/Unhealthy eating habits	p.	95
MODULE 6	Annual celebrations	p.	111

Values

MODULE 1	National pride	p.	31
MODULE 2	Family	p.	47
MODULE 3	Home	p.	63
MODULE 4	Happy days	p.	79
MODULE 5	Healthy eating habits	p.	95
MODULE 6	Celebrations	p.	111

Welcome back

Greetings

1  Listen and repeat.



Note

Use Mr/Mrs/Ms + person's surname to address your teacher. e.g. **Hello Ms Green.** (NOT: *Hello Kate.*)

Greetings - Introducing yourself/others

2 a) Complete the dialogue with the phrases below. Write in your notebook.

- Goodbye
- Hello
- This is
- Nice to meet you

Game!

Think of your favourite cartoon characters. In pairs act out short dialogues.

- A: Hello, I'm Harry Potter. What's your name?
B: Hello Harry. My name's Mano Lito.

Mrs White: 1) ... , I'm Mrs White. What's your name?

Nat: Hello, Mrs White. My name's Nat.

Mrs White: 3) ... , kids.

Children: Nice to meet you, too.

4) ... !



b)  Listen and check. Then repeat in groups.

Welcome back

Classroom language

3 Listen and repeat.



Imperative

Note

We use the imperative to give orders/instructions or to make a request.

	form	example
affirmative	infinitive + object	Open your books.
negative	<i>Don't</i> + infinitive + object	<i>Don't</i> open your books.

4 Listen to your teacher's instructions and make imperative sentences. Then, your partner acts out what you ask him/her to do.

Teacher: Ask your partner to stand up.
 Student A: Stand up, please.
 Student B: (*stands up*)

Welcome back

The alphabet & Spelling

1  Listen and repeat.



Note

In English, when a name contains double letters, e.g. tt, ll, etc., we read them as double l not 2 l, e.g. Milles.
M-I-double L-E-S.

2  Listen and choose the correct spelling. Write in your notebook.

- | | |
|-------------|----------|
| 1. A Bil | B Bill |
| 2. A Maia | B Maya |
| 3. A Juan | B Huan |
| 4. A Teresa | B Tereza |

3 a)  Listen to and read the dialogue. What is the dialogue about?

A: Hello, I'm Mr Drake. I'm your new teacher. What's your name?


B: Hello, Mr Drake. I'm Alexis.

A: And your surname?

B: Wallace.

A: How do you spell it?

B: W - A - double L - A - C - E.









- 
1. Andreea Radu
 2. Bogdan Dumitrescu
 3. Alexandra Popescu
 4. Cristina Popa

b)  Act out similar dialogues. Use the names in the box.

Welcome back

Subject personal pronouns

4  Listen and repeat.

singular					
	I	You	He	She	It
plural					
	We		You		They

5 Look at the pictures and choose the correct answer. Write in your notebook.



I/you



he/she



it/they



you/we

The verb to be (affirmative)

		full form	short form
singular	I	am	'm
	You	are	're
	He She It	is	's
	plural	We You They	are



Note

In English, we use an apostrophe (') to show contraction.
I **am** Petre.
I'm Petre.

6 Complete the sentences with *am/'m, is/'s, are/'re*. Write in your notebook.

- It ... a book.
- I ... Anna.
- They ... teachers.
- My name ... Bob.
- We ... friends.
- You ... Sue.

Welcome back

Numbers 1-20

1  Listen and repeat.

1	one	6	six	11	eleven	16	sixteen
2	two	7	seven	12	twelve	17	seventeen
3	three	8	eight	13	thirteen	18	eighteen
4	four	9	nine	14	fourteen	19	nineteen
5	five	10	ten	15	fifteen	20	twenty


2 Match the words to the numbers. Write in your notebook.

one	1	a	12
eight	2	b	15
twelve	3	c	20
fifteen	4	d	8
twenty	5	e	1

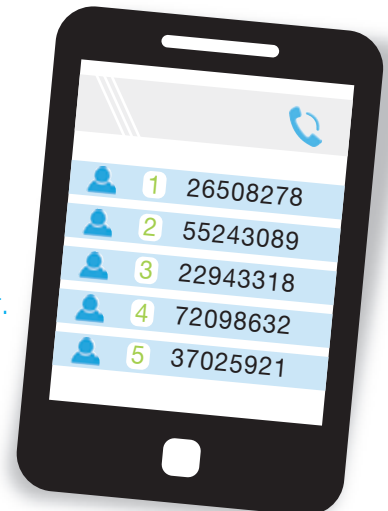
3 Find the number. Write in your notebook.

- | | | | |
|------------|-------|-----------|-------|
| 1. thige | e ... | 3. hetre | t ... |
| 2. tiffene | f ... | 4. velwet | t ... |

Asking about telephone numbers

4  Ask and answer, as in the example.

1. A: What's your telephone number?
B: It's two-six-five-oh-eight-two-seven-eight.



Note

In English, when we use 0 (zero) in telephone numbers, we say *oh* **NOT** zero.

⚡ Note

In English, when we write a compound number (any number made up of two words), we use a hyphen in between them. e.g. 46 forty-six.

Numbers 21-100

5 Listen and repeat.

21	twenty-one	27	twenty-seven	60	sixty
22	twenty-two	28	twenty-eight	70	seventy
23	twenty-three	29	twenty-nine	80	eighty
24	twenty-four	30	thirty	90	ninety
25	twenty-five	40	forty	100	a/one hundred
26	twenty-six	50	fifty		

6 Listen and write the number you hear in your notebook.

- | | | |
|-----------|----------|----------|
| 1. 12 20 | 3. 50 15 | 5. 30 13 |
| 2. 10 100 | 4. 42 24 | 6. 8 80 |

7 Complete the sentences with the correct number. Write in your notebook.



- | | |
|---|----------------------------|
| 1. Fred is eighty-three years old. | 5. Al is ... years old. |
| 2. Alice is ... years old. | 6. Mike is ... years old. |
| 3. Sally is ... years old. | 7. Julie is ... years old. |
| 4. Ann is ... years old. | 8. Eve is ... years old. |

Welcome back

Asking about/Telling the time



1 Listen and repeat.



1. five o'clock



2. (a) quarter past five



3. twenty past five



4. half past five



5. twenty-five to six



6. twenty to six



7. (a) quarter to six



8. five to six

2 Copy the clock faces in your notebook. Listen and draw the clock hands.



3 Copy the clock face in your notebook. Draw the clock hands and complete the sentence. Then, ask and answer.

A: What time is it?

B: It's ...

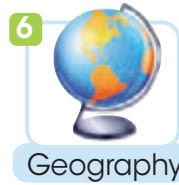
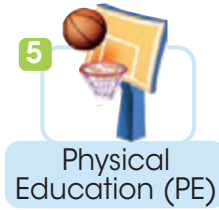
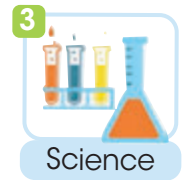
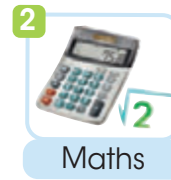



Word
What (time): asks about time

Welcome back


School subjects


4 a)  Listen and repeat.



b)  **Think** What's your favourite school subject? Write in your notebook.

My favourite school subject is

5  Listen to Tony talking about his school timetable for Monday and complete the gaps (1-4). Write in your notebook.

Timetable		
	Monday	Room
8:30 - 9:30	Maths	R10
9:30 - 10:30	1. ...	R12
10:30 - 10:45	Break	
10:45 - 11:45	2. ...	R8
11:45 - 12:45	PE	
12:45 - 1:30	Lunch Break	
1:30 - 2:30	3. ...	R7
2:30 - 3:30	4. ...	R5



6 Write your school timetable for Monday in your notebook.

Timetable		
	Monday	Room

Welcome back

⚡ Note

We use **a/an** to talk about something we mention for the first time.
 We use **a** before nouns that start with a consonant sound (b, c, d etc) **a book**
 We use **an** before nouns that start with a vowel sound (a, e, i etc) **an apple**

A/An

1 Listen and repeat.

a smartphone **a** ball



an iPod **an** umbrella



This is a ball.

This is an umbrella.



2 A or an? Look at the pictures and write in your notebook.



1. ... alarm clock



2. ... digital camera



3. ... agenda

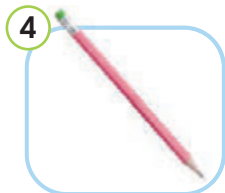
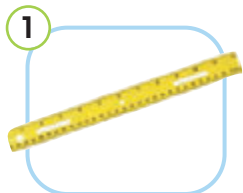


4. ... scarf

Classroom objects

3 Label the pictures. Use: pencil case, glue, pen, rubber, pencil, ruler, notebook, blackboard, desk, whiteboard. Write in your notebook.

Listen and check, then repeat.



Game!

Point to a picture and ask "What's this?". Your partner identifies the object.

A: (pointing to picture 4)
 What's this?
 B: It's a pencil.

Welcome back

Colours

4 a) Write the colours in your notebook.

- brown • purple • pink • grey • green • red • yellow • black
- orange • blue • white



b) Listen and check, then repeat. Complete the sentence in your notebook.

My favourite colour is ...

The

We use **the** when we talk about something specific or that we've mentioned before.

This is a **smartphone**.
The smartphone is black.

This is an **umbrella**.
The umbrella is green.



5 Complete the gaps with *a* or *the*. Then choose the correct colour. Write in your notebook.

Listen and check. Then ask and answer.

A: What's this?

B: This is a rubber. The rubber is pink.

1 This is ... rubber.
... rubber is **pink/white**.

2 This is ... notebook.
... notebook is **green/purple**.

3 This is ... pencil.
... pencil is **yellow/black**.

4 This is ... chalk.
... chalk is **purple/blue**.

5 This is ... ruler.
... ruler is **red/black**.

6 This is ... book.
... book is **grey/brown**.

7 This is ... sharpener.
... sharpener is **orange/yellow**.

8 This is ... schoolbag.
... schoolbag is **pink/green**.

1 • Hello!



What's in this module?

- **Vocabulary**
 - Countries & Nationalities
 - Places in a country
 - Seasons & Months/ Dates (ordinal numbers)
- **Grammar**
 - Possessive adjectives
 - The verb *to be* (negative, interrogative & short answers)
 - *How tall/How high/How big*
- **Words**
 - *When, How old, Where*

- **Everyday English**
 - Introducing yourself/others
 - Asking & giving personal information
 - Pronunciation: Intonation in *Wh*-questions



Grammar

We do not use **the** with most names of countries. Countries with *State, Kingdom* or *Republic* in their name take **the**.

Vocabulary Countries & Nationalities

- 1 Look at the map. Listen and repeat.
- 2 Match the nationalities (1-13) to the countries on the map. Write in your notebook.

1. Canadian - Canada	8. New Zealander - ...
2. British - ...	9. Irish - ...
3. Australian - ...	10. Brazilian - ...
4. South African - ...	11. Chinese - ...
5. Portuguese - ...	12. Mozambican - ...
6. American - ...	13. Romanian - ...
7. Indian - ...	





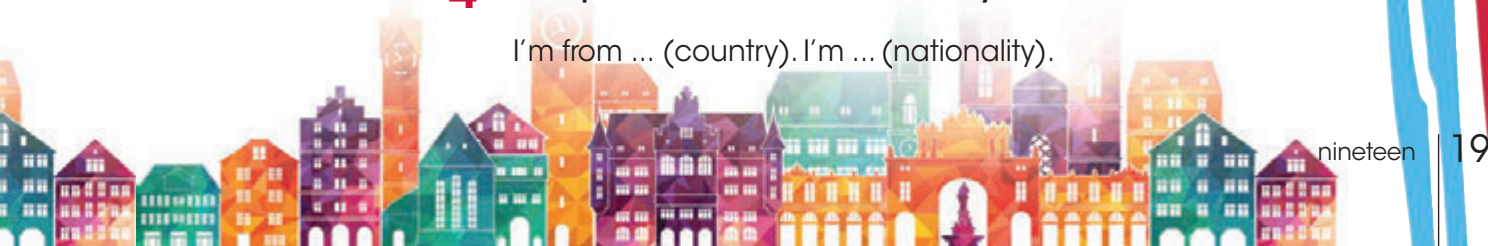
3  Act out dialogues, as in the example.

A: Where's Ann from?
 B: She's from Canada.
She's Canadian.

A: Where's John from?
 B: He's from the USA.
He's American.

4 Complete the sentences. Write in your notebook.

I'm from ... (country). I'm ... (nationality).



1a • Reading



All around the world



Jill

Vicky

A Hello! I'm Vicky and I'm 11 years old. I'm from Sydney, Australia. Sydney is a big city, but it isn't the capital city of Australia. Canberra is the capital city of Australia! My e-friend is Jill. She's 11, too. She's not Australian. She's from Wellington – the capital city of New Zealand.

Hello! My name's James and I'm 11 years old. I'm from Stitsville, Canada. Stitsville is a beautiful village. It's close to the capital city of Canada – Ottawa! This is my e-friend Alicia. She's 10 years old. She's from Worcester, South Africa. Worcester is a small town near Cape Town, the capital city of South Africa.

B



Alicia

James

Reading

1 Listen to and read the article, then match. Write in your notebook.

Vicky is **1**

a e-friends.

Jill is **2**

b from Sydney.

James and Alicia are **3**

c a New Zealander.

2 Decide if the sentences are **R (right)** or **W (wrong)**. Write in your notebook.

1. Vicky is 10 years old.

3. James is South African.

2. Jill is James' friend.

4. Alicia is 10 years old.

3 Copy the personal profiles in your notebook and complete the gaps.

Text A

Name: Vicky **Age:** 11 years old

Name: Jill **Age:** ... years old

Nationality: Australian

Nationality: New Zealander

From (city/town/village): Sydney

From (city/town/village): ...

Country: Australia

Country: New Zealand

Text B

Name: James **Age:** ... years old

Name: ... **Age:** 10 years old

Nationality: Canadian

Nationality: ...

From (city/town/village): ...

From (city/town/village): ...

Country: ...

Country: ...

Check these words

- friend • beautiful
- close to • near

Vocabulary Places in a country

4 Choose the correct answer. Write in your notebook.



1. London is the **capital city/town** of the UK.

2. Polperro is a fishing **city/village** in the UK.




3. York is a **city/capital city** in the UK.

4. Bollington is a small **town/city** in the UK.



Listening

5  Listen to the dialogues and complete the profiles. Write in your notebook.

Name: 1) ... Camden
Age: 10 years old
Nationality: 2) ...
From (city/town/village): 3) ...
Country: Canada



Name: Peter 4) ...
Age: 5) ... years old
Nationality: 6) ...
From (city/town/village): 7) ...
Country: 8) ...



Writing & Speaking (a profile about yourself & your e-friend)

6 Copy the profiles about yourself and your e-friend in your notebook and complete them. Present yourself and your e-friend to the class.

Name: ...
Age: ... years old
Nationality: ...
From (city/town/village): ...
Country: ...



Name: ...
Age: ... years old
Nationality: ...
From (city/town/village): ...
Country: ...



Possessive adjectives (singular)

My favourite colour is red.
Her favourite colour is pink.
His favourite colour is blue.

⚡ Note

We use possessive adjectives before nouns. **It's my bicycle.**
We use **it** for things and animals.

subject personal pronouns	possessive adjectives
I	my
you	your
he	his
she	her
it	its



1 Match the sentences (1-5) to the sentences (a-e). Write in your notebook.

- | | |
|-----------------------------|--|
| I am Tony. 1 | a Its colour is black. |
| You're Australian. 2 | b His friend is Laura. |
| He's Alan. 3 | c Your friend is Australian, too! |
| She's my sister. 4 | d My friend is Eric. |
| It's my book. 5 | e Her name is Amy. |

2 Write the correct possessive adjective in your notebook.

- | | |
|--|---|
| 1. (He) ... name is Peter. | 4. (You) ... village is beautiful. |
| 2. (I) ... friend is Sue. | 5. (It) This is my dog. ... name is Rex. |
| 3. (She) ... friend is Chinese. | |

3 Complete the sentences with the correct possessive adjective. Write in your notebook.



- I'm Tom. This is ... new bike. ... colour is yellow.
- This is Jason and ... sister Molly. ... cap is yellow.
- "Are these ... books, Rob?" "Yes. Thank you, Mr Jones."

Grammar • 1b

Note

We use **they** for people, animals or things.

Possessive adjectives (plural)

subject personal pronouns	possessive adjectives
we	→ our
you	→ your
they	→ their



4 Choose the correct answer. Write in your notebook.

- This is Jason and Tim. ... house is big.
A Our B Your C Their
- Susan and you are sisters. ... friend is Emma.
A Our B Your C Their
- Steve and I are friends. ... favourite sport is football.
A Our B Your C Their

5 Complete the gaps with the correct possessive adjective. Write in your notebook.

- Julie and I** are sisters. ... home is in London.
- This is **Mario and Lyn**. ... friend is Rosa.
- You're** Romanian. ... friends are Romanian, too.
- They** are friends. ... names are Mike and Sam.

6 Look at the pictures, choose the correct answer and complete the gap with the correct word. Write in your notebook.



- I'm Julie and this is **her/my** ...
- This is Jake and this is **his/your** ...
- I'm Anna and this is **my/his** brother Ben. This is **your/our** ...
- This is Jessica and this is **her/its** ...
- Tim and Paul are friends and this is **your/their** ...

My Things!

Make a poster of your favourite things. Label the pictures. Present your things to the class.

1c • Vocabulary

Seasons & Months



1

Listen and repeat. Then write the missing months in your notebook.



WINTER

December
January
February



SPRING

March
April
May

AUTUMN
September
October
November



SUMMER

June
July
August



Ordinal numbers

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

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

1. July, ..., September, ...

2. December, ..., ...

3. ..., April, May, ...

4. October, ..., December, ...

Ordinal numbers & Dates

2



Complete the questions with *How old* or *When*. Write in your notebook. Then, ask and answer.

- Mirela (9) 27th February
- Sergiu (12) 13th August

- Crina (10) 1st January
- Alin (11) 30th September

A: ... are you, Mirela?

B: I'm 9 years old.

A: ...'s your birthday?

B: It's on the 27th of February.

Everyday English • 1d

Asking & giving personal information

- 1  Listen to and read the dialogue. Who are the people in the picture? Where is each person from?

Maria: Hello! I'm **Maria Jones**. What's your name?

Barry: My name's **Barry Barry Flynn**. Where are you from, **Maria**?

Maria: I'm from **the USA**. And you?

Barry: I'm from **the UK**. How old are you?

Maria: I'm **eleven** years old. And you?

Barry: I'm **eleven** years old, **too**! Oh! That's the bell!
See you!

Maria: Bye!



- 2 Match the questions to the answers. Write in your notebook.

What's your name? ①

Ⓐ 11.

Where is Barry from? ②

Ⓑ Maria.

How old is Maria? ③

Ⓒ The UK.

- 3  Complete the dialogue in your notebook. Then, act it out.

A: Hello! I'm ... What's your name?

B: My name's ... Where are you from, ... ?

A: I'm from ... And you?

B: I'm from ... How old are you?

A: I'm ... years old. And you?

B: I'm ... ! Oh! That's the bell! See you!

A: Bye!

Word

Where: asks about place

Intonation

Intonation in *Wh-* Questions

 Listen and repeat.

- Where are you from?
- What's your name?
- How old are you?

The verb *to be* (negative)

		full form	short form
singular	I	am not	'm not
	You	are not	aren't
	He She It	is not	isn't
	plural	We You They	are not



1 Fill in the gaps as in the example. Write in your notebook.

full form

1. I **am not** 11 years old.
2. Sally ... my friend.
3. Jane and I ... Australian.
4. They ... at school.

short form

1. I **'m not** 11 years old.
2. Sally ... my friend.
3. Jane and I ... Australian.
4. They ... at school.

2 Write sentences in your notebook as in the example. Use the short form of the verb.

1. Sandra is from India. **Sandra isn't from India.**
2. Bob and Bill are Brazilian.
3. We are from the USA.
4. I am from India.
5. Chris is British.

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

1. Her name's **Suzy**. (Anna)
Her name isn't/is not Suzy. Her name is/'s Anna.
2. She's **Irish**. (Canadian)
3. Rosa and Anna are **cousins**. (best friends)
4. I'm from **the UK**. (Portugal)



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

⚡ Note

We do not use short verb forms in positive negative answers. *Are you Romanian? Yes, I am.* NOT: *Yes, I'm.*

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



4 Read the text and match the questions to the answers. Write in your notebook.



Hi! I'm Peter Knowles. I'm 10 years old and I'm from the USA. This is my best friend, Kate. She's 11 years old. Our favourite subject is English.

- | | |
|--|------------------|
| Is Peter from the USA? ① | a Yes, they are. |
| Is he 11? ② | b No, he isn't. |
| Are Kate and Peter best friends? ③ | c No, it isn't. |
| Is Kate 11 years old? ④ | d Yes, he is. |
| Is History their favourite school subject? ⑤ | e Yes, she is. |

5 Put the words in the correct order to make questions. Write in your notebook.

- Greg/old/10/Is/years/? *Is Greg 10 years old?*
- Sam and you/the/from/Are/UK/?
- Brazil/Is/from/Tom/?
- Joe and Nick/friends/Are/?

6 Complete the questions with *Is, Are* in your notebook. Then, answer them about yourself.

- ... you Romanian? ...
- ... your best friend Irish? ...
- ... your favourite school subject English? ...



Landmarks of the World

by Lauren Green

25th August

I'm in London, England. London is the home of the famous Elizabeth Tower. This is where you can see Big Ben – the large bell inside the clock tower. Big Ben is quite big for a bell. It is 2.28 metres tall and 2.75 metres wide!



