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Virginia Evans - Jenny Dooley

Access

1

Student's Book

Syllabus based on Common European Framework

Express Publishing

Contents

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2	**My favourites!** pp. 17-25 Self Check 2 p. 26	• *have got* • Plurals • *This/these* • *That/those*	• Parts of the body • Appearance • Personal things • Countries & nationalities
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Reading & Listening	Speaking & Functions	Writing	Culture/Curricular
• Classroom language • Textbook language	• telling the time		• Internet Research
• a school notice board • meeting a new student • an email to a pen pal	• talking about school • talking about school objects • introducing yourself • greetings • Pronunciation /eɪ/, /æ/	• your own school timetable • a paragraph about yourself • an email to a pen pal	• Schools in England • Working together (Citizenship)
• Amazing Spidey • Amy's present • I ♥ stuffed animals	• describing cartoon characters • talking about your possessions • buying a souvenir • Pronunciation /uː/, /ʌ/	• describing your favourite cartoon character • an email describing your collection	• UK souvenirs • English-speaking countries (Geography)
• Houses in England • A new flat • My bedroom	• talking about different types of houses • viewing a house • describing your bedroom • Pronunciation /θ/, /ð/	• a short description of your house • a short text describing your bedroom	• Haunted castles of Britain • Taj Mahal (Art & Design)
• My secret diary • Steven Gerrard • Teen's favourite: Shakira	• talking about your family • talking about your daily routine • identifying & describing people • Pronunciation /s/, /z/, /ɪz/	• a diary entry about your family • your daily routine • an article about your favourite actor • short descriptions about a TV family • a poem about your family	• American TV Families • My family (Literature)
• Amazing Creatures • Animals on ice • A duster or a budgie?	• talking about animals • a visit to the vet • Pronunciation /e/, /ɜː/	• sentences about your habits • fact files describing a wild animal • an article describing your pet	• Furry Friends • It's an insect's life (Science)
• What's the weather like? • Asking about clothes • Greetings from ...	• talking about weather & activities • describing clothes • making suggestions/ responding • Pronunciation /ɔː/, /ɑː/	• a short email • short descriptions of people's clothes • a postcard to a friend • a web page for your country/region	• The Alaskan Climate • What weather! (Literature)
• Gone, but not forgotten • Fact or Fiction? • Antonio Banderas • Weekend activities	• reading years • talking about famous people • talking about your weekend • Pronunciation /ɪ/, /d/, /ɪd/	• statements about people from the past • an article about mythical creatures • Ricky Martin's biography	• Famous British People • The Incas (History)
• Spring Celebrations • Exotic Dishes • Birthday Treats • A takeaway menu	• talking about festivals/ celebrations • talking about your last birthday • ordering food • Pronunciation /g/, /ʤ/	• a short article about a celebration you enjoyed • an annual calendar with celebrations & special food • a short article about your birthday last year	• Thanksgiving • Danger! Keep out (PSHE)
• Shopping in London • A visit to an art gallery • *Eragon* (film review)	• offering help/asking for information • talking about films • asking for/giving directions • Pronunciation /s/, /ʃ/	• a short text about *Selfridges* • classroom rules • a film review • a short text for tourists about a famous area in the capital city of your country	• Leicester Square • Road signs (Citizenship)
• Hotspots in the UK • How to stay safe at the beach! • a letter from Madrid	• your plans for the summer • inviting/accepting/ refusing • giving advice • Pronunciation /ŋ/	• about your plans/ intentions for this weekend • a letter to a friend about your holiday plans • a board game	• Tour beautiful Scotland by coach! • Safe camping (Science)

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Student's tapescripts (pp. 141-142)
Workbook key (pp. 143-155)
Workbook tapescripts (pp. 156-158)
Grammar Key (pp. 159-176)

Numbers

1 Listen and repeat. Count from 1 to 20 and from 20 to 100. Then count from 100 to 1.

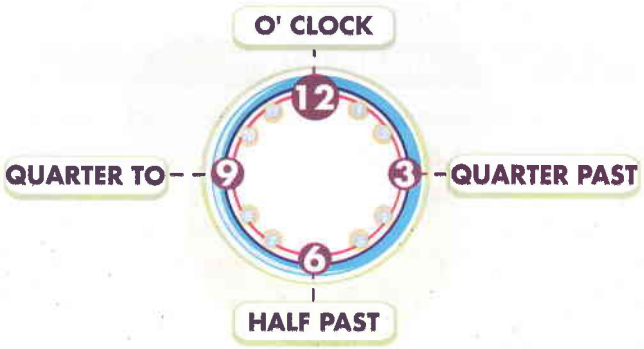
1 one	6 six	11 eleven	16 sixteen
2 two	7 seven	12 twelve	17 seventeen
3 three	8 eight	13 thirteen	18 eighteen
4 four	9 nine	14 fourteen	19 nineteen
5 five	10 ten	15 fifteen	20 twenty

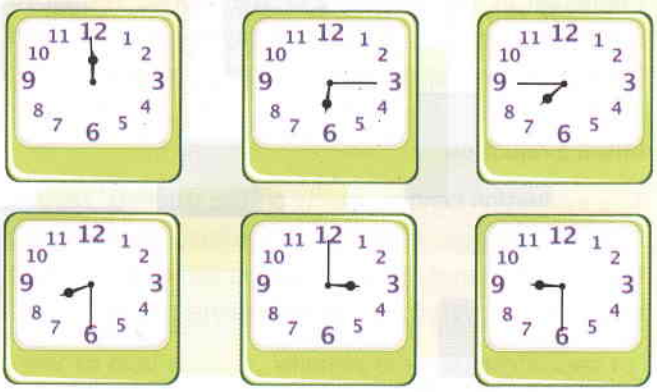
30	thirty
40	forty
50	fifty
60	sixty
70	seventy
80	eighty
90	ninety
100	a/one hundred
200	two hundred
1,000	a/one thousand
1,000,000	a/one million

Telling the Time

Asking	Telling
• What time is it, please? • Have you got the time, please? • Excuse me, what's the time, please?	• It's five o'clock. • It's half past five. • It's quarter past six.

2 a) Look at the clock. What are these phrases in your language?





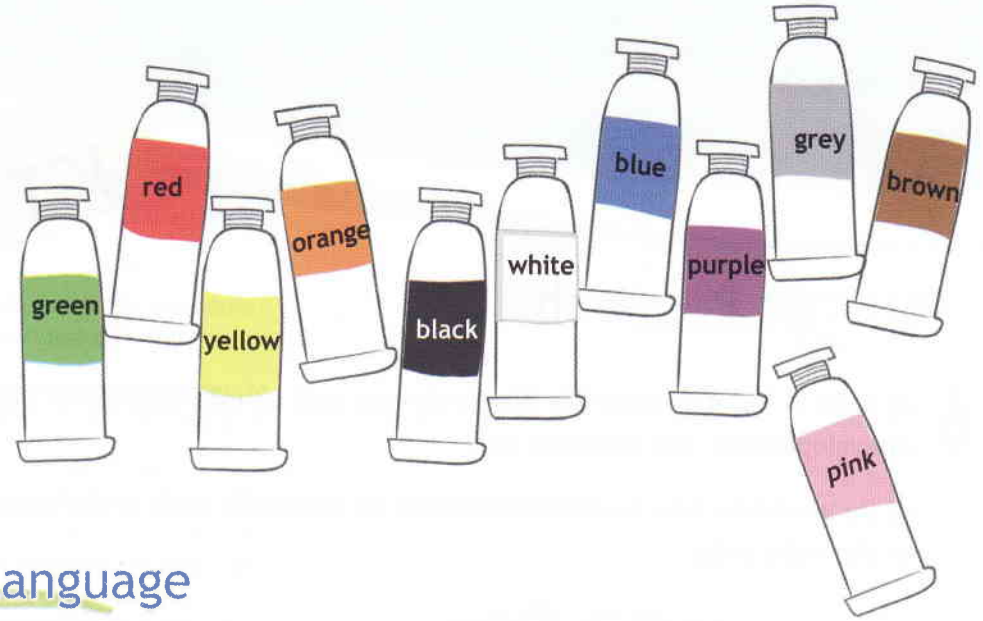
b) Use the table and the clocks to ask each other the time.

► *A: What time is it, please?*
B: It's 12 o'clock.

Colours

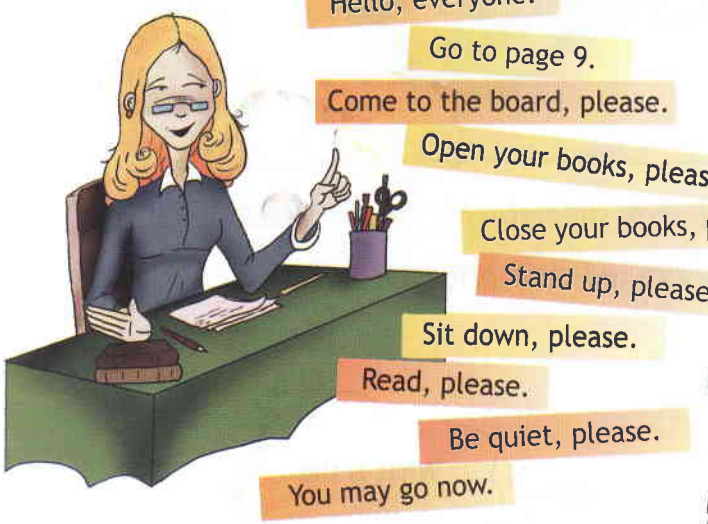
3 a) Listen and repeat.

b) Point to things in the classroom and say what colour they are.



Classroom language

4 Listen and repeat. Say these sentences in your language.

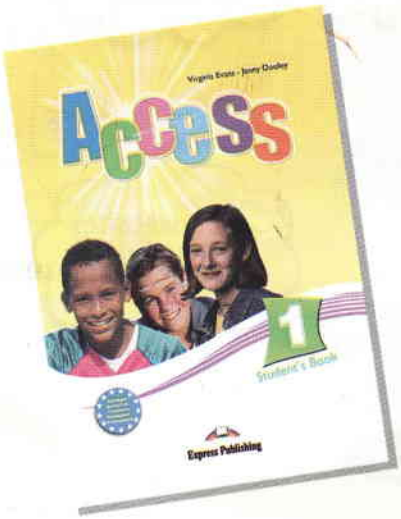


Hello, everyone.
Go to page 9.
Come to the board, please.
Open your books, please.
Close your books, please.
Stand up, please.
Sit down, please.
Read, please.
Be quiet, please.
You may go now.

May I come in?
May I go out?
What page is it, please?
Sorry I'm late.
Could you repeat that, please?
I'm sorry, I don't understand this.
Hello, everyone.
Sorry, I forgot my book.
Can I borrow a pen, please?

Textbook Language

5 Find these headings/logos in your book. What do they mean? Say them in your language.



Pronunciation
Writing Vocabulary
Listening ICT Grammar
Word List Learning to learn Reading
Songsheets Grammar Reference
Now I can ... Speaking
Self Check Project

ICT

Internet Research

6 a) Look at Ex. 4 on page 25. Where do you look up information for your projects: encyclopaedias, the Internet, etc?

b) Do you know how to use the Internet for research? Look at the pictures and put the steps A-F in the right order.

Module 1

School days

◆ What's in this module?

- school subjects
- days of the week
- introducing yourself
- objects & numbers
- articles *a/an*
- verb *to be*
- subject/object pronouns

Find the page numbers for pictures 1-3.

◆ Find the page numbers for

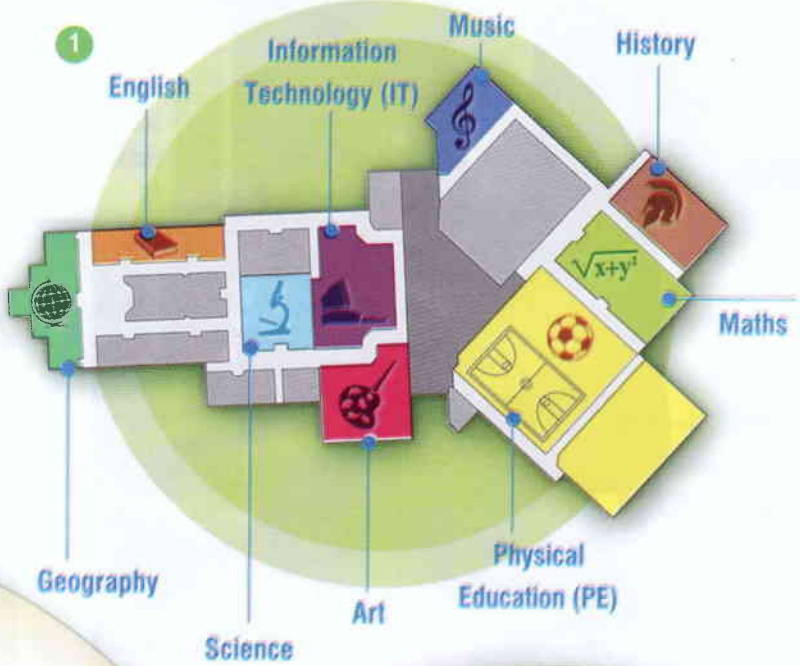
- a school timetable ☐
- a noticeboard ☐
- an email to a penpal ☐

Vocabulary

● School subjects

◆ 🎧 Listen and repeat. What are these words in your language?

1



2

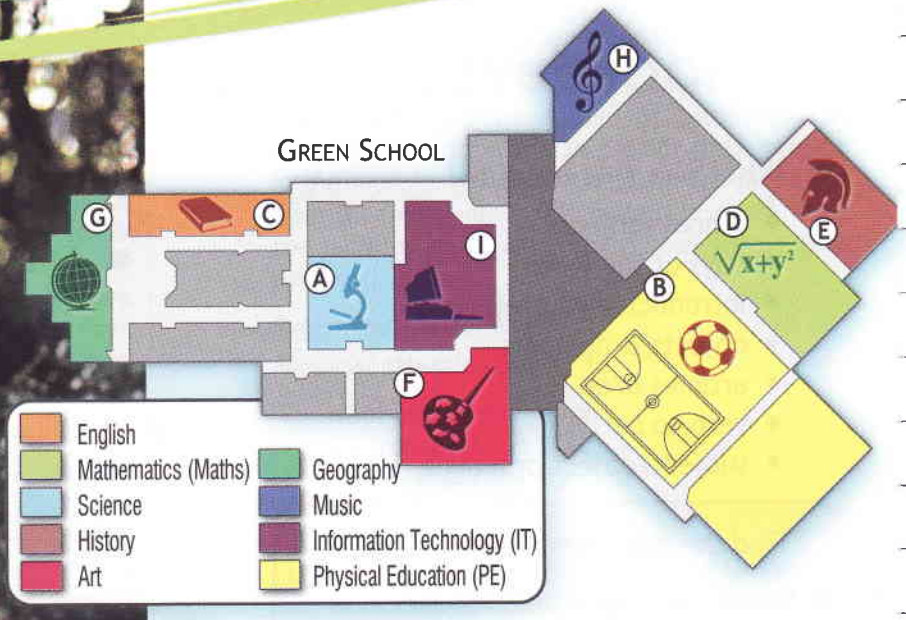
3

UNIT 1a School

Vocabulary

● School subjects

1 What's your favourite subject?



2 Look at the map of Green School and the timetable. Find the classroom for each subject.

▶ *A: Where's the maths lesson?*
B: In Room D.

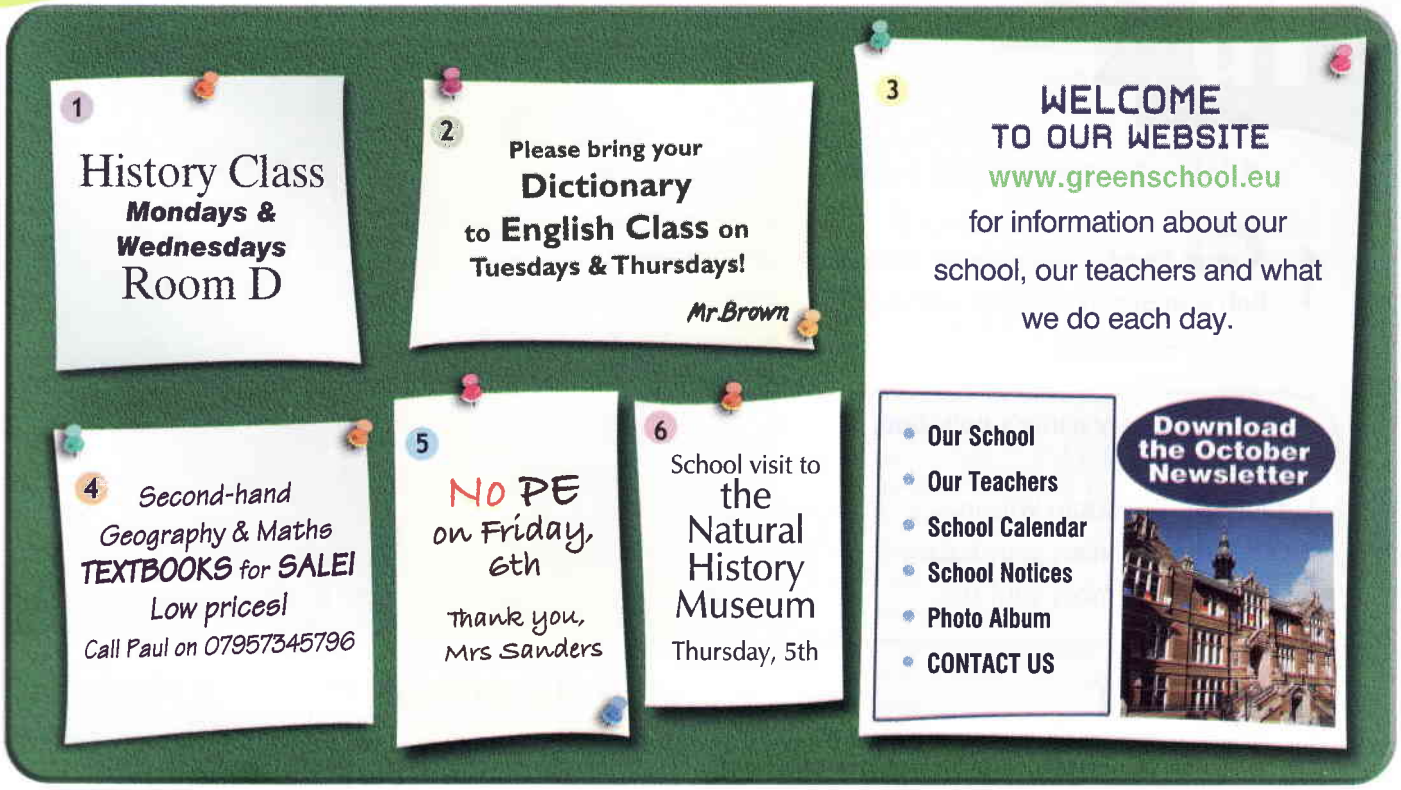
TIMETABLE

8:30-9:25	Maths	▶D
9:30-10:25	IT	.....
10:25-10:40		Break
10:40-11:35	English	.....
11:35-12:30	PE	.....
12:30-1:30		Lunch Break
1:30-2:30	Science	.....
2:30-3:30	History	.....

● Days of the week

3 Listen and repeat. Say these words in your language.

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday



Reading

4 a) Read the notices on the noticeboard above and find:

- 5 school subjects
- 5 days of the week

b) Answer the questions.

1 Is the history class in Room B?
2 Who's the English teacher?
3 What can you find on Green School's website?
4 When is the school visit to the museum?

Grammar see p. 110

- Articles - a/an

5 Read the rules.

- a + consonant

(b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z) a book

- an + vowel

(a, e, i, o, u) an apple

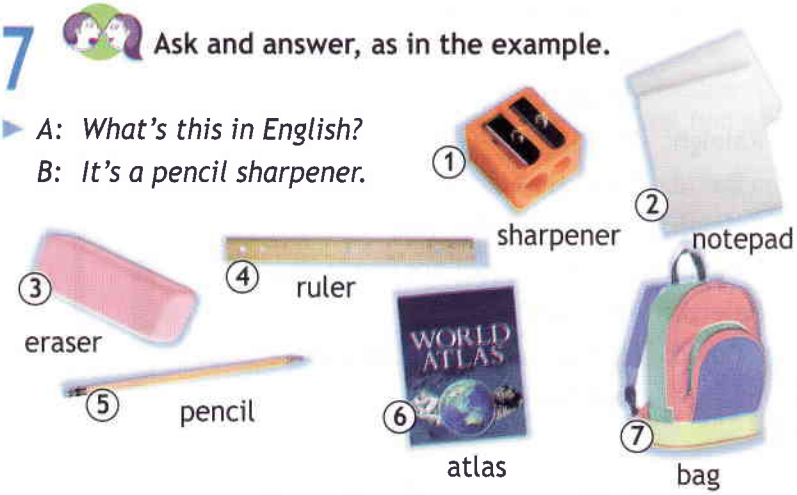
6 Fill in: *a* or *an*.

1 ..... pencil
2 ..... ruler
3 ..... atlas
4 ..... notebook
5 ..... eraser
6 ..... pen

Speaking

7 Ask and answer, as in the example.

▶ A: *What's this in English?*
B: *It's a pencil sharpener.*



Project

8 Write down your own school timetable for Monday.

UNIT 1b First day!

Introducing yourself

1 **Read the dialogue. How are Bob and Susan related? Act out similar dialogues.**

Bob: Hello. My name's Bob, Bob Thomas.
Susan: Hi! I'm Susan Wilson.
Bob: Nice to meet you, Susan.
Susan: Nice to meet you, too.

Reading

2 **a) Read and listen. Where are the two boys? Are they friends?**

Raleigh: Excuse me, where is the Science lesson?
David: It's in room D. Are you new to the school?
Raleigh: Yes, I am. My name's Raleigh.
David: My name's David. Nice to meet you, Raleigh. That's a strange name. How do you spell it?
Raleigh: It's R-A-L-E-I-G-H.
David: I see. How old are you?
Raleigh: I'm twelve. And you?
David: I'm twelve too! Are you in class 2E?
Raleigh: Yes, I am!
David: Me too! Let's go to the Science lesson together then!

b) Read again. Mark statements 1-4 *T* (true) or *F* (false).

1 The History lesson is in room D.
2 Raleigh is new to the school.
3 David and Raleigh are 12 years old.
4 David and Raleigh aren't in the same class.

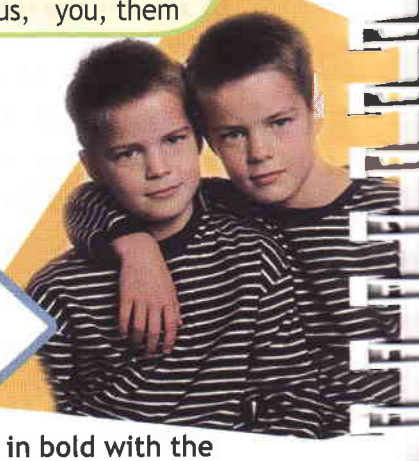
Grammar see p. 110

Subject/Object pronouns

3 **a) Read the box. Find examples in the text.**

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

Hi! I'm John Smith. I'm 12 years old. This is my brother, Tom. Look at him. He's the same as me. He's 12, too. We are twins.



b) Replace the words in bold with the correct pronoun.

1 **Linda** is 12 years old.
2 Look at **Tom and Lyn**. **Tom and Lyn** are twins.
3 How old are **Bill and Sue**?
4 **Jim and I** are friends.
5 Look at **Steve**. **Steve** is new to the school.

• The verb 'to be'

4 **a) Read the box. Find examples of the verb *'to be'* in the dialogue on p. 10.**

Affirmative	Negative
I'm in Room D.	I'm not in Room A.
You're in Room D.	You aren't in Room A.
He's in Room D.	He isn't in Room A.
She's in Room D.	She isn't in Room A.
It's in Room D.	It isn't in Room A.
We're in Room D.	We aren't in Room A.
You're in Room D.	You aren't in Room A.
They're in Room D.	They aren't in Room A.

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

b) Complete the sentences. Use *'m, 's, 're.*

1 Susan ..... new to the school.
2 I ..... 13 years old.
3 They ..... in Room E.
4 He ..... my best friend.
5 You ..... in Year 7.

5 **Rewrite sentences 1-5 in the negative form.**

► *Susan isn't new to the school.*

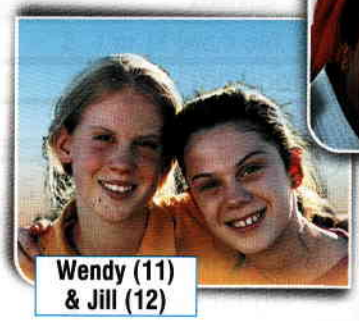
6 **Complete the questions. Then, write answers.**

1 ..... they in grade 5? Yes, ...
2 ..... you 11 years old? No, ...
3 ..... it a ruler? Yes, ...
4 ..... you and Mary in the same class? No, ...
5 ..... he a teacher? No, ...

7 **Ask and answer, as in the example.**

• Wendy, 12? • Mark, 14? • Sue, 16?
• Mary, 20? • Rita, 11? • John, 26?
• Jill, 11?

► *A: Is Wendy 12?*
B: No, she isn't. She's 11.



Wendy (11) & Jill (12)

Mark (19), Mary (17), John (16), Sue & Rita (17)

8 **Write the questions.**

1 ► *Are you new to the school*? No, I'm not.
2 .....? No, it isn't an eraser.
3 .....? Yes, I'm twelve.
4 .....? No, they aren't pencils.
5 .....? Yes, we're in Year 7.

Speaking

9 **a) Answer the questions about yourselves.**

What's your name?
How old are you?
What class are you in?
What's your favourite subject?

► *A: What's your name?*
B: My name's Juan.

b) Ask these questions in your language.

Writing

10 **Complete the sentences about yourself.**
I'm ... . I'm ... years old. My favourite subject is ...

UNIT 1c

Write soon

Reading

1 **Look at the text. What type is it? Read it and complete the table.**

email

From: Patricia
To: Jane@yahoo.com
Subject: Hi!

Hi! My name's Patricia. I'm 12 years old and I'm a student at Merton Secondary School. My favourite school subjects are English and History. My favourite singer is Enrique Iglesias. He's great! What about you? Please write soon.
Patricia Jones

Name: Patricia Jones
Age: 1) ...
School name: 2) ...
Favourite school subjects: 3) ...
Favourite singer: 4) ...

Learning to learn

Word order: subject + verb

In English, we always put the subject before the verb.
Alison is English. She is a teacher.

2 **Put the words in the correct order.**

1 is / Ann / 12 years old
2 student / is / he / a
3 singer / Shakira / a / is
4 are / they / 13 years old

Learning to learn

Capital letters

In English, we use capital letters after full stops and for names (*John*), school subjects (*Maths*), the personal pronoun 'I' and days of the week (*Monday*), months (*April*) and names of countries (*Spain*).

3 **Correct the mistakes in sentences 1-4.**

1 ann is 12. she's in my class.
2 They are claire and steve smith.
3 Nora and Phil are from england.
4 The art class is in Room D on tuesdays and thursdays.

Speaking

4 **Answer the questions.**

1 What's your name?
2 How old are you?
3 What school are you in?
4 What's your favourite school subject?
5 Who's your favourite singer?

Writing

(an email to a pen pal)

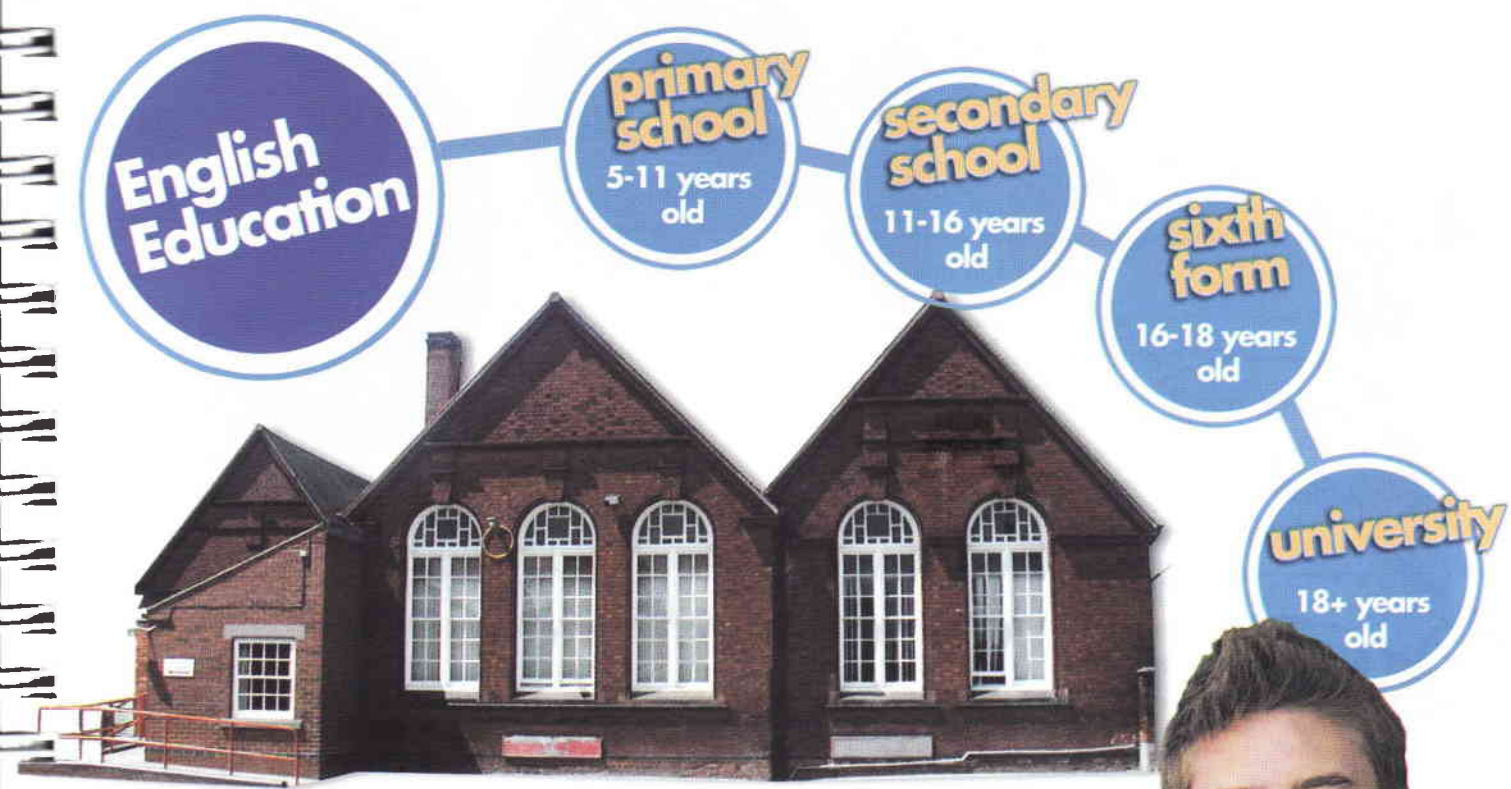
5 *Portfolio:* **Use your answers from Ex. 4 to write your reply to Patricia.**

Workbook 1c

Culture corner 1d

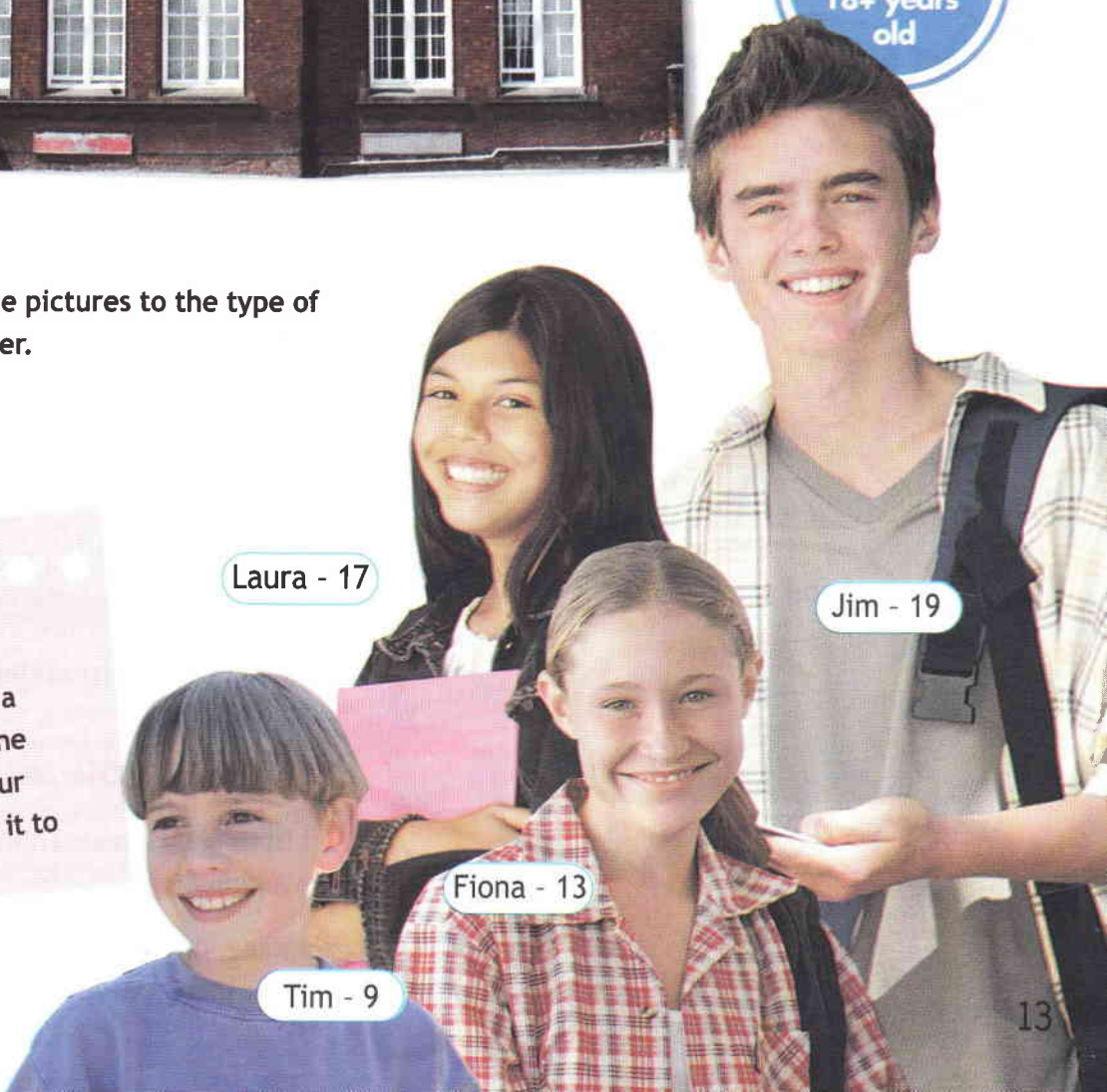
Schools in England

1 Look at the diagram. What is it about?



2 Match the people in the pictures to the type of school. Tell your partner.

▶ *Laura's 17 years old.*
She's at sixth form.



Project

3 In groups, make a similar diagram about the education system in your country. How similar is it to England's?

UNIT 1e Hello!

Greetings

1 Listen and repeat. Say these greetings in your language.

2 Listen and match the dialogues to the pictures. Read the dialogues. Who are friends? Who are relatives?

1
Jane: Good morning, Paul!
Paul: Hello, Jane!
Jane: How are you?
Paul: I'm fine, thanks. And you?
Jane: Not bad. See you later!
Paul: OK. Goodbye!

2
Liz: Goodbye, Mum!
Mrs Brown: Goodbye, Liz. See you later.
Liz: See you.

3 Act out similar dialogues.

Pronunciation /eɪ/, /æ/

4 Listen and repeat. Think of more words with the same sounds.

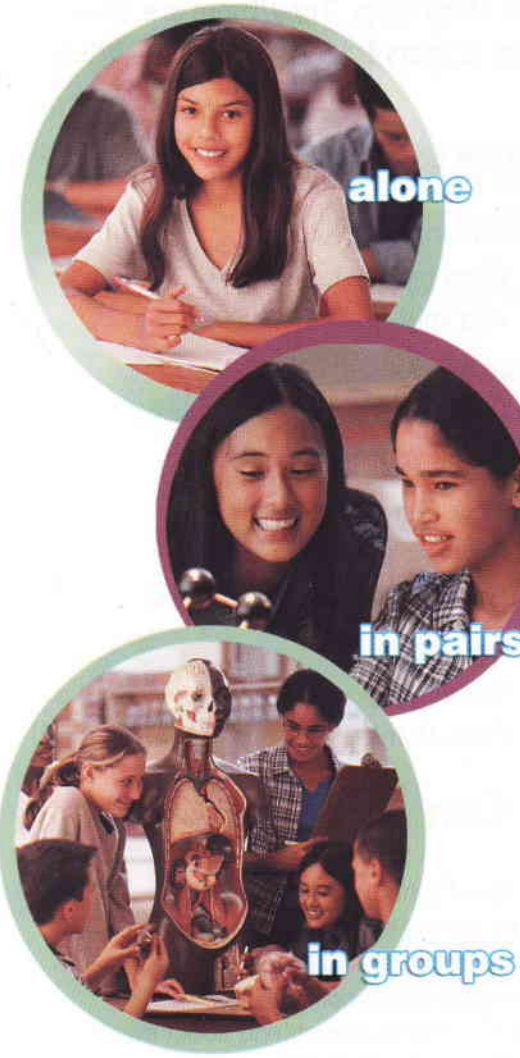
/eɪ/: grade, name, same, later
/æ/: am, thanks, atlas, bag, man

Workbook 1e

Curricular Cut 1f

Citizenship

1 How do you like working at school?



2 Look at the title and the pictures. What is the poster about? Read, listen and check.

3 Use the letters to form verbs.

1 ksa ▶ *ask*
2 hares .....
3 ysa .....
4 kolo .....
5 stneil .....

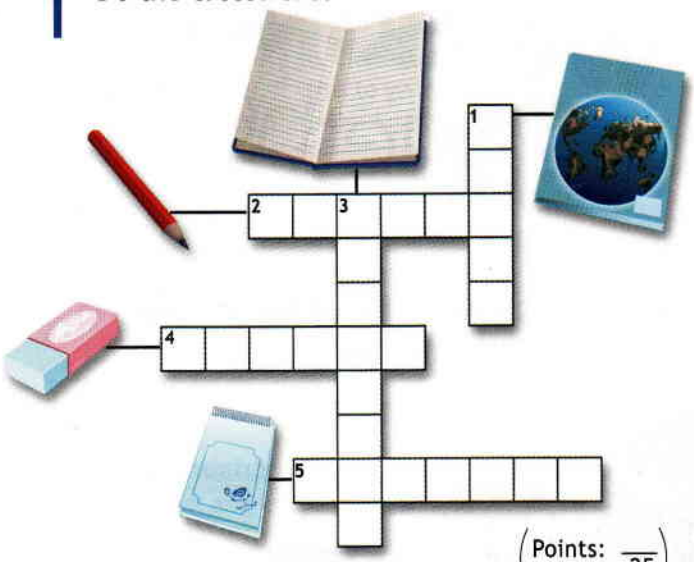
4 Read again, then say three rules you remember about working together.

WORKING together

Working in pairs/groups is fun! When you work in pairs/groups:

1 Self Check

1 Do the crossword.



(Points: 5X5 — 25)

2 Match the words.

1	Information	a	Education
2	Physical	b	break
3	school	c	Technology
4	lunch	d	subjects
5	pencil	e	case

(Points: 5X4 — 20)

3 Complete with *a/an*.

1 ..... pencil case
2 ..... atlas
3 ..... book
4 ..... eraser
5 ..... ruler

(Points: 5X3 — 15)

4 Fill in: *is*, *are*, then answer the questions.

1 ..... Laura new to the school? Yes, ...
2 ..... Tim in Grade 5? No, ...
3 ..... Paul and Steve at secondary school? Yes, ...
4 ..... Jane and Claire in Grade 7? No, ...
5 ..... Laura and Jane at primary school? Yes, ...

(Points: 5X2 — 10)

5 Choose the correct pronoun.

1 **He/Him** is my best friend. Come and meet **he/him**.
2 Look at **they/them**. **They/Them** are my teachers.
3 **She/Her** name's Laura. **She/Her** is new here.
4 Look at **they/them**. **They/them** are friends.
5 **I/Me** am 12 years old. How old are **they/them**?

(Points: 5X2 — 10)

6 Choose the correct response.

1 A: Good morning, Paul.
B: a Good morning, Ann.
b And you?

2 A: How are you?
B: a I'm fine, thanks.
b Thank you.

3 A: Goodbye Tony.
B: a How are you?
b Goodbye Sally. See you later.

4 A: See you later!
B: a See you.
b Fine, thanks.

(Points: 4X5 — 20)

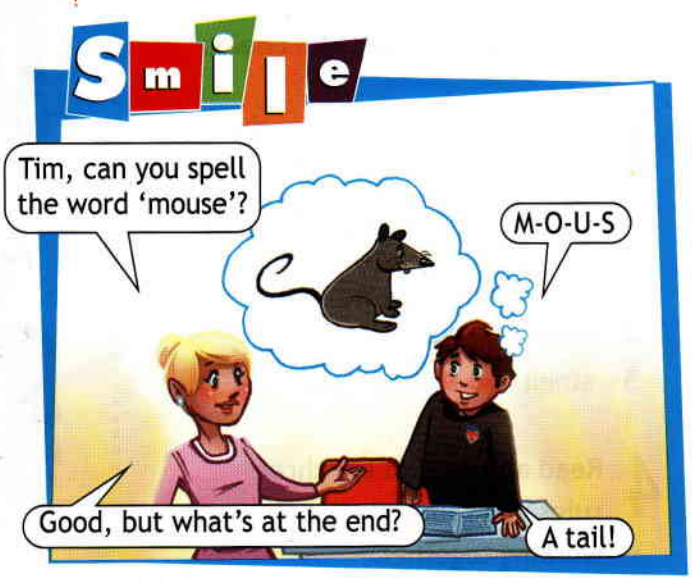
Now I Can ...

(My score: 100)

- talk about school subjects/objects
- write a school timetable
- introduce myself and greet people
- use capital letters correctly
- write an email to a penfriend about myself
- talk about schools in England & in my country

... in English

Smile



Module 2

My favourites!

◆ **What's in this module?**

- parts of the body
- countries & nationalities
- personal things
- continents & capital cities
- the verb *have got*
- plurals
- *this - that/these - those*

Find the page numbers for pictures 1-3.

