

Ministerul Educației Naționale

# Limba modernă 2 engleză

## Clasa a VI-a

Jenny Dooley



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Manualul este distribuit elevilor în mod gratuit, atât în format tipărit, cât și în format digital, și este transmisibil timp de patru ani școlari, începând cu anul școlar 2019 - 2020.

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.

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## *Gimnul 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 strânepoți,  
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

## Instructiuni 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.**

**Reading 2a**

**Reading**

1 Listen at the title and the pictures. What is the last word? Listen and read to check.

**TWIN CITIES**

Two cities very similar situated on the bank of the Mississippi River and just next to each other. These areas are not identical, but people have something good in the common example go swimming in Lake Erie (the Great) and to shopping. They can go boating. There are lots of restaurants and coffee-cafes there.

**Reading 2a**

**Match the sentences (1-9) to the shapes (A-F)**

1 There are in shape A.  
2 Can I have a bunch of roses, please?  
3 They don't want to buy.  
4 Can I have some bacon, please?  
5 It's today's paper?  
6 Please can we have coffee in this  
please?  
7 Can I have a hat in brown?  
8 Do you want some coffee, please?  
9 Let's have this (G), please?

**Work in groups**

Ask each other questions. The third person says where you are.

**Listening**

a Name the places for the pictures 1-6.

b Listen and match dialogue 1-6 to the pictures. Write in your notebook.

**Writing**

Complete the text about your town or another town in your country in your notebook. Draw a picture. Copy it in a piece of paper. Present your town in this class.

It is ... (writing, quiet, beautiful, interesting) in my town/country.  
This is ... This is also ... It's great place to live in.

Symbols:  
Simboluri:



listening activities  
audio



animation/video activities  
activități animate/video



static activities  
activități statice



interactive activities  
activități interactive

# Structure of a module

## Structura unui modul



vocabulary presentation  
prezentarea vocabularului

listening activities  
activități de ascultare

reading tasks  
activități de citire

critical thinking  
gândire critică

Culture sections to promote  
cultural individuality  
Secțiuni cu informații culturale



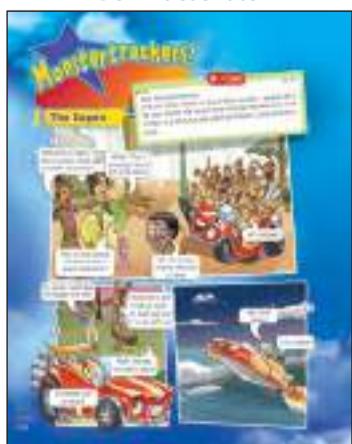
Comic story  
Benzi desenate

everyday situational dialogues  
dialoguri uzuale

realistic writing tasks  
activități de scriere

Fun Time & Games  
Jocuri

quizzes  
cuestionare



Evaluation  
Evaluare

songs  
cântece

Symbols:  
Simboluri:

listening  
audio

Game  
joc

Smile  
joke  
glumă

pairwork  
lucru în perechi

groupwork  
lucru în grup

ICT

research  
căutare pe internet

Video

animation/video  
animări/video

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<b>3</b>	<b>Places around us</b> pp. 30-41 Fun Time 2 p. 42 Revision 2 p. 43 Monstertrackers 1 pp. 44-45 1.1, 2.4, 3.1, 3.2, 3.3, 4.1	<ul style="list-style-type: none"> <li>Countable/Uncountable nouns</li> <li>Quantifiers</li> <li><i>some/any</i></li> <li>Partitives</li> <li>Present Continuous</li> </ul>	<ul style="list-style-type: none"> <li>Places in a city</li> <li>Months and Seasons</li> <li>Shops &amp; Products</li> <li>Houses</li> </ul>	<ul style="list-style-type: none"> <li>Twin Cities Different Worlds </li> <li> Shops &amp; products (matching)</li> <li>an email about Andrew's new flat </li> <li> a dialogue (gap filling)</li> </ul>
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<b>6</b>	<b>Let's have fun</b> pp. 76-87 Fun Time 5 p. 88 Revision 5 p. 89 1.3, 2.1, 3.2, 4.1, 4.2	<ul style="list-style-type: none"> <li>Past simple – irregular verbs (affirmative)</li> <li>Past simple – regular/irregular verbs (negative)</li> <li>Past simple – regular/irregular verbs (interrogative)</li> </ul>	<ul style="list-style-type: none"> <li>Festivals/Celebrations</li> <li>Party Time</li> <li>Holiday greetings &amp; wishes</li> </ul>	<ul style="list-style-type: none"> <li>A world of parties </li> <li>Come to a party</li> <li> An invitation (gap filling)</li> </ul>
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<ul style="list-style-type: none"> <li>talking about past abilities</li> <li>describing a film</li> <li>Pronunciation: strong and weak forms; <i>-ed</i> ending</li> </ul>	<ul style="list-style-type: none"> <li>a short presentation about mythical creatures</li> <li>a short paragraph describing yourself</li> <li>a short paragraph about a famous artist or writer in your country</li> </ul>	<ul style="list-style-type: none"> <li>J.K. Rowling &amp; Pablo Picasso </li> </ul>
<ul style="list-style-type: none"> <li>talking about a thing you had/did at your last birthday party</li> <li>talking about what you did/ didn't do yesterday afternoon</li> <li>narrating past events</li> <li>Intonation: high rising tone to express disbelief &amp; great surprise</li> </ul>	<ul style="list-style-type: none"> <li>an email about your last birthday party</li> <li>a text message</li> <li>a thank you message</li> <li>an invitation</li> <li>a collage of spring festivals</li> </ul>	<ul style="list-style-type: none"> <li>The Joys of Spring </li> </ul>
<ul style="list-style-type: none"> <li>expressing preferences</li> <li>talking about the way you like to travel</li> <li>talking about two places in your country</li> <li>giving instructions</li> <li>buying a train ticket</li> <li>Pronunciation: silent letters</li> </ul>	<ul style="list-style-type: none"> <li>postcard to a friend</li> <li>a short text about your two favourite places for your school magazine</li> </ul>	<ul style="list-style-type: none"> <li>Natural Wonders of the World </li> </ul>

## General competencies

- Understand oral messages
- Speak in everyday communication situations
- Understand simple written messages
- Write simple messages in everyday communication situations

## Specific Competences

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

## Competențe generale:

- Receptarea de mesaje orale simple
- Exprimarea orală în situații de comunicare uzuale
- Receptarea de mesaje scrise simple
- Redactarea de mesaje simple în situații de comunicare uzuale

## Competențe specifice

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

# Welcome back!

- **The verb 'to be' (affirmative & negative)**

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

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



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

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

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



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



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



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



- 4 We ... sad. (X)  
We ... happy. (✓)

## Note

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



## Note

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

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

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

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

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

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

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

### • Subject/Object personal pronouns

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

### 5 Choose the correct answer. Write in your notebook.



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

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

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

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

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

# Welcome back!

## Note

We use the verb

**have got:**

- to show that something belongs to somebody.

*They've got a blue car.*

- to describe characteristics of people. *She's got long hair.*

- to talk about relationships. *Pete's got two sisters.*

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

## 6 Read the table.

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

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



- 1 Sue ... a TV.
- 2 They ... a CD player.
- 3 Ben ... a guitar.

- 4 Sue ... a bike.
- 5 They ... a mobile phone.
- 6 Ben ... a laptop.

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

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

## Note

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

- **The verb 'to have got'** (interrogative & short answers)

## 8 Read the table.

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

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

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

## Note

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

## • Possessive adjectives – Possessive pronouns

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

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



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

# Welcome back!

## Note

We use **there is** in the short form, to list things in the singular. **There's a bed, a bookcase and a desk in my room.** (NOT: **There is a bed, a bookcase and a desk in my room.**)

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

## Game

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

A: bed

B: bedroom – sofa

A: living room etc.

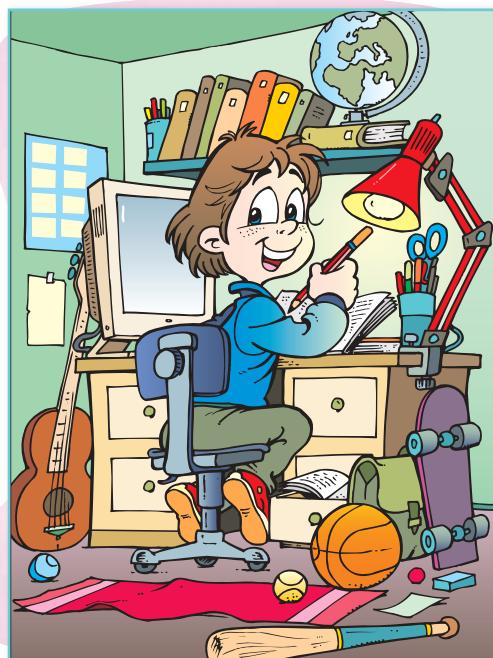
## • There is/There are

### 11 Read the table.

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

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

- ... a lamp on the desk.
- ... some books on the shelf.
- ... any paintings on the wall.
- ... a mobile phone on the floor.
- ... some balls on the floor.
- ... a computer on the desk.



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

A: Is there a desk in your bedroom?

B: Yes, there is.

A: Are there any books on your desk? etc.

## Note

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

## Write the opposites in your notebook.

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

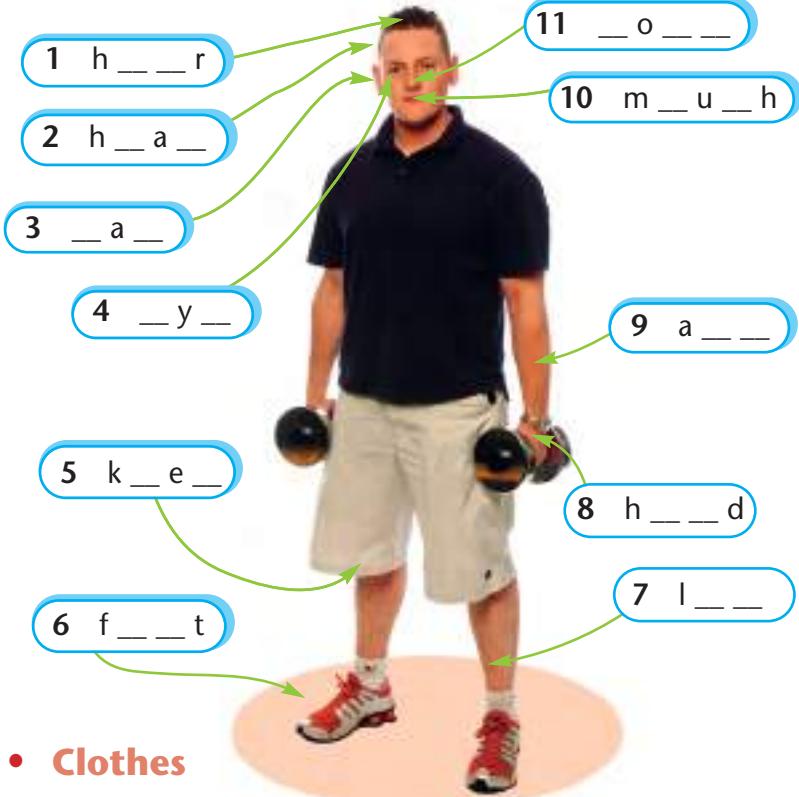
**Use the adjectives to describe two of your friends.**

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

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

## Parts of the body

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



## Clothes

### 15 Label the pictures. Write in your notebook.

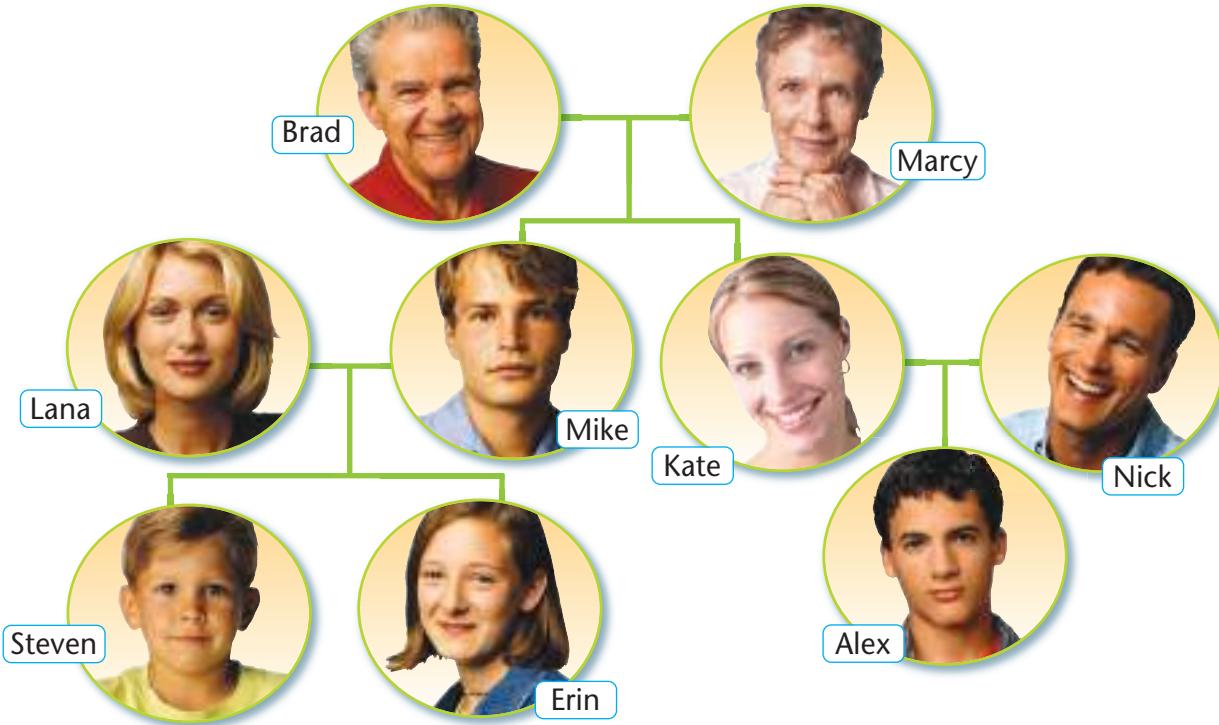
- a T-shirt
- trousers
- a skirt
- a hat
- gloves
- socks
- trainers
- a belt
- a dress
- a jumper
- boots
- a coat
- a jacket
- a shirt
- shorts



# Welcome back!

## • Family members

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



! Draw your  
family tree. Stick  
photos. Present  
your family to  
the class.

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

## • Numbers

**17** Find the numbers. Write in your notebook.

	8 MORE	8 LESS
25	...	...
32	...	...
43	...	...

	10 MORE	10 LESS
27	...	...
80	...	...
34	...	...



A



B



C

- **Greetings & Introductions**

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

1

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

2

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



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

- **Asking for/Giving personal information**

**19**

- Listen and repeat.

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

**20**

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



## Offerton Library

Name:

Jessica 1) ...

Address:

14 Orchard Grove, 2) ...

Date of Birth:

14<sup>th</sup> 3) ...

Phone Number:

0779 4) ...

Membership Number:

34987



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

# At work, at play

## ► What's in this module?

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

**Find the page numbers for**

- a blog entry • strange school • a dialogue

## Vocabulary

### • Routines & Activities

- 1**  **List the activities in the pictures under the correct heading in your notebook.**  
 **Listen and check.**

Daily routines

Free-time activities

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

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

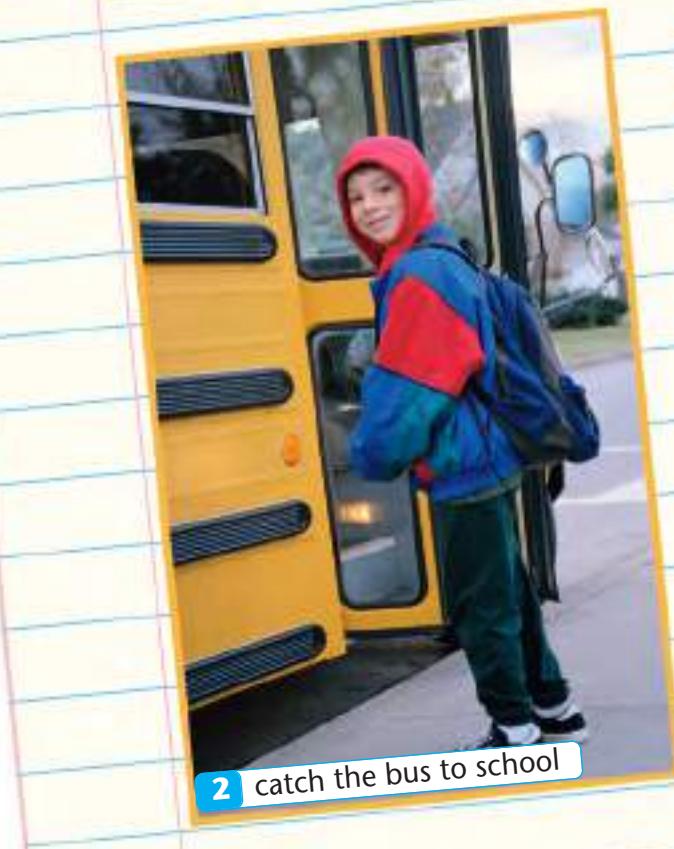
A: *What time do you get up?*

B: *At 7:30.*

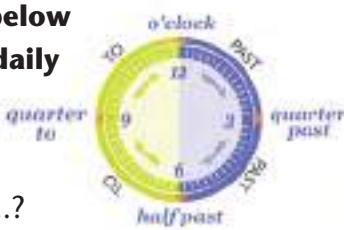
 Video



1 play sports



2 catch the bus to school





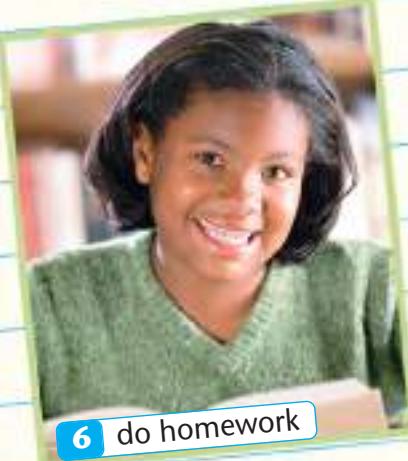
3 get up



4 watch TV



5 eat breakfast



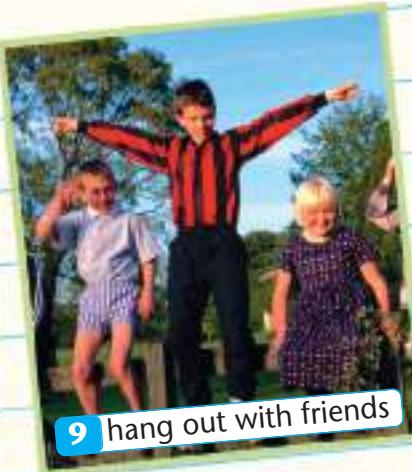
6 do homework



7 surf the Net



8 have lessons



9 hang out with friends



10 go to bed

# Reading 1a

## Reading

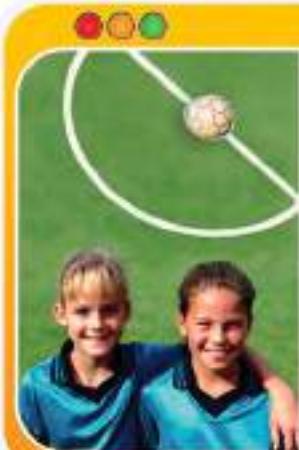
- 1 a) Look at the text. Where can you see it: on the Internet? in a magazine?

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

▶ Video

Check these words

- delicious
- pancake
- vegetable
- relax



### Mary's Blog

14th November

#### Sundays are the best! ❤

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

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

Post a comment

## Study Skills

### Using graphic organisers

Graphics organisers help us understand the content of a text.

### Days of the week

Complete in your notebook.

Sunday

M...

Tuesday

W...

Thursday

F...

Saturday

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

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

- 3 Copy the table in your notebook and complete it.

Morning	Afternoon	Evening
get up late		

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

# Reading 1a



1 playing computer/video games



2 eating out



3 fishing



4 listening to music



5 going to parties



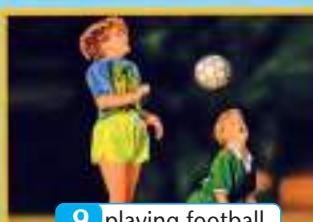
6 painting



7 reading a magazine



8 going to the cinema



9 playing football



10 watching a DVD



11 watching a match



12 going swimming

## Study Skills

### Checking pieces of writing

When you write a text check it for the following:

- correct spelling of words

- punctuation:  
**fullstop** (.) at the end of statements

- comma** (,) to separate items

- exclamation**

- mark** (!) to emphasize an idea

**Note:** We always use capital letters for days of the week (**Monday**), proper names (**Anita**), countries & nationalities (**Romania**, **Romanian**) and the pronoun **I** (**I'm Tony**).

## Weekend

## activities

### Vocabulary

#### • Weekend activities

- 5 Listen and repeat.



13 going sailing

### Speaking

- 6 Complete the sentences in your notebook. Use words in Ex. 5.

1 I ☺ love ...      3 I ☹ don't mind ...      5 I ☹ hate ...

2 I ☺ like ...      4 I ☹ don't like ...      6 I ☹ can't stand ...

### Writing (a blog entry about your typical weekend)

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

Para 1: Saturday activities

Para 2: Sunday activities

# Grammar 1b

## Note

### Spelling – 3rd person singular

- Most verbs take **-s** in the 3rd person singular.

*I walk – he walks.*

- Verbs ending in **-ss, -sh, -ch, -x** and **-o** takes **-es**.

*I miss – he misses,  
I push – he pushes,  
I catch – he catches,  
I fix – he fixes,  
I go – he goes*

- Verbs ending in a consonant + **y** drop the **-y** and take **-ies**.