15th December

I'm in beautiful Surfers Paradise in Australia today. This is a beautiful seaside city. I'm at the Q1 Tower. This is a very tall tower. It's about 320 metres high. It's just over 10 years old. The view from the top floor of the building is amazing!



30th May

I'm back home in Toronto, Canada. I'm at the CN Tower. The tower is over 550 metres tall. I'm actually on a glass floor 342 metres in the air! The view of the city from here is great!



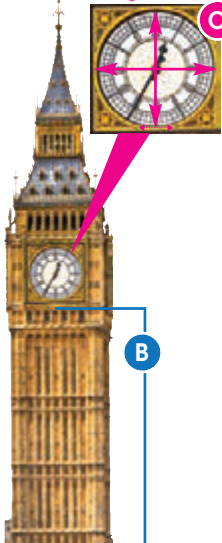
Check these words

- home • tower • bell
- view • glass • floor

Language Awareness

How tall/How high/

How big



Reading

- 1 Listen to and read the blog entries then match the phrases. Write in your notebook.

- | | | | |
|-------------------------------|---|---|---------------|
| The Elizabeth Tower is in | 1 | a | seaside city. |
| Surfers Paradise is a | 2 | b | Canada. |
| Lauren is from | 3 | c | great. |
| The view from the CN Tower is | 4 | d | London. |

- 2 Decide if the sentences are R (right) or W (wrong). Write in your notebook.

1. The name of the Tower in England is CN Tower.
2. The Q1 Tower is in Australia.
3. The Q1 Tower is ten years old.
4. The glass floor at the CN Tower is 550 metres high.

- 3 Answer the questions. Write in your notebook.

1. How big is Big Ben?
2. How tall is the Q1 Tower?
3. How high is the glass floor at the CN Tower?

Across Cultures • 1f



Culture Spot

The London Eye is a popular landmark in London.



Collect information about landmarks in your country. Prepare a poster.

Punctuation Time

We use capital letters:


- when we start a sentence. *We are 12.*
- with proper names. *Bob, England*
- with school subjects. *Maths, English, History*
- with the subject personal pronoun I. *Tim and I are friends.*
- with months. *April, May, June*

Vocabulary

4 Fill in: *seaside, bell, view, building*. Write in your notebook.


1. Big Ben is a ... inside the Elizabeth Tower.
2. My school is a very beautiful
3. The ... from the top floor of my house is amazing.
4. Constanta is a ... city in Romania.

Speaking

5  Choose one of the landmarks in the blog and fill in the sentences below. Write in your notebook. Then, tell your partner.

The ... is in It is ... tall. I ... because it is ...

Listening

6  Listen and complete the gaps (1-4) in your notebook. Where can you hear this?

Name: 1) ...

Location: 2) ... , Cape Verde

Age: 3) ... years old

Height: under 4) ... metres



7 Rewrite the sentences in your notebook. Put capital letters where needed.

1. my favourite subjects are history and english.
2. ann is from ottawa in canada.
3. her birthday is in august.

Writing (a blog entry about a landmark)

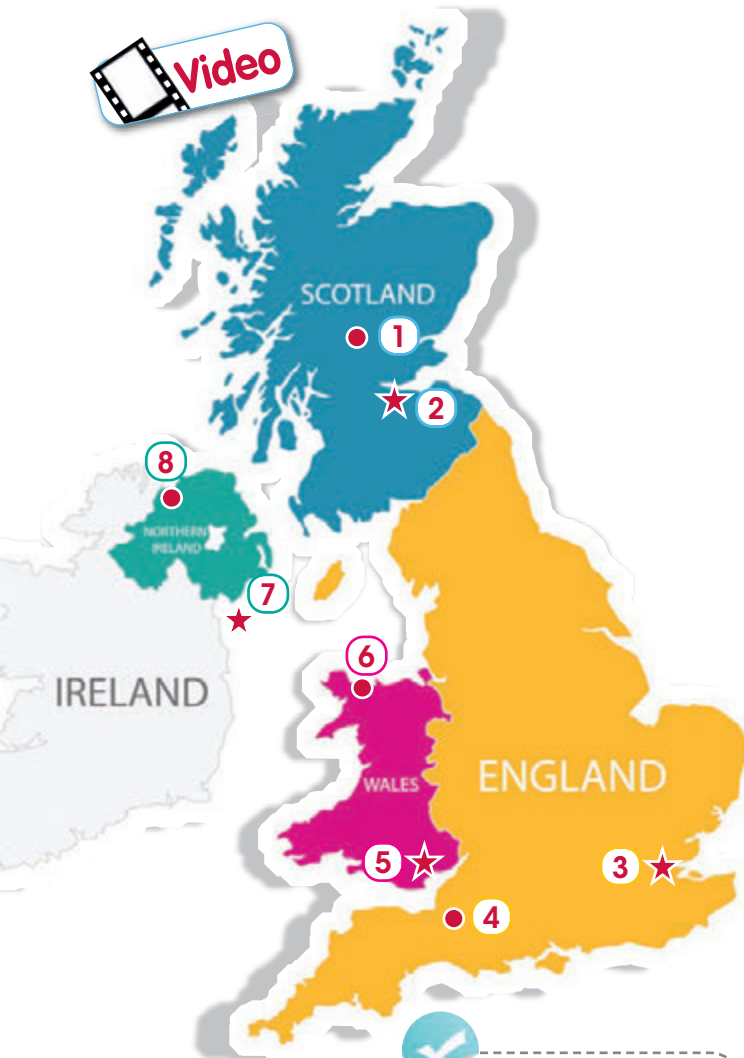
8 Use the information in Ex. 6 to complete the blog entry. Write in your notebook.

The ... by ...

The ... is a famous landmark in It is It is The ... is ...!



1 • CLIL (Geography)



The United Kingdom

England, Scotland, Wales and Northern Ireland are parts of the United Kingdom (UK). London is the capital city. English is the official language. Great Britain is the island with England, Wales and Scotland.

- ★ Edinburgh is the capital city of Scotland. A famous landmark in Edinburgh is Edinburgh Castle.
- Stirling is a city in Scotland. A famous landmark in Stirling is the William Wallace Monument.

- ★ London is the capital city of England. A famous landmark in London is the Palace of Westminster.
- Bath is a city in England. A famous landmark in Bath is the ancient Roman Spa.

- ★ Cardiff is the capital city of Wales. A famous landmark in Cardiff is the Millennium Stadium.
- Bangor is a city in Wales. A famous landmark in Bangor is the Menai Straits Bridge.

- ★ Belfast is the capital city of Northern Ireland. A famous landmark in Belfast is the Albert Clock.
- Derry is a city in Northern Ireland. A famous landmark in Derry is the old City Wall.



Check these words

- island • monument
- stadium • bridge
- wall

Grammar



We do not use **the** with names of cities, towns or villages.

- 1 Listen to and read to the texts. Find which cities the numbers 1-8 are. Write in your notebook.

Speaking & Writing

- 2 Copy the table in your notebook and complete it with the information in the texts. Present one of the countries to the class.




Country:

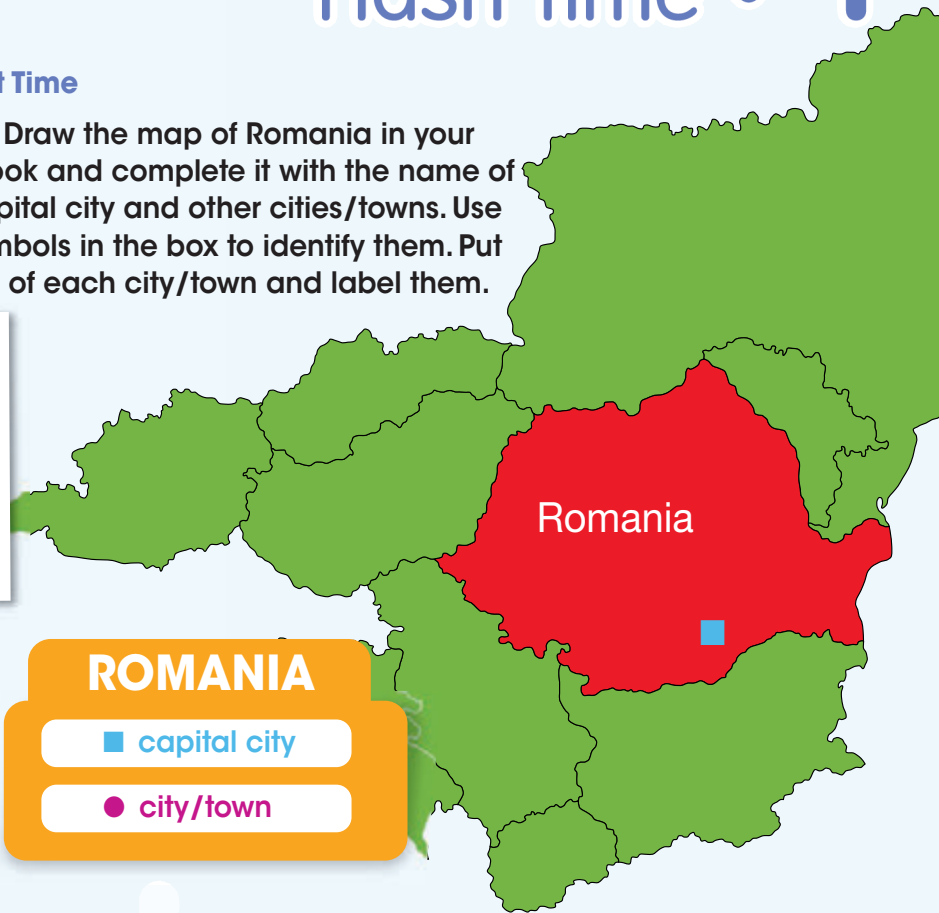
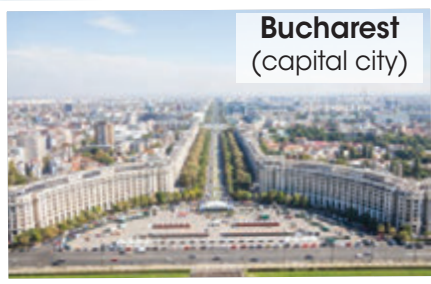
Capital city:


Other cities:

Landmarks:

Project Time

- 1  Draw the map of Romania in your notebook and complete it with the name of the capital city and other cities/towns. Use the symbols in the box to identify them. Put photos of each city/town and label them.



- 2  Copy the headings below in your notebook. Collect information about famous landmarks in each of the cities in Ex. 1 and write it under the headings. Prepare a poster. Label the photos.

Name of the Landmark

What it is (castle, bridge, wall, monument, tower, etc.)

Where it is

Presentation Skills


- 3 Use the map in Ex. 1 and your notes in Ex. 2 to present the landmarks to the class.

My country is famous for its landmarks. ... is a ... in ... etc.

!
Plan a trip to the cities in Ex. 1. Draw an itinerary.

 **VALUES**

National pride

- 4 a)  Look at the flag of Romania. What do the colours on it mean? Research information. Tell the class.
- b) Find flags of other countries with the same colours as the Romanian flag. Tell the class.



1 Progress Check

Reading

- 1 Decide if the sentences are **R (right)** or **W (wrong)**. Write in your notebook.

Famous Landmarks Video



The Willis Tower is in Chicago in the USA. It is over 40 years old. It is a very tall and beautiful building. It is just under 445 metres tall.



The Sky Tower is in Auckland in New Zealand. It is a great tower. It is about 20 years old. It is 328 metres in height. The top floor is 220 metres high.

1. The Willis Tower is in the USA.
2. The Willis Tower is over 445 metres tall.
3. The Sky Tower is a tall tower.
4. The top floor at Sky Tower is 328 metres high.

4 x 4 = 16

Vocabulary

- 2 Write the countries in your notebook.

1. Canadian - ...
2. Portuguese - ...
3. Brazilian - ...
4. British - ...
5. American - ...

5 x 1 = 5

- 3 Write the capital cities in your notebook.

1. the UK - L ...
2. Australia - C ...
3. Canada - O ...
4. New Zealand - W ...

4 x 1 = 4

- 4 Label the pictures with the correct seasons. Write in your notebook.

• spring • winter • autumn • summer



4 x 1 = 4

- 5 Complete the missing months (1-6) in your notebook. Then match the seasons from Ex. 4 to the correct group of months. Write in your notebook.

<p>a</p> <p>December</p> <p>1 ...</p> <p>February</p>	<p>b</p> <p>2 ...</p> <p>3 ...</p> <p>May</p>
<p>c</p> <p>4 ...</p> <p>July</p> <p>5 ...</p>	<p>d</p> <p>September</p> <p>6 ...</p> <p>November</p>

6 x 1 = 6

Grammar

- 6 Write the correct possessive adjective in your notebook.

- | | |
|--------------|---------------|
| 1. I - ... | 5. It - ... |
| 2. You - ... | 6. We - ... |
| 3. He - ... | 7. They - ... |
| 4. She - ... | |

7 x 1 = 7

- 7 Fill in the gaps with: *am/'m, is/'s, are/'re*. Write in your notebook.

1. This landmark ...beautiful.
2. I ...in Canada.
3. We ...from China.
4. They ...British.

4 x 1 = 4

Progress Check • 1

8 Fill in the gaps with: *'m not, isn't (x2) or aren't*. Write in your notebook.

1. I ...Brazilian.
2. Jessica ...10 years old.
3. We ...friends.
4. The building ...tall. 4 x 1 = 4

9 Complete the questions with: *is (x2), are (x2)*. Then answer them. Write in your notebook.

1. "...Steve your friend?" "Yes, he ..."
2. "...her name Carol?" "No, it ..."
3. "... you from the UK?" "Yes, we ..."
4. "...Ted and Mary from Russia?"
"No, they ...". 4 x 2 = 8

Everyday English

10 Complete the dialogue with:

- I'm eleven, too. • How old are you?
- My name's Sam. Sam Jones. • And you?

Write in your notebook.

A: Hello! I'm Tom Sims. What's your name?

B: 1) ...Where are you from, Tom?


A: I'm from the USA. **2)** ...

B: I'm from Canada. **3)** ...

A: I'm eleven years old. And you?

B: 4) ... See you! 4 x 3 = 12

Listening

11  Listen and complete the gaps (1-4) in your notebook.

Name: Tony **1.** **Nationality:** **3.**

Age: **2.** **Birthday:** **4.**



4 x 3 = 12

Writing

12 Copy and complete the email to your English pen-friend in your notebook.

MAILBOX SEND

Hello,
My name is I'm ... years old. I'm from My birthday is
What about you?
Write soon,
...

18 points
Total: 100 points

Competences

★
Good

★★
Very good

★★★
Excellent

Now I can ...

Vocabulary & Grammar

- talk about countries, nationalities and places
- talk about seasons, months, dates and ordinal numbers
- use possessive adjectives
- Use the verb *to be* (negative)
- Use the verb *to be* (interrogative & short answers)
- use *when, how old* and *where*

Reading

- match phrases to make complete sentences
- identify R/W statements
- answer comprehension questions

Listening

- listen for specific information (gap fill)

Speaking

- introduce myself/others
- ask for/give personal information
- present my country

Writing

- write a personal profile
- write a blog entry
- use capital letters

2

Family ties



What's in this module?

• Vocabulary

- Family members & Pets
- Appearance/ Personality
- Activities/ Hobbies

• Grammar

- Have got
- Possessive case ('s/s' - of the)
- Plurals (regular/ irregular)
- Can (ability)



• Words

Whose, Who

• Everyday English

- Describing a family member
- Pronunciation: /ʃ/, /tʃ/



Anna

This is my family.

1

a) Listen and repeat.

- brother - sister
- uncle - aunt
- son - daughter
- cousin

mum & dad (parents)

Mary

Emma

Tom

sister (girl) / brother (boy)

Nick

A

B

Vocabulary Family members & Pets

Vocabulary

dad = father
 mum = mother
 grandma = grandmother
 granddad = grandfather

- granddad - grandma
- dad - mum
- husband - wife



husband ♥ wife

Bob

Helen

aunt & uncle

E

Alex

Lara

Jim

Sue

granddad & grandma (grandparents)

C

D

cousin (boy/girl)

b) Look at Anna's family and complete the sentences with words from Ex. 1a. Write in your notebook.

1. Bob is Anna's **granddad**.
2. Lara is Anna's ...
3. Nick is Anna's ...
4. Sue is Anna's ...
5. Anna is Mary's ...
6. Lara is Alex's ...
7. Mary is Nick's ...
8. Helen is Anna's ...
9. Alex is Anna's ...
10. Tom is Anna's ...

2 Match the pets in the pictures (A-E) to the owner(s) (1-5). Write in your notebook.

- | | | | |
|---------------|---|---|----------|
| Emma | 1 | A | goldfish |
| Alex | 2 | B | rabbit |
| Nick | 3 | C | dog |
| Helen and Bob | 4 | D | cat |
| Jim | 5 | E | parrot |



The British Royal Family



Queen Elizabeth II (A) is the Queen of the United Kingdom. She is the Head of State. Her husband is Prince Philip (B), the Duke of Edinburgh. The Queen has got many pets, like birds, fish and horses. Her favourite pets are her Corgi dogs.

The Queen and Prince Philip have got four children – Prince Charles (C), Princess Anne (D), Prince Andrew (E) and Prince Edward (F). Prince Charles has got Jack Russell dogs as pets.

Prince William (G) and Prince Harry (H) are the children of Prince Charles, and the grandchildren of the Queen. They are very popular. Prince William has got a wife. Her name is Kate Middleton (I). She is the Duchess of Cambridge. She's very good-looking. Prince William and Kate have got two children and an English Spaniel dog.



Check these words

- royal
- Head of State
- good-looking



A Jack Russell



B English Spaniel



C Corgi

Reading

1 Listen to and read the text. Match the dogs (A-C) to their owners (1-3). Write in your notebook.

1. Queen Elizabeth II
2. Prince Charles
3. Prince William



2 Decide if the sentences are R (right) or W (wrong). Write in your notebook.

1. Prince Philip is the Head of State of the United Kingdom.
2. The Queen has got two daughters and two sons.
3. Prince William and Prince Harry are brothers.
4. Kate Middleton is beautiful.

3 Complete the sentences in your notebook.

1. Queen Elizabeth is the Queen of ...
2. The Queen's husband is ...
3. They have got four ...
4. Kate Middleton is Prince William's ...

Note

In English, when we use two words to make an adjective, e.g. noun or verb, we join them with a hyphen (-).
good-looking

Vocabulary

4 Complete the sentences with the words. Write in your notebook.


- grandchildren
- popular
- children
- good-looking

1. My brother is very ... at school. He's got many friends.
2. Jack and Susan are grandparents. They have got 6
3. My parents have got two ... – my sister and me.
4. My cousin Julia is a ... girl.




Queen Elizabeth II is the Her husband is They've got ... children: ... , ... , ... and Prince Charles has got ... sons: ... and Prince William has got a Her name's

Speaking

5  Complete the sentences about the British Royal family in your notebook. Present the British Royal family to the class.

Listening

6  Which picture shows Simon's family? Listen and write in your notebook.



Writing (a post about your family)

7 Copy and complete the short post below about your family in your notebook. Swap papers with your partner. Edit each other's post.

WARNING:

Remember Internet safety rules! Do not give personal information to people you don't know.

Update Status
Add Photos/Video

Hi everyone!

I've got a big/small family. My dad's name is He is ... years old. My mum's name is She's ... years old. I've got ... brother(s) and ... sister(s). I've/haven't got a pet. My grandfather's name is ... and my grandmother's name is I love my family!

Friends only ▼
Post

8  Find videos of the Royal Family. Prepare a quiz for your classmates.

Have got (affirmative)

		affirmative	
		full form	short form
singular	I	have got	've got
	You		
	He She It	has got	's got
plural	We You They	have got	've got



1 Complete the sentences in your notebook. Use *has got* (x2) or *have got* (x2).

- I ... a cat.
- They ... a rabbit.
- My friend ... two dogs.
- Tina ... a goldfish.

2 Look at the table and complete the sentences in your notebook.

	Gary	Helen
brother	✓	
sister		✓
cousins	✓	✓
dog		✓
cat	✓	
goldfish	✓	✓

- Gary **has got** a brother.
- Helen ... a sister.
- They ... cousins.
- Helen ... a dog.
- Gary ... a cat.
- They ... goldfish.

Note

's is the short form of the third person singular (he/she/it) of the verbs **(have)** and **be (is)**.

He's got a cat. = He has got a cat. He's eleven. = He is eleven.

3 Rewrite the sentences in your notebook, as in the examples.

- Paul's from the UK. **Paul is from the UK.**
- Steve's got a rabbit. **Steve has got a rabbit.**
- Mary's American.
- Tony's got a dog.
- Bob's got a sister.

Have got (negative)

		negative	
		full form	short form
singular	I	have not got	haven't got
	You		
	He	has not got	hasn't got
She			
It			
plural	We	have not got	haven't got
	You		
	They		



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

- Kelly has got a cat. (a dog)
No! Kelly **hasn't got a cat.**
She **has got a dog.**
- Joey has got a brother. (a sister)
- They have got a daughter. (a son)
- I have got a fish. (a bird)



Possessive case ('s/s' - of the)

Singular	Plural (regular)	Plural (irregular)	two subjects
+ 's	+ '	+ 's	+ 's
Mary's aunt	the boys' birds	the men's pets	Bob and Al's dog

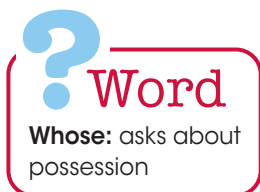
Note: We do not use 's or s' for objects. We use **of the**.
The door **of the** house is blue. (NOT: ~~The house's door.~~)

5 Choose the correct answer. Write in your notebook.

- It's the desk of the girls/girl's desk.
- The bag's colour/colour of the bag is red.
- The legs of the chair/chair's legs are blue.