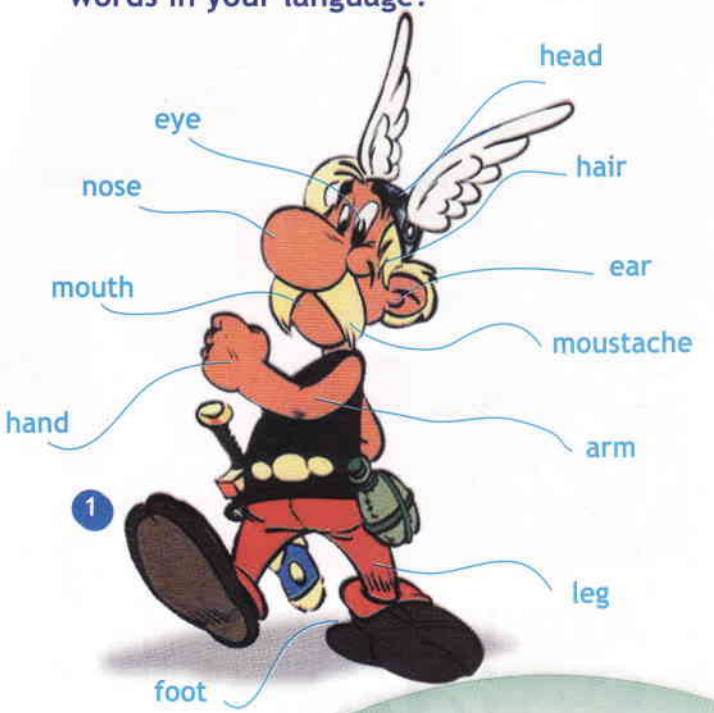
◆ **Find the page numbers for**

- an article about UK souvenirs ☐
- a film review ☐

Vocabulary

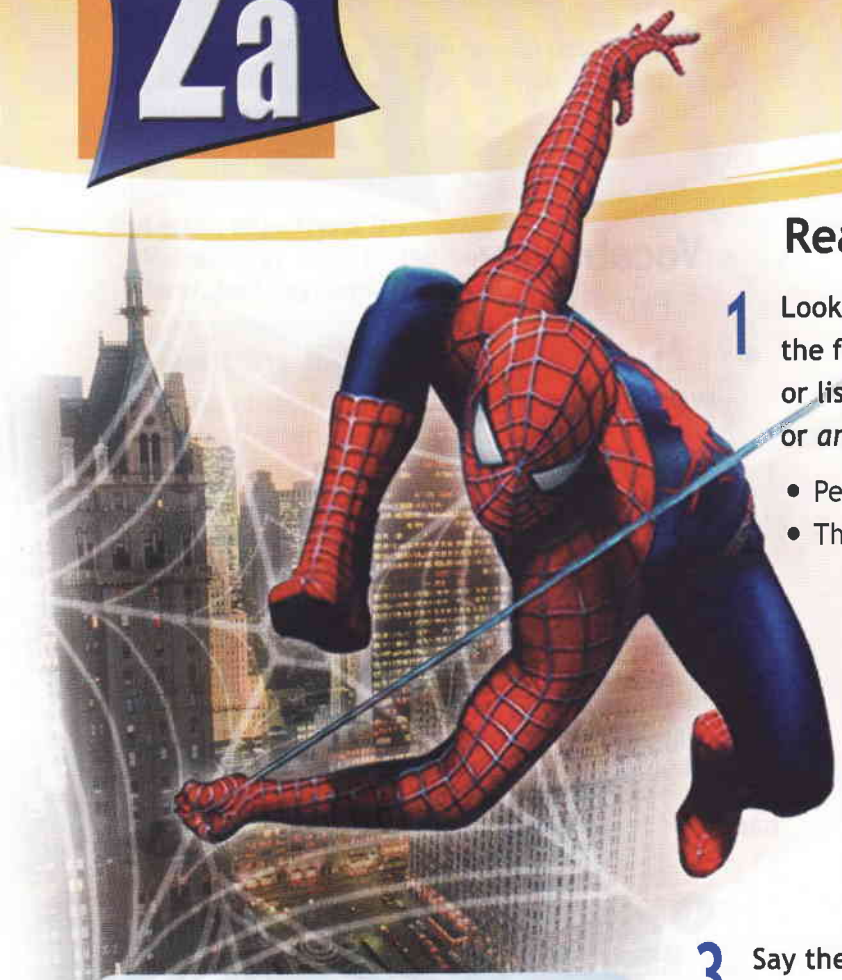
- Parts of the body

◆ 🎧 **Listen and repeat. What are these words in your language?**



UNIT 2a

Favourite characters



Amazing Spidey

★★★★★

by Ann Smith

Peter Parker is a quiet teenager. He lives in a small house in New York City with his Aunt May. Peter hasn't got many friends. His best friend is Mary Jane. One day, a spider bites Peter in a science lab. Now he's got special powers! He is strong and fast and he can climb walls, just like a spider! People love him, but he's got an enemy, the evil Green Goblin. Can Spider-Man stop him? Watch this brilliant film to find out!

Reading

1 **Look at the picture and the title of the text. Read the four names below. Who are these people? Read or listen to find out. What type of text is it: *a review* or *an email*?**

- Peter Parker
- Aunt May
- Mary Jane
- The Green Goblin

2 **Read again and answer the questions.**

1 Where's Spider-Man from?
2 Who does he live with?
3 Who's his best friend?
4 How does Spider-Man get his special powers?
5 What can Spider-Man do?
6 Who is his enemy?

3 **Say these sentences in your language.**

1 Peter is a quiet teenager.
2 Peter hasn't got many friends.
3 He can climb walls, just like a spider.
4 He's got an enemy, the evil Green Goblin.

Vocabulary

- Appearance

4 **Which sentences (1-8) best describe the characters on p. 19?**

1 He's **short**. He's got **big** ears and big feet.
2 He's short and **plump** with a big mouth and a big nose.
3 He's **tall** and **fat** with red hair and a red moustache.
4 He's short with **fair** hair, big eyes, a big nose and a moustache.
5 She's tall and **slim** with red hair, a **small** nose and a small mouth.
6 He's tall and thin with **long** ears and a big nose. He's got thin legs and big feet.
7 She's **beautiful**. She's tall and slim with long, black hair.
8 He's short and **ugly**.

Quasimodo & Esmeralda

Fred & Wilma Flintstone

Famous Pairs

Asterix & Obelix

Mickey Mouse & Goofy

Grammar see p. 110

- Have got

5 Read the table. Find examples in the text on p. 18.

Affirmative	Negative
I/You/We/They have got short hair. He/She/It has got short hair.	I/You/We/They haven't got long hair. He/She/It hasn't got long hair.
Interrogative	**Short answers**
Have I/you/we/they got a big nose?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has he/she/it got a small nose?	Yes, he/she/it has. No, he/she/it hasn't.

6 Fill in: *have/has got*.

1 Fred Flintstone ..... a big nose.
2 Mickey Mouse and Goofy ..... big ears.
3 Esmeralda ..... long hair.
4 Asterix ..... fair hair.
5 Asterix and Obelix ..... a moustache.

7 Fill in *have/has*, then answer the questions.

1 ..... Obelix got long hair? .....
2 ..... Wilma got short hair? .....
3 ..... Wilma and Obelix got brown hair? .....
4 ..... Fred got long ears? .....
5 ..... Obelix got a small nose? .....

Speaking

8 Choose one of the characters above. Your partner asks you five *Yes/No* questions to find out who the character is.

► *A: Is he tall?*
B: Yes, he is./No, he isn't.
A: Has he got red hair?
B: Yes, he has./No, he hasn't. etc

Project

9 Who is your favourite cartoon character? Answer the questions.

• What's his/her name? • Where is he/she from? • What does he/she look like?

Write a few sentences about him/her. Find a picture to decorate your project.

UNIT 2b

My things

Vocabulary

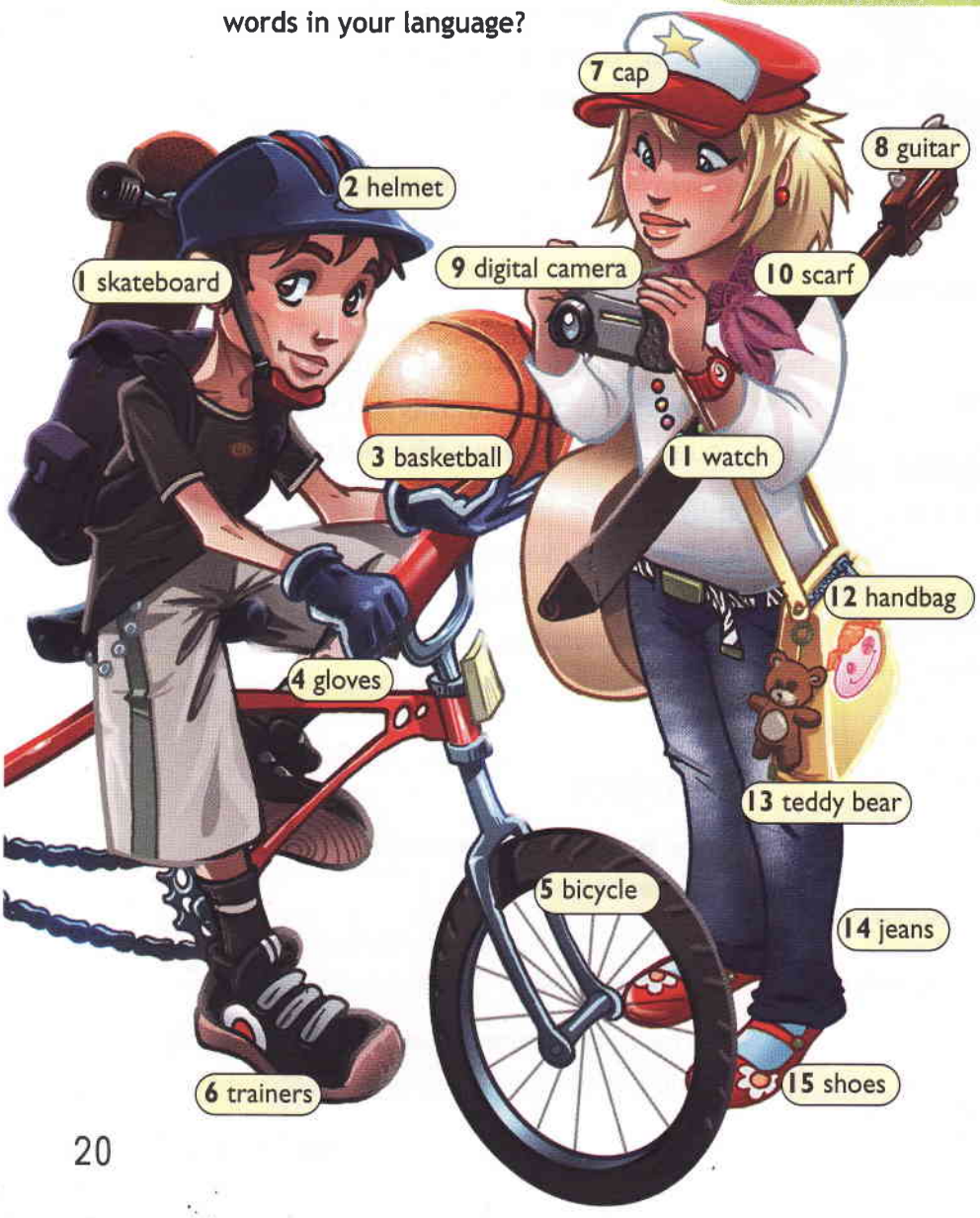
- Personal things

Learning to learn

International words in English

Associate English words with words that are similar in your language. This helps you remember them.

1 Listen and repeat. Which of these words are similar to words in your language?



Reading

2 a) What is Amy's present? Read or listen to find out.

Tim: Hi, Amy!
Amy: Hi, Tim! Is this your new bike?
Tim: Yes, it is!
Amy: Wow! It's fantastic.
Tim: Thanks, Amy. Is that your new camera?
Amy: Yes. It's a digital camera from my mum and dad. It's my birthday today.
Tim: Oh, Happy Birthday, Amy!
Amy: Thanks, Tim! Smile for the camera!

b) Read the dialogue aloud.

Speaking

3 Look at the picture again. Which of these things have you got? What colour are they? Tell your partner.

▶ *I've got a skateboard and a helmet. My skateboard is blue and my helmet is red.*

4 *Portfolio:* Your friend has got a new skateboard. Act out a dialogue. Use the one in Ex. 2a as a model. Record yourselves.

Listening

5 Listen and match the people to the birthday presents.

People		Presents	
1	Tony	A	gloves
2	Sue	B	guitar
3	Lyn	C	scarf
4	Peter	D	watch
5	Mary	E	basketball
		F	skateboard
		G	bicycle
		H	cap

Grammar

see pp. 110-111

- Plurals

noun + -s *one doll - two dolls*
-s, -ss, -sh, -ch, -x, -o + -es
bus - buses, class - classes, brush - brushes, watch - watches, fox - foxes, tomato - tomatoes

consonant + y → -ies
lady - ladies BUT *toy - toys*

-f/-fe → -ves
leaf - leaves, life - lives

IRREGULAR PLURALS

child - children	woman - women
foot - feet	man - men
tooth - teeth	mouse - mice

6 Read the rules. Then, write the plurals.

1 doll ▶ *dolls*
2 foot .....
3 man .....
4 box .....
5 ball .....
6 boy .....
7 knife .....
8 watch .....

7 Listen and tick (✓). Listen and repeat.

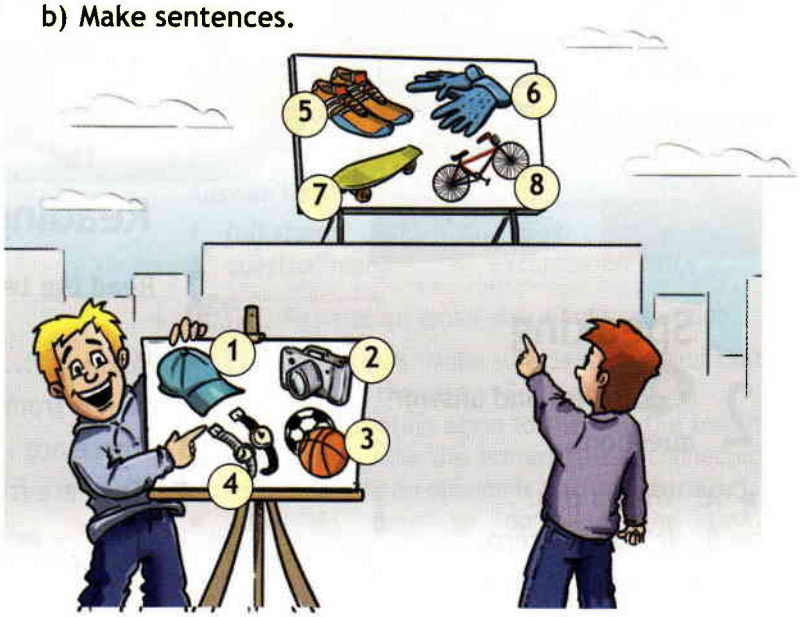
	/s/	/z/	/ɪz/		/s/	/z/	/ɪz/
hats				cats			
ties				glasses			
flies				lamps			

- This/These - That/Those

8 a) Read the rules and the examples.

We use this/these for things near us.
***This** is my camera and **these are** my gloves.*
We use that/those for things far away from us.
***That is** my scarf and **those are** my jeans.*

b) Make sentences.



▶ 1 *This is a cap.*

9 Point to things near/far from you. Make sentences using *this/these, that/those.*

▶ *A: (points to the ruler)*
B: This is a ruler. (points to the blackboard)
C: That is a blackboard.

Writing

10 Write a list of things you want for your birthday.

▶ *gloves, a bicycle, etc.*

UNIT 2c

My collection

Vocabulary

● Countries & nationalities

1 🎧 **Match the countries to the nationalities. Listen and check. What nationality are you?**

COUNTRIES	NATIONALITIES
1 the UK	a American
2 the USA	b Russian
3 Spain	c British
4 Russia	d New Zealander
5 New Zealand	e Spanish
6 France	f French
7 Japan	g Japanese

Speaking

2 **Ask and answer questions.**

► *A: What's this?*
B: It's a sombrero.
A: Where's it from?
B: It's from Mexico. It's Mexican.

1 sombrero / **Mexico**

2 mask / **Japan**

3 Matryoshka / **Russia**

4 fan / **Spain**

I ♡ stuffed animals

Hi, my name's Ann. I'm eleven years old and I'm Australian. I've got a great stuffed animal collection!
I've got twenty-two stuffed animals. They are from China, France, Australia, Canada and Spain.
I like stuffed animals because they are cute and brighten up my room. I'm proud of my collection!
It makes me happy. What about you? What's your favourite hobby?

Reading

3 **Read the text and complete sentences 1-4.**

1 Ann is ..... years old.
2 Ann is from ..... .
3 There are ..... stuffed animals in Ann's collection.
4 They are from ..... .

Learning to learn

Punctuation

full stop(.) exclamation mark(!) comma(,) question mark(?)

Complete:

We use a(n) **1)** ..... after affirmative & negative sentences.
We use a(n) **2)** ..... after interrogative sentences.
We use a(n) **3)** ..... to separate a list of items.
Sentences expressing strong feelings end with a(n) **4)** ..... .

Writing *(an email about your collection)*

4 ***Portfolio:*** **Answer the questions. Then, write a short email about your collection (40-50 words).**

● What's your name? ● How old are you? ● What nationality are you? ● What do you collect?

Workbook 2c

Culture corner 2d

Souvenirs

HOLIDAYS in the UK and it's shopping time!

Here are some popular souvenirs you can buy in the UK.

Hat

This is a hat. It has got shamrocks on it. The shamrock is the symbol of Northern Ireland.

Scarf

This is a tartan scarf from Scotland. Tartan cloth is very popular in Scotland.

Stuffed toy

This is a stuffed toy. It looks like a cow. There are many cows in Scotland.

Toy buses

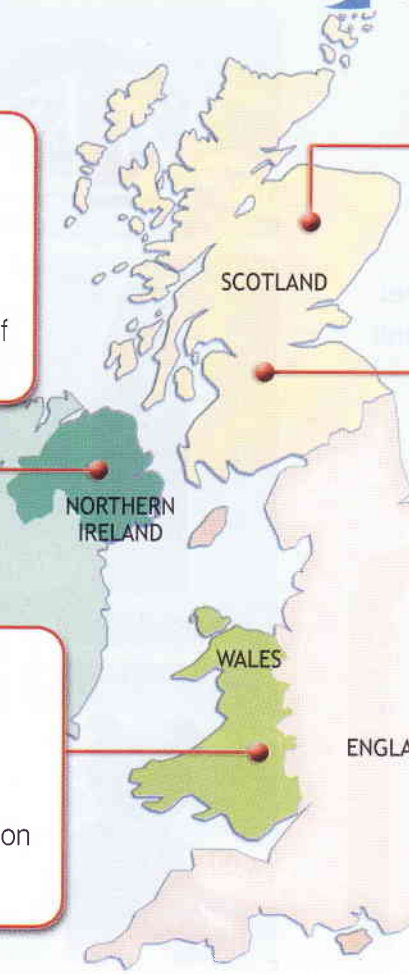
These are toy buses. They are double-decker buses. You can see these in London.

Mug

This is a mug. It has got a Welsh dragon on it. A dragon is on the flag of Wales.

Pin

This is a pin. It has got a Union Jack on it. The Union Jack is the flag of the UK.



1 Match the countries to the nationalities.

1	the UK	a	Welsh
2	England	b	Scottish
3	Scotland	c	Northern Irish
4	Wales	d	English
5	Northern Ireland	e	British

2 Look at the text. Which countries are the souvenirs from? Read, listen and say.

► *The hat is Irish. It's from Nothern Ireland.*

3 What souvenirs can you buy in the UK? Tell the class.

Project

4 Find /Draw a map of your country. Stick pictures of souvenirs you can buy in various places on it. Write a few sentences about each.

UNIT 2e

Here you are!

Buying things

1 a) Listen and repeat.

1 How can I help you?
2 I want to buy a souvenir.
3 How about this key ring?
4 How much is it?
5 It's £4.
6 Here you are.

b) Who says each sentence 1-6 above: a *shop assistant* or a *customer*? Listen and read to check.

2 a) Read again. What is Marta buying?

Shop assistant: Good afternoon. How can I help you?
Marta: Good afternoon. I want to buy a souvenir.
Shop assistant: How about this key ring?
Marta: That's a good idea. How much is it?
Shop assistant: It's £4.00.
Marta: Can I have two, please?
Shop assistant: Sure. That's £8.00.
Marta: Here you are.

b) Read the dialogue aloud.

3 *Portfolio:* You are at a souvenir shop in the UK. Use the sentences in Ex. 1a to act out dialogues like the one in Ex. 2. Use the souvenirs in the pictures. Record yourselves.

4 Say the sentences in Ex. 1 in your language.

Pronunciation /u:/, /ʌ/

5 Listen and repeat. Think of more words with the same sounds.

/u:/: glue, blue, Sue
/ʌ/: cut, much, such, Monday, love, London, mother

Workbook 2e

Curricular Cut 2f

Geography

English-speaking countries

Learning to learn

Remembering names

Finding places on a map helps you remember them.

1 Look at the capital cities on the map. Which continent is each in?

► *London is in Europe.*

2 Match the cities on the map to the countries below.

the UK | the USA | Australia | New Zealand | Canada

► *London is the capital of the UK.*

3 Ask and answer questions.

1 Lyn / New Zealand
2 Tom / Australia
3 Mary / the UK
4 John / the USA
5 Sue / Canada
6 you / ??

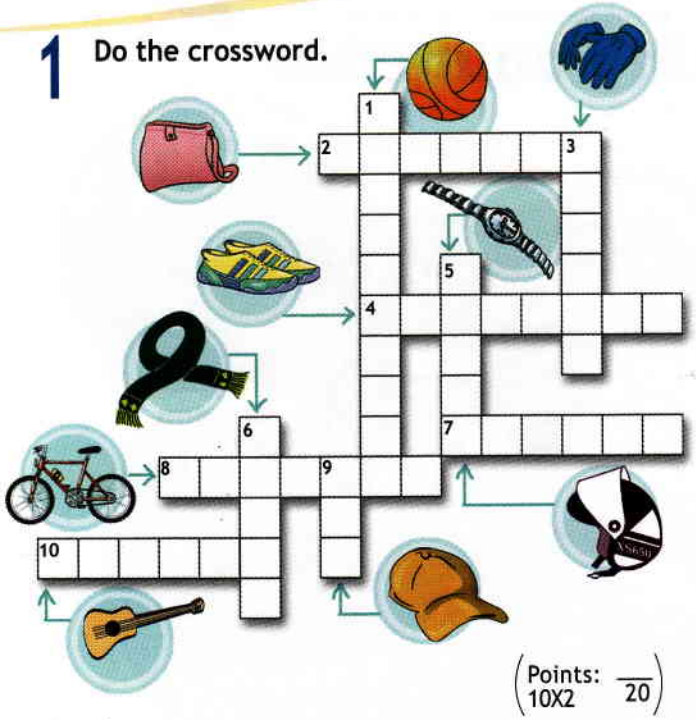
► *A: Where's Lyn from?*
B: She's from New Zealand.
A: What's the capital of New Zealand?
B: Wellington.
A: What nationality is she?
B: She's a New Zealander.

4 ICT How much do you know about European capitals? In groups prepare a quiz for your classmates.

You can visit this website: **http://www.nationsonline.org/**
Click on: **Entry** then click on **Europe**

2 Self Check

1 Do the crossword.



(Points: 10X2 — /20)

2 Write the nationalities.

1 Japan .....
2 the USA .....
3 the UK .....
4 Spain .....
5 Australia .....

(Points: 5X2 — /10)

3 Write the words.

1 He's got short h _ _ _ and a big n _ _ _ .
2 She's s _ _ _ _ and p _ _ _ _ .
3 He's got small e _ _ _ and blue e _ _ _ .

(Points: 3X2 — /6)

4 Fill in: *has, hasn't, have, haven't.*

1 ..... they got a computer? Yes, they ..... .
2 ..... he got a sister? No, he ..... .
3 ..... Tom got big ears? Yes, he ..... .
4 ..... you got a skateboard? No, I ..... .

(Points: 4X3 — /12)

5 Choose the correct word.

1 **That / This** boy over there is John.
2 **This / These** books are Tony's.
3 **This / These** is our friend, Pete.
4 **Those / This** gloves are from my mum.

(Points: 4X4 — /16)

6 Write the plurals.

1 child .....
2 man .....
3 box .....
4 leaf .....
5 watch .....
6 boy .....
7 lady .....
8 tooth .....

(Points: 8X2 — /16)

7 Match the exchanges.

A		B	
1	How about this key ring?	a	I want to buy a doll.
2	Can I have two, please?	b	It's £2.
3	How can I help you?	c	Sure. That's £4.
4	How much is it?	d	Yes, it is.
5	Is this your new scarf?	e	That's a good idea.

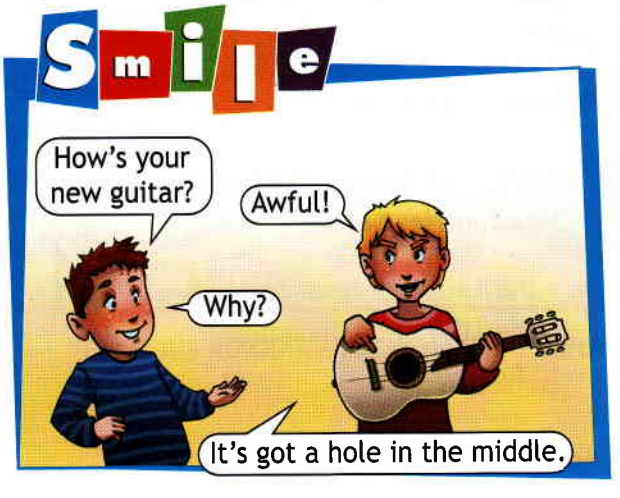
(Points: 5X4 — /20)

(My score: /100)

Now I Can ... ... in English

- describe people
- talk about countries and nationalities
- talk & write about my personal things/collections
- write about my favourite cartoon character
- write a paragraph about my collection
- buy souvenirs in England

Smile



Module 3

My home, my castle

◆ **What's in this module?**

- rooms, furniture & appliances
- ordinal numbers (1st-20th)
- *there is/there are*
- *some, any*
- possessive adjectives
- prepositions of place
- describing your house or flat

Find the page numbers for pictures 1-3.

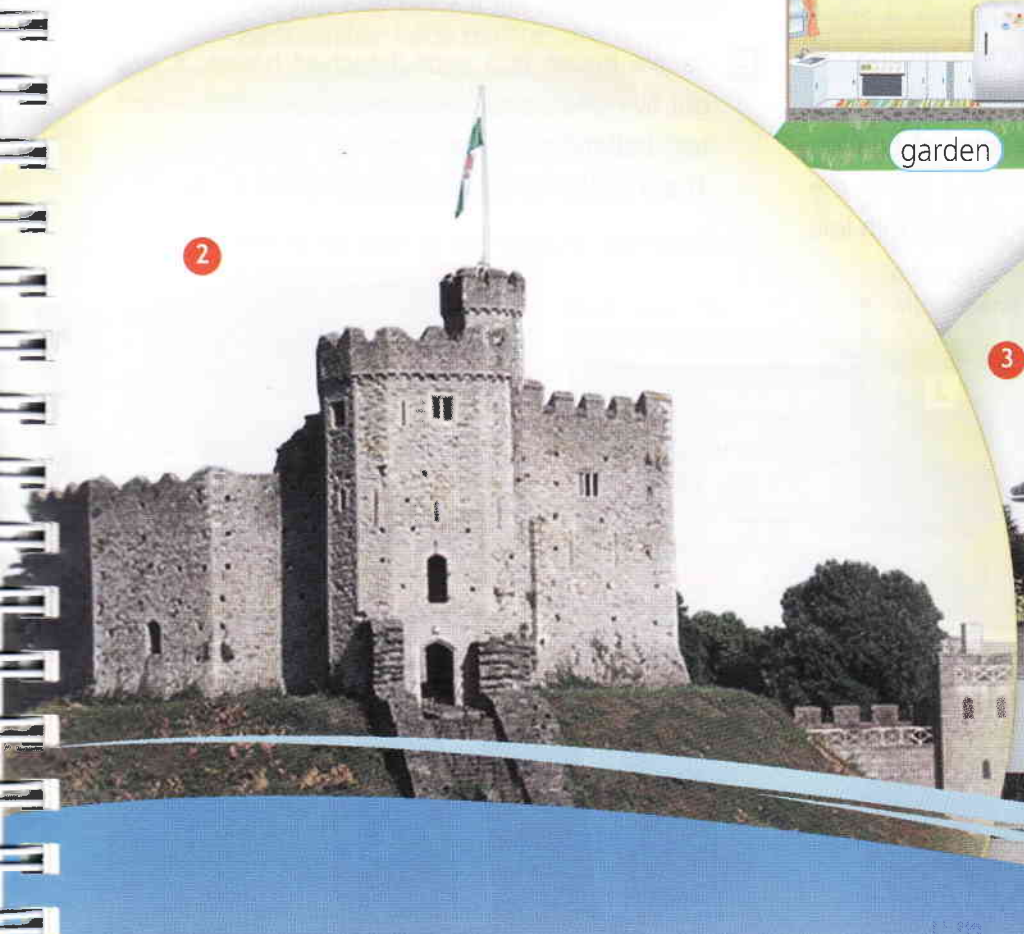
◆ **Find the page numbers for**

- an advert for a villa ☐
- a ghost ☐

Vocabulary

● Rooms

◆ 🎧 **Listen and repeat. What are these words in your language?**



UNIT 3a

At home in England

Learning to learn

Predicting content

The title and the pictures that go with a text help you predict what the text is about.

Reading

1 **Look at the pictures and the title of the article. What is the article about?**

There are different types of houses in England.

Are they like the houses in your country?

A John's house is detached. There are no houses next to it. There is a living room, a kitchen and a bathroom downstairs and there are three bedrooms and a bathroom upstairs. There is a back garden. There is also a garage for his car.

B Lyn's got a beautiful cottage in the countryside. There are two bedrooms, a living room, a small kitchen and a bathroom. There are lovely flowers in the garden.

C This terraced house is in the centre of London and it is very famous. It's 10 Downing Street, the Prime Minister's house. It is a big house with lots of rooms. It has got a large hall and a very large dining room. It hasn't got a front garden but there is a garden at the back of the house.

D Ann's flat is on the fourth floor of a block of flats. It's got three bedrooms, a living room, a bathroom and a kitchen. It has got a nice view of the town.

E Jane's house is a semi-detached house. It has got five bedrooms, a living room, a kitchen and two bathrooms. It has also got a large garden. There are lovely flowers all around the house.

2 **Listen and read. Match the texts to the pictures. Then, mark the sentences 1-5 *T* (true) or *F* (false).**

1 John's house has got two gardens.
2 Lyn has got a big kitchen.
3 The Prime Minister's house is a terraced house.
4 There are two bathrooms in Ann's flat.
5 John's house has got a garage.

Vocabulary

- Ordinal numbers

3 a) **Listen and repeat.**

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

b) **Which floor are the people on?**

► *A: Which floor is Ann on?*
B: She's on the third floor.

Learning to learn

Word order

Begin affirmative and negative sentences with the subject. ***My bedroom** is great! **It** isn't very big.*

4 **Put the words in the correct order.**

1 a/Ann/nice/has/got/flat
2 is/Laura's/house/semi-detached
3 got/the/hasn't/house/garden/a

Grammar see p. 111

- There is/There are

5 **Read the examples and complete the rules. Find examples in the text on p. 28.**

SINGULAR	PLURAL
There is a kitchen downstairs.	There are three bedrooms upstairs.
There isn't a garden.	There aren't two bedrooms upstairs.
Is there a bathroom upstairs?	Are there flowers in the garden?

We use 1) ..... in the singular.
We use 2) ..... in the plural.
We use 3) ..... in questions.

6 **Write sentences about Rosa's house.**

1 bedroom (3) upstairs
► *There are three bedrooms upstairs.*
2 living room (1) downstairs
3 kitchen (1 small) downstairs
4 bathroom (2) upstairs
5 garden (x)
6 garage (x)

Speaking

7 **What different types of houses are there in England? Tell your partner.**

► *There are ...*

Writing

8 **Write four sentences about your house.**

► *There are two bedrooms in my house.*

UNIT 3b

What's it like?

Vocabulary

● Furniture & appliances

1 🎧 **Listen, point and say.**

window
wardrobe
pillow
bed
lamp
desk
bookcase
books
carpet
mirror
washbasin
toilet
mat
towel
bath
stairs
floor
sink
cooker
cupboard
fridge
chairs
table
paintings
armchair
curtain
cushion
sofa
coffee table

Learning to learn

Grouping words

Grouping words helps to learn new vocabulary.

2 **Group the words under the headings.**

• sink • bed • towel • sofa • armchair • desk • fridge • washbasin • wardrobe • toilet • coffee table

Bedroom	Bathroom	Living room	Kitchen

3 **Look at the rooms in the picture. What is there in each room? Tell your partner.**

► *There's a wardrobe in the bedroom.*

Reading

4 **Olga's sister has got a new flat. Read, listen and answer the questions.**

1 How many rooms are there in the flat?
2 What furniture is there in each room?

Sandy: Hi, Olga. What's your sister's new flat like?
Olga: It's very nice.
Sandy: Really?
Olga: Yes. There's a small living room, a kitchen, a bedroom and a bathroom.
Sandy: Has it got any furniture?
Olga: Yes, it has. There's a sofa and an armchair in the living room but there isn't a television. And in the bedroom there's a bed and a desk.
Sandy: How about the kitchen? Is there a cooker?
Olga: Yes, there is. There's a fridge and a table too.
Sandy: Sounds great!

Grammar see p. 111

● Some/Any

5 **Read the examples. Complete sentences 1-3.**

There are some chairs in the room.
There aren't any paintings.
Are there any windows in the kitchen?

We use 1) ... in affirmative sentences.
We use 2) ..... in negative sentences.
We use 3) ..... in questions.

6 ***Some* or *any*? Complete the sentences.**

1 Are there ..... cushions on the sofa?
2 Have you got ..... pencils?
3 He hasn't got ..... books.
4 There are ..... flowers in the garden.

● Possessive adjectives

7 **Read the table. Explain the adjectives in your language.**

Singular	Plural
my your his/her/its	our your their
*This is **my** house.*	

8 **Choose the correct word.**

1 That is **they/their** house.
2 This is **her/she** book.
3 Is this **our/we** wardrobe?
4 This isn't **you/your** bed.
5 That is **he/his** desk.
6 This is **I/my** room.

Listening

9 🎧 **Listen and complete the gaps (1-5). What type of text is it: *an email* or *an advert*?**

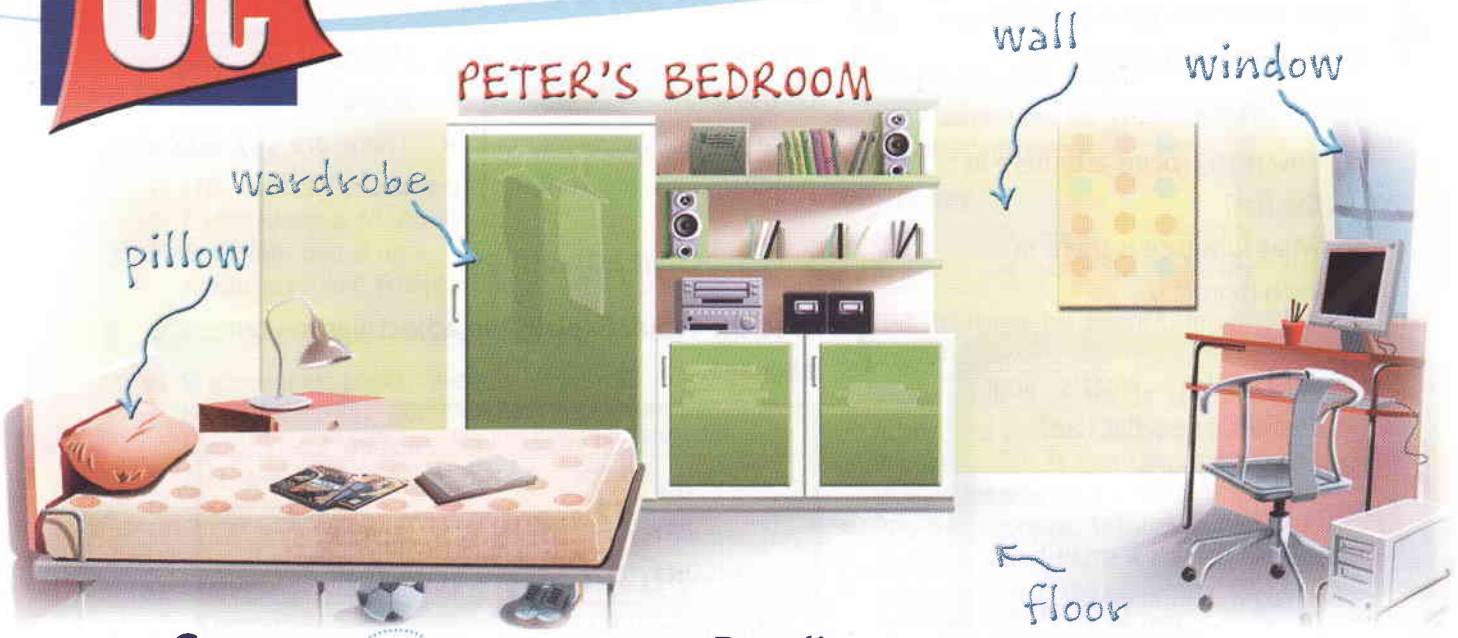
House 300m²
1) ..... bedrooms
3 modern 2) .....
10m x 3) ..... m swimming pool Beautiful 4) .....
Fantastic views
Contact: 5) ..... @house.com.au

Project

10 **Draw your house. Put furniture/appliances in each room. Write down what there is in each room.**

UNIT 3c

My bedroom

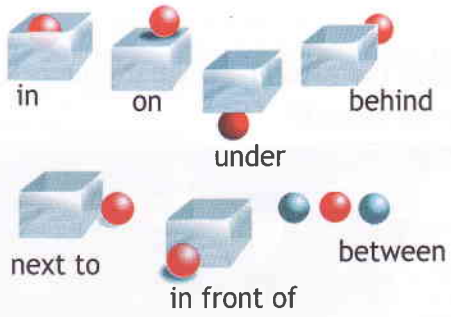


Grammar see p. 110

• Prepositions of place

1 **Where's the ball? Look and say.**

► *The ball is in the box.*



2 **Look at Peter's bedroom. Ask and answer.**

► *A: Where's the football?*
B: It's under the bed. Where's ... ?

3 **Ask questions about your partner's bedroom.**

► *A: Is there a desk in your bedroom?*
B: Yes, there is.
A: Where exactly is it?
B: It's under the window next to my bed.

Reading

4 **What is there in Ann's bedroom? Listen, read and say. Draw her bedroom. Compare with your partner.**

My bedroom
by Sarah Jones

My bedroom is great! It's very big and there is a lot of furniture in it. Everything is pink in my bedroom and I call it 'the pink room'. I've got a small bed, a desk, a chair, a wardrobe and a bookcase. The bed is next to the wardrobe. My desk is under the window. There's a big poster behind my bed. There's a computer and a lamp on my desk and I've got books in the bookcase next to my desk. I haven't got a TV but I've got a CD player. I like my bedroom very much.

Writing *(a short text about your bedroom)*

5 **What is your room like? Answer the questions.**

• Is it nice/big/small? • What colour is it? • What furniture is there? Where is it exactly? • Do you like it?

Portfolio: **Write a short text about your bedroom (30-50 words).**

Workbook 3c

Culture corner 3d

Haunted castles of Britain

Edinburgh Castle is in Edinburgh, Scotland. It is very popular with tourists. There are lots of ghosts in this castle. One ghost hasn't got a head. You can hear him play the battle drum at night. There is also the ghost of the Tunnel Piper. You can hear him play the pipes but you can't see him. Scary!!

Cardiff Castle is a very old castle in Cardiff, Wales. It has got lots of towers and rooms. It has also got a ghost which can pass through walls. At 3:45 am every morning you can hear big heavy doors open and close and the lights go on and off by themselves. It is a scary castle.

Dover Castle is on the beautiful white cliffs of Dover in Kent, England. It is a huge castle with tall walls and towers. It has also got underground tunnels. There are two ghosts in Dover Castle. There is the ghost of a woman in a long red dress on the stairs and sometimes the ghost of a man in the king's bedroom. There are also strange noises in the castle.

1 Listen and say which of the following sounds you hear.

- heavy doors opening and closing
- piano
- battle drums
- pipes
- strange noises

2 Read the texts. Where is each castle? What ghosts are in each castle? What can they do?

3 ICT Are there castles in your country? Work in groups.

You can visit this website:
www.castles.org/castles/
Collect information, then tell the class.

UNIT 3e Let's go in

Viewing a house

1 a) **Listen and repeat.**

- Which house is it, Dad?
- This one. Here we are.
- Let's go in.
- The living room is very big.
- Let's go upstairs.
- Which is my bedroom?
- It's great, Dad!

b) **The sentences are from a dialogue between a father and his son. Who says each sentence? Listen and check.**

2 a) **Read the dialogue. Replace the highlighted words in sentences 1-3 with words from the dialogue.**

1 It is small. ► *the kitchen*
2 It is upstairs.
3 This is his favourite colour.

Ryan: Which house is it, Dad?
Dad: This one. Here we are.
Ryan: Wow! It's great and the garden is beautiful.
Dad: I've got the key. Let's go in.
Ryan: This is nice. The living room is very big.
Dad: Yes, but the kitchen is quite small. Let's go upstairs.
Ryan: Which is my bedroom?
Dad: This one here. It's your favourite colour - blue.
Ryan: It's great, Dad!

b) **Look at the pictures. Which is their house?**

3 *Portfolio:* **Imagine your parents want to move to a new house/flat. They take you to see it. Use sentences from Ex. 1a to act out the dialogue between you and your dad/mum. Record yourselves.**

Pronunciation /θ/, /ð/

4 **Listen and repeat. Think of more words with the same sounds.**

/θ/: sixth, seventh, eighth, ninth, tenth
/ð/: the, this, those, there

► *The kitchen is on the fifth floor.*
This is the tenth floor.