*I try – he tries*

- Verbs ending in a vowel + **y** take **-s** only. *I play – he plays.*

### Pronunciation

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

## • Present simple (affirmative)

### 1 Read the theory.

#### Affirmative

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

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

*I listen to music every night.* (habit)

*I always walk to school.* (routine)

*Water boils at 100°C.* (general truth)

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

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

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

### 2

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

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

/s/	/z/	/ɪz/

### 3

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



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

- Present simple (negative & interrogative)

## Note

### Prepositions of time

**at** + hours (*at 4 o'clock*), **at noon**, **at night**, **at midnight**, **at Christmas**, **at Easter**  
**in** + months (*in May*), seasons (*in the spring*), years (*in 2008*), parts of the day (*in the morning/afternoon/evening*)  
**on** + days (*on Friday*), dates (*on 12th September*)

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

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

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

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

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

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

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

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

A: *Does Kevin come from New York?*

B: *No, he doesn't. He comes from Chicago. etc.*



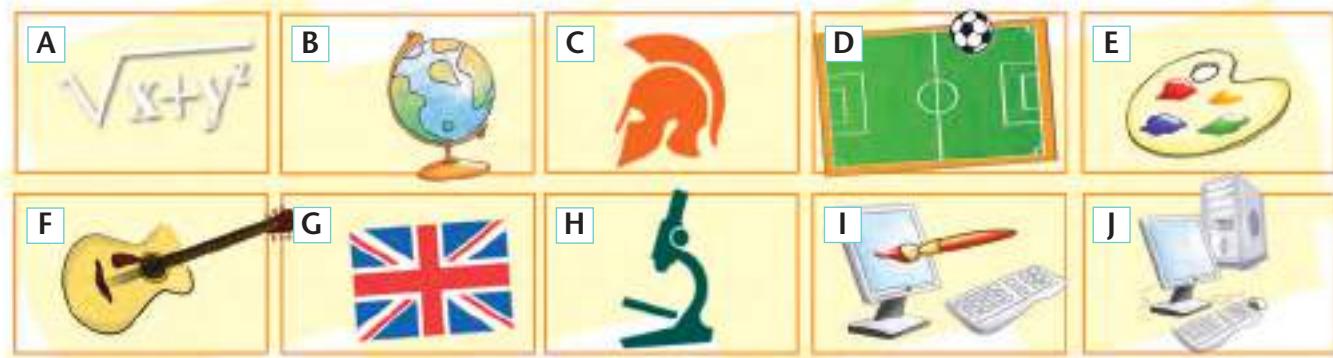
# Vocabulary & Reading Skills 1c

## Vocabulary

### • School subjects

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

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



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

Check these words

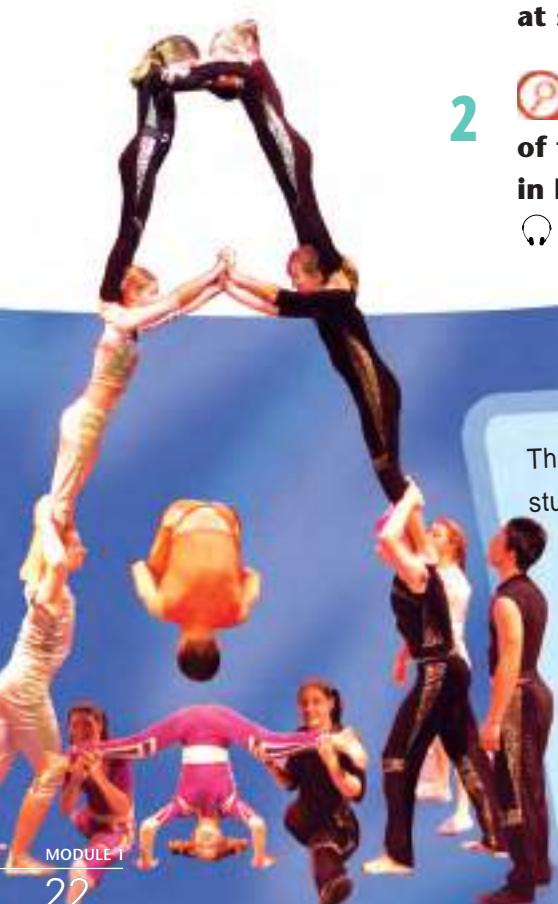
- perform • typical
- break • put on

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



## The Flying Fruit Fly Circus School

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



# Listening, Speaking & Writing Skills 1c

## Note

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

*Maths is my favourite school subject.*

### 3 Read the text again and answer the questions in your notebook.

- 1 What is the Flying Fruit Fly Circus School?
- 2 Where is it?
- 3 What do students study there?
- 4 What time do lessons begin?
- 5 How many breaks have students got?
- 6 What do the students do every year?

## Speaking

### 4



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

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

## Listening

### 5

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

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



## Writing

### 6

Write a text about your school in your notebook. Use your ideas in Ex. 4 and the text in Ex. 2 as a model.

### My school

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

# Grammar 1d

## • Adverbs of frequency

### 1 Read the sentences and the theory.

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

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

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

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

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

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

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

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

### 4 Write answers to the questions in your notebook.

How often do you ...

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



• Question words

**5** a) Read the theory.

**Note**

**Whose** to ask about possession.

*Whose bag is this?  
Ann's.*

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

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

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

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

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

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

b) Complete the questions in your notebook.

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

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

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1 <i>What's your name?</i><br/>My name's <u>Jill</u>.</li> <li>2 Bob is my <u>brother</u>.</li> <li>3 My birthday's in <u>March</u>.</li> </ol> | <ol style="list-style-type: none"> <li>4 Paul's from <u>Italy</u>.</li> <li>5 I'm <u>10 years old</u>.</li> <li>6 My address is <u>24 Maple Street</u>.</li> </ol> |
|--|--|

**Speaking**



**7** Answer the questions about yourselves in your notebook.

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

A: *What's your name?*

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

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

# Everyday English 1e

## • Talking about free-time activities

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

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

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

What is the dialogue about?

 Listen and read to find out.



**Tim:** Hurray! It's Friday!

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

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

**Emily:** Do you like fishing?

**Tim:** Not really. What about you?

**Emily:** Well, I love painting.

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

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

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

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

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

1 What does Tim usually do at the weekend?

2 Does he like fishing?

3 What does Emily like doing at the weekend?

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

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

**Call me.**

**That's true!**

**Oh, I don't know.**

## Pronunciation

### 5 Listen and repeat.

1 Do you like playing football?

2 I love painting.

3 Let's go sailing!

4 Is it Friday already?

## Study Skills

### Sound natural in English

Listen to and mimic the way native English speakers speak.

# Favourite Pastimes

## UK: Football



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



Check these words

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



## Philippines: Patintero

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

**1** What do you know about the games in the pictures? Think about two questions for each.

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

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

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

**3** **ICT** What sports do teenagers play in your country? Collect information, then write a short text about one of them. Present it to the class.

## Fun Time



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



Every morning, I get up at 7:45.

I eat b \_\_\_\_\_ with my family  
and then I c \_\_\_\_\_ the bus to school.  
I have l \_\_\_\_\_ until 2 pm. After  
school, I do my h \_\_\_\_\_ and then  
I play s \_\_\_\_\_ before I go to bed.

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

## Game

- 2 Mime a free-time activity. The class in teams tries to guess what you are doing.
- 3 Do the quiz. Answer the questions in your notebook.

## Quiz



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

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

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

### Video

# School's the coolest

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

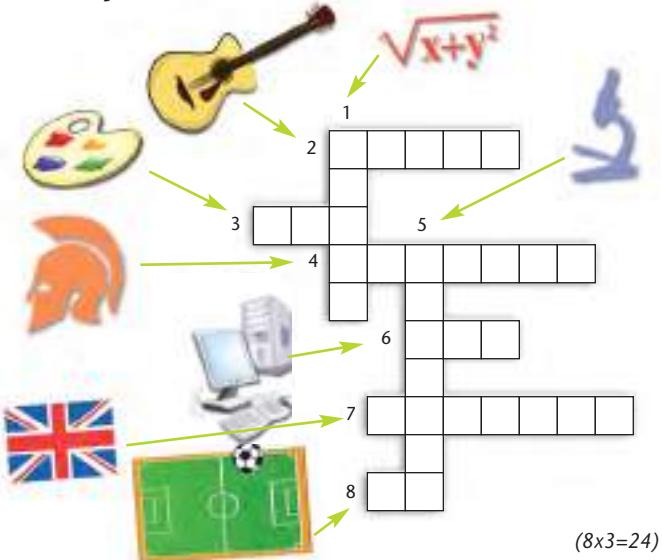
Science, Art, Geography  
Whole new worlds for us to see  
English, Maths and History  
School's the coolest place for me

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

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



**1** Copy and complete the crossword in your notebook.



(8x3=24)

**2** Fill in: catch, play, watch, have, go, do.

Write in your notebook.

- |                 |              |
|-----------------|--------------|
| 1 ... homework  | 4 ... sports |
| 2 ... breakfast | 5 ... to bed |
| 3 ... the bus   | 6 ... TV     |
- (6x1=6)

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

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

(5x4=20)

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

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

(5x4=20)

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

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

(5x2=10)

**6** Complete the dialogue in your notebook.

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

A: What do you usually do at the weekend?

B: 1) ...

A: 2) ...

B: Not really. 3) ...

A: 4) ...

B: Cool!

(4x5=20)

TOTAL: 100

Check your progress

**Now I can ...**

- talk about daily & weekend activities
- talk about school subjects
- discuss free-time activities
- write a blog entry about a typical weekend
- write a text about your school

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

## Places around us

### ► What's in this module?

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

**Find the page numbers for**

- a street map
- a shopping basket
- an email

### Vocabulary

#### • Places in a city

1

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

2

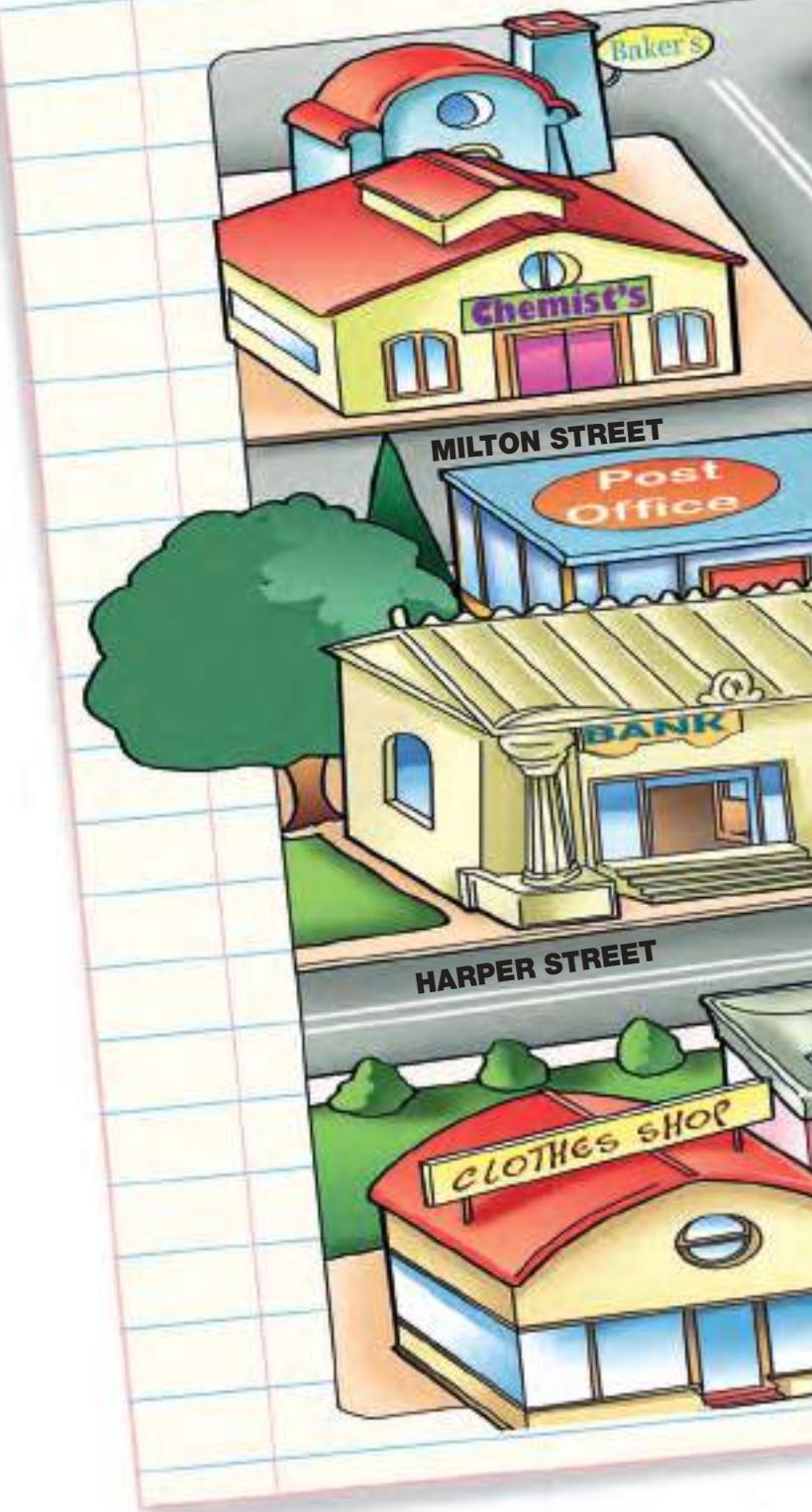
-  **Look at the map and ask and answer questions. Use *there is/there are* and the words in the list.**

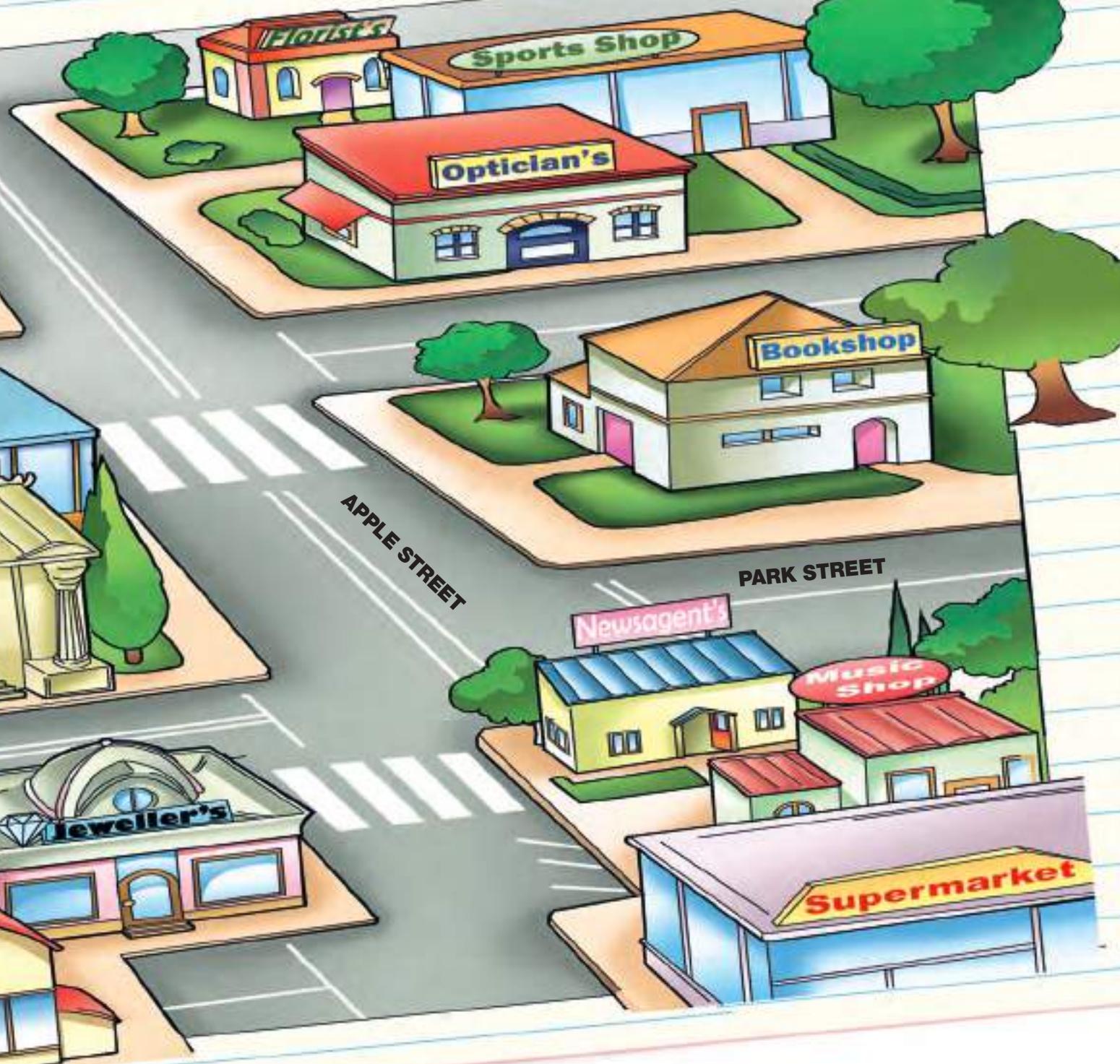
- florist's • school • bank
- bookshop • baker's • park
- circus • houses • trees

A: *Is there a florist's?*

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

A: *No, there isn't.*





# Reading 2a

## Reading

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

### TWIN CITIES Different Worlds

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



B Verona, Italy



Check these words

- tall building
- café
- city wall

**Months & Seasons!**  
**Write the months in your notebook.**

winter	spring
summer	autumn

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

A Verona, Wisconsin, USA      B Verona, Italy

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

- 3 Complete the sentences in your notebook.

- A 1 In Verona, USA, people live in ... .  
2 People's favourite free-time activities are ... .  
B 3 Verona, Italy, is well known for its ... .  
4 Tourists can buy things ... .

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

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

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

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

## • Shops & products

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

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



## Listening

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

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



Dialogue 1

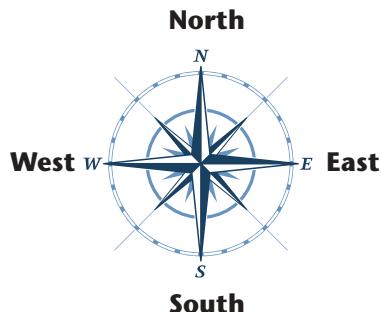
Dialogue 2

Dialogue 3

## Writing

### 7 Complete the text about your town or another town in your country in your notebook. Find a picture. Copy it to a piece of paper. Present your town to the class.

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



# Grammar 2b

## Note

**a few** = not many but enough

**few** = not enough, almost no

**A little** = not much but enough

**little** = not enough, almost no

**A lot of/Lots of** + countable nouns in the plural or uncountable nouns in affirmative sentences.

## Note

### Singular & plural nouns

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

**BUT** *sugar, milk, flour, homework* are always singular.

*There isn't any sugar.*

## • Countable/Uncountable nouns & quantifiers

**Countable nouns** are nouns we can count.

*an/one apple – two apples*

*I eat a lot of apples.*

*How many apples do you eat?*

- *too many (more than I need)*
- *a lot of/ lots of*
- *some/(a) few*
- *not many/ (very) few*
- *none/not any*



**Uncountable nouns** are nouns we cannot count. *(some) rice*  
(NOT: ~~one rice~~ ~~two rices~~)

*I drink a lot of milk.*

*How much milk do you drink?*

- *too much (more than I need)*
- *a lot of/lots*
- *some/(a) little*
- *not much/ (very) little*
- *none/not any*



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

- 1 *some* milk **U**; 2 money; 3 bread; 4 cherries; 5 sugar; 6 egg; 7 rice;  
8 orange; 9 tea; 10 cheese; 11 meat; 12 biscuit

**2**



### Choose the correct item. Write in your notebook.

- A: Can you buy me 1) *a few/a little* eggs?  
B: Sure. 2) **How much/How many** do you need?  
A: 3) **Not much/Not many**. Six is enough.  
B: OK! Is that all?  
A: Oh! Can you get me some milk? There's very 4) *few/little* left.  
B: Sure, no problem.  
A: Can you also get me 5) *a little/a few* cheese?  
B: 6) **How much/How many** do you need?  
A: 300 gr is OK.  
B: OK! Bye for now.





- ***some/any***

- ***some*** + countable nouns in the plural or uncountable nouns in affirmative sentences or questions to make an offer or a request.

*We'll take some oranges. There's some milk in the fridge. Would you like some?*

- ***any*** + uncountable nouns or countable nouns in the plural in negative sentences or questions.

*There isn't any butter. Are there any apples in the fridge?*



3



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

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

- ***Partitives***

4

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



1 a ... of cereal

2 a ... of sugar

3 a ... of orange juice

4 a ... of ketchup

5 a ... of coffee

6 a ... of cola

7 a ... of bread

8 a ... of spaghetti



5



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

# Vocabulary & Reading Skills 2c

## Study Skills

### Predicting content

Photos help us predict the content of a text.

## Reading

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

- b) Listen, read and check.

### Check these words

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



Hi Peter,

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

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

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

Talk to you later,

Andrew

Video

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

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

## Speaking

- 3 Imagine you are Andrew. A friend of yours is visiting you. Use the text in Ex. 2 to show your friend around your house and neighbourhood.

# Listening, Speaking & Writing Skills 2c

## Note

### Ordinal numbers

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

1st = first

2nd = second

3rd = third

4th = fourth

5th = fifth

6th = sixth

7th = seventh

8th = eighth

9th = ninth

10th = tenth

11th = eleventh

12th = twelfth

13th = thirteenth

14th = fourteenth

20th = twentieth

21st = twenty-first

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

## Study Skills

### Brainstorming for ideas

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

**Topic:** My neighbourhood

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

**Headings**

- Location • Shops
- People

## Listening

4

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

	Karen	Patrick
Where?	in a house outside London	
How many rooms?		
Favourite room?		

## Writing

5

- a) Using the information in the Study Skills box, brainstorm for ideas to describe your neighbourhood.
- b) Complete the sentences about your neighbourhood in your notebook.

- 1 My neighbourhood is ... .  
2 I live in a(n) ... .  
3 It is ... .  
4 It has got ... .

- 5 There are ... .  
6 There isn't/aren't ... .  
7 I really like ... .  
8 The people here ... .

6

**Portfolio** Use your answers in Ex. 5b to write an email to your pen-friend about your house and your neighbourhood.



# Grammar 2d

## Present continuous (affirmative)

### Affirmative

I **am**/'m eating

You **are**/'re eating

He **is**/'s eating

She **is**/'s eating

It **is**/'s eating

We **are**/'re eating

You **are**/'re eating

They **are**/'re eating

We use the **present continuous** for:

- actions that are happening now, while we are speaking.  
*He is listening to music now.*
- actions happening around the moment of speaking.  
*Sandra is studying hard this month.*

**Note:** Stative verbs do not appear in a continuous form, as they express a state rather than an action. These include: *like, love, hate, want, know, remember, forget, understand, think, believe*, etc.