6 Form questions and answers as in the example. Write in your notebook.

- rabbit? Ann's
Whose is this rabbit?
It's Ann's rabbit.
- dog? Mario's
- cat? Tom and Peter's
- parrot? the girls'



2C • Vocabulary

Physical Appearance/Personality (Adjectives)

1 a)  Listen and repeat.

Grammar

Adjectives

In English, adjectives do not change in gender or in number.

The girl is **tall**. The boy is **tall**.

The girls are **tall**.

The boys are **tall**.

Adjective

(position)

The **adjective** goes after the **verb to be** but before a **noun**.

Tom is **young**.

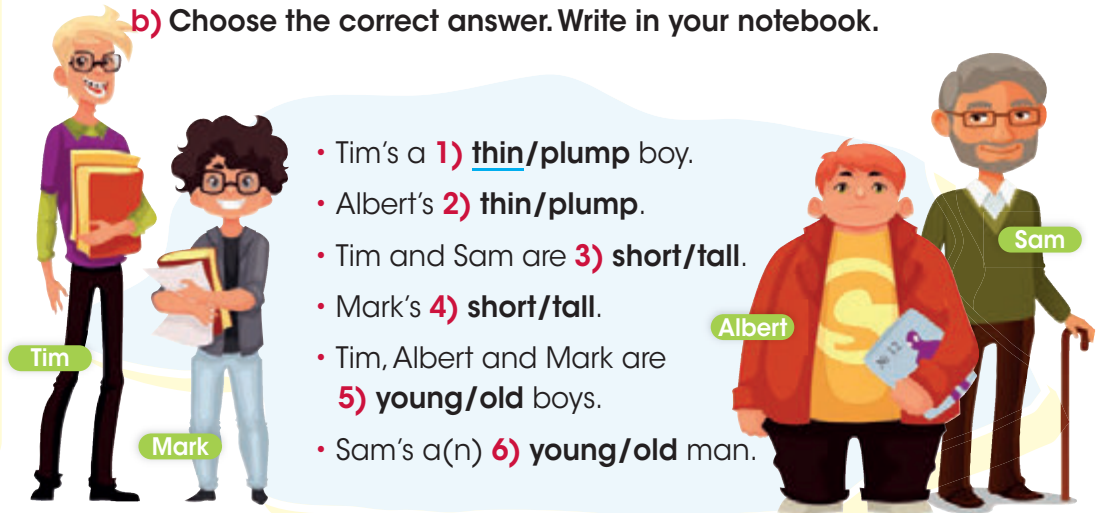
Tom is a **young** boy.

Build
• thin ≠ plump

Height
• short ≠ tall

Age
• young ≠ old

b) Choose the correct answer. Write in your notebook.




- Tim's a 1) **thin/plump** boy.
- Albert's 2) **thin/plump**.
- Tim and Sam are 3) **short/tall**.
- Mark's 4) **short/tall**.
- Tim, Albert and Mark are 5) **young/old** boys.
- Sam's a(n) 6) **young/old** man.

2  Listen and repeat. Match the adjectives to the pictures. Write in your notebook. Then say or write.

1. ~~clever~~ 2. ~~polite~~ 3. funny 4. kind 5. friendly



A: She's polite. B: He's clever.

3  Describe yourself and one of your family members to your partner.

I'm short and thin. I'm funny. My uncle Mike's young.
He's tall and thin. He's clever.

Everyday English • 2d

? Word

Who: asks about person

Describing a family member

1 Listen to the dialogue. Who are the people in the pictures?

Barry: Hi, **Nat**. How are you?

Nat: Hi, **Barry**. I'm **great**, thanks. And you?

Barry: **Not bad**. Hey, who's **that girl** over there?

Nat: Who? ... The **tall thin** one?

Barry: No, that's my **cousin Jessica**. The **short** one.

Nat: Oh, that's **my friend Hannah**.

Barry: Where's **she** from?

Nat: **She's from Australia**.

Barry: How old is **she**?

Nat: **She's 11** and **she's very friendly**. Come on, let's go and say hello.

Barry: Cool!



2 Read the dialogue. Answer the questions.

1. Who is tall?

2. Who is Hannah's friend?

3. What is Hannah like?

3 Use the adjectives on p.40 to help you. Act out a similar dialogue.

A: Hi, How are you?

B: Hi, I'm ... , thanks. And you?

A: Who's that ... over there?

B: Who? ... The ... one?

A: No, that's The ... one.

B: Oh, that's

A: Where's ... from ... ?

B:

A: How old is ... ?

B: ... and ...'s very Come on, let's go and say hello.

A: Cool!

Pronunciation

/ʃ/, /tʃ/

Listen and repeat.

/ʃ/ short, shirt, British

/tʃ/ cheese, chair, Chinese

have got (interrogative & short answers)

	interrogative			short answers	
singular	Have	I	got?	Yes, I/you have .	
		you		No, I/you haven't .	
Has	he	Yes, he/she/it has .			
	she	No, he/she/it hasn't .			
plural	Have	it	Yes, we/you/they have .		
		we	No, we/you/they haven't .		
		you			
		they			



1 Match the questions to the answers. Write in your notebook.

- | | | | |
|---------------------------------|---|---|-----------------|
| Have you got a cat? | 1 | a | Yes, they have. |
| Has Jack got a parrot? | 2 | b | Yes, we have. |
| Have the children got bikes? | 3 | c | No, she hasn't. |
| Has Julie got a sister? | 4 | d | Yes, I have. |
| Have Zack and you got a cousin? | 5 | e | No, he hasn't. |











2 Fill in the gaps with: *have* (x3), *has* (x3), *haven't* or *hasn't*. Write in your notebook.

- "Have Ann and Tom got a pet dog?" "No, they **haven't**."
- "... you got a brother?" "Yes, I"
- "... your best friend got a cat?" "Yes, he"
- "... Mario got a goldfish?" "No, he"

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

- they/a big family? (Yes)
Have they got a big family? Yes, they have.
- she/a brother? (No)
- you/a sister? (No)
- Mark/a rabbit? (Yes)
- You and Maria/a dog? (Yes)

Plurals (regular)

Nouns ending in	most nouns	s, ss, sh, ch, x, o	vowel + y	consonant + y	f, fe
Plural endings	+ -s	+ -es	+ -s	y + -ies	f/ fe + -ves
Examples					
Singular	 apple	 dress	 key	 butterfly	 leaf
Plural	 apples	 dresses	 keys	 butterflies	 leaves

4 Write the plurals of the words in the list in your notebook.

1. brush 2. baby 3. box 4. girl 5. bus 6. boy 7. scarf



Grammar

There are no rules for irregular plurals. You have to learn them by heart.
woman → women,
foot → feet

Plurals (irregular)

5 Complete the gaps with the correct word. Write in your notebook.



2f • Across Cultures



SUPER FAMILY



**Not all families are the same.
Some are more unusual than others!**

Superman is from the planet Krypton. His home on Earth is in Smallville, USA. His name is Clark Kent. His parents are Jonathan and Martha Kent. He has got a best friend – Lois Lane, and a pet dog – Krypto the Superdog! He is tall and strong. Superman has got a red and blue outfit with a big red 'S' on the front. He can fly very fast and lift heavy objects. He's a great hero!

Supergirl is Superman's cousin. She is from Krypton, too! Her real name is Kara Zor-El. She has got a sister. Her name's Alex. Supergirl is short, thin and beautiful. She is very kind and friendly. She has got a red and blue outfit, just like her cousin! She can fly very fast and become invisible. She is only a beginner superhero, but she's really brave!

Check these words

- strong • outfit
- beginner • brave



Culture Spot

Captain Britain is a famous superhero in the UK. His real name is Brian Braddock.



Who's a famous superhero in your country?

Reading

- 1 Listen to and read the texts. Then, match the sentences to the correct characters below. Write in your notebook.

Who ...

- | | |
|----------------------------------|---------------------------|
| is Superman's best friend? ① | Ⓐ Supergirl. |
| has got a pet? ② | Ⓑ Lois Lane. |
| has got a sister? ③ | Ⓒ Superman and Supergirl. |
| has got a red and blue outfit? ④ | Ⓓ Superman. |

- 2 Decide if the sentences are **R (right)** or **W (wrong)**. Write in your notebook.

1. Superman's home is in the USA.
2. The name of Superman's dog is Lois.
3. Superman and Supergirl are from the same place.
4. Supergirl is tall.

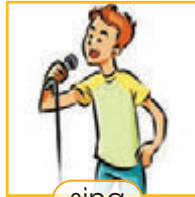
Speaking

- 3 Present one of the superheroes to the class.

Superman is from Krypton. His name is Clark Kent. etc.

Vocabulary Activities & hobbies

4 Listen and repeat:



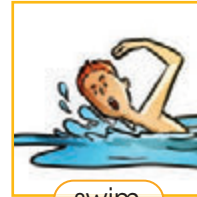
sing



jump



dance



swim



ride a bike



cook



surf



draw



play football



play the guitar

5 Read the table. Ask and answer questions about the activities in Ex. 4.

can

Affirmative	Negative
I/You/He etc. can play tennis.	I/You/He etc. can't dance.
Interrogative & short answers	
Can I/you/he etc. ride a bike?	Yes, I/you/he etc. can . No, I/you/he etc. can't .

A: Can you jump?

B: Yes, I can./No, I can't.

Listening

6 Listen and complete the gaps (1-5) in your notebook.

Name: The Flash
Where from: **1)** ..., USA
Real name: Barry **2)** ...
Appearance: tall and **3)** ...
Character: **4)** ...
Family: husband of Iris West, uncle of **5)** ... (the third Flash)



Create your own superheroes. Present them to the class.

Writing (a poster of your favourite cartoon characters)

7 Make a poster of your favourite cartoon characters. Present it to the class. Say who they are and what they can do.

2 • CLIL (Science)



canary



frog



dog

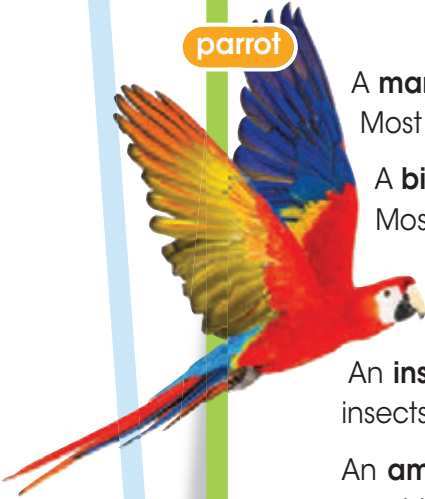


cat

Animals



butterfly



parrot

A **mammal** is an animal that can drink milk from its mother. Most mammals, such as dogs and cats, have got fur.

A **bird** is an animal that has got feathers, two wings and two legs. Most birds, such as canaries and parrots, can fly, but penguins can't.

We can find **fish** in the water. Most fish, for example trout, have got fins and scales.

An **insect** is an animal that has got three main body parts and six legs. Some insects, such as butterflies, have got wings.

An **amphibian** can live some time in the water and some time on land. Most amphibians, such as frogs, have got smooth skin.



trout

Check these words

- fur • fin • scale
- smooth • skin



penguin

Reading

1 Listen to and read the text and decide if the sentences are **R** (right) or **W** (wrong). Write in your notebook.

- Mammals have got scales.
- Birds have got feathers.
- All birds can fly.
- Fish have got fur.
- Some insects have got wings.
- Amphibians can't live in water.

Speaking

2 Use the photos to present one of the types of animals to the class.

Dogs and cats are mammals. They drink milk from their mothers. They've got fur.

Project

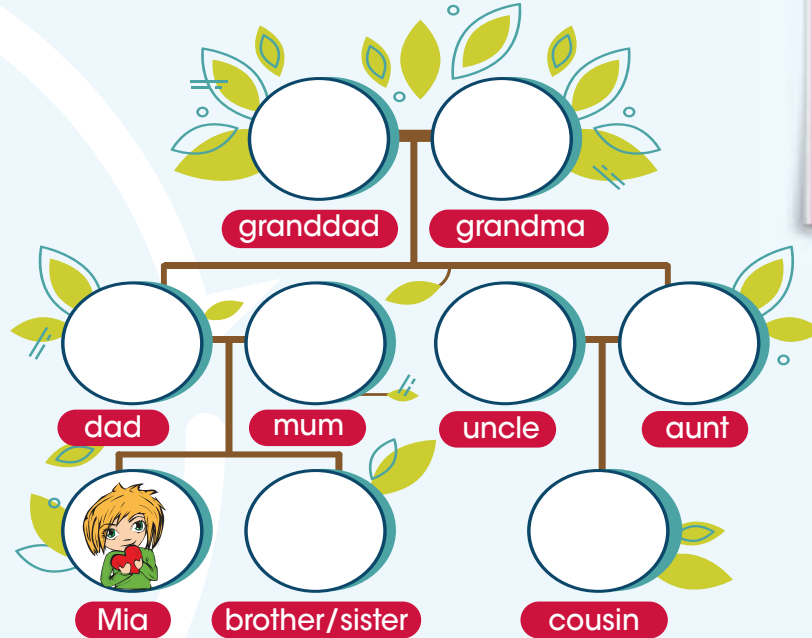
3 Create a poster. Collect photos of various types of animals. Classify them under the headings: **mammals**, **birds**, **fish**, **insects**, **amphibians**. Label the animals. Display your poster in class.

Project Time 2

- 1 Mia is the hero of your new book *A Day in the Life of Mia*. Create a family for Mia. Copy the family tree below and draw the pictures of the people in her family.



! Create an album with your and your family's hobbies.



- 2 Copy and complete the table below for each of Mia's family members in your notebook.

Family member	Name	Age	Appearance	Personality	Hobbies
granddad	Jerry	63	tall and fat	funny	reading

Presentation Skills

- 3 Use the family tree in Ex. 1 and your notes in Ex. 2 to present Mia's family to the class.

This is Mia's Family. Her granddad's name is Jerry. He is 63 years old. He is tall and fat. He is funny, etc.

- 4 Draw your family tree. Present it to the class.

VALUES

Family

Family is not an important thing. It's everything.
Michael J. Fox

In time of test, family is best.
Burmese Proverb

- 5 a) Discuss the sayings.
b) **Think** Complete the sentence in your notebook. Use one of these words: *the best, everything, special*.

My family is



2 • Progress Check

Reading

- 1 Decide if the sentences are **R (right)** or **W (wrong)**. Write in your notebook.

Posted by Ji.....y

Hi guys! Who is your favourite hero?	● Offline	Joined: 10/8
	Newbie	Posts: 14

Hi,
My name is Dan and I'm from London. My favourite hero is Captain Britain. He is from Essex in the UK and his real name is Brian Braddock. He is a clever man. He is an amazing hero!

1. Dan is from Essex.
2. Captain Britain is a superhero.
3. Essex isn't in the UK.
4. Captain Britain's real name is Dan Braddock.
5. Captain Britain is clever.

5 x 3 = 15

Vocabulary

- 2 Complete the pairs in your notebook.

1. mum - d ...
2. grandma - g ...
3. uncle - a ...
4. brother - s ...
5. wife - h ...
6. son - d ...

6 x 1 = 6

- 3 Look at the picture and choose the correct answer. Write in your notebook.

Amanda is tall/short and thin/fat.

She's also very old/young.



2 x 1 = 2

Grammar

- 4 Fill in the gaps with the correct form of *have got*. Write in your notebook.

1. Jane ... two brothers. (✓)
2. ... Henry and Bob ... a sister? (?)
3. We ... a pet. (X)
4. I ... long brown hair. (✓)
5. ... Jim ... any cousins? (?)
6. My grandma ... a dog. (X)

6 x 2 = 12

- 5 Complete the sentences with **can (✓)** or **can't (X)**.

1. They ... do martial arts. (X)
2. Ann ... do gymnastics. (✓)
3. We ... play football. (✓)
4. You ... play basketball. (X)
5. I ... run fast. (✓)

5 x 1 = 5

- 6 Choose the correct answer. Write in your notebook.

1. **Ann's/Anns'** brother is tall.
2. The **house's door/door of the house** is blue.
3. The **girl's cat/cat of the girl** is Fluffy.
4. The **bikes of the boys/boys' bikes** are red.
5. The **legs of the chair/chair's legs** are pink.

5 x 1 = 5

- 7 Write the plural of the words below in your notebook.

- | | |
|----------------|----------------|
| 1. child - ... | 6. man - ... |
| 2. box - ... | 7. foot - ... |
| 3. toy - ... | 8. watch - ... |
| 4. baby - ... | 9. girl - ... |
| 5. class - ... | 10. wife - ... |

10 x 1 = 10

Progress Check • 2

Everyday English

8 Complete the dialogue with:

- Let's go and say hello.
- That's my friend Joey.
- Hey, who's that boy over there?
- The short thin one?

Write in your notebook.

A: Hi Jade. **1)** ...

B: Who? ... **2)** ...

A: No. **3)** ... The tall one.

B: Oh, that's my cousin Eric. He's eleven and he's very kind. **4)** ...

A: Cool!

4 x 3 = 12

Listening

9 For questions 1-5, choose the correct answer (A, B or C). Write in your notebook.

1. Who is Jane?
A Anna's aunt B Anna's sister
C Anna's mum
2. How many brothers has Anna got?
A 2 B 3 C 5
3. How old is Anna's dad?
A 35 B 40 C 42
4. Who is Alex?
A Anna's granddad B Anna's cousin
C Anna's uncle
5. Who's Anna's aunt?
A Helen B Sue C Kelly

5 x 3 = 15

Writing

10 Copy and complete the email to your English pen-friend about one of your family members in your notebook.

MAILBOX

Hello,
My ... name is He/She is ... years old.
He/She's He/She is
What about you?
Write soon,
...

18 points

Total: 100 points

Competences

★
Good

★★
Very good

★★★
Excellent

Now I can ...

Vocabulary & Grammar

- talk about family members and pets
- talk about physical appearance & personality
- talk about hobbies and activities
- use *have got*
- use possessive case
- use plurals
- use *can* (ability)
- use *whose* and *who*

Reading

- match phrases to make sentences
- identify R/W statements
- answer comprehension questions

Listening

- listen for specific information (gap fill)

Speaking

- present myself/others
- ask for/give personal information
- present a family
- present types of animals

Writing

- write a personal profile
- write a blog entry
- use capital letters

3. Home, ...

What's in this module?

• Vocabulary

- Rooms in a house
- Furniture & Appliances
- Public places near my house
- Signs in public places

• Grammar

- *There is/There are* (affirmative & negative)
- Prepositions of place
- *a/an - some - any*
- *there is/there are* (interrogative & short answers)
- *this/these - that/those*

• Everyday English

- Describing your home
- Pronunciation: /ɑ:/, /ɔ:/



garden

Vocabulary

Rooms/Places of a house

1 Match the rooms (1-5) to the pictures (A-E). Write in your notebook.

◀▶ Listen and check, then repeat.

1. child's bedroom C
2. kitchen
3. bathroom
4. parents' bedroom
5. living room

sweet home



garage

Furniture & Appliances

2 Listen, point and say.

- | | | | |
|-------------|---------------|------------|------------------|
| 1. curtains | 6. washbasin | 11. sink | 16. sofa |
| 2. pillows | 7. wardrobe | 12. cooker | 17. coffee table |
| 3. bed | 8. carpet | 13. fridge | 18. lamp |
| 4. toilet | 9. desk | 14. table | 19. armchair |
| 5. bath | 10. cupboards | 15. chairs | 20. bookcase |

3 List the words in Ex. 2 under the headings. Write in your notebook.

furniture	appliances	other
bed	cooker	curtains

4 Ask and answer questions, as in the example.

A: Where's the bed?

B: It's in the child's/parents' bedroom.

3a. Reading



Reading

1 Look at the pictures. What kind of room can you see?



Check these words

- quiet • street • floor
- footballer • wall

Hi Mark,
How are you? I'm so happy with my new house! It's in a quiet street near a park and there's a garden outside. My house is big. There's a large living room, a nice kitchen and two bedrooms. The living room and the kitchen are downstairs. My favourite room is my bedroom. It's on the first floor. There's a bed, a desk and a bookcase in it. The curtains are blue. There are posters of my favourite footballers, too. Please, come and see me! How about this Saturday? Let me know.
Write back,
Peter



2 Listen to and read the email. Which picture is Peter's room?

3 Read again and decide if the sentences are **R (right)** or **W (wrong)** or **DS (doesn't say)**. Write in your notebook.

1. Peter's new house has got a garden.
2. There are three bedrooms.
3. His bedroom is downstairs.
4. Peter's bedroom has got a balcony.
5. Peter has got posters in his room.