Workbook 3e

Curricular Cut 3f

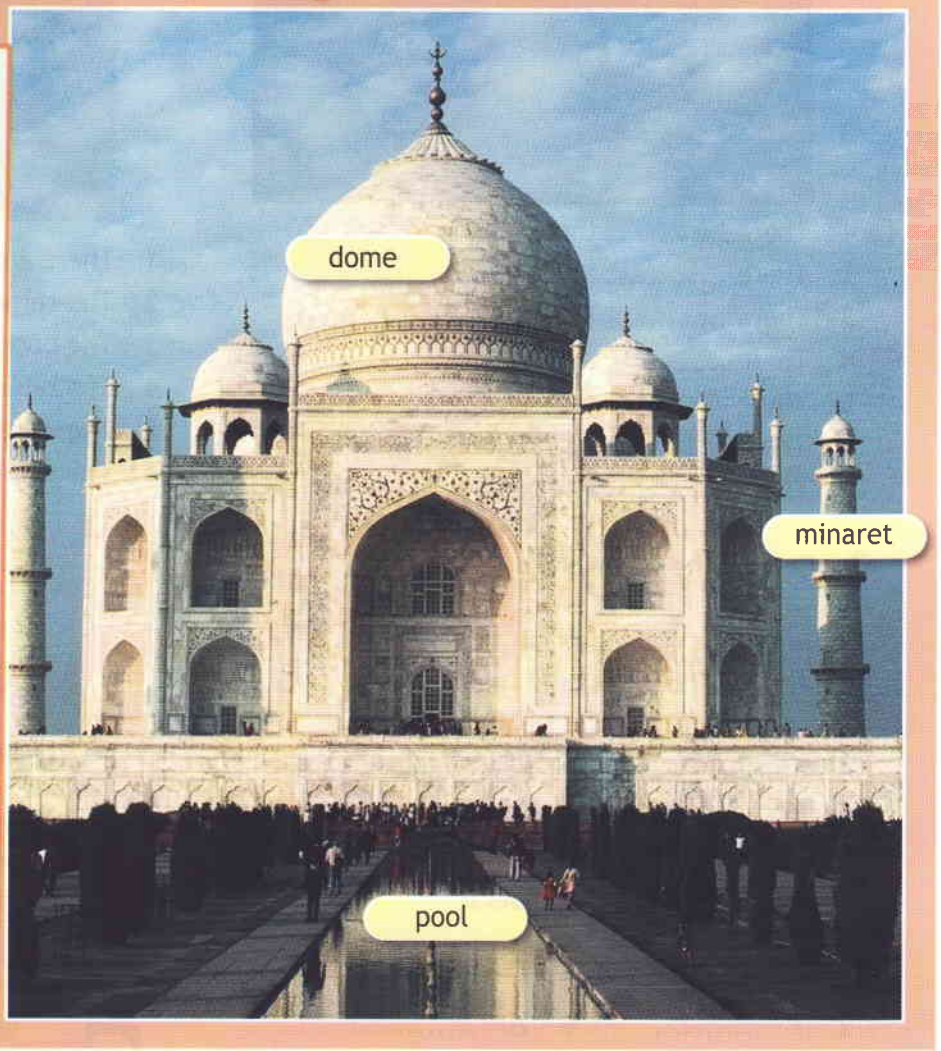
Art & Design

1 What do you know about the Taj Mahal? What else would you like to know? Think of two questions. Listen, read and see if you can answer them.

Taj Mahal

The Taj Mahal is in Agra, India. It is one of the top seven tourist travel wonders[1] of the world. The palace is made of white marble and precious stones. The marble shines[2] with different colours like pink at sunrise, yellow at sunset and blue at night when there is a full moon. There is a huge dome in the centre that looks like a large pearl and there are four minarets at each corner. Inside, there are two floors each with eight rooms. Outside, there is a beautiful garden with four pools. The Taj Mahal is a fantastic building.

[1] something that people admire
[2] gives out a bright light



2 Complete the sentences.

1 The Taj Mahal is in ..... .
2 It is made of ..... .
3 There are ..... rooms inside.
4 There are four ....., one at each corner.
5 The garden has got ..... .

3 Use the picture to describe the Taj Mahal.

4 ICT In groups collect information about another of the seven top tourist travel wonders.

- Which continent is it in?
- What is it made of?
- What does it look like?

You can visit this website: **en.wikipedia.org/**
Search keyword: **seven wonders**
Click on: **Great Wall of China**

Write a short text about it. Present it to the class.

3 Self Check

1 Look at the picture. Fill in: *is, isn't, are, aren't.*

1 There ..... three chairs.
2 There ..... a table.
3 There ..... a carpet.
4 There ..... a lamp.
5 There ..... four glasses.
6 There ..... curtains.
7 There ..... any books.

(Points: 7X3 — 21)

2 Choose the odd word out.

1 wardrobe – bed – sink – chair
2 fridge – book – table – cooker
3 sofa – washbasin – toilet – bath
4 armchair – carpet – coffee table – garden
5 kitchen – bathroom – bedroom – garage

(Points: 5X4 — 20)

3 Write the ordinal numbers.

1 4th ..... 5 11th .....
2 3rd ..... 6 20th .....
3 1st ..... 7 16th .....
4 2nd ..... 8 12th .....

(Points: 8X2 — 16)

4 Match the exchanges.

1	Which floor is your flat on?	a	It's on the desk.
2	What's your new flat like?	b	It's nice.
3	Where's the lamp?	c	Yes, there is.
4	Which is my bedroom?	d	The 5th.
5	Is there a TV in your room?	e	This one here.

(Points: 5X5 — 25)

5 Fill in: *on, next to, under, in, behind, in front of.*

1 There are two armchairs ..... the room.
2 The carpet is ..... the table.
3 The books are ..... the table.
4 The table is ..... the sofa.
5 The wardrobe is ..... the armchairs.
6 The painting is ..... the wall.

(Points: 6X3 — 18)

(My score: — 100)

Now I Can...

- talk and write about my house and my bedroom
- talk about furniture and appliances
- say where things are in a room
- talk and write about famous buildings

... in English

Smile

Module 4

Strong ties

◆ What's in this module?

- your family
- your daily routine
- describing people
- *can* (ability)
- 's genitive, *whose*
- present simple
- prepositions of time
- linkers *(and, but)*

Find the page numbers for pictures 1-3.

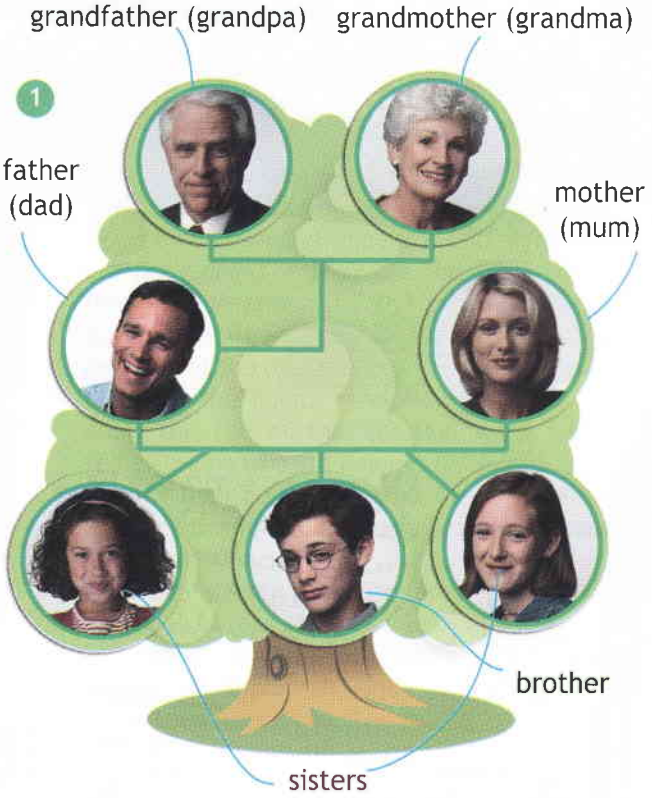
◆ Find the page numbers for

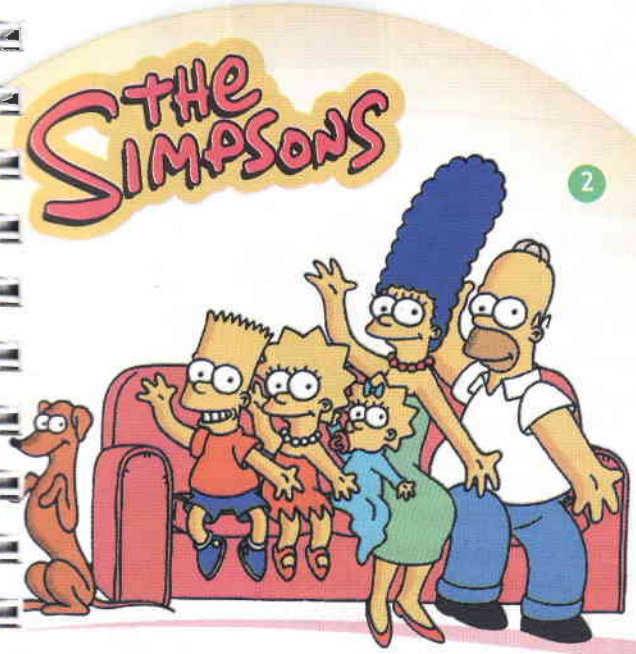
- a diary ☐
- a poem ☐
- a famous footballer ☐

Vocabulary

● Family members

◆ 🎧 Listen and repeat. What are these words in your language?





UNIT 4a

My family

My Secret Diary

Name: Kate Green
Age: 12

A

My mum's name is Jane. She's 35 and a music teacher. She can play the guitar. She's very clever.

B

This is my dad, David. He's 42 and he's a pilot. He can speak French. He's very cool.

C

Tom is my brother. He's 8 and he's very naughty, but deep-down he's very caring! Playing computer games is his hobby!

D

Lovely cookies, children!

Helen is my grandma. She's 70 years old. She's kind and friendly. She can make biscuits, but she often burns them.

E

This is my grandpa. His name's Ben and he's 72. He's really funny.

F

Emma is my baby sister. She's sweet, but very noisy! She can't walk yet.

Reading

1 Read Kate's diary and answer the questions.

1 Who are the members of her family?
2 What are their names?
3 How old are they?
4 What is her father like?
5 What can her mother play?

Learning to learn

Using dictionaries

A dictionary provides us with information about the meaning, pronunciation and spelling of words. It also tells us what part of speech each word is.

cool /ku:l/ *adj* fashionable
My dad's cool and trendy.

Vocabulary

● Character

2 Use your dictionary to explain the words. What are Kate's family members like?

1	cool	4	clever	7	funny
2	kind	5	friendly	8	naughty
3	sweet	6	noisy	9	caring

▶ *Her father is cool.*

Speaking

3 Talk about your family.

▶ *A: What's your sister like?*
B: She's sweet and clever.

Grammar see p. 111

● Can (ability)

4 Read the table. Find examples in the diary.

Affirmative	Negative
I/you/he/etc can speak English.	I/you/he/etc can't speak English.
Interrogative	**Short answers**
Can I/you/he/etc speak English?	Yes, I/you/he/etc can. No, I/you/he/etc can't.

5 Read the text on p. 38. Complete sentences 1-5 with *can* or *can't*.

1 Jane ..... play the guitar.
2 Emma ..... walk.
3 Helen ..... make biscuits.
4 David ..... speak Russian.
5 Ben ..... make people laugh.

What about you? I ..... but I ..... .

● Possessive ('s/s')/whose

6 Read the table. Look at Joe's family tree. Ask and answer questions.

noun singular + 's	noun plural -s + '
Bill's brother *Whose brother is Tony?*	*the boys' ball* BUT *the men's car*

▶ *A: Who's Lyn?*
B: She's Kevin's mother.

A: Whose brother is Joe?
B: Kate and Sally's.

Writing

7 Write a secret diary like the one on p. 38 about your family.

UNIT 4b

Day in, day out

Reading

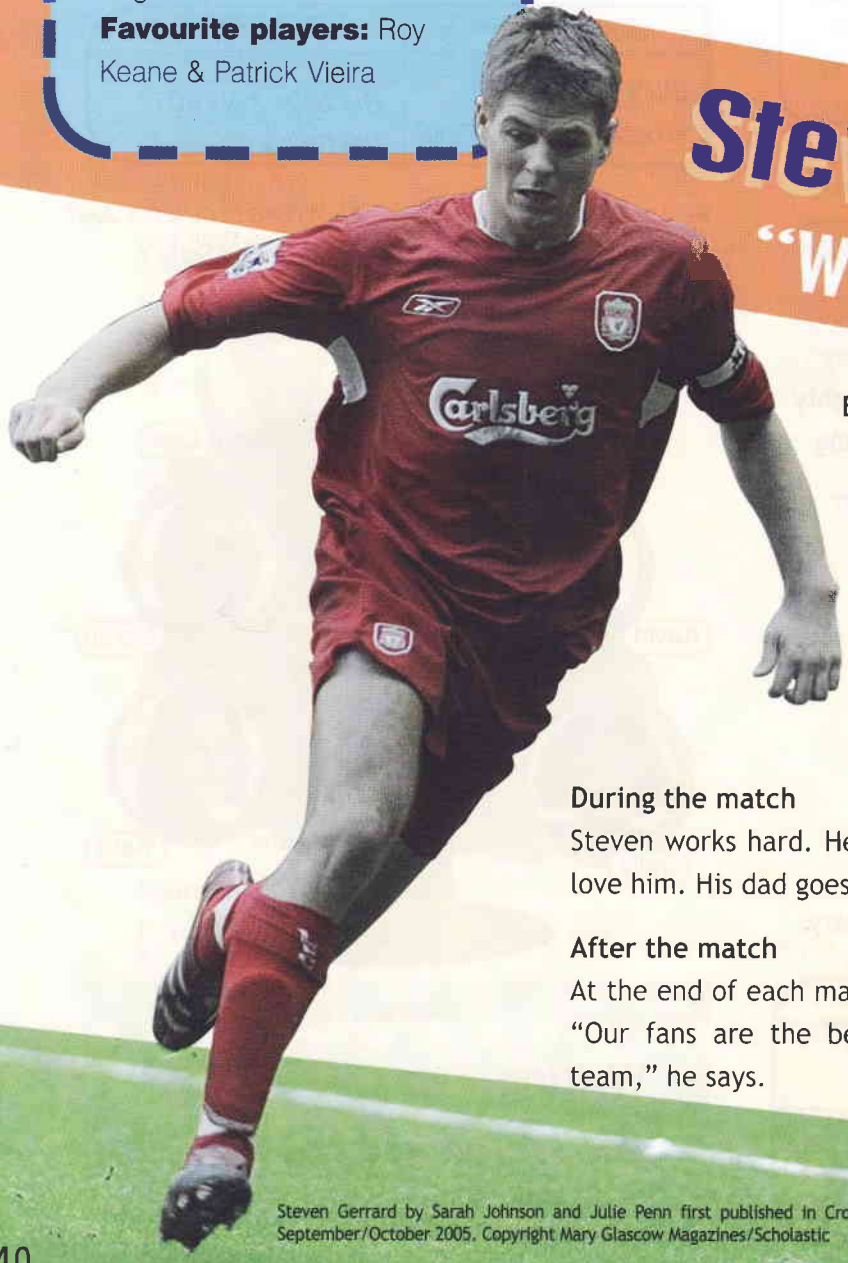
1 Do you know the man in the picture? What is he famous for?

2 Read or listen to the text about Steven to answer the questions.

1 What is Steven's nickname?
2 When's his birthday?
3 Who are his favourite players?
4 How does he start his day?
5 Who goes to watch him in every match?
6 What does he do after each match?

Fact file

Nickname: Stevie G or Stevie Wonder
Date of birth: May 30th, 1980
Place of birth: Whiston, England
Teams: Liverpool FC & England
Favourite players: Roy Keane & Patrick Vieira



Steven Gerrard
"We fear no one"

Before the match

Steven always starts his day with a big breakfast. He loves egg on toast. Before he leaves the house, he always kisses his daughters Lilly-Ella and Lexie for good luck. He always checks his football boots before he puts them on. Why? "Once the players put toothpaste in my boots," he says.

During the match

Steven works hard. He tries his best and never gives up. His fans love him. His dad goes to every match.

After the match

At the end of each match, Steven goes to the fans to thank them. "Our fans are the best. It's like having another man on your team," he says.

Steven Gerrard by Sarah Johnson and Julie Penn first published in Crown September/October 2005. Copyright Mary Glascow Magazines/Scholastic

Grammar see p. 112

Present Simple (affirmative)

3 Read the table and the rules. Find examples in the text on p. 40.

I run fast.	We run fast.
You run fast.	You run fast.
He/She/It runs fast.	They run fast.

- repeated actions: *He **plays** tennis on Mondays.*
- permanent states: *He **lives** in Barcelona.*
- habits: *I **have** coffee in the morning.*

3rd person singular - spelling rules

verb + s *I eat - he eats, I like - he likes*

verb -ss/-sh/-ch/-x/-o + es
I go - he goes, I wash - she washes

verb ending in a consonant y → -ies
I cry - he cries
BUT *I play - he plays*

4 Write the third person singular.

1 I love - ▶ *he loves*
2 I leave - .....
3 I kiss - .....
4 I put - .....
5 I say - .....
6 I work - .....
7 I go - .....
8 I wash - .....

Prepositions of time

5 Read the box. Complete phrases 1-6. Make sentences using the phrases.

at + the time *(at 3 o'clock), at midday/noon/midnight/night*
in + *(in the morning/afternoon/evening)*, months *(in May)*, seasons *(in the summer)*
on + days *(Monday)*, dates *(on 2nd August)*, parts of a day *(on Friday afternoon)*

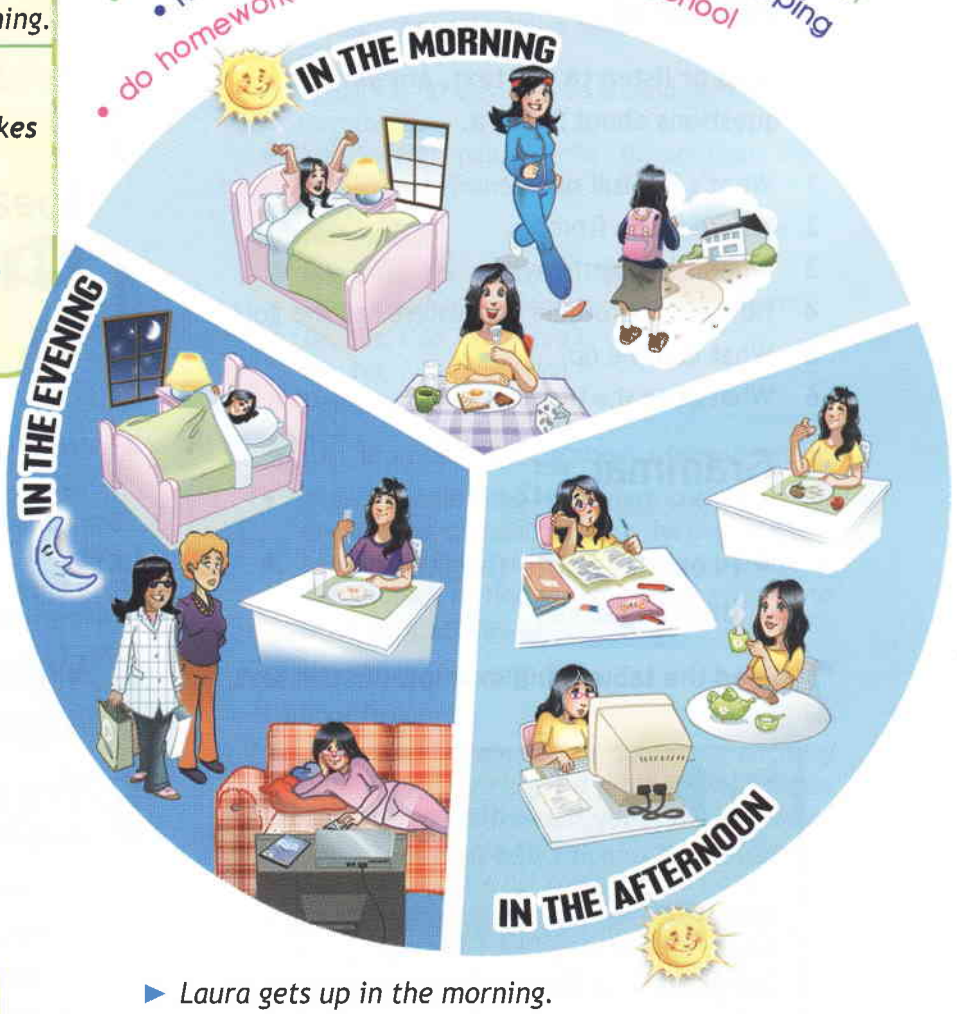
1 ..... 3 o'clock
2 ..... the morning
3 ..... the winter
4 ..... midday
5 ..... the evening
6 ..... Monday

▶ *I do my homework at 3 o'clock.*

Speaking

6 Look at the pictures. What does Laura do in the morning/afternoon/evening?

• have dinner • watch a DVD • have lunch • get up • have a cup of tea • work on her computer • have breakfast • go to bed • do the shopping • do homework • go jogging • go to school



▶ *Laura gets up in the morning.*

Writing

7 What's your daily routine? Write a short article for an international school magazine.

UNIT 4c

Famous people

TEENS' FAVOURITE!!!

She's the world's favourite Latin singer. She's young, she's beautiful, she's got a great voice. She's a 'Woman of Grace'.

Shakira's full name is Shakira Isabel Mebarak Ripoll. She's from Barranquilla, Colombia, South America. Her birthday's on 2nd February. She's got four brothers and four sisters. Shakira can speak five languages. She dances and sings well. She likes painting and listening to jazz music. She doesn't like hip hop. Do you like her?

Reading

1 Read or listen to the text. Answer the questions about Shakira.

1 What's her full name?
2 Where is she from?
3 When's her birthday?
4 How many brothers and sisters has she got?
5 What can she do?
6 What does she like?

Grammar see p. 112

- Present Simple (negative & interrogative)

2 Read the table. Find examples in the text.

Negative
I/you/we/they **don't** like painting.
He/she/it **doesn't** like painting.

Interrogative
Do I/you/we/they like painting?
Does he/she/it like painting?

Short answers

Yes, No,	I/you/we/they	do. don't.
Yes, No,	he/she/it	does. doesn't.

3 Fill in *do*, *does*, *don't* or *doesn't*.

1 ..... you like football? Yes, I ..... .
2 ..... your friend have a sister? No, she ..... .
3 ..... they live in Brazil? No, they ..... .
4 ..... Bob sleep a lot? Yes, he ..... .

Speaking

4 Ask and answer.

1 ▶ *Do* you play football? *Yes, I do.*
2 ..... your mum work? .....
3 ..... your friend go jogging? .....
4 ..... you live in a flat? .....
5 ..... you swim well? .....
6 ..... your dad get up early? .....

Writing *(an article about an actor/actress)*

5 Think of your favourite actor/actress. Answer the questions.

1 Where is he/she from?
2 When's his/her birthday?
3 How many brothers/sisters has he/she got?
4 What can he/she do?
5 Which are his/her most famous films?

Portfolio: Use your answers to write a short article about him/her for the school magazine. (40-50 words)

Workbook 4c

Culture corner 4d

American TV Families

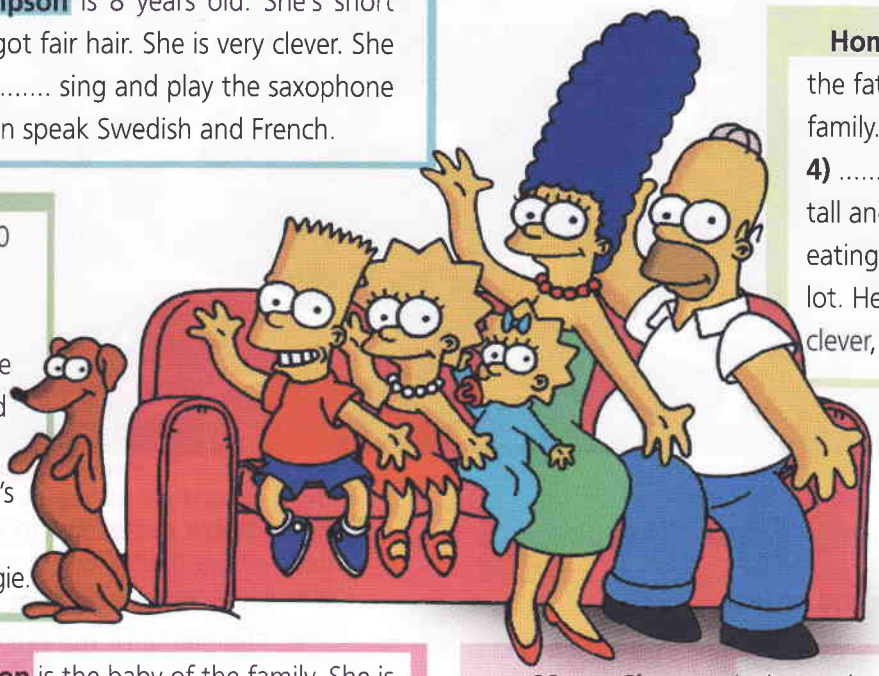
THE SIMPSONS

'The Simpsons' is a very popular TV show, not just in America 0) ▶ but all over the world. It is about a funny cartoon family from Springfield, USA.

Lisa Simpson is 8 years old. She's short and she's got fair hair. She is very clever. She **1)** ..... sing and play the saxophone and she can speak Swedish and French.

Homer Simpson is the father of the family. He is 39 years **4)** ..... and is tall and plump. He likes eating and drinking a lot. He is not very clever, but he's funny.

Bart Simpson is 10 years old. He is short with fair hair. He is naughty and noisy. He likes comic books and skateboarding. He can speak French. He's **2)** ..... two sisters, Lisa and Maggie.



Maggie Simpson is the baby of the family. She is small and she has got fair hair. She can't walk and she can't talk. She is quiet, friendly **3)** ..... very clever.

Marge Simpson is the mother of the family. She is 38 years old. She is tall and slim and **5)** ..... hair is blue! She can cook well and she is very patient and kind. She doesn't like aeroplanes.

1 **Read the theory. Then fill in *and* or *but*.**

Linkers (and, but)

- We use **and** to add something. *He's tall **and** thin.*
- We use **but** to show contrast. *He can dance **but** he can't sing.*

1 He's clever ..... friendly.
2 She's friendly ..... not very funny.
3 He can dance ..... sing.
4 She can speak French ..... she can't speak Italian.

2 **Read the text and complete the missing words. Listen and check.**

3 **Ask and answer questions about *The Simpsons*.**

- *Who's ...?* • *How old ...?* • *What does ... look like?*
- *What is ... like?*

▶ *A: Who's Homer?*
B: The father of the family. How old is he? etc

Project

4 **Work in groups. Write short descriptions about a TV family in your country.**

UNIT 4e

Who's who?

Identifying & describing people

1 🎧 **Listen and repeat.**

- Who is she?
- What's her name?
- How old is she?
- What's she like?

2 🎧 **Listen and read the dialogue. Find Laura in the picture.**

Steve: The weather is gorgeous.
Janet: Yes, it is.
Steve: Hey, look at that girl over there. Who is she?
Janet: The one with the fair hair?
Steve: Yes. What's her name?
Janet: Laura. She's Bill's sister.
Steve: She's very beautiful. How old is she?
Janet: She's sixteen.
Steve: What's she like?
Janet: She's very funny. Come and meet her.

3 **Say these sentences in your language.**

1 Look at that girl over there.
2 The one with the fair hair?
3 What's she like?
4 Come and meet her.
5 How old is she?

4 *Portfolio:* **Imagine you are in the school playground. Use sentences from Ex. 1 and 3 to find out about the people there. Use the dialogue in Ex. 2 as a model. Record yourselves.**

Pronunciation /s/, /z/, /ɪz/

5 🎧 **Listen and tick (✓). Listen again and repeat.**

	/s/	/z/	/ɪz/		/s/	/z/	/ɪz/
lives				writes			
walks				teaches			
goes				relaxes			

Workbook 4e

Curricular Cut 4f

Literature

1 as ..... as a bee

9 as ..... as a lamb

2 as ..... as an owl

8 as ..... as a peacock

3 as ..... as a kitten

7 as ..... as an ox

4 as ..... as a snail

5 as ..... as a mouse

6 as ..... as a mule

My Family

My mum's as busy as a bee
Because she looks after my family and me
My dad is as strong as an ox
Because he's got big muscles and he can box
My sis is as quiet as a mouse
Because you can hardly tell when she's in the house
My brother is as slow as a snail
But he's clever and can never fail
I am as stubborn as a mule
'cause I'm headstrong[1] but really cool!

[1] stubborn

1 **Explain these adjectives. Use them to complete similes 1-9.**

playful • proud • quiet • wise • busy
gentle • strong • stubborn • slow

Close your books. Try to remember as many animal similes as you can.

2 🎧 **Listen and read the poem. What animal similes can you find?**

3 **Find the rhyming words in the poem (the words that sound similar).**

▶ *bee - me*

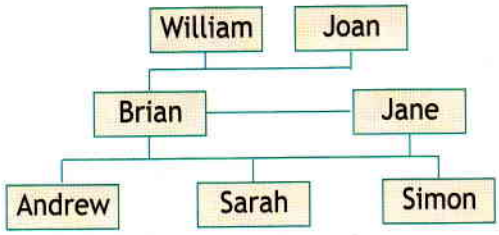
Writing

4 **Write your own poem about your family. Use animal similes. Read your poem out to the class.**

My mum is as busy as a bee.
She's very busy with me.
My dad is as ... as a/an ...
He ... etc.

4 Self Check

1 Complete the sentences.



1 Joan is Brian's ..... .
2 Sarah is Andrew's ..... .
3 William is Simon's ..... .
4 Joan is Sarah's ..... .
5 Simon is Andrew's ..... .

(Points: 5X2 ___/10)

2 Fill in *clever*, *naughty*, *funny*, *sweet* or *patient*.

1 My brother is very ..... and noisy.
2 Ann speaks Swedish and Russian. She's .... .
3 My baby sister is ..... but very noisy.
4 He tells great jokes. He's very ..... .
5 Grandma never gets angry with us. She's ... .

(Points: 5X2 ___/10)

3 Fill in the gaps with *can/can't*.

1 ..... Mary cook well? Yes, she ..... .
2 ..... Bill dance? No, he ..... .
3 ..... Sue play football? Yes, she ..... .
4 ..... your brother speak French? Yes, he .. .
5 ..... Tony and Steve paint? No, they ..... .

(Points: 5X4 ___/20)

4 Write questions and short answers, as in the example.

0 you / like / football (✗)
► *Do you like football? No, I don't.*
1 she / walk / to school? (✓)
2 they / like / tennis? (✓)
3 they / live / in a flat? (✗)
4 Ann / eat / meat? (✗)
5 Bob / play / the guitar? (✓)

(Points: 5X4 ___/20)

5 Put the verbs in brackets into the present simple.

1 She ..... **(get)** up at 7:00.
2 She ..... **(not watch)** a DVD in the afternoon.
3 He ..... **(have)** a cup of tea in the evening.
4 He ..... **(not/go)** to bed at 10:00.
5 He ..... **(work)** on his computer in the afternoon.

(Points: 5X4 ___/20)

6 Match the questions to the answers.

	A		B
1	What's her name?	a	She's very nice.
2	Where's she from?	b	No, she hasn't.
3	How old is she?	c	Alice.
4	Has she got any brothers or sisters?	d	She's 13.
5	What's she like?	e	She's from China.

(Points: 5X4 ___/20)

(My score: ___/100)

Now I Can... ... in English

- talk and write about my family
- describe people's character
- talk about what I can/can't do
- write a profile of a famous person
- write a text about my favourite TV family
- write my own poem using animal similes

Smile

Module 5

The animal kingdom

◆ **What's in this module?**

- animals & pets
- adverbs of frequency
- question words
- a visit to a vet

Find the page numbers for pictures 1-3.

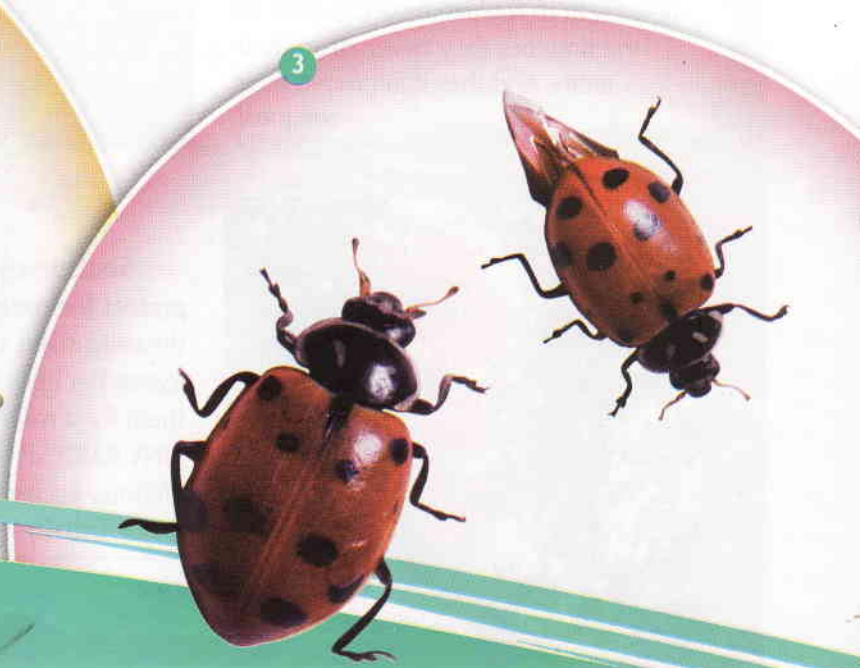
◆ **Find the page numbers for**

- a quiz ☐
- an advertisement ☐
- a fact file ☐
- a song ☐

Vocabulary

● Parts of animal bodies

◆ 🎧 **Listen and repeat. What are these words in your language?**



UNIT 5a

World animals

Amazing Creatures

Our planet is home to about 30 million different kinds of animals. They are beautiful, they are special and they always amaze us!

Chameleons can move their eyes in two different directions at the same time. This helps them to spot[1] their enemies and their food. They eat bugs and are famous for their ability to change colour. As a chameleon grows, its skin doesn't. When it gets tight, they lose[2] it. Their old skin is quite tasty so they often eat it. YUMMY! If you see a chameleon sleeping during the day, or with one or both eyes closed, then he is sick. They never sleep during the day.

1 see 2 drop

Crocodiles run fast and sometimes jump to catch their food. When they see their food, they open their strong jaws and swallow it. The food goes straight down to their stomach. Crocodiles grow new teeth to replace their old ones all the time but they never clean their teeth. And they can't move their tongues!

Seahorses or 'hippocampus' can change colour to protect themselves from their enemies. Male seahorses are the only males on the planet that have babies! The female leaves her eggs in the male's pouch.[3] The male carries them for a month and then there they are: A THOUSAND TINY BABIES!! Seahorses have one partner during their lifetime. Each morning the couples dance together. Their dance usually lasts for several minutes.

3 bag

Reading

1 What do you know about the animals on p. 48? What other animals do you know?

2 Read or listen to the text. Which of the three animals ...

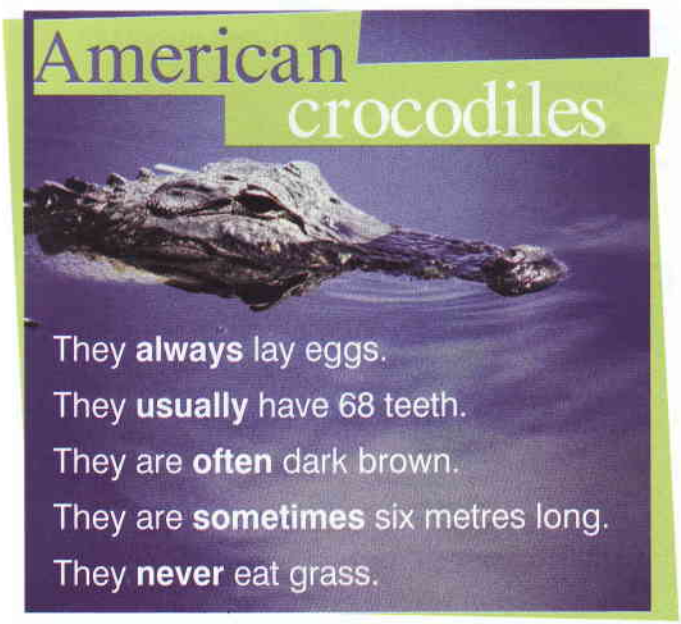
1 can change colour?
2 doesn't clean its teeth?
3 doesn't sleep during the day?
4 has a lot of babies?
5 likes dancing?
6 is good at running?
7 often eats its skin?
8 can't move its tongue?

3 Tell your partner three facts you remember from the text.

Grammar see p. 112

- Adverbs of frequency

4 Read the sentences. Complete the rule with *after* or *before*. Find examples in the text.



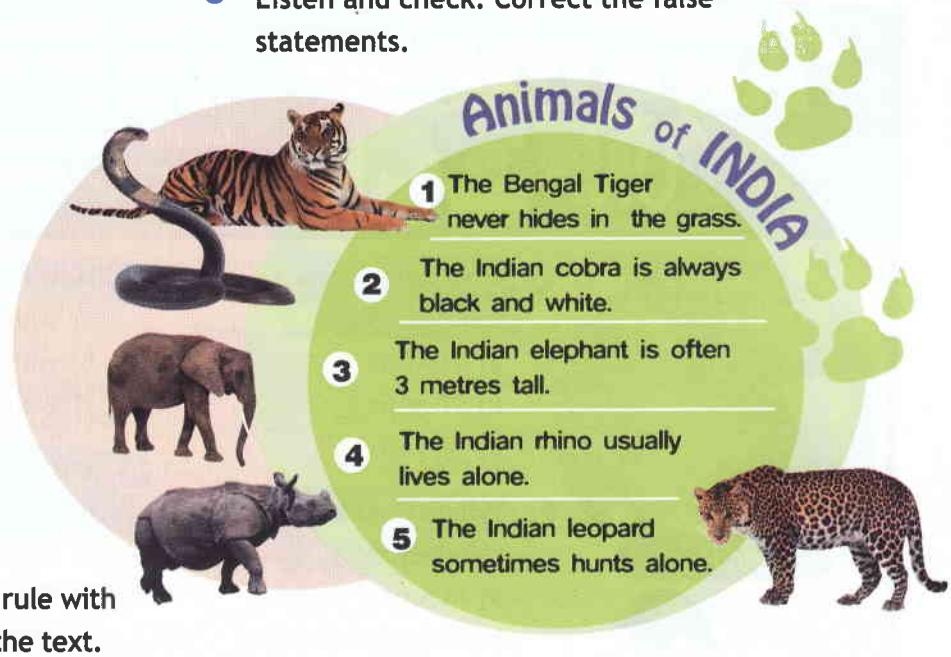
Adverbs of frequency usually go ..... the main verb, but ..... the verb "to be".

5 Complete the table with *adverbs of frequency*.

0%	25%	50%	75%	100%
never				always

Listening

6 Mark the sentences *T* (true) or *F* (false). Listen and check. Correct the false statements.



Speaking

7 Use *always, usually, often, sometimes* or *never* to make sentences about yourself. Tell your partner.

How often do you ...

eat meat?	tidy your room?
go swimming?	go to the cinema?
work on your computer?	eat crisps?
play football?	buy comics?

Writing

8 What do you *always, usually, often, sometimes, never do*? Write sentences about yourself.

UNIT 5b

Wild animals

Vocabulary

Animals

1 Listen and repeat. What are the animals in the pictures in your language?

Reading

2 Do the quiz. Compare with your partner. Check in the key.

ANIMALS ON ICE

Brrr ... it's cold! Most people don't like the cold but there are some animals that just love living in the snow. Some have a thick coat of fur and some have got an extra layer of fat to keep them warm. Do the quiz below to see how much you know about these wonderful animals that live on the ice!

reindeer

1 How long does a reindeer live?
a) 10 years
b) 20 years
c) 30 years

2 Where does a reindeer live?
a) in Africa
b) in tropical forests
c) in the Arctic

penguin

3 How many wings has a penguin got?
a) 1
b) 2
c) 4

snowy owl

4 When does a snowy owl sleep?
a) at night
b) during the day
c) both

5 How do seals swim?
a) with their tail
b) with their legs
c) with their flippers

seal

6 What do penguins usually eat?
a) seals
b) fish
c) polar bears

polar bear

7 How tall are polar bears?
a) 8-10 feet
b) 2-3 feet
c) 15-17 feet

wolf

8 Who/What is the Arctic wolf's only real enemy?
a) cold
b) man
c) polar bears

Key: 1b, 2c, 3b, 4c, 5c, 6b, 7a, 8b

3 Say three things you remember from the text.

Grammar see p. 112

● Question words

4 **Match the question words to the answers.**

1	Who ...?	a	A bag.
2	When ...?	b	By car.
3	Where ...?	c	Peter.
4	What ...?	d	Because ... .
5	What time ...?	e	Three.
6	How ...?	f	Monday morning.
7	How often ...?	g	3 metres.
8	How many ...?	h	At school.
9	How long ...?	i	Every Tuesday.
10	Why ...?	j	6:30.

Say the question words in your language. Find examples from the quiz on p. 50.

5 **Put the words in order to form questions. Answer the questions.**

1 Where/you/live/do?
2 you/do/How often/eat/crisps?
3 breakfast/for/What/you/do/have/usually?
4 When/do/up/you/get?
5 school/What time/you/to/do/go?
6 the/How often/do/to/cinema/you/go?
7 How/do/to/you/get/school?
8 Who/your/actor/is/favourite?

Speaking

6 **Read the text, then ask and answer wh-questions.**

Polar Bear

Polar bears live in the Arctic. They have got thick fur, strong legs and a black nose. They are about 2.5m tall and weigh about 250-770 kilograms. They swim very well. They eat seals and whales. They live 15-18 years.

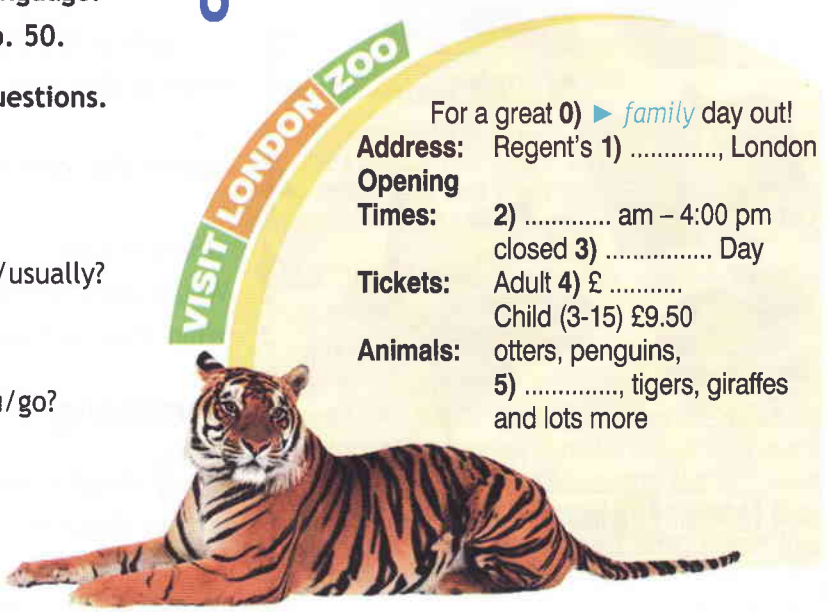
► *Where do polar bears live?*

7 **Complete the questions. Then match them to the answers.**

► *What is* this animal?		about 30 kilos
.....	weigh?	in Antarctica
.....	eat?	swim very well
.....	can/do?	about 20 years
.....	live?	penguin
.....	live?	fish

Listening

8 🎧 **Listen and complete the advertisement.**



Writing

9 **Answer the questions. Then, write a fact file about a wild animal. Use the text in Ex. 6 as a model.**

- What's its name? • Where does it live?
- What does it look like? • How tall is it?
- What does it eat? • How long does it live?

