

Ministerul Educației Naționale

Limba modernă 2- Limba engleză

Clasa a V-a

Jenny Dooley

Student's Book



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Inspectoratul școlar
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ACEST MANUAL A FOST FOLOSIT:

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

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

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

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Ministerul Educației Naționale

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Imnul României

Deșteaptă-te, române!

de Andrei Mureșanu

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

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

.....

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

.....

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

Guide – How to use the course

Instrucțiuni de utilizare a manualului



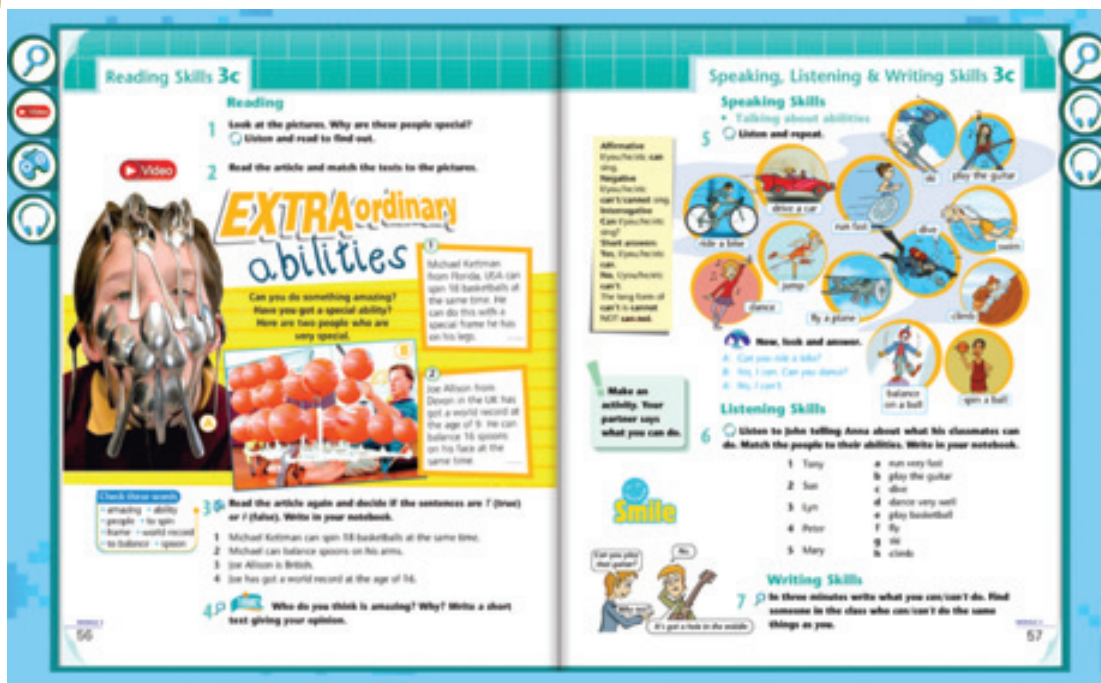
Printed Book
Varianta tipărită



Digital app
Varianta digitală

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

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



Symbols:
Simboluri:



listening activities
audio



animation/video activities
activități animate/video



static activities
activități statice



interactive activities
activități interactive

Structure of a module Structura unui modul



reading tasks
activități de citire

The image shows a page from a textbook with two main sections. The left section is titled 'Reading & Speaking Skills 2x' and contains a text passage about 'Increased Income' and 'Cottages' with various tasks like 'Read the text and write a short paragraph' and 'Write a short paragraph'. The right section is titled 'Vocabulary, Listening, Speaking & Writing Skills 2x' and includes a 'Vocabulary Skills' section with a diagram of shapes and colors, and a 'Listening Skills' section with a picture of a woman and a 'Speaking & Writing Skills' section with a picture of a house.

vocabulary presentation
prezentarea vocabularului

listening activities
activități de ascultare

critical thinking
gândire critică

realistic writing tasks
activități de scriere

Culture sections to promote
cultural individuality
Secțiuni cu informații culturale

The image shows a comic story page titled 'Landmarks Across Cultures 2x'. It features a large illustration of the Golden Gate Bridge in San Francisco. The text includes a short story about the bridge and a task: 'Read the text and write a short paragraph about the bridge. What do you know about it? Write a short paragraph about it.' There is also a small image of a modern building.