4 Answer the questions. Write in your notebook.

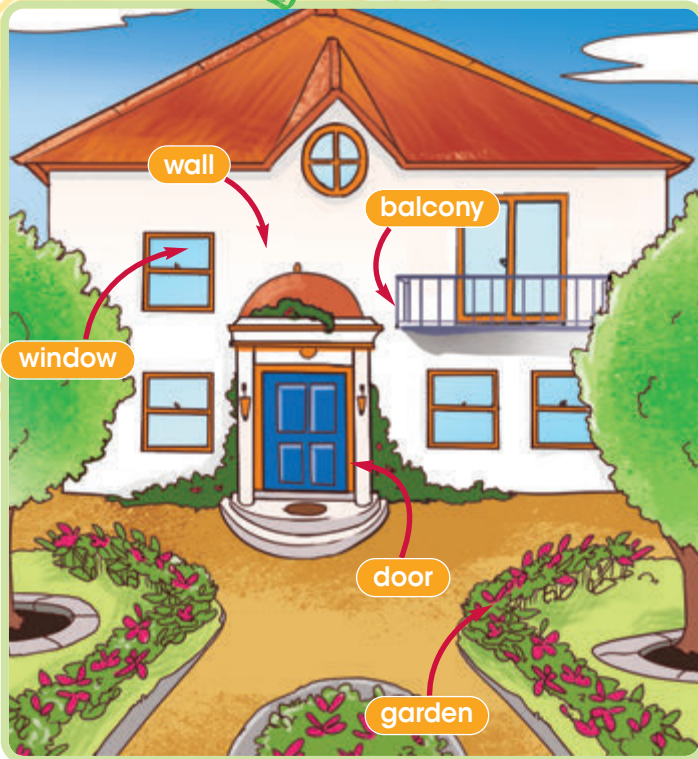
1. Where is Peter's house?
2. Is his house big?
3. What rooms are downstairs?
4. What colour are the curtains in his room?

⚡ Note

Learn words with their opposites. This helps you remember them.
thin ≠ plump

5 Find the adjectives in the text that are the opposites to the adjectives below. Write in your notebook.

1. old house ≠ ... house
2. noisy street ≠ ... street
3. small living room ≠ ... living room
4. horrible kitchen ≠ ... kitchen



Vocabulary Parts of a house

6 Fill in the gaps with: *door, walls, balcony, window and garden.* Write in your notebook.

1. Emma's bedroom has got yellow
2. There's a big ... with chairs and a table upstairs.
3. There are beautiful flowers in the
4. Come in! The ... is open.
5. There are curtains in front of the ... in our living room.

Speaking

7 **Think** Compare Peter's house to your house.

Peter's house is big. My house is big, too.

Peter's house is near a park. My house isn't near a park.

Writing

8 Write an email to your English-speaking friend (50-60 words). In your email: **explain where your house is**, **say how many rooms there are**, **describe your bedroom**, **invite him/her to visit**.

3b Grammar

This is my bedroom.
There is a bed, a desk and a chair in it. There are posters on the wall, too.



There is - There are (affirmative & negative)

form	singular	plural
affirmative	There is/'s	There are
negative	There isn't/is not	There aren't/are not

Grammar

We use **this/these** for people/things near us.
We use **that/those** for people/things far from us.

1 Fill in the gaps with *is, isn't, are* or *aren't*. Write in your notebook.

In the living room, ...

- there ... a sofa. (✓)
- there ... four pictures. (X)
- there ... a coffee table. (✓)
- there ... a carpet. (X)
- there ... books in the bookcase. (✓)
- there ... two armchairs. (X)



2 Describe the picture as in the example. Use the prompts in the box to help you.

There are windows in the room.

- window
- bookcase
- wardrobe
- carpet
- desk
- lamp
- chair
- bed
- curtains

This/These - That/Those

3 Look at the picture. Write what Mary says in your notebook.



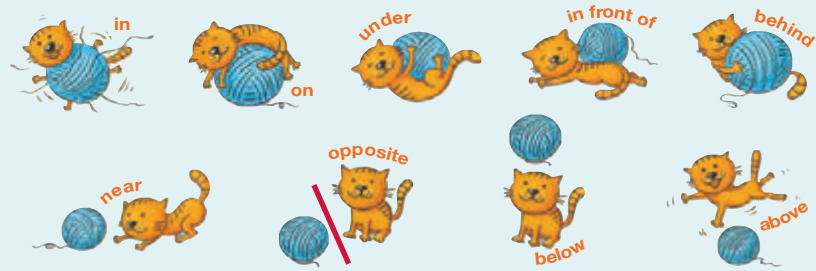
4 Point to things near/far from you in the classroom and make sentences. Use *this/these, that/those*.

This is my desk.

Game!

One student goes outside the classroom. Hide the ball. The student asks questions to find the ball.

Prepositions of place



We use prepositions of place to show where someone or something is.

- Look at the pictures above. Look and say.
The cat is in the ball.
- Choose the correct preposition. Write in your notebook.

This is my bedroom. It has got red curtains and a carpet **1) under/in front of** the bed. There is a white bookcase **2) opposite/behind** the window. There is a lamp **3) on/in** the bookcase. There are pictures **4) above/on** the bed and there is an armchair **5) below/near** the window. It's great!



Writing (a short post describing your bedroom)

- Post a description of your bedroom. Use the text in Ex. 6 as a model. Write in your notebook.

◂ ◃

🔍

✎ Update Status
➡ Add Photos/Video

Hello, friends!

My bedroom is There is There are

It's great!

Friends only ▼

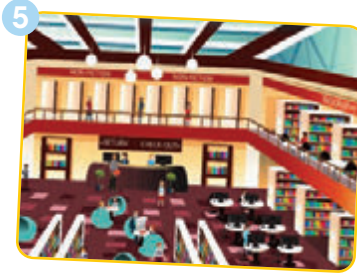
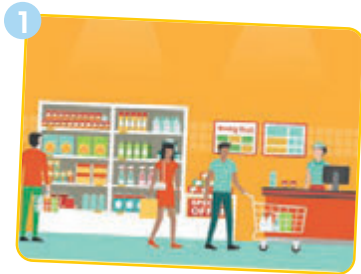
Post

3C • Vocabulary

Public places near my house



1 a) Label the pictures with: *cinema, park, hospital, library, gym, supermarket*. Write in your notebook.



b) Listen and check. Then, repeat.

Speaking

2 Tell your partner which places there are/aren't near your house.

Near my house, there is a cinema, a gym and a park. There isn't a library.



Announcements & Messages in public places

3 Look at the pictures below. In which of the places in Ex. 1a can you see them? What do they mean?



Everyday English • 3d

Describing your home

- 1 a) Complete the dialogue with the sentences (A-D). Write in your notebook.



- Barry:** Your house is awesome!
Nat: 1) ...
Barry: It's really big. There is a living room and a kitchen downstairs. The bedrooms and the bathroom are upstairs.
Nat: 2) ...
Barry: Yes, it is. There's a bed, a desk with a computer on it, a wardrobe and a carpet on the floor.
Nat: 3) ...
Barry: No, there isn't, but that's OK.
Nat: 4) ...
Barry: Because there's a big park opposite my house!

- A** Why's that?
B Thanks. What's your house like?
C Is your room big?
D Sounds nice. Is there a garden?

- b) Which is Barry's bedroom: A or B?

- 2 Listen and check. Then, act out the dialogue in pairs.

- 3 Complete the exchanges with phrases below. Write in your notebook.

- What's your house like?
- Is your room big?
- Is there a garage?
- Is it near a park?

1. A: What's your house like?
 B: My house is small and modern.
2. A: ... ?
 B: No, there isn't, but there's a garden.
3. A: ... ?
 B: No. It's small.
4. A: ... ?
 B: Yes. It is.

- 4 Act out a similar dialogue about your house and bedroom.

Pronunciation

/ɑ:/, /ɔ:/

- Listen and repeat.

/ɑ:/ garden, bathroom, carpet

/ɔ:/ awesome, wardrobe, small



A/An - Some - Any

form	singular (a/an)	plural (some/any)
affirmative	There is a book.	There are some books.
negative	There isn't a poster.	There aren't any posters.
interrogative	Is there an armchair?	Are there any armchairs?

1 Match the phrases to make sentences. Write in your notebook.

- There is ① **a** some pillows on the bed.
 There are ② **b** any chairs in the room.
 There isn't ③ **c** an armchair in the living room.
 There aren't ④ **d** a sofa in the bedroom.

2 Choose the correct word. Write in your notebook.

- There's **an/a** sofa in the living room.
- There are **some/any** chairs in the bedroom.
- Is there **a/an** desk in the room?
- There aren't **some/any** pillows on the bed.

3 Fill in the gaps with: *a/an, some or any*. Write in your notebook.

- There are ... paintings on the wall.
- There isn't ... armchair in the kitchen.
- There aren't ... books on the desk.
- There is ... bookcase in my bedroom.

4 Fill in the gaps with: *There is, There isn't, There are, There aren't* and *a/an, some or any*. Write in your notebook.

- There is **a** bed.
- ... desk.
- ... wardrobe.
- ... pictures on the wall.
- ... armchair.
- ... books in the bookcase.
- ... table.
- ... cupboards.

Grammar

a/an + singular countable noun
some + plural countable noun in the affirmative
any + plural countable noun in the negative and interrogative



Grammar

In short answers we can't say: Yes, there's or Yes, there're.

There is - There are (interrogative & short answers)

form	singular	plural
interrogative	Is there?	Are there?
short answers	Yes, there is. / No, there isn't.	Yes, there are. / No, there aren't.



5 Complete the sentences in the interrogative. Write in your notebook.

- There is a book on the desk. **Is there** a book on the desk?
- There are four chairs in the kitchen. ... four chairs in the kitchen?
- There is a sofa in the living room. ... in the living room?
- There are pictures on the wall. ... ?

6 Complete the sentences below with the correct form of *there is - there are*. Write in your notebook.

- A: ... a carpet in the room?
B: Yes,
- A: ... any pictures on the walls?
B: No,
- A: ... a bookcase in your room?
B: No,
- A: ... any chairs in the kitchen?
B: Yes,

Speaking

7 Ask and answer questions as in the example.

- ~~pictures~~
- ~~bed~~
- sofa
- carpet
- coffee table
- bookcase
- armchairs
- cupboards
- windows
- bath
- cooker
- curtains
- fridge



A: Are there any pictures on the wall?
B: Yes, there are.

A: Is there a bed in the room?
B: No, there isn't.



British HOMES

There are many types of houses in the UK. Some are big. Some are small. Some are in the city centre and some are in the countryside. Here are the main types of houses in the UK.

detached

A detached house is on its own with a garden and a driveway. Detached houses are big and are usually in the suburbs. They are popular with families, but they are expensive.



bungalow

Bungalows are small houses with gardens. They have only got one floor. There are bungalows in small towns and in the suburbs.



terraced

Terraced houses are houses in long rows. These houses are in city centres and in big towns. They are small and sometimes there is a small garden or a yard at the back.



block of flats

In city centres, there are blocks of flats. These homes are on top of each other. Some blocks of flats are very tall with good views at the top. They are very popular with young people.



semi-detached

Semi-detached houses are two houses together with a garden. They are popular with families, too. There are semi-detached houses in the suburbs and in a lot of big towns.



cottage

In the countryside, there are cottages. These houses are small with big gardens. They are very pretty.



Reading

- 1  Listen to and read the webpage and match phrases 1-3 to phrases a-c. Write in your notebook.

- | | |
|------------------------|-----------------------------------|
| A detached house 1 | a are two houses together. |
| Semi-detached houses 2 | b are homes on top of each other. |
| Blocks of flats 3 | c is expensive. |

- 2 Decide if the sentences are **R** (right) or **W** (wrong) or **DS** (doesn't say). Write in your notebook.

- | | |
|--|-----------------------------------|
| 1. Terraced houses have always got a garden in the back. | 3. Cottages are expensive houses. |
| 2. Blocks of flats are in city centres. | 4. Bungalows have got two floors. |

Check these words

- countryside
- driveway • suburb
- row • yard • floor



Culture Spot

Buckingham Palace is the official residence of the Monarch in the UK. It's got 775 rooms.



What is the official residence of the head of state in your country?

Punctuation Time

We use commas to separate elements in a list.

There is a sofa, a lamp, an armchair and a TV in the living room.



my house

3 Answer the questions in your notebook.

1. What types of houses are there in city centres?
2. What types of houses have got a garden?

Vocabulary

4 Complete the sentences with: *driveway, suburbs, yard* or *floors*. Write in your notebook.

1. My house has got two
2. We have got a lovely ... at the back of the house.
3. Tom's house isn't in the city centre. It's in the
4. My dad's car is in the

Speaking

5 Present one of the different types of English homes to the class in your own words. Write in your notebook.

Detached houses are big. They're in the suburbs. They've got gardens and driveways.

6 Collect pictures of various types of houses in your country. Prepare a poster. Present it to the class.

Listening

7 Listen to the conversation and decide if the sentences are R (right) or W (wrong). Write in your notebook.

1. Bill's house is very big.
2. The house's got 3 bedrooms.
3. It's an old house.
4. There's a park near Bill's house.

8 Rewrite the sentences. Put commas where necessary. Write in your notebook.

1. There is a desk a bed and a chair in my bedroom.
2. My house has got a kitchen a living room two bedrooms and a bathroom.

Writing (a short message about your house)

9 Write a short message to your English-speaking friend about your house. Use the message below to help you.



Hi ... ,
My house is the one with Inside, there is It's number 9 on Apple street.
See you soon,
...

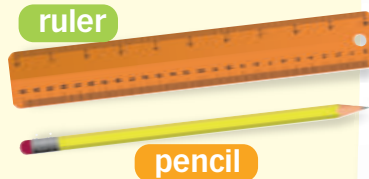


- 1 Listen to and read the text and complete the missing words in your notebook.

Draw a Map to Scale

A scale of a map is the relationship between the size of something on the map and its size in the real world. Let's draw a map to scale.

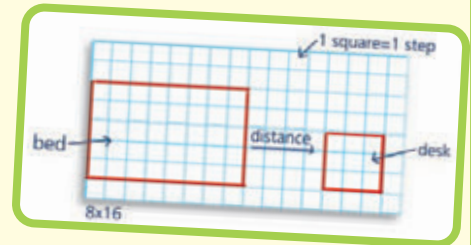
What you need:



graph paper

What you do:

- Choose two objects **1)** i _ _ your bedroom, like your bed and the desk or the chair and the window.
- Use steps to measure the distance.
- Walk in a straight line. Place your feet from heel to toe. Count how many steps it takes to get from one object to **2)** t _ _ other. Write down the number of steps.
- Choose a scale, like one square on the graph is the same as one step. Use the ruler to draw a map of **3)** y _ _ _ room. Use the measurements in steps. Write the map scale at the bottom of the graph paper.
- This **4)** i _ _ a scaled map of your room.



Check these words

- scale • relationship
- size • step
- measure • distance
- measurement

- 2 Answer the questions in your notebook.

1. What is a scale of a map?
2. What are the things you need to draw a map to scale?

- 3 Use the information in the text to draw a scaled map of your room or your classroom. Present it to the class.

Project Time 3

- 1 Look at Victor's dream house and describe it to the class.

My Dream House

by Victor Albescu



Game!



Get a board game template. Draw pictures/signs related to houses and signs. Play the game.

- 2 Use the table below and your own ideas to create your dream house. How similar is it to Victor's?

Where it is	Size	What there is outside	How many/What rooms it has got	Furniture in each room
countryside town suburbs city centre	small big huge etc	balcony garden garage driveway	kitchen living room bathroom bedroom etc	chairs table bed bookcase etc

Presentation Skills

- 3 Use your drawing and notes in Ex. 2 to present your dream house to the class.

My dream house is in It is Outside the house there is Inside the house there are ... rooms. There is a In the ... , there is etc.



VALUES

Home

- 4 a) Discuss the saying.

My home, my castle.

b) **Think** Complete the sentence in your notebook. Use one of these words: *big, beautiful, small, old, modern.*

My home is great because it's



3 Progress Check

Reading

- 1 Read the text and answer the questions in your notebook.

Number 10



10 Downing Street or 'Number 10' is the office and house of the British Prime Minister. It is also the name of the building. There is a police officer in front of its black front door. The building is three hundred years old, and has got one hundred rooms. The Prime Minister's house is on the third floor. The other floors have got offices. There is kitchen in the basement. At the back, there is a courtyard with a nice garden. Number 10 is near Buckingham Palace, the Queen's house, just a short walk from the Houses of Parliament.

1. Whose home is 10 Downing Street?
2. How old is the building?
3. How many rooms has it got?
4. Which floor is the Prime Minister's house on?

4 x 5 = 20

Vocabulary

- 2 Choose the odd word out. Write in your notebook.

1. kitchen - bedroom - bathroom - carpet
2. bookcase - wardrobe - library - cupboard
3. pillow - armchair - sofa - chair
4. floor - door - window - garden
5. hospital - garage - gym - cinema

5 x 2 = 10

Grammar

- 3 Fill in: *this, these, that, those*.

1. 

... is a chair and ... is a desk.

2. 

... are books and ... are magazines.

3. 

... is a guitar and ... are glasses.

4. 

... are shoes and ... is a cap.

4 x 1 = 4

- 4 Fill in: *there is* or *there are*. Write in your notebook.

1. ... curtains in the bedroom.
2. ... a cooker in the kitchen.
3. ... two windows in the room.
4. ... a table in the living room.

4 x 1 = 4

- 5 Fill in: *some* or *any*. Write in your notebook.

1. Are there ... books on the desk?
2. There are ... pillows on the bed.
3. There aren't ... posters on the wall.
4. There are ... cupboards in the kitchen.

4 x 2 = 8

- 6 Choose the correct preposition. Write in your notebook.

1. The flowers are **on/in** the table.
2. The sofa is **under/opposite** the chair.
3. The computer is **below/on** the desk.
4. The carpet is **above/in front of** the bed.
5. The wardrobe is **in/near** the bed.

4 x 1 = 4

Progress Check • 3

Everyday English

7 Complete the dialogue with:

- It's great! • Is there a balcony?
- What's your new house like?
- What's your room like?

Write in your notebook.

A: Hi, Paul! **1)** ...

B: Hi, Jessie! **2)** ... It's got a kitchen, a living room and a bathroom downstairs, and two bedrooms and a bathroom upstairs.

A: **3)** ...

B: It's not very big. There's a bed, a desk and a chair.

A: **4)** ...

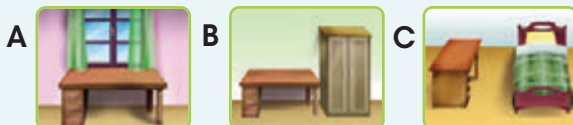
B: Yes, there is.

4 x 3 = 12

Listening

8 Listen and choose the correct answer (A, B or C). Write in your notebook.

1. Where's the desk?



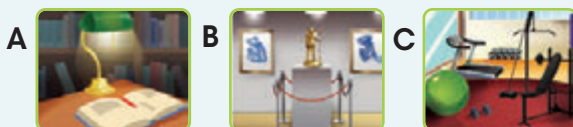
2. Which floor is John's house on?



3. What hasn't Kate got in her bedroom?



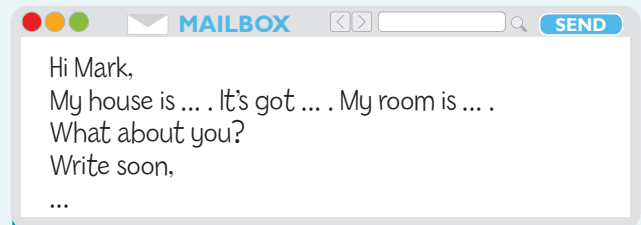
4. Where's Peter?



4 x 4 = 16

Writing

9 Copy and complete the email to Mark about your house in your notebook.



22 points
Total: 100 points

Competences

★
Good

★★
Very good

★★★
Excellent

Now I can ...

Vocabulary & Grammar

- talk about houses rooms, furniture and appliances
- talk about public places near my house
- recognise signs in public places
- use *there is - there are*
- use prepositions of place
- use *a/an - some - any*
- use *this/these - that/those*

Reading

- match phrases to make complete sentences
- identify R/W/DS statements
- complete sentences with missing information
- answer comprehension questions

Listening

- identify R/W statements

Speaking

- identify location • describe my home
- present my dream house

Writing

- punctuate sentences
- write an email/a message about my house

4. Every day

What's in this module?

- **Vocabulary**
 - Daily routine
 - Free-time activities
 - Sports
 - School rules
- **Grammar**
 - Present simple
 - Adverbs of frequency
 - Prepositions of time/movement
 - Question words
- **Everyday English**
 - Making arrangements -
 - Accepting/ Refusing
 - Pronunciation: /θ/, /ð/

⚡ Note

In English, we can use the 12-hour clock or the 24-hour clock when writing. We usually only use the 12-hour clock when speaking. *It's 6 pm.* NOT: ~~#s 18:00.~~

IN THE MORNING 12:00 am – 12:00 noon



7:00 get up

Barry's daily routine



7:10 take a shower

IN THE AFTERNOON 12:00 noon – 6:00 pm

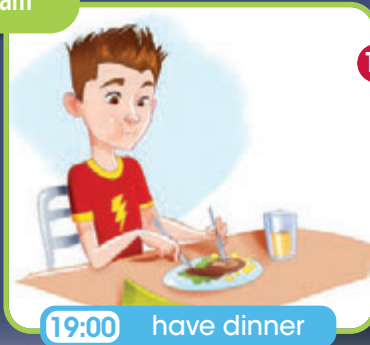


13:00 have lunch



15:30 finish school

IN THE EVENING 6:00 pm – 12:00 am



19:00 have dinner



20:00 watch TV

Vocabulary

Daily routine/Free-time activities

- 1 🗣️ Listen and repeat.