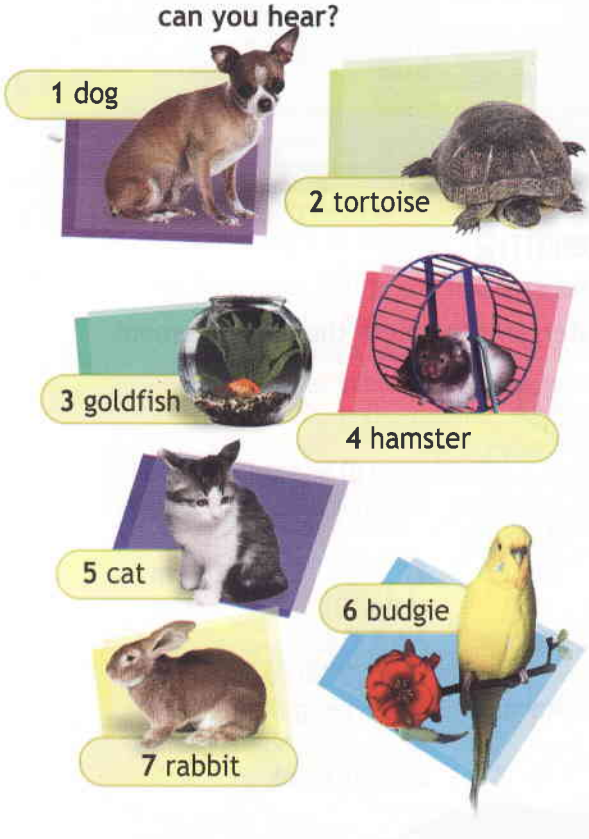
UNIT 5c

My pet

Vocabulary

● Pets

1 🎧 **Look at the pictures. Listen to the sounds. Which animals can you hear?**



Learning to learn

Word order: Adjectives

Read and underline.

*My budgie has got **yellow feathers**.*
*He's very **cute**.*

Adjectives come **before/after** nouns.
Adjectives come **before/after** the verb "to be".

2 **Put the words in the correct order.**

1 is/my/dog/brown
2 long/his/a/tail/cat/has got
3 goldfish/he/an/orange/has got

A DUSTER OR A BUDGIE?

Mrs Julie Hayward from New Zealand has got a very unusual pet, Whipper. Whipper looks like a duster, but he's actually a budgie. He's got long, curly, feathers but he can't fly. He can't sing, either. "He doesn't make the same sound as a budgie. In fact, he doesn't make the same sound as anything really," says Mrs Hayward. Mrs Hayward is very proud of her pet. After all, he's cute, isn't he?

Reading

3 🎧 **Look at the picture in the text. What is it? Read or listen to find out.**

4 **Answer the questions.**

1 Who's Whipper?
2 Where does he live?
3 What does he look like?
4 Can he fly?
5 How does Mrs Hayward feel about her pet?

Speaking

5 **Imagine you have an unusual pet. Tell your partner about it.**

▶ *I've got a ... . His name is ... and he's ... years old. He's got ... . He can ... .*

Writing *(an article about your pet)*

6 **Answer the questions. Use your answers to write a short article about your pet for your school magazine. (50-60 words)**

1 Have you got a pet?
2 What is it?
3 What's its name?
4 How old is he/she?
5 What does he/she look like?
6 What can he/she do?
7 Why is he/she so special?

Workbook 5c

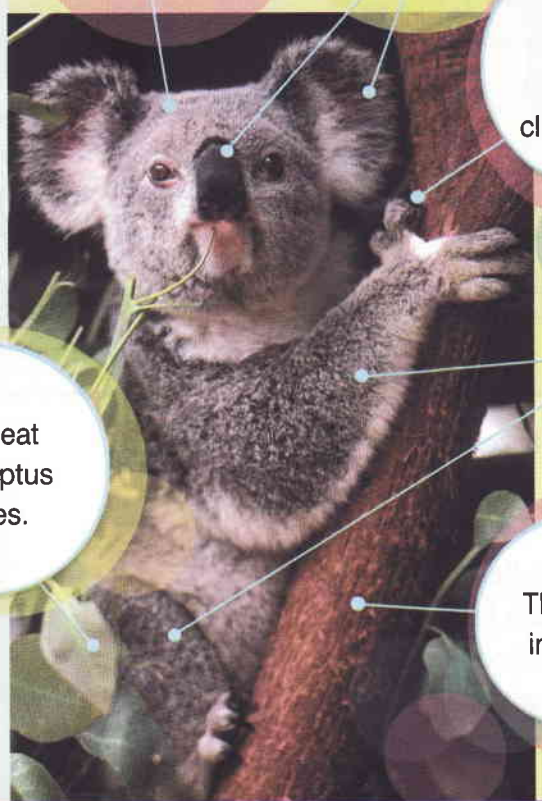
Culture corner 5d

Furry Friends

CUTE LITTLE ANIMALS

Koalas

They are cute, they are soft, but they are wild and they don't make good pets. You may think they are bears, but they aren't. Koalas are Australia's most popular marsupial mammals.



They have got grey fur.

They have got big round ears and a black nose.

They have got sharp claws for climbing trees.

They have got short, strong arms and legs.

They live in trees.

They eat eucalyptus leaves.

DID YOU KNOW THAT...

- koala means 'no water'?
- they never drink, but they get all the liquid they need from eucalyptus leaves?
- they swim very well?
- they sleep during the day?

1 What is the animal in the picture? Where does it live? What does it eat and drink? Read, listen and check.

2 Read again and complete the fact file.

Animal: Koala

Face: 1 _____

Body: 2 _____

Colour: 3 _____

Home: 4 _____

Food: 5 _____

3 You are a zoologist. The class asks you questions about koalas. Use the text to answer them.

Project

4 Collect information from encyclopaedias, school textbooks or the Internet and write a fact file about an animal that lives in your country.

UNIT 5e

What's the matter?

A visit to the vet

1 **Match the sentences to the animals.**

1 Rex's got fleas. ► *dog*
2 Tom's got a broken wing.
3 Max's got toothache.
4 Stripe's got two broken legs.
5 Mittens's got an earache.

2 **Listen and repeat. Say these sentences in your language.**

- What's the matter?
- What's wrong with him?
- Really? How do you know?
- How old is he?
- Let's have a look at him.

3 **Listen and read the dialogue and answer the questions.**

1 What pet has John got?
2 What problem has his pet got?
3 How old is he?

Vet: Hi, John. What's the matter?
John: It's Tom, my parrot.
Vet: Oh, what's wrong with him?
John: I think he's got a broken wing.
Vet: Really? How do you know?
John: He can't fly.
Vet: How old is he?
John: He's about four years old.
Vet: Let's have a look at him.
John: OK.

4 *Portfolio:* **Your pet is ill. You take it to the vet's. Act out the dialogue. Use the sentences from Exs. 1 and 2. Record yourselves.**

Pronunciation /e/, /ɜ:/

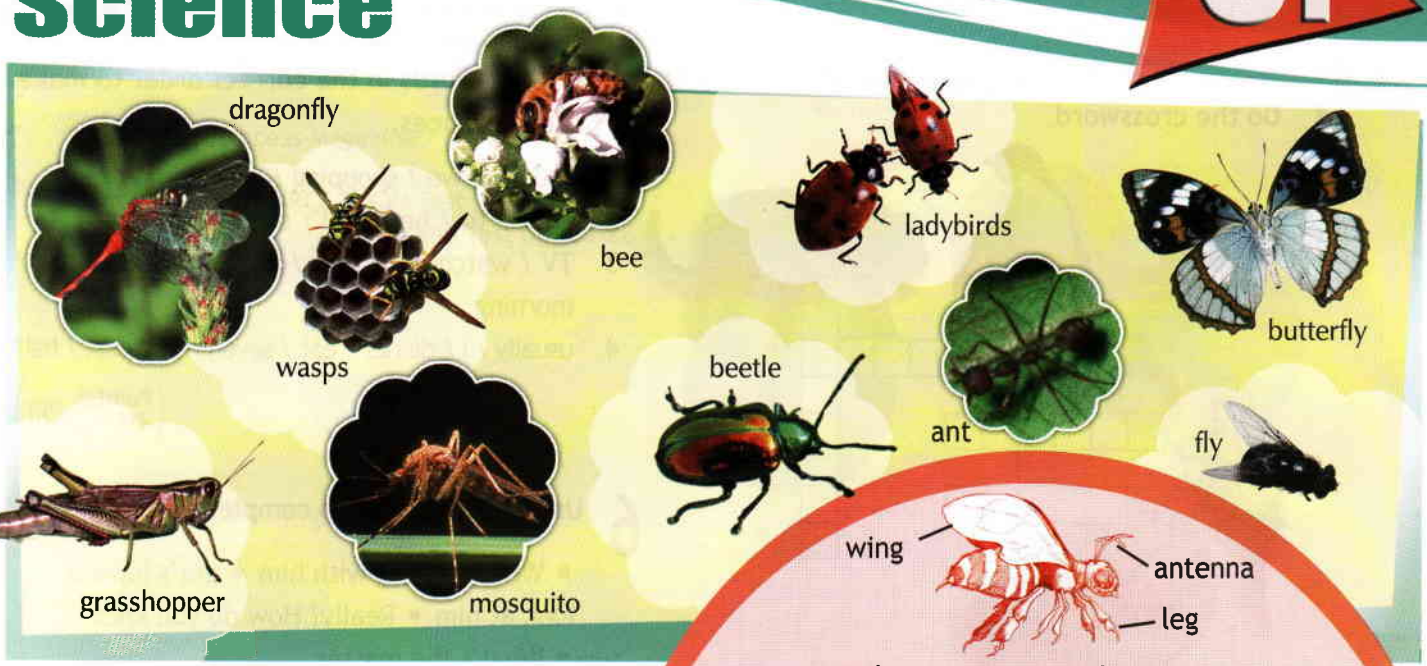
5 **Listen and repeat. Think of more words with the same sounds.**

/e/ vet, health, end, send, men, breast, breath
/ɜ:/ curl, girl, burn, hurt

Workbook 5e

Curricular Cut 5f

Science



1 🎧 **Listen and repeat. Say these words in your language.**

2 **Read the text and answer the questions.**

1 How many types of insects are there in the world?
2 Where do they live?
3 Why are insects important?
4 What can bees do?

3 **Which facts from the text do you find interesting? Tell the class.**

4 ***Project:*** **Become a garden detective - go on an insect hunt.**

- Make a list of insects that you expect to find.
- Write down any insects you find on the ground.
- List any flying insects you see.
- Take or find pictures of the insects.
- Describe the insects.
- Talk to the class about the insects.

It's an insect's life

There are about 10 million types of insects in the world. These little creatures live in our homes and gardens. Some live near water, others live in fields, parks and forests. Some insects come out during the day while others come out at night.

Insects are really important. They keep our gardens clean because they eat dead leaves and other waste[1]. They are also important food for birds and other animals. Some insects, like bees, even make food – honey.

[1] *unwanted things, rubbish*

5 🎧 **Sing the song!**

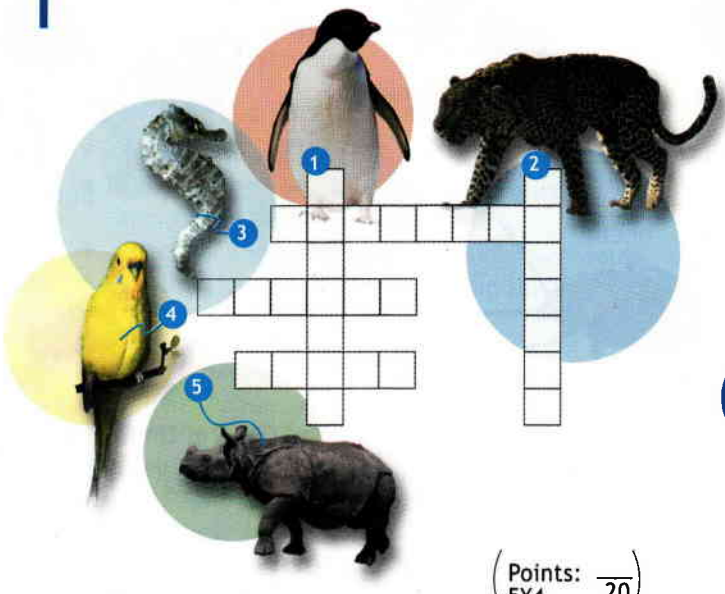
Bees, bees buzzing in fields
buzzing around
wherever they please
There's nothing so sweet
as a honey bee

6 ICT **In groups prepare a short T/F quiz about insects.**

You can visit this website:
http://www.earthlife.net
Click on: **butterfly icon**

5 Self Check

1 Do the crossword.



(Points: 5X4 20)

2 Put the words under the correct heading.

• butterfly • crocodile • beetle • ant
• tiger • wolf • hamster • tortoise
• polar bear • cat

pets	insects	wild animals

(Points: 10X1 10)

3 Find the odd one out.

1 toothache – fleas – legs – earache
2 feathers – flippers – insects – wings
3 rhino – wings – beak – feathers
4 rabbit – tail – ears – wings
5 tiger – wolf – dog – leopard

(Points: 5X2 10)

4 Fill in the correct question words.

1 ..... does he play football? Every Sunday.
2 ..... does he live? In a flat.
3 ..... is Mr Carter? Our teacher.
4 ..... do rhinos eat? Plants.
5 ..... tall is the Indian elephant? 3 metres.

(Points: 5X4 20)

5 Put the words in the correct order to make full sentences.

1 usually / we / shopping / on / Fridays / go
2 goes / to / he / bed / sometimes / late
3 TV / watches / never / the / in / Samantha / morning
4 usually / I / dinner / eat / seven / at / past / half

(Points: 4X5 20)

6 Use the sentences to complete the dialogue.

• What's wrong with him • Let's have a look at him • Really? How do you know
• What's the matter

Vet: Hi, Kelly. 1) .....?
Kelly: It's Ben, my dog. He doesn't look happy.
Vet: 2) .....?
Kelly: I think he's got a broken leg.
Vet: 3) .....?
Kelly: He can't walk.
Vet: OK. 4) ..... .

(Points: 4X5 20)

(My score: 100)

Now I Can... ... in English

- talk/write about pets & animals
- talk/write about an animal from my country
- talk about koalas
- talk/write about insects

Smile

Module 6

In all weathers

◆ What's in this module?

- months, seasons & weather
- clothes/activities
- present continuous/present simple
- talking about the weather

Find the page numbers for pictures 1-3.

◆ Find the page numbers for

- a map ☐
- a poem ☐
- a postcard ☐

Vocabulary

● Seasons/Months

◆ 🎧 Listen and repeat. What are these words in your language?

1

Winter
December
January
February

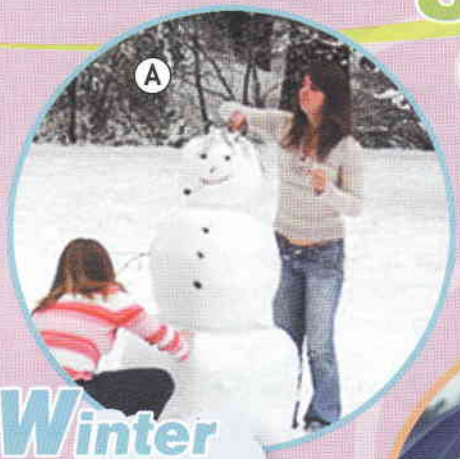
Spring
March
April
May

Autumn
September
October
November

Summer
June
July
August

UNIT 6a

Year after year



Winter
December
January
February

Spring
March
April
May

Summer
June
July
August

Autumn
September
October
November

Vocabulary

● Weather

1 Listen and repeat. Say these words in your language.

Listening & Speaking

2 Look at the chart. Listen and complete. Ask and answer.

London	1) ▶ 10° C	Paris	4) .....° C
Copenhagen	2) .....°C	Cairo	5) .....° C
Moscow	3) .....°C		

°C = degrees -°C = minus

▶ *A: What's the weather like in London today?*
B: It's wet and rainy and the temperature is 10°C.

Reading

3 Read or listen to the text. Answer the questions.

1 Why is the weather different in various places?
2 What's the weather like in Canada today, February 8th?
3 What are people in England doing?
4 In which country are people swimming today?
5 What's the weather like in Argentina today?

What's the weather like?

There are different kinds of weather all around the world. This is because different places have different climates. Let's see what the weather is like around the world today, February 8th...

CANADA
It's snowing heavily here in Ottawa. The temperature is around -15°C. It's freezing cold. Some kids are building a big snowman in the street. Others are playing in the snow. It's great fun!

ENGLAND
It's very wet and rainy here in London. The temperature is 8°C. There are only a few people outside. They are all holding umbrellas. Most people are watching TV or playing board games at home. Rainy days are so boring!

AUSTRALIA
It's hot and sunny in Adelaide today. The temperature is 26°C. Everyone is at the beach. Most people are swimming and sunbathing. Some are fishing! It's a lovely day.

ARGENTINA
It's cloudy and windy here in Buenos Aires. The temperature is 18°C so it's not very cold. People are walking in the park. A few are having picnics or flying kites.

Grammar see p. 112

- Present continuous

4 How do we form the present continuous? What are the spelling rules? Find examples of actions happening now in the text.

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

For actions happening now. *I'm **sleeping** now.*

Spelling rules
walk - walking | dance - dancing | run - running

5 Put the verbs in brackets into the *present continuous*.

Hi, Sue!
How are you? I'm at home now. It **1)** ..... **(rain)** heavily outside. I **2)** ..... **(do)** my homework. Mum **3)** ..... **(cook)** dinner. My dad and my brother **4)** ..... **(lay)** the table. We're all busy. My sister Jane **5)** ..... **(have)** a good time. She **6)** ..... **(not/do)** her homework and she **7)** ..... **(not/help)** mum. She **8)** ..... **(play)** games with her friend. Lucky her! Hope you are OK. Any plans for Sunday?
xxx
Mary

Speaking

6 **Describe the pictures on p. 58 to your partner.**

Writing

7 **What is the weather like in your town/city today? What are you doing? Write an email to a friend similar to the one in Ex. 5.**

UNIT 6b Dress right!

Vocabulary

Clothes/Accessories

1 Listen and repeat. Which clothes do you wear in warm/cold weather?

Learning to learn

Opposites

Learn words in pairs of opposites. This will help you remember them.

2 Match the opposites. Use them to describe the people's clothes in Ex. 1.

1	long	a	light
2	heavy	b	short
3	tight	c	loose

► *Steve is wearing a loose T-shirt, ...*

Asking about clothes

3 Use the sentences to ask and answer.

Asking	Answering
• What do you think of my (dress)? • How do I look in this?	• It/They look(s) great on you. • You look lovely/great. • That/Those look(s) terrible on you.

► *A: What do you think of my dress?*
B: It looks great on you.

Reading

4 a) Read the first and the last exchange in the dialogue. How is Ann related to Betty?

b) Listen and read the dialogue. Answer the questions.

1 What is Ann wearing?
2 Why is Betty angry with Ann?
3 What's the weather like?
4 Where is Ann going? Who with?

Ann: How do I look in this jacket?
Betty: You look great. Hey! Is that my jacket?
Ann: That's right.
Betty: And is that my scarf you're wearing?
Ann: Well, yes.
Betty: Why are you wearing my clothes, Ann?
Ann: It's freezing outside and I can't find my scarf.
Betty: And you can't find your jacket, I suppose.
Ann: Okay, listen. I just love your clothes. They're so cool.
Betty: Alright. You can borrow them. Where are you going?
Ann: To the cinema. Sue's waiting for me outside.
Betty: Have a nice time.
Ann: Thanks, sis. You're great.

c) **Read the dialogue aloud.**

5 Say the sentences in your language.

1 You look great.
2 That's right.
3 I just love your clothes.
4 Why are you wearing my clothes?
5 Have a nice time.

Grammar see p. 113

• Present Continuous (questions)

6 Read the table. Use the ideas to ask and answer.

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

1 Laura / wear a jacket (✗) / wear a raincoat (✓)
► *A: Is Laura wearing a jacket?*
B: No, she isn't. She's wearing a raincoat.
2 Joe / make a snowman (✗) / work in the garden (✓)
3 Mary / read a book (✗) / watch TV (✓)
4 Sue and Dave / eat (✗) / cook (✓)
5 Bill / play football (✗) / do his homework (✓)

• Present Simple or Present Continuous

7 a) Read the sentences. Which verb form do we use to talk about *habits/routines*, *actions happening now*?

She always wears boots in the winter.
She is wearing a raincoat now.

b) **Put the verbs in brackets into the *present simple* or the *present continuous*.**

1 ..... **(it/rain)** in the winter?
2 Where ..... **(you/live)**?
3 What ..... **(you/do)** now?
4 She often ..... **(go)** to school on foot.
5 He ..... **(not/swim)** well.

Speaking

8 Discuss the clothes you wear in different seasons. What do you usually wear? What are you wearing now?

Project

9 Find pictures of your family and friends or pictures of people from magazines. Write sentences describing the people's clothes.

► *This is my mum. She's wearing ...*

UNIT 6c It's fun!

Reading

1 **Sandra is on holiday. Read her postcard and answer the questions. Find the people in the pictures.**

1 Where's Sandra staying?
2 What's the weather like?
3 What are her parents doing now?
4 What is she doing now?

Dear Grandma and Grandpa,

Greetings from Greece. We're having a great time here. The hotel's fantastic. We're staying on the second floor. The weather's lovely. It's hot and sunny. Dad's windsurfing at the moment. Tony's playing golf with Steve. They're enjoying it a lot. I'm on the beach now. Mum is swimming and I'm sunbathing. It's lots of fun. See you soon.
Sandra

Mr and Mrs S Murphy
22 Farlan Road
Dublin 2
Ireland

2 **Look at the pictures. Which of the activities do you do when it is hot, warm, cold/snowy, rainy?**

► *We usually go fishing when it is hot.*

Learning to learn

Paragraphs

Always group your ideas into paragraphs. A new idea needs a new paragraph.

Writing *(a postcard)*

3 ***Portfolio:*** **Imagine you and your family are on holiday. Write a postcard to a friend. Use the plan.**

Greet your friend and say where you are.
Greetings from ... . We're ... .
Describe the hotel and the weather.
The hotel's ... . The weather's ... .
Talk about what you and your family are doing now.
Dad's ... . Mum's ... . My brother's ... . My sister's ... . I'm ... .

Workbook 6c

Culture corner 6d

The Alaskan Climate

@ Internet Explorer

Alaska is in the north-west corner of North America. Temperatures in Alaska in the summer vary from 16°C to 27°C. Early mornings and night time are from 4°C to 10°C. Late August and September are cool. Winters are cold with lots of snow.

If you decide to visit "The Great Land", make sure you pack the right clothes.

Click on the regions of the map to see what clothes you need for each season.

South-west Alaska	short-sleeved shirt, shorts	long-sleeved shirt, jeans	warm hat & gloves	walking shoes	boots	jacket	woollen sweater	winter coat
Winter		•	•		•		•	•
Spring		•	•		•	•	•	
Summer	•	•		•		•		
Autumn		•	•	•	•	•	•	

1 Where could you see the text above? Where's Alaska? What do you know about the weather there? Listen, read and check.

2 It's March now. You are going to south-west Alaska. Decide what clothes to pack.

Project

3 Work in groups. Answer the questions.

- Where is your country?
- What is the weather like in each season?
- What clothes does a tourist need to bring for each season?

Prepare a similar web page for your school's website.

UNIT 6e Sounds great!

• Making suggestions/Responding

1 Listen and repeat. Which sentences can we use to: *make a suggestion? (S) respond to a suggestion? (R)*

- Sure, that's a good idea.
- How about going tomorrow?
- Why don't we go jogging in the park?
- Sounds great!
- Let's go shopping!
- Sorry, I'm busy this afternoon.
- How about going for a burger?

2 a) Read and listen to the dialogues. Answer the questions: What does Matt want to do? Does Jenny agree? What does David want to do? What does Sally suggest?

A

Matt: Hi, Jenny. Are you free this afternoon?
Jenny: Why?
Matt: Let's go shopping! I want to buy some new football boots.
Jenny: Sorry, I'm busy this afternoon. How about going tomorrow?
Matt: Sure, that's a good idea.
Jenny: OK, see you at 3 o'clock then.

B

David: Hello, Sally. What are you doing?
Sally: Nothing, really.
David: Why don't we go jogging in the park?
Sally: No, thanks. I'm very tired. How about going for a burger?
David: Sounds great!

b) Read the dialogues aloud.

c) Say the sentences in Ex. 1 in your language.

3 *Portfolio:* It's Saturday afternoon. Discuss what you can do *(e.g. go to the cinema, park etc)*. Use the sentences in Ex. 1. Use the dialogues A & B in Ex. 2a as models. Record yourselves.

Pronunciation /ɔ:/, /ɑ:/

4 Listen and repeat. Think of two more words with the same sounds.

/ɔ:/: morning, sport
/ɑ:/: garden, Mark

Workbook 6e

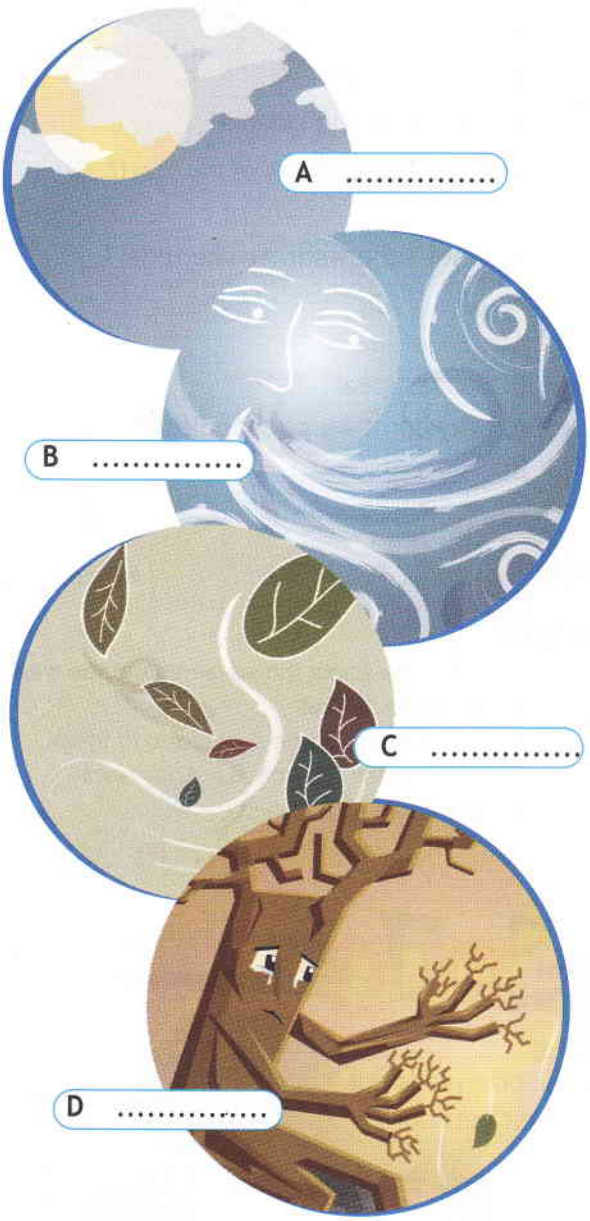
Curricular Cut 6f

Literature

1 Listen to the sounds. What images come to mind? What is the weather like?

2 Match the words below to the pictures (A-D).

• sky • branches • wind • leaves



3 The words in Ex. 2 are from the poem in Ex. 4. What is the poem about? Read quickly to find out.

4 Use the words (A-D) from Ex. 2 to complete the gaps (1-4) in the poem. Listen and check.

What Weather!

by Angela Fletcher

The ***1)*** *..... are blowing away*
Up, up, and away they go.
Swish, swoosh, they go.
Like a dancing ballerina
Up, up and away they go
Way up, in the ***2)*** *..... .*

The trees are standing there,
Their ***3)*** *..... all bare*.*
The ***4)*** *..... is getting louder,*
What's the weather like today?

* have nothing on

Air facts...

Wind is air moving over land or sea.
Air is always moving.
It is the sun that makes air move.

5 ICT *Portfolio:* Work in groups. Collect information about air pollution. Present it to the class. You can visit the website: http://www.lbl.gov/Education/ELSI Click on INDOOR AND OUTDOOR AIR POLLUTION

6 Self Check

1 Write the seasons.

1 s _ _ _ _ r
2 w _ _ _ _ _
3 s _ _ _ _ _
4 a _ _ _ m _

(Points: 4X4 ___/16)

2 Find the odd word out.

1 cold – leaves – warm – hot
2 raincoat – gloves – scarf – tie
3 boots – shirts – shoes – trainers
4 June – August – July – December

(Points: 4X4 ___/16)

3 Find the missing words.

1 A: What's the weather l _ _ _ today?
B: It's very hot and s _ _ _ _.
2 A: How do I look in this d _ _ _ _?
B: You look l _ _ _ _ _ .

(Points: 4X4 ___/16)

4 Put the verbs in brackets into the *present continuous*.

1 My dad ... **(paint)** the house today.
2 What ... **(you/do)**, Sam? I ... **(write)** an email to my friend.
3 The children ... **(not/watch)** TV now. They ... **(do)** their homework.
4 ... **(John/repair)** his car? Yes, he is.

(Points: 4X4 ___/16)

5 Put the verbs in brackets into the *present simple* or *present continuous*.

1 I ... **(not/want)** to go out. I ... **(study)** for a test now.
2 My brother ... **(play)** football now. He always ... **(play)** football on Sundays.
3 Rose ... **(talk)** to a French tourist at the moment. She ... **(speak)** French very well.
4 Tom usually ... **(wear)** shorts but today he ... **(wear)** trousers.

(Points: 8X2 ___/16)

6 Complete the exchanges.

- Sorry, I've got a lot of homework.
- It's great.
- It's very cold.
- Let's go to the cinema!

1 A: What do you think of my scarf?
B: ...
2 A: What's the weather like today?
B: ...
3 A: ...
B: Sounds great!
4 A: Why don't we go shopping this afternoon?
B: ...

(Points: 4X5 ___/20)

(My score: ___/100)

Now I Can... ... in English

- talk/write about the seasons and the weather
- describe clothes
- make suggestions & respond to them
- write a postcard from a holiday resort
- talk about air pollution

Smile

Module 7

Glory days

◆ **What's in this module?**

- famous people & jobs
- activities
- *was - were*
- past simple (regular verbs)

Find the page numbers for pictures 1-3.

◆ **Find the page numbers for**

- a quiz ☐
- a timeline ☐
- posters ☐

Vocabulary

Jobs

◆ 🎧 **Listen and repeat. What are these words in your language?**

UNIT 7a

Hall of fame

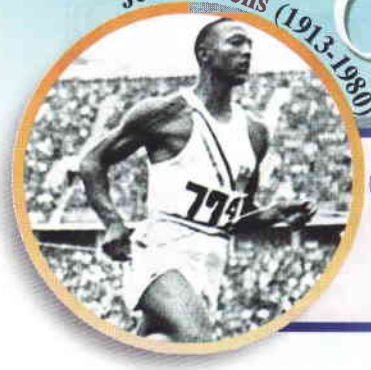
They are famous because they all changed our world.
Do we really know them?
Do the quiz to find out.

Gone, but not forgotten

Yuri Gagarin (1934-1968)

2 Yuri Gagarin was the first man
A in space
B on the moon
C in a rocket

Jesse Owens (1913-1980)



1 Jesse Owens' real name was
A Jim Charles
B James Cleveland
C Jonathan Cleiton

3 Where was El Greco from?
A Seville
B Toledo
C Crete

El Greco (1541-1614)

Vocabulary

● Job

1 Look at the pictures. Who was ...

- a ballerina? • a scientist? • an astronaut?
- a painter? • an explorer? • a nurse?
- an inventor? • an athlete?

▶ *1 Jesse Owens was an athlete.*

Learning to learn

Years

In English we read years as two sets of two digit numbers. 1964 = nineteen sixty four
BUT 2007 = two thousand and seven

Speaking

2 Ask and answer, as in the example.

▶ *A: When was Jesse Owens born?*
B: In 1913. When did he die?
A: In 1980.

Reading

3 Do the quiz. Compare your answers with your partner.

Listening

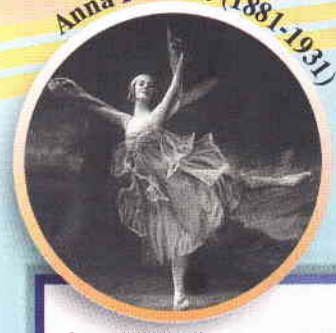
4 Listen to the quiz show and check your answers.

Grammar see p. 113

● was/were

5 Look at the quiz. Copy and complete the table with *was-weren't*. Find more examples in the quiz.

Affirmative/Negative	
I/He/She/It .../wasn't from Spain. We/You/They were/... from Spain.	
Questions	**Short Answers**
Was I/he/she/it from Spain? Were we/you/they from Spain?	Yes, he/she/it was. No, he/she/it wasn't. Yes, we/you/they were./No, we/you/they weren't.

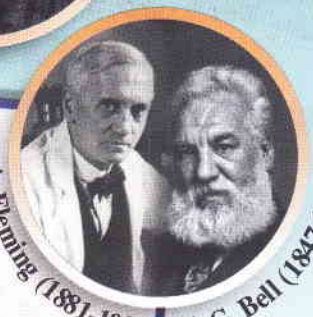

Anna Pavlova (1881-1931)

4 Florence Nightingale's nickname was "The Lady with the .....".
A Hat
B Smile
C Lamp

Florence Nightingale (1820-1910)

5 Anna Pavlova was a famous ballerina. Which of the following was named after her?
A a lake
B a river
C a dessert

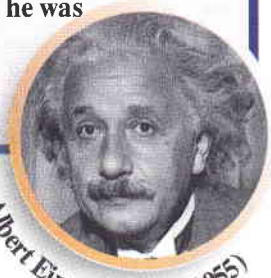
6 Alexander Fleming and Alexander Graham Bell weren't Irish. They were ... .
A English
B Scottish
C Welsh


A. Fleming (1881-1955)
A.G. Bell (1847-1922)

7 Legend says that Marco Polo was the first man to bring .... to Italy.
A rice
B pasta
C flour

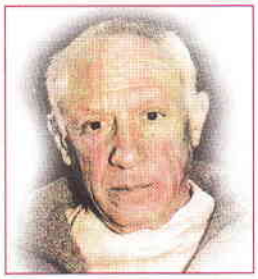
Marco Polo (1254-1324)

8 Einstein was a genius. He wasn't able to speak until he was
A five.
B four.
C three.


Albert Einstein (1879-1955)

6 a) Complete the text with *was* or *were*.

Pablo Picasso (1881-1973)



Picasso 1) ..... one of the most famous artists of the 20th century. He 2) ..... born in Malaga, Spain. His father, Jose Ruiz 3) ..... a painter and a professor of art. By the time he 4) ..... 13, he 5) ..... a better painter than his father.

In 1895, the Picassos 6) ..... in Barcelona. This 7) ..... very good for young Pablo. Barcelona 8) ..... a big city even then. There 9) ..... a lot of good art schools there. At school, Picasso 10) ..... a great student. His teachers 11) ..... very happy with him.

His favourite painters 12) ..... Velásquez and El Greco. *Guernica* (1937) is one of his greatest works.

b) Ask and answer questions based on the text.

► *A: When was Picasso born?*
B: In 1881. Where ... ?

7 Complete the questions. Then answer them. Check your answers. See p. 114.

1 ..... Shakespeare an English writer?
2 ..... Marie Sklodowska and Pierre Curie from Italy?
3 ..... Columbus from Spain?
4 ..... Abraham Lincoln a German president?
5 ..... Laika the first animal in space?
6 ..... Beethoven a composer?
7 ..... the Montgolfier brothers the first men to fly?
8 ..... the Wright Brothers from Poland?

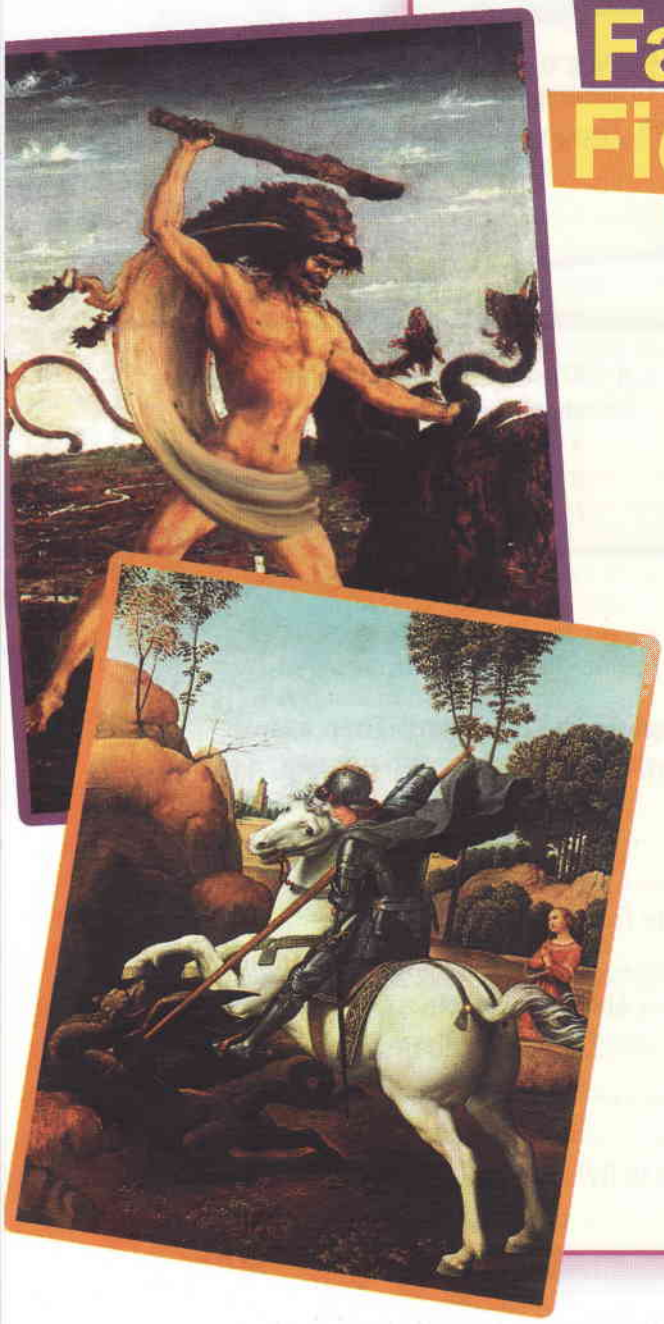
Writing

8 Test your knowledge. Write four false statements about people from the past. Exchange papers. Correct the false statements.

► *A: Leonardo Da Vinci was an explorer.*
B: No, he wasn't. He was a painter.

UNIT 7b

Myths & legends



Fact or Fiction?

There are a lot of myths and legends around the world. Are they true? We will never know. However, they still fascinate us.

Hercules and the Lernaean Hydra

Hercules lived in Greece. He was the son of Zeus, the most powerful of the gods, and Alcmene. Hercules was very strong. He had to carry out twelve labours[1] to become a god. One of these was to kill the Hydra. The Hydra was a monster with nine heads. She wasn't easy to kill. Each time he tried to cut off one of her heads, two more appeared in its place. With the help of his nephew Iolaus, Hercules managed to cut off eight of the heads. Then, he grabbed the ninth head and buried it under a big rock. The Hydra was dead.

Saint George and the Dragon

St George was a brave soldier. He travelled a lot until he reached Libya, in North Africa. The people there were very sad. A dragon killed all the young girls. Only the king's daughter was still alive. St George decided to save the princess. The dragon was very scary. Its head was big and its tail was long. St George tried to kill it with his spear but he failed. He tried again but still he didn't succeed. In the end, after a long battle[2], he managed to kill it. The princess and all the people were safe at last.

[1] tasks [2] fight

Reading

1 **Look at the pictures. What do you know about these people? Think of one question for each. Read and listen and see if you can answer them.**

2 **Read the texts. Are the sentences below true or false?**

1 Hercules' parents were gods.
2 The Hydra was a monster with eight heads.
3 Iolaus was Hercules' brother.
4 St George travelled to Libya.
5 The dragon was very friendly.
6 The dragon killed St George.

Speaking

3 **Tell your partner two things you remember from the text about each person.**

Vocabulary

- Verbs

4 **Explain these verbs.**

live	travel
try	reach
appear	kill
manage	decide
grab	fail
bury	succeed

Grammar see p. 113

- Past Simple (regular verbs)

5 **Read the table and answer the questions.**

1 How do we form the affirmative of the past simple of regular verbs?
2 How do we form the negative of the past simple?

Affirmative	
I/You/He/She/It We/You/They	played football yesterday.
Negative	
I/You/He/She/It We/You/They	didn't play tennis yesterday.

6 **Find the past simple of the verbs in Ex. 4 in the text.**

1 live ► *lived*

7 **Put the verbs in brackets into the *past simple*.**

1 They ..... **(not/like)** the food yesterday.
2 She ..... **(visit)** her friend last week.
3 He ..... **(study)** French two years ago.
4 They ..... **(not/travel)** abroad last year.
5 She ..... **(decide)** to go to the park yesterday.

8 **Write the past simple of the verbs below. Then, write sentences about yourself.**

watch, listen, play, walk, study, visit

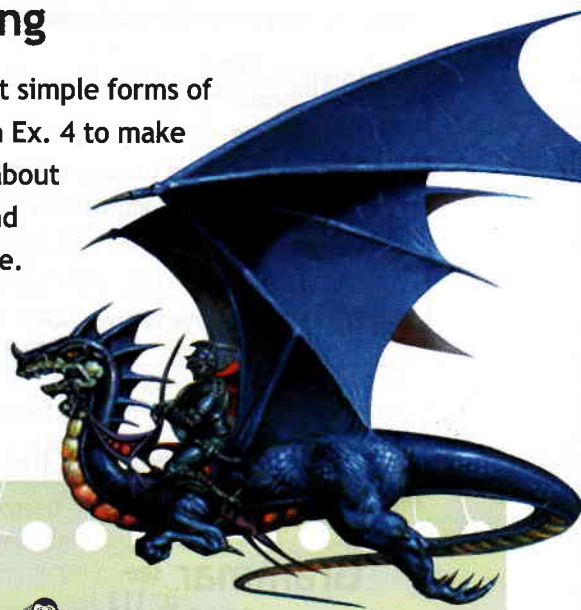
- yesterday • last Friday • last week
- yesterday afternoon • two years ago

► *I listened to some music yesterday.*

Speaking

9 **Use the past simple forms of the verbs in Ex. 4 to make sentences about Hercules and Saint George.**

► *1 Hercules lived in Greece.*



10 ICT **Work in groups. Are there dragons in your country's myths? What are their names? What do they look like? What happened to them? Write a short article.**

You can visit this website:
http://www.theserenedragon.net
Click on **Tales**

UNIT 7c

Stars

Reading

1 Where's Antonio Banderas from? What do you know about him? Read or listen and answer questions (1-6).

1 Where was Banderas born?
2 What did he want to become?
3 When did he start acting classes?
4 When did he meet Pedro Almodovar?
5 How long did they work together?
6 When did he move to Los Angeles?

Antonio Banderas (1960-)

Antonio Banderas was born in Malaga, Spain on 10th October, 1960.

As a child, Antonio wanted to become a footballer. His dream ended when he injured his leg. In 1979, he started acting classes. Two years later, together with a group of actors, he performed all over Spain. Later, he joined the National Theatre of Spain in Madrid.

In 1982, the Spanish film director Pedro Almodovar asked him to star in one of his films. They worked together for the next 8 years. In 1991, Antonio moved to Los Angeles to film *The Mambo Kings* even though he didn't speak any English at that time.