Comic story
Benzi desenate

Fun Time & Games
Jocuri

The image shows a 'Fun Time & Games' section. It includes a crossword puzzle with a grid and a 'Home is where the heart is' section with a picture of a house and a 'Quiz' section with a question: 'What is the capital of France?' and a 'Crossword' section with a grid and a 'Home' section with a picture of a house and a 'Quiz' section with a question: 'What is the capital of France?'.

quizzes
chestionare

songs
cântece

The image shows an 'Everyday English 2x' section. It features a large illustration of a house and a dialogue between two people. The text includes a short story about a house and a task: 'Read the text and write a short paragraph about the house. What do you know about it? Write a short paragraph about it.' There is also a small image of a house.

everyday situational dialogues
dialoguri uzuale

Evaluation
Evaluare

The image shows a comic story page titled 'Monstertrucks'. It features a large illustration of a monster truck. The text includes a short story about a monster truck and a task: 'Read the text and write a short paragraph about the monster truck. What do you know about it? Write a short paragraph about it.' There is also a small image of a monster truck.

The image shows a 'Revision 2' section. It features a large illustration of a classroom and a task: 'Read the text and write a short paragraph about the classroom. What do you know about it? Write a short paragraph about it.' There is also a small image of a classroom.

The image shows an 'Evaluation (module 1 & 2)' section. It features a large illustration of a classroom and a task: 'Read the text and write a short paragraph about the classroom. What do you know about it? Write a short paragraph about it.' There is also a small image of a classroom.

Symbols:
Simboluri:



listening
audio



game
joc



joke
glumă



pairwork
lucru în perechi



groupwork
lucru în grup



research
căutare pe internet



animation/video
animații/video

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	MODULES	Competences
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	School days pp. 20-31 Fun Time 1 p. 32 Revision 1 p. 33	1.3 Gain familiarity with simple cultural elements 2.1 Repeat words and short phrases accurately 2.2 Take part in simple everyday dialogues 2.3 Present/identify an object/person/character 3.2 Identify the general meaning of simple texts on familiar topics 4.2 Write an informal message 4.3 Take part in written group projects
2	My world pp. 34-45 Fun Time 2 p. 46 Revision 2 p. 47 Monstertrackers 1 pp. 48-49	1.2. Recognise position/prepositions of place 1.3. Gain familiarity with simple cultural elements 2.1 Repeat words and short phrases accurately 2.2 Take part in simple everyday dialogues 2.4 Develop pronunciation/intonation 3.2 Identify the general meaning of simple texts on familiar topics 3.4 Explore simple written messages 4.2 Write an informal message 4.3 Take part in written group projects
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4	Me & the others pp. 64-75 Fun Time 4 p. 76 Revision 4 p. 77 Monstertrackers 2 pp. 78-79	1.3 Gain familiarity with simple cultural elements 2.1 Repeat words and short phrases accurately 2.2 Take part in simple everyday dialogues 2.3 Present/identify an object/person/character 2.4 Develop pronunciation/intonation 3.2 Identify the general meaning of simple texts on familiar topics 3.3 Understand simple informal messages about everyday situations 3.4 Explore simple written messages 4.1 Write a card 4.2 Write an informal message
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6	Out & About pp. 94-105 Fun Time 6 p. 106 Revision 6 p. 107 Monstertrackers 3 pp. 108-109	1.1 Show understanding of greetings/questions/simple instructions 1.3 Gain familiarity with simple cultural elements 2.1 Repeat words and short phrases accurately 2.2 Take part in simple everyday dialogues 3.1 Understand common phrases related to everyday life 3.2 Identify the general meaning of simple texts on familiar topics 3.3 Understand simple informal messages about everyday situations 4.2 Write an informal message
	Festivities pp. 110-117	2.4 Develop pronunciation/intonation 3.4 Explore simple written messages 4.3 Take part in written group projects
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Competențe	Vocabulary	Grammar
1.1. Oferirea unei reacții non verbale adecvate, la salut/o întrebare/instrucțiune simplă rostită clar și rar 2.1. Reproducerea unor formule/unor mesaje simple și scurte, respectând pronunția și intonația specifice 2.2. Participarea la dialoguri simple în contexte de necesitate imediată 2.4. Manifestarea disponibilității pentru a explora noi modele articulatorii/de intonație și accent	<ul style="list-style-type: none"> • the alphabet • cardinal numbers • school objects • colours 	<ul style="list-style-type: none"> • <i>a/an – the</i> • personal subject pronouns • <i>to be</i>
1.3. Identificarea unor aspecte culturale simple 2.1. Reproducerea unor formule/unor mesaje simple și scurte, respectând pronunția și intonația specifice 2.2. Participarea la dialoguri simple în contexte de necesitate imediată 2.3. Prezentarea unui obiect /unei persoane/unui personaj prin identificare 3.2. Identificarea semnificației globale a unui text simplu pe teme familiare 4.2. Redactarea unui mesaj simplu către un coleg/prieten 4.3. Participarea la proiecte de grup în care se elaborează, cu sprijin, mesaje scurte	<ul style="list-style-type: none"> • school subjects • countries & nationalities • sports 	<ul style="list-style-type: none"> • <i>to be</i> • personal subject pronouns
1.2. Recunoașterea unor repere spațiale 1.3. Identificarea unor aspecte culturale simple 2.1. Reproducerea unor formule/unor mesaje simple și scurte, respectând pronunția și intonația specifice 2.2. Participarea la dialoguri simple în contexte de necesitate imediată 2.4. Manifestarea disponibilității pentru a explora noi modele articulatorii/de intonație și accent 3.2. Identificarea semnificației globale a unui text simplu pe teme familiare 3.4. Manifestarea curiozității pentru decodarea unor mesaje scrise simple 4.2. Redactarea unui mesaj simplu către un coleg/prieten 4.3. Participarea la proiecte de grup în care se elaborează, cu sprijin, mesaje scurte	<ul style="list-style-type: none"> • rooms, furniture, appliances & other • shapes 	<ul style="list-style-type: none"> • plurals • <i>there is/there are</i> • prepositions of place
1.3. Identificarea unor aspecte culturale simple 2.1. Reproducerea unor formule/unor mesaje simple și scurte, respectând pronunția și intonația specifice 2.2. Participarea la dialoguri simple în contexte de necesitate imediată 2.3. Prezentarea unui obiect/unei persoane/unui personaj prin identificare 3.2. Identificarea semnificației globale a unui text simplu pe teme familiare 4.3. Participarea la proiecte de grup în care se elaborează, cu sprijin, mesaje scurte	<ul style="list-style-type: none"> • personal things & pets • adjectives describing appearance • parts of the body • abilities 	<ul style="list-style-type: none"> • <i>this – these / that – those</i> • possessive adjectives • possessive case ('s) • <i>can</i> • <i>have got</i>
1.3. Identificarea unor aspecte culturale simple 2.1. Reproducerea unor formule/unor mesaje simple și scurte, respectând pronunția și intonația specifice 2.2. Participarea la dialoguri simple în contexte de necesitate imediată 2.3. Prezentarea unui obiect/unei persoane/unui personaj prin identificare 2.4. Manifestarea disponibilității pentru a explora noi modele articulatorii/de intonație și accent 3.2. Identificarea semnificației globale a unui text simplu pe teme familiare 3.3. Descifrarea unor mesaje simple familiare primite de la prieteni, colegi, profesor, în situații uzuale 3.4. Manifestarea curiozității pentru decodarea unor mesaje scrise simple 4.1. Scrierea unei felicitări de ziua cuiva sau pentru o sărbătoare 4.2. Redactarea unui mesaj simplu către un coleg / prieten	<ul style="list-style-type: none"> • days of the week • months • everyday activities • family members • character adjectives • Jobs 	<ul style="list-style-type: none"> • present simple
1.3. Identificarea unor aspecte culturale simple 2.1. Reproducerea unor formule/unor mesaje simple și scurte, respectând pronunția și intonația specifice 2.2. Participarea la dialoguri simple în contexte de necesitate imediată 3.2. Identificarea semnificației globale a unui text simplu pe teme familiare 3.3. Descifrarea unor mesaje simple familiare primite de la prieteni, colegi, profesor, în situații uzuale 3.4. Manifestarea curiozității pentru decodarea unor mesaje scrise simple 4.1. Scrierea unei felicitări de ziua cuiva sau pentru o sărbătoare 4.2. Redactarea unui mesaj simplu către un coleg/prieten	<ul style="list-style-type: none"> • food • meals • containers & partitives • festivals • ordinal numbers • shopping 	<ul style="list-style-type: none"> • <i>a/an – some/any</i> • <i>a lot of, (how) much, (how) many</i> • prepositions of time • question words
1.1. Oferirea unei reacții non verbale adecvate, la salut/o întrebare/instrucțiune simplă rostită clar și rar 1.3. Identificarea unor aspecte culturale simple 2.1. Reproducerea unor formule/unor mesaje simple și scurte, respectând pronunția și intonația specifice 2.2. Participarea la dialoguri simple în contexte de necesitate imediată 3.1. Recunoașterea semnificației unor fraze uzuale tipice pentru viața cotidiană 3.2. Identificarea semnificației globale a unui text simplu pe teme familiare 3.3. Descifrarea unor mesaje simple familiare primite de la prieteni, colegi, profesor, în situații uzuale 4.2. Redactarea unui mesaj simplu către un coleg/prieten	<ul style="list-style-type: none"> • seasons – months • weather • town/village – places • signs • clothes • shopping 	<ul style="list-style-type: none"> • the imperative • prepositions of movement • <i>it – there</i>
2.4. Manifestarea disponibilității pentru a explora noi modele articulatorii/de intonație și accent 3.4. Manifestarea curiozității pentru decodarea unor mesaje scrise simple 4.3. Participarea la proiecte de grup în care se elaborează, cu sprijin, mesaje scurte		