3

7:30 have breakfast



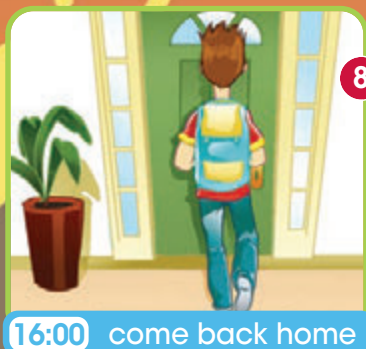
4

7:45 brush my teeth



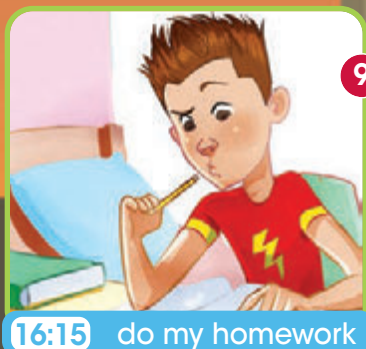
5

8:00 walk to school



8

16:00 come back home



9

16:15 do my homework



10

17:30 go to football practice



13

20:30 chat online



14

21:00 play video games



15

21:30 go to bed



Note

We use first, then, after (that) to show sequence of events.

Speaking

2

Imagine you are Barry. Use phrases from Ex. 1 to tell the class about your routine on Mondays.

I get up at 7 o'clock in the morning and take a shower. Then, I have breakfast and brush my teeth. After that, ...

4a • Reading

School days in the UK

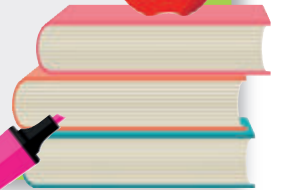
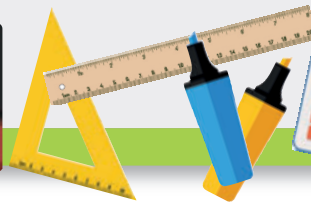


Michael gets up at 7:30 am and has his breakfast. His best friend, Ben, lives next door, so they walk to school together. They are in the **same** class at Greenwood Primary School. There are 30 students in their class. All students wear a school uniform and carry their books in a backpack.

The students have registration at 8:45 am and lessons start at 9:00 am. There is a **short** break at 10:30 am and a lunch break at 12:30 pm. Michael brings a packed lunch from home, but Ben buys a **hot** school dinner from the canteen.

In the afternoon, there are lessons again from 1:15 pm until 3:40 pm. When school finishes, Michael and Ben have football practice because they play for the school team. At 4:30 pm, Michael and Ben walk back home.

Michael takes a shower and does his homework. He has dinner at 7:00 pm with his family. Then, he goes online. He goes to bed at 9:30 pm.



Check these words

- uniform • backpack
- registration • packed
- hot school dinner
- canteen • team

Reading

1  Listen to and read the text, then match. Write in your notebook.

Michael gets up ①

Ⓐ at 7:00 pm.

Lunch is ②

Ⓑ at 7:30 am.

Michael has dinner ③

Ⓒ at 12:30 pm.

2 Decide if the sentences are **R** (right) or **W** (wrong) or **DS** (doesn't say). Write in your notebook.

1. Michael and Ben walk to school together.
2. There are three breaks in the school day.
3. Ben likes the food from the canteen.
4. Michael does his homework before dinner.

3 Answer the questions in your notebook.

1. Who is Michael's best friend?
2. What time is registration?
3. When is Michael and Ben's football practice?

Vocabulary School

4 Complete the sentences with: *break, canteen, packed lunch, school dinner, uniform*. Write in your notebook.

1. All the students wear a school ...
2. I bring a ... to school every day.
3. After the first lesson, there is a ...
4. Some students buy a ... at lunchtime.
5. We have our lunch in the ...

5 Match the words in bold in the text to their opposites below. Write in your notebook.

1. cold ≠ ... 2. different ≠ ... 3. long ≠ ...

Listening

6  Listen and complete Paul's school timetable in your notebook.

Paul's timetable

Get up **7:00 am**

Go to school

1) ...

Registration **8:30 am**

Break **2)** ...

Lunch **1:00 pm**

Tennis practice

3) ...

Homework **5:00 pm**

Dinner **4)** ...

Chat online **8:00 pm**

Bed **9:30 pm**

7 Complete the text in your notebook. Use *Then* or *After*.

- A** I get up at 7:30 am. First I take a shower, **1)** ... I have breakfast. **2)** ... breakfast, I walk to school.
- B** I come back home at 2:30. First I do my homework, **3)** ... I go to basketball practice. **4)** ... that, I have dinner.

Speaking

8 Imagine you are Paul. Tell the class about your daily routine. Use your answers in Ex. 6. Use the text below to help you.

I get up at 7:00 am. Then, I go ... at ... School starts with ... at 8:30. We have a break at ... and lunch at ... After school, I have ... practice at ... Then I go home and do my ... We have dinner at ... Then, I ... at ... I go to bed at 9:30.



Game!

Exchange notes in groups. Find who the sender is.

4b Grammar

Grammar

We use the present simple for **habits/routines**. I **go to school at 8:00 am**.
Time adverbs/phrases used with the **Present Simple**: *usually, often, every day/week, etc.*

Present simple (affirmative)

		affirmative	
singular	I		play
	you		
	he		plays
	she		
plural	it		
	we		play
	you		
	they		



- 1 a) Copy the table in your notebook. Write the third-person singular of the verbs in brackets.

Language Awareness

Spelling:
3rd-person singular
• verb + **-s** →
I eat – he **eats**,
I like – he **likes**
• verb ending in **-ss/**
-sh/-ch/-x/-o + **-es** →
I go – he **goes**,
I wash – she **washes**
• verb ending in
consonant + **-y**:
-y → **-ies**
I cry – he **cries**
BUT vowel + **-y** → **-s**
I enjoy – he **enjoys**

	/s/	/z/	/ɪz/
1. (play) plays			
2. (walk) ...			
3. (watch) ...			
4. (buy) ...			

	/s/	/z/	/ɪz/
5. (eat) ...			
6. (do) ...			
7. (try) ...			
8. (wash) ...			

- b) Listen and tick (✓) the correct pronunciation in your notebook: (s, z, ɪz).

- 2 Choose the correct answer. Write in your notebook.

- He **have/has** dinner at 8:00.
- I **walk/walks** to school in the morning.
- Mary **get/gets** up at 6:30 every morning.
- Eric and I **play/plays** basketball on Sundays.

- 3 Complete the text with the verbs in the list in the correct form of the present simple. Write in your notebook.

- chat • finish • get up • go (x2) • have (x2)
- watch • walk

Paola 1) ... at 7:00 every morning. She 2) ... breakfast and then she and her friend Rosa 3) ... to school. They 4) ... school at 3:00 and then Paola 5) ... to basketball practice. In the evening, she 6) ... TV or she 7) ... with her friends online after she 8) ... dinner. Paola 9) ... to bed at 10:00.





Present simple (negative)

		full form	short form
singular	I/you	do not like	don't like
	he/she/it	does not like	doesn't like
plural	we/you/they	do not like	don't like

4 Read the table. Complete the sentences using the verbs in the list in the negative form.

• go • have • ~~like~~ • start • prepare

- Chris **doesn't like** Music.
- They ... dinner at 4:00 pm.
- Lessons ... at 8:00 pm.
- He ... to school on Saturdays.
- My mum ... lunch for us. We have lunch at school.

5 What do/don't you do on Sundays? Use the phrases in the list to write sentences. Tell your partner.

• have breakfast at 8:00 • have lunch with my family at 12:00
 • prepare dinner • eat at a restaurant • go to the cinema
 • play football in the park • meet my friends

On Sundays, I don't have breakfast at 8:00. I have breakfast at 9:00.

Prepositions of time (*at, on, in*)

at	on	in
time: at 7 o'clock	days: on Monday,	months: in January
holidays: at Easter,	on New Year's Day	seasons: in the winter/ spring/summer/autumn
at Christmas	dates: on 2nd August	in the expressions: in the morning/afternoon/evening,
in the	part of a	in an hour, in a minute, in a week/month/year/few days
expressions: at	particular day:	
noon, at the	on Friday night	
weekend, at night		

6 Fill in the gaps with: *at, on or in*.

- He doesn't get up ... 8:00 ... the morning.
- I haven't got a music lesson ... Thursdays.
- We can meet ... the afternoon.
- We don't visit our grandparents ... Sunday mornings.
- The children finish lessons ... 3 pm.



4C • Vocabulary

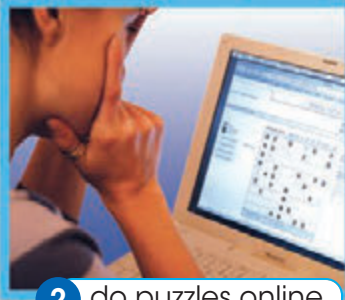
Free-time activities



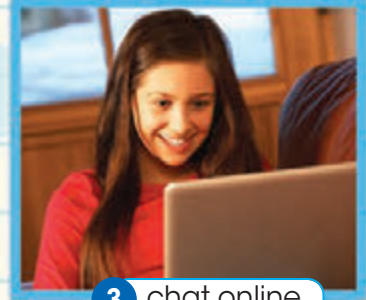
1 Listen and repeat.



1 listen to music



2 do puzzles online



3 chat online



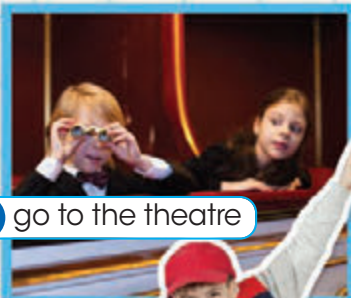
4 hang out with friends



5 play board games



6 do jigsaw puzzles



7 go to the theatre



8 go bowling



9 watch a film



10 go skateboarding



11 go to the mall



12 go to an amusement park

Grammar

We use *-ing* form after the verbs *like*, *love*, *don't like*, *hate*. I **like listening** to music.

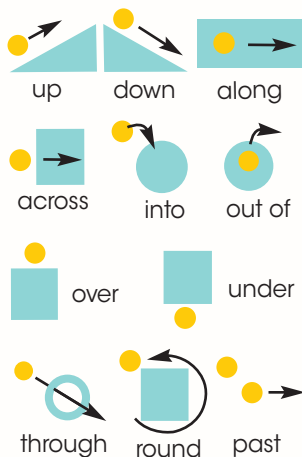
2 Which of the activities in Ex. 1 do you *like/love/not like/hate* doing in your free time? Tell your partner. You can use your own ideas as well.

In my free time I like chatting online and hanging out with my friends. I don't like going to the mall. I hate playing board games.

Everyday English • 4d

Grammar

Prepositions of direction/movement



Asking for/Giving directions

1 Listen to and/or read the dialogue. Which classroom does Alexis want to go to? How can she get there? Show the route on the map.

Alexis: Where's classroom 3C?

Nat: Walk past the science lab and turn left. Go past the staffroom and walk along the corridor. Go past the nurse's office and turn right. Then go up the stairs.

Alexis: I'm sorry. Can you repeat the last bit, please?

Nat: Of course. Go up the stairs. Go along the corridor. Classroom 3C is on your right.

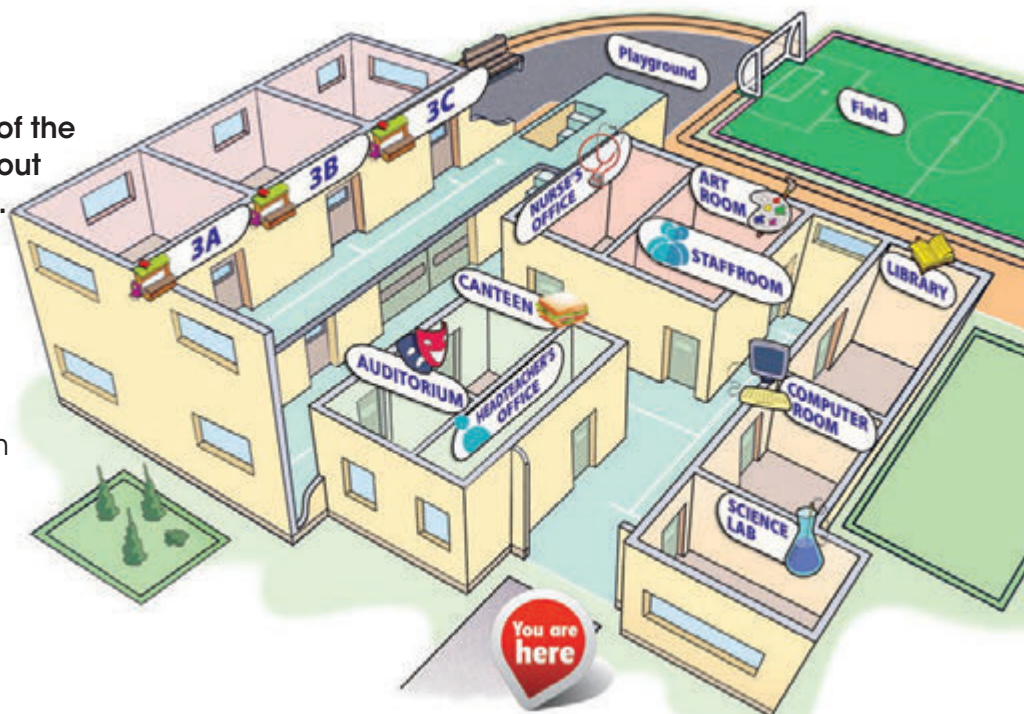
Alexis: Thank you.

Nat: You're welcome.

2

Look at the map of the school and, in pairs, act out similar dialogues to Ex. 1. Use prepositions of direction/movement. Give directions:

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



Pronunciation

/θ/, /ð/






Listen and repeat.

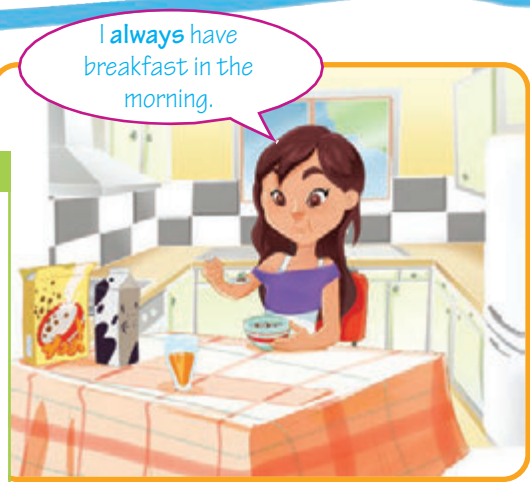
/θ/ three, thanks, think

/ð/ that, then, there

Adverbs of frequency

My daily routine

-  I **always** get up at 7:00.
-  I **usually** walk to school.
-  I **often** go to the gym.
-  I **sometimes** chat online in the evening.
-  I **never** go to bed late.




1 Choose the correct adverb of frequency. Write in your notebook.

1. John ... **(100%)** walks to school.
A often **B** never **C** always
2. Helen ... **(25%)** watches TV in the evening.
A sometimes **B** usually **C** always
3. They ... **(50%)** do their homework after dinner.
A often **B** usually **C** sometimes
4. He is ... **(0%)** late for school.
A sometimes **B** never **C** always
5. My dad ... **(75%)** has lunch at work.
A sometimes **B** usually **C** always

2 Put the words in the correct order. Write in your notebook.

1. always/early/is/for work/He.
2. She/late/sometimes/is.
3. shower/He/at night/often/takes/a.

Speaking

- 3**  Copy the table in your notebook and put a tick (✓) in the correct box. Then, tell your partner.

	always	usually	often	sometimes	never
7:00 am: get up		✓			
8:00 am: leave for school					
1:30 pm: have lunch					
5:00 pm: do homework					
7:00 pm: have dinner					
9:30 pm: go to bed					

I usually get up at 7:00.



Note

In English, when we give a short answer to a **Yes/No** question, we use the auxiliary verb **do/does**. **Do you like Maths? Yes, I do./No, I don't.** (NOT: ~~Yes, I like./No, I don't like.~~)

We use rising intonation in Yes/No questions.



Do you walk to school?

Present simple (interrogative & short answers)

	interrogative	short answers
singular	Do I/you work?	Yes, I/you do . No, I/you don't .
	Does he/she/it work?	Yes, he/she/it does . No, he/she/it doesn't .
plural	Do we/you/they work?	Yes, we/you/they do . No, we/you/they don't .



4 Choose the correct item. Then, complete the answers. Write in your notebook.

1. **Do/Does** you eat lunch at school? Yes,
2. **Do/Does** your friends have dinner at 7:00 pm? No,
3. **Do/Does** Mary drive to work? Yes,
4. **Do/Does** he have a shower in the morning? No,

5 Form questions then answer them.

1. Mario / like Art? (No)
A: "Does Mario like Art?" B: "No, he doesn't."
2. Sandra / have Maths on Mondays? (Yes)
3. you / watch TV after dinner? (No)
4. they / have lunch at home? (Yes)

6 Fill in the gaps with the present simple of these verbs: finish, work, have, not/go, you/get up, watch, you/do, make, play, listen. Then, answer the questions. Write in your notebook.



Hi Joshua!

How are you? What time **1**) ... in the morning? I get up at 7:30 and my mum **2**) ... breakfast for me and my sister, Karen. Karen is 21 and she **3**) ... to school. She **4**) ... in a bank. I go to school and my lessons **5**) ... at 3:00. After that I **6**) ... football in the park with my friends. Then, I do my homework. In the evening, I **7**) ... to music and my sister **8**) ... TV. We usually **9**) ... dinner with our parents at 8:00. What **10**) ... every day? Write back,
Paul

1. Does Paul get up at 8:00?
2. Does Karen work in a bank?
3. Do Paul's lessons finish at 3:00?
4. Do they have dinner at 9:00?



Gareth Bale

Fact File

Nickname: The Welsh Wizard

Date of birth: 16th July, 1989

Place of birth: Cardiff, Wales

✓ **Check these words**

- training • twice
- field • charity

Gareth Bale is a great footballer. He usually **gets up** early at 7:00 am and goes to the gym. After that, he takes a shower and then he eats breakfast. At 9:00 am, Gareth **goes** to football practice. Gareth always has a lunch break at about 1:30 and then continues training. He has Spanish lessons twice a week.

On the field, Gareth often scores goals. His nickname is 'the Welsh Wizard'. Gareth is tall and runs very fast. People say he has got magic feet.

When Gareth doesn't have training or a match, he plays computer games and watches DVDs or sports matches on TV. He plays golf, too. He also helps different charities that help children. His family is very important to him and he **likes** spending time with them.



Culture Spot

The national game of England is cricket.



What is the national game of your country?

Reading

1 Listen to and read the text. Match phrases 1-3 to phrases a-c to make sentences. Write in your notebook.

- | | | | |
|-----------------|---|---|----------------|
| Gareth Bale is | 1 | a | and very fast. |
| His birthday is | 2 | b | a footballer. |
| Gareth is tall | 3 | c | on 16th July. |

2 Decide if the sentences are **R (right)** or **W (wrong)** or **DS (doesn't say)**. Write in your notebook.

- | | |
|--------------------------|----------------------------|
| 1. He wakes up at 9 am. | 3. He trains for 6 hours. |
| 2. He has lunch at 1:30. | 4. He only plays football. |

3 Answer the questions in your notebook.

- | | |
|--------------------------|-----------------------------------|
| 1. Where is he from? | 3. What is very important to him? |
| 2. What is his nickname? | |

Across Cultures • 4f

Vocabulary Sports

- 4** Complete the gaps. Use: *play, do*.
Which sports can/can't you do?



1. ... football 2. ... martial arts



3. ... basketball 4. ... tennis 5. ... gymnastics 6. ... baseball 7. ... cricket 8. ... karate

Speaking

- 5** In pairs ask and answer questions based on the text. Use question words from the Note box.

A: Who is Gareth Bale?

B: A great footballer. What is his nickname?

A: 'The Welsh Wizard.' etc.

Listening

- 6** Listen and complete the notes about Anton's daily routine. Write in your notebook.

Anton's daily routine

1) ...	Get up
7:30 am	Have breakfast
9:00 am	Have football 2) ...
3) ...	Have lunch
2:00 pm	Play a 4) ... & take a shower
6:30 pm	Have dinner
5) ...	Go to bed



Note

Question words

Whose is this ball? Mark's.
(possession)

Who is he? He's my best friend.
(people)

What is his surname?
Harris (specific information)

How old is he? 12.
(age)

Where does he come from?
New York. (place)

When is his birthday?
2nd August (time)

Which school does he go to?
Aston or Briggles?

Aston. (choice between two alternatives) **BUT How** does he go to school?
By bus. (manner)

We use falling intonation in *wh*-questions.

What's his favourite sport?

Writing (an e-message about a daily routine)

- 7** Imagine you are Anton. Write an e-message to your English e-friend Jack about your daily routine at the Gheorghe Hagi Football Academy.

4 • CLIL (Citizenship)



School Rules by Sabina Comăneci

Hi, guys! I'm here in England. I miss my life in Romania, but I like it here a lot. I love my new school! It's big and there are lots of students. That's why it's important we all follow the rules. Here they are:

Dos

- be on time for registration.
- wear your school uniform.
- bring a packed lunch to school.
- be quiet in class.

Don'ts

- hand homework in late.
- cheat on tests.
- use a mobile phone at school.
- bully other students.



What are the rules at your school? Have you got a school uniform? Here is a picture of me in my new uniform. I like it. How about you?

Check these words

- rule • cheat • bully

Reading

1 Listen to and read the text and decide if the sentences are **R (right)** or **W (wrong)** or **DS (doesn't say)**. Write in your notebook.

1. Sabina doesn't like her new school.
2. She's British.
3. Registration is at 8:45 am.
4. Sabina wears a uniform to school.
5. It's OK to use mobile phones at her school.

Writing & Speaking

2 **Think** What rules have you got in your school? In your notebook, make notes under the headings and tell the class. Use the rules in the box to help you.