### Spelling

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

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

 1

Complete the sentences with the verb in the correct form.

Write in your notebook.

• sit • wear • have • play • lie

1 Owen and Jenny ...

computer games.

2 They ... fun.

3 Owen ... on the bed.

4 Jenny ... on the bed.

5 They ... casual clothes.

 2

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

Dear Janet,

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

Kim

## Present continuous (negative & interrogative)

### Note

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

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

### 3 Write sentences in the negative in your notebook.

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

### 4 Form questions and answer them in your notebook.



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

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



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

See you soon,  
Bob

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

# Everyday English 2e

## Note

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



### • Buying clothes

#### 1 Listen and repeat.

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

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

**Salesperson:** Good morning. How can I help you?

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

**Salesperson :** Good choice! What size are you?

**Andy:** I'm a medium.

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

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

**Salesperson:** They're over there.

**Andy:** Thank you.

...

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

**Salesperson:** It's just £25.

**Andy:** Great! Here you are.

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

#### 3 Act out dialogues using the photos below.



**Clothes**  
S (small)  
M (medium)  
L (large)  
XL (extra large)



**Prices**  
£ = one pound

**Shoes**  
size 6 (EU 38-39),  
7 (EU 39-40),  
8 (EU 40-41) etc

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



# Markets Around the World



**The English Market,  
Cork**

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



**The Spice Market,  
Istanbul**

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

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

Check these words

- courtyard • fountain
- selection • herb
- curry powder

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

Listen, read and check.

beautiful
delicious



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

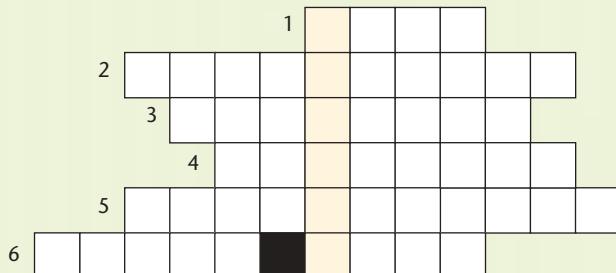
Listen and check. Listen and repeat.

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

- 3** **Think of a popular market or shopping centre in your town/city. Collect information, then write a paragraph about it. Write: where it is, what it is like, what you can buy there. Find a photo. Present it to the class.**



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



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

**2 Label the rooms in your notebook.**

- living room • bathroom • bedroom • kitchen



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

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

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

**Game** Look at the pictures in Ex. 2 and name the object which is: *among four chairs, in front of the window, on the sofa, under the cupboard, next to the bedside cabinet, opposite the sofa, above the sink, between the toilet and the washbasin.*

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

### Market day

Busy shoppers fill the street

Buying tasty things to eat

All the goods are on display

Come and shop, it's market day

*Hurry, hurry, don't delay*

*Grab your bags, it's market day*

*Time to shop and have some fun*

*Hurry, hurry, everyone*

Find fresh fruit or herbs and spices

Always at the lowest prices

Find a bargain, stop to buy

Anything that takes your eye

Smell the fresh fruit in the air

See the colours everywhere

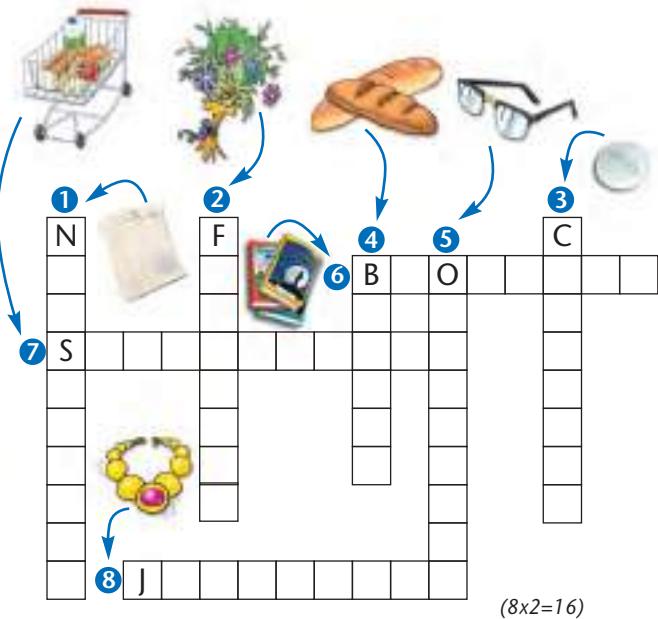
Hear the people – call and shout

That's what market day's about



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

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



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

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

(8x3=24)

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

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

(5x4=20)

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

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

(4x5=20)

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

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

(4x5=20)

TOTAL: 100



# Monstertrackers!



ANICHT

## 1 The Ropen

1

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

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



So, Jacob, what does the Ropen look like?

2

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



Everybody, get on board.

Right, Boogey, we need a plane!

Hey, look! Lights!

Is it a plane?

3





## Exercises

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

Watch the video or listen and check.

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

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

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



bat



fly



paint



wings



light up

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

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

- look
- go
- live
- fly
- come

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

**5** Look at picture 5. Continue the story.

## Fact or Fiction?

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

# Sports & Chores

## ► What's in this module?

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

**Find the page numbers for**

- road signs
- tips to cycle safely
- sports

## Vocabulary

- **Chores**

## 1 Listen and repeat.

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

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

I never cook dinner.

1

clean the windows



5

take out the rubbish



9

tidy my room



2 do the laundry



3 cook dinner



4 walk the dog



6 dust the furniture



7 lay the table



8 do the washing-up



10 make my bed



11 wash the car



12 iron my clothes



13 do the shopping



14 vacuum the carpet



15 mop the floor



# Reading 3a

## Reading

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

Listen and read to find out.



### Help along the way

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

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

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

#### Check these words

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

2 Read the text and answer the questions.

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

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

! Present Zach to the class.

NAME:

AGE:

NATIONALITY:

CHARITY:

ACTIVITIES:

SCHOOL:

- b) Think of another title for the text.

## Vocabulary

- Sports

**4**



Listen and repeat.



1 football



2 basketball



3 tennis



4 ice hockey



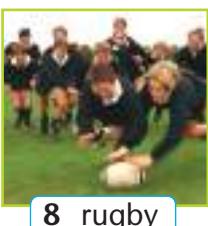
5 badminton



6 athletics



7 swimming



8 rugby



9 water polo



10 volleyball



11 gymnastics



12 cricket

**5**

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

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



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

1 ... water-skiing

2 ... wind-surfing

3 ... karate

4 ... skateboarding

5 ... football

6 ... aerobics

7 ... cycling

8 ... athletics

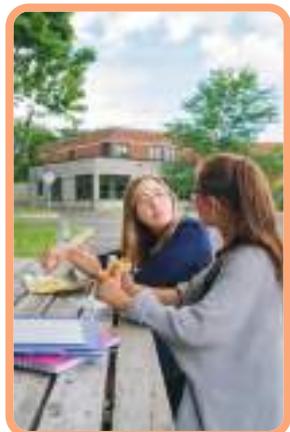
9 ... baseball

### • Making invitations – Accepting/Refusing

**6**

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

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



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

A: *Would you like to play tennis with me?*

B: *I'd love to./I'm sorry, but I can't.*

# Grammar 3b

## • Plurals (regular & irregular nouns)

### Note

#### IRREGULAR

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

#### REGULAR

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

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



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

⌚ Listen and check. Then, listen and repeat.

1 bus – <i>buses</i>	6 watch – ...	11 box – ...	16 dress – ...
2 child – ...	7 park – ...	12 animal – ...	17 dream – ...
3 baby – ...	8 mouse – ...	13 egg – ...	18 person – ...
4 apple – ...	9 toy – ...	14 foot – ...	19 wish – ...
5 leaf – ...	10 life – ...	15 pencil – ...	20 woman – ...

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

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



## Note

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

- **can/may**

### 4 a) Read the examples.

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



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

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

### 5 Rewrite the sentences using the words in brackets.

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



### 6 Discuss as in the example.

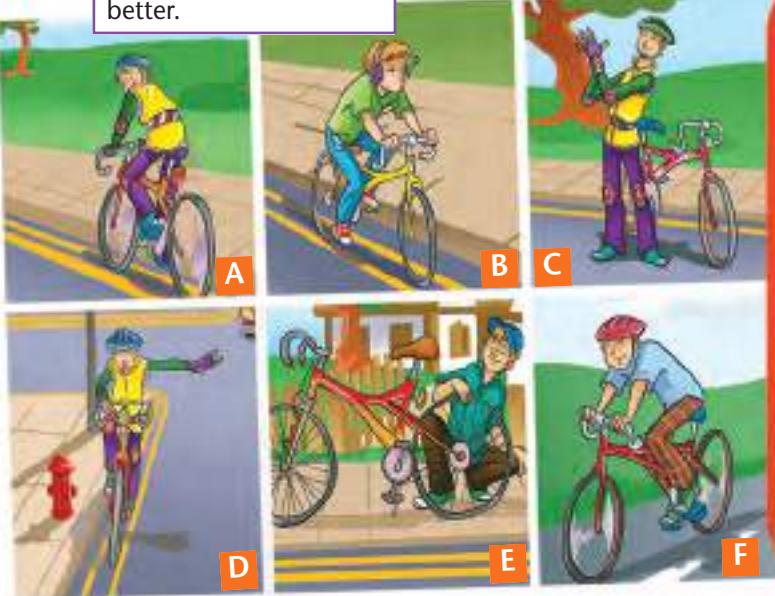
- 1 Ask your teacher to use his pen. (**He/She agrees.**)  
*A: May I use your pen?  
B: Yes, you **may**.*
- 2 Ask your mum for a glass of water.  
(**Your mum agrees.**)
- 3 Ask your teacher to use the school computer.  
(**Your teacher refuses.**)
- 4 Ask your friend to use his camera.  
(**Your friend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

# Vocabulary & Reading Skills 3c

## Study Skills

### Understanding the text

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



### Check these words

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

### 3 Read the text again and find ...

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

**Write in your notebook.**

### 4 Read again and decide if the sentences are T (true) or F (false).

**Write in your notebook.**

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

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

## How to cycle safely



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

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

# Listening, Speaking & Writing Skills 3c

**Act out**  
Steve and Jane's dialogue.

## Listening Skills

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

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

## Speaking

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

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



*Don't smoke here.*

### Note

#### Connectors

We use connectors to join ideas.

We use:

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

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

- 9** Use the connectors in brackets to join the sentences.

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

## Writing

- 10** **ICT** Collect information about how to be a safe pedestrian. Prepare a leaflet. Use pictures as well.

# Grammar 3d



- **Imperative/Let's**

## 1 Read the table and the rules.

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

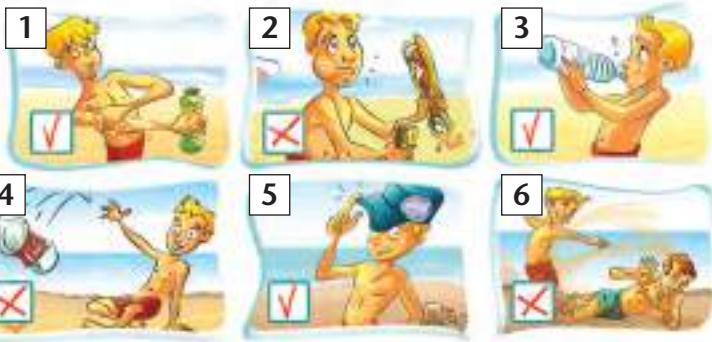
### We use the imperative:

- to give instructions *Open your book!*
- to give orders *Don't stand there! Sit down!*
- to make offers and requests *Have some tea. Wait for me, please!*

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

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

### Fun at the beach



- A Don't litter the beach.
- B Put on sunscreen.
- C Don't eat too much before swimming.

- D Wear a hat.
- E Drink lots of water.
- F Don't throw sand at people.

## 3 Rewrite the following sentences. Use the **imperative**.



### At the Museum

- 1 You mustn't eat or drink.
- 2 You must be quiet.
- 3 You mustn't touch the paintings.
- 4 You mustn't run.
- 5 You must listen to your guide.

• Genitive

**4** Read the table.

**Note**

In general we use, the genitive for people. In order to talk about things, we use the preposition **of**. Compare the examples.

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



To show possession:

- a) We add 's to names and singular nouns. *This is Tom's ball. This is the dog's toy.*
- b) We add ' to plural nouns ending in -s. *This is the boys' football.*

**BUT** *These are the men's hats.*

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

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

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

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

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1 This is .... (Alice/car)</li> <li>2 The ... are big.<br/>(windows/house)</li> <li>3 The ... is open. (door/room)</li> <li>4 I love the .... (colour/dress)</li> </ol> | <ol style="list-style-type: none"> <li>5 The ... are in the garage.<br/>(boys/bikes)</li> <li>6 Mike enjoys ....<br/>(taste/chocolate)</li> </ol> |
|--|---|

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

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



# Everyday English 3e

## • Asking for information

### 1 a) Listen and repeat.

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

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

Listen and read to find out.

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

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

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

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

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

Jake: Yes, it's Jake Burton.

Mrs Lee: How can I help you, Jake?

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

Mrs Lee: Before 4 pm on Sunday.

Jake: OK. Can I bring my mobile phone?

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

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

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

Jake: All right then! Thank you.

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

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

OK!

What's your name, please?

What can I do for you?

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

Check these words

- to respect • tough
- to switch off • tag
- to chew • to dye

1

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

Listen, read and check.

My school blog



## School rules

around the world

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

### Comments

#### Rules in England

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

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



Posted by: Sally 3 November at 09:04 AM



Posted by: Aka 12 November at 08:04 AM

#### Rules in Japan

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

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

2

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

- 1 All schools around the world have got the same rules.
- 2 Pupils in England and Japan must wear uniforms.
- 3 In England, pupils mustn't chew gum during lessons.
- 4 In Japan, pupils must tidy their classrooms at the end of each lesson.

#### • Pronunciation (linking sounds)

3

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

Listen and check. Listen and repeat.

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1 Can I have an apple?</li> <li>2 I am always late for school.</li> </ol> | <ol style="list-style-type: none"> <li>3 I hope it's OK for Anna to come with us.</li> <li>4 How about eight o'clock?</li> </ol> |
|--|--|

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

## Fun Time



### 1 Oops! Help Billy write correct phrases.

Write in your notebook.

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

### 2 Choose a phrase from Ex. 1. Draw a Billy picture.



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

## Quiz



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

### 4 Look at Module 3 and write a quiz of your own in your notebook.

## Game

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

A: (mimes walking the dog)

B: Andrew: walk the dog.

### 5 What are rules for?

Listen and  
read to find out.

Video

## RULES

When we're in a public place  
On roads, in shops or schools

We have to think of others  
And we must obey the rules  
The world is full of people  
And I'm sure they'd all agree  
Without some rules to follow  
What a mess the world would be

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

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



### 6

Do you agree with  
the singer's opinion?

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

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

(5x4=20)

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

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

(5x4=20)

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



1 ... (stop) here.



2 ... (park) on this road.



3 ... (turn) left.



4 ... (cycle) here.

(4x5=20)

**4 Put apostrophes where necessary.**  
**Write in your notebook.**

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

(5x4=20)

**5 Complete the exchanges in your notebook.**

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

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

(4x5=20)

TOTAL: 100



# Legends



## ► What's in this module?

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

**Find the page numbers for**

- mythical creatures
- a painter's biography
- a woman with a sword in ancient China

## Vocabulary

### • Famous people & Nationalities

- 1 Look at the pictures. Who was a/an: **Italian architect? Egyptian queen? Chinese actor? Hungarian footballer? American singer? German physicist? English princess? American president? British actress? A Spanish painter? Portuguese explorer?**

*Princess Diana was an English princess.*

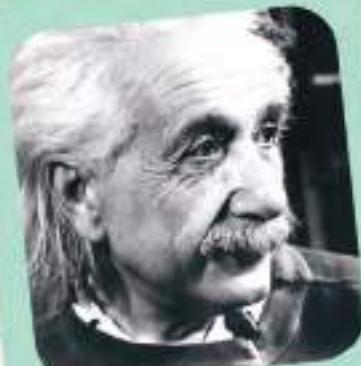


### 2 Ask and answer.

- A: *When was Princess Diana born?*  
 B: *In 1961. When did she die?*  
 A: *In 1997. When was she from?*  
 B: *England.*



1. Princess Diana  
(England) 1961-1997



2. Albert Einstein  
(Germany) 1879-1955



3. Leonardo da Vinci  
(Italy) 1452-1519



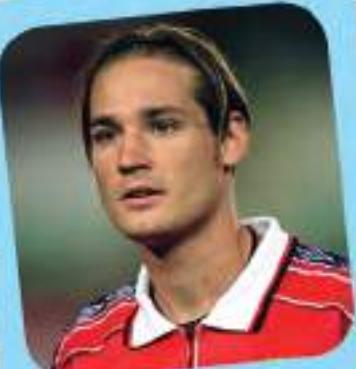
4. Cleopatra  
(Egypt) 69 BC-30 BC



6. Vasco da Gama  
(Portugal) 1469-1524



9. Elvis Presley  
(USA) 1935-1977



5. Miklos Fehér  
(Hungary) 1979-2004



7. Elizabeth Taylor  
(UK) 1932-2011



10. Pablo Picasso  
(Spain) 1881-1973



8. Bruce Lee  
(China) 1941-1973



11. Abraham Lincoln  
(USA) 1809-1865

### Note

**BC** = before Christ

## Study Skills

### Reading years

In English, we read years as follows:

**1561** = fifteen sixty-one

**1807** = eighteen oh seven

**1972** = nineteen seventy-two

**BUT**

**2009** = two thousand and nine



3

ICT

**HALL OF FAME: Prepare a collage of famous dead people. Make a poster. Present them to the class.**

## Reading

Check these words

- golden • burst
- flames • ashes
- beast

1

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

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

2 Listen and read to check.

**Mythical creatures**

**PHOENIX**

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

**CENTAURS**

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

**Video**

## Study Skills

### Using dictionaries

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

2

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

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

3



Say two things you remember from each text.

## Note

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



4



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

## In the Harry Potter books:

### THE PHOENIX (FAWKES)

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

### CENTAURS

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

### • Mythical creatures

5



Listen and repeat.



unicorn



cyclops



dragon

hipogriff

6

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



## Project

7



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

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

8

**Draw your Avatar for your History class blog. Which mythical animal can you be?**

# Grammar 4b

## Note

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



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

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

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

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

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

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

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

## Pronunciation (strong & weak forms)

### 4 Read the table, then listen and repeat. Which sentences contain:

weak forms	/wəz/, /wər/
strong forms	/wɒz/, /wɜːz/

- John **was** at school yesterday.
- **Was** the film good?
- The books **were** on the floor.
- **Were** they at the gym?

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



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

**5 Form complete questions. Answer them in your notebook.**

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

• ***There was/There were***

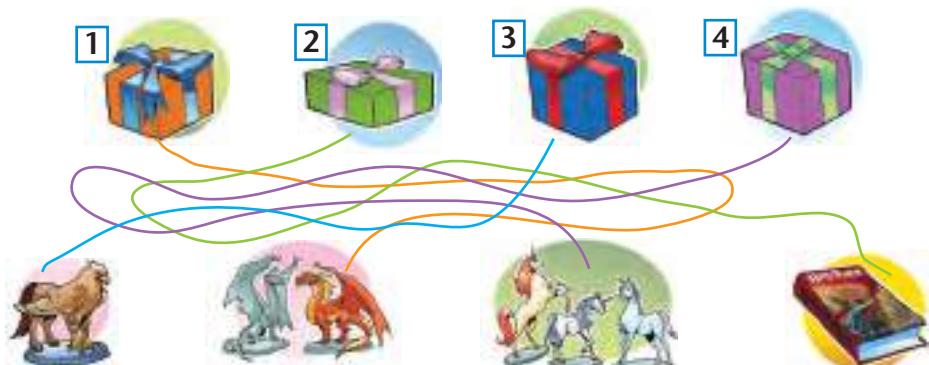
**6 a) It was John's birthday last Saturday. What was there in each box for him? Write questions and answers, as in the example, in your notebook.**

**Note**

**There was/There were**

*There was a big dragon in the box.  
There were centaurs.  
There wasn't a book.  
There weren't any unicorns.*

*Was there a phoenix?  
Were there any cyclops?*

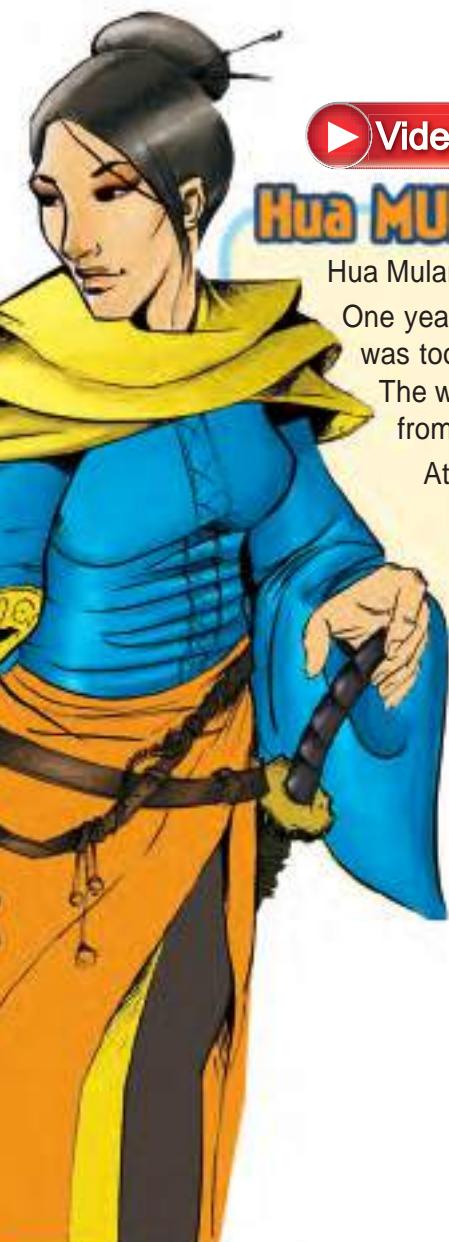


- 1 two cyclops/red box?
- 2 a phoenix/green box?
- 3 a centaur/blue box?
- 4 three horses/purple box?