Antonio is now married to Hollywood star Melanie Griffith and has a daughter. They often visit Spain. Antonio is a big fan of Real Madrid Football Club.

Learning to learn

Sequencing

In biographies we use appropriate words to help us follow the order of events, e.g. *He/She was born, As a child, In 1929, Two years later, At the age of five, Now.*

2 Find sequence words in the biography in Ex. 1.

Grammar see p. 113

- Past Simple (questions)

3 Look at questions 2-6 in Ex. 1 and complete the table.

Questions/Short answers

... I/you/he/she etc meet John yesterday? Yes, I/you etc did. / No, I/you etc didn't.

4 Read the fact file. Put the words in the correct order to form questions, then answer them.

Ricky Martin, 24/12/1971, San Juan, Puerto Rico

1977 - starts singing
1984 - joins the band *Menudo*
1990 - moves to New York
1991 - releases first album
1994 - stars in *General Hospital*
1999 - releases first English pop album *Ricky Martin*

1 in Spain/was/Ricky Martin/born?
2 start/1977/did/in/he/singing?
3 he/1990/did/join/in/*Menudo*?
4 1990/did/New York/to/in/he/move?
5 *General Hospital*/did/he/in/act?

Writing *(a biography)*

5 *Portfolio:* Use the information in Ex. 4 to write a short biography for Ricky Martin. Use sequence words.

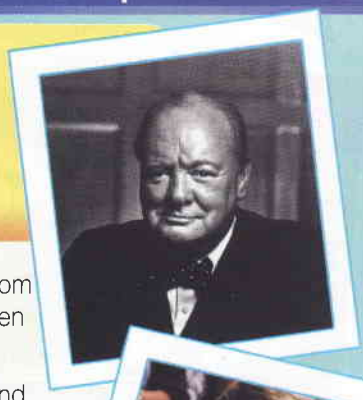
Workbook 7c

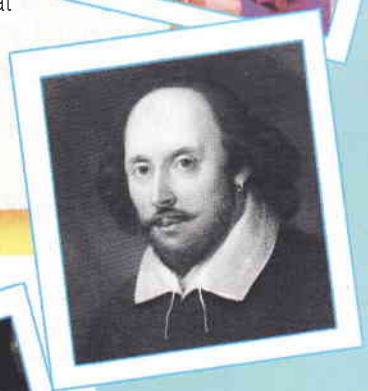
Culture corner 7d

Famous British People

The Greatest Briton of all!

Last year, the British public voted to find the Greatest Briton of all time. Over a million people voted. Here are the results:





1 **Winston Churchill** was a politician, a soldier and an artist. He was one of the Prime Ministers of England during the 20th century and he was very famous.

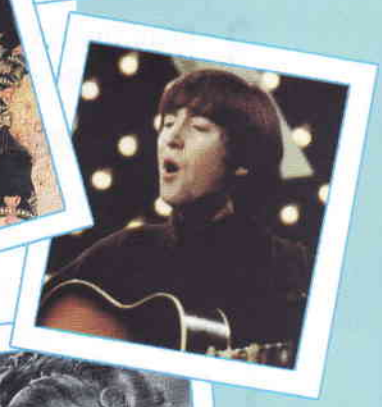
2 **Diana, Princess of Wales** was one of the United Kingdom's favourite people. The people loved her very much and when she died in a car accident in 1997, everyone was shocked. She was only 36 years old.

3 **William Shakespeare** was a playwright and poet. He is very famous and he produced dozens of plays. Two of his most famous plays are *Romeo and Juliet* and *Hamlet*.

4 **Queen Elizabeth I** was the daughter of King Henry VIII and Anne Boleyn. She reigned in England from 1558-1603. She was the first Queen to reign for so many years.

5 **John Lennon** was a musician and composer. He was a member of *The Beatles*, the biggest rock band of the 1960s. His most famous songs include *Help*, *Let it Be* and *Imagine*. A fan killed him in 1980.

6 **Agatha Christie** was a famous writer. When she was young, she was quite ill. Her mother suggested that she write a story. That is how it all started. Now, she is famous for her detective stories with Hercule Poirot and Miss Jane Marple.



1 **Look at the pictures. Which country were these people from? Who was: *a politician*? *a queen*? *an author*? *a princess*? *a playwright*? *a musician*?**

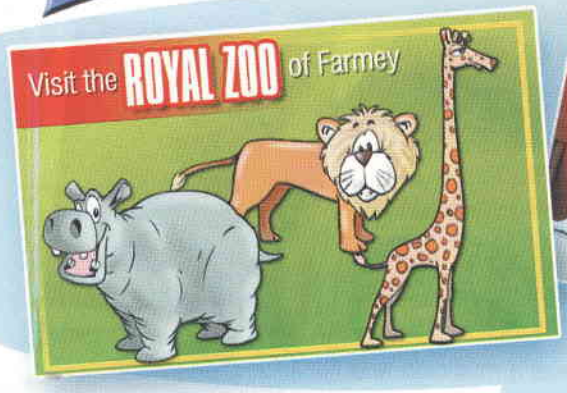
2 **Read the text. Replace the words in bold with the correct name.**

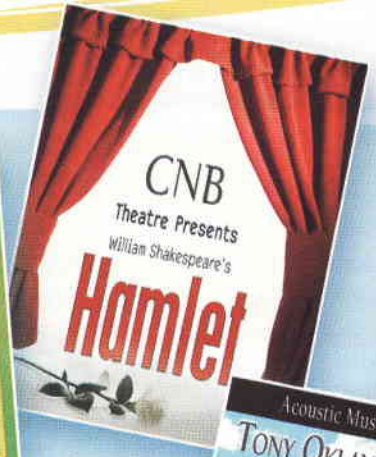
1 *Hamlet* was **his** play.
2 A fan killed **him**.
3 **This person** was a prime minister.
4 Poirot and Miss Marple are characters **she** created.
5 **This person's** father was a king.
6 **This person** died in an accident.

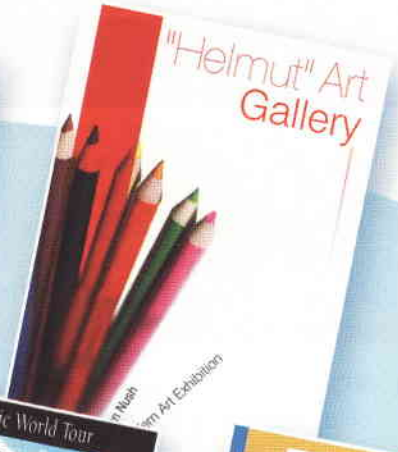
Project

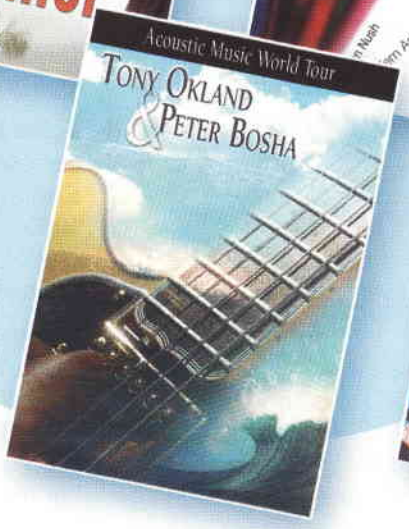
3 **As a class, vote for the most famous people in your country. Who are the five most famous ones? In groups, collect information about them and write a few sentences about each. Present the people to the class.**

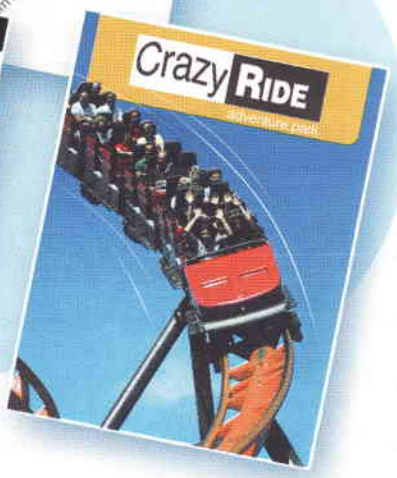
UNIT 7e It was great!











Weekend activities

1 🎧 **Listen and repeat.**

- How was your weekend?
- Quite boring.
- What about you?
- Did you like it?
- Who else was with you?

2 🎧 **The sentences in Ex. 1 are from the dialogue below. What is the dialogue about? Listen, read and check.**

3 **Read the dialogue. How are the speakers related? Which film did Bob see?**

Bob: How was your weekend?
Tony: Quite boring. I stayed home. What about you?
Bob: It was good. John called me and asked me to go to the cinema. He wanted to see *The Dragon Fly*.
Tony: Did you like it?
Bob: Yes. It was great.
Tony: Who else was with you?
Bob: My sister. We really enjoyed it.

4 *Portfolio:* **Your friend wants to find out what your weekend was like. Use the ideas in the posters and the sentences from Ex. 1 to act out your dialogue. Use the dialogue in Ex. 3 as a model. Record yourselves.**

- zoo - see wild animals
- concert hall - listen to a guitar concert
- art gallery - see paintings by John Nush
- adventure park - go on a rollercoaster
- theatre - see *Hamlet*

Pronunciation /t/, /d/, /ɪd/

5 🎧 **Copy the table in your notebook. Listen and tick (✓). Listen and repeat.**

	/t/	/d/	/ɪd/		/t/	/d/	/ɪd/
watched				played			
wanted				stopped			
liked				walked			

Workbook 7e

History

The INCAS

(1197AD-1572AD)

Location

The Incas lived in South America.

The Emperor

Each emperor, called the Sapa Inca or the Child of the Sun, lived in a palace in Cuzco. His advisors lived with him and helped him.

The People

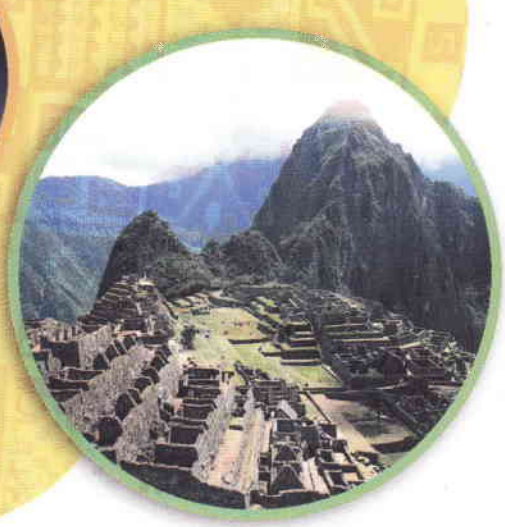
The people lived in small villages. The Incas worked very hard. They worked in the fields to grow corn, potatoes, beans and peppers. They also raised ducks and dogs.

Houses & Temples

Most Incas lived in stone houses. There weren't any doors in their houses. The people had everything they needed. Their temples were very beautiful.

Transport

The Incas had a great system of roads. They used animals to transport food across the empire.



1 **How much do you know about the Incas? Mark the sentences *T* (true) or *F* (false).**

1 The Incas lived in North America.
2 Their emperor lived in a palace.
3 The Incas were good farmers.
4 They didn't travel far.

2 **Listen to and read the text. Check your answers for Ex. 1.**

3 **Ask each other questions based on the text.**

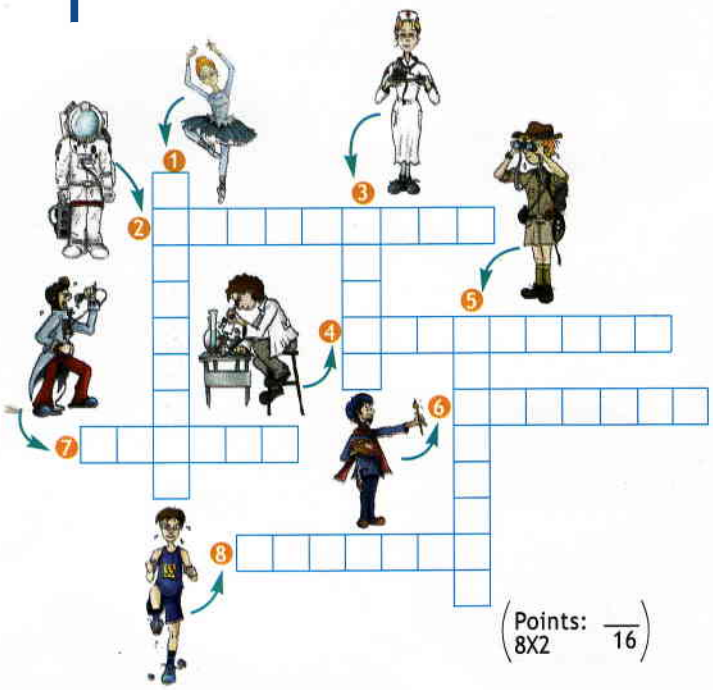
► *A: Where did the Incas live?*
B: In South America.

4 **ICT** **Great Ancient Civilisations**
In groups collect information about the Aztec civilisation and write a short text about it. Where did they live? When? What were they like? What did they do?

You can visit this website:
http://en.wikipedia.org/
Search keyword: **Aztec**

7 Self Check

1 Write the jobs in your notebook.



(Points: 8X2 ___/16)

2 Write the dates in your notebook.

1 1863 ...
2 1965 ...
3 1989 ...
4 2001 ...

(Points: 4X2 ___/8)

3 Put the verbs in brackets in the *past simple*.

1 I ... **(watch)** TV last night.
2 He ... **(not/play)** basketball yesterday.
3 She ... **(work)** late yesterday.
4 They ... **(not/visit)** us last weekend.
5 He ... **(travel)** to Spain last summer.

(Points: 5X4 ___/20)

4 Put the words in the correct order.

1 where/you/yesterday/were?
2 TV/he/watch/didn't/yesterday
3 did/they/play/yesterday/football?
4 a/was/Picasso/painter
5 did/when/die/he?

(Points: 5X4 ___/20)

5 Fill in: *was*, *were* or *did*. Then answer the questions.

1 ... Einstein an inventor? No, he ... .
2 ... you walk to school yesterday? Yes, I ... .
3 ... he play tennis yesterday? No, he ... .
4 ... they at the park yesterday? Yes, they ... .
5 .... she call you yesterday? No, she ... .

(Points: 5X4 ___/20)

6 Match the questions to the answers.

A		B	
1	When was Picasso born?	a	In 1973.
2	When did he die?	b	Spain.
3	What was he?	c	In 1881.
4	Where was he from?	d	An artist.

(Points: 4X4 ___/16)

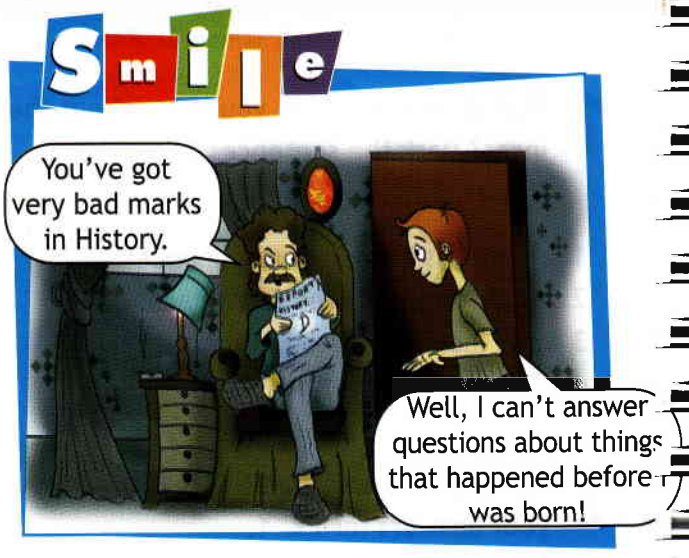
(My score: ___/100)

Now I Can ...

- talk and write about famous people and their jobs
- read years
- talk about my activities last weekend
- write a singer's biography
- talk and write about ancient civilisations

... in English

Smile



Module 8

Special days

◆ **What's in this module?**

- festivals & festive activities
- food, drinks & containers
- past simple (irregular verbs)
- countable/uncountable nouns
- *some, any & much/many*
- describing celebrations
- ordering food

Find the page numbers for pictures 1-3.

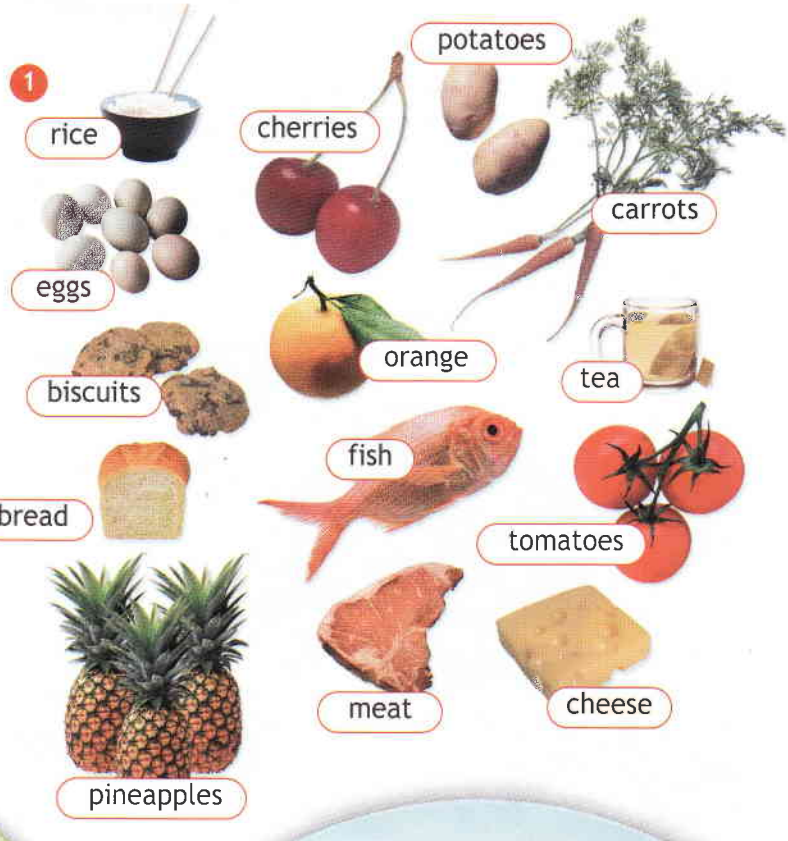
◆ **Find the page numbers for**

- a menu ☐
- a quiz ☐

Vocabulary

● Food/Drinks

◆ 🎧 **Listen and repeat. What are these words in your language?**



UNIT 8a

Celebrations

Spring Celebrations

Are you planning a trip to the UK and Ireland next spring? Don't miss out on these celebrations. You are sure to have the time of your life.

Why not come to Wales for St David's Day? It is on 1st March and last year's celebrations in Cardiff were brilliant. All the girls and boys wore traditional Welsh costumes and sang songs, danced and read poetry. All the buildings in town flew the national flag. We had street parades where people played the Welsh bagpipes. In the evening, I went home for a family dinner. We ate some juicy roast lamb with potatoes. Delicious!
(Hugh, 13)

Don't forget, St Patrick's Day! Try to pop over to Dublin on 17th March because the whole city goes crazy. I celebrated with my schoolmates last year and everyone wore shamrocks, green clothes and painted their faces. In the evening people let off fireworks. My mum made some special food. We all ate Irish soda bread, bacon and cabbage. It was yummy. You must come and see for yourself.
(James, 12)

If you are still in the UK on 23rd April, why not visit London for St George's Day. Last year I was in Covent Garden and it was great fun. We watched some medieval street theatre and some people wore dragon costumes. There was even a stall that served roast beef and Yorkshire puddings. We had a great time! Make it a date in your diary!
(Sam, 14)

Vocabulary

- Celebrations

1 **The pictures show celebrations in the UK and Ireland. What are the people doing? Use the phrases to describe them.**

paint their faces
wear (traditional) costumes
fly the national flag
have a street parade wear dragon costumes

▶ *A boy is flying the national flag.*

Reading

2 Listen to and read the text and mark the sentences, *T* (true) or *F* (false). Correct the false statements.

1 St David's Day is on 17th March.
2 People play bagpipes on St George's Day.
3 Hugh had roast lamb and potatoes on St David's Day.
4 Sam watched a concert on St George's Day.

Grammar see p. 113

- Past Simple (irregular verbs)

3 Read the table.

Affirmative	I, you, he, etc, **ate** a pizza yesterday.
Negative	I, you, he, etc, **didn't** eat a pizza yesterday.
Interrogative	**Did** I, you, he, etc, eat a pizza yesterday?
Short answers	**Yes**, I, you, he, etc, **did.** **No**, I, you, he, etc, **didn't.**
The past forms of irregular verbs don't end with -ed. They have irregular forms.	

4 Find the past forms of the verbs below in the text on p. 78. Which are regular? Which are irregular?

wear, dance, play, paint, celebrate, go, sing, eat, watch, have, fly, make, serve, let

REGULAR	IRREGULAR

5 Put the verbs in brackets into the past simple.

1 She ..... (leave) two *days ago*.
2 They ..... (go) to the cinema *last night*.
3 He ..... (make) a cake *yesterday*.
4 We ..... (have) a great time at the party *last Saturday*.
5 Ann ..... (get up) late *yesterday morning*.

6 Use the time expressions to write sentences about yourself.

yesterday, yesterday morning, last Sunday, ago, last night

► *I went to the cinema two days ago.*

7 Ask and answer, as in the example.

1 go to a party / yesterday?
► *A: Did you go to a party yesterday?*
B: Yes, I did./No, I didn't.
2 your mum / make a pizza / last night?
3 your dad / go to bed early / last Sunday?
4 your friend / send you an email / yesterday?
5 you / drink a glass of milk / yesterday?

Speaking

8 Ask and answer wh-questions based on the text.

► *A: When is St David's Day?*
B: On 1st March.

Writing

9 *Portfolio:* Think of a special celebration you enjoyed. When was it? What did you eat? What did you do? Did you like it? Use your answers to write a short article about how you celebrated that day for an international school magazine.

UNIT 8b Festive food

Reading

1 Do you know any of the dishes in the pictures?

People have a typical dish of roast turkey with potatoes, onions and carrots. For dessert they have pumpkin pie.

USA – Thanksgiving

2 Listen to and read the text. In which country do people eat

1 fish and rice?
2 turkey?
3 goose with potatoes?
4 sausages?
5 chicken?

On what special occasion do they eat each dish?

Indonesia – Eid

The Indonesians celebrate the end of the holy month of Ramadan by eating dishes of chicken, lamb or beef but never fish. For dessert they often have cake

Grammar see pp. 113-114

- Countable/Uncountable nouns
  Some/Any - (How) much/(How) many

3 Read the box. Are there similar structures in your language?

- **Countable nouns** (nouns that we can count)
- *a/an + countable nouns* in the singular *a banana*
- *some + countable nouns* in the plural *four/some bananas*

Uncountable nouns (nouns that we can't count) ***some*** *milk*
(NOT: a ~~milk~~)

We use some in the affirmative.
*There are **some** bananas.*
We use any in the negative and interrogative.
*There isn't **any** cake. Is there **any** milk?*
We can use some in requests.
*Can I have **some** milk?*

We use (how) many with **countable nouns**.
***How many** carrots have we got? Not many.*
We use (how) much with **uncountable nouns**.
***How much** rice have we got? Not much.*

4 Fill in *some* or *any*.

1 There are ... eggs.
2 There aren't ... onions.
3 There isn't ... tea.
4 There is ... cheese.
5 There aren't ... apples.
6 There is ... bread.
7 Is there ... milk?
8 Are there ... biscuits?
9 There isn't ... fish.
10 Is there ... meat?

5 Complete with a/an or *some*. Then ask and answer, as in the example.

1 ... potatoes
2 ... rice
3 ... egg
4 ... bread
5 ... milk
6 ... carrots

▶ *A: Can I have some potatoes?*
B: Yes, you can. Can I have ...?

EXOTIC DISHES

8b

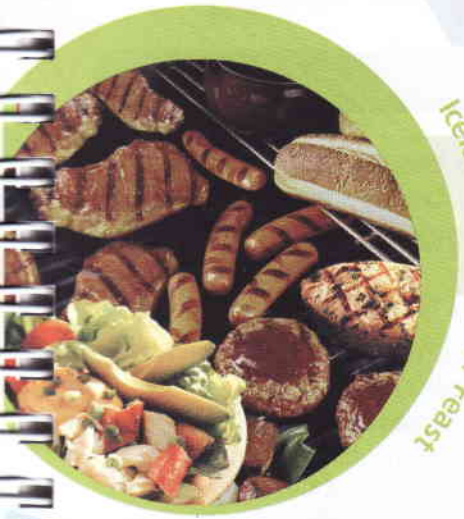
In most cultures, food is an essential part of any celebration, and a chance to cook something really special. If you feel like something a little different for dinner tonight, take inspiration from these exotic dishes from all four corners of the world!

Germany – Martinstag

The symbol of Martinstag is a goose. People roast goose and serve it with potatoes and red cabbage.

Iceland - Midwinter Feast

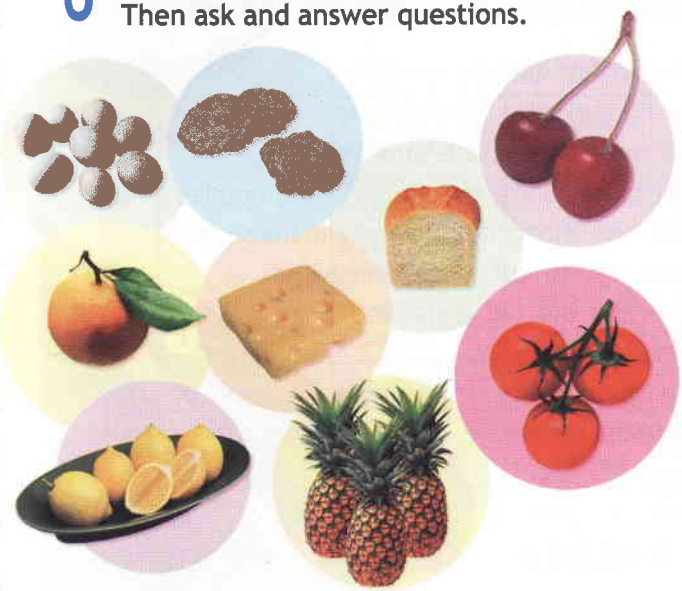
In Iceland, people celebrate midwinter by eating meat and sausages. They sometimes eat fish with bread and potatoes as well.



Japan – Cherry Blossom Viewing

When the cherry blossom tree flowers, the Japanese celebrate with picnics or parties under a tree. A popular dish is sushi, made of fish and rice. They also drink a special drink called sake.

6 **Look at the pictures. Then ask and answer questions.**



- potatoes • orange • pineapples • bread
- lemons • cheese • fish • rice
- cherries • biscuits • tea • carrots
- tomatoes • eggs

► *A: Are there any potatoes?*
B: No, there aren't any. Is there an orange?
A: Yes, there is.

7 **Fill in: *much*, *many*.**

1 "How ► *many* oranges are there?" "Not ... ."
2 "How ..... rice is there?" "Not ..... ."
3 "How ..... onions are there?" "Not ..... ."
4 "How ..... biscuits are there?" "Not ..... ."
5 "How ..... milk is there?" "Not ..... ."
6 "How ..... apples are there?" "Not ..... ."

Speaking

8 **Think of celebrations in your country. What special food do you eat? Discuss. Talk in pairs.**

Project

9 **Work in groups. Make an annual calendar. Write each month's celebrations and the food you eat on those days.**

UNIT 8c

It was fantastic!

Reading

1 Close your eyes and listen to the music. Picture a scene. Where are you? What are you doing? Who else is with you? What can you see, smell, feel?

2 Read the text. How did each person celebrate their birthday?

3 Label the pictures with words from the text.

Listening

4 Bob and Ann are talking about a birthday party. Listen and fill in the missing words.

Date: 0) ➤ *Friday* 22nd January
Time: 1) ...
Number of people: 2) ...
Food/Drinks:
3 large pizzas
10 burgers
1 packet of chocolate 3) ...
2 4) ... of lemonade
Activities: party 5) ...,
dancing

Speaking

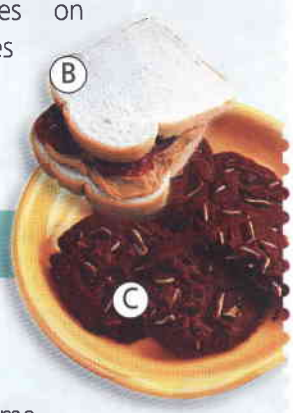
5 Think of your birthday last year. Answer the questions.

1 How did you celebrate your birthday last year?
2 What did you do?
3 What did you eat?
4 Did you enjoy it?

Birthday treats

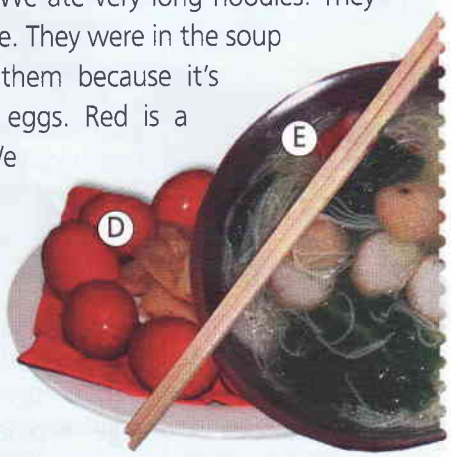
Britain

In Britain, we usually have a party to celebrate our birthdays. My birthday party last year was great. My friends brought me gifts. We decorated the house with balloons. My mum made me a birthday cake. We had a table full of food with crisps, sandwiches, small cakes, chocolate biscuits, ice cream and sausages on sticks. I just love them! I played party games with my friends. It was fantastic.
Jane (13)



China

Birthday celebrations are very special in China. I had a great time on my birthday. All my friends and relatives came to our house to celebrate. We ate very long noodles. They mean we will have a long life. They were in the soup and we tried not to cut them because it's unlucky! We also ate red eggs. Red is a special colour for us. We believe it brings good luck. We decorated the house with red paper. I also got money in red envelopes. We all had a lot of fun.
Lee (12)



Writing *(an article)*

6 *Portfolio:* Use your answers from Ex. 5 to write a short article about your birthday last year (40-60 words).

Workbook 8c

Culture corner 8d

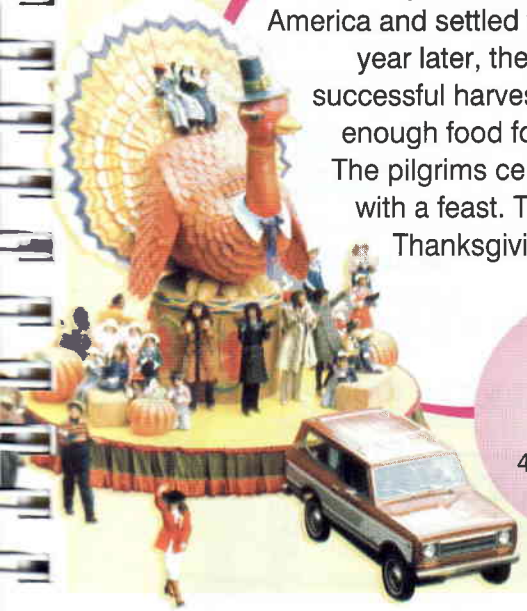
Thanksgiving

1 How much do you know about Thanksgiving? Read the text, then do the quiz.

IT'S HOLIDAY TIME IN AMERICA- IT'S

Thanksgiving!

In 1620, pilgrims from England travelled to America and settled there. One year later, they had a successful harvest. There was enough food for the winter. The pilgrims celebrated this with a feast. That's how Thanksgiving started.



Score:
0-1 Oh dear!
2-3 Not bad!
4-5 Way to go!

1 At Thanksgiving Americans say 'thank you' for their ...
A food. **B** country. **C** family.

2 Americans celebrate Thanksgiving on the ...
A 4th Friday in October.
B 4th Thursday in November.
C 2nd Friday in November.

3 A typical Thanksgiving meal is ...
A melon, chicken and pumpkin ice cream.
B turkey, potatoes, corn and pumpkin pie.
C pumpkin soup, hamburger, fries and carrot cake.

4 Thanksgiving is sometimes called ...
A Pumpkin Day. **B** Turkey Day.
C Harvest Day.

5 At Thanksgiving American families watch ...
A basketball. **B** baseball.
C American football.

2 Listen to the radio programme and check your answers. What did you score?

3 Listen to the song. How is it related to 'Thanksgiving'?

Mr Pumpkin.
Mr Pumpkin.
Round and fat.
Round and fat.
Harvest time is coming.
Harvest time is coming.
Yum, yum, yum.
That is that!

Project

4 Think of a celebration in your country.

- What is its name?
- When do you celebrate it?
- What do you eat?
- What do you do?

In pairs, prepare a quiz about it. Exchange your quiz with another pair.

UNIT 8e

Enjoy your meal!

Ordering food

1 a) 🎧 **Listen and repeat.**

- Takeaway, please.
- Can I take your order?
- I'd like a large cheeseburger, please.
- Would you like anything to drink with that?
- Is that to eat-in or takeaway?
- Here you are.
- An orange juice, please.
- Enjoy your meal.
- Thank you.

b) 🎧 **Where can you hear the above sentences? Which sentences does the cashier say? Which does the customer say? Listen and check.**

2 **Read the dialogue. What is Ann ordering? How much is it?**

Man: Can I take your order?
Ann: I'd like a large cheeseburger, please.
Man: Would you like anything to drink with that?
Ann: An orange juice, please.
Man: Is that to eat-in or takeaway?
Ann: Takeaway, please.
Man: That's £3.89, please.
Ann: Here you are.
Man: Thank you. Enjoy your meal.
Ann: Thank you.

3 *Portfolio:* **You are at a fast food restaurant. Use the menu to act out a similar dialogue between a customer and the cashier. Use the sentences in Ex. 1a. Record yourselves.**

Pronunciation /g/, /ʤ/

4 🎧 **Listen and repeat. Think of two more words with the same sounds.**

/g/: **g**lue, **g**arlic
/ʤ/: mar**g**in, la**rg**e

Workbook 8e

Curricular Cut 8f

PSHE* * Personal, Social and Health Education

1 **Which of the sentences 1-5 are true for you? Tick the boxes.**

When I cook or help in the kitchen ...

1 I always wash my hands first. ☐
2 I use one knife to chop[1] everything. ☐
3 I wash fruit and vegetables really well. ☐
4 I sometimes forget to put milk back in the fridge. ☐
5 I clean surfaces[2] before and after use. ☐

[1] cut into small pieces [2] top of something

2 **Look at the kitchen in the picture. What is wrong? Read, listen and check.**

▶ *The meat isn't in the fridge.*

3 **Write the *dos* and *don'ts* when in the kitchen. Tell your partner.**

▶ *Always wash your hands before you touch any food.*

4 ICT **Work in groups. How much do you know about food safety? Collect information, then present the dos and don'ts to the class.**

You can visit this website: **http://www.kidshealth.org**
Click on: **TEENS site**
Type 'food safety' into 'search'
Then Click on: **Food Safety**

8 Self Check

1 Fill in the correct word.

• flew • dressed • wore • let • made

1 They ... up in traditional costumes.
2 Mum ... some special food.
3 They ... the national flag.
4 People ... dragon costumes.
5 They ... off fireworks.

(Points: 5X4 ___/20)

2 List the words under the headings.

• milk • eggs • cherries • pineapples
• cheese • meat • oranges • fish
• rice • tea

Food Drinks Fruit

(Points: 10X1 ___/10)

3 Put the verbs in brackets into the past simple.

1 She ... **(make)** a cake yesterday.
2 Ann ... **(not/send)** the letters yesterday.
3 They ... **(have)** fish yesterday at lunchtime.
4 ... **(he/go)** to Italy last summer?
5 We ... **(meet)** Mr Smith yesterday.
6 They ... **(write)** a letter yesterday.

(Points: 6X3 ___/18)

4 Choose the correct word.

1 **a/some** potatoes
2 **some/an** egg
3 **a/an** apple
4 **some/a** milk
5 **some/a** biscuits
6 **a/some** rice
7 **an/a** banana
8 **some/a** sugar

(Points: 8X2 ___/16)

5 Fill in the gaps with: *some, any, much, many.*

1 A: How ... potatoes have we got?
B: Not ... .
2 There are ... carrots, but there aren't ... onions.
3 A: Are there ... apples?
B: Yes, but not ... .
4 A: Is there ... milk?
B: No, there isn't ... .

(Points: 8X2 ___/16)

6 Complete the exchanges below.

• Can I take your order?
• How about pizza? • Here you are.
• Enjoy your meal. • That would be nice.

1 A: Would you like a glass of milk?
B: ...
2 A: ...
B: I'd like a cheese sandwich, please.
3 A: ...
B: I don't think so.
4 A: ...
B: Thank you.
5 A: That's £4.00, please.
B: ...

(Points: 5X4 ___/20)

(My score: ___/100)

Now I Can...

- talk and write about festivals and celebrations
- talk about and order food/drinks
- write an article about how we celebrate birthdays in my country
- talk about safety in the kitchen

... in English

Smile

Module 9

Modern Living

◆ What's in this module?

- shops & products
- places to go
- types of films
- means of transport
- *must/mustn't*
- *a/an/the*
- giving directions

Find the page numbers for pictures 1-3.

◆ Find the page numbers for

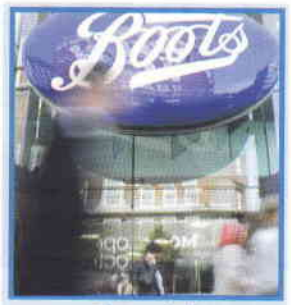
- a road map ☐
- a film review ☐
- road signs ☐

Vocabulary

• Shops

◆ Listen and repeat. What are these words in your language?

1



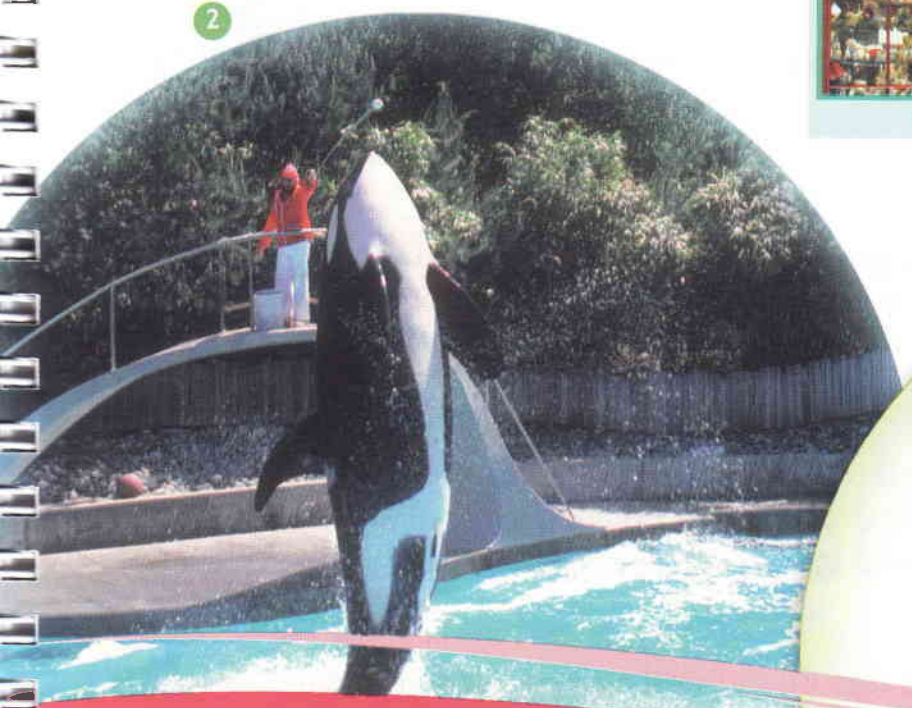
chemist's

bookshop

toy shop

department store

2



3

UNIT 9a

Going shopping

Reading

1 Do you know the shops in the pictures? Are there similar ones in your country?

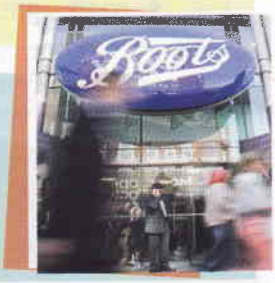
SHOPPING IN LONDON

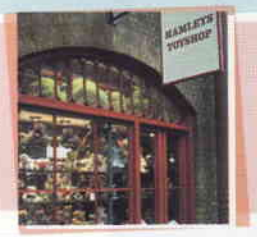
1 Burger King

- Burger King sells hamburgers, chicken burgers, french fries, milkshakes and desserts.
- You can find Burger King on many streets in London.
- The most popular burger on the menu is called a "Whopper".

2 Boots

- Boots is the biggest chain of chemist's in England. The first one opened in Nottingham, England, in 1849.
- Apart from medicine, you can find beauty products, test your eyesight and even print your holiday photos!
- Boots sold 800,000 pairs of glasses in 2005-2006.



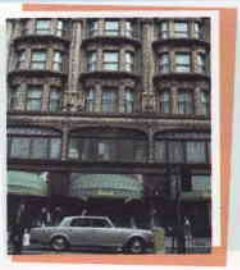


3 Hamleys

- Hamleys is a very large toy shop. It is nearly 250 years old.
- There are seven floors selling everything from dolls to model cars and magic tricks.
- About five million people visit Hamleys every year.

4 Waterstone's

- Waterstone's is England's largest chain of bookshops. Its first shop opened in 1982.
- It has every type of book, from crime novels to cookery books, and, of course, Harry Potter!
- The two main Waterstone's shops in central London have over 14 miles of shelves!



5 Harrods

- Harrods began in 1835. It is the largest department store in London.
- The store's motto is *All Things, For All People, Everywhere*. You can find anything there, from dishes to diamond rings.
- There are 28 restaurants inside it.

2 **Read or listen. Match the shops to what you can buy there.**

1	Burger King	a	medicine & beauty products
2	Boots	b	jewellery
3	Hamleys	c	burger & fries
4	Waterstone's	d	toys
5	Harrods	e	books

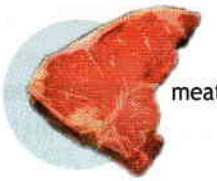
3 **Ask and answer questions based on the text.**

Vocabulary

- Shops and products

4 **Match the shops to the products.**

greengrocer's


meat

bakery

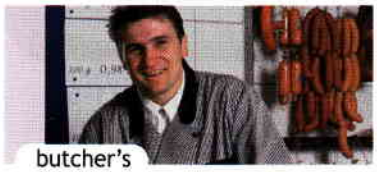
bread

florist's

tomatoes

newsagent's

tulips


butcher's

magazines

▶ *You can buy tomatoes at the greengrocer's.*

Speaking

5 **Imagine you are at one of the shops in Ex. 4. Use the box to act out short dialogues.**

Offering help	Asking for information
• Can I help you? • How can I help you?	• Yes, please. I want a/some ...

▶ *A: Can I help you?*
B: Yes please. I'd like a kilo of tomatoes.
A: Here you are.
B: Thanks.