Dos



Don'ts

- be on time
- cheat on tests
- be quiet in class
- eat or drink in class
- use a mobile phone
- listen to the teacher



1

Project Time 4

  In groups, collect information about a sportsperson from your country and make notes under the headings in your notebook.

Name

Nickname(s)

Date of birth

Place of birth

Daily routine

Free-time activities



Presentation Skills

2 Use your notes in Ex. 1 to present the sportsperson to the class.

VALUES

Happy days

3 a) Look at the pictures. Which of these do you usually do?

b)  **Think**
In pairs, design a "Healthy Habits" timetable. Then, present it to the class.

have a good breakfast



read a book



get lots of sleep



exercise



smile a lot and laugh



4 • Progress Check

Reading

- 1 Read the text and choose the correct answer (A, B or C). Write in your notebook.

A Day in the Life of...

Nadine is 14 years old and lives in Burkina Faso in West Africa. She is in 7th grade at school, but her typical day is not like a typical school day for a teenager in Europe. Every morning, Nadine gets up very early, at 4 am. She cleans the house. After that, she makes breakfast and prepares her brother and sister for school. She rides her bike to school.

At noon, Nadine cycles back home and has lunch. Then, she goes to the market and helps her mother before she goes back to school. After school, she and her sister cook dinner for the family. There isn't electricity in Nadine's house, so she can't watch TV or surf the Internet. Nadine does her homework and reads with a candle. Then, she goes to bed.



- Nadine is in grade ...
A 4. B 14. C 7.
- Nadine goes to school ...
A on her bike. B on foot. C by bus.
- At noon, Nadine ...
A cooks dinner. B goes back home.
C goes back to school.

3 x 5 = 15

Vocabulary

- 2 Choose the correct word. Write in your notebook.

- He **goes/gets** up at 8:00.
- We usually **have/do** lunch at 1:00.
- Tom **has/does** his homework in the afternoon.
- We **come/take** back home after school.
- I **help/watch** a charity for children.

5 x 2 = 10

- 3 Fill in: *take, play, go, watch, brush*. Write in your notebook.

- In the evening, I ... video games.
- I ... TV in the afternoon.
- I always ... a shower at night.
- I ... my teeth in the morning.
- I ... to the gym in the evening.

5 x 2 = 10

Grammar

- 4 Write the third-person singular in your notebook.

- She ... (**work**) as a teacher.
- I ... (**buy**) books online.
- She ... (**wash**) the car every Friday.
- I ... (**chat**) online in the evenings.
- She ... (**study**) English on Mondays.

5 x 2 = 10

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

- Does Anna **live/lives** in Madrid? No, she **does/doesn't**.
- Paul and I **don't/doesn't** play tennis.
- Do/Does** you walk to school? Yes, I **do/does**.
- My mum **tidy/tidies** the house every day.
- Students **don't/doesn't** eat in class.
- Rachel **wear/wears** a uniform to school.

6 x 1 = 6

- 6 Put the words in the right order. Write in your notebook.

- We/school/walk/to/every day.
- late/Tom/is/for school/never.
- always/We/at/dinner/8:00/have.
- evening/in/watch/They/TV/the.
- have/Mondays/We/music lessons/on.

5 x 2 = 10

Progress Check • 4


Everyday English

7 Choose the correct response. Write in your notebook.

1. A: Where's classroom 1A?
B: **a** Turn left.
b On your right.
2. A: Can you repeat it, please?
B: **a** Of course.
b I'm sorry.
3. A: Thank you.
B: **a** Go up the stairs.
b You're welcome.

3 x 3 = 9

Listening

8  For questions 1-4, choose the correct answer (A, B or C). Write in your notebook.

1. What is Mary's favourite activity?



2. What is Tom's favourite free-time activity?



3. When can Bob meet Janet?

A **Tuesday** B **Wednesday** C **Thursday**

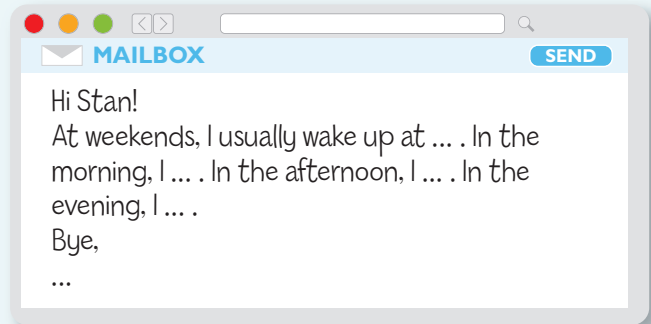
4. Who is Anna's dad?



4 x 3 = 12

Writing

9 Write an email to your English friend, Stan, about what you do at weekends. Use the email below as a model.



21 points
Total: 100 points

Competences

★
Good

★★
Very good

★★★
Excellent

Now I can ...

Vocabulary & Grammar

- talk about daily routine & free time
- talk about school
- talk about school rules
- use the present simple
- use adverbs of frequency
- use prepositions of time
- use question words

Reading

- match phrases to make complete sentences
- identify R/W/DS statements
- answer comprehension questions

Listening

- listen for specific information (gap fill)

Speaking

- describe a person's daily routine
- give directions
- describe my daily routine
- present a famous sportsperson

Writing

- write an email about a person's daily routine

5 • All about food



What's in this module?

- **Vocabulary**
 - Food & Drinks
 - Food preparation
 - Cooking tools
 - Shopping
- **Grammar**
 - a/an - some/any
 - Partitives
 - Quantifiers
 - can/can't - may/may not (permission)
- **? Words**

How much, How many, Which, Why, How
- **Everyday English**
 - Expressing likes/dislikes - preferences
 - Giving instructions
 - Pronunciation: Word Stress

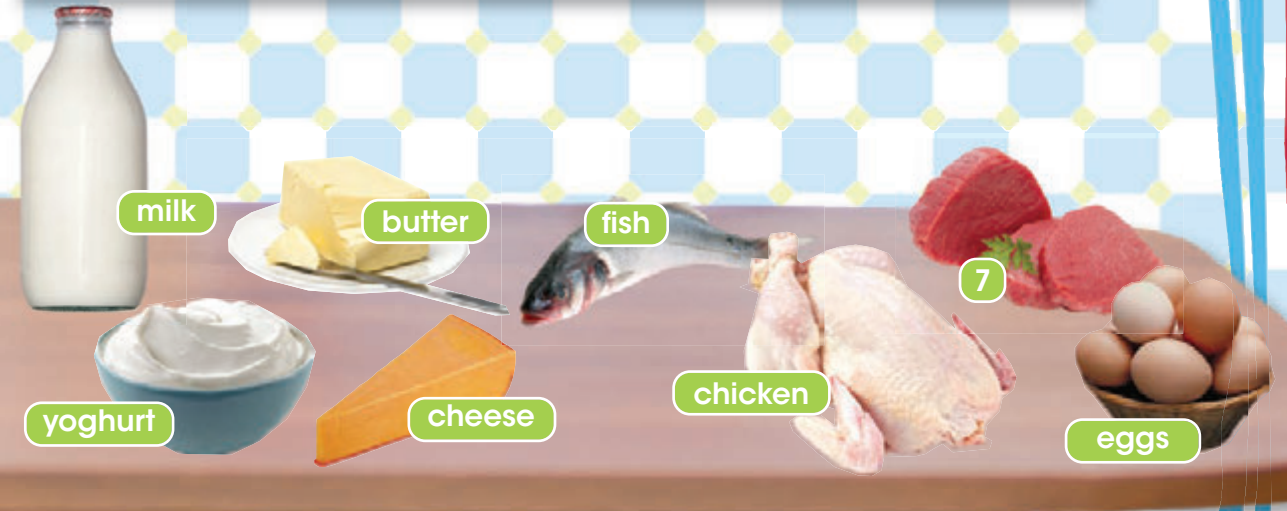


Vocabulary Food & Drinks

1 a) Use the words in the list to label the pictures (1-7). Write in your notebook.

- biscuits • pasta • fruit juice • meat • cucumbers
- strawberries • salt

b) Listen and repeat.



⚡ Note

Likes/Dislikes
 In English, we use *like*, *love*, *don't like*, etc. with a verb + *-ing*.
I like eating apples.
I don't like drinking coffee.

Speaking
Expressing likes/dislikes - preferences

2 Use the key to talk about your likes/dislikes, as in the example.

I love
 I really like
 I quite like
 I don't like ... (very much).
 I hate

I like eating cereal and eggs. I don't like eating yoghurt. I really like drinking milk. I hate drinking coffee.

Sweet FOOD



There are many special days throughout the year in the UK and British people love to celebrate with food.



Christmas is on 25th December and it's a national holiday. The British make Christmas (or Plum) puddings for the traditional Christmas dinner. This is a brown pudding with raisins, nuts and cherries. They usually serve it with custard. Traditionally, they hide a silver coin inside the pudding. They believe that the coin can bring good luck to the person who finds it.

In October the British celebrate **Halloween**. Children wear costumes, go to parties and eat sweets. No party is complete without toffee apples. These are apples on a stick in sugar. They are delicious.



Good Friday, the Friday before Easter Sunday, is a national holiday in the UK. British people eat hot cross buns for breakfast. These are sweet bread rolls with white crosses on top. They have fruit in them and people eat them hot. Some people keep them because they believe they can protect the house from bad things.



On 5th November British people celebrate **Bonfire Night or Guy Fawkes Night** to remember a plot against King James I. They have fireworks, parties and large fires. They also eat parkin, a sweet cake. They bake the cake and leave it for three days, then they cut it into small pieces.

Reading

Check these words

- raisin • nut • cherry
- custard • coin
- luck • bread rolls
- protect • stick

1  Listen to and read the texts. Match the phrases 1-4 to the phrases a-d to make correct sentences. Write in your notebook.

- | | | | |
|-------------------|---|---|---------------------------------------|
| Christmas is | 1 | a | a sweet cake. |
| Cross buns are | 2 | b | a sweet the British eat at Halloween. |
| Toffee apples are | 3 | c | sweet bread rolls. |
| Parkin is | 4 | d | a national holiday in the UK. |

2 Read the text again and decide if the sentences are **R (right)** or **W (wrong)** or **DS (doesn't say)**. Write in your notebook.

1. A Christmas pudding has sometimes got a coin inside.
2. Most people eat hot cross buns with butter on them.
3. People eat toffee apples on Good Friday.
4. People make parkin days before Bonfire Night.

Vocabulary

Celebrations

- 3** Look at the photos. How do the people in the UK/USA celebrate these celebrations? Tell the class.



- 4** Listen and repeat. Match the wishes (A-D) to the greetings in Ex 3. Write in your notebook.



Wishing you a very happy April Fools' Day.



Thinking of you!



Hope this year all your dreams come true!



Have a wonderful Easter!

- 5** Which of the celebrations in Ex. 1 do you celebrate in Romania? What holiday greetings and wishes do you use?

Writing

- 6** Think of a holiday in Romania. Write an invitation to your English friend. Use the card below as a sample.



Halloween at Simona's

hope you come and spend Halloween with me on **1)** ...

Address: **2)** ...

Time: **3)** ...

Phone number: **4)** ...

What to wear: **5)** ...

- 7** Imagine you are a cartoon character. Write a funny message to one of your classmates.

Donald Duck wishes you Merry Christmas.

5b • Grammar

A/An - Some/Any



	Countable	
	singular	plural
affirmative	There's an onion.	There are some onions.
negative	There isn't a cucumber.	There aren't any cucumbers.
interrogative	Is there an egg?	Are there any eggs?
	Uncountable	
	singular	
affirmative	There's some cheese.	
negative	There isn't any flour.	
interrogative	Is there any butter?	

We can use **some** in interrogative sentences to make **offers** and **requests**. *Would you like **some** milk?* (offer) *Can I have **some** tea, please?* (request)

Grammar

- **Countable nouns** are nouns we **can count**. They have **singular** and **plural** forms. **an apple - two/some** apples
- **Uncountable nouns** are nouns we **cannot count**. They usually have **singular** forms. (**some** milk - NOT: *milks*) These nouns include: **food** (cheese, meat, flour, sugar, salt, etc.), **liquid** (coffee, tea, water, etc.)

1 Read the theory box and the note. How do we use a/an, some, any?

2 Decide if the nouns below are **C** (Countable) or **U** (Uncountable). Write the plural form of the countable nouns in your notebook.

- | | | |
|--------------------------|-----------|---------------|
| 1. apple C apples | 5. burger | 9. strawberry |
| 2. coffee | 6. meat | 10. salt |
| 3. water | 7. carrot | |
| 4. rice | 8. lemon | |

3 Choose the correct word. Write in your notebook.

1. Is there **some/any** sugar?
2. There isn't **some/any** flour left.
3. Would you like **a/an** biscuit?
4. I need **some/any** milk for my cereal.
5. There's **a/an** apple on the table.
6. Can I have **some/any** chips, please?

Partitives



We can use both **uncountable nouns** and **plural countable nouns** after partitives (**phrases of quantity**) such as: *a bag/bottle/bowl/can* etc. Study the examples below.

a **bag** of cherries



a **can** of cola



a **jar** of jelly beans



a **bar** of chocolate



a **carton** of milk



a **loaf** of bread



a **bottle** of mustard



a **cup** of tea



a **packet** of biscuits



a **bowl** of cereal



a **glass** of water

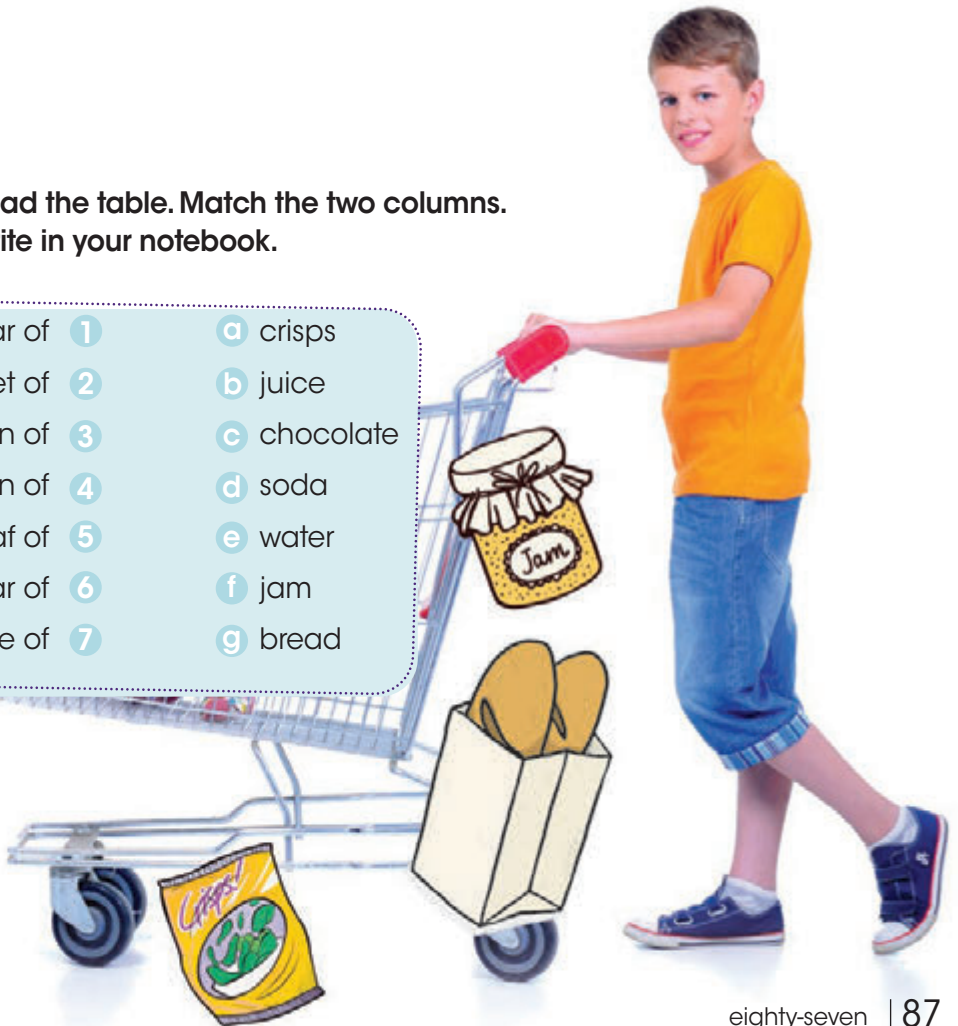


a **piece** of pizza



4 Read the table. Match the two columns.
Write in your notebook.

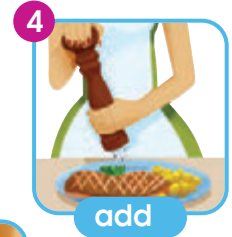
- | | | | |
|-------------|---|---|-----------|
| a bar of | 1 | a | crisps |
| a packet of | 2 | b | juice |
| a can of | 3 | c | chocolate |
| a carton of | 4 | d | soda |
| a loaf of | 5 | e | water |
| a jar of | 6 | f | jam |
| a bottle of | 7 | g | bread |



5C • Vocabulary

Food preparation

1 Listen and repeat.



Cooking tools

2 Listen and repeat.



3 a) Match the cooking tools (1-4) to the correct phrases (a-d). Write in your notebook.

- | | | | |
|--------|---|---|----------------------------|
| whisk | 1 | a | grate cheese |
| knife | 2 | b | mix vegetables |
| grater | 3 | c | beat eggs |
| spoon | 4 | d | chop, peel or slice onions |

b) Make sentences using your answers in Ex. 3a. Tell your partner.

You need a whisk to beat eggs.

Everyday English • 5d

Grandma's Cake Recipe

Ingredients:

- 200g sugar
- 120g of butter
- 2 eggs
- 180g flour
- 2 tsp baking powder
- 120 ml milk
- 12 strawberries

* g = gramme(s)
ml = millilitre(s)
tsp = teaspoon(s)
tbsp = tablespoon(s)

Giving instructions

- 1 Complete the dialogue. Use the sentences (A-E). Write in your notebook.

This cake is delicious!

Alexis: Thanks! It's my grandma's recipe.

1) ...

Alexis: Yes. First of all, beat the butter and sugar.

2) ...

Then, mix some more.

3) ...

Alexis: Then, use a spoon to mix in the flour, milk and baking powder, and pour it into the cake tin. Finally, slice the strawberries and add them to the cake tin.

4) ...

Alexis: For forty minutes at 220 degrees Celsius.

5) ...

Alexis: It really is.



- A** And then?
B Wow, it sounds simple!
C How long do you bake it for?
D Is it easy to make?
E Next, break the eggs and add them to the bowl, one at a time.

Check these words

- simple
- bake

Word

How much: asks about quantity

How many: asks about quantity

- 2 Listen and check. Then, act out the dialogue in pairs.

- 3 Use the recipe to ask and answer questions as in the example.

A: How much sugar do we need? A: How many eggs do we need?

B: We need 200 grammes of sugar. B: We need 2 eggs.

- 4 Complete the exchanges with the sentences below in your notebook.

• ~~It's my mum's recipe.~~ • It sounds simple! • Is it easy to make?
• And then?

1. A: These biscuits are delicious. 3. A: ...
B: Thanks! It's my mum's recipe. B: Then, you add the chocolate pieces.
2. A: ... 4. A: Put them in the oven for 20 minutes and that's it.
B: Yes. First of all, use a spoon to mix the butter and flour. B: Wow! ...

Pronunciation

Word stress

- Listen and spot the stressed syllables. Then, listen again and repeat.

Each word has one stress. We only stress vowels. eg. orange

- apple
- chicken
- cereal
- tomato
- pepper
- onion
- coffee
- lemon

Quantifiers



Countable nouns	Uncountable nouns
<p>How many biscuits are there?</p> <p>There are too many biscuits.</p> <p>There are a lot of/lots of biscuits.</p> <p>There are some/a few biscuits.</p> <p>There are (very) few/not many biscuits.</p> <p>There aren't any/are no biscuits.</p>	<p>How much milk is there?</p> <p>There is too much milk.</p> <p>There is a lot of/lots of milk.</p> <p>There is some/a little milk.</p> <p>There is (very) little/ isn't much milk.</p> <p>There isn't any/is no milk.</p>

1 Read the theory box. Then, choose the correct word. Write in your notebook.

- There isn't **many/much** milk left.
- How **much/many** bread is in the cupboard?
- How **many/much** eggs do we put in the cake mix?
- He's got **a lot of/a little** sweets in his bag.
- There is **many/lots of** sugar in this ice cream.
- We haven't got **many/much** orange juice.
- There are **a few/a little** apples. Let's make an apple pie.
- There's very **few/little** butter left.

2 It's Saturday. Decide on what you need to buy from the supermarket for the week. Write your shopping list in your notebook.

- A: Do we need any apples?
 B: No, we have got a lot of apples. We need some milk.
 A: How much?
 B: A carton. etc.



can/can't - may/may not

- We use **can/can't** to express ability/lack of ability. **I can read. I can't play the guitar.**
- We use **can/can't** to ask for/give/refuse permission in informal situations. **Can I go out, Dad? Yes, you can./I'm afraid you can't.**
- We use **may** to ask for permission more formally. We use **may/can** to give permission (formal). We use **may not/can't** to refuse permission(formal). **May I use your phone, Mr Tyler? Yes, you may/can./No, you may not/can't.** NOT: ~~Yes, you could./No, you couldn't.~~

3 Look at the pictures. Ask and answer questions, as in the example.



ride a horse



play video games



drive a car



play the piano

A: Can you ride a horse?
B: Yes, I can./No, I can't.