Welcome back!

• The alphabet

1 Listen and repeat.

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz

2 Write the missing letters in your notebook.

1 A, B, ..., D

2 M, ..., O, P

3 W, X, Y, ...

4 ..., R, S, T

Language Awareness!

In English, when a name contains double letters, e.g. *ll* etc., we read them as *double l* NOT *2-l*. *Kelly*
K-E-double L-Y
NOT: ~~*K-E-2L-Y*~~

3 Spell the names. Then, spell your name.

1 Matthew

2 Philip

3 Cristina

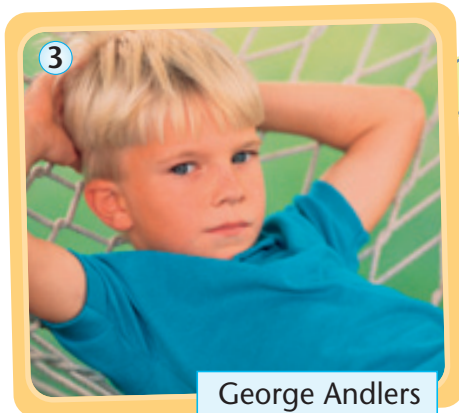
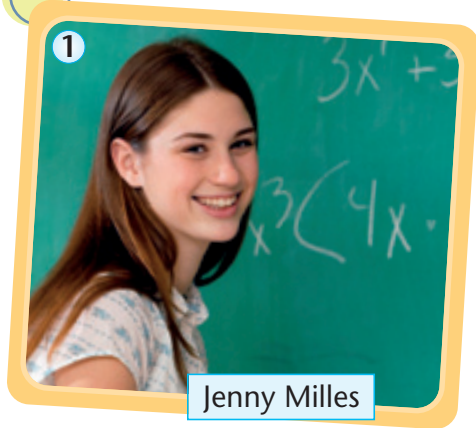
M-A-double T-H-E-W

• Asking about names

4



Ask and answer, as in the example.



- 1 Jenny Milles
A: *What's your first name?*
B: *Jenny.*
A: *And your surname?*

- B: *Milles.*
A: *Can do you spell it, please?*
B: *M-I-double L-E-S.*

Welcome back!