*Were there two cyclops in the red box?  
No, there weren't. There were two dragons  
in the red box.*

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

# Vocabulary & Reading Skills 4c



## Hua MULAN

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

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

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

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

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

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

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

- 3** a) Match the words in the two columns.

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

### Check these words

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

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

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

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

# Listening, Speaking & Writing Skills 4c

## Note

**What does he/she look like?**

(appearance)

**What is he/she like?** (character)

## Study Skills

### Expanding vocabulary

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

Find out about your friend's family members.

A: What does your dad look like?  
B: He's ....

A: What is he like?  
B: He's ....

### • Appearance & Character

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

Hair:	curly	straight	long	dark	wide
Lips:	thin	full	fair		
Face:	round	green	thin	long	
Nose:	long	big	tall	small	
Height:	slim	tall	medium-height	short	
Age:	old	middle-aged	young	small	
Weight:	plump	wavy	overweight	well-built	thin

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

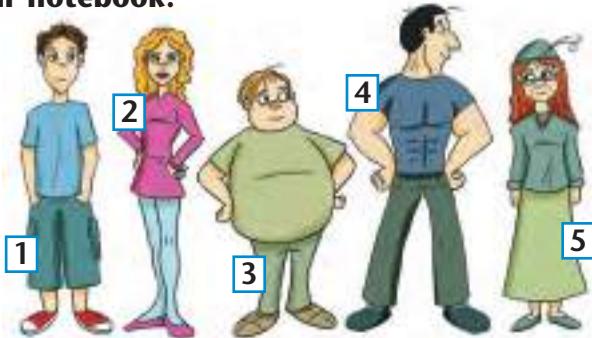
- 5  Choose the correct answer. Write in your notebook. Which adjectives best describe you? your friends?

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

## Listening

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

Ann Jim  
Dave Helen  
Bill



## Writing

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

# Grammar 4d

- **could** (ability)

## 1 Read the theory.

### Note

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

*When she was seven,  
she could ride a bike.*

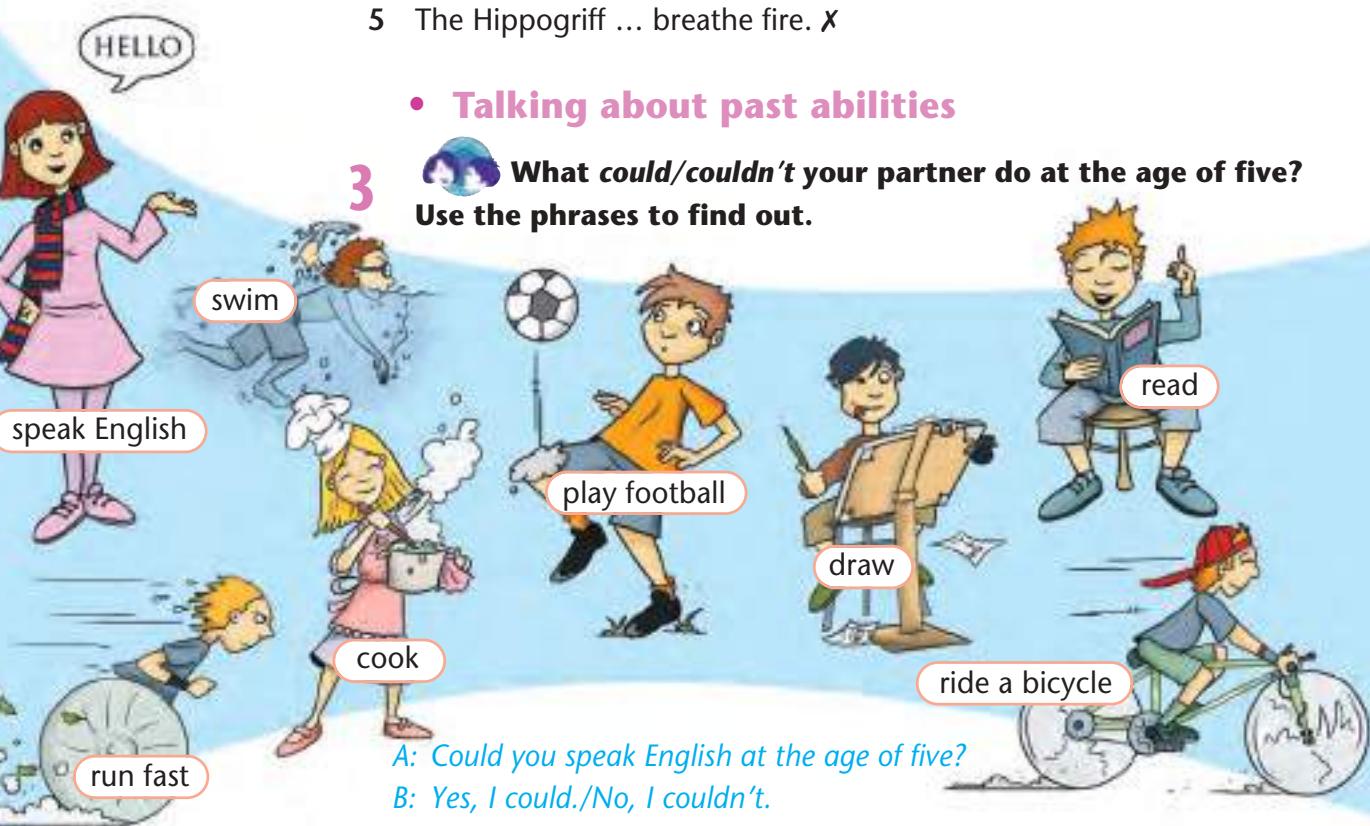
Affirmative	I/you/he/she/it/we/you/they <b>could</b> ...
Negative	I/you/he/she/it/we/you/they <b>couldn't</b> ...
Interrogative	<b>Could</b> I/you/he/she/it/we/you/they ...?
Short Answers	Yes, I/you/he, etc could./No, I/you/he, etc <b>couldn't</b> .

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

- 1 The Phoenix ... be born again from the ashes. ✓
- 2 The Unicorn ... burst into flames. X
- 3 Dragons ... fly very high. ✓
- 4 Centaurs ... fly. X
- 5 The Hippogriff ... breathe fire. X

### • Talking about past abilities

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



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

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

## 4 Complete the sentence in your notebook.

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

- Past simple – regular verbs (affirmative)

**Affirmative**

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

## 5 Read the theory.

**Form:** verb + **-ed**

**Spelling:** • Verbs ending in **-e** take only **-d**. *I hate – I hated*

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

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

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

## Study Skills

### Pronunciation

We pronounce **-ed**:

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

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

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

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

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

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



# Everyday English 4e

## • Describing a film

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

- How was your weekend? • I'm sorry about that. • Which film?
- It was brilliant. • What's it about? • Sounds exciting.
- Who stars in it? • It's a pity. • You can rent it on DVD.

- b)  Listen and read to find out.

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

- |                            |                              |
|----------------------------|------------------------------|
| 1 Bill watched a comedy.   | 3 The animals were real.     |
| 2 It was a very good film. | 4 Ann wants to see the film. |



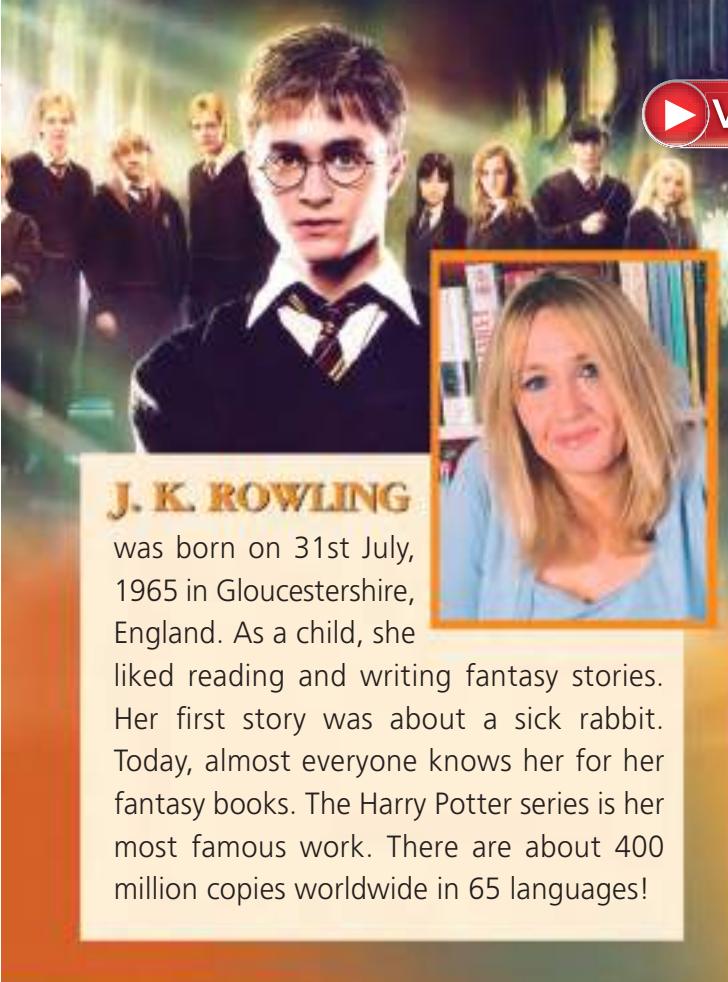
Ann: Hi, Bill. How was your weekend?  
Bill: Not so good. I was ill so I stayed home.  
Ann: I'm sorry about that.  
Bill: That's OK. I watched a nice adventure film.  
Ann: Which film?  
Bill: *The Golden Compass*. It was brilliant.  
Ann: Really? What's it about?  
Bill: It's about a young girl who travels to the North Pole and joins forces with talking polar bears to unite the universe.  
Ann: Sounds exciting. Is there lots of action?  
Bill: Yes, there is. The special effects are amazing too. The animals looked real.  
Ann: Who stars in it?  
Bill: Dakota Blue Richards plays the young girl and it also stars Nicole Kidman and Daniel Craig.  
Ann: It sounds great. It's a pity I missed it.  
Bill: You can rent it on DVD.

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

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

- 4  Listen to the dialogue again. Take roles and read it aloud.

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

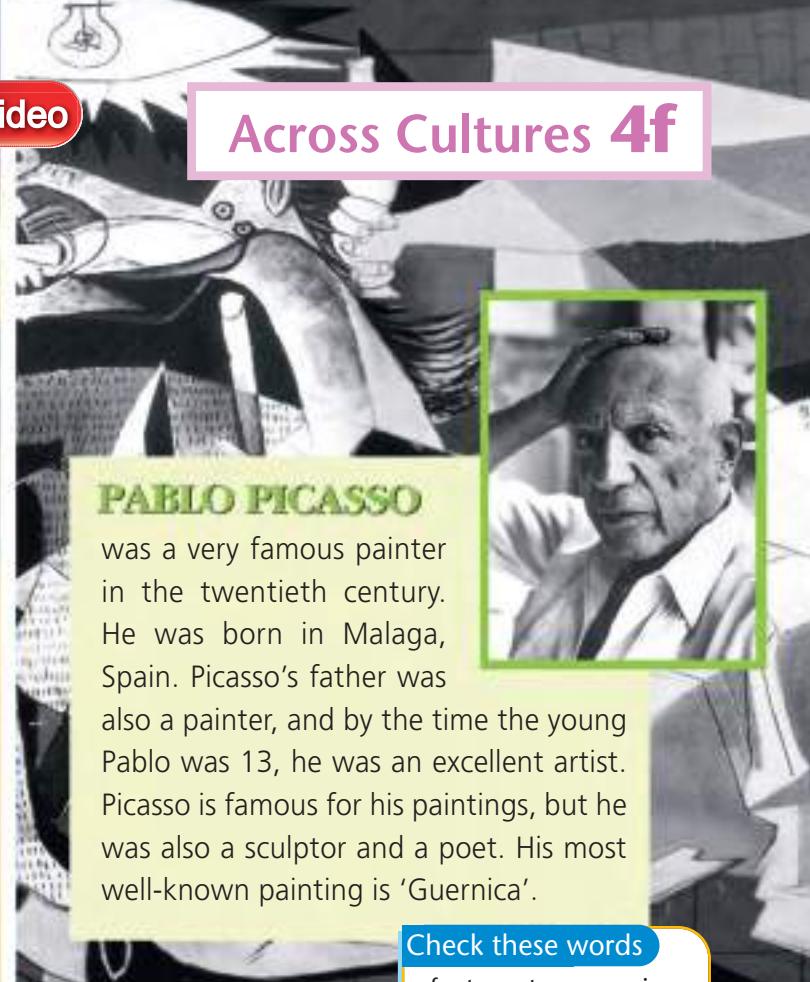


## Across Cultures 4f

▶ Video

### J. K. ROWLING

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



### PABLO PICASSO

was a very famous painter in the twentieth century. He was born in Malaga, Spain. Picasso's father was also a painter, and by the time the young Pablo was 13, he was an excellent artist. Picasso is famous for his paintings, but he was also a sculptor and a poet. His most well-known painting is 'Guernica'.

Check these words

- fantasy story • series
- copy • worldwide
- sculptor • poet

### Note

#### Noun formation

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



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

writer, teacher, ...

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

Listen, read and check.

### Did you know?

Pablo Picasso's full name was Pablo Diego José Francisco de Paula Juan Nepomuceno María de los Remedios Cipriano de la Santísima Trinidad Clito Ruiz y Picasso. Can you say it?

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

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

## Fun Time



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

I was born in Florence, Italy. 1  
The Last Supper is one of my favorite paintings. 2  
I was also a very talented musician. 3  
I invented a lot of things, 4 including a type of helicopter! 5  
I could paint with one hand and write with the other! 6



## Quiz



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

- 1 Cleopatra lived in England.
- 2 The Phoenix was a pretty bird.
- 3 Centaurs were from Greece.
- 4 Hua Mulan could fight with a sword.
- 5 J. K. Rowling is American.
- 6 Pablo Picasso was a well-known writer.

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

## Project

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

5

- Song: a) Read the song and fill in the missing verbs.

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

- b) Listen and check.



## A PART OF HISTORY

The world around us 1) ... fast  
And soon today will be the past  
But you can make your dreams 2) ... true  
And make the world 3) ... you  
*However hard you think it seems  
You know you can 4) ... your  
dreams*  
So be the best that you can be  
And write a part of history

Some can change the world  
through art  
They 5) ... or write what's in their  
heart  
Scientists can change things, too  
They find or 6) ... something new  
Great things 7) ... from small ideas  
So 8) ... a chance, 9) ... your fears  
Live your dreams and you might 10) ...  
You're leaving something great behind.



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

## 1 Write the opposites in your notebook.

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

(9x3=27)

## 2 Match the words. Write in your notebook.

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

(5x2=10)

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

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

(5x1=5)

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

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

(6x3=18)

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

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

(4x5=20)

## 6 Complete the exchanges in your notebook. Use:

- How was your weekend?
- What did you watch?
- Who stars in it? • It was brilliant.
- You can rent it on DVD.

- 1 A: How was the film?  
 B: ...
- 2 A: It's a pity I didn't watch it.  
 B: ...
- 3 A: ...  
 B: Not so good.
- 4 A: ...  
 B: Zac Efron and Vanessa Hudgens.
- 5 A: ...  
 B: Shrek 3

(5x4=20)

TOTAL: 100

*Check your progress*

### Now I can ...

- talk about famous people
- describe mythical creatures
- talk about pair activities
- write a paragraph about myself
- describe a film

GOOD ★

VERY GOOD ★★

EXCELLENT ★★★

MODULE 4

73

# Monstertrackers!



## 2 Giant spiders

1

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

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

Next morning ...

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

2

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

3

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

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

4

ARRRGH!!!



## Exercises

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

Listen and check.

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

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

**3** Label the pictures. Write in your notebook.

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



1



2



3



4



5



6



7



8

**4** Complete the summary in your notebook.

- look • go • live
- fly • come

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

### Fact or Fiction?

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

# Let's have fun

## ► What's in this module?

- festivals & celebrations
- party time
- holiday greetings & wishes
- past simple – irregular verbs (affirmative)
- past simple – regular/irregular verbs (negative/interrogative & short answers)
- narrating past events

**Find the page numbers for**

- *an email*
- *a Spring Festivals table*
- *an invitation card*

## Vocabulary

- **UK/USA Festivals/  
Celebrations**

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

1 *They eat a traditional meal.*

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

 Video

1



**USA – Thanksgiving**

(fourth Thursday of November)

2



wear masks and costumes

**UK – Notting Hill Carnival**

(August bank holiday weekend)

3



watch a street parade

**UK – Remembrance Day**

(11th November)

**4**

children hunt for eggs

**UK/USA – Easter**  
(March/April)

**7**

open presents

**UK/USA – Christmas**  
(25th December)

**5**

paint their faces and  
wear green clothes

**UK – St Patrick's Day**  
(17th March)

**8**

give chocolates

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

**6**

eat marshmallows

**UK – Bonfire night**  
(5th November)

**9**

watch a firework display

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



# A world of parties

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

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

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

(Carol, New Orleans, USA)

Check these words

- colourful
- oval
- icing
- bean

## Reading

### Did you know?

Mardi Gras means 'fat Tuesday'.

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

b) Think of a question about the text.

c) Listen and read. Can you answer your question?

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

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

**b) What is the main idea of the text?**

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

## Vocabulary

- Party time



3 Listen and repeat.



1

(let off) fireworks



2

(make) a  
birthday cake



3

(hire) a band



4

(bring) presents



5

(put up) balloons



6

(light) candles



7

(throw)  
streamers



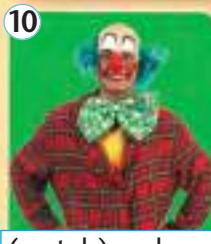
8

(wear) hats



9

(hire) a juggler



10

(watch) a clown



11

(buy) pizzas



12

(buy) sweets



13

(make) burgers



14

(make)  
sandwiches



15

(put up) banners

## Speaking

4

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

We usually make a birthday cake.



Organize  
a fancy dress party.

Think about:  
place – date –  
activities. Prepare  
a poster. Show  
your poster to the  
class.

## Writing

5

Complete the email to your friend telling him/her about your last birthday party in your notebook. Use the ideas in Ex. 3.

Hi ... ,

I had a great time ... . It was ... . I had ... and ... .

I also had ... . I was very ... .

Write soon,

...

# Grammar 5b

## Affirmative

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

### • Past simple – irregular verbs (affirmative)

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

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

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

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

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

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

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

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

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



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

(Aran, Bangkok, Thailand)

## Affirmative

- I **did not/didn't**  
play tennis.  
You **did not/didn't**  
play tennis.  
He **did not/didn't**  
play tennis.  
She **did not/didn't**  
play tennis.  
It **did not/didn't**  
play tennis.  
We **did not/didn't**  
play tennis.  
You **did not/didn't**  
play tennis.  
They **did not/didn't**  
play tennis.

- **Past simple – regular/irregular verbs (negative)**

### 4 Read the table and complete the rule in your notebook.

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

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

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

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

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



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

Hi Monica,

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

Love,  
Kate



## Speaking & Writing

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

# Vocabulary & Reading Skills 5c

## Reading

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

### You're invited!

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

1 ...

### 4th Annual Waterstone Spring Fest

Join us this year in our Spring Celebration!  
**When:** Saturday, 20th February at 3 pm  
**Where:** Waterstone Central Park  
Come and enjoy parades, games, live music, shows, firework displays and lots of great food and drinks.  
For tickets or information, visit our website:  
[www.waterstonespringfest.co.uk](http://www.waterstonespringfest.co.uk)



2 ...

Check these words

- invite • forget
- annual • join

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

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

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

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

## Come to a Party!



REPLY MAIL ⌂ ⓘ 8

**From:** markk@umail.uk  
**To:** Jenny, Pat, Chris, Tony, Mary, George, Sofia  
Nancy, Jim, Tom, Ann, Sam, David, Ryan, Helen, Jade  
Hi all!  
I'm writing to invite you to my fancy dress party! It's next Saturday at 7 pm at my house. Lots of food, fun and music is in store! Don't forget to wear a costume!  
Hope you can come.  
Mark

3 ...

Hey Sue,  
How are you? I want to thank you for the barbecue. We all had a great time at your place.  
See you at school. 😊

4 ...

# Listening, Speaking & Writing Skills 5c



## Speaking

### • Holiday greetings and wishes

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

- 1 Happy Easter!
- 2 Happy Christmas!
- 3 Happy New Year!
- 4 Happy Father's Day!
- 5 Happy Halloween!
- 6 Happy Mother's Day!

- A Have a merry Christmas.
- B You are the best mum ever!
- C Wishing you a fun day filled with magical surprises!
- D Have a great Easter!
- E Dad, you are my world.
- F Hope this year brings peace and warmth to you and your family.

## Listening

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

1) ... party

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

**Where:** at David's 3) ...

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

**RSVP:** on 5) ... before Friday.

### SMS Language

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

## Writing

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

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

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

Use one of the types of invitations in Ex. 1. Write in your notebook.

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

# Grammar 5d

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

1 Complete the table. Write in your notebook.

## Note

We **do not use** the past form of the main verb in short answers. *Yes, he did.* (NOT: ~~Yes, he went.~~)

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

We use:

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

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



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



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



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

Hi Nick!

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

How 10) ... (be) your weekend? 11) ... (you/do) anything special?

Write back soon,

Melanie

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

- 1 Melanie/go/film festival/last weekend?

*Did Melanie go to a film festival last weekend? No, she didn't. She went to a food festival.*

- 2 Melanie/want/buy a mask?  
3 they/watch/a football match?  
4 they/dance/to live music?  
5 they/have/a terrible time?

*Did you listen to music yesterday afternoon?*



*No, I didn't.*

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

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

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

Hi ...!

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

Write soon,

...



# Everyday English 5e

- Narrating past events

## 1 Listen and repeat. Copy the answers.

- How was your holiday? • Incredible, isn't it? • That's terrible!
- How did it happen? • Are you kidding? • I'm really sorry.



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

### Listen and find out.



Olga: Hi, Betty. How was your holiday?  
Betty: Hi, Olga. It was fine, but I lost my camera.  
Olga: That's terrible! How did it happen?  
Betty: Well, we were at the famous Rock of Gibraltar for the Gibraltar National Day. I was next to the rock and my camera was in my hands. Suddenly, a monkey jumped on my back and grabbed my camera.