- 1 kilo tomatoes
- 1 kilo lamb
- 12 tulips
- 1 loaf of bread
- Focus magazine

Grammar see p. 114

- A/An - The

We use a/an with singular countable nouns when we mention something for the first time. We use the when we mention something for a second time or when it is clear which person/thing we mean. *Benny's is a shoe shop. **The** shoe shop is next to Karen's. **The** bakery I buy bread from every day is next to the greengrocer's.*

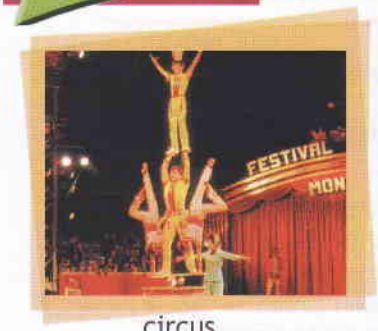
6 **Fill in: *a*, *an*, or *the*.**

1 I want to buy ..... loaf of bread.
2 Can I have ..... aspirin, please?
3 This is ..... florist's where Diana works.
4 I want to buy ..... magazine. Is there ..... newsagent's around?
5 ..... shoe shop opposite my house is very cheap.
6 *Top Shop* is ..... clothes shop. ..... shop next to it is ..... chemist's.

7 ICT ***Selfridges* is a department store in the UK. Write a short text about it. Write:** • where it is • when it opened • what it sells • any other interesting facts. **Present it to the class.**

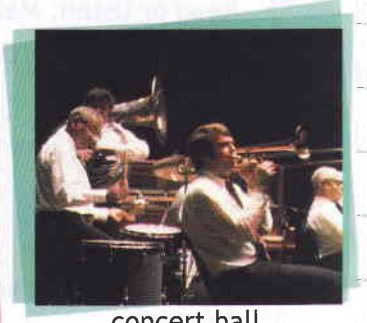
You can visit this website:
http://www.en.wikipedia.org
Search keyword: **Selfridges**

UNIT 9b Let's go!



circus

gallery

cinema

concert hall

marine park

theatre

museum

zoo

Vocabulary

● Places to go

1 **What can you do at each place in the pictures?**

- see acrobats
- see exotic birds
- listen to music
- look at paintings
- see a play
- see a film
- see statues
- see dolphins and whales

► *We can see exotic birds at a zoo.*

Reading

2 **a) Read the first exchange in the dialogue.**
Where are Alex and Sarah?
Who doesn't like the place?
Why?
Listen and read to find out.

Alex: I hate art galleries!
Sarah: Shh, Alex! Look at the sign. It says you must be quiet!
Alex: But I'm so bored!
Sarah: Then look at the paintings. They're fantastic!
Alex: Hmm ... This one is quite nice. Let's take a photo!
Sarah: Can't you read? The sign says you mustn't take photographs. It's bad for the paintings.
Alex: You mustn't do this, you mustn't do that. Can we go now?
Sarah: Oh, Alex! Why don't you go to the café and have a cup of coffee? Wait for me there.
Alex: OK, but you mustn't be late. The film starts at 4.

b) Read the dialogue and answer the questions (1-6).

Who ...

1 doesn't want to be at the art gallery? ► *Alex*
2 really likes the paintings?
3 wants to take a photo?
4 thinks the gallery has a lot of rules?
5 leaves the gallery early?
6 feels fed up?

3 **Read the dialogue aloud.**

4 Say these sentences in your language.

1 It says you must be quiet.
2 This one is quite nice.
3 Can we go now?
4 You mustn't be late.

Learning to learn

Remembering grammar structures
Learn grammar structures in context. It helps you understand them better.

Grammar see p.114

- must/mustn't

5 Read the grammar box. Find examples in the dialogue on p. 90.

Must/Mustn't
You must be quiet in here. (rule - It's the rule.)
You mustn't touch the paintings. (prohibition - You aren't allowed to)
You must respect your teachers. (obligation - you are obliged)

6 Look at the museum notice. Complete the rules with *must* or *mustn't*.

DURING YOUR VISIT TO THE MUSEUM ...

You 1) ..... touch the statues. (✗)
You 2) ..... pay at the door. (✓)
Children 3) ..... be with an adult. (✓)
You 4) ..... eat or drink inside. (✗)
You 5) ..... leave by 5 o'clock. (✓)

7 Match the signs (A-D) to their meanings (1-4). Where can you see them?

1 You mustn't take pictures here.
2 You must be quiet.
3 You mustn't feed the animals.
4 You mustn't smoke in here.

Speaking

8 What must/mustn't you do in class? Make sentences.

• eat • talk • listen to • play • be quiet

▶ *We mustn't eat in class.*

Listening

9 Look at the poster. What is it for? Listen and complete gaps 1-5.

Writing

10 What must/mustn't you do in your class? Write four sentences.

▶ *We mustn't talk in class.*

UNIT 9c

Don't miss it!

by Adam Walker

Eragon is a great fantasy film about a young farm boy called Eragon (Ed Speleers) who comes across a dragon's egg one day. He finds out that he is the only one who can save his home from the bad king Galbatorix (John Malkovich) and an evil wizard Durza (Robert Carlyle). He decides to become a *Dragon Rider*. Saphira, a kind and strong dragon, helps him to overcome evil.

The special effects are great and the fight scenes are really exciting. It's a great film for the whole family. Don't miss it!

Vocabulary

● Types of films

1 Listen to the music and look at the poster. Which type of film is *Eragon*?

- horror
- romance
- comedy
- action
- adventure
- animated
- fantasy
- science fiction

Reading

2 Read or listen and answer the questions.

1 What type of text is it?
2 What type of film is it?
3 What is the film about?
4 Who are the lead actors?
5 How does Adam recommend it?

3 Correct the mistakes.

Spy kids 2: The Island of Lost Dreams is a great action film. It is about the cortez family. The mother and father (Carla gugino and antonio banderas) are spyes. They disappear and their kids, Carmen and Juni, is the only people who can rescue they.

Speaking

4 Think of your favourite film and complete the sentences. Then tell your partner.

1 My favourite film is ..... .
2 It's a ..... film.
3 It's about ..... .
4 The main characters are ..... .
5 It's a ..... film for ..... .

Writing *(a film review)*

5 *Portfolio:* Use your answers in Ex. 4 to write a short review for your school magazine. (50-80 words)

Workbook 9c

Culture corner 9d

London Landmarks

Leicester SQUARE*

is in London's West End. The square is famous for its cinemas. It's got six cinemas and there are more than 50 movie theatres nearby. One of the cinemas, the Odeon, has 1,700 seats! You can see premieres[1] of new films in Leicester Square.

In the middle of the square, there is a small park with a statue of William Shakespeare in it. There are a lot of restaurants, cafés and nightclubs. They are especially busy on Friday and Saturday evenings. Leicester Square is worth a visit for both Londoners and tourists.

*(pronounced *Lester* Square)
[1] first performances

1 Look at the title and the picture. Where is this place? Think of three questions about it. Read or listen to the text. Can you answer them?

2 Ask and answer *wh-questions* based on the text.

A: *Where's Leicester Square?*
B: *In London's West End. What is it famous for?*

3 Imagine you are a tour guide in London. Talk to your group about Leicester Square. Answer the group's questions. Think about:

- where it is
- what it is famous for
- what is there

Writing

4 Work in groups. Collect information about a famous area in the capital city of your country.

1 What is its name?
2 Where is it?
3 What is it famous for?
4 What can you do and see there?

Write a short text for tourists.

UNIT 9e Turn left

- Asking for/Giving directions

1 **Look at the map. Where is each shop?**

- next to • opposite
- between • on the corner of
- on the right • on the left

▶ *The cinema is between the café and the newsagent's.*

2 🎧 **Listen and read. Where does Ann want to go?**

Ann: Excuse me, can you tell me where the cinema is?
Bill: Yes, sure. Go down Bath Street and turn right. Walk down Eldon Road. The cinema is on your left.
Ann: On my left?
Bill: Yes. It's opposite the fast food restaurant. You can't miss it.
Ann: Thank you.

3 *Portfolio:* **Look at the map. Act out dialogues asking for/giving directions from:** • the bakery to the newsagent's • the bookshop to the café • the music shop to the chemist's • the toy shop to the park • the chemist's to the supermarket

Use the phrases in the box. Record yourselves.

Asking for directions	Giving directions
• Where's the ...? • How do I get to ...? • Could you tell me how to get to ...?	• Go up/down ... • It's on your right/left ... • Turn left/right ... • It's on the corner of ... • It's next to/near/ opposite/between ...

Pronunciation /s/, /ʃ/

4 🎧 **Listen and repeat. Think of more words with the same sounds.**

/s/: street, supermarket
/ʃ/: shop, sheep

Workbook 9e

Citizenship

1

▶ *I like travelling by car.*

2 **Look at the travel signs. How are they different? Read and listen to find out.**

3 **Read the text and answer the questions. Which sign:**

1 tells you what you mustn't do?
2 gives you information about the condition of a road?
3 tells you how fast you can drive?
4 shows you which direction to follow?
5 tells you where there is a museum?

Road Signs

If you think that you don't need to pay attention to road signs because you don't drive a car, think again. They are there for everyone's safety. So, if you ride a bicycle or even just walk, you need to know what the signs mean.
There are many different signs and it's hard to memorise all of them, but you should try to remember the most important ones.

Signs with **red** circles show speed limits and tell you what you mustn't do, while signs with **red** triangles give warnings.
Signs with **blue** circles usually give positive instructions about which direction to follow, while **rectangular** blue signs give information and directions on motorways and tell us which lanes bicycles can use in towns.

Green signs give precise information about directions and distances.

Yellow signs with black letters or symbols give warnings to drive carefully and inform you about the condition of the road.

Orange signs with black letters or symbols inform you that there are road works ahead.

Brown signs give directions to places of historic, cultural or recreational interest.

So next time you're out and about, watch out for the signs.

4 **Look at the signs. Use the text to explain what they mean.**

5 **ICT** **Collect information about traffic signs, then present it to the class.**
You can visit this website: **http://www.wikipedia.org/**
Search keyword: **traffic sign**

9 Self Check

1 Match the products to the shops.

1 ☐	magazines	a	department store
2 ☐	medicine	b	florist's
3 ☐	clothes	c	chemist's
4 ☐	meat	d	toy shop
5 ☐	tulips	e	newsagent's
6 ☐	dolls	f	butcher's

(Points: 6X3 — 18)

2 Find the odd word out.

1 zoo – concert hall – gallery – film
2 museum – painting – theatre – marine park
3 comedy – chemist's – adventure – action
4 plane – bakery – coach – bus
5 theatre – museum – circus – statue

(Points: 5X3 — 15)

3 What do the signs mean? Use *must/mustn't*.

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

(Points: 6X3 — 18)

4 Fill in: *a*, *an* or *the*.

1 I want to buy ..... book.
2 He's ..... astronaut.
3 Tony's is ..... florist's.
4 ..... café opposite my house is very nice.
5 I buy meat from ..... butcher's near my house.
6 Boots is ..... chemist's. ..... chemist's is next to ..... newsagent's.
7 This is ..... toy shop I bought your model car from.
8 Waterstone's is ..... bookshop.

(Points: 8X3 — 24)

5 Complete the exchanges.

- Yes. There's one on Alma Street.
- Thank you.
- I'd like some tomatoes, please.
- You're welcome.
- It's opposite the café.

1 A: It's next to the bakery. You can't miss it.
B: .....
2 A: Thank you very much.
B: .....
3 A: Excuse me, is there a café around here?
B: .....
4 A: Where is the bakery?
B: .....
5 A: How can I help you?
B: .....

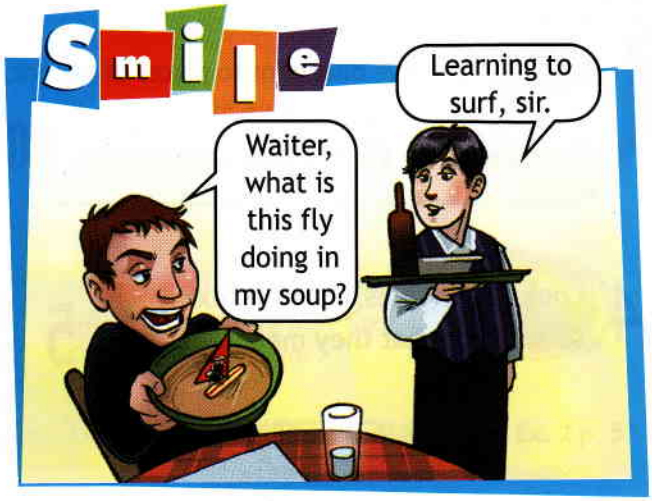
(Points: 5X5 — 25)

(My score: 100)

Now I Can ... ... in English

- talk and write about shops & products
- talk about places in a town/road signs
- write a film review
- ask for & give directions
- write about a famous area in the capital city of my country

Smile



Module 10

Holidays

◆ **What's in this module?**

- types of holiday
- activities & feelings
- health matters
- the imperative
- *can/can't*
- *going to*
- present continuous (future meaning)
- inviting/suggesting/accepting/refusing
- writing a letter about your plans for the summer

Find the page numbers for pictures 1-3.

◆ **Find the page numbers for**

- signs ☐
- a cartoon strip ☐
- a board game ☐

Vocabulary

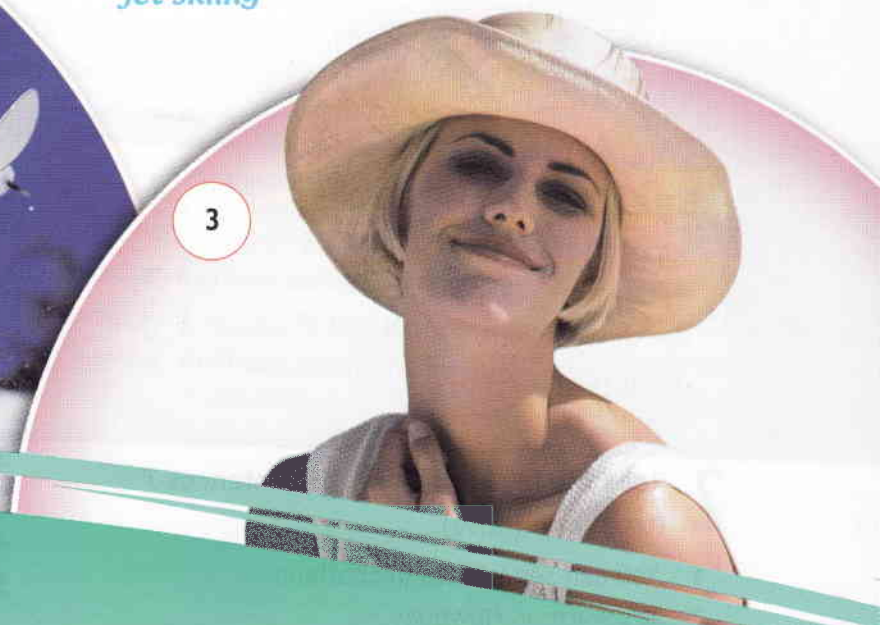
● Holiday Activities

◆ 🎧 **Listen and repeat. What are these words in your language?**

1

2

3



UNIT 10a

Travel & leisure

Reading

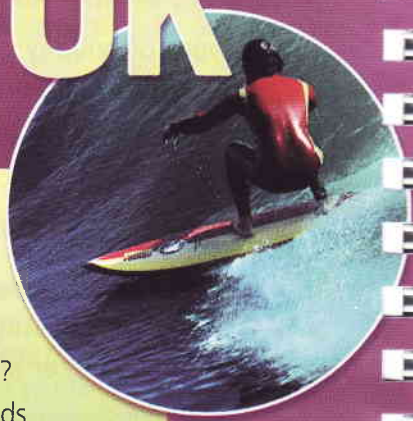
1 **Read the title and the headings. Think of one question about each place. Read, listen and see if you can answer them.**

Hotspots in the UK

It's almost summer time. Any plans for this year's holiday? How about the UK?

Scotland

They're not going to come to you, so why not join us on a whale and dolphin watching trip in Scotland. Take a seat aboard a boat and come and see these beautiful creatures at play.



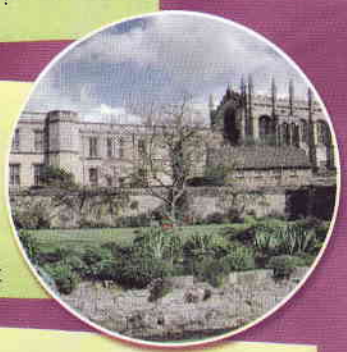
Newquay

Are you going to try anything new this summer? Well, how about Newquay, the surfing capital of England? Have fun and make new friends riding the waves. You'll love it. But bring a wetsuit. It's going to be cold!

Oxford

Those of you who choose the charming town of Oxford *are going to have* the time of your life. Enjoy a walk through the streets and have afternoon tea in one of the many cafés. Sporty types can hire a bike or go 'punting'[1] on the River Isis.

[1] travel along a river in a boat



Camden Market

Camden Market is one of London's top attractions. It first opened in 1975 and attracts about 150.000 people a week. It's got everything from trendy clothes and souvenirs to antiques, as well as cafés and restaurants.

Buckingham Palace

Buckingham Palace is probably one of London's most famous landmarks. If you visit during August and September, you can go inside and have a look around, as the Queen is away in Scotland. If you get the chance to tour the palace, you are going to see some of the finest furniture, art and treasures in the world. You won't believe your eyes!

2 **Read the text and mark the sentences *T* (true) or *F* (false).**

1 You can see whales in Scotland.
2 It's warm in Newquay.
3 You can travel along the river Isis in Oxford.
4 Camden Market first opened last year.
5 The Queen spends her summer holiday in Oxford.

Vocabulary

● Holiday activities

3 **Explain the phrases.**

- go surfing
- buy souvenirs
- see treasures
- go punting
- make new friends
- walk through the streets
- go on a boat trip

Which of these activities can you do in each place in the text?

Grammar

see p. 114

● going to

4 **Read the table. Find examples in the text.**

Affirmative
I'm going to travel abroad. He/She/It's going to travel abroad. We/You/ They're going to travel abroad.
Negative
I'm not going to travel abroad. He/She/It isn't going to travel abroad. We/You/They aren't going to travel abroad.
Questions
Am I going to travel abroad? Is he/she/it going to travel abroad? Are we/you/they going to travel abroad?
We use going to + infinitive to talk about our plans and intentions in the future.

5 🎧 **Listen and tick (✓) what Catherine is going to do while on holiday. Then say what she is going/not going to do.**

1 go sightseeing ✓
2 go fishing
3 eat local dishes
4 go swimming
5 buy souvenirs
6 hire a motorbike

▶ *She's going to go sightseeing.*

6 **Say these sentences in your language.**

1 I'm going to play basketball tomorrow.
2 He isn't going to go to the cinema tonight.
3 She's going to sit an exam next Friday.
4 He's going to have a party this weekend.

7 **Write sentences about yourself. Use:**

▶ *I'm going to visit my grandparents next Sunday.*

8 **Put the words in the correct order to form questions. Answer them.**

1 Are / play / you / football / going to / tomorrow?
Are you going to play football tomorrow? Yes, I am.
2 Are / going to / tonight / you / watch TV?
3 tomorrow / your father / Is / work / late / going to?
4 going to / your mother / tomorrow / Is / make / a / pizza?
5 going to / you / play / tomorrow / Are / computer games?

Speaking

9 **What are you going/not going to do this summer? Tell your partner. Use phrases from Ex. 3.**

▶ *This summer I'm going to ... I'm going to ... I'm not going to ...*

Writing

10 **Write five sentences about your plans and intentions for this weekend.**

UNIT 10b

Safety first

How to stay safe at the beach!

Summer is here at last. It's holiday time! There's nothing like a day at the beach with your family when the weather is warm and sunny. But beaches can also be dangerous places for children. Here are some useful tips for keeping you and your family safe at the beach this summer.

Sunburn
It is red, hot and painful. Always put sunscreen on your skin to protect your skin from the hot sun!

Protect your eyes
Always wear sunglasses. They protect your eyes against damage that can be caused by UV* rays.

*ultra violet

Stay cool
Drink plenty of water! Your body needs water to keep cool.

Protect your feet
Always wear flip-flops or sandals on the beach! You can burn your feet in the hot sand or cut them on broken glass.

Snacking and swimming
Don't swim after eating. It is very dangerous to swim on a full stomach. You may get cramps.

Wear a hat
Always wear a hat! It protects your head from the sun. Don't go out in the sun between 11am and 3pm. The sun is at its hottest then.

Beware of windsurfers
Don't swim near windsurfers. There is always the danger of an accident.

Reading

1 a) Look at the text on p. 100. Where can you see texts like this: in *a magazine* or in *an email*?

b) Read and listen to the text. What's the author's purpose?

2 Read the text on p. 100. How can the following help you stay safe at the beach? Write sentences.

▶ *Sun cream protects your skin from the hot sun.*

Speaking

3 What must/mustn't you do when you are at the beach? Tell your partner.

▶ *You must wear sunglasses.*
You mustn't swim after eating.

Grammar see p. 114

● the Imperative

4 Read the examples. How do we form the imperative? Find examples in the text.

Put on your hat.
Don't eat too much.

5 Put the words in the correct order.

Safe Skiing

1 wear / clothes / warm
2 partner / a / always / with / ski
3 be / of / careful / rocks
4 tired / when / you / stop / feel
5 hillsides / steep / don't / ski down

● can/can't (permission)

6 a) Read the grammar box.

- Can: it is allowed, it's possible.
  *You **can** buy souvenirs here. (it is possible)*
  *You **can** go now. (you are allowed)*
- Can't: it isn't allowed.
  *You **can't** smoke here. (it isn't allowed, you mustn't)*

b) Match the signs (1-5) to the meanings (a-e). Say sentences a-e in your language.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

a You can park here.
b You can make a phone call in 5 miles.
c You can't eat or drink.
d You can't take photographs.
e You can't camp here.

Listening

7 Listen to someone booking a ticket over the phone and fill in the missing information. Compare with your partner.

Name: Harry ▶ *Smith*
Place: 1) .....
Date/leave: 2) ..... July
Date/come back: 3) ..... August
Travel by: 4) .....
Price: 5) .....

UNIT 10c

See you

Reading

1 **Look at the text. What is it? Who is the writer? Who is going to read it?**

2 **Read the letter. Answer the questions.**

1 Where's Mary?
2 How long is she going to stay there?
3 Who is she with?
4 What are they going to do there?

Dear Sue,

Hi! How are you? We arrived in Madrid and we're really excited. The place is fantastic and there are a million things to do.

First of all, we're going to do a lot of sightseeing. We're going to see the Palacio Real, the Opera House, the Plaza de España and the Botanic Gardens. Dad is also going to take us to the Prado Museum. Mum can't wait to go shopping. There are some great shops here. As for me, I'm going to taste as many local dishes as possible. Spanish food is delicious. I hope I can fit into my clothes when we get back.

Well, that's all my news. See you in two weeks' time.

Love,
Mary

Learning to learn

Informal language

use of contractions: he's, can't, etc.
everyday language: Hi! How are you?

3 **Find examples of informal language in the letter.**

4 **Read the extract and correct the mistakes. Compare your corrections with a partner.**

How are you? My family and I am going to Malta next week. We're going to travell there on boat. We're going to stay at a nice hotel near the bich. I'm going to sunbath evri day.

Speaking

5 **Imagine you are on holiday. What are your plans for the summer? Tell your partner.**

- Where are you?
- Who with?
- How long are you going to stay there?
- Where are you going to stay?
- What are you/your family going to do?

Writing *(a letter)*

6 ***Portfolio:*** **Use your answers from Ex. 5 to write a letter to your friend about what you are planning to do.**

Dear ...,
Para 1: Hi! How are you? We arrived ... and we're really ... .
Para 2: First of all, we're going to ... . My mum ... My dad ... . I'm ...
Para 3: That's all my news. See you in ... .
Love,
...

Culture corner 10d

Scotland

Tour beautiful **Scotland** by coach!

Visit our lovely capital, scenic Highlands and much, much more! Sit back, relax and enjoy a coach tour of Scotland. Answer the questions to complete the tour!

Did you win?
How long did it take you to complete the tour?
..... minutes

FINISH

19 Coach stops for lunch. Go back 1.

13 Coach gets a flat tyre. Go back 1.

11 **Balmoral**
This castle is in ...
A Ballater
B London

16 Stop to take photographs. Go back 2.

10 Stop for the night. Go back 3.

15 **Loch Ness**
This place has a famous ...
A snake B monster

8 **Oban**
This town has a famous ...
A cathedral B tower

6 Go back 2.

5 **St Andrews**
People come here to play ...
A football B golf

4 **Stirling on the River**
Stirling is on the river ...
A Forth
B Thames

3 Driver forgets his map. Go back 1.

Start Here

2 **Edinburgh**
This city is famous for its ...
A castle B river

Heads:
Move 1 square

Tails:
Move 2 squares

Miss a turn if you get an answer wrong!

2 a 4 a 5 b 8 b 11 a 15 b

1 How much do you know about Scotland? Play the board game in groups and check.

Project

2 Work in groups. Make a board game about your country. Exchange your game with another group and play!

UNIT 10e Join me!

hiking

sunbathing

swimming

fishing

windsurfing

sailing

jet skiing

white water rafting

scuba diving

- Inviting/Accepting - Refusing

1 🎧 **Listen and repeat.**

- Good morning.
- Why don't you join me for breakfast?
- What are you doing today?
- Why don't you join us?
- I'm going scuba diving.
- I'm sorry, but I can't.
- Sure! Why not?

2 **The sentences above are from a dialogue between two friends at a hotel. What is the dialogue about? Listen, read and check.**

Bill: Good morning, Lucy.
Lucy: Good morning, Bill. Where are Tony and Steve?
Bill: They're sailing with their father. Why don't you join me for breakfast?
Lucy: Yes, sure! What are you doing today?
Bill: Well, I'm going scuba diving with my dad this morning. Do you want to come with us?
Lucy: I'm sorry, but I can't. I'm going jet skiing. Then I'm going swimming with my parents this afternoon. Why don't you join us after scuba diving?
Bill: Sure! Why not?

3 **What are Bill and Lucy doing today?**

Grammar see p. 114

4 **a) Read the rule. Find examples in the dialogue.**

We can use the present continuous for fixed future arrangements.
I'm seeing my friends tonight. We're meeting at 6 o'clock.

b) What are you doing this weekend? Discuss.

▶ *I'm going to the cinema with my friends.*

5 *Portfolio:* **Work in pairs. Imagine you are at the Pine Bay hotel. Discuss what you are doing today. Record yourselves.**

Pronunciation /ŋ/

6 **Listen and repeat.**

- sitting • reading • coming • playing
- sleeping • eating • swimming • going

Workbook 10e

Curricular Cut 10f

Science

1 a) Look at the cartoon strip. Where are the children? What is wrong? Listen, read and check.

b) Read again. What have the children got with them?

2 How is the cartoon related to the leaflet? Read and check.

SAFE CAMPING

When you go camping in the woods, make sure you...

- ✓ take a whistle and a compass.
- ✓ pack some warm clothes.
- ✓ only drink bottled water.
- ✓ don't light matches inside the tent.
- ✓ pack food in containers.
- ✓ take your rubbish home with you.
- ✓ find out about the wild animals that live there.

3 Use the leaflet to tell someone what they must/mustn't do if they go camping in the woods.

4 ICT Work in groups. What can you do to help endangered species and habitats? Collect information and then write a leaflet.

You can visit this website:
http://www.yptenc.org.uk
Search keyword: **protect environment**
Click on: **The Environment - How can you help protect it?**

10 Self Check

1 Write the correct word.

1 Put on some s _ _ _ _ _ _ _ _ to protect you skin from the hot sun.
2 You must wear your s _ _ _ _ _ _ _ _ _ to protect your eyes from the sun.
3 Buckingham Palace is one of the most famous l _ _ _ _ _ _ _ _ in London.
4 They bought a lot of s _ _ _ _ _ _ _ _ at Camden Market.

(Points: 4X3 ___/12)

2 Match to form names of sports and activities.

1 ☐	sun ...	a	surfing
2 ☐	jet ...	b	bathing
3 ☐	scuba ...	c	punting
4 ☐	go ...	d	water rafting
5 ☐	white ...	e	diving
6 ☐	wind ...	f	skiing

(Points: 6X3 ___/18)

3 Complete the sentences with *going to*.

1 He ..... **(not/travel)** abroad this year.
2 Sue ..... **(watch)** a film tonight.
3 ..... **(they/have)** a party this weekend?
4 Bob ..... **(take)** a lot of pictures.
5 She ..... **(not/play)** tennis next Thursday.

(Points: 5X2 ___/10)

4 Put the words in the correct order.

1 basketball / are / playing / you / tomorrow?
2 to / isn't / meet / friends / she / her / this / going / weekend
3 their / to / they / going / are / visit / friends
4 sailing / Sheila / is / going / tomorrow?
5 to / he / going / stay / a / isn't / in / hotel

(Points: 5X4 ___/20)

5 Fill in *can* or *can't*.

1 ..... I listen to some music? No, you ..... . Dad is asleep.
2 You ..... smoke in hospitals. It isn't allowed.
3 ..... we hire jet skis from the hotel? Sure.
4 We ..... take the bus to the beach. There's one every hour.

(Points: 5X4 ___/20)

6 Complete the exchanges.

- A: Why don't you join me for breakfast?
  B: Yes. **1)** .....
- A: Why don't you come hiking with me?
  B: Sure. Why **2)** .....?
- A: What are you doing today?
  B: Well, I **3)** ..... fishing.
- A: Why don't you come canoeing with me?
  B: Sorry but I **4)** ..... .

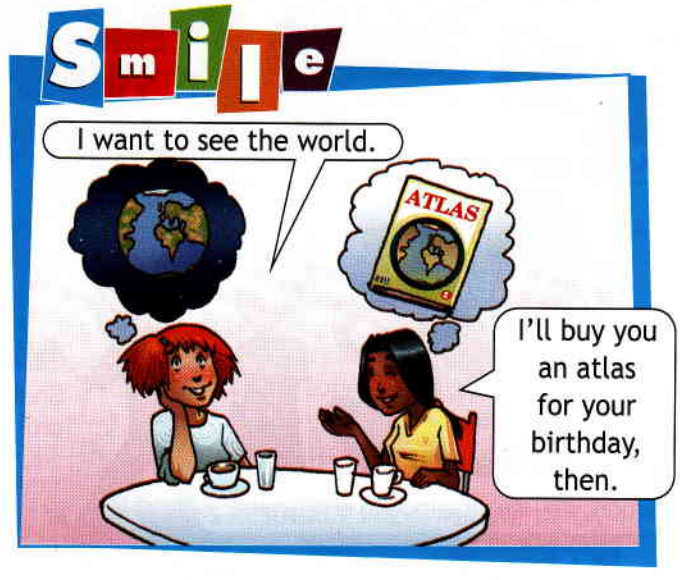
(Points: 4X5 ___/20)

(My score: ___/100)

Now I Can ...

- talk about holidays and activities
- write a letter about my summer plans
- invite/accept & refuse invitations

... in English



Songsheets

Module 1

1 Read the title of the song. What do you think the song is about? Listen, read and check.

TIME FOR SCHOOL

Bring your notepad, bring your pens
Bring your schoolbag, too
Bring your books, call your friends
Bring them all with you

It's time for school, hooray, hooray
Hurry up, it's my first day
It's time for school, it's lots of fun
School is great for everyone

English, Maths and History
Art and Science, too
Music and Geography
Are fun for me and you

2 List the school subjects in the song? Which is your favourite?

3 Which school objects can you see in the pictures? What things do you bring to school?

Module 3

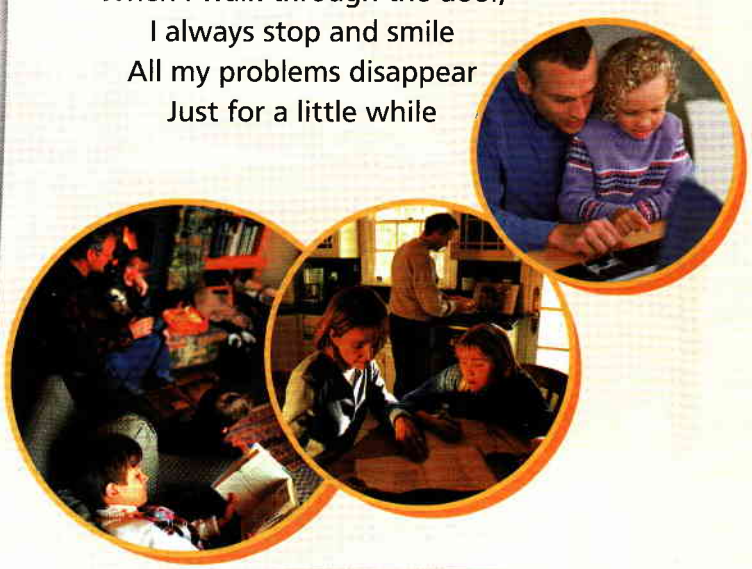
1 Read the title of the song. Think of two reasons why home is 'sweet'.

Home, sweet home

I run home from school each day
I don't want to be late
And when I get home sweet home
I always feel so great

Home is full of happiness
The perfect place for me
Home is always full of love
It's where I want to be

When I walk through the door,
I always stop and smile
All my problems disappear
Just for a little while



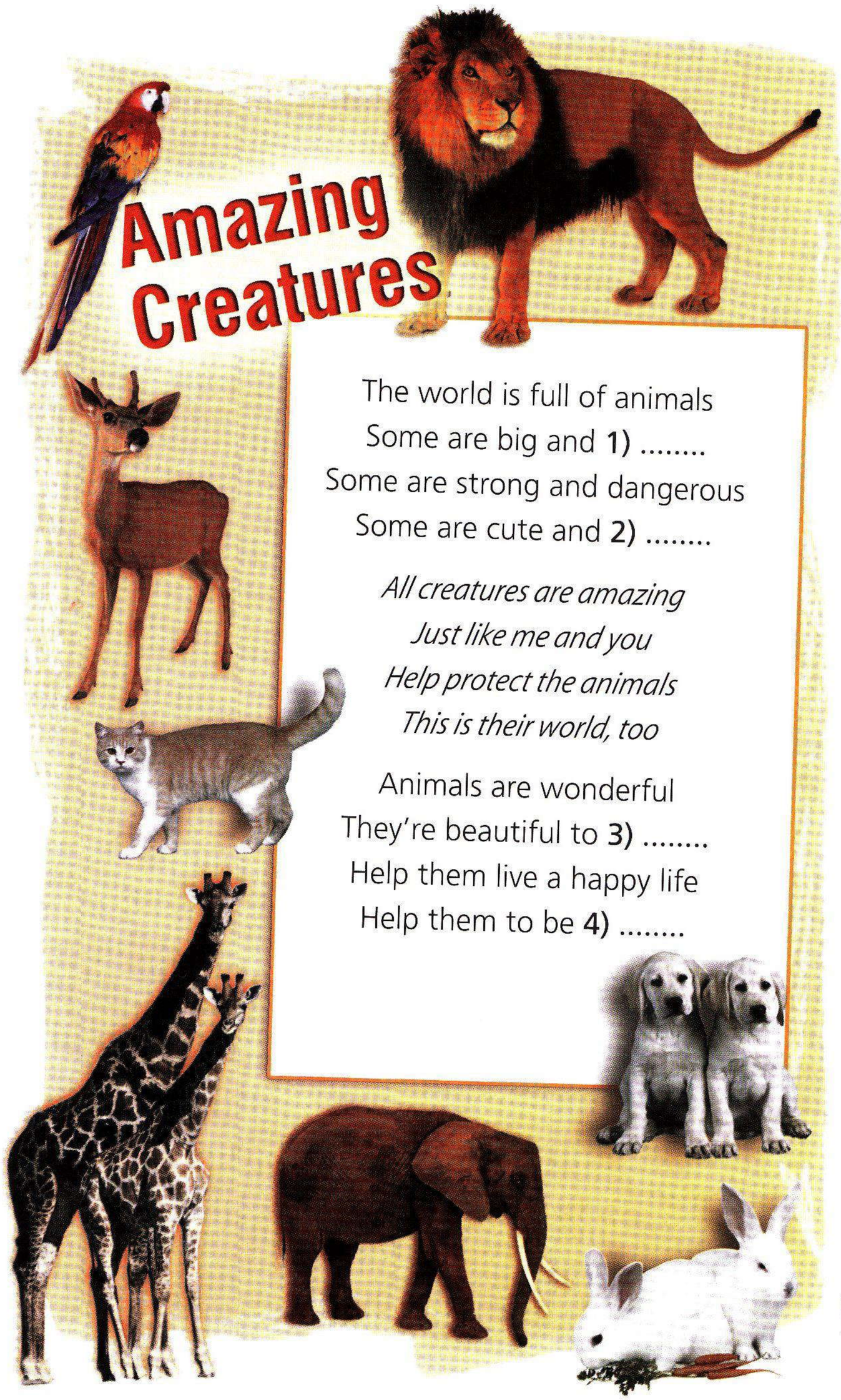
2 Listen and read. Does the singer feel the same way about home as you do?

3 What does the singer mean when he says his "home is always full of love"? Discuss.

Module 5

1 🎧 **Complete the song with the words in the list. Listen and check.**

• see • small • free • tall



Amazing Creatures

The world is full of animals
Some are big and **1)** .....
Some are strong and dangerous
Some are cute and **2)** .....

All creatures are amazing
Just like me and you
Help protect the animals
This is their world, too

Animals are wonderful
They're beautiful to **3)** .....
Help them live a happy life
Help them to be **4)** .....

2 **Look at the pictures. Which animal is *big*, *tall*, *strong*, *dangerous*, *small*, *cute*?**

3 **Why are animals "amazing", according to the singer? Why should we help them?**

4 **Which is your favourite animal? Discuss.**

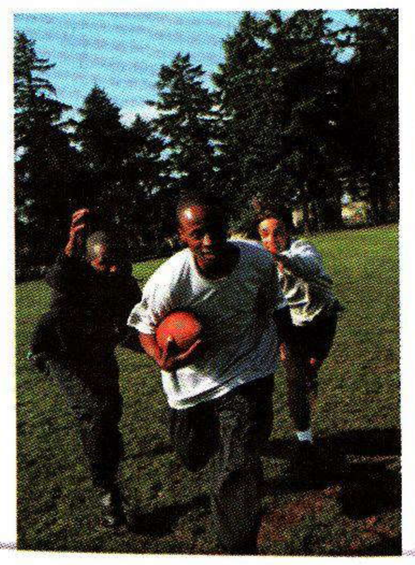
Module 7

1 **Name the seasons. Match the words to each season.**

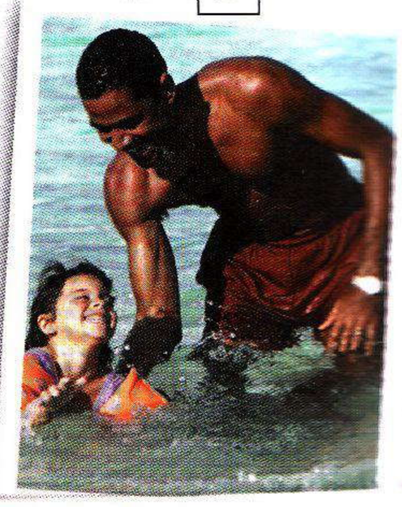
• very hot • green grass • blue sky
• swim • snow • rain • white

🎧 **Listen and check.**

A



B



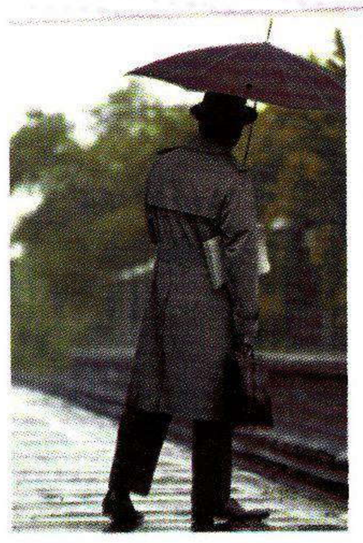
Seasons Change

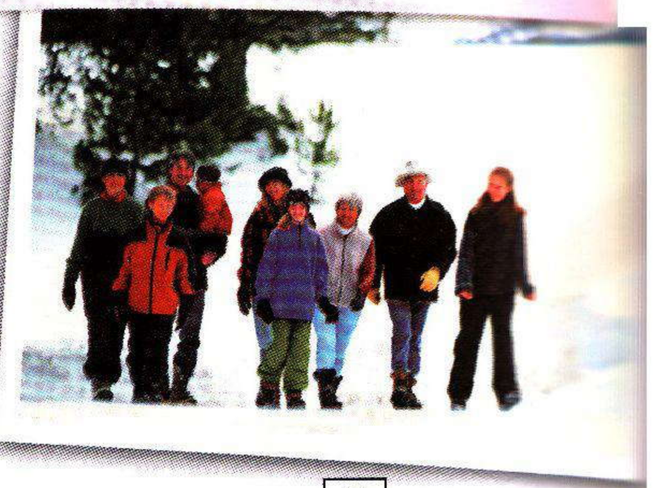
When spring is here, the world is new
The grass is green, the sky is blue
When summer comes, it's very hot
We can play and swim a lot

The seasons change before our eyes
Each season brings a new surprise
The seasons change, they bring such joy
For every girl and every boy

When autumn's here, there's wind and rain
It's time to stay indoors again
When winter comes, the world is white
Snow is such a lovely sight

C





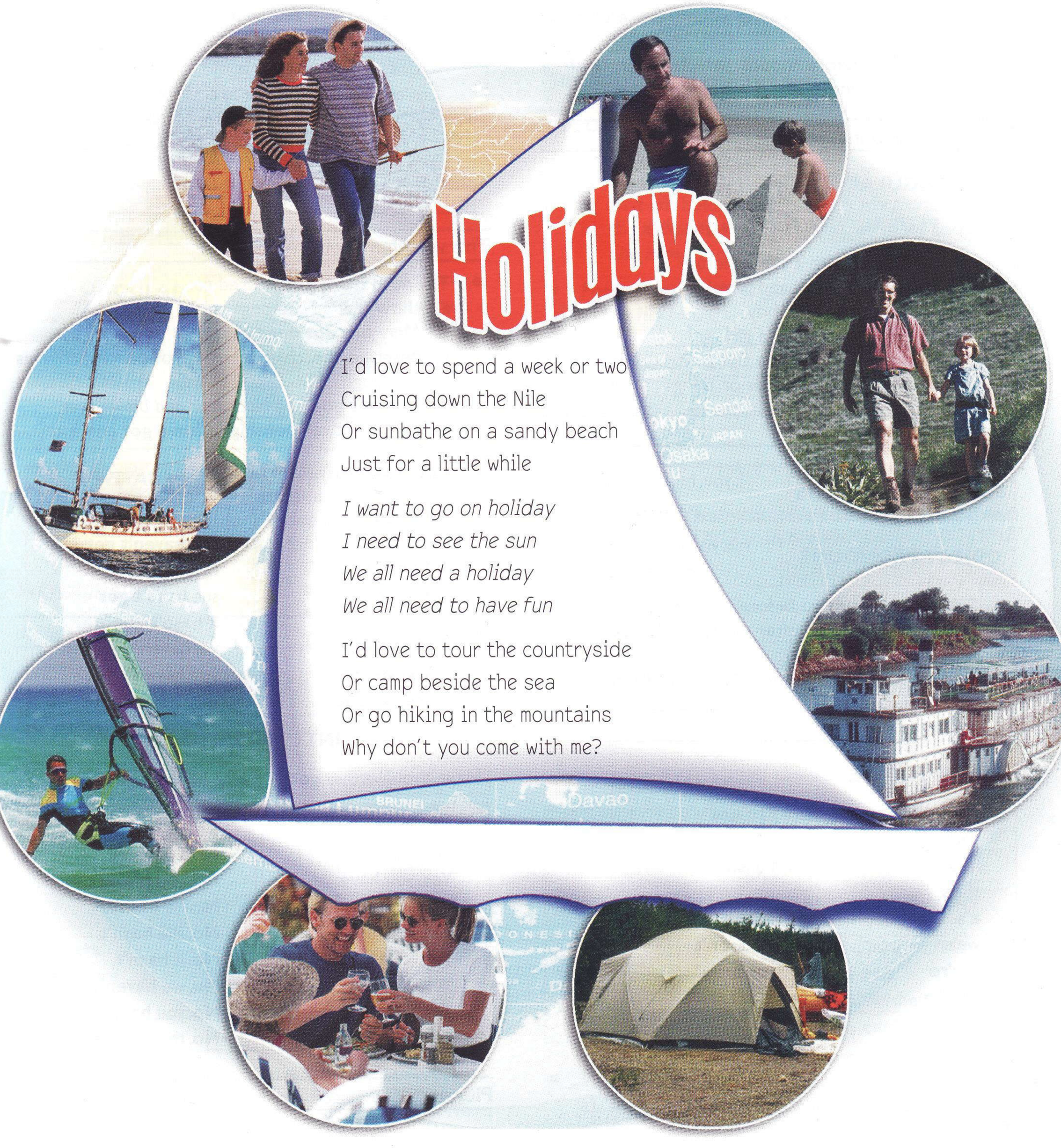
D

2 **Read the song. What does '*The seasons change before our eyes*' mean?**

3 **Which words/phrases from Ex. 1 best describe each picture?**

Module 10

1 **a) Read the title. Think of five words related to holidays and write them down.**



b) 🎧 **Listen and read. Which of the words in your list are in the song?**

2 **How many different sorts of holidays can you find in the song? Which is your favourite?**

3 **How does the song make you feel? Discuss.**

Grammar Reference Section

MODULE 1

The indefinite article *(a/an)*

- We use the indefinite article **an** before nouns which begin with a vowel sound. ***an** eraser, **an** answer, **an** object*
- We use **a** before nouns which begin with a consonant sound. ***a** boy, **a** woman, **a** doctor*

Personal pronouns

SINGULAR	I, you, he, she, it
PLURAL	we, you, they

I → always with a capital letter
you → in the singular and plural
he → for a man or a boy
she → for a woman or a girl
it → for an animal or a thing
they → for people, animals or things

Object pronouns

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

- Subject pronouns go before verbs as subjects. Object pronouns go after verbs or prepositions as objects.
  *Listen to **her**! Give **me** the ball! Look at **them**!*

The verb *to be*

AFFIRMATIVE	NEGATIVE
I'm	I'm not
you're	you aren't
he's	he isn't
she's	she isn't
it's	it isn't
we're	we aren't
you're	you aren't
they're	they aren't

The verb **to be** is used to:

- express general actions (situations), facts:
  *Madrid **is** the capital of Spain.*
- express feelings or qualities:
  *I **am** sad.*
  *The house **is** big.*
- talk about age: *She **is** twenty.*
- talk about nationalities, jobs or religions:
  *He **is** French. He **is** a mechanic. He **is** a Catholic.*
- show prices or measurements:
  *How much **is** the shirt? The corridor **is** two metres long.*

INTERROGATIVE		SHORT ANSWERS	
Am	I ...?	Yes, I am.	No, I'm not.
Are	you ...?	Yes, you are.	No, you aren't.
Is	he ...?	Yes, he is.	No, he isn't.
	she ...?	Yes, she is.	No, she isn't.
	it ...?	Yes, it is.	No, it isn't.
Are	we ...?	Yes, we are.	No, we aren't.
	you ...?	Yes, you are.	No, you aren't.
	they ...?	Yes, they are.	No, they aren't.