4 Which of the activities in Ex. 3 can/can't you do? Tell the class.

5  Ask and answer questions, as in the example.

1. Ask your dad for permission to go to the cinema with your friend. Your dad refuses.
A: Can I go to the cinema with my friend?
B: No, you can't.
2. Ask you teacher for permission to leave early. Your teacher agrees.
3. You want to use a school computer. Ask your teacher for permission. Your teacher refuses.
4. Ask your sister to borrow her umbrella. Your sister agrees.
5. Ask your mum for permission to use her laptop. Your mum refuses.

Game!

Mime an activity. The class in teams guess what you can do.

5f • Across Cultures



STREET FOOD AROUND THE WORLD

Do you ever feel hungry, but don't have the time to eat at a restaurant? Then **pick up** some street food! It's fast, delicious, and a great way to discover great flavours. Let's **find out** about some popular street food from different countries.



Fish and Chips – England

A very popular street food in England is fish and chips. Vendors take the fish (usually cod or haddock) and cover it in batter before they fry it in very hot oil. Then, they use some special paper to wrap the fish and chips. People usually put salt and vinegar on their fish and chips. It's really tasty!



Hot Dogs – USA

In cities in the USA, there are hot dog carts on almost every street. A hot dog is a sausage in a bun. The vendors usually steam the sausages, and **warm** the buns **up** in a special oven. Customers then put their favourite toppings on their hot dog. Some popular toppings people add are mustard, ketchup, onions and relish. Many people also add some red pepper to make it spicy!



Check these words

- hungry • vendor
- cod • haddock
- batter • carts
- bun (hot dog)
- customer • relish

Reading

1 Listen to and read the texts. Match the phrases (1-3) to the phrases (a-c) to make sentences. Write in your notebook.

- | | | | |
|------------------------------|---|---|------------------------------|
| Fish and chips is | 1 | a | to make their hot dog spicy. |
| They wrap the fish and chips | 2 | b | very popular in England. |
| Many people add red pepper | 3 | c | in paper. |

2 Decide if the sentences are **R** (right) or **W** (wrong) or **DS** (doesn't say). Write in your notebook.

1. Vendors fry fish and chips in very hot oil.
2. They use flour and water to make batter.
3. Vendors steam the buns in an oven.
4. Mustard is a popular topping for hot dogs.

3 Answer the questions in your notebook.

1. What sort of fish is in fish and chips?
2. What do people put on their fish and chips?
3. What toppings do people put on their hot dogs?



Culture Spot

Roast beef and Yorkshire pudding is the English national dish.



What is the national dish of your country?

Vocabulary Food

4 Fill in: *toppings, steam, spicy* and *fry*. Write in your notebook.

1. People ... potatoes in oil to make chips.
2. My dad puts ... like mustard and onions on his burger.
3. I add pepper to my food to make it
4. Boil the water and ... the carrots for 15 minutes before you serve them.

Speaking

5 **Think** Which of the street foods in Ex. 1 would you like to try? Why? Tell your partner.

I would like to try ... because

Listening

6 **Listen** and choose the correct answer (A, B or C). Write in your notebook.

1. What's Paul's favourite food?

A



B



C



2. What does Ann want to drink?

A



B



C



3. What does Lyn need to buy?

A



B



C



⚡ Note

Using a search engine

Use key words (nouns, adjectives) for your search. Do not write articles or pronouns.

Writing (a blog entry about street food in your country)

7 **Think** of a popular street food in your country. Collect information under the headings: **name of street food**, **how they make it**, **what they serve with it**. Use your notes to write a blog entry about it (50 words).

8 Create a poster of traditional dishes in your country. Label the pictures.

5 • CLIL (Food Technology)



The Eatwell Guide

Do you want to eat healthily, but don't know how? Well, now there's the 'Eatwell Guide' to help you. Let's take a look at it.

Eatwell Guide



Fruit & vegetables

Fruit and vegetables are very healthy because they've got lots of vitamins, but not a lot of calories or fat. We need about 5 daily portions to help our bodies stay fit and healthy.

Bread, rice, potatoes, pasta & cereal

It is very important to eat lots of bread, rice, potatoes, pasta and cereal because it gives us the energy we need to get through the day.

Drinks (water, fruit juice, tea, milk)

It is very important to drink 6 to 8 glasses of liquids every day to stay healthy. Water is always a good choice, but milk, tea and juices are OK, too.

Milk, yoghurt, butter & cheese

These foods have got lots of calcium and protein. They help our bodies to grow strong bones and teeth.

Beans, fish, meat & eggs

These foods give us the protein and vitamins we need for our bodies to grow big and strong. Beans are great because they have lots of protein and not a lot of fat.

Oils & spreads

Oils & spreads have got lots of fat and calories in them, but they are good for you in small amounts. Olive oil and coconut butter are 'healthy fats', so it's OK to have some during your day.

Biscuits, crisps, cake, sweets & chocolate

Biscuits, crisps, cake, sweets and chocolate are a part of our lives, but they are very unhealthy. They are full of fat and sugar, so don't eat these foods often.

Reading

1 Listen to and read the text. Decide if the sentences are **R (right)** or **W (wrong)** or **DS (doesn't say)**. Write in your notebook.

- Potatoes and rice give us energy.
- Fruit and vegetables have got lots of fat.
- It isn't good to eat red meat every day.
- Milk has got calcium and protein.
- It's not OK to eat a lot of sweet and fatty food.

Writing & Speaking

2 Which foods/drinks do/don't you usually eat/drink from the Eatwell Guide? Complete the sentences in your notebook. Tell the class.

I usually eat ...

I don't usually eat ...

I usually drink ...

I don't usually drink ...


3 Collect leaflets on healthy food. Tell the class.

Check these words

- spread • energy
- vitamin • calory • fat
- protein • calcium



Project Time

- 1  In groups, create a poster about Healthy Eating. Label the pictures.



- 2 Prepare a quiz about what foods your classmates like/don't like. Present the findings to the class. How healthy are your classmates eating habits?

Presentation Skills

- 3 Use your poster in Ex. 1 and the information from p. 94 to give a presentation about healthy/unhealthy eating habits to the class.

 **VALUES**

Healthy eating habits

- 4 Decide which of the sentences are true about you. Tell the class.

How healthy is your diet?

1. I eat lots of fruit and vegetables.
2. I drink 6 to 8 glasses of juice, milk or water a day.
3. I eat potatoes, rice or bread with every meal.
4. I eat beans or fish three times a week.
5. I have cheese, milk or yoghurt every day.
6. I don't drink cola.
7. I don't eat a lot of crisps, biscuits or chocolate.
8. I don't eat a lot of fast food (burgers, hot dogs, etc.)

Results

- 0-2 Your diet is very unhealthy.
- 3-5 Your diet is healthy.
- 6-8 Your diet is very healthy.

Guess

What is the most important thing that your body cannot live without?

water



5 • Progress Check

Reading

- 1 Read the text and answer the questions in your notebook.



Lunchtime in the UK

My name's Tony and I'm 15 years old. I live in London. In my country students usually bring a packed lunch to school or have a school dinner. Parents make packed lunches at home. They are usually a sandwich and some fruit. School dinners are hot meals the school makes. We call them 'dinner' even though lunchtime is in the middle of the day. They usually cost £2 a day.

School dinners are very healthy in the UK. Children get two portions of fruit and vegetables in every meal, rice or potatoes or pasta and chicken or fish.

Check these words

1. Where is Tony from?
2. What is a packed lunch?
3. What is a school dinner?

• middle • portion

$3 \times 6 = 18$

Vocabulary

- 2 Choose the correct word. Write in your notebook.

1. **Chop/Add** the onions with a **whisk/knife**.
2. **Grate/Beat** the eggs with a **grater/whisk**.
3. To make potato chips, **mix/peel** the potatoes and **slice/mix** them thin.

$3 \times 2 = 6$

- 3 Circle the odd word out. Write in your notebook.

1. **Vegetables:** onions – rice – lettuce – cucumber
2. **Fruit:** cherries – strawberries – chicken – oranges
3. **Drinks:** tea – milk – coffee – cheese
4. **Sweets:** biscuits – fish – cake – chocolate

$4 \times 2 = 8$

Grammar

- 4 Choose the correct word. Write in your notebook.

1. **How much/How many** apples do we need? **Not much/Not many**.
2. There isn't **many/much** pasta. Can you buy a **can/packet**, please?
3. Can I please have **any/some** tea? A **cup/bowl** is fine.
4. There are **a few/a little** oranges in the fridge. We can make **some/an** orange cake.
5. There aren't **some/any** strawberries. Let's go and buy **a little/some**.
6. Can you please buy a **jar/loaf** of bread and two **bars/cartons** of milk?

$6 \times 2 = 12$

Progress Check • 5

5 Choose the correct item. Write in your notebook.

- A: Mum, **can/may** I sleep over at Liam's house on Saturday?
B: Yes, you **can/can't**.
- A: Mrs Williams, **may/can't** I work with Lydia?
B: I'm afraid you **can/may not**.

4 x 1 = 4

Everyday English

6 Read the recipe. Complete the questions with *How much* or *How many*. Then, answer them. Write in your notebook.

Cheese & Tomato Omelette

Ingredients:

- 3 eggs
- 50 ml milk
- 1 tomato
- 80g cheese

- A: ... eggs do we need?
B: We need ... eggs.
- A: ... milk do we need?
B: We need ... of milk.
- A: ... tomatoes do we need?
B: We need ... tomato(es).
- A: ... cheese do we need?
B: We need ... of cheese.

4 x 4 = 16

Listening

7 Listen and choose the correct answer (A, B or C). Write in your notebook.

1. What is Mary's favourite food?



2. What does Tony want to eat?



3. What do they order?



4. What is Anna's favourite food?



4 x 4 = 16

Writing

8 Complete the e-message to your English friend, Helen, about your favourite meal. Write in your notebook.

MAILBOX

Hi Helen,
My favourite meal is ... It's a dish of ... It's ... to make. I like it because ...
Bye,
...

20 points
Total: 100 points

Competences

★
Good

★★
Very good

★★★
Excellent

Now I can ...

Vocabulary & Grammar

- talk about food & drinks
- talk about food preparation
- talk about cooking tools
- use countable/uncountable nouns, partitives & quantifiers
- use *can, can't, may, may not*

Reading

- match phrases to make complete sentences
- choose correct items to complete sentences
- complete sentences with missing information
- identify R/W/DS statements
- answer comprehension questions

Listening

- listen for specific information (gap fill)

Speaking

- express likes/dislikes & preferences
- give instructions
- present healthy/unhealthy eating habits

Writing

- write an invitation
- write a blog entry about street food

6 · Let's have fun!

What's in this module?



• Vocabulary

- Free-time/outdoor activities
- The weather
- Clothes/ Accessories/ Footwear
- Shopping/books

• Grammar

- Present continuous (affirmative/negative/interrogative & short answers)
- Personal object/ Possessive pronouns

• Everyday English

- Agreeing/ Disagreeing
- Making suggestions
- Pronunciation: Intonation in exclamations



make a snowman



play sports



go shopping



visit museums/
tourist attractions

Note

Collocations are two words that we use together.
go shopping, tourist attraction

Vocabulary Free-time outdoor activities

1 Listen and repeat.





5

go sightseeing



6

go camping



7

go to the beach



8

take a bike ride



9

have a picnic



10

go skiing



11

have a barbecue



12

visit a market



13

read a book

Vocabulary

Agreeing

Me too.


Same here.

Disagreeing

Really? I don't.

Really? I do.

Speaking

2  Which of the activities in Ex. 1 do/don't you like doing? Discuss, as in the example.

A: I like playing sports.

B: Me too.

A: I don't like going shopping.

B: Same here.

A: I like going camping.

B: Really? I don't.

A: I don't like visiting museums.

B: Really? I do.

Holiday Fun



A



B



C

Cheryl

Hi Tony,
We're having a great time in Paris, France. Today is 14th July. It's Bastille Day and people are celebrating it with parties and parades. They hang flags everywhere and dress up. Right now, we're having a picnic in the park. It's warm and sunny here. Oh and guess what? There are fireworks at midnight! I can't wait to watch them.

See you soon,
Cheryl

Send

Katy

Greetings from Moscow. It's raining right now but Jane and I are having a great time. People here are celebrating Maslenitsa to welcome the spring. There is folk music and traditional dancing. Right now we are eating blini. These are thin pancakes with butter. They are so tasty! OK, bye for now. We're going to see the burning of Lady Maslenitsa, the symbol of winter.

How are all of you back home?

Reading

- 1 Where is Cheryl? Katy? Listen to the music and look at the pictures. Read the messages quickly and check your answers.
- 2 Read the texts and write *P* (for Paris) or *M* (for Moscow).

Where can you see ...

- | | |
|-----------------------------|----------------------------|
| 1. a parade? | 4. fireworks? |
| 2. the burning of a figure? | 5. people eating pancakes? |
| 3. people in costumes? | |


Check these words

- celebrate • parade
- hang flags • dress up
- fireworks • folk music
- traditional • symbol


Vocabulary & Speaking The weather

3  Listen and repeat.



4 a)  What's the weather like in the spring, summer, autumn and winter in your country? What's the weather like today?

In the spring, it's sunny.

b)  Search online and say what the weather is like today in Brasilia, Cairo, London, Los Angeles, Madrid, Moscow, New York, Rome, Paris and Tokyo.

Speaking

5  Listen and read the messages. Tell the class how people celebrate each festival.

On Bastille Day, the French have parties ...

6  **Think** What makes each festival exciting for you?

Writing (an instant message about a festival)

7 Imagine you are celebrating a festival in your country. Write an instant message to your English friend about it (50 words). Write: **place**, **weather**, **name of festival**, **what people do**, **what you are doing**.

Game!



Collect traditional songs from various countries. Present them to the class. The class, in teams, says which country each song is from.

6b • Grammar

Grammar

We use the present continuous for actions happening now. He's **sleeping** now.
Time expressions used with the **Present Continuous**: *today, now, at the moment.*

Language Awareness

-ing ending

- most verbs: + *-ing* go - **going**
- verbs ending in consonant + *-e* → drop *-e* and add *-ing* dance - **dancing**
- verbs ending in a stressed vowel between two consonants double the consonant + *-ing* shop - **shopping**
- verbs ending in *-l* → double the *-l* + *-ing* travel - **travelling**
- verbs ending in *-ie* → drop *-ie* and add *-y* + *-ing* die - **dying**

Present continuous (affirmative)

		full form	short form
singular	I	am playing.	'm playing.
	You	are playing.	're playing.
	He She It	is playing.	's playing.
	plural	We You They	are playing.



1 Write the *-ing* form in your notebook. Then read them aloud.

- | | | |
|----------------------------|----------------|----------------|
| 1. drink - drinking | 4. run - ... | 7. swim - ... |
| 2. go - ... | 5. study - ... | 8. write - ... |
| 3. take - ... | 6. put - ... | |

2 Look at the pictures and match. Write in your notebook.

- The boys **1** **a** is taking a bike ride.
 Martha **2** **b** are having a barbecue.
 They **3** **c** is going skiing.
 Ben **4** **d** are playing football.



3 Form complete sentences. Use the present continuous. Write in your notebook.

- | | |
|--|-------------------------|
| 1. Ben/drink/tea/now Ben is drinking tea now. | 3. We/have a picnic/now |
| 2. I/play basketball/now | 4. They/swim/now |



Present continuous (negative)

		full form	short form
singular	I	am not playing.	'm not playing.
	You	are not playing.	aren't playing.
	He She It	is not playing.	isn't playing.
	We You They	are not playing.	aren't playing.

4 Choose the correct answer. Write in your notebook.

- Jack ... going camping.
a am not **b** is not **c** are not
- Rita and I ... having a picnic.
a am not **b** is not **c** are not
- Carl ... playing ping pong.
a am not **b** is not **c** are not
- I ... going to the beach.
a am not **b** is not **c** are not

5 Look at the photos. Correct the sentences. Write in your notebook.



- Pat is swimming. **(walk the dog)**
 No! Pat isn't swimming. She's walking the dog.
- The boys are reading. **(play football)**
- They are skiing. **(make a snowman)**
- Paul is visiting a museum. **(fish)**

6C • Vocabulary

Clothes/Accessories/Footwear

1  Match the words to the pictures (1-18). Write in your notebook. Listen and repeat.

- hat ...
- scarf ...
- gloves ...
- socks ...
- leggings... ..
- trainers ...
- boots ...
- shoes ...
- cap ...
- T-shirt ...
- shirt ...
- jumper ...
- shorts ...
- skirt ...
- dress ...
- jeans ...
- jacket ...
- belt ...



Speaking

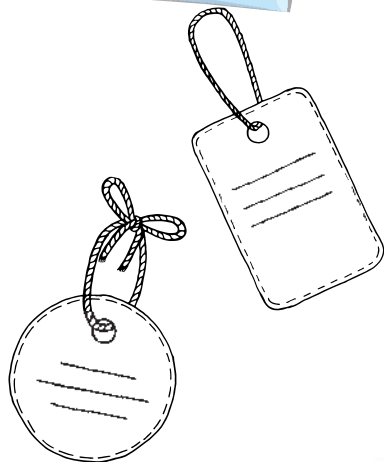
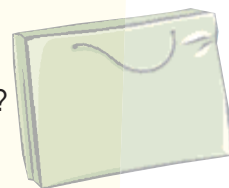
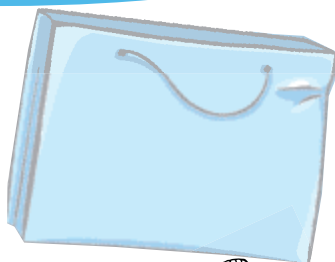
2 What is each person wearing? Tell your partner.

Alexis is wearing a skirt, ...

3 What are you wearing today? Tell the class.

Today, I'm wearing a T-shirt, jeans and trainers.

Everyday English • 6d



Shopping

1 a)  Listen and read the dialogue. What is Mary buying?

Shop assistant: Good afternoon. What can I do for you?

Mary: Good afternoon. I want to buy a souvenir.

Shop assistant: What about **this cap**?

Mary: It's very nice. How much is it?

Shop assistant: It's \$15.00.

Mary: Can I have **this green one**, please?


Shop assistant: Sure. That's \$15.00.

Mary: Here you are.

Shop assistant: Here's your change. Have a nice day.



b)  Read the dialogue aloud. Mind the intonation.

2  You are at a souvenir shop in the USA. Change the words in colour to act out a dialogue like the one in Ex. 1a. You can use the souvenirs in the pictures.

Pronunciation

Intonation in exclamations

 Listen and repeat.

• Wow! • Thanks! • Sounds great! • OK!

Present continuous (interrogative & short answers)



		interrogative		short answers	
singular	Am	I	sleeping?	Yes, I am./No, I'm not.	
	Are	you		Yes, you are./No, you aren't.	
	Is	he she it		Yes, he/she/it is. No, he/she/it isn't.	
plural	Are	we you they	Yes, we/you/they are. No, we/you/they aren't.		

1 Match the questions to the answers. Write in your notebook.

- | | |
|---|--------------------|
| Are you going shopping? ① | Ⓐ Yes, it is. |
| Is Jim going camping? ② | Ⓑ No, they aren't. |
| Are the children going to the beach? ③ | Ⓒ No, I'm not. |
| Is the dog playing with the children? ④ | Ⓓ Yes, he is. |

2 Complete the questions and answers. Write in your notebook.

- | | |
|---|--|
| 1. Is Dan going (Dan/go) sightseeing?
No, he | 3. ... (you/have) a picnic?
Yes, I |
| 2. ... (your friends/play) football?
Yes, they | 4. ... (Angelina/take) a bike ride?
No, she |

3 Form questions. Answer them. Write in your notebook.

- you/go to the beach now? (✓)
Are you going to the beach now? Yes, I am.
- Ms Smith/visit the market now? (X)
- they/have a barbecue now? (✓)
- Steve and Larry/make a snowman now? (X)

4 Look at the picture. Write questions, then answer them. Write in your notebook.



1. Mr Smith/eat? (X) / have a barbecue (✓)
Is Mr Smith eating? No, he isn't. He's having a barbecue.
2. Mark and Bill take a bike ride? (X) / eat (✓)
3. Anna and Mary/drink coffee? (X) / talk (✓)
4. Ms Smith talk on her mobile? (X) / take photos (✓)
5. the dog/play? (X) / sleep (✓)



Object personal pronouns/Possessive pronouns

object personal pronouns	me	you	him	her	it	us	you	them
possessive adjectives	my	your	his	her	its	our	your	their
possessive pronouns	mine	yours	his	hers	-	ours	yours	theirs

Look at me! It's my cap. It's mine.

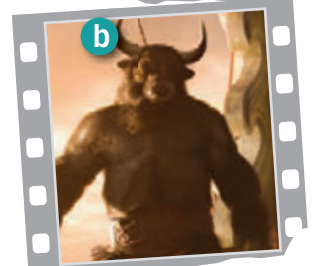
5 Read the table. Then, choose the correct item. Write in your notebook.

1. My/Mine coat is blue. Her/Hers is red.
2. These aren't their/theirs shoes. They are our/ours.
3. Look at him/his. He/His is wearing my/me scarf.
4. Your/Yours socks are green. Their/Theirs are orange.
5. These aren't her/hers jeans. They are my/mine.
6. This isn't me/my hat. It's your/yours.



Reading

- 1 a) Look at the pictures. Which shows: *a lion? a mouse? a centaur? a minotaur? a wolf?*
- b) What is special about them? Listen and read to find out.



Welcome to the magical world of Narnia, a land of mythical creatures and talking animals. Narnia is the setting of the best-selling series of fantasy books by C. S. Lewis. Some of the books, like *The Lion, the Witch and the Wardrobe*, are also very popular films. Many unusual creatures live in the land of Narnia. Let's meet some of them ...