Olga: Are you kidding?  
Betty: Incredible, isn't it? There were monkeys all over the place.  
Olga: That's shocking!  
Betty: I know. I tried to get the camera back, but the monkey ran away and I couldn't catch it.  
Olga: I'm really sorry.  
Betty: Me too, but at least I've got a good story to tell!

### Expressing surprise

- Incredible, isn't it?
- Are you kidding?
- That's shocking!
- You must be kidding!
- No way!

### Expressing regret/sympathy

- Oh dear!
- What's wrong?
- I'm really sorry.
- That's terrible!

## Study Skills

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

## 3 Find phrases in the dialogue which mean:

**Did you enjoy your holiday?**

**Are you serious?**

**That's awful!**

**That's too bad.**

**I know! It's amazing.**

## 4 Listen to the dialogue again. Take roles and read it loud.

- Intonation

## 5 Listen and repeat.

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

# The Joys of Spring



Video

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

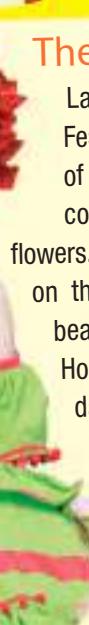
## The Madeira Flower Festival

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

(Armando – 12, Portugal)

### Check these words

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



**1** **Read the title and the introduction. What do you think the text is about? ↗ Listen, read and check.**

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

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

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

## SPRING FESTIVALS

Name: ...

Place: ...

Month: ...

Activities: ...

Name: ...

Place: ...

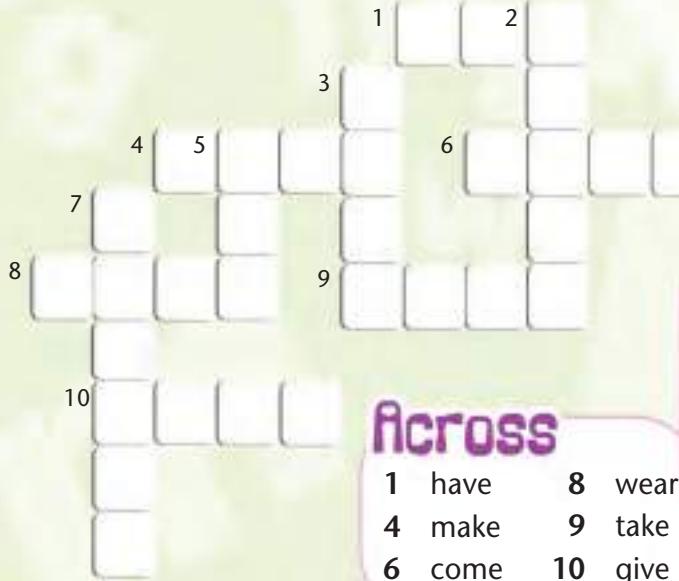
Month: ...

Activities: ...

**4** **What spring festivals have you got in your country? Collect information. Make a collage. Present them to the class.**



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



## Quiz



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

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

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



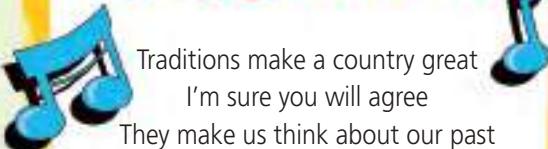
**Chain story**  
**A holiday to remember**

**Make up a story that matches the title above.**

**S1: Last summer, we travelled to ...**

**S2: We wanted ...**

## Traditions



Traditions make a country great

I'm sure you will agree

They make us think about our past

And how things used to be

And so, through all the centuries,

Traditions will survive

Our holidays and festivals

Will keep them all alive

*So let's keep our traditions strong*

*And follow them with pride*

*Let's think of what they teach us all*

*And let them be our guide*

Traditions have an influence

On things we do and say

We may not realise it, but

We use them every day

We use them when we greet our friends

And when we eat a meal

We use them in our work and play  
That's how we keep them real

**4**

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



## 1 Choose the correct word. Write in your notebook.

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

(7x2=14)

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

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

(10x3=30)

## 3 Write complete sentences in your notebook.

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

(6x6=36)

## 4 Fill in: How did it happen? – I'm really sorry. – Are you kidding? – How was your holiday? Write in your notebook.

Will: Hi Joan. 1) ...

Joan: It was fine, but I lost my mobile phone.

Will: That's terrible! 2) ...

Joan: I was at the zoo and I had my mobile phone in my hand when an elephant took it!

Will: 3) ...

Joan: Incredible, isn't it? I tried to get it, but he ran away.

Will: 4) ...

Joan: Me too.

(4x5=20)

TOTAL: 100

Check your progress

### Now I can ...

- talk about celebrations and festivals
- describe a party
- narrate a past event
- write an invitation email

GOOD



VERY GOOD



EXCELLENT



## Out and about

### ► What's in this module?

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

**Find the page numbers for**

- *a joke*
- *train tickets*
- *weather symbols*

### Vocabulary

#### • Types of holidays & Holiday activities

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

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

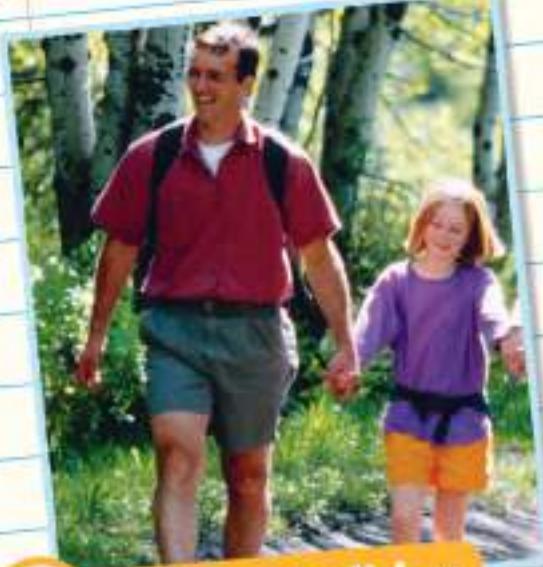
- take photographs
- swim in the sea
- send postcards
- sit by the pool
- buy souvenirs
- go skiing
- go sightseeing
- play in the snow
- eat local dishes

I like sitting by the pool.

I don't like taking photographs at all.



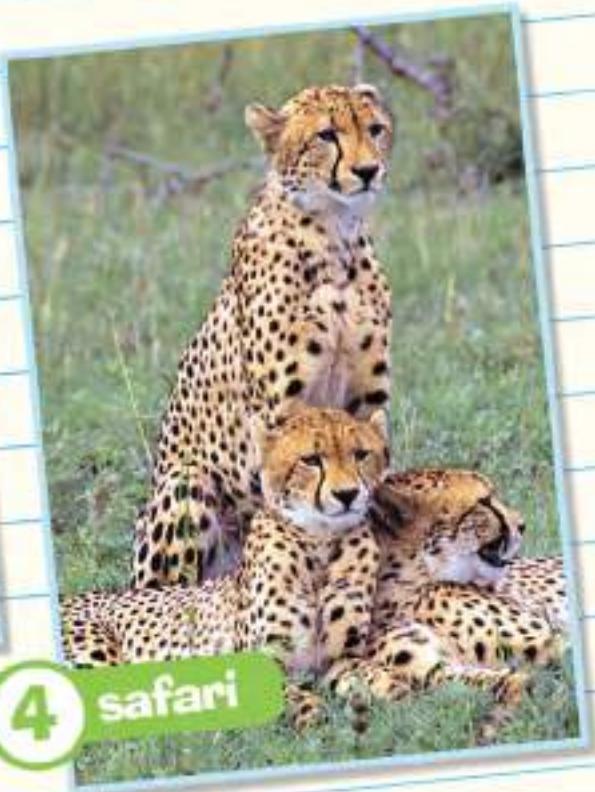
**1** skiing holiday



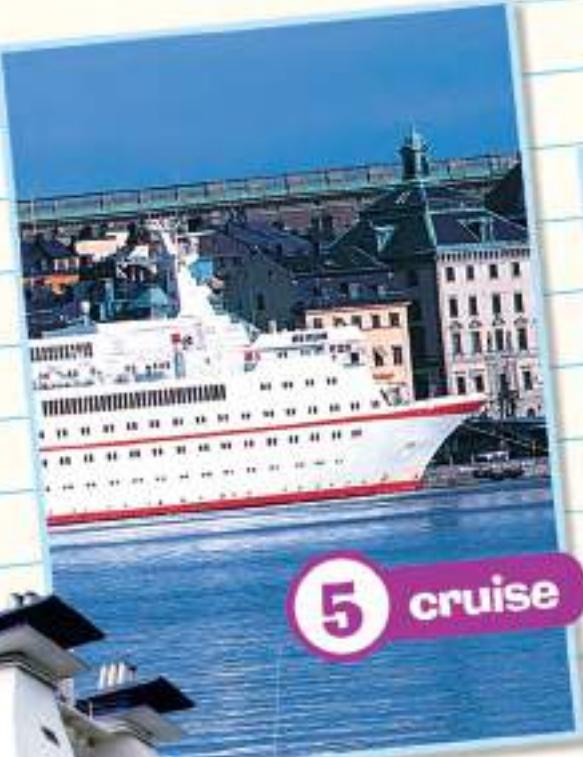
**2** walking holiday



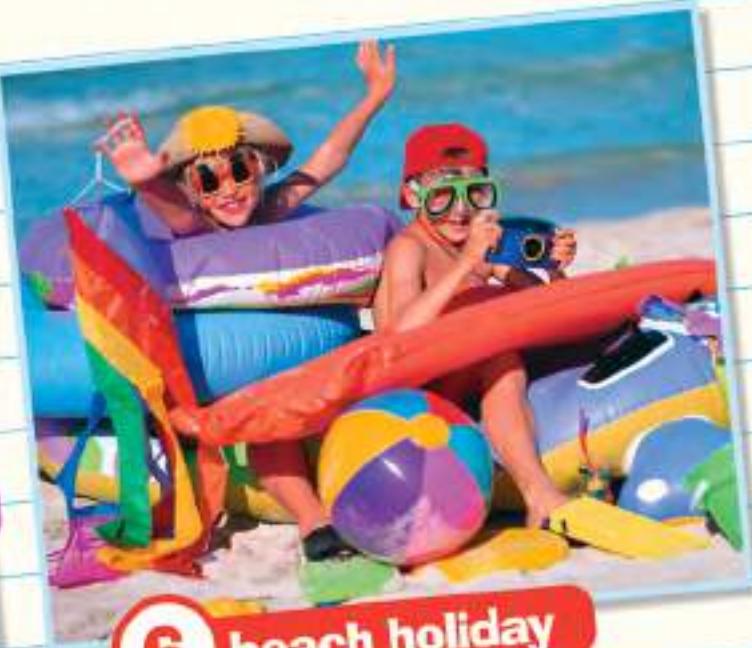
3 sightseeing holiday



4 safari



5 cruise



6 beach holiday



## Reading 6a

Check these words

- dull • sight
- ceremony
- accommodation

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



### Destination London, UK

1) ...

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

2) ...

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

3) ...

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

4) ...

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

5) ...

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

Getting around

Shopping

Sights and Attractions

Eating

Accommodation

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

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

## Note

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

### • Means of transport

4

a) Listen and repeat.



### A day in London!



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

Hi ...!

Greetings from ...

It's a beautiful ...

There are lots of things

to see ... Yesterday we

went ... At the

moment I am ...

See you soon,

...

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

### Speaking

5



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

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

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

### Writing

6

You are in London. Write a postcard to your pen-friend. Write about: where you are, what you can see there, what you did yesterday and what you are doing now.

# Grammar 6b

## • Comparatives

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

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

A plane is (much/a lot) faster than a car.

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

### Note

#### Adjective formation

Adjectives describe nouns. Some suffixes are: **-ive** (expensive), **-y** (noisy), **-ing** (exciting), **-able** (comfortable). We use the prefix **-un** (unhappy) to form negative adjectives.

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

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

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

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

Trains aren't as fast as planes.

Planes are (much) faster than trains.

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

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

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

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

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



*Bucharest is much/a lot more expensive than Timisoara.*

• *too, very*

- We use **too + adjective** before adjectives to show that something is more than needed (negative meaning).  
*We can't go to the concert. The tickets are too expensive.*
- We use **very + adjective** before adjectives to add emphasis.  
*This car is very fast.*

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

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1 A: Let's go swimming.<br/>B: We can't. It's ... cold.</li> <li>2 A: Was your plane ticket expensive?<br/>B: No, it was ... cheap.</li> <li>3 A: How interesting was the city tour?<br/>B: It was ... interesting.</li> </ol> | <ol style="list-style-type: none"> <li>4 A: Do you want to come shopping with me?<br/>B: No, thanks. I'm ... tired.</li> <li>5 A: Did you stay in a nice hotel?<br/>B: Yes, it was ... beautiful.</li> </ol> |
|---|--|

# Vocabulary & Reading Skills 6c



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

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

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



Check these words

- extreme • average
- jets of steam
- to freeze

## Reading

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

Listen and read to find out.

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

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

b) **THINK! Think of another title for the text.**

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

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

### Note

#### Weather

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

#### Temperature

- |                |  |
|----------------|--|
| warm # cold    |  |
| hot # freezing |  |

# Listening, Speaking & Writing Skills 6c

## Listening

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

1 What's the weather like today?



A



B



C

4 What's Kim's favourite season?

SPRING SUMMER WINTER

A

B

C

2 What's the temperature in Madrid today?

14°C

A

4°C

B

-4°C

C

5 Where's the man from?

USA CANADA CHILE

A

B

C

3 How does Jane travel to work?



A



B



C

6 How far is Durston Park?

5km

A

4km

B

9km

C

## Speaking

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

- 1 What are their names?  
2 What can you do there?

- 3 When is the best time to visit them? Why?

Smile



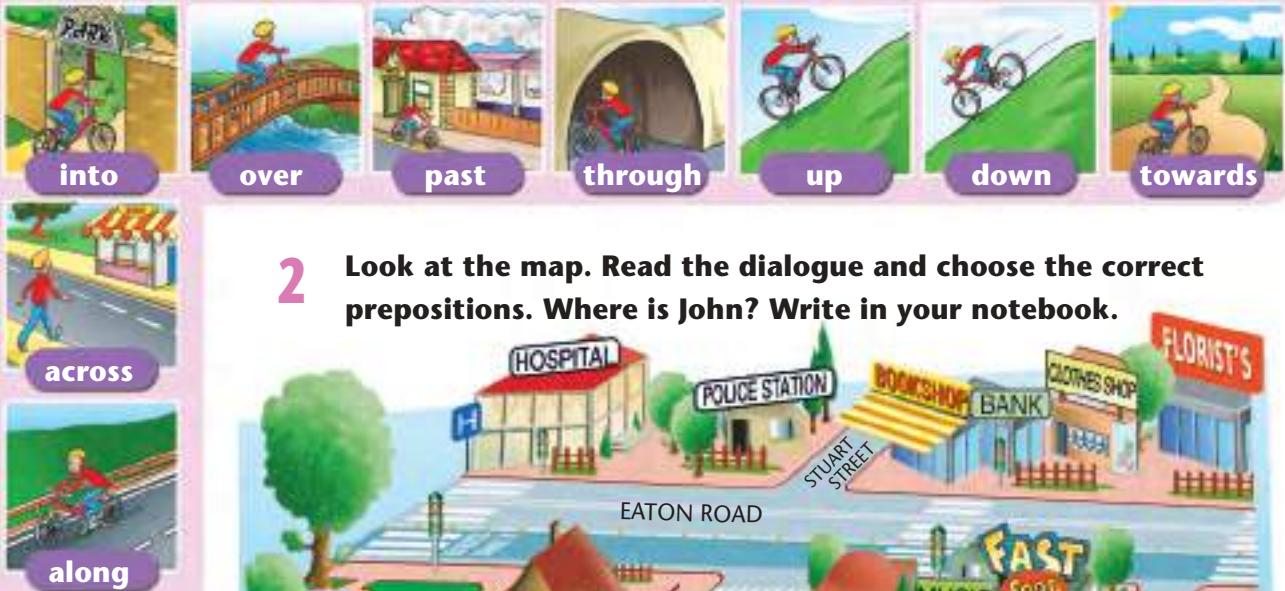
## Writing

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

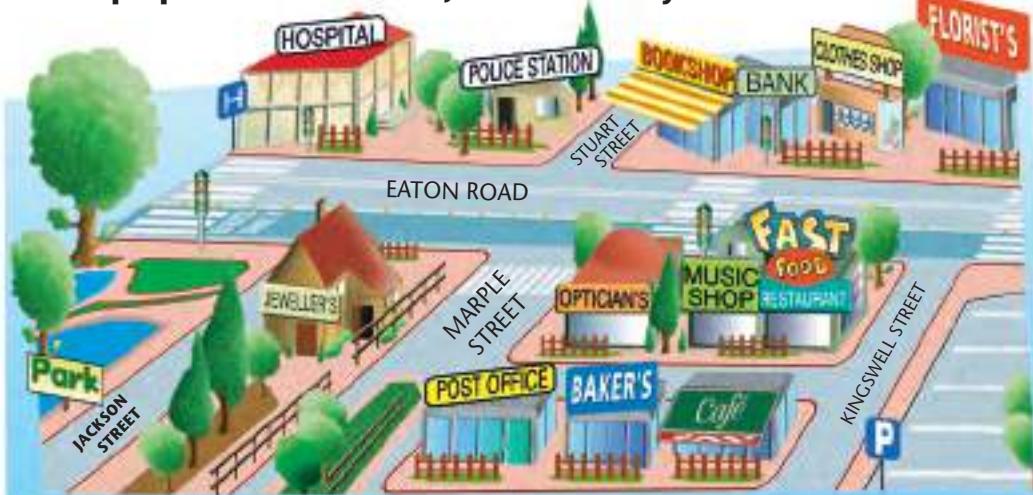
# Grammar 6d

## • Prepositions of movement

### 1 Read the theory.



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



#### Note

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

#### Asking for directions

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

#### Giving directions

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

John: Excuse me. Can you tell me how to get to the hospital?

Passer-by: Yes, certainly. Go 1) up/through Kingswell Street 2) towards/across Eaton Road and turn left.

John: I'm sorry, what road is that?

Passer-by: Eaton Road. Walk 3) along/over Eaton Road all the way 4) down/through. Go 5) past/into the jeweller's. The hospital is on the right.

John: OK. Thank you very much.

Passer-by: You're welcome.

### 3

Look at the map. Act out dialogues asking for/giving directions from: *the hospital to the music shop, the post office to the clothes shop, the jeweller's to the park, the florist's to the baker's*. You can use the dialogue in Ex. 3 as a model.

### • Prepositions of place

#### 4 Read the theory.



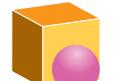
next to



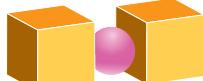
under



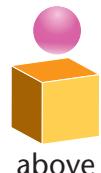
behind



in front of



between



above



opposite



#### Note

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

### Game

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

A: *It's opposite the café.*

B: *It's the fast food restaurant.*

#### Giving instructions

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

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

#### How to use a public pay phone

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



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

# Everyday English 6e

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

- **Buying a train ticket**
- 1 a)  Listen and repeat. Try to memorise them.
- Can I help you? • Single or return?
  - What time would you like to leave?
  - Which platform does the train leave from? • You're welcome.
- b) The sentences are from a dialogue between Mr Harris and a ticket clerk. What does Mr Harris want to do?
-  Listen and read to find out.



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

2 Find sentences in the dialogue which mean:

May I help you? The tickets cost £54.  
 Enjoy your day. My pleasure.

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

Class <b>STD</b>	Ticket type <b>SUR OFFPK DAY R</b>	Adult <b>ONE</b>	Child <b>1</b>	<b>RTN</b>
<b>GSV</b>	Start Date <b>5 OCT</b>	Platform <b>2</b>	Departure <b>3</b>	
From <b>CAMBRIDGE</b>	Valid Until <b>5 OCT</b>		Price <b>4</b>	
To <b>5</b>	Route <b>ANY PERMITTED</b>		Validity <b>SEE RESTRICTNS</b>	
<b>ONE WAY</b>				

Printed 15:16 on 05-OCT-19

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

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

# Natural Wonders of the World

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

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

## Across Cultures 6f



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

Check these words

- nature • east
- freshwater • sights
- to lie

### 1 What do you know about the places in the pictures?

Think of two questions about each.

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

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

1 Lake Baikal is

a in North America.

2 Niagara Falls is

b in Siberia.

c one of the largest producers of electric power in the world.

d the largest freshwater lake in the world.

### Did you know?

The Niagara Falls froze completely in 1911.

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

## Pronunciation (silent letters)

### 4 Find the silent letters in the words.

Listen and check. Listen and repeat.

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



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

18

Thursday  
Donnerstag  
Jeddy**Room Reservation Request**Title:  Mr  Mrs  Ms

Name: .....

City: ..... Postal/Zip: .....

Country: ..... Phone: ..... Fax No: .....

Email: .....

Arrival Date: ..... Departure Date: .....

Number of nights: .....

Flight Arrival Time: ..... Flight Departure Time: .....

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

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



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

**The wishing-well!**

Write wishes for your classmates on post-its. Put them into the "wishing-well". Each student picks a "wish" from the "well" and tries to guess who the "wish-writer" is.



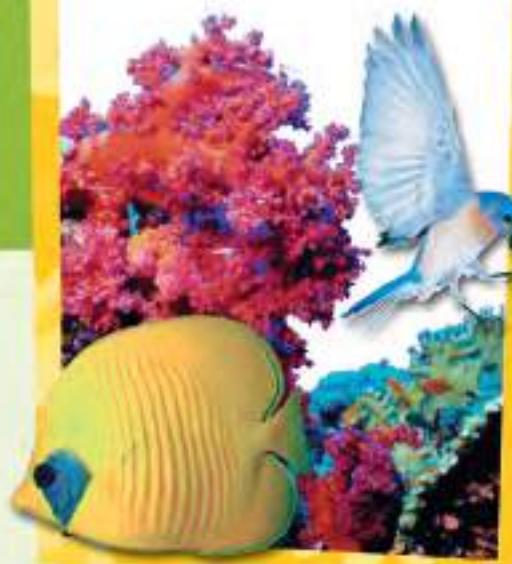
Trees as tall as any building  
Clouds that drift across the sky  
Shining fish in deep blue oceans  
Birds that spread their wings and fly

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

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

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

- 3**  **Song:** Listen to and read the song. What makes our world a 'world of wonders' according to the singer?