• Cardinal numbers

5

👂 Listen and repeat.

1

one

8

eight

15

fifteen

2

two

9

nine

16

sixteen

3

three

10

ten

17

seventeen

4

four

11

eleven

18

eighteen

5

five

12

twelve

19

nineteen

6

six

13

thirteen

20

twenty

7

seven

14

fourteen

6

Count the candles.

How old
is Sophie?



7 Listen and repeat.

21 twenty-one	30 thirty	60 sixty	90 ninety
22 twenty-two	40 forty	70 seventy	100 a/one hundred
23 twenty-three	50 fifty	80 eighty	1000 a/one thousand

8 Counting Chain: Count from 1 to 100.

One – Two – Three – etc.

• Asking about age

9 Ask and answer, as in the example.



Helen (11)



Lenny (5)



Marco (20)



Sally (16)

Language Awareness!

In English, we use the verb 'to be' to ask about age. *How old are you?* NOT: ~~How old have you?~~

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

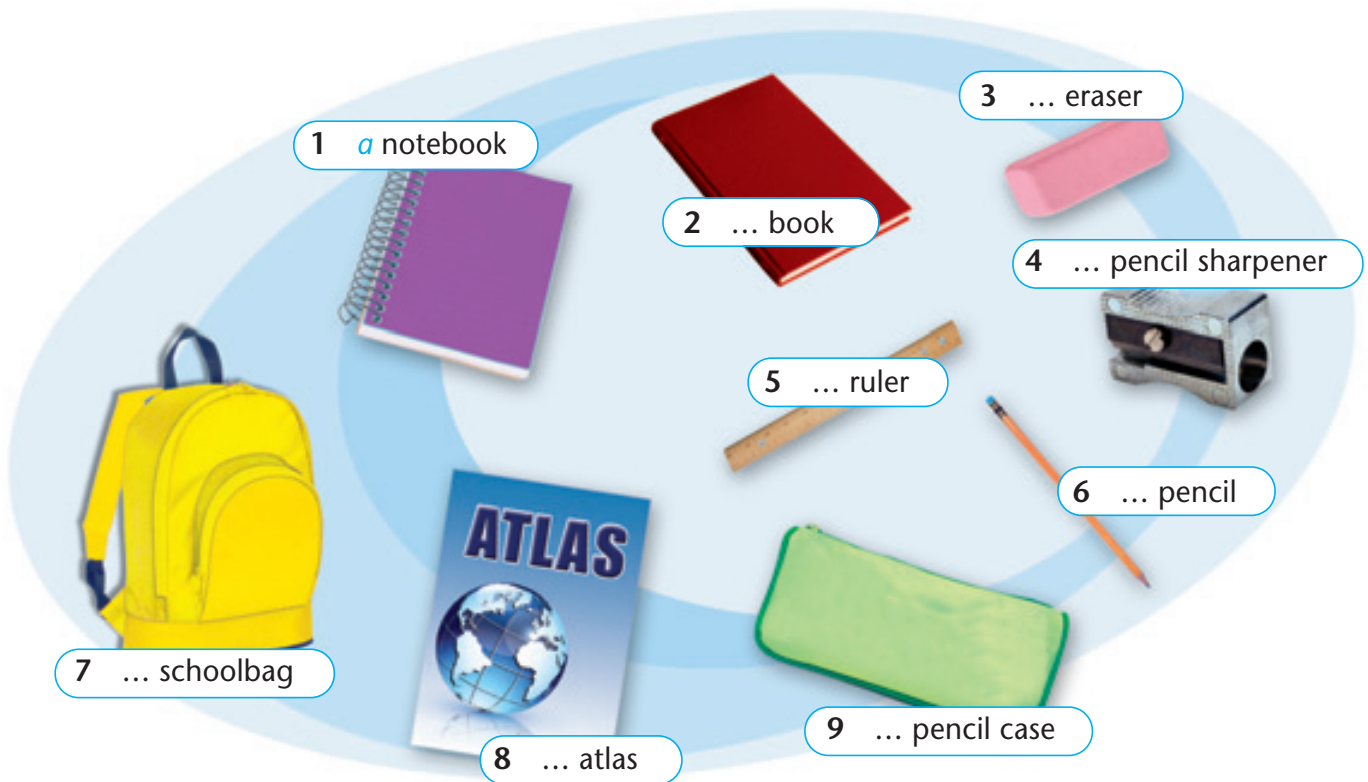
A: *How old are you?*
B: *I'm eleven years old.*

Welcome back!