Aslan, the great lion, is the creator and king of Narnia. He has magical powers and uses them for good. He is very wise and kind but can also be quite dangerous. One of Aslan's loyal followers is Reepicheep, the talking mouse. He may look small, furry and cute, but he is a brave knight who can fight very well with a sword!

Narnia has some fascinating mythical creatures too. High in the sky, gryphons fly about. These magnificent creatures have the

body of a lion but the head and wings of an eagle. Gryphons are soldiers in Aslan's army along with centaurs. Centaurs are also strange creatures that are half-man and half-horse. They run quickly and are usually generals in Aslan's army because they are very clever.

Not all creatures in Narnia are good, though. Minotaurs are enemies of Aslan. They are quite frightening creatures, with the body of a human, but the head of a bull. Minotaurs are stronger than the other animals in Narnia. Another terrifying enemy of Aslan is the talking wolf, Maugrim. As the leader of the wolves in Narnia, Maugrim can be extremely dangerous.

Full of fascinating creatures, Narnia can be quite an adventurous place. Why not pick up one of C. S. Lewis' books and see for yourself!

2 Read the text and complete the sentences in your notebook.

- | | |
|--|--|
| 1. The writer of the Narnia books is | 4. Gryphons can |
| 2. The king of Narnia is | 5. Centaurs look strange because |
| 3. Reepicheep can | 6. Minotaurs are stronger |

Speaking

- 3 Make notes in your notebook under the headings: **What is Narnia?**, **Talking animals**, **Mythical creatures**. Use your notes to present Narnia to the class.

Check these words

- escape • setting
- best-selling • wise
- loyal follower • furry
- knight • fight • sword
- soldier • army
- general • enemy

Across Cultures • 6f

Vocabulary Types of books

- 4 ▶▶ Look at the pictures. Listen and repeat. Which types of literature are non-fiction? fiction? Tell the class.

Action and adventure is fiction.



1 action & adventure



2 fairytales



3 science fiction



4 biographies



5 mystery & suspense



6 horror



7 articles in newspapers/magazines



8 fables



9 legends



Video

Culture Spot

William Shakespeare is the most famous English writer in the world.



▶▶ Name some writers from Romania.

Speaking & Writing

- 5 Talk about types of books as in the example. Use the adjectives: *exciting, interesting, funny, boring, scary*.

A: Do you like science fiction books?

B: Yes, I love them. They're exciting. / No, I don't. They're scary.

Listening

- 6 ▶▶ Listen and match the people to their favourite types of books.

- | | |
|---------|-------------------|
| John ① | a science fiction |
| Kate ② | b legends |
| Sally ③ | c mystery |
| | d fairytales |

- 7 Your e-friend gives you a book as a gift for your birthday. Write him/her a thank you message.

6 • CLIL (ICT)



HOW TO PRINT MANY PHOTOS FROM AN EMAIL AT ONCE

We all receive messages from our friends by text, on social media or by email. Sometimes our friends send us pictures in an email and we want to print them. It's easy to create a poster with these pictures and print it. Just follow this guide!



- 1 Open the email and use your mouse to right-click on a picture. Choose 'Copy' from the menu that appears on the screen.
- 2 Open a new word document. Right-click with the mouse again and choose 'Paste'. The picture appears in your word document.
- 3 Repeat steps 1 and 2 until you have got all the pictures you want in your word document.
- 4 Now, you can move the pictures around the page and make them big or small. Just click on each picture and use the mouse to make the changes.
- 5 When you're happy with your design, save your word document to your computer. Click on 'File' and 'Save As ...'. Decide where you want to store the file and what you want to call it.
- 6 To print your photos, click on 'File' again and choose 'Print'. Watch as your pictures come out of the printer.



Check these words

- send • print • follow
- right-click
- copy/paste • save
- printer



Watch videos about holiday destinations, then make a poster showing holiday destinations.

Reading


- 1 Listen to and read the text and put the pictures in the correct order.

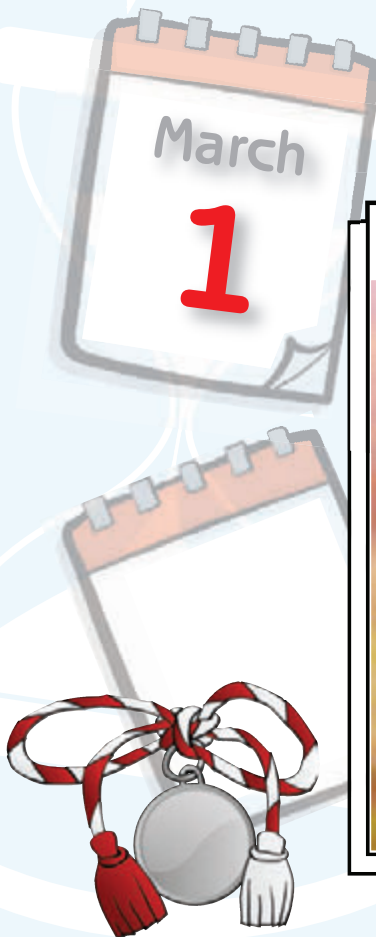


Speaking

- 2 Use the pictures in Ex. 1 to explain how to print a lot of photos from an email at once.
- 3 Ask your partner to send you photos of his/her last holiday by email. Follow the steps 1-6 and print them all at once. Create a poster.

Project Time

- 1  In groups, collect information about annual celebrations in Romania and make notes under the headings: **Name**, **Place**, **Date**, **Activities** in your notebook.




- 2 Create a calendar showing the celebrations in the different months.

Presentation skills

- 3 Use your calendar in Ex. 2 to give a presentation about annual celebrations in Romania to the class.

 **VALUES**

Celebrations

- 4  **Think** Why are celebrations important? Discuss the ideas below with your partner.
1. They bring family and friends together.
 2. They attract visitors to a place.
 3. They keep a place's culture alive.
 4. They bring excitement to a place.
 5. They allow us to relax and have fun.



6 • Progress Check

Reading

- 1 Decide if the sentences are **R (right)** or **W (wrong)** or **DS (doesn't say)**. Write in your notebook.

Hi, Paul!

My parents and I are in Kazimierz Dolny. It's a small town on the eastern bank of the Vistula river. It's the art centre of Poland. We're staying in a nice hotel close to the city centre. The weather's great. There are a lot of things to do here. In the mornings, we go sightseeing. Today, we're visiting some local galleries. In the evenings, we try local dishes. They are delicious. Can't wait to show you the photos.

See you,
Krzystof



A



B

Greetings from Thailand. I'm here with my family! We're staying at a beautiful hotel by the sea. Every morning, we swim at the beach, and then we visit famous sights. In the evenings, we have dinner at local restaurants. The food here is delicious. Right now, we are visiting a floating market. It isn't raining now, so there are a lot of people here. Dad's buying some clothes and Mum's taking photos. We're having a nice time.

Hope you are OK. See you soon!

Susan

- Krzystof is on holiday with his friends.
- It never rains in Kazimierz Dolny.
- Susan's hotel is near the sea.
- Susan is enjoying her holiday.

4 x 5 = 20

Vocabulary

- 2 Fill in the gaps with: *take, have, go, make, visit, play*. Write in your notebook.

- | | |
|------------------|--------------------|
| 1. ... sports | 4. ... a museum |
| 2. ... a snowman | 5. ... a picnic |
| 3. ... swimming | 6. ... a bike ride |

6 x 1 = 6

- 3 Unscramble the words to find the clothes. Write in your notebook.

1. trisk s ...



2. gelngisg l ...



3. sfrac s ...



4. ratnires t ...



4 x 2 = 8

Grammar

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

- We ... (**go**) to the beach.
- Martin ... (**come**) with us.
- I ... (**study**) now.
- They ... (**run**) in the park.

4 x 2 = 8

- 5 Rewrite the sentences in the negative in your notebook.

- Joe is playing tennis.
- The boys are doing their homework.
- I am sleeping.

3 x 1 = 3

- 6 Complete the questions in the present continuous with the words in brackets and answer them. Write in your notebook.

- ... (**Julie/swim**)? Yes,
- ... (**Bob and you/tidy**) your room? Yes,
- ... (**the girls/take**) pictures? No,

3 x 2 = 6

Progress Check • 6

7 Choose the correct word. Write in your notebook.

1. Where's **my/mine** scarf? I can't find **it/its**.
2. This hat is **my/mine**. Where is **your/yours** hat?
3. **Her/Hers** gloves are red. The blue ones are **me/mine**.
4. Look at **their/them!** **Theirs/Their** jackets are the same colour.

4 x 2 = 8

Everyday English

8 Complete the exchanges with:


- What about this bag?
- Sure. That's \$12.00.
- Here you are
- Hello. I want to buy a souvenir

Write in your notebook.

1. **A:** Good morning. What can I do for you?
B: ...
2. **A:** ...
B: It's very nice. How much is it?
3. **A:** Can I have one, please?
B: ...
4. **A:** ...
B: Here's your change. Have a nice day!

4 x 3 = 12

Listening

9  Listen and match the people to their favourite activities. Write in your notebook.

- | | |
|----------------|-------------------------|
| Nick 1 | a reading a book |
| Sally 2 | b go shopping |
| Steve 3 | c visit a museum |
| Pat 4 | d go camping |
| | e play sports |

4 x 4 = 16

Writing

10 Complete the email to your English friend, Simon, in your notebook. Write: **about the weather**, **what you're wearing**, **what you're doing now**.

MAILBOX
SEND

Hi Simon,
 Today it's I'm wearing Right now, I
 Write back!
 ...

17 points
Total: 100 points

Competences

★
Good

★★★
Very good

★★★★★
Excellent

Now I can ...

Vocabulary & Grammar

- talk about outdoor/free-time activities
- talk about the weather
- talk about clothes, shopping and books
- use the present continuous
- use personal object/possessive pronouns

Reading

- match phrases to make complete sentences
- identify R/W/DS statements
- answer comprehension questions

Listening

- listen for specific information (Multiple matching)

Speaking

- agree/disagree
- talk about the weather
- describe what I'm/someone else is wearing
- buy things
- present information about/talk about books
- present celebrations/festivals

Writing

- write an instant message
- write a thank you note

one hundred and thirteen



The Fisherman & the Fish

A poor fisherman and his wife live near the sea. One day, the fisherman catches a golden fish. The fish says to him, "Please let me go, and you can have anything you wish!"

The fisherman doesn't ask for anything and returns home. When he tells his wife about the golden fish, she becomes angry.


"You fool!" she shouts at him. "We need a new bucket." So, the fisherman goes to the sea and calls the golden fish, asking it for a new bucket. The fish grants his wish and he goes home to find a new bucket.

After that, the fisherman's wife sends him back to the golden fish again and again. She asks for a lot of things; first a new house, then, to be rich. After that, she wants to be the queen of the land with servants. Each time the fisherman goes back to the sea it becomes darker and stormier but still, the fish grants all of his wife's wishes.


The fisherman's wife still isn't happy. She wants to become the queen of the land and sea with the golden fish as her servant. The fisherman goes to the sea. It is dark and the sky is cloudy. He asks the fish for his wife's wish but this time, the fish swims away. He doesn't grant the wish. When the fisherman goes home, he sees his wife and in front of her, the old bucket. Everything is gone and they are poor once again.





- 1 Look at the pictures. Which one shows:
 1. an angry woman with a bucket?
 2. a queen with her servants?
 3. the golden fish swimming away.
 4. the fisherman catching the golden fish?
 5. a queen and the golden fish as her servant?
 6. the fisherman and his wife getting a new house?


- 2  Listen to and read the story. Then, put the pictures (1-6) in the correct order. Write in your notebook.

- 3 Read the story. For questions 1-3 choose the best answer A, B or C. Write in your notebook.
 1. The fisherman
A has a lot of servants. B is a poor man. C is rich.
 2. The fish offers the fisherman a wish because
A it feels sorry for him. B his wife is angry at him.
C it wants to thank him for saving his life.
 3. The fisherman's wife
A is never happy with what she has.
B does not like fishing.
C hates bad weather.

- 4  **Think** Imagine you meet the golden fish. What do you want it to do for you? Say or write in your notebook.

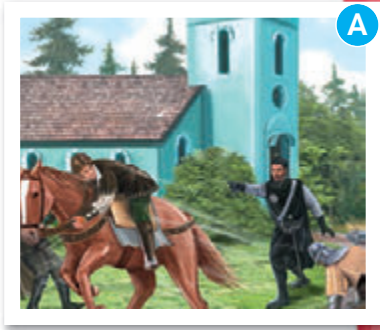
- 5  **Think** What is the message of the story? Write in your notebook.
 - a Be happy with what you have got.
 - b Be careful what you wish for.

- 6  In groups design a cover for the story. Present it to the class.

- 7  Work in groups of six. Three students take roles and act out the story. The other three mime what happens. Videotape yourselves.



Lord of the Greenwood



One summer day, Robert, the Earl of Huntingdon and Marian are getting married at the church. Suddenly, the doors burst open and the Sheriff steps inside.

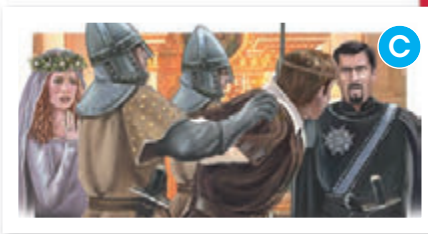
"Stop the wedding!" he shouts.






There is a new king, Prince John, and he doesn't want Robert to be the Earl of Huntingdon. Instead, he wants the Sheriff to arrest him. So, the Sheriff tells Robert that he does not own his castle, his land or his title any more. The Sheriff orders his guards to arrest Robert. The guards move towards Robert but he manages to escape. He runs out of the church, gets onto a horse and rides into the forest.

In the forest, a group of men holding bows and arrows stop him. They tell him to get off his horse and hand over all of his money.

The group of men are outlaws and enemies of the Sheriff and the new king. One of them recognises Robert as the Earl of Huntingdon. The group of men realise that Robert is now an outlaw and ask him to join them as their leader. Robert takes his own bow and arrow, puts up his green hood and tells the men, "Sherwood Forest is now my castle and my name is ... Robin...Robin Hood!"



World Tales

- 1 Who are the people in the pictures? Listen and read to find out.
- 2  Listen to and read the story. Then, put the pictures (A-E) in the correct order. Write in your notebook.
- 3 Read the story and put the events in the order they happen. Write in your notebook.
 - a The men ask Robert to be their leader.
 - b Robert changes his name to Robin Hood.
 - c The Sheriff enters the church.
 - d Marian and Robert are getting married.
 - e Robert escapes on a horse.
 - f The sheriff orders men to arrest Robert.
 - g Some men stop Robert in the forest.
- 4 Read again and decide if the sentences are R (right) or W (wrong). Write in your notebook.
 1. Marian is Robert's sister.
 2. Prince John does not like Robert.
 3. The Sheriff has orders to arrest Robert.
 4. Robert escapes to a church.
 5. Robert joins a group of men in the forest.
 6. Robert changes his name.
- 5 Say or write a summary of the story in your notebook. Use the pictures on p. 116.
- 6  **Think** What do you think happens in the end? Tell your partner.
- 7  Research the whole story. Check your answers in Ex 6.



1 • Evaluation (Modules 1-2)

Vocabulary

1 Fill in the nationalities. Write in your notebook.

1. He is from Canada. He is ...
2. She is from the UK. She is ...
3. They are from Romania. They are ...
4. We are from Portugal. We are ...
5. I am from USA. I am ...

2 Fill in the missing words: *friends, brother, popular, old, tall*. Write in your notebook.

1. Jack is my ...
2. He is 12 years ...
3. He is ... and thin.
4. He has got a lot of ... at school.
5. He is very ...

Grammar

3 Choose the correct word. Write in your notebook.

1. I'm Tim and this is **her/my** desk.
2. This is Ben and this is **his/your** bike.
3. This is Anna and this is **her/his** brother.
4. This is Paul and this is **her/his** sister.
5. Anna and Jane are sisters and this is **your/their** school.

4 Write the plurals in your notebook.

1. butterfly
2. scarf
3. key
4. man
5. tooth
6. bus



Everyday English

5 Fill in the gaps with: *she, how, years, who's, plump*. Write in your notebook.

- A: Hello Tim! **1)** ... that girl over there?
B: Who? The short **2)** ... one?
A: No. The tall one.
B: That's Simona.
A: Where is she from?
B: **3)** ... is from Romania.
A: **4)** ... old is she?
B: She is 11 **5)** ... old and she is very friendly. Let's go and say hello!



Evaluation (Modules 3-4) • 2


Vocabulary

1 Choose the correct word (A,B or C) to fill in the gaps. Write in your notebook.

My **1**) ... is really big. There is a **2**) ... room and a kitchen downstairs. There are three rooms upstairs; two **3**) ... and a bathroom. In my bedroom there's a bed, a desk with a computer on it and **4**) ... on the walls. There's a big **5**) ... opposite my house. I can play football there with my friends.

- | | | |
|---------------|-----------|-------------|
| 1. A school | B house | C garage |
| 2. A wardrobe | B balcony | C living |
| 3. A bedrooms | B sofas | C bookcases |
| 4. A curtains | B posters | C doors |
| 5. A park | B library | C hospital |

2 Fill in: *hang, homework, shower, online, brush*. Write in your notebook.



*I get up at 7 o'clock in the morning and take a **1**) Then, I have breakfast and **2**) ... my teeth. At 8:00 am I go to school. I come back from school at 5:00 pm. I do my **3**) ... and then I chat **4**) ... or **5**) ... out with my friends.*

Grammar

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

1. Are there ... oranges in the fridge?
2. There are ... flowers in the vase.
3. There aren't ... pictures on the wall.
4. There are ... books in the bookcase.
5. There aren't ... curtains in the bedroom.

4 Fill in the gaps with: *at, on* or *in*. Write in your notebook.

1. I get up ... 7 o'clock ... the morning
2. My flat is ... the third floor.
3. We have football practice ... the afternoon.
4. We visit our cousins ... Sundays.
5. Our lessons begin ... 8:00 am.

Everyday English

5 Choose the correct response. Write in your notebook.

1. A: Where's the library?
B: **a** Turn left.
b On the second floor.
2. A: Can you repeat it, please?
B: **a** Of course.
b Turn right.
3. A: Thank you.
B: **a** I'm sorry.
b You're welcome.
4. A: Who is Gareth Bale?
B: **a** He's a footballer.
b He's tall and thin.
5. A: Where is the lamp?
B: **a** Under the desk.
b On the table.

3 • Evaluation (Modules 5-6)

Vocabulary

1 Fill in the gaps with: *take, have, go, visit, play*. Write in your notebook.

1. ... football
2. ... breakfast
3. ... running
4. ... a gallery
5. ... a walk

2 Choose the correct word. Write in your notebook.

1. **Beat/Add/Peel** the eggs with a **whisk/knife/spoon**.
2. **Grate/Beat/Mix** the cheese with a **grater/fork/knife**.
3. To make potato chips, **mix/peel/add** the potatoes and **slice/mix/grate** them thin.
4. **Lettuce/Rice/Strawberry** is a vegetable and **cherries/chickens/potatoes** are fruit.
5. **Grate/Mix/Slice** the salad with a **knife/spoon/grater**.

Grammar

3 Choose the correct word or phrase. Write in your notebook.

1. **How much/How many** sugar do we need? **Not much/Not many**.
2. There isn't **many/much** milk. Can you buy a **carton/packet**, please?
3. Can I have **any/some** soup, please? A **cup/bowl** is fine.
4. There are **a few/a little** apples. We can make **some/an** apple pie.
5. There aren't **some/any** oranges. Can you buy **a little/some**?

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

1. ... **(you/do)** your homework?
2. Jim ... **(go)** to the supermarket.
3. The children ... **(swim)**.
4. ... **(the dog/play)** with you?
5. We ... **(make)** breakfast.

Everyday English

5 Complete the dialogue with:

- How about this T-shirt?
- How much is it?
- Sure.
- I want to buy a souvenir.
- Here's your change.

Write in your notebook.

A: Good morning. What can I do for you?

B: 1) ...

A: 2) ...

B: It's very nice. 3) ...

A: It's €18.

B: Can I have the green one, please?

A: 4) ... That's €18 please.

B: Here you are.

A: 5) ... Have a nice day!



Published by Express Publishing

Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW, United Kingdom
Tel.: (0044) 1635 817 363
Fax: (0044) 1635 817 463
email: inquiries@expresspublishing.co.uk
www.expresspublishing.co.uk



© Jenny Dooley, 2017

Design and Illustration © Express Publishing, 2017

Colour Illustrations: Angela, Victor, Kyr © Express Publishing, 2017

Music Arrangements by Taz © Express Publishing, 2017

First published 2017

Made in EU

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, photocopying, or otherwise, without the prior written permission of the publishers.

This book is not meant to be changed in any way.

ISBN 978-1-4715-6675-2

Acknowledgements

Authors' Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Megan Lawton (Editor in Chief); Mary Swan, Kate Taylor and Sean Todd (senior editors); Michael Sadler and Barry Wilson (editorial assistants); Richard White (senior production controller); the Express design team; Whouse (recording producers); and Kevin Harris, Kimberly Baker and Christine Little. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

Photograph Acknowledgements

Module 1: *1f Flash* © everett/www.iml.gr on p. 45; **Module 6:** 6f Narnia images © everett/www.iml.gr on p. 108

Digital Book software developed by Infomedia Pro.

Every effort has been made to trace all the copyright holders. If any have been inadvertently overlooked, the publishers will be pleased to make the necessary arrangements at the first opportunity.

Limba modernă 1 - Limba engleză



ISBN 978-1-4715-6675-2