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

- 1 We went on a ... holiday up in the mountains.
- 2 I went on a bus ... of the city.
- 3 The ... temperature in the desert is 32°C.
- 4 The world is a place of ... with the weather changing all the time.
- 5 I ride my ... to school everyday.
- 6 Lake Baikal is a ... lake.
- 7 He went on a ... around the Mediterranean Sea last June.
- 8 Water ... at 0°C.
- 9 My favourite ... of transport is the tram.
- 10 Big Ben is a famous ... in London.

(10x2=20)

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

- 1 Niagara Falls is a tourist **nature/ sight**.
- 2 Use the underground **train/lorry** system to go sightseeing in London.
- 3 There are **luxurious/single** hotels there.
- 4 There are freshwater **seas/lakes** in Canada.
- 5 Taxi drivers know every single **dish/street** in London.

(5x2=10)

**3 Put the adjectives in brackets in the comparative form.** Write in your notebook.

- 1 He thinks Shakira is ... (**famous**) Kate Perry.
- 2 The town council is ... (**old**) the library.
- 3 Victoria Falls is ... (**large**) than Niagara Falls.
- 4 August is ..... (**hot**) than June in London.
- 5 The Pacific Ocean is ... (**deep**) than the Atlantic Ocean.

(5x5=25)

**4 Choose the correct preposition.** Write in your notebook.

- 1 Walk **along/through** the street until the traffic lights.
- 2 The bus stop is **between/in front of** the café.
- 3 The park is **above/opposite** the restaurant.
- 4 Put the card **in/on** your wallet.
- 5 Go **past/below** the jeweller's and turn left.

(5x4=20)

**5 Complete the dialogue with:** *Which platform does it leave from? – Can I have a student ticket to London, please? – What time does it leave? – Single or return? – Can I see your student card?*  
Write in your notebook.

- A: Hello. 1) ...  
 B: Yes, of course. 2) ...  
 A: Single, please.  
 B: That's £12.50. 3) ...  
 A: Oh yes. Here it is.  
 B: Thank you. Here is your change and your ticket.  
 A: 4) ...  
 B: Platform B.  
 A: 5) ...  
 B: At 5:00.

(4x5=20)

TOTAL: 100



# Monstertrackers!



Dear Monstertrackers,  
I live in Iceland. We've got a scary creature in one of  
our lakes. We call it the Worm Monster!

Bjorn

## 3 The Worm Monster

1

Wow! Volcanoes  
and waterfalls!  
Iceland is amazing!

Uh-huh, but it's freezing  
cold, even in summer!

2

Oh no! The  
underwater  
camera!

This part of the lake  
is dangerous!

3

It's cold, and it's  
getting dark.

And the fog  
is thick. I can't  
see a thing!

4

Where am I going?  
Help, I'm lost!

Go towards the lights  
on the shore, Boogey!



## Exercises

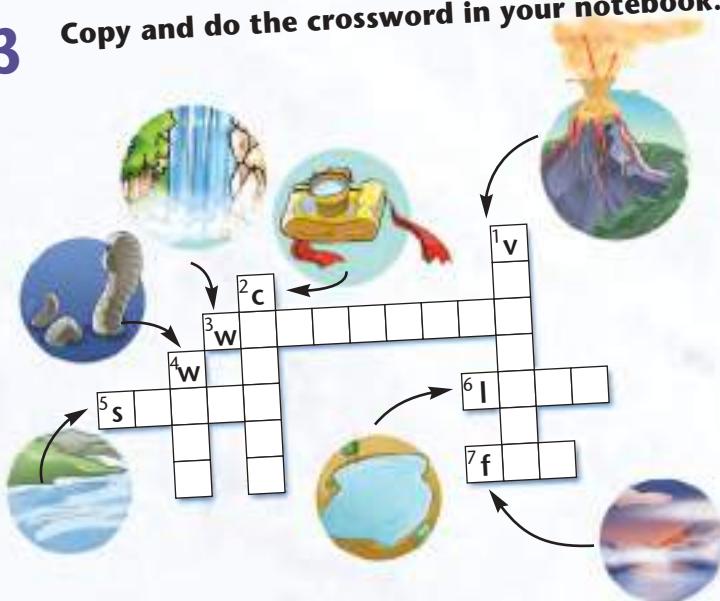
**1** Look at the pictures. What is the story about?

Listen and check.

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

- 1 There are volcanoes in Iceland.
- 2 Tracker wants to take some pictures.
- 3 It's warm and sunny there.
- 4 It starts raining in the evening.
- 5 They can't find their way.
- 6 Candy meets the Worm Monster.

**3** Copy and do the crossword in your notebook.



**4** Complete the summary in your notebook.

- fog • camera • waterfalls
- lake • volcanoes • cold
- dark • shore

The Monstertrackers travel to Iceland. There is a monster there. It lives in a 1) .... Its name is the Worm Monster. There are 2) ... and 3) ... in Iceland. It's very 4) ... there. As they go over a dangerous part of the lake, their 5) ... falls into the water. They can't see anything as it is getting 6) ... and there is a lot of 7) .... When they reach the 8) ...., they find their camera. There is a photo of the Worm Monster smiling.

## Fact or Fiction?

- The Worm Monster is longer than a football field (91 metres).
- It can come out of the water onto the shore.

## Festivities



# Halloween

On 31st October, children in America celebrate Halloween. Kids dress up as **monsters**, **witches** and **vampires** and go '**trick-or-treating**' around their neighbours' houses! People decorate their homes with spooky **skeletons** and carved **pumpkins** with candles inside. But, although everyone wants to have fun at Halloween, safety is very important. So, here are some tips for staying safe at Halloween:

### Video

#### Walk safely

- Always go trick-or-treating with an adult.
- Cross the road at the traffic lights.
- Watch for cars at all times.

#### Safe costumes

- Don't wear long **costumes** that you can trip on.
- If you wear a **mask**, make sure it has large eyeholes so you can see where you're going!
- Wear bright, colourful costumes so drivers can see you.



## Reading

1 Listen and read the text. How are the children in the picture staying safe at Halloween? Match the phrases (1-3) to the phrases (a-c) to make correct sentences. Write in your notebook.

- 1 They are going trick-or-treating  
2 They aren't wearing  
3 They are wearing

- a bright colours.  
b with an adult.  
c long costumes.

## Game

2 Find the words in bold in the text in the word search. Write in your notebook.

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

## Project

3 Design your own Halloween costume. Make sure you follow the tips in the text to make it safe. Present your costume to the class.

# New Year's Eve



Can you imagine spending New Year's Eve in shorts and a T-shirt? This is how people celebrate in Hawaii, where the weather in December is warm and sunny! Hawaii is part of the USA, but a New Year's celebration there includes traditions from all over the world! Let's take a look at some of them ...

New Year's Eve in Hawaii is never quiet. There are fantastic fireworks displays on many islands, including one at Waikiki Beach that takes place on a boat! The Chinese brought fireworks to Hawaii in the 19th century. They believed the loud noise scared evil spirits away.

On New Year's Eve, Hawaiians eat lots of different food. There is bean soup from Portugal, pork

adobo from the Philippines and ozozi soup from Japan. Many families also make round rice cakes called mochi. Another Japanese tradition is making kadomatsu. These are decorations of bamboo and pine that bring good luck. People put them next to the front doors of their houses. Even though the tradition started in Japan, these days it's actually more popular in Hawaii!

## Reading

1 Listen and read the text. Then match the phrases to make correct sentences. Write in your notebook.

- |                  |                         |
|------------------|-------------------------|
| 1 A kadomatsu is | a from China.           |
| 2 Fireworks are  | b round ice cakes.      |
| 3 Bean soup is   | c a special decoration. |
| 4 Mochi are      | d from Portugal.        |

## Game

2 How do you wish someone a Happy New Year in Hawaiian? Use the code to find out. Write in your notebook. Then send a message to your English friend expressing New Year's greetings & wishes.

*Happy New Year! May this year bring peace to you and your family.*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
G	C	Q	X	L	Z	D	N	J	T	W	A	R	H	E	B	Y	S	O	V	K	M	I	F	U	P

14 12 25' 19 5 23      22 12 21 12 14 23 21 23      14 19 25  
 .... .... , ....

## Project

3 How do people celebrate New Year in your country? Create a poster with pictures in your notebook. Present your poster to the class.

## Festivities



# St Patrick's Day

St Patrick's Day is an Irish celebration, but Irish people brought it to the USA when they moved there in the 18th century. The first big St Patrick's Day celebration in the USA was in Boston in 1737. These days, there are 36.5 million people in the USA with Irish ancestors, but St Patrick's Day is for everyone! So, where are the best places to celebrate?

The biggest **parade** in the USA is in New York City. About 150,000 people march in the parade and another two million watch it! People wear **shamrocks** – a small plant that is the symbol of Ireland – and lots and lots of **green**.

In Chicago, people don't just wear green on St Patrick's Day – they even dye the Chicago River green! In California, there is the Los Angeles County Irish Fair and Music Festival. Around 2,000 people perform live **Irish music**, and there are **food stalls, magic shows, dancing** and **rides**. There is even an Ancient Irish Village with blacksmiths, dressmakers, storytellers and singers. Even though St Patrick's Day is an Irish celebration, the USA is definitely one of the best places to celebrate it!



## Reading

- 1 Listen and read the text. Match the places (1-3) with the events (a-c). Write in your notebook.

- 1 New York City  
2 Los Angeles  
3 Chicago

- a dying the river green  
b the biggest parade in the USA  
c an Irish Fair and Music Festival

## Game

- 2 Find the words in bold in the text in the word search. Write in your notebook.

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

## Project

- 3 Create a poster showing how people celebrate St Patrick's Day in the USA in your notebook. Present it to the class.

# Easter



## Festivities

Easter takes place every year in spring. People around the world eat many different foods to celebrate this occasion. Let's take a look at special Easter foods in the USA.

### Video

#### Easter Lunch

The whole family comes together to enjoy the biggest meal of the day. The main dish is glazed ham – a big ham with a layer of sauce that makes it look shiny and taste sweet. People usually eat baby potatoes, carrots and other vegetables too.



#### Snacks

Everyone feels full after Easter lunch, but later on in the evening, they often want a snack. At Easter, some people eat hot cross buns. They are sweet bread buns with spices and dried fruit. People also enjoy devilled eggs.



#### Easter Sweets

In the USA, the Easter Bunny leaves baskets for children to find on Easter morning. They have lots of delicious treats inside. Chocolate eggs and bunnies are common, as well as colourful jelly beans and peeps (yellow marshmallow chicks).



## Reading

- 1 Listen to and read the text. What do Americans eat at Easter? Write in your notebook.

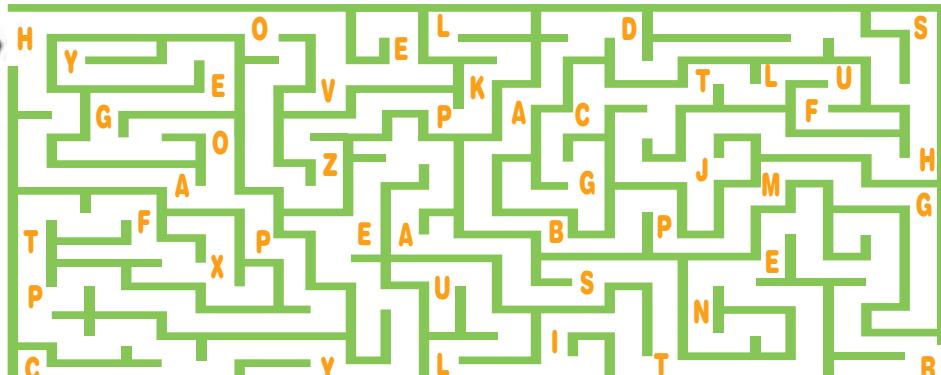
## Game

- 2 Help the chick find its way through the maze. What's the message? Write in your notebook.



Send an SMS to your English friend expressing Easter holiday greetings & wishes.

Have a great holiday filled with happiness.



## Festivities

# Mother's Day

## 5 DIY Gifts

In countries all over the world, people celebrate Mother's Day. It is a day when children show their mothers how much they love them. Some people buy flowers and presents for their mums, but the best gifts are the ones that money can't buy!



▶ Video

## Reading

1 Listen and read the text. Fill in: *ribbon, crayons, treat, paint, picture*. Write in your notebook.

2 Copy and complete the crossword in your notebook.

Choose one of the gifts from the text to make for your mum. Write a card for her.

You are the best mum ever!

### Painted Flower Pot

Turn old tin cans into pretty flower pots with some colourful 1) ... and string!



### Handmade Card

Make your mum smile with a special card. All you need is card, pencils or 2) ... and your imagination!



### Poem

Write a special poem for your mum, then roll it up and tie it with her favourite-coloured 3) ... .



### Photo Frame

Buy a simple wooden photo frame, decorate it and put a 4) ... of you and your mum inside.



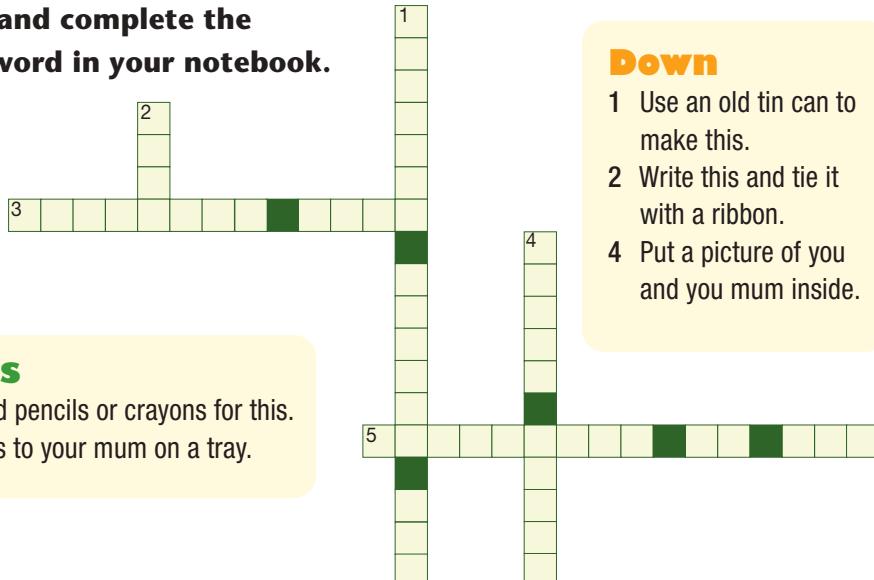
### Breakfast in Bed

As a special 5) ..., make your mum's favourite breakfast and take it to her bedroom on a tray.



2

Copy and complete the crossword in your notebook.



### Across

- 3 You need pencils or crayons for this.
- 5 Take this to your mum on a tray.

### Down

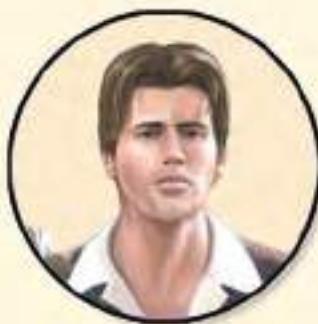
- 1 Use an old tin can to make this.
- 2 Write this and tie it with a ribbon.
- 4 Put a picture of you and your mum inside.

# ROBIN HOOD



ENGLAND

12th century



Robert, Earl of Huntingdon

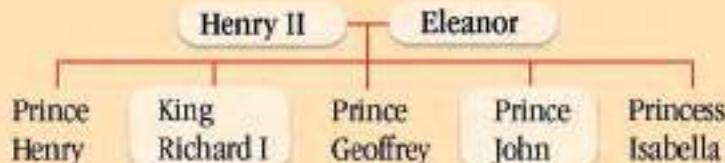


Marian



The Sheriff

## Royal Family Tree



It's the 12th century. We are in England.

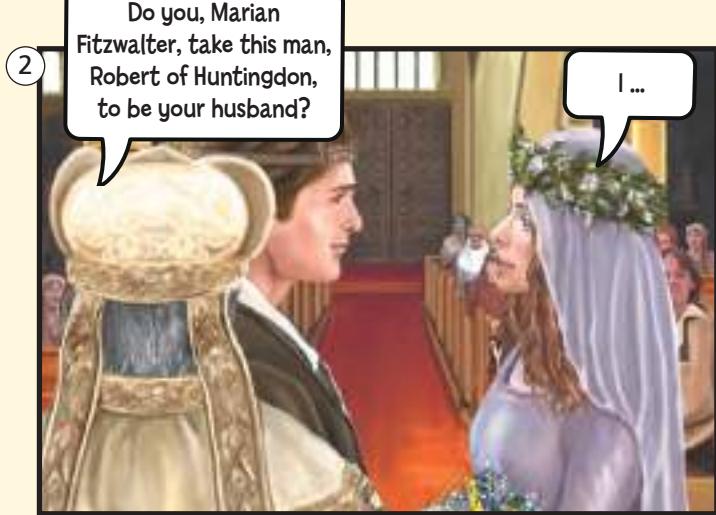
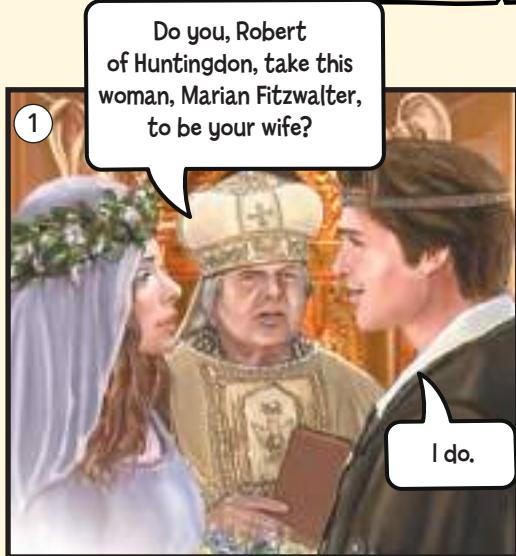
Richard I is the king. There are many counties in England.

Each county has got a sheriff.

Nottingham is a town near Sherwood Forest. The Sheriff there is very bad. He is an enemy of Robert, the Earl of Huntingdon. Robert (also called Robin Hood) is a friend of King Richard I. Robin wants to marry Marian. The Sheriff hates Robin. When Richard I goes to war, his brother Prince John is in power.

## 1 Arrest him!

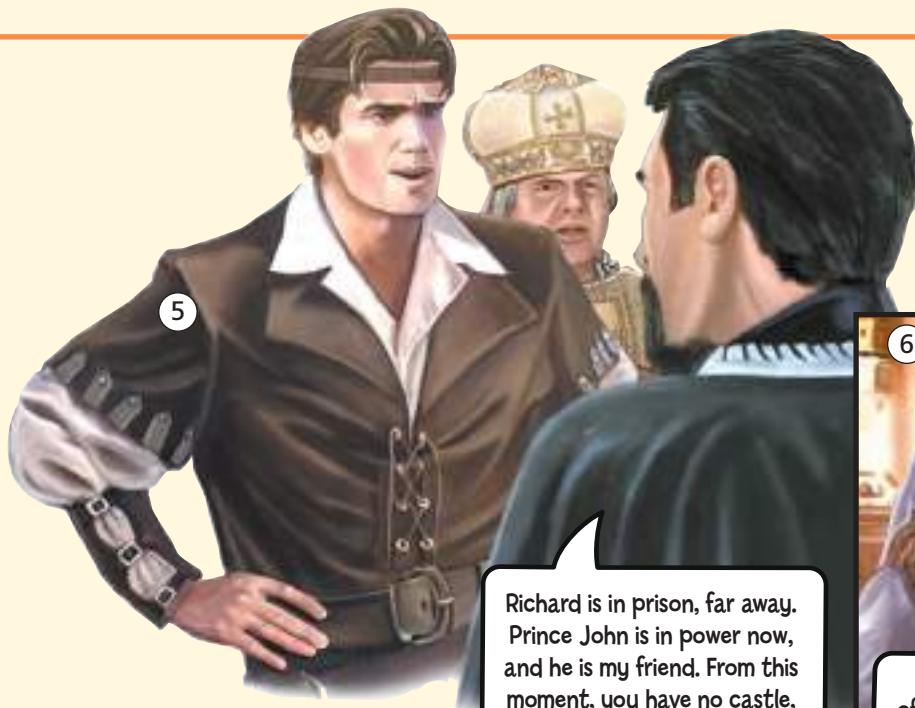
It was a summer morning in 1193. Robert, Earl of Huntingdon (Robin Hood), is in church with Marian. It is their wedding day.



Check these words

- to arrest • church
- wedding day • to take
- enemy • far away
- power • castle • land
- title

1 Look at the pictures. Which shows: *a wedding?* *Robin Hood's arrest?* Write in your notebook.



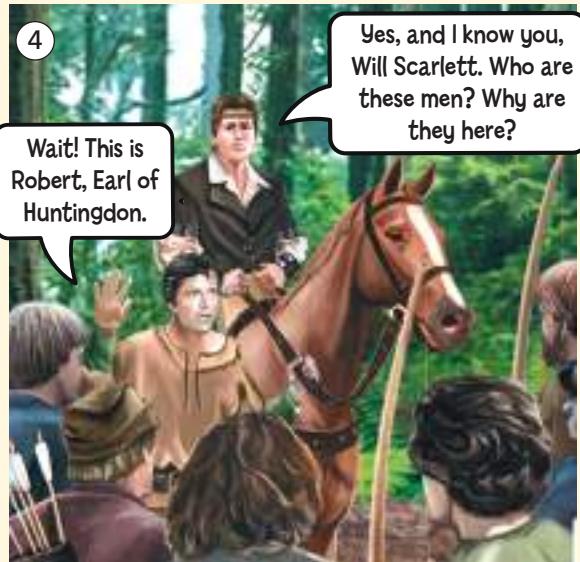
## 2 Listen and answer the questions in your notebook.

- |   |  |
|---|--|
| <p>1 Where are Robert and Marian?</p> <p>2 Who stops the wedding?</p> | <p>3 Where is King Richard?</p> <p>4 Who's in power now?</p> |
|---|--|

## 3 Take roles and act out the dialogue.

## 2 Lord of the Greenwood

The Sheriff of Nottingham arrests Robert of Huntingdon on his wedding day. He wants to put him in prison.