MODULE 2

The verb *have got*

- The verb **have got** is used to:
  a) show that sth belongs to sb.
  *Mary **has got** a red bag.*
  b) describe the characteristics of people, animals or things.
  *Tom **has got** long black hair and brown eyes.*
  c) talk about relationships. *I **have got** one sister.*

AFFIRMATIVE	NEGATIVE
I've got	I haven't got
you've got	you haven't got
he's got	he hasn't got
she's got	she hasn't got
it's got	it hasn't got
we've got	we haven't got
you've got	you haven't got
they've got	they haven't got

INTERROGATIVE	
Have I/you/we/they got?	Has he/she/it got?

SHORT ANSWERS	
Yes, I have.	No, I haven't.
Yes, you have.	No, you haven't.
Yes, he has.	No, he hasn't.
Yes, she has.	No, she hasn't.
Yes, it has.	No, it hasn't.
Yes, we have.	No, we haven't.
Yes, you have.	No, you haven't.
Yes, they have.	No, they haven't.

Plurals

- Most nouns form their plurals by adding **-s** to the singular form.
  table – tables, toy – toys, girl – girls
- Nouns ending in **-s**, **-ss**, **-sh**, **-ch**, **-x**, **-o**, take **-es** in the plural.
  octopus – octopuses, kiss – kisses, church – churches, bush – bushes, box – boxes, potato – potatoes
- Nouns ending in a **vowel + y** take **-s** in the plural.
  boy – boys, key – keys

- Nouns ending in a **consonant + y**, drop the **-y** and take **-ies** in the plural.
  party – parties, ferry – ferries
- Nouns ending in **-f** or **-fe**, drop the **-f** or **-fe** and take **-ves** in the plural.
  thief – thieves, wife – wives
- Some nouns, however, ending in **-f** take only **-s** in the plural. *cliff – cliffs*
- There are some nouns which have the same form in the singular as in the plural. *deer – deer, trout – trout, sheep – sheep, fish – fish/fishes*
- Other nouns only use the plural form. *cattle, people*

Irregular plurals

SINGULAR	man, woman, child, tooth, foot, goose, mouse, person
PLURAL	men, women, children, teeth, feet, geese, mice, people

this – these / that – those

- We use **this (singular)/these (plural)** for people, animals or things which are **near us**.
- We use **that (singular)/those (plural)** for people, animals or things which are **far away from us**.

MODULE 3

there is – there are

	SINGULAR	PLURAL
Affirmative	There is **a** house./ There's **a** house.	There are **some** houses.
Negative	There isn't **a** house.	There aren't **any** houses.
Interrogative	Is there **a** house?	Are there **any** houses?

SHORT ANSWERS	
Is there …?	Yes, there is./No, there isn't.
Are there …?	Yes, there are./No, there aren't.

a/an – some – any

- We use **a/an** before singular countable nouns (affirmative, negative and interrogative).
  *There is **a** star. There isn't **a** star. Is there **a** star?*
- We use **some** in the affirmative before plural countable nouns.
  *We need **some** biscuits and **some** flour.*
- We use **any** in the negative and interrogative before plural countable nouns and uncountable nouns.
  *Are there **any** oranges in the fridge? There isn't **any** coffee.*

Possessive adjectives

SINGULAR	my, your, his, her, its (for animals or things)
PLURAL	our, your, their

- Possessive adjectives show:
  a) that sth belongs to sb. *This is **my** room.*
  b) the relationship between two or more people. *She is **our** mother.*
- Possessive adjectives go before nouns.
  *This is **his** bike.*

Prepositions of place

In, on, under, behind, next to, between, in front of

- Prepositions of place are used to say where sb or sth is.
- We use **in** with names of cities, countries and continents. ***in** Athens, **in** Greece*

MODULE 4

The verb *can*

- The verb **can** is the same in all persons. The negative form of **can** is **cannot** or **can't**. (NOT: ~~can not~~)

AFFIRMATIVE
I/you/he/she/it/we/you/they **can** ski.
NEGATIVE
I/you/he/she/it/we/you/they **cannot/can't** ski.

INTERROGATIVE	SHORT ANSWERS
Can I/you/he/she/it/we/you/they ski?	Yes, I/you/he/she/it/we/you/they **can**. No, I/you/he/she/it/we/you/they **can't**.

- We use **can**:
  a) to show **ability**. *I **can** speak English.*
  b) to ask sb to do sth for us. ***Can** I ask you a question?*
  c) to ask for sth. ***Can** you stop talking, please?*
  d) to ask for permission to do sth. ***Can** I answer the phone?*
- You use can to express prohibition:
  *You **can't** open your books now.*

Possessive case ('s genitive)/*whose*

- We use the possessive case to show possession:
  a) for singular nouns and proper names, we add **'s**.
  *This is my **father's** car.*
  b) for plural nouns ending in **-s**, we add **'**.
  *This is my **cousins'** house.*
  c) generally, we use the possessive case to talk about people. To talk about things, we use the preposition **of**.
  *Tom's father. The legs **of** the table.*
- We use **whose** to ask about possession.
  ***Whose** diary is this? – It's Helen's.*

Present Simple

- The present simple is formed by using a personal subject pronoun (I/you/he/she/it/we/you/they) and a verb (play, run, work, etc.)

AFFIRMATIVE		NEGATIVE
I	run	I **don't** run
you		you **don't** run
he	runs	he **doesn't** run
she		she **doesn't** run
it		it **doesn't** run
we	run	we **don't** run
you		you **don't** run
they		they **don't** run

INTERROGATIVE	
Do I/you/we/they **run**?	**Does** he/she/it **run**?

SHORT ANSWERS	
Yes, I/you/we/they **did**.	**Yes**, he/she/we/it **did**.
No, I/you/we/they **didn't**.	**No**, he/she/we/it **didn't**.

Time expressions used with this tense are: every day/week/month/year, in the morning/in the afternoon/in the evening, on Monday/on Tuesday, etc./frequency adverbs/frequency phrases

Spelling (3rd person singular)

- Most verbs take **-s** in the third person singular (he/she/it). *I drink – he drink**s**, I read – he read**s***
- We add **-es** to verbs ending in **-ss**, **-sh**, **-ch**, **-z**, **-x**, or **-o**. *I kis**s** – he kis**ses**, I pus**h** – he pus**hes**, I catc**h** – he catc**hes**, I fi**x** – he fi**xes**, I g**o** – he g**oes**, I buz**z** – he buz**zes**, I d**o** – he d**oes***
- Verbs ending in **consonant + y**, drop the **-y** and take **-ies**. *I cr**y** – he cr**ies**, I fr**y** – he fr**ies***
- Verbs ending in **vowel + y**, take **-s**. *I s**ay** – he s**ays**, I p**ay** – he p**ays***

Prepositions of time

- Prepositions of time are used when we want to talk about when sth happens.

We use **at** with:
- the time: ***at** 9 o'clock, **at** 20:45, etc.*
- holidays: ***at** the weekend, **at** Christmas, **at** Easter, etc.*
- the expressions: ***at** noon, **at** midday, **at** night, **at** midnight, etc.*

We use **in** with:
- parts of the day: ***in** the morning/afternoon/evening, etc.*
- months: ***in** April, **in** November, etc.*
- seasons: ***in** the winter/spring/summer/autumn*
- *years: **in** 2000, **in** 1492, etc.*
- the expressions: ***in** half an hour, **in** 10 minutes, etc.*

We use **on** with:
- days: ***on** Sunday, **on** Fridays, **on** weekdays, etc.*
- dates: ***on** 6th June, etc.*

MODULE 5

Adverbs of frequency

- **Adverbs of frequency** tell us how often sth happens. **These are**: always (100%), usually (75%), often (50%), sometimes (25%), never (0%).
- Adverbs of frequency go **before** the **main verb** but **after** the verb **to be**.
  *He **usually goes** to the cinema at the weekend.*
  *She **always goes** swimming in the summer.*

Question words

- **who:** we use **who** for people.
  ***Who**'s this? – This is Kate.*
- **what:** we use **what** for things.
  ***What** is your name?*
- **when:** we use **when** for time.
  ***When** do you have English lessons?*
- **where:** we use **where** for places.
  ***Where**'s John?*
- **how:** we use **how** for manner.
  ***How** can I do this?*
- **whose:** we use **whose** for people (possessive).
  ***Whose** is this pencil?*
- **which:** we use **which** for things.
  ***Which** car is yours?*
- **why:** we use **why** to ask for a reason.
  ***Why** are you sad?*

MODULE 6

Present Continuous

AFFIRMATIVE	NEGATIVE
I'm looking	I'm not looking
you're looking	you aren't looking
he's looking	he isn't looking
she's looking	she isn't looking
it's looking	it isn't looking
we're looking	we aren't looking
you're looking	you aren't looking
they're looking	they aren't looking

INTERROGATIVE	SHORT ANSWERS	
Am I looking?	Yes, I am.	No, I'm not.
Are you looking?	Yes, you are.	No, you aren't.
Is he looking?	Yes, he is.	No, he isn't.
Is she looking?	Yes, she is.	No, she isn't.
Is it looking?	Yes, it is.	No, it isn't.
Are we looking?	Yes, we are.	No, we aren't.
Are you looking?	Yes, you are.	No, you aren't.
Are they looking?	Yes, they are.	No, they aren't.

Spelling

- Most verbs take **-ing** after the base form of the main verb. *eat – eating, watch – watching*
- Verbs ending in **-e**, drop the **-e** and take **-ing**. *race – racing, make – making*
- Monosyllable verbs ending in a vowel + consonant, double the consonant and take **-ing**. *sit – sitting, stop – stopping*
- Two-syllable verbs ending in a vowel + consonant always double the last consonant when the stress is on the last syllable. *prefer – preferring*
- Verbs ending in **-l**, always double the last consonant. *travel – travelling*

Use

- We use the present continuous to talk about actions happening now, at the moment of speaking. Time expressions used with the present continuous: now, at the moment, at present, etc.
  *She **is doing** her homework now.*
  *The Smiths **are having** dinner at the moment.*
  *He **is not working** at present.*

Present Simple – Present Continuous

- We use the present simple for daily routines, repeated actions and permanent states.
  *Paul **finishes** work at 5 o'clock. (daily routine)*
  *He **takes** the metro to work. (repeated action)*
  *He **works** as a chef. (permanent state)*
- We use the present continuous for actions happening now, the moment we are speaking.
  *Mary **is sleeping** at the moment. (the moment we are speaking)*

MODULE 7

The Past Simple of the verb *to be*

AFFIRMATIVE	NEGATIVE
I/he/she/it **was**	I/he/she/it **wasn't**
we/you/they **were**	we/you/they **weren't**

INTERROGATIVE	SHORT ANSWERS
Was I/he/she/it ...?	Yes, I/he/she/it **was**. No, I/he/she/it **wasn't**.
Were we/you/they ...?	Yes, you/we/they **were**. No, you/we/they **weren't**.

Past Simple (regular verbs)

AFFIRMATIVE	NEGATIVE
I/you/he/she/it/we/you/ they **played**.	I/you/he/she/it/we/you/ they **didn't play**.

INTERROGATIVE	SHORT ANSWERS
Did I/you/he/she/it/we/ you/they **play**?	Yes, I/you/he/she/it/we/ you/they **did**.
	No, I/you/he/she/it/we/ you/they **didn't**.

Spelling: Past Simple affirmative of regular verbs

- We add **-d** to verbs ending in **-e**. *like – liked*
- For verbs ending in **consonant + y**, we drop the **-y** and add **-ied**. *try – tried*
- For verbs ending in **vowel + y**, we add **-ed**. *stay – stayed*
- For verbs ending in one stressed vowel between two consonants, we double the last consonant and add **-ed**. *stop – stopped, prefer – preferred*
- For verbs ending in **-l**, we double the **-l** no matter which syllable the stress is on. *travel – travelled*

Use

We use the past simple for actions which happened at a specific time in the past.
*I **finished** an hour ago.*

Time expressions used with the past simple: yesterday, last week/month/year, two days/weeks/months/years ago, in 1990, etc

MODULE 8

Simple Past (irregular verbs)

- Some verbs have irregular affirmative past forms. (See list of irregular verbs at the back of the book. *I write – I* ***wrote****, I catch – I* ***caught***

Countable – Uncountable nouns

- Countable nouns are nouns which **we can count**. *two books*
- Uncountable nouns are nouns which **we cannot count**. *some sugar*
- Uncountable nouns have only singular forms. These nouns include:
  food: *cheese, sugar, butter, salt, meat, etc*
  drinks: *water, coffee, tea, orange juice, lemonade, etc*
- Expressions can be used with uncountable nouns to express quantity. *a loaf of, a kilo of, a slice of, etc.*

how much/how many

- We use **how much** with uncountable nouns to ask about the **quantity** of sth.
  How much *sugar do you want?* (quantity)
- We use **how many** with countable nouns to ask about the **amount** of sth.
  How many *children do you have?* (amount)

a/an – some – any *(see p. 111)*

MODULE 9

a/an – the

- We use **a** before words which begin with a consonant sound. ***a*** *dolphin*
- We use **an** before words which begin with a vowel sound. ***an*** *umbrella,* ***an*** *hour*
- We use **the** with countable or uncountable nouns to talk about sth specific or when you mention the same noun for the second time. *Maria got* ***a postcard*** *for her birthday.* ***The*** *postcard was from her Swedish friend, Carlotta.*

must/mustn't

- We use **must** to express a rule, obligation or duty.
  You ***must*** *get a ticket to enter the museum.*
- We use **mustn't** to express prohibition.
  You ***mustn't*** *park your car here.*

MODULE 10

going to

AFFIRMATIVE	NEGATIVE
I'm going to	I'm not going to
you're going to	you aren't going to
he, she, it } 's going to	he, she, it } isn't going to
we, you, they } 're going to	we, you, they } aren't going to

INTERROGATIVE	SHORT ANSWERS
Am I going to...?	Yes, I am/No, I'm not.
Are you going to...?	Yes, you are/No, you aren't.
Is he/she/it going to...?	Yes, he/she/it is.
	No, he/she/it isn't.
Are { we, you, they } going to...?	Yes, we are/No, we aren't.
	Yes, you are/No, you aren't.
	Yes, they are.
	No, they aren't.

Use

We use **going to**:

- to talk about future plans and intentions.
  I ***am going to*** *travel to Malta in the summer.*
- to make predictions based on what we see or know. There are dark clouds in the sky.
  It's going to *rain. (I can see the clouds.)*

The imperative

- The imperative is formed with the **base form of the verb** without the subject.
  Clean *up your desks!*
- The negative form of the imperative is formed with **do/don't** and the **base form of the verb**.
  Don't talk *in class!*

can/can't

We use **can** to:

- ask for permission. ***Can*** *I use your phone?*
- give permission. *You* ***can*** *borrow my laptop.*
- ask sth. ***Can*** *you help me with this exercise, please?*

We use **can't** to express prohibition. *You* ***can't*** *go out now.*

Present Continuous (future meaning)

We use the present continuous to talk about fixed arrangements in the near future, especially when we know the time and place.
I'm going to *the cinema next Friday.*

Answers: Ex. 7 p. 69

1 Yes	3 No	5 Yes	7 Yes
2 No	4 No	6 Yes	8 No

Word List

What are these words in your language?

MODULE 1
School days

1a School

School subjects (n)

Art /ɑːrt/
English /ɪŋglɪʃ/
Geography /dʒɪɒgrəfi/
History /hɪstəri/
Information Technology /ɪnfərmeɪʃən teknɒlədʒi/
Maths /mæθs/
Music /mjuːzɪk/
Physical Education /fɪzɪkəl edʒʊkeɪʃən/

Days of the week (n)

Sunday /sʌndeɪ/
Monday /mʌndeɪ/
Tuesday /tjuːzdeɪ/
Wednesday /wenzdeɪ/
Thursday /θɜːrzdeɪ/
Friday /fraɪdeɪ/
Saturday /sætərdeɪ/

School objects (n)

atlas /ætləs/
dictionary /dɪkʃənri/
eraser /ɪreɪzər/
bag /bæg/
notebook /noʊtbʊk/
notepad /noʊtpæd/
pen /pen/
pencil /pensəl/
pencil sharpener /pensəl ʃɑːrpnər/
ruler /ruːlər/
textbook /tekstbʊk/

Verbs (v)

bring /brɪŋ/
call /kɔːl/
contact /kɒntækt/
download /daʊnloʊd/
find /faɪnd/

Other nouns (n)

break /breɪk/
calendar /kælɪndər/
information /ɪnfərmeɪʃən/
museum /mjuːziːəm/
newsletter /njuːzletər/
notice /noʊtɪs/
price /praɪs/
timetable /taɪmteɪbəl/
visit /vɪzɪt/
website /websaɪt/

Adjectives (adj)

low /loʊ/
second hand /sekənd hænd/

1b First day!

Verbs (v)

spell /spel/

Nouns (n)

name /neɪm/
room /ruːm/

Adjectives (adj)

strange /streɪndʒ/

Phrases (phr)

Excuse me /ɪkskjuːz mi/
Nice to meet you. /naɪs tə miːt juː/
How do you spell it? /haʊ də juː spel ɪt/
How old are you? /haʊ oʊld ɑːr juː/
Let's go. /lets goʊ/

1c Write soon

Nouns (n)

secondary school /sekəndri skuːl/
singer /sɪŋər/
student /stjuːdənt/

Adjectives (adj)

favourite /feɪvərɪt/
great /greɪt/

Phrases (phr)

What about you? /ʰwɒt əbaʊt juː/
Write soon. /raɪt suːn/

1d Culture Corner

Types of schools (n)

primary school /praɪməri skuːl/
sixth form /sɪksθ fɔːrm/
university /juːnɪvɜːrsɪti/

1e Hello!

Phrases (phr)

good morning /gʊd mɔːrnɪŋ/
good afternoon /gʊd ɑːftərnuːn/
good evening /gʊd iːvnɪŋ/
good night /gʊd naɪt/
good bye /gʊd baɪ/
greetings /griːtɪŋz/
hello /heloʊ/
How are you? /haʊ ɑːr juː/
I'm fine, thanks. /aɪm faɪn θæŋks/
Not bad. /nɒt bæd/
See you (later)! /siː juː (leɪtər)/

1f Curricular Cut

Verbs (v)

ask /ɑːsk/
listen /lɪsən/
look /lʊk/
say /seɪ/
share /ʃeər/
smile /smaɪl/
think /θɪŋk/

Nouns (n)

idea /aɪdiːə/
partner /pɑːrtnər/
question /kwestʃən/
thing /θɪŋ/

Adjectives (adj)

kind /kaɪnd/

MODULE 2
My favourites!

Parts of the body (n)

arm /ɑːrm/
ears /ɪərz/
eyes /aɪz/
foot /fʊt/
hand /hænd/
hair /heər/
head /hed/
legs /legz/
moustache /məstɑːʃ/
mouth /maʊθ/
nose /noʊz/

2a Favourite characters

Verbs (v)

bite /baɪt/
climb /klaɪm/
live /lɪv/
love /lʌv/
stop /stɒp/
watch /wɒtʃ/

Nouns (n)

aunt /ɑːnt/
character /kærɪktər/
enemy /enəmi/
friend /frend/
house /haʊs/
powers /paʊərz/
spider /spaɪdər/
science lab /saɪəns læb/
teenager /tiːneɪdʒər/
wall /wɔːl/

Adjectives (adj)

big /bɪg/
best /best/
black /blæk/
brilliant /brɪliənt/
evil /iːvəl/
fair /feər/
fast /fɑːst/
fat /fæt/
long /lɒŋ/
plump /plʌmp/
quiet /kwaɪət/
red /red/
short /ʃɔːrt/
small /smɔːl/
special /speʃəl/
strong /strɒŋ/
thin /θɪn/
ugly /ʌgli/

Phrasal verbs (phr v)

find out /faɪnd aʊt/

2b My things

Personal things (n)

ball /bɔːl/
basketball /bɑːskɪtbɔːl/
bicycle /baɪsɪkəl/
bike /baɪk/
box /bɒks/
cap /kæp/
digital camera /dɪdʒɪtəl kæmrə/
doll /dɒl/
gloves /glʌvz/
guitar /gɪtɑːr/
handbag /hændbæg/
helmet /helmɪt/
jeans /dʒiːnz/
knife /naɪf/
scarf /skɑːrf/
skateboard /skeɪtbɔːrd/
shoes /ʃuːz/
teddy bear /tedi beər/
watch /wɒtʃ/

Adjectives (adj)

fantastic /fæntæstɪk/

Phrases (phr)

Happy birthday! /hæpi bɜːrθdeɪ/
Smile for the camera! /smaɪl fər ðə kæmrə/

2c My collection

Countries (n)

France /frɑːns/
Japan /dʒəpæn/
New Zealand /njuː ziːlənd/
Russia /rʌʃə/
Spain /speɪn/
the United Kingdom /ðə juːnaɪtɪd kɪŋdəm/
the United States of America /ðə juːnaɪtɪd steɪts əv əmerɪkə/

Nationalities (adj)

American /əmerɪkən/
British /brɪtɪʃ/
French /frentʃ/
Japanese /dʒæpəniːz/
New Zealander /njuː ziːləndəʳ/
Russian /rʌʃᵊn/
Spanish /spænɪʃ/

Verbs (v)

brighten /braɪtᵊn/
make /meɪk/

Nouns (n)

collection /kəlekʃᵊn/
fan /fæn/
figure /fɪgəʳ/
hobby /hɒbi/
mask /mɑːsk/
Matryoshka /mʌtrɪɒʃkə/
mug /mʌg/
stuffed animal /stʌft ænɪmᵊl/
sombrero /sɒmbreərəʊ/
toy car /tɔɪ kɑːʳ/

Adjectives (adj)

cute /kjuːt/
happy /hæpi/
proud /praʊd/
stuffed /stʌft/

2d Culture Corner

Countries (n)

England /ɪŋgləndʳ/
Ireland /aɪəʳlənd/
Northern Ireland /nɔːʳðəʳn aɪəʳlənd/
Scotland /skɒtlənd/
Wales /weɪlz/

Nationalities (adj)

English /ɪŋglɪʃ/
Northern Irish /nɔːʳðəʳn aɪərɪʃ/
Scottish /skɒtɪʃ/
Welsh /welʃ/

Nouns (n)

bus /bʌs/
cow /kaʊ/
double decker /dʌbᵊl dekəʳ/
dragon /drægən/
flag /flæg/
map /mæp/
pin /pɪn/
souvenir /suːvənɪəʳ/
shamrock /ʃæmrɒk/
symbol /sɪmbᵊl/
tartan cloth /tɑːʳtᵊn klɒθ/
Union Jack /juːnjən dʒæk/

Adjectives (adj)

popular /pɒpjʊləʳ/

2e Here you are!

Nouns (n)

bell /bel/
customer /kʌstəməʳ/
key ring /kiː rɪŋ/
shop assistant /ʃɒp əsɪstənt/
T-shirt /tiː ʃɜːʳt/
thermos flask /θɜːʳmɒs flɑːsk/
umbrella /ʌmbrelə/

Phrases (phr)

Here you are. /hɪəʳ juː ɑːʳ/
How can I help you? /haʊ kən aɪ help juː/
How much is it? /haʊ mʌtʃ ɪz ɪt/
That's a good idea. /ðæts ə gʊd aɪdɪə/

2f Curricular Cut

Continents & Cities (n)

Africa /æfrɪkə/
Antarctica /æntɑːʳktɪkə/
Asia /eɪʒə/
Australia /ɒstreɪliə/
Canberra /kænbərə/
Europe /jʊərəp/
London /lʌndən/
North America /nɔːʳθ əmerɪkə/
Ottawa /ɒtəwə/
South America /saʊθ əmerɪkə/
Washington DC /wɒʃɪŋtən diː siː/
Wellington /welɪŋtən/

MODULE 3
My home, my castle

Rooms (n)

bedroom /bedruːm/
bathroom /bɑːθruːm/
hall /hɔːl/
kitchen /kɪtʃɪn/
living room /lɪvɪŋ ruːm/

3a At home in England

Ordinal numbers (adj)

first /fɜːʳst/
second /sekənd/
third /θɜːʳd/
fourth /fɔːʳθ/
fifth /fɪfθ/
sixth /sɪksθ/
seventh /sevᵊnθ/
eighth /eɪtθ/
ninth /naɪnθ/
tenth /tenθ/
eleventh /ɪlevᵊnθ/
twelfth /twelfθ/
thirteenth /θɜːʳtiːnθ/
fourteenth /fɔːʳtiːnθ/
fifteenth /fɪftiːnθ/
sixteenth /sɪkstiːnθ/
seventeenth /sevᵊntiːnθ/
eighteenth /eɪtiːnθ/
nineteenth /naɪntiːnθ/
twentieth /twentiəθ/

Nouns (n)

centre /sentəʳ/
cottage /kɒtɪdʒ/
countryside (n) /kʌntrisaɪd/
flower /flaʊəʳ/
garage /gærɑːʒ/
garden /gɑːʳdᵊn/
Prime Minister /praɪm mɪnɪstəʳ/
town /taʊn/
view /vjuː/

Adjectives (adj)

back /bæk/
beautiful /bjuːtɪfʊl/
detached /dɪtætʃt/
different /dɪfrənt/
famous /feɪməs/
front /frʌnt/
large /lɑːʳdʒ/
lovely /lʌvli/
nice /naɪs/
semi-detached /semi dɪtætʃt/
terraced /terɪst/

Prepositions of place (prep)

behind /bɪhaɪnd/
in /ɪn/
next to /nekst tə/
on /ɒn/

Adverbs (adv)

around /əraʊnd/
downstairs /daʊnsteəʳz/
upstairs /ʌpsteəʳz/
very /veri/

Phrases (phr)

all around /ɔːl əraʊnd/

3b What's it like?

Furniture (n)

armchair /ɑːʳmtʃeəʳ/
bed /bed/
bookcase /bʊkkeɪs/
chair /tʃeəʳ/
coffee table /kɒfi teɪbᵊl/
cupboard /kʌbəʳd/
desk /desk/
sofa /soʊfə/
table /teɪbᵊl/
wardrobe /wɔːʳdroʊb/

Appliances (n)

cooker /kʊkəʳ/
fridge /frɪdʒ/

Things (n)

bath /bɑːθ/
book /bʊk/
carpet /kɑːʳpɪt/
curtain /kɜːʳtᵊn/
cushion /kʊʃᵊn/
floor /flɔːʳ/
lamp /læmp/
mat /mæt/
mirror /mɪrəʳ/
painting /peɪntɪŋ/
pillow /pɪloʊ/
sink /sɪŋk/
stairs /steəʳz/
toilet /tɔɪlət/
towel /taʊəl/
washbasin /wɒʃbeɪsᵊn/
window /wɪndoʊ/

Phrases (phr)

It's very nice. /ɪts veri naɪs/
Sounds great! /saʊndz greɪt/

3c My bedroom

Prepositions of place (prep)
between /bɪtwiːn/
in front of /ɪn frʌnt əv/
under /ʌndəʳ/

Nouns (n)
poster /pəʊstəʳ/
CD player /siː diː pleɪəʳ/

3d Culture Corner

Verbs (v)
close /kləʊz/
open /əʊpən/
pass /pɑːs/

Nouns (n)
battle drum /bætᵊl drʌm/
Cardiff /kɑːʳdɪf/
castle /kɑːsᵊl/
cliff /klɪf/
Dover /dəʊvəʳ/
dress /dres/
Edinburgh /edɪnbərə/
ghost /gəʊst/
Kent /kent/
piper /paɪpəʳ/
pipe /paɪp/
tourist /tʊərɪst/
tunnel /tʌnᵊl/
tower /taʊəʳ/
underground /ʌndəʳgraʊnd/
woman /wʊmən/

Adjectives (adj)
haunted /hɔːntɪd/
heavy /hevi/
scary /skeəri/

Phrasal verbs (phr v)
go off /gəʊ ɒf/
go on /gəʊ ɒn/
pass through /pɑːs θruː/

3e Let's go in

Nouns (n)
key /kiː/

Adverbs (adv)
quite /kwaɪt/

Phrases (phr)
Here we are. /hɪəʳ wɪ ɑːʳ/
It's great! /ɪts greɪt/
This one. /ðɪs wʌn/

3f Curricular Cut

Verbs (v)
shine /ʃaɪn/

Nouns (n)
Agra /ɑːgrə/
building /bɪldɪŋ/
corner /kɔːʳnəʳ/
dome /dəʊm/
India /ɪndiə/
marble /mɑːʳbᵊl/
minaret /mɪnəret/
palace /pælɪs/
pearl /pɜːʳl/
pool /puːl/
stone /stəʊn/

Colours (n)
blue /bluː/
pink /pɪŋk/
white /ʰwaɪt/
yellow /jeləʊ/

Pronouns (pron)
each /iːtʃ/

Prepositions (prep)
inside /ɪnsaɪd/
outside /aʊtsaɪd/

MODULE 4 Strong ties

Family members (n)
brother /brʌðəʳ/
dad /dæd/
father /fɑːðəʳ/
grandfather /grændfɑːðəʳ/
grandma /grænmɑː/
grandmother /grænmʌðəʳ/
grandpa /grænpɑː/
mother /mʌðəʳ/
mum /mʌm/
sister /sɪstəʳ/

4a My family

Verbs (v)
burn /bɜːʳn/
laugh /lɑːf/
play /pleɪ/
speak /spiːk/
walk /wɔːk/

Nouns (n)
age /eɪdʒ/
cookie /kʊki/
family /fæmɪli/
pilot /paɪlət/
music teacher /mjuːzɪk tiːtʃəʳ/

Adjectives (adj)
caring /keərɪŋ/
clever /klevəʳ/
cool /kuːl/
deep /diːp/
friendly /frendli/
funny /fʌni/
naughty /nɔːti/
noisy /nɔɪzi/
sweet /swiːt/

Adverbs (adv)
often /ɒfᵊn/

4b Day in, day out

Verbs (v)
check /tʃek/
do /duː/
have /hæv/
kiss /kɪs/
leave /liːv/
put /pʊt/
start /stɑːʳt/
wash /wɒʃ/
work /wɜːʳk/

Nouns (n)
breakfast /brekfəst/
daughter /dɔːtəʳ/
egg /egz/
fans /fænz/
football boots /fʊtbɔːl buːts/
match /mætʃ/
team /tiːm/
toast /təʊst/
toothpaste /tuːθpeɪst/

Adverbs (adv)
hard /hɑːʳd/

Determiners (det)
every /evri/

Prepositions of time (prep)
at /æt/
before /bɪfɔːʳ/

Adverbs of frequency (adv)
always /ɔːlweɪz/
never /nevəʳ/

Phrasal verbs (phr v)
give up /gɪv ʌp/
put on /pʊt ɒn/

4c Famous people

Verbs (v)
dance /dɑːns/
like /laɪk/
paint /peɪnt/
sleep /sliːp/

Nouns (n)
full name /fʊl neɪm/
grace /greɪs/
language /læŋgwɪdʒ/
Latin singer /lætɪn sɪŋəʳ/
voice /vɔɪs/

Adverbs (adv)
well /wel/

4d Culture Corner

Verbs (v)
talk /tɔːk/

Nouns (n)
aeroplane /eəʳəpleɪn/
baby /beɪbi/
comic book /kɒmɪk bʊk/
saxophone /sæksəfəʊn/
skateboarding /skeɪtbɔːʳdɪŋ/
Swedish /swiːdɪʃ/

Adjectives (adj)
patient /peɪʃᵊnt/
slim /slɪm/

4e Who's who?

Verbs (v)
come /kʌm/

Nouns (n)
weather /weðəʳ/

Adjectives (adj)
gorgeous /gɔːʳdʒəs/

4f Curricular Cut

Verbs (v)
box /bɒks/

Nouns (n)
bee /biː/
mouse /maʊs/
mule /mjuːl/
ox /ɒks/
poem /pəʊɪm/
simile /sɪmɪli/
sis /sɪs/
snail /sneɪl/

Adjectives (adj)

busy /bɪzi/
gentle /ʤentᵊl/
playful /pleɪfʊl/
similar /sɪmɪlᵊ/
slow /sloʊ/
stubborn /stʌbᵊn/
wise /waɪz/

Adverbs (adv)

really /riːəli/

MODULE 5
The animal kingdom

Animals & parts of their bodies (n)

beak /biːk/
ear /ɪᵊ/
feather /feðᵊ/
fur /fɜːᵊ/
owl /aʊl/
tail /teɪl/
wing /wɪŋ/
wolf /wʊlf/

5a World animals

Verbs (v)

catch /kætʃ/
change /tʃeɪnʤ/
grow /groʊ/
jump /ʤʌmp/
last /lɑːst/
lose /luːz/
move /muːv/
protect /prətekt/
replace /rɪpleɪs/
spot /spɒt/
swallow /swɒloʊ/

Nouns (n)

ability /əbɪlɪti/
Bengal tiger /beŋgɔːl taɪgᵊ/
bug /bʌg/
chameleon /kəmiːliən/
couple /kʌpᵊl/
crocodile /krɒkədaɪl/
direction /daɪrekʃᵊn/
food /fuːd/
hippocampus /hɪpəkæmpəs/
Indian cobra /ɪndiən koʊbrə/
Indian elephant /ɪndiən elɪfənt/
Indian leopard /ɪndiən lepᵊd/
Indian rhino /ɪndiən raɪnoʊ/
jaw /ʤɔː/
minute /mɪnɪt/
planet /plænɪt/
pouch /paʊtʃ/
seahorse /siːhɔːᵊs/
skin /skɪn/
stomach /stʌmək/
tongue /tʌŋ/
teeth /tiːθ/

Adjectives (adj)

dark /dɑːᵊk/
male /meɪl/
old /oʊld/
sick /sɪk/
tasty /teɪsti/
tight /taɪt/
tiny /taɪni/

Adverbs of frequency (adv)

sometimes /sʌmtaɪmz/
usually /juːʒuəli/

Determiners (det)

several /sevrəl/

5b Wild animals

Wild animals (n)

fish /fiːʃ/
giraffe /ʤɪrɑːf/
otter /ɒtᵊ/
penguin /peŋgwɪn/
polar bear /poʊlᵊ beəᵊ/
reindeer /reɪndɪᵊ/
seal /siːl/
tiger /taɪgᵊ/
whale /ʰweɪl/

Nouns (n)

coat /koʊt/
fat /fæt/
flippers /flɪpᵊ/
ice /aɪs/
kilogram /kɪləgræm/
layer /leɪəᵊ/
quiz /kwɪz/

Verbs (v)

swim /swɪm/
try /traɪ/
weigh /weɪ/

Adjectives (adj)

cold /koʊld/
extra /ekstrə/
snowy /snoʊi/
tall /tɔːl/
thick /θɪk/
wonderful /wʌndᵊfʊl/

Question words (quest)

How? /haʊ/
How long? /haʊ lɒŋ/
How many? /haʊ meni/
How often? /haʊ ɒfᵊn/
What? /ʰwɒt/
What time? /ʰwɒt taɪm/
When? /ʰwen/
Where? /ʰweəᵊ/
Who? /huː/
Why? /ʰwaɪ/

5c My pet

Pets (n)

budgie /bʌdʒi/
cat /kæt/
goldfish /goʊldfɪʃ/
hamster /hæmstəᵊ/
rabbit /ræbɪt/
tortoise /tɔːᵊtəs/

Verbs (v)

fly /flaɪ/

Nouns (n)

duster /dʌstəᵊ/
pet /pet/
sound /saʊnd/

Adjectives (adj)

curly /kɜːᵊli/
unusual /ʌnjuːʒuəl/

5d Culture Corner

Nouns (n)

claw /klɔː/
eucalyptus leaf /juːkəlɪptəs liːf/
koala /koʊɑːlə/
mammal /mæmᵊl/
marsupial /mɑːᵊsuːpiəl/

Adjectives (adj)

little /lɪtᵊl/
round /raʊnd/
sharp /ʃɑːᵊp/
soft /sɒft/

5e What's the matter?

Nouns (n)

earache /ɪəreɪk/
fleas /fliːz/
parrot /pærət/
toothache /tuːθeɪk/

Adjectives (adj)

broken /broʊkən/

Phrases (phr)

Let's have a look at him. /lets hæv ə lʊk ət hɪm/
What's the matter? /ʰwɒts ðə mætəᵊ/
What's wrong with him? /ʰwɒts rɒŋ wɪθ hɪm/

5f Curricular Cut

Insects (n)

ant /ænt/
beetle /biːtᵊl/
butterfly /bʌtəᵊflaɪ/
dragonfly /drægənflaɪ/
fly /flaɪ/
grasshopper /grɑːshɒpəᵊ/
ladybird /leɪdibɜːᵊd/
mosquito /mɒskiːtoʊ/
wasp /wɒsp/

Nouns (n)

creature /kriːtʃəᵊ/
field /fiːld/
forest /fɒrɪst/
ground /graʊnd/
honey /hʌni/
insect /ɪnsekt/
insect hunt /ɪnsekt hʌnt/
million /mɪliən/
park /pɑːᵊk/
type /taɪp/
waste /weɪst/

MODULE 6
In all weathers

6a Year after year

Verbs (v)

build /bɪld/
sunbathe /sʌnbeɪð/

Seasons (n)

autumn /ɔːtəm/
spring /sprɪŋ/
summer /sʌməᵊ/
winter /wɪntəᵊ/

Months (n)

January /ʤænjəri/
February /febjuəri/
March /mɑːᵊtʃ/
April /eɪprɪl/
May /meɪ/
June /ʤuːn/
July /ʤuːlaɪ/

August /ɔːgəst/
September /septembəʳ/
October /ɒktəʊbəʳ/
November /nəʊvembəʳ/
December /dɪsembəʳ/

Nouns (n)

Adelaide /ædəleɪd/
Australia /ɒstreɪlɪə/
beach /biːtʃ/
board games /bɔːʳd geɪmz/
Cairo /kaɪrəʊ/
Copenhagen /kəʊpənheɪgᵊn/
degrees /dɪgriːz/
fun /fʌn/
kite /kaɪt/
picnic /pɪknɪk/
snowman /snəʊmæn/
temperature /temprətʃəʳ/

Adjectives (adj)

chilly /tʃɪli/
cloudy /klaʊdi/
foggy /fɒgi/
hot /hɒt/
rainy /reɪni/
sunny /sʌni/
wet /wet/
windy /wɪndi/
warm /wɔːʳm/

Adverbs (adv)

heavily /hevɪli/

6b Dress right!

Nouns (n)

blouse /blaʊz/
clothes /kləʊðz/
jacket /dʒækɪt/
raincoat /reɪnkəʊt/
skirt /skɜːʳt/

Adjectives (adj)

light /laɪt/
loose /luːs/
warm /wɔːʳm/

Phrases (phr)

How do I look in this? /haʊ də aɪ lʊk ɪn ðɪs/
That looks terrible on you. /ðæt lʊks terɪbᵊl ɒn juː/
What do you think of my ... /ʰwɒt dʊ juː θɪŋk əv maɪ .../
You look great/lovely. /juː lʊk greɪt/lʌvli/

6c It's fun!