• A/An – The

- We use **a** before words that start with a consonant sound. *a book, a pencil*
- We use **an** before words that start with a vowel sound. *an apple, an eraser*
- We use **a/an** for something we mention for the first time. We use **the** for something we have already mentioned. *This is a book. The book is Helen's.*
- Note that there is no masculine or feminine.

10 Fill in the gaps with *a* or *an* as in the example. Write in your notebook.



11  Ask and answer, as in the example.

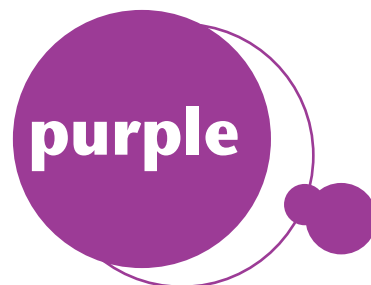
A: *What's this in English?*

B: *It's a pencil.*

A: *What's this ...?*

• Colours

12 a)  Listen and repeat.



b) Point to the objects in Ex. 10 and make sentences, as in the example.

This is a notebook. The notebook is purple.

Welcome back!

- Greetings

13 Listen and repeat.



The **British** use the following to greet each other.



Hi!/Hello!



Good morning!



Good afternoon!



Good evening!



Goodbye!/Bye!



Good night!

14 a) Read the dialogues aloud.



Claire: Good morning, Ingrid.
Ingrid: Hi, Claire.
Claire: How are you?
Ingrid: I'm fine, thanks. And you?
Claire: Not bad.
Ingrid: Oh, I'm late! Bye!
Claire: Goodbye.



Lyn: Goodbye, Tony.
Tony: Bye, Lyn. See you later.
Lyn: See you!

b) Act out similar dialogues. Use sentences from Ex. 14.

Welcome back!

• Personal subject pronouns

- We use personal subject pronouns before verbs instead of nouns or names. *Jessica is twelve years old. She is a student.*
- **I** → always with a capital letter
- **you** → in the singular and the plural
- **he** → for a man or a boy
- **she** → for a woman or a girl
- **it** → for an animal or a thing
- Note that we use **you** for both formal and informal.

Singular

I
you
he
she
it

15 Look at the pictures and fill in the gaps with the correct *personal subject pronoun*. Write in your notebook.



- The verb *to be*

Singular	
Long form	Short form
I am	I' m
you are	you' re
he is	he' s
she is	she' s
it is	it' s



Rosa is twelve years old.

The verb *to be* (affirmative)

- We usually use the long form of the verb **to be** when we write.
She is twelve years old and she is from France. (formal)
- We usually use the short form of the verb **to be** when we speak.
"Who's she?" "She's Kate." (informal)

16 Read the theory box. Fill in the gaps with *am*, *is* or *are*, as in the example. Write in your notebook.

- | | |
|-------------------------|------------------------|
| 1 I <i>am</i> thirteen. | 5 It ... a ruler. |
| 2 He ... Daniel. | 6 He ... Mario. |
| 3 You ... from the UK. | 7 You ... twelve. |
| 4 She ... Emma. | 8 I ... ten years old. |

17 Rewrite the sentences below using the short form of the verb *to be* in your notebook.

- | | |
|--|--------------------|
| 1 It is a notebook.
<i>It's a notebook.</i> | 5 She is Jennifer. |
| 2 He is nine. | 6 It is an eraser. |
| 3 I am Amy. | 7 You are Rosa. |
| 4 You are sixteen. | 8 I am fourteen. |



Welcome back!

- Classroom language

18 Listen and repeat.



19 Tell your partner what to do. Use phrases from Ex. 18. Your partner does what you ask him/her to do.

20 Listen and repeat.



May I come in?



May I go out?



What page is it, please?



Sorry I'm late.



Could you repeat that, please?



Hello, everyone