Check these words

- to put    • prison
- outlaw    • leader
- to get off    • to give
- bow    • hood

1 Which pictures show: **Robin Hood on a horse? Robin with a green hood on his head? Robin with a bow in his hand?** Write in your notebook.



## 2 Listen and answer the questions in your notebook.

- 1 Who's the new Earl of Huntingdon?
- 2 Who are the men with Will Scarlett?
- 3 Why are they in the forest?
- 4 Where is Robin's home now?
- 5 Who's got Robin's title and castle?

## 3



Continue the story. Imagine the dialogue between Robin and the outlaws.

## 3 Little John

Robin Hood lives in Sherwood Forest. He and his men get money from the rich and give it to the poor.

Let me go!



Not before you give us money to help the poor!

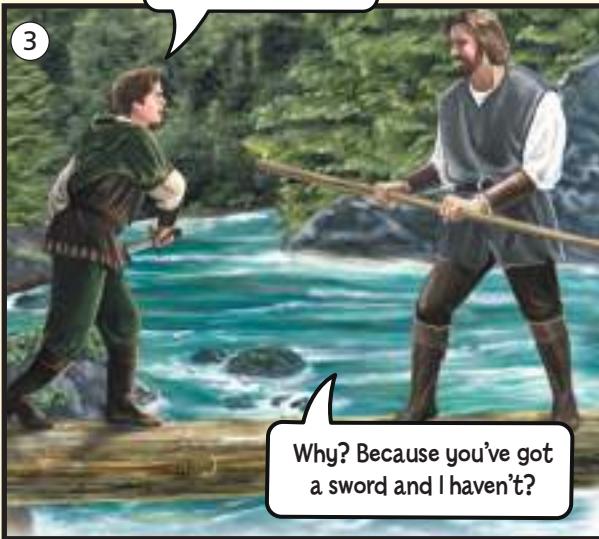
②



This is a present from a kind traveller ...

Thank you, Robin Hood!

Go back and let me get across, stranger!



Why? Because you've got a sword and I haven't?

④



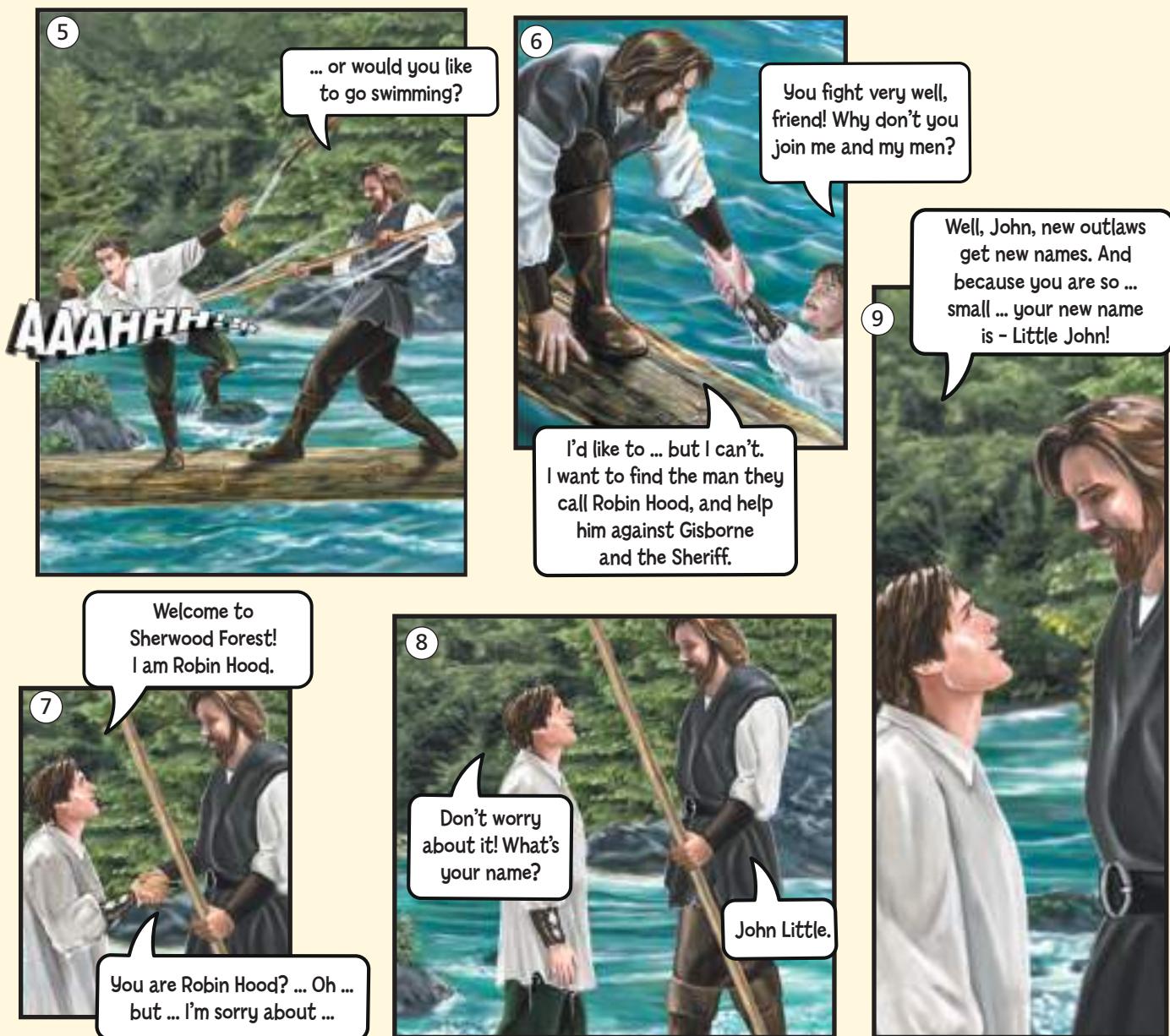
Now it's a fair fight! Go back!

You go back...

Check these words

- travellerer • to join
- to get across • stranger
- sword • fair • fight

1 Which pictures show: *a poor family? a rich traveller riding a horse? Robin with his sword on a log across the river? a tall man with a staff? Robin with his bow? a fight?* Write in your notebook.



**2** Listen, read and write in your notebook who the words in **bold** refer to.

- |   |   |
|---|---|
| 1 "Not before <b>you</b> give <b>us</b> money." | 3 "Why don't <b>you</b> join <b>me</b> ?" |
| 2 "Go back and let <b>me</b> get across."       | 4 " <b>You</b> are so ... <b>small</b> ." |

**3** Take roles and act out the dialogue between Robin and John Little.

## 4 Friar Tuck

It's early in the morning. Robin, Will Scarlett and Little John are practising archery in the forest.

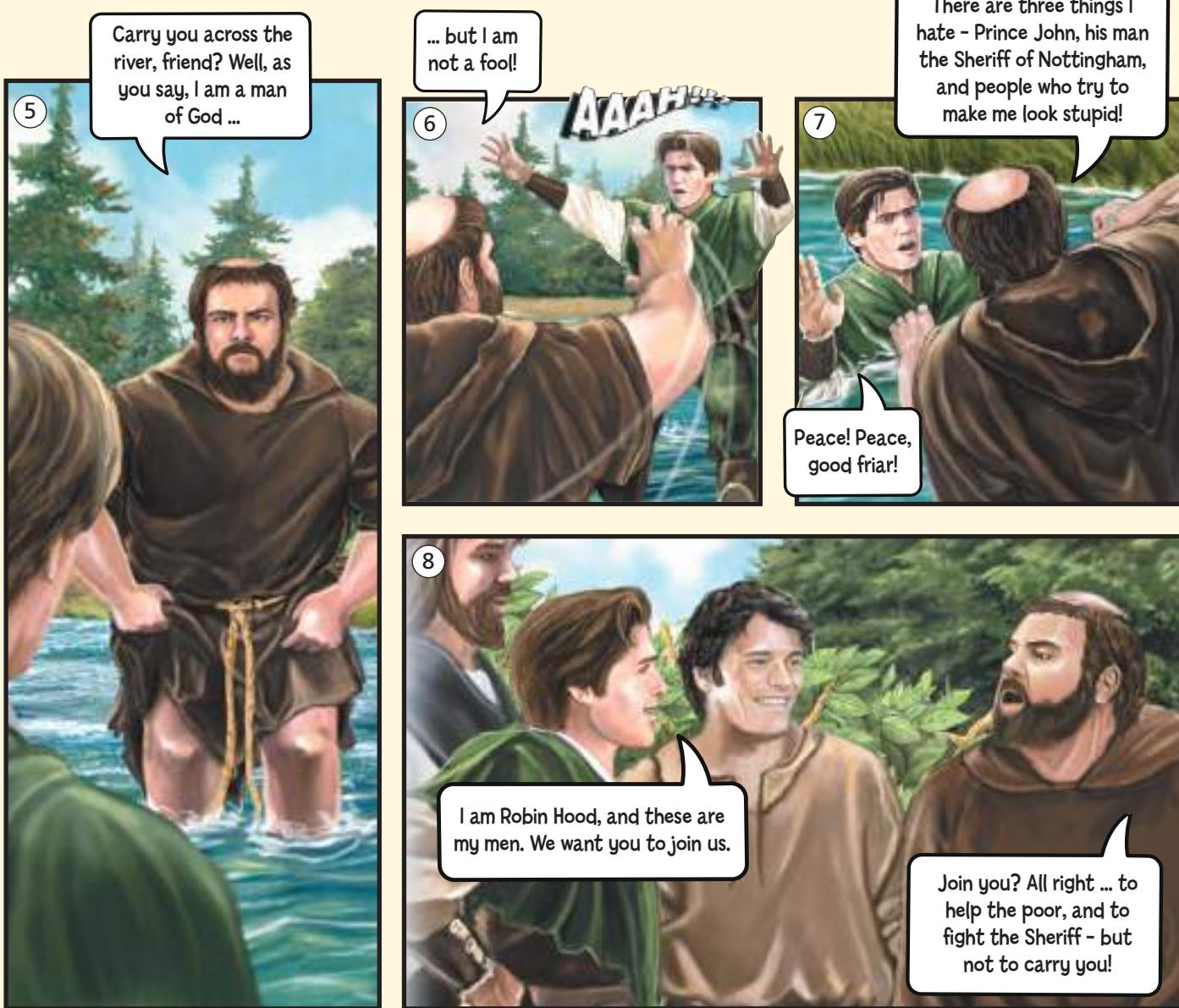


Check these words

- early • archery
- good shot • to shoot
- quite near • to meet
- to carry • fool • to try
- peace

**1 Read the title of the episode, look at the pictures and answer the questions in your notebook.**

- 1 What do you think a friar is? a Sheriff; a man of God?
- 2 What is Robin doing in picture 1? practising archery; shooting a gun



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

- |                          |                                    |
|--------------------------|------------------------------------|
| 1 Robin is a bad archer. | 3 Friar Tuck hates Prince John.    |
| 2 Friar Tuck is a fool.  | 4 Friar Tuck wants to carry Robin. |

**3**



Continue the story.

# ROBIN HOOD

5

## The silver arrow

While Robin and his men are in the forest, Gisborne and the Sheriff are making plans inside Nottingham Castle.

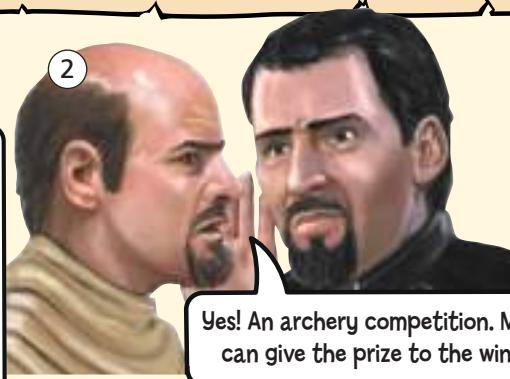
Gisborne, we must catch this outlaw, Robin Hood – immediately! The people are laughing at me!

1



We can't find him in Sherwood Forest, but we can bring him to the castle. I've got a plan ...

2



Yes! An archery competition. Marian can give the prize to the winner!

*Robin soon hears the news about the competition in Nottingham.*

3



Hmm ... I'd like to win the silver arrow ... and see Marian again ...

The prize is a silver arrow. Marian is going to give it to the winner.

4



No, Robin! It's a trap! Don't go!

Oh, don't worry – they can't catch me that easily!

*At the archery competition ...*

So where is Robin Hood? Search everywhere carefully.



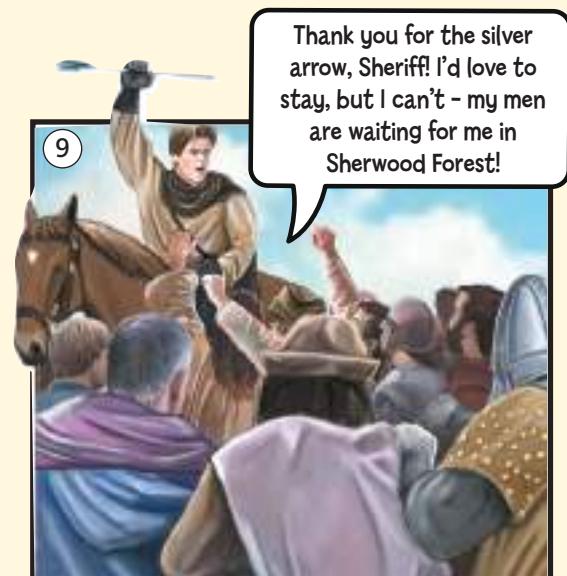
This old man is the last person in the competition, sir.

### Check these words

- make plans • to bring
- plan • prize • winner
- trap • bullseye • silver
- arrow • easily

### 1 Read the title of the episode, look at the pictures and answer the questions in your notebook.

- 1 Who can you see in Picture 1?
- 2 Who is the old man in Picture 5?
- 3 Who's the woman in Picture 8?
- 4 Which pictures show a silver arrow?
- 5 Who's holding it?



## 2 Listen, read and choose the correct answer. Write in your notebook.

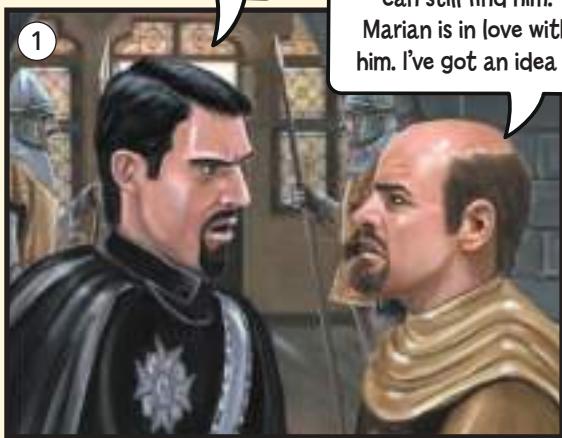
- 1 Where's the archery competition?  
A in Nottingham      B in Sherwood
- 2 Who wins the silver arrow?  
A the Sheriff      B Robin
- 3 Who gives the prize to the winner?  
A Gisborne      B Marian

## 3 Look at the pictures and tell the summary of the episode.

## 6 Marian's escape

Robin is back in Sherwood Forest with his silver arrow. The Sheriff is very angry.

Robin Hood was here, and you couldn't catch him!



We were unlucky. We can still find him. Marian is in love with him. I've got an idea ...

I've got Robin's title, his lands and his castle. Why not marry Marian, too?



Yes ... Guards! Bring Lord Fitzwalter here with Marian, his daughter!

You want to marry the Earl of Huntingdon, don't you? Well, you can!

But he is an outlaw ...



I am the Earl of Huntingdon now! You are going to marry me!

Never! I love the real Earl of Huntingdon - Robin Hood!



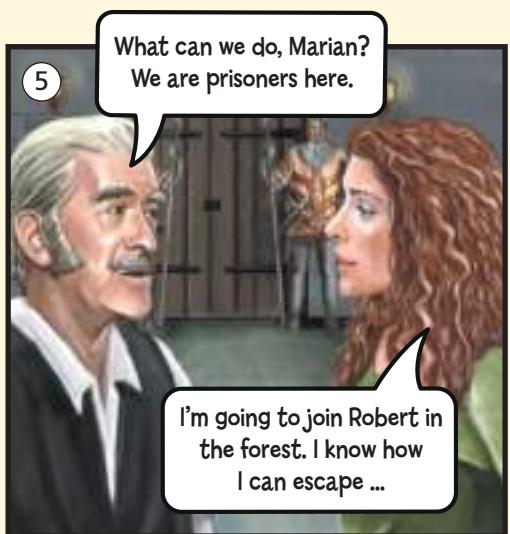
Check these words

- land • prisoner
- to escape • truth
- to return • newest

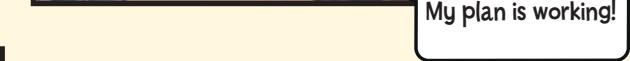
**1 Read the title of the episode, look at the pictures and answer the questions in your notebook.**

- 1 Who's the man in Picture 5?
- 2 Who wants to marry Marian?

- 3 Who escapes to the forest?



The next day, the Sheriff visits  
Lord Fitzwalter.



2 Listen, read and put the events in the order they happen.  
Write in your notebook.

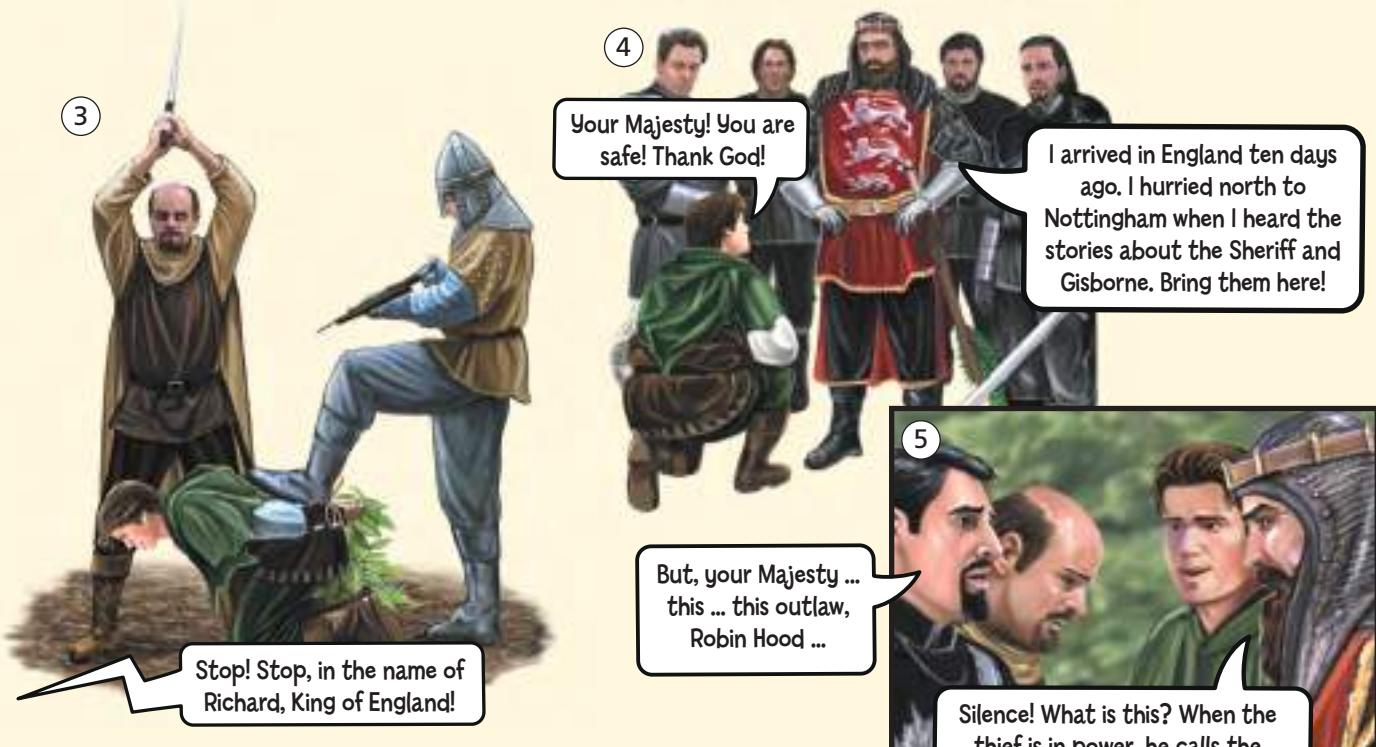
- |                       |                                   |
|-----------------------|-----------------------------------|
| A Marian escapes.     | C Robin is back in Sherwood.      |
| B Marian meets Robin. | D Gisborne wants to marry Marian. |

3 What do you think happens next?

## 7

## Richard's return

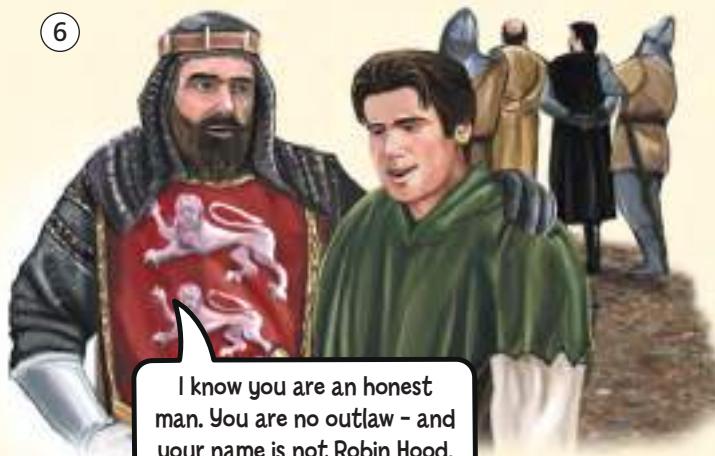
Marian is with Robin in Sherwood Forest. There is a bad surprise for them, though.