Verbs (v)

fish /fɪʃ/
ski /skiː/
sunbathe /sʌnbeɪð/
swim /swɪm/
windsurf /wɪndsɜːʳf/

Nouns (n)

golf /gɒlf/
Greece /griːs/
hotel /həʊtel/

Activities

Expressions (exp)

play golf /pleɪ gɒlf/
read a book /riːd ə bʊk/

6d Culture Corner

Verbs (v)

pack /pæk/
need /niːd/
vary /veəri/

Nouns (n)

Bering Sea /beərɪŋ siː/
boots /bʊts/
climate /klaɪmət/
corner /kɔːʳnəʳ/
early morning /ɜːʳli mɔːʳnɪŋ/
night time /naɪt taɪm/
Pacific Ocean /pəsɪfɪk əʊʃᵊn/
region /riːdʒᵊn/
shirt /ʃɜːʳt/
walking shoes /wɔːkɪŋ ʃuːz/
winter coat /wɪntəʳ kəʊt/
woollen sweater /wʊlən swetəʳ/

Adjectives (adj)

late /leɪt/
long-sleeved /lɒŋ sliːvd/
north-west /nɔːʳθ west/
right /raɪt/
short-sleeved /ʃɔːʳt sliːvd/
south-west /saʊθ west/

6e Sounds great!

Adjectives (adj)

tired /taɪəʳd/

Phrases (phr)

Are you free this afternoon? /əʳ juː friː ðɪs ɑːftəʳnuːn/
How about going tomorrow? /haʊ əbaʊt gəʊɪŋ təmɒrəʊ/
Let's go shopping. /lets gəʊ ʃɒpɪŋ/

6f Curricular Cut

Verbs (v)

stand /stænd/

Nouns (n)

air /eəʳ/
ballerina /bæləriːnə/
branch /brɑːntʃ/

Phrasal verbs (phr v)

blow away /bləʊ əweɪ/
go away /gəʊ əweɪ/
go up /gəʊ ʌp/

MODULE 7 Glory days

Jobs (n)

astronaut /æstrənɔːt/
athlete /æθliːt/
ballerina /bæləriːnə/
explorer /ɪksplɔːrəʳ/
inventor /ɪnventəʳ/
nurse /nɜːʳs/
painter /peɪntəʳ/
scientist /saɪəntɪst/

7a Hall of Fame

Phrases (phr)

be able to /bi eɪbᵊl tə/
the most famous /ðə məʊst feɪməs/

Places (n)

Barcelona /bɑːʳsɪləʊnə/
Crete /kriːt/
Seville /səvɪl/
Toledo /tɒleɪdəʊ/

Nouns (n)

artist /ɑːʳtɪst/
city /sɪti/
dessert /dɪzɜːʳt/
flour /flaʊəʳ/
genius /dʒiːniəs/
lake /leɪk/
nickname /nɪkneɪm/
pasta /pɑːstə/
professor /prəfesəʳ/
rice /raɪs/
river /rɪvəʳ/

Adjectives (adj)

real /reəl/
better /betəʳ/
greatest /greɪtəst/

7b Myths & Legends

Verbs (v)

appear /əpɪəʳ/
bury /beri/
fail /feɪl/
fascinate /fæsɪneɪt/
grab /græb/
kill /kɪl/
reach /riːtʃ/
save /seɪv/
succeed /səksiːd/
travel /trævᵊl/

Nouns (n)

Alcmene /ælkmiːni/
fact /fækt/
fiction /fɪkʃᵊn/
god /gɒd/
help /help/
Hercules /hɜːʳkjuliːz/
Iolaus /iːəʊlaʊs/
labour /leɪbəʳ/
legend /ledʒənd/
Libya /lɪbiə/
monster /mɒnstəʳ/
myth /mɪθ/
nephew /nefjuː/
place /pleɪs/
princess /prɪnses/
the Hydra /ðə haɪdrə/
soldier /səʊldʒəʳ/
spear /spɪəʳ/
Zeus /zjuːs/

Adjectives (adj)

alive /əlaɪv/
brave /breɪv/
sad /sæd/
safe /seɪf/
young /jʌŋ/

Adverb (adv)

still /stɪl/

7c Stars

Verbs (v)

become /bɪkʌm/
end /end/
film /fɪlm/
injure /ɪndʒəʳ/
join /dʒɔɪn/
perform /pəʳfɔːʳm/
star /stɑːʳ/

Nouns (n)
actor /æktəʳ/
class /klɑːs/
director /daɪrektəʳ/
film /fɪlm/
footballer /fʊtbɔːləʳ/
group /gruːp/
Hollywood /hɒliwʊd/
Madrid /mədrɪd/
theatre /θɪətəʳ/

Adjectives (adj)
acting /æktɪŋ/
married /mærid/
national /næʃənᵊl/

7d Culture Corner

Verbs (v)
imagine /ɪmædʒɪn/
produce /prədjuːs/
reign /reɪn/
suggest /sədʒest/
vote /vəʊt/
write /raɪt/

Nouns (n)
accident /æksɪdent/
Briton /brɪtᵊn/
career /kərɪəʳ/
composer /kəmpəʊzəʳ/
detective story /dɪtektɪv stɔːri/
king /kɪŋ/
member /membəʳ/
musician /mjuːzɪʃᵊn/
play /pleɪ/
playwriter /pleɪraɪtəʳ/
poet /pəʊɪt/
politician /pɒlɪtɪʃᵊn/
Prime Minister /praɪm mɪnɪstəʳ/
public /pʌblɪk/
result /rɪzʌlt/
rock band /rɒk bænd/

Adjectives (adj)
shocked /ʃɒkt/

Phrases (phr)
dozens of /dʌzᵊnz əv/
let it be /let ɪt biː/
of all time /əv ɔːl taɪm/

7e It was great!

Verbs (v)
present /prɪzent/

Nouns (n)
adventure park /ædventʃəʳ pɑːʳk/
art gallery /ɑːʳt gæləri/
ride /raɪd/
weekend /wiːkend/
zoo /zuː/

Adjectives (adj)
crazy /kreɪzi/
royal /rɔɪəl/

Phrases (phr)
nothing special /nʌθɪŋ speʃᵊl/

7f Curricular Cut

Verbs (v)
raise /reɪz/
steal /stiːl/

Nouns (n)
advisor /ædvaɪzəʳ/
beans /biːnz/
cart /kɑːʳt/
corn /kɔːʳn/
Cuzco /kʊskəʊ/
dog /dɒg/
duck /dʌk/
emperor /empərəʳ/
location /ləʊkeɪʃᵊn/
peppers /pepəʳz/
Peru /pəruː/
potato /pəteɪtəʊ/
Sapa Inca (= the child of the sun) /sæpə ɪŋkə/
the Andes Mountains /ði ændiːz maʊntɪnz/
the Incas /ði ɪŋkəz/
transport /trænspɔːʳt/
village /vɪlɪdʒ/

Phrases (phr)
system of roads /sɪstəm əv rəʊdz/

MODULE 8 Special days

Food & drinks (n)
biscuit /bɪskɪt/
bread /bred/
carrot /kærət/
cheese /tʃiːz/
cherry /tʃeri/
egg /eg/
fish /fɪʃ/
meat /miːt/
orange /ɒrɪndʒ/
pineapple /paɪnæpᵊl/
potato /pəteɪtəʊ/
tea /tiː/
tomato /təmɑːtəʊ/

8a Celebrations

Verbs (v)
forget /fəʳget/
serve /sɜːʳv/

Nouns (n)
bacon /beɪkən/
bagpipe /bægpaɪp/
celebration /selɪbreɪʃᵊn/
costume /kɒstjuːm/
Covent Garden /kɒvᵊnt gɑːʳdᵊn/
date /deɪt/
diary /daɪəri/
dinner /dɪnəʳ/
Dublin /dʌblɪn/
lamb /læm/
schoolmate /skuːlmeɪt/
soda bread /səʊdə bred/
stall /stɒl/
street parade /striːt pəreɪd/
street theatre /striːt θɪətəʳ/
trip /trɪp/
Yorkshire pudding /jɔːʳkʃəʳ pʊdɪŋ/

Adjectives (adj)
delicious /dɪlɪʃəs/
juicy /dʒuːsi/
mediaeval /mediːvᵊl/
roast /rəʊst/
traditional /trədɪʃənᵊl/
yummy /jʌmi/

Phrases (phr)
Make it a date in your diary. /meɪk ɪt ə deɪt ɪn jɔːʳ daɪəri/
see for yourself /siː fəʳ jɔːʳself/
You are sure to have the time of your life. /juː əʳ ʃʊəʳ tə həv ðə taɪm əv jɔːʳ laɪf/

Phrasal verbs (phr v)
let off /let ɒf/
miss out on /mɪs aʊt ɒn/
pop over /pɒp əʊvəʳ/

8b Festive food

Verbs (v)
cook /kʊk/

Nouns (n)
banana /bənɑːnə/
chicken /tʃɪkɪn/
culture /kʌltʃəʳ/
dish /dɪʃ/
Eid /iːd/
goose /guːs/
Iceland /aɪsləndˈ/
Indonesia /ɪndəʊniːziə/
inspiration /ɪnspɪreɪʃᵊn/
Martinstag /mɑːʳtɪnztæg/
midwinter /mɪdwɪntəʳ/
milk /mɪlk/
part /pɑːʳt/
pie /paɪ/
pumpkin /pʌmpkɪn/
Ramadan /ræmədæn/
sake /sɑːki/
sausage /sɒsɪdʒ/
sushi /suːʃi/
Thanksgiving /θæŋksgɪvɪŋ/
turkey /tɜːʳki/

Adjectives (adj)
essential /ɪsenʃᵊl/
exotic /ɪgzɒtɪk/
holy /həʊli/
typical /tɪpɪkᵊl/

8c It was fantastic!

Verbs (v)
believe /bɪliːv/
decorate /dekəreɪt/
mean /miːn/

Nouns (n)
balloon /bəluːn/
birthday /bɜːʳθdeɪ/
China /tʃaɪnə/
gift /gɪft/
good luck /gʊd lʌk/
noodles /nuːdᵊlz/
treat /triːt/
paper /peɪpəʳ/
party /pɑːʳti/
relative /relətɪv/
soup /suːp/
stick /stɪk/
chocolate /tʃɒklɪt/

Adjectives (adj)
unlucky /ʌnlʌki/

Phrases (phr)
bring good luck /brɪŋ gʊd lʌk/
get money /get mʌni/

have a long life /hæv ə lɒŋ laɪf/
have a party /hæv ə pɑːˈti/
have a great time /hæv ə greɪt taɪm/

8d Culture Corner

Nouns (n)

American football /əmerɪkən fʊtbɔːl/
baseball /beɪsbɔːl/
feast /fiːst/
fries /fraɪz/
harvest /hɑːˈvɪst/
melon /melən/
pilgrim /pɪlgrɪm/
score /skɔːˈ/

Adjectives (adj)

successful /səksesfʊl/

Phrases (phr)

Oh dear! /oʊ dɪəˈ/
Way to go! /weɪ tə goʊ/

8e Enjoy your meal!

Verbs (v)

drink /drɪŋk/

Nouns (n)

beef /biːf/
cheeseburger /tʃiːzbɜːˈgəˈ/
chilli /tʃɪli/
coke /koʊk/
lemonade /leməneɪd/
mineral water /mɪnərəl wɔːtəˈ/
meal /miːl/
orange juice /ɒrɪndʒ dʒuːs/
order /ɔːˈdəˈ/
tuna /tjuːnə/
stawberry /strɔːbri/
takeaway /teɪkəweɪ/
vanilla /vənɪlə/

Adjectives (adj)

baked /beɪkt/
medium /miːdiəm/

Phrases (phr)

take an order /teɪk ən ɔːˈdəˈ/

Phrasal verbs (phr v)

eat in /iːt ɪn/

8f Curricular Cut

Verbs (v)

chop /tʃɒp/
prepare /prɪpeəˈ/
touch /tʌtʃ/

Nouns (n)

bacteria /bæktɪəriə/
danger /deɪndʒəˈ/
fruit /fruːt/
product /prɒdəkt/
surface /sɜːˈfɪs/
vegetables /vedʒtəbᵊlz/
yoghurt /jɒgəˈt/
health /helθ/

Adjectives (adj)

dairy /deəri/
dangerous /deɪndʒərəs/
personal /pɜːˈsənᵊl/
raw /rɔː/
social /soʊʃᵊl/

Adverbs (adv)

carefully /keəˈfʊli/

Phrases (phr)

keep clean /kiːp kliːn/
keep away /kiːp əweɪ/

MODULE 9 Modern Living

Shops (n)

bookshop /bʊkʃɒp/
chemist's /kemɪsts/
department store /dɪpɑːˈtment stɔːˈ/
toy shop /tɔɪ ʃɒp/

9a Going shopping

Shops (n)

bakery /beɪkəri/
butcher's /bʊtʃəˈz/
florist's /flɒrɪsts/
greengrocer's /griːngroʊsəˈz/
newsagent's /njuːzeɪdʒᵊnts/
restaurant /restərɒnt/
shoe shop /ʃuː ʃɒp/

London's shops (n)

Boots /buːts/
Burger King /bɜːˈgəˈ kɪŋ/
Hamleys /hæmliz/
Harrods /hærədʒ/
Waterstone's /wɔːtəˈstoʊnz/

Verbs (v)

begin /bɪgɪn/
buy /baɪ/
print /prɪnt/
sell /sel/
test /test/

Food (n)

burger /bɜːˈgəˈ/
chicken burger /tʃɪkᵊn bɜːˈgər/
french fries /frentʃ fraɪz/

Other nouns (n)

aspirin /æspɪrɪn/
chain /tʃeɪn/
cookery /kʊkᵊri/
crime /kraɪm/
eyesight /aɪsaɪt/
glasses /glɑːsᵊz/
holiday /hɒlɪdeɪ/
magazine /mægᵊziːn/
medicine /medsən/
menu /menjuː/
milkshake /mɪlkʃeɪk/
model car /mɒdᵊl kɑːˈ/
motto /mɒtoʊ/
Nottingham /nɒtɪŋhæm/
novel /nɒvᵊl/
photo /foʊtoʊ/
shelf /ʃelf/
store /stɔːˈ/
street /striːt/
tulip /tjuːlɪp/
whopper /ʰwɒpəˈ/
beauty /bjuːti/

Adjectives (adj)

central /sentrᵊl/
cheap /tʃiːp/
main /meɪn/

Adverbs (adv)

nearly /nɪəˈli/

Phrases (phr)

apart from /əpɑːˈt frəm/

9b Let's go!

Activities

Expressions (exp)

listen to music /lɪsᵊn tə mjuːzɪk/
look at paintings /lʊk ət peɪntɪŋz/
see acrobats /siː ækrobæts/
see dolphins /siː dɒlfɪnz/
see exotic birds /siː ɪgzɒtɪk bɜːˈdz/
see statues /siː stætʃuːz/
see whales /siː ʰweɪlz/
see a film /siː ə fɪlm/
see a play /siː ə pleɪ/

Verbs (v)

book /bʊk/
feed /fiːd/
hate /heɪt/
must /mʌst/
mustn't /mʌsᵊnt/
pay /peɪ/
read /riːd/
respect /rɪspekt/

Nouns (n)

café /kæfeɪ/
circus /seˈkəs/
door /dɔːˈ/
dialogue /daɪəlɒg/
marine park /mərɪn pɑːˈk/
obligation /ɒbligeɪʃᵊn/
prohibition /proʊɪbɪʃᵊn/
rule /ruːl/
sign /saɪn/

Adjectives (adj)

bad /bæd/
bored /bɔːˈd/

Adverbs (adv)

daily /deɪli/
twice /twaɪs/

Phrases (phr)

Can we go now? /kæn wi goʊ naʊ/
No smoking! /noʊ smoʊkɪŋ/
Please don't feed the animals. /pliːz doʊnt fiːd ði ænɪməlz/
You mustn't be late. /juː mʌsənt bi leɪt/
Wait for me there. /weɪt fəˈ mi ðeəˈ/

9c Don't miss it!

Everyday English (phr)

action film /ækʃᵊn fɪlm/
adventure film /ædventʃəˈ fɪlm/
animated film /ænɪmeɪtɪd fɪlm/
comedy /kɒmədi/
fantasy film /fæntəsi fɪlm/
horror film /hɒreˈ fɪlm/
romance /rəmæns/

Verbs (v)
correct /kərekt/
decide /dɪsaɪd/
miss /mɪs/
recommend /rekəmend/
rescue /reskjuː/

Nouns (n)
fight scenes /faɪt siːnz/
home /hoʊm/
kid /kɪd/
mistake /mɪsteɪk/
review /rɪvjuː/
rider /raɪdəʳ/
special effects /speʃᵊl ɪfekts/
spy /spaɪ/
wizard /wɪzɜːʳd/

Adjectives (adj)
evil /iːvᵊl/
exciting /ɪksaɪtɪŋ/
whole /hoʊl/

9d Culture Corner

Nouns (n)
nightclub /naɪtklʌb/
premiere /premɪeəʳ/

Adjectives (adj)
new /njuː/

Adverbs (adv)
especially /ɪspeʃᵊli/
nearby /nɪəʳbaɪ/

9e Turn left

Phrases (phr)
Excuse me, can you tell me where the ... is? /ɪkskjuːz mi kæn juː tel mi ʰweəʳ ðə ... ɪz/
Go up/down ... /goʊ ʌp/ daʊn/
How do I get to ...? /haʊ də aɪ get tə/
It's on the corner of ... /ɪts ɒn ðə kɔːʳnər əv/
It's next to/near/ opposite/between ... /ɪts nekst tə/nɪəʳ/ɒpəzɪt/ bɪtwiːn/
Turn left/right ... /tɜːʳn left/raɪt/
You can't miss it. /juː kɑːnt mɪs ɪt/
Walk up/down /wɔːk ʌp/daʊn/

9f Curricular Cut

Ways of travelling (phr)
by bike /baɪ baɪk/
by car /baɪ kɑːʳ/
by coach /baɪ koʊtʃ/
by motorbike /baɪ moʊtəʳbaɪk/
by plane /baɪ pleɪn/
by ship /baɪ ʃɪp/
by train /baɪ treɪn/
on foot /ɒn fʊt/

Verbs (v)
drive /draɪv/
give /gɪv/
inform /ɪnfɔːʳm/
memorise /meməraɪz/
ride /raɪd/
show /ʃoʊ/
yield /jiəld/

Nouns (n)
circle /sɜːʳkᵊl/
condition /kəndɪʃən/
directions /daɪrekʃᵊnz/
distance /dɪstəns/
instructions /ɪnstrʌkʃᵊnz/
interest /ɪntrest/
lane /leɪn/
motorway /moʊtəʳweɪ/
road signs /roʊd saɪnz/
road works /roʊd wɜːʳks/
safety /seɪfti/
speed limit /spiːd lɪmɪt/
triangle /traɪæŋgᵊl/
warning /wɔːʳnɪŋ/

Adjectives (adj)
cultural /kʌltʃərəl/
historic /hɪstɒrɪk/
positive /pɒzɪtɪv/
precise /prɪsaɪs/
recreational /rekrieɪʃənᵊl/

Phrases (phr)
pay attention /peɪ ətenʃᵊn/
Think again! /θɪŋk əgen/
be out and about /bi aʊt ənd əbaʊt/

Phrasal verbs (phr v)
watch out for /wɒtʃ aʊt fəʳ/

MODULE 10 Holidays

Holiday activities (n)
fishing /fɪʃɪŋ/
hiking /haɪkɪŋ/
jet skiing /dʒet skiːɪŋ/
sailing /seɪlɪŋ/
scuba diving /skuːbə daɪvɪŋ/
sunbathing /sʌnbeɪðɪŋ/
swimming /swɪmɪŋ/
white water rafting /ʰwaɪt wɔːtəʳ rɑːftɪŋ/
windsurfing /wɪndsɜːʳfɪŋ/

10a Travel & Leisure

Holiday activities (phr)
buy souvenirs /baɪ suːvenɪəʳz/
eat local dishes /iːt loʊkᵊl dɪʃəz/
go on a boat trip /goʊ ɒn ə boʊt trɪp/
go sightseeing /goʊ saɪtsiːɪŋ/
go surfing /goʊ sɜːʳfɪŋ/
hire a motorbike /haɪəʳ ə moʊtəʳbaɪk/
make new friends /meɪk njuː frendz/
visit monuments /vɪzɪt mɒnjuːments/
walk through the streets /wɔːk θruː ðə striːts/

Verbs (v)
hire /haɪəʳ/
surf /sɜːʳf/
tour /tʊəʳ/

Nouns (n)
antique /æntiːk/
attractions /ətrækʃᵊnz/
Camden Market /kæmdən mɑːʳkɪt/
hotspot /hɒtspɒt/
intention /ɪntenʃᵊn/
landmark /lændmɑːʳk/
Newquay /njuːkiː/
Oxford /ɒksfəʳd/
treasure /treʒəʳ/
wetsuit /wetsuːt/

Adjectives (adj)
charming /tʃɑːʳmɪŋ/
finest /faɪnest/
sporty /spɔːʳti/
top /tɒp/
trendy /trendi/

Adverbs (adv)
probably /prɒbəbli/

Phrases (phr)
go punting /goʊ pʌntɪŋ/
ride the waves /raɪd ðə weɪvz/
take a seat aboard a boat /teɪk ə siːt əbɔːʳd ə boʊt/
travel abroad /trævᵊl əbrɔːd/
You won't believe your eyes! /juː wɒnt bɪliːv jɔːr aɪz/

10b Safety First

Verbs (v)
camp /kæmp/
cut /cʌt/
protect /prətekt/
smoke /smoʊk/

Nouns (n)
damage /dæmɪdʒ/
phone call /foʊn kɔːl/
flip-flops /flɪp flɒps/
hillside /hɪlsaɪd/
sand /sænd/
snacking /snækɪŋ/
sunburn /sʌnbɜːʳn/
sunscreen /sʌnskriːn/
tip /tɪp/
UV rays /juː viː reɪz/
windsurfer /wɪndsɜːʳfəʳ/

Adjectives (adj)
steep /stiːp/
useful /juːsfʊl/

Phrases (phr)
swim on a full stomache /swɪm ɒn ə fʊl stʌmək/
There's nothing like it. /ðeəʳz nʌθɪŋ laɪk ɪt/

10c See you

Verbs (v)
fit /fɪt/

Nouns (n)
Botanic Gardens /bətænɪk gɑːʳdᵊnz/
ferry /feri/
Opera House /ɒpərə haʊs/

Phrases (phr)
as for me /əz fəʳ miː/
first of all /fɜːʳst əv ɔːl/

10d Culture Corner

Verbs (v)

complete /kəmpliːt/

Nouns (n)

coach /koʊtʃ/
heads /hedz/
Highlands /haɪləndz/
tails /teɪlz/
tyre /taɪəʳ/

Adjectives (adj)

flat /flæt/
scenic /siːnɪk/

10e Join me!

Phrases (phr)

I'm sorry, but I can't. /aɪm sɒri bət aɪ kɑːnt/
Sure. Why not? /ʃʊəʳ ʰwaɪ nɒt/

10f Curricular Cut

Nouns (n)

cartoon strip /kɑːʳtuːn strɪp/
whistle /ʰwɪsᵊl/
compass /kʌmpəs/
matches /mætʃɪz/
rubbish /rʌbɪʃ/

Phrases (phr)

Don't worry! /doʊnt wʌri/
What's that noise? /ʰwɒts ðæt nɔɪz/
Shut up! /ʃʌt ʌp/
Let's have some fun! /lets həv səm fʌn/
Wait a minute! /weɪt ə mɪnɪt/

Irregular Verbs

Infinitive	Past
be /biː/	was
beat /biːt/	beat
become /bɪkʌm/	became
begin /bɪgɪn/	began
bite /baɪt/	bit
blow /bloʊ/	blew
break /breɪk/	broke
bring /brɪŋ/	brought
build /bɪld/	built
burn /bɜːrn/	burnt (burned)
buy /baɪ/	bought
can /kæn/	could
catch /kætʃ/	caught
choose /tʃuːz/	chose
come /kʌm/	came
cost /kɒst/	cost
cut /kʌt/	cut
dig /dɪg/	dug
do /duː/	did
draw /drɔː/	drew
dream /driːm/	dreamt (dreamed)
drink /drɪŋk/	drank
drive /draɪv/	drove
eat /iːt/	ate
fall /fɔːl/	fell
feed /fiːd/	fed
feel /fiːl/	felt
fight /faɪt/	fought
find /faɪnd/	found
fly /flaɪ/	flew
forget /fərget/	forgot
forgive /fərgɪv/	forgave
freeze /friːz/	froze
get /get/	got
give /gɪv/	gave
go /goʊ/	went
grow /groʊ/	grew
hang /hæŋ/	hung (hanged)
have /hæv/	had
hear /hɪər/	heard
hide /haɪd/	hid
hit /hɪt/	hit
hold /hoʊld/	held
hurt /hɜːrt/	hurt
keep /kiːp/	kept
know /noʊ/	knew
lay /leɪ/	laid
lead /liːd/	led
learn /lɜːrn/	learnt (learned)
leave /liːv/	left

Infinitive	Past
lend /lend/	lent
let /let/	let
lie /laɪ/	lay
lie /laɪ/	lied
light /laɪt/	lit
lose /luːz/	lost
make /meɪk/	made
mean /miːn/	meant
meet /miːt/	met
pay /peɪ/	paid
put /pʊt/	put
read /riːd/	read
ride /raɪd/	rode
ring /rɪŋ/	rang
rise /raɪz/	rose
run /rʌn/	ran
say /seɪ/	said
see /siː/	saw
sell /sel/	sold
send /send/	sent
set /set/	set
sew /soʊ/	sewed
shake /ʃeɪk/	shook
shine /ʃaɪn/	shone
shoot /ʃuːt/	shot
show /ʃoʊ/	showed
shut /ʃʌt/	shut
sing /sɪŋ/	sang
sit /sɪt/	sat
sleep /sliːp/	slept
smell /smel/	smelt (smelled)
speak /spiːk/	spoke
spell /spel/	spelt (spelled)
spend /spend/	spent
stand /stænd/	stood
steal /stiːl/	stole
stick /stɪk/	stuck
sting /stɪŋ/	stung
swear /sweər/	swore
sweep /swiːp/	swept
swim /swɪm/	swam
take /teɪk/	took
teach /tiːtʃ/	taught
tear /teər/	tore
tell /tel/	told
think /θɪŋk/	thought
throw /θroʊ/	threw
understand /ʌndərstænd/	understood
wake /weɪk/	woke
wear /weər/	wore
win /wɪn/	won
write /raɪt/	wrote

Vowels

a	/eə/	care, rare, scare, dare, fare, share
	/eɪ/	name, face, table, lake, take, day, age, ache, late, snake, make
	/æ/	apple, bag, hat, man, flat, lamp, fat, hand, black, cap, fan, cat, actor, factor, manner
	/ɔː/	ball, wall, call, tall, small, hall, warn, walk, also, chalk
	/ɒ/	want, wash, watch, what, wasp
	/ə/	alarm, away, America
	/ɑː/	arms, dark, bar, star, car, ask, last, fast, glass, far, mask
e	/e/	egg, end, hen, men, ten, bed, leg, tell, penny, pet, bell, pen, tent
i	/ɪ/	in, ill, ink, it, is, hill, city, sixty, fifty, lip, lift, silly, chilly
	/aɪ/	ice, kite, white, shine, bite, high, kind
o	/oʊ/	home, hope, bone, joke, note, rope, nose, tone, blow, know, no, cold
	/ɒ/	on, ox, hot, top, chop, clock, soft, often, box, sock, wrong, fox
	/aʊ/	owl, town, clown, how, brown, now, cow
oo	/ʊ/	book, look, foot
	/uː/	room, spoon, too, tooth, food, moon, boot
	/ʌ/	blood, flood
	/ɔː/	floor, door
u	/ɜː/	turn, fur, urge, hurl, burn, burst
	/ʌ/	up, uncle, ugly, much, such, run, jump, duck, jungle, hut, mud, luck
	/ʊ/	pull, push, pull, full, cushion
	/j/	unique, union
y	/aɪ/	sky, fly, fry, try, shy, cry, by

Consonants

b	/b/	box, butter, baby, bell, bank, black
c	/k/	cat, coal, call, calm, cold
	/s/	cell, city, pencil
d	/d/	down, duck, dim, double, dream, drive, drink
f	/f/	fat, fan, first, food, lift, fifth
g	/g/	grass, goat, go, gold, big, dog, glue, get, give
	/ʤ/	gem, gin, giant
h	/h/	heat, hit, hen, hand, perhaps BUT hour, honest, dishonest, heir
j	/ʤ/	jam, just, job, joke, jump
k	/k/	keep, king, kick
l	/l/	lift, let, look, lid, clever, please, plot, black, blue, slim, silly
m	/m/	map, man, meat, move, mouse, market, some, small, smell, smile
n	/n/	next, not, tenth, month, kind, snake, snip, noon, run
p	/p/	pay, pea, pen, poor, pink, pencil, plane, please
q	/kw/	queue, quack, quarter, queen, question, quiet
r	/r/	rat, rich, roof, road, ready, cry, grass, bring, fry, carry, red, read
s	/s/	sit, set, seat, soup, circle, snow, smell, glass, dress, goose
	/z/	houses, cousin, husband
t	/t/	two, ten, tooth, team, turn, tent, tool, trip, train, tree
v	/v/	veal, vet, vacuum, vote, arrive, live, leave, view
w	/w/	water, war, wish, word, world
y	/j/	youth, young, yes, yacht, year
z	/z/	zoo, zebra, buzz, crazy

Diphthongs

ea,ee	/ɪə/	ear, near, fear, hear, clear, year, dear, beer, cheer, deer
	/iː/	eat, each, heat, leave, clean, seat, neat, tea, keep, feed, free, tree, three, bee
ei	/eɪ/	eight, freight, weight, vein
	/aɪ/	height
ai	/eɪ/	pain, sail, tail, main, bait, fail, mail
ea	/eə/	pear, wear, bear, tear
	/ɜː/	earth, pearl, learn, search
ie	/aɪ/	die, tie, lie
ou	/ʌ/	tough, touch, enough, couple, cousin, trouble
	/aʊ/	mouse, house, round, trout, shout, doubt
oi	/ɔɪ/	oil, boil, toil, soil, coin, choice, voice, join
oy	/ɔɪ/	boy, joy, toy, annoy, employ
ou	/ɔː/	court, bought, brought
au	/ɔː/	naughty, caught, taught

Double letters

sh	/ʃ/	shell, ship, shark, sheep, shrimp, shower
ch	/tʃ/	cheese, chicken, cherry, chips, chocolate
ph	/f/	photo, dolphin, phone, elephant
th	/θ/	thief, throne, three, bath, cloth, earth, tooth
	/ð/	the, this, father, mother, brother, feather
ng	/ŋ/	thing, king, song, sing
nk	/ŋk/	think, tank, bank

American English-British English Guide

American English	British English
A	
account	bill/account
airplane	aeroplane
anyplace/anywhere	anywhere
apartment	flat
B	
bathrobe	dressing gown
bathtub	bath
bill	banknote
billion=thousand million	billion=million million
busy (phone)	engaged (phone)
C	
cab	taxi
call/phone	ring up/phone
can	tin
candy	sweets
check	bill (restaurant)
closet	wardrobe
connect (telephone)	put through
cookie	biscuit
corn	sweetcorn, maize
crazy	mad
D	
desk clerk	receptionist
dessert	pudding/dessert/sweet
downtown	(city) centre
drapes	curtains
drugstore/pharmacy	chemist's (shop)
duplex	semi-detached
E	
eggplant	aubergine
elevator	lift
F	
fall	autumn
faucet	tap
first floor, second floor, etc	ground floor, first floor, etc
flashlight	torch
French fries	chips
front desk (hotel)	reception
G	
garbage/trash	rubbish
garbage can	dustbin/bin
gas	petrol
gas station	petrol station/garage
grade	class/year
I	
intermission	interval
intersection	crossroads
J	
janitor	caretaker/porter
K	
kerosene	paraffin
L	
lawyer/attorney	solicitor
line	queue
lost and found	lost property
M	
mail	post
make a reservation	book
motorcycle	motorbike/motorcycle
movie	film
movie house/theater	cinema
mom	mum
N	
news-stand	newsagent
O	
office (doctor's/dentist's)	surgery
one-way (ticket)	single (ticket)
overalls	dungarees

American English	British English
P	
pants/trousers	trousers
pantyhose/nylons	tights
parking lot	car park
pavement	road surface
pedestrian crossing	zebra crossing
(potato) chips	crisps
public school	state school
purse	handbag
R	
railroad	railway
rest room	toilet/cloakroom
S	
sales clerk/sales girl	shop assistant
schedule	timetable
shorts (underwear)	pants
sidewalk	pavement
stand in line	queue
store, shop	shop
subway	underground
T	
truck	lorry, van
two weeks	fortnight/two weeks
V	
vacation	holiday(s)
vacuum (v.)	hoover
vacuum cleaner	hoover
vest	waistcoat
W	
with or without (milk/cream in coffee)	black or white
Y	
yard	garden
Z	
(pronounced, "zee")	(pronounced, "zed")
zero	nought
zip code	postcode

Grammar

He just went out./ He has just gone out.	He has just gone out.
Hello, is this Steve?	Hello, is that Steve?
Do you have a car?/ Have you got a car?	Have you got a car?

Spelling

aluminum	aluminium
analyze	analyse
center	centre
check	cheque
color	colour
honor	honour
jewelry	jewellery
practice(n,v)	practice(n) practise(v)
program	programme
realize	realise
tire	tyre
trave(l)ler	traveller

Expressions with prepositions and particles

different from/than	different from/to
live on X street	live in X street
on a team	in a team
on the weekend	at the weekend
Monday through Friday	Monday to Friday

Key to Self Check Sections

Self Check 1

1 1 atlas 3 notebook 5 notepad
2 pencil 4 eraser

2 1 c 2 a 3 d 4 b 5 e

3 1 a 2 an 3 a 4 an 5 a

4 1 Is, she is. 4 Are, they aren't
2 Is, he isn't 5 Are, they are
3 Are, they are

5 1 He, him 4 them, They
2 them, They 5 I, they
3 Her, She

6 1 a 2 a 3 b 4 a

Self Check 2

1 1 basketball 5 watch 9 cap
2 handbag 6 belt 10 guitar
3 gloves 7 helmet
4 trainers 8 bicycle

2 1 Japanese 3 British 5 Australian
2 American 4 Spanish

3 1 hair, nose 2 short, plump 3 ears, eyes

4 1 Have, have 3 Has, has
2 Has, hasn't 4 Have, haven't

5 1 That 2 These 3 This 4 Those

6 1 children 4 leaves 7 ladies
2 men 5 watches 8 teeth
3 boxes 6 boys

7 1 e 2 c 3 a 4 b 5 d

Self Check 3

1 1 are 4 isn't 7 aren't
2 is 5 are
3 isn't 6 are

2 1 sink 3 sofa 5 garage
2 book 4 garden

3 1 fourth 4 second 7 sixteenth
2 third 5 eleventh 8 twelfth
3 first 6 twentieth

4 1 d 2 b 3 a 4 e 5 c

5 1 in 3 on 5 behind
2 under 4 in front of 6 on

Self Check 4

1 1 mum/mother 4 grandma/grandmother
2 sister 5 brother
3 grandpa/grandfather

2 1 naughty 3 sweet 5 patient
2 clever 4 funny

3 1 Can, can 3 Can, can 5 Can, can't
2 can, can't 4 Can, can

4 1 Does she walk to school? Yes, she does.
2 Do they like tennis? Yes, they do.
3 Do they live in a flat? No, they don't.
4 Does Ann eat meat? No, she doesn't.
5 Does Bob play the guitar? Yes, he does.

5 1 gets 3 has 5 works
2 doesn't watch 4 doesn't go

6 1 c 2 e 3 d 4 b 5 a

Self Check 5

1 1 penguin 3 seahorse 5 rhino
2 leopard 4 budgie

2 pets: hamster, tortoise, cat
insects: butterfly, beetle, ant
wild animals: crocodile, tiger, wolf, polar bear

3 1 leg 3 rhino 5 dog
2 insects 4 rabbit

4 1 When 3 Who 5 How
2 Where 4 What

5 1 We usually go shopping on Fridays.
2 He sometimes goes to bed late.
3 Samantha never watches TV in the morning.
4 I usually eat dinner at half past seven.

6 1 What's the matter?
2 What's wrong with him?
3 Really? How do you know?
4 Let's have a look at him.

Self Check 6

1 1 summer 2 winter 3 spring 4 autumn

2 1 leaves 2 raincoat 3 shirts 4 December

3 1 like 2 sunny 3 dress 4 lovely

4 1 is painting
2 are you doing, am writing
3 aren't watching, are doing
4 Is John repairing

5 1 don't want, am studying
2 is playing, plays
3 is talking, speaks
4 wears, is wearing

6 1 It's great.
2 It's very cold.
3 Let's go to the cinema!
4 Sorry, I've got a lot of homework.

Self Check 7

1 1 ballerina 4 scientist 7 singer
2 astronaut 5 explorer 8 athlete
3 nurse 6 painter

2 1 eighteen sixty three 3 nineteen eighty nine
2 nineteen sixty five 4 two thousand and one

3 1 watched 3 worked 5 travelled
2 didn't play 4 didn't visit

4 1 Where were you yesterday?
2 He didn't watch TV yesterday.
3 Did they play football yesterday?
4 Picasso was a painter.
5 When did he die?

5 1 Was, wasn't 4 Were, were
2 Did, did 5 Did, didn't
3 Did, didn't

6 1 c 2 a 3 d 4 b

Self Check 8

1 1 dressed 3 flew 5 let
2 made 4 wore

2 Food: eggs, cheese, meat, fish, rice
Drinks: milk, tea
Fruit: cherries, pineapples, oranges

3 1 made 3 had 5 met
2 didn't send 4 Did he go 6 wrote

4 1 some 4 some 7 a
2 an 5 some 8 some
3 an 6 some

5 1 many, many 3 any, many
2 some, any 4 any, any

6 1 That would be nice. 4 Enjoy your meal.
2 Can I take your order? 5 Here you are.
3 How about pizza?

Self Check 9

1 1 e 2 c 3 a 4 f 5 b 6 d

2 1 film 3 chemist's 5 statue
2 painting 4 bakery

3 1 You mustn't bring animals.
2 You mustn't smoke.
3 You must keep dogs on leads.
4 You must stop.
5 You mustn't cycle in the gardens.
6 You must clean up after your dog.

4 1 a 3 a 5 the 7 the
2 an 4 The 6 a, The, the 8 a

5 1 Thank you.
2 You're welcome.
3 Yes. There's one on Alma Street.
4 It's opposite the café.
5 I'd like some tomatoes, please.

Self Check 10

1 1 sunscreen 3 landmarks
2 sunglasses 4 souvenirs

2 1 b 2 f 3 e 4 c 5 d 6 a

3 1 isn't going to travel 4 is going to take
2 is going to watch 5 isn't going to play
3 Are they going to have

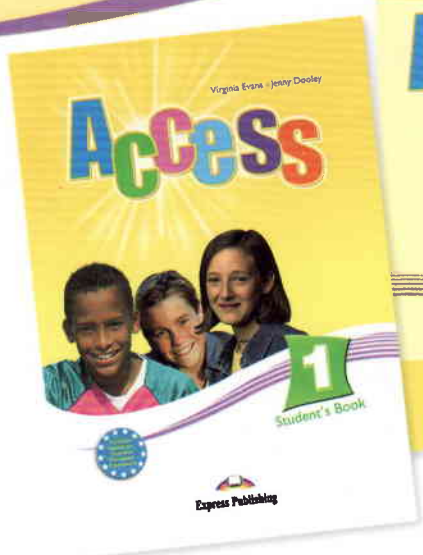
4 1 Are you playing basketball tomorrow?
2 She isn't going to meet her friends this weekend.
3 They are going to visit their friends.
4 Is Sheila going sailing tomorrow?
5 He isn't going to stay in a hotel.

5 1 Can, can't 2 can't 3 Can 4 can

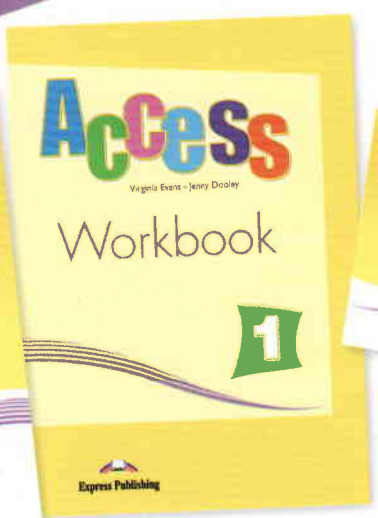
6 1 sure 2 not 3 'm going 4 can't

Access 1

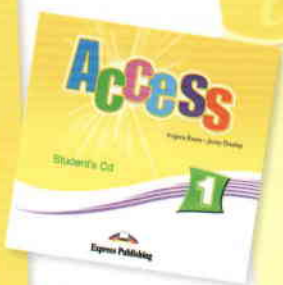
Access is a four-level English course designed exclusively for students studying English at Beginner Level. The course follows the principles of the Council of Europe Common Framework of Reference Level A1.



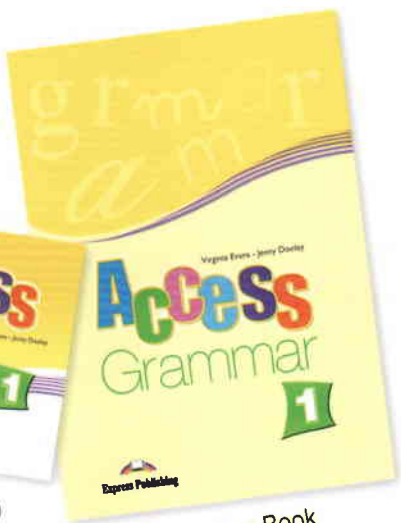
Student's Book



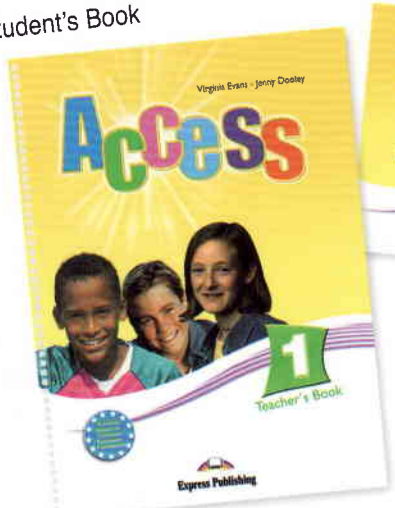
Workbook



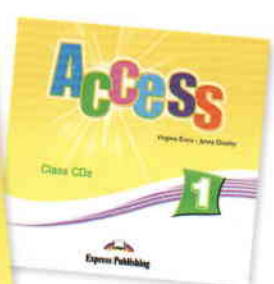
Student's CD



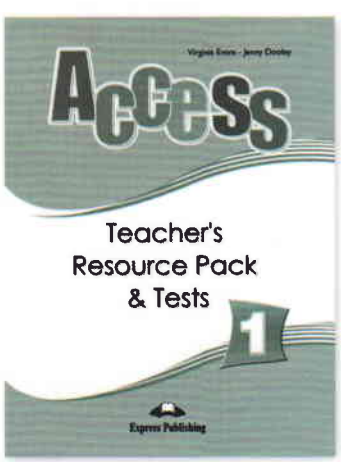
Grammar Book



Teacher's Book (interleaved)



Class CDs



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