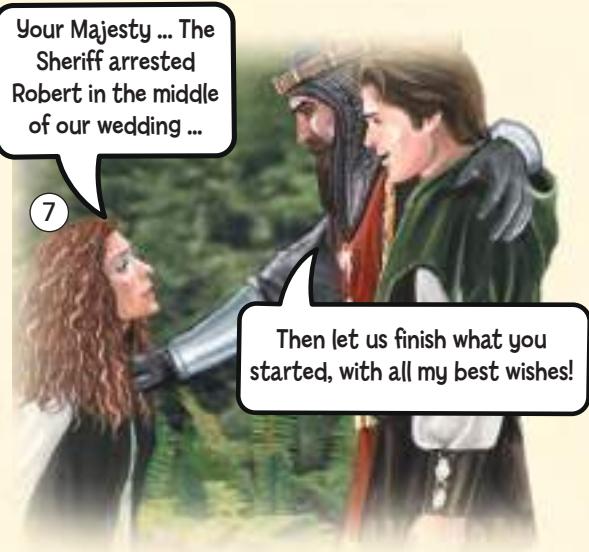
Check these words

- return • to arrest
- honest • congratulations
- long live

1 Look at the pictures. Who do you think the man in red is? Describe him. Listen, read and check.



6 I know you are an honest man. You are no outlaw - and your name is not Robin Hood. Return to your castle, Robert, Earl of Huntingdon.



Your Majesty ... The Sheriff arrested Robert in the middle of our wedding ...

7 Then let us finish what you started, with all my best wishes!



8 Do you, Marian Fitzwalter, take this man, Robert of Huntingdon, to be your husband?

I do.



9 Congratulations, Robert and Marian!

Long live King Richard!

**2** Read the episode. Who does each of the following? Write **M** for Marian, **R** for Robin, **K** for King Richard, **S** for Sheriff, or **G** for Gisborne. Write in your notebook.

- |   |   |
|---|---|
| 1 He orders Gisborne to kill Robin.<br>2 He is about to kill Robin.<br>3 He is glad King Richard is back. | 4 He says that Robin is not an outlaw any more.<br>5 She gets married to Robin. |
|---|---|

**3**



Give the story a different ending.

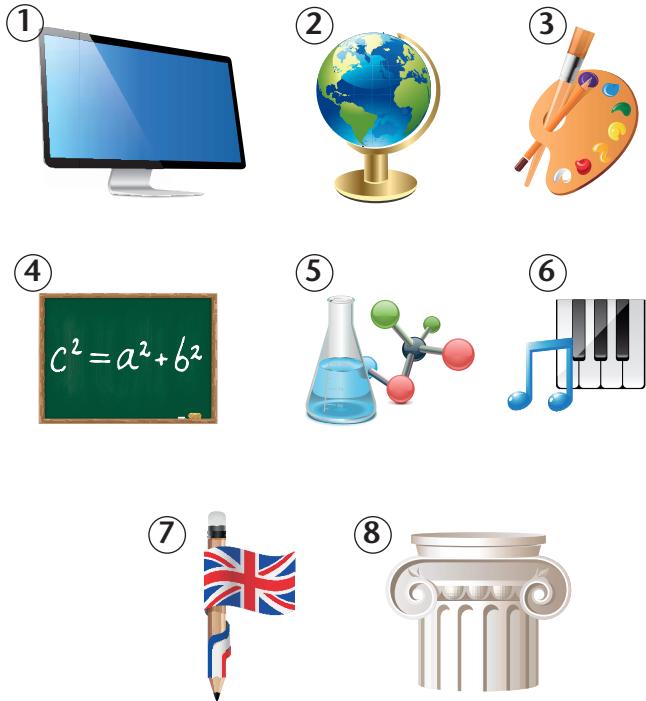
# Evaluation (Modules 1-2)

## Vocabulary

**1 Fill in the missing words: watch, play, gets, has, hangs, catch. Write in your notebook.**

- 1 He ... up early and walks the dog before going to work.
- 2 Dave and Mary ... TV every night. They love quiz shows.
- 3 Frank likes playing the guitar. He ... lessons twice a week.
- 4 Ann and Dan ... the bus to school at 8 o'clock in the morning.
- 5 It's important that children ... sports to keep fit and healthy.
- 6 Sam always ... out with friends at the park at weekends.

**2 Write the school subjects in your notebook.**



**3 Write the shops in your notebook.**



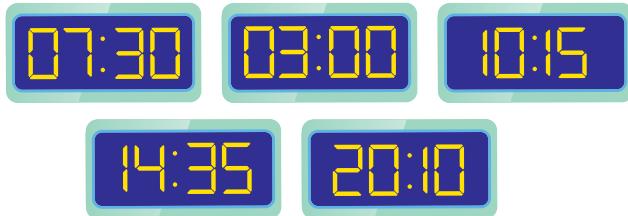
**4 Complete the sentences with the words in the list. Write in your notebook.**

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

- 1 Our new house is in a quiet ... with lots of trees.
- 2 My dad usually reads a newspaper on the ... in the summer.
- 3 She lives in a ... of flats in New York.
- 4 Paul works in an office on the third floor of a ... building.
- 5 There's a great ... of the lake from our hotel room.
- 6 We often have lunch at a nice restaurant ... .

## Evaluation (Modules 1-2)

- 5 Look at the clocks and write the time in your notebook.



### Grammar

- 6 Fill in: *when, who, what, how old, where.* Write in your notebook.

- 1 A: ... 's your favourite colour?  
B: Green.
- 2 A: ... is your bike?  
B: It's in the garden.
- 3 A: ... is she?  
B: She's my sister.
- 4 A: ... is your mother?  
B: She's 35.
- 5 A: ... is your birthday party?  
B: On Saturday.

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

- 1 We've got a **little/a few** vegetables. We can make a salad.
- 2 How **much/many** eggs do you need for the cake?
- 3 There isn't **some/any** cheese in the fridge.
- 4 Can you buy a **loaf/a packet** of bread, please?
- 5 She eats a **lot/lots of** fruit every day.
- 6 Would you like **any/some** ice cream?
- 7 There's **too much/too many** sugar in the coffee.
- 8 We need to buy some **cartons/cans** of cola for the party.

- 8 Put the verbs in brackets into the *present simple* or the *present continuous*. Write in your notebook.

- 1 He ... (**not/use**) the computer now.
- 2 My parents ... (**often/eat**) chicken for dinner.
- 3 Sally and James ... (**study**) hard this week.
- 4 What time ... (**the train/leave**)?
- 5 The cat ... (**like**) sleeping on the sofa.
- 6 ... (**Tim/travel**) to Bucharest now?
- 7 My sister ... (**always/tidy**) her room at the weekend.
- 8 Danny ... (**not/have**) breakfast every morning.

### Everyday English

- 9 Complete the dialogue with the following sentences in your notebook.

- How much does it cost?
- Would you like to try it on?
- And here's your change and receipt.
- How can I help you? • What size are you?

- A: Hello. 1) ...  
B: Hi. I'd like the red jacket in the window.  
A: 2) ...  
B: I'm a small.  
A: You're in luck! This is the last small.  
3) ...  
B: Yes, please. Where are the fitting rooms?  
A: They're over there.  
B: Thank you. ....  
B: It's great. 4) ...  
A: It's £35.  
B: Here you are.  
A: 5) ...

# Evaluation (Modules 3-4)

## Vocabulary

### 1 Choose the correct item. Write in your notebook.

- 1 My sister usually **makes** / **takes** out the rubbish.
- 2 Elaine always **lays** / **dusts** the furniture on Saturday.
- 3 Paul never **does** / **makes** the laundry alone.
- 4 My cousin Rod **washes** / **mops** the car every week.
- 5 Frank usually **tidies** / **cleans** the windows on Sundays.

### 2 Put the words in the right column. Write in your notebook.

- karate • football • skateboarding
- wind-surfing • ice hockey • cricket
- aerobics • water-skiing • athletics

do	
go	
play	

### 3 Match the adjectives to the people. Write in your notebook.

- |   |             |   |       |
|---|-------------|---|-------|
| 1 | impatient   | 4 | lazy  |
| 2 | hardworking | 5 | brave |
| 3 | honest      |   |       |

- a My brother always tells me the truth.
- b My older sister goes to school in the morning and works in the afternoon.
- c Mulan was not afraid to fight.
- d Marc can watch TV all day.
- e I don't like to wait.

### 4 Circle the correct answer. Write in your notebook.

- 1 Dragons had big wings and sharp....  
A claws      B mane      C beak
- 2 My cousin has long ... hair.  
A tall      B curly      C plump
- 3 Put ... on your bike so people can see you at night.  
A reflectors    B breaks  
C headphones
- 4 Mulan joined the army because she could fight with a ....  
A beast      B horn      C sword
- 5 Albert Einstein was a(n) .... .  
A president    B architect    C physicist

## Grammar

### 5 Choose the correct answer. Write in your notebook.

- 1 The house's door/door of the house is brown.
- 2 The childrens'/children's hospital is next to the library.
- 3 Can I borrow Harry's/Harry bike?
- 4 These are the girls' toys/toys of the girls.
- 5 Jack is the ladies/lady's dog.

### 6 Write the plurals. Write in your notebook.

- |               |               |
|---------------|---------------|
| 1 child – ... | 5 watch – ... |
| 2 man – ...   | 6 boy – ...   |
| 3 box – ...   | 7 lacy – ...  |
| 4 leaf – ...  | 8 tooth – ... |

## Evaluation (Modules 3-4)

**7** Put the words in the right order to make sentences. Write in your notebook.

- 1 let's/cycling/go/. ...
- 2 room/tidy/your/. ...
- 3 here/sit/Sir/may/I/? ...
- 4 take/road/let's/this/. ...
- 5 your/here/put/don't/rubbish/. ...
- 6 mum/very/swim/can/fast. ...
- 7 wear/helmet/a/always. ...

**8** What could these people do or not do when they were six years old? Write sentences, as in the example. Use *and* or *but*. Write in your notebook.



Ryan swim (✓)  
ride a bike (✗)  
*Ryan could swim but he couldn't ride a bike.*



Mary read (✓)  
write (✓)



Karl cook (✗)  
make his bed (✓)



Sarah play football (✓)  
run fast (✓)

**9** Write the verbs in the brackets in the *past simple* to complete the sentences. Write in your notebook.

- 1 Mark ... (travel) to Brazil last year.
- 2 There ... (be) a great fantasy film on TV last night.
- 3 I ... (check) her bike tyres yesterday.
- 4 They ... (arrive) late at the party.
- 5 She ... (copy) my homework.
- 6 The teacher ... (ask) me a question.
- 7 Josh ... (play) football in the park last week.

### Everyday English

**10** Complete the dialogue. Write in your notebook.

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

- A: Hello, Adventure Land Summer Camp.  
B: Hello! I want to book a place for my daughter for July and I'd like some information, please.  
A: 1) ... your name, please?  
B: Mary Leeds, and my daughter is Victoria.  
A: OK! Thank you! 2) ...  
B: Can you tell me when the camp starts?  
A: It starts on 5th June.  
B: All right, and can my daughter bring her ipad?  
A: No, 3) ... . You can't bring ipads to the camp.  
B: 4) ... . All right then. Thank you!  
A: You're welcome. See you soon.

# Evaluation (Modules 5-6)

## Vocabulary

### 1 Look at the pictures and match them to words. Write in your notebook.

- desert • lake • waterfall • mountain
- volcano



### 2 Fill in: mural, celebration, landmark, average, transport, parade. Write in your notebook.

- 1 The students made a ... of flowers on the wall of their school.
- 2 London has got many different means of ....
- 3 The Colosseum is a famous ... in Rome.
- 4 During the hot months, the ... temperature in the Sahara desert is 50°C.
- 5 Every March, there is a street ... to celebrate St Patrick's Day.
- 6 My sister had a big ... for her 18th birthday.

### 3 Match the columns to make phrases. Write in your notebook.

- |           |             |
|-----------|-------------|
| 1 let off | a banners   |
| 2 put up  | b for eggs  |
| 3 hire    | c fireworks |
| 4 light   | d a band    |
| 5 throw   | e candles   |
| 6 hunt    | f streamers |

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

- 1 The family booked a **cruise/safari** around the greek islands.
- 2 One of the best local **dishes/meals** that I ate in Romania was *mici*.
- 3 I would like a **single/oval** ticket to Brighton, please.
- 4 The new **dull/luxurious** hotel opens its doors next Saturday.
- 5 The London underground **tram/train** system celebrated its 150 anniversary in 2013.

## Grammar

### 5 Fill in the gaps with the *past simple* forms of the verbs in brackets. Write in your notebook.

- 1 ... (Anna/come) over for a visit last night?
- 2 We ... (go) to Italy on holiday last summer.
- 3 Ann ... (buy) a new dress for her party.
- 4 The team ... (not/win) the game.
- 5 I ... (have) lots of fun at your birthday party.
- 6 ... (Jack/get on) the right bus?
- 7 My mum ... (make) pizza for my party.
- 8 Dan ... (not/drive) to work yesterday.
- 9 They ... (let) off fireworks at midnight.
- 10 ... (you/wear) a costume at the party?

## Evaluation (Modules 5-6)

**6** Put the words in the right order to make questions using the *past simple*. Then, answer them, as in the example. Write in your notebook.

- 1 Betty/go/music festival? (x, food festival)  
*Did Betty go to the music festival?*  
*No, she didn't. She went to a food festival.*
- 2 children/have/terrible time? (x, great time)
- 3 you/watch/street parade/yesterday? (be sick)
- 4 John/walk/to school? (x, take the bus)
- 5 you/throw/streamers/at the party? (x, put up banners)

**7** Complete the sentences. Use the comparative form. Write in your notebook.

- 1 Greece is ... (**sunny**) than England.
- 2 Mt Everest is ... (**tall**) than Mt Pico.
- 3 Canada is ... (**cold**) than Mexico.
- 4 A train is ... (**comfortable**) than a motorbike.
- 5 A desert is ... (**hot**) than a forest.
- 6 A helicopter is ... (**fast**) than a ship.
- 7 Bikes are ... (**slow**) than cars.
- 8 The Nile is ... (**long**) than the Amazon.

**8** Complete the sentences with *very* or *too*. Write in your notebook.

- 1 Aeroplanes are ... fast.
- 2 The mountain was ... icy for us to climb.
- 3 It was ... cold to swim in the sea last month.
- 4 In Siberia, the winters are ... cold.
- 5 It's ... far to go there on foot.
- 6 Deserts are usually ... hot places.
- 7 Mount Everest is ... dangerous to climb on your own.
- 8 The Amazon is a ... long river.

**9** Choose the correct option. Write in your notebook.

- 1 These shoes aren't ... as those ones.  
A more expensive      B as expensive  
C most expensive
- 2 Jane was ... better today, so she went to school.  
A very      B more      C much
- 3 I cycle ... the optician's every morning.  
A along      B through      C past
- 4 The gym is ... the new sports centre.  
A opposite      B between      C across
- 5 My best friend was ... angry to talk to me.  
A very      B too      C much

## Everyday English

**10** Complete the dialogue. Write in your notebook.

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

Ticket Clerk: Good morning, madam. 1) ...

Mr Green: Yes, I'd like a ticket to Heathrow Airport, please.

Ticket Clerk: 2) ...

Mr Green: Return, please.

Ticket Clerk: 3) ...

Mr Green: I want to catch the 12:30 train.

Ticket Clerk: That's £20.

Mr Green: Here you are. 4) ...

Ticket Clerk: It leaves from platform 3.

Mr Green: Thank you.

Ticket Clerk: 5) ... Have a nice day.

# Irregular verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/ bear /beə/ beat /bi:t/ become /br'kʌm/ begin /br'gɪn/ bite /ba:t/ blow /bləʊ/ break /breɪk/ bring /brɪŋ/ build /bɪld/ burn /bɜ:n/ burst /bɜ:st/ buy /baɪ/	was /wɒz/ – were /wə/ bore /bɔ:/ beat /bi:t/ became /br'keɪm/ began /br'gæn/ bit /bɪt/ blew /blu:/ broke /brəʊk/ brought /brɔ:t/ built /bɪlt/ burnt (burned) /bɜ:nt (bɜ:nd)/ burst /bɜ:st/ bought /bɔ:t/	been /bi:n/ born(e) /bɔ:n/ beaten /bi:tən/ become /br'kʌm/ begun /br'gʌn/ bitten /bɪtn/ blown /bləʊn/ broken /brəʊkən/ brought /brɔ:t/ built /bɪlt/ burnt (burned) /bɜ:nt (bɜ:nd)/ burst /bɜ:st/ bought /bɔ:t/	leave /liv/ lend /lend/ let /let/ lie /lai/ light /laɪt/ lose /lu:z/	left /left/ lent /lent/ let /let/ lay /leɪ/ lit /lɪt/ lost /lɒst/	left /left/ lent /lent/ let /let/ lain /leɪn/ lit /lɪt/ lost /lɒst/
can /kæn/ catch /kætʃ/ choose /tʃu:z/ come /kʌm/ cost /kɒst/ cut /kʌt/	could /kud/ caught /kɔ:t/ chose /tʃəoz/ came /keɪm/ cost /kɒst/ cut /kʌt/	(been able to /bɪn 'eɪbəl tə/) caught /kɔ:t/ chosen /tʃəuzən/ come /kʌm/ cost /kɒst/ cut /kʌt/	make /meɪk/ mean /mi:n/ meet /mi:t/	made /meɪd/ meant /ment/ met /met/	made /meɪd/ meant /ment/ met /met/
deal /di:l/ dig /dɪg/ do /du:/ draw /drɔ:/ dream /drɪ:m/ drink /drɪŋk/ drive /draɪv/	dealt /delt/ dug /dʌg/ did /dɪd/ drew /drū:/ dreamt (dreamed) /dremt (dri:md)/ drank /dræŋk/ drove /drɪvə/	dealt /delt/ dug /dʌg/ done /dʌn/ drawn /drə:n/ dreamt (dreamed) /dremt (dri:md)/ drunk /drʌŋk/ driven /drɪvən/	pay /peɪ/ put /put/	paid /peɪd/ put /put/	paid /peɪd/ put /put/
eat /i:t/  fall /fɔ:l/ feed /fi:d/ feel /fi:l/ fight /fait/ find /faɪnd/ fly /flai/ forbid /fə'bɪd/ forget /fə'get/ forgive /fə'giv/ freeze /fri:z/	ate /eɪt/  fell /fel/ fed /fed/ felt /felt/ fought /fɔ:t/ found /faʊnd/ flew /flu:/ forbade /fə'bade/ forgot /fə'gɒt/ forgave /fə'geɪv/ froze /frəʊz/	eaten /i:tən/  fallen /fɔ:lən/ fed /fed/ felt /felt/ fought /fɔ:t/ found /faʊnd/ flown /flu:n/ forbidden /fə'bɪdən/ forgotten /fə'gɪtən/ forgiven /fə'gɪvn/ frozen /frəʊzən/	read /ri:d/ ride /raɪd/ ring /rɪŋ/ rise /raɪz/ run /rʌn/	read /red/ rode /rəʊd/ rang /ræŋ/ rose /rəʊz/ ran /ræn/	read /red/ ridden /ridən/ rung /rʌŋ/ risen /rɪzən/ run /rʌn/
get /get/ give /gɪv/ go /gəʊ/ grow /grəʊ/	got /gɒt/ gave /geɪv/ went /wɛnt/ grew /gru:/	got /gɒt/ given /gɪvən/ gone /gɒn/ grown /grəʊn/	say /seɪ/ see /si:/ sell /sel/ send /send/ set /set/ sew /səʊ/ shake /ʃeɪk/ shine /ʃaɪn/ shoot /ʃu:t/ show /ʃəʊ/ shut /ʃʌt/ sing /sɪŋ/ sit /sɪt/ sleep /slɪ:p/ smell /smel/	said /sed/ saw /sə:/ sold /səʊld/ sent /sent/ set /set/ sewed /səʊd/ shook /ʃuk/ shone /ʃən/ shot /ʃɒt/ showed /ʃəʊd/ shut /ʃʌt/ sang /sæŋ/ sat /sæt/ slept /slept/ smelt (smelled) /smelt (smeld)/	said /sed/ seen /sɪn/ sold /səʊld/ sent /sent/ set /set/ sewn /səʊn/ shaken /ʃeɪkən/ shone /ʃən/ shot /ʃɒt/ shown /ʃəʊn/ shut /ʃʌt/ sung /sʌŋ/ sat /sæt/ slept /slept/ smelt (smelled) /smelt (smeld)/
hang /hæŋ/ have /hæv/ hear /hɪə/ hide /haɪd/ hit /hit/ hold /həʊld/ hurt /hɜ:t/	hung (hanged) /hʌŋ (hæŋd)/ had /hæd/ heard /hɜ:d/ hid /hid/ hit /hit/ held /həld/ hurt /hɜ:t/	hung (hanged) /hʌŋ (hæŋd)/ had /hæd/ heard /hɜ:d/ hidden /hidən/ hit /hit/ held /həld/ hurt /hɜ:t/	speak /spi:k/ spell /spel/  spend /spend/ stand /stænd/ steal /sti:l/ stick /stɪk/ sting /stɪŋ/ swear /swɛ:/ sweep /swip/ swim /swɪm/	spoke /spo:k/ spelt (spelled) /spelt (speld)/  spent /spent/ stood /stʊd/ stolen /stəʊlən/ stuck /stʌk/ stung /stʌŋ/ swore /swɔ:/ swept /swep/ swam /swæm/	spoken /spo:kən/ spelt (spelled) /spelt (speld)/  spent /spent/ stood /stʊd/ stolen /stəʊlən/ stuck /stʌk/ stung /stʌŋ/ sworn /swɔ:n/ swept /swep/ swum /swʌm/
keep /ki:p/ know /nəʊ/	kept /kept/ knew /nju:/	kept /kept/ known /nəʊn/	take /teɪk/ teach /ti:tʃ/ tear /teə/ tell /tel/ think /θɪŋk/ throw /θrəʊ/	took /tuk/ taught /tɔ:t/ tore /tɔ:/ told /təʊld/ thought /θɔ:t/ threw /θru:/	taken /teɪkən/ taught /tɔ:t/ torn /tɔ:n/ told /təʊld/ thought /θɔ:t/ thrown /θru:n/
lay /leɪ/ lead /li:d/ learn /lɜ:n/	laid /leɪd/ led /led/ learnt (learned) /lɜ:nt (lɜ:nd)/	laid /leɪd/ led /led/ learnt (learned) /lɜ:nt (lɜ:nd)/	understand /ʌndə'stænd/  wake /weɪk/ wear /weə/ win /wɪn/ write /raɪt/	understood /ʌndə'stud/  woke /wəʊk/ wore /wɔ:/ won /wan/ wrote /rəʊt/	understood /ʌndə'stud/  woken /'wəʊkən/ worn /wɔ:n/ won /wan/ written /rɪtən/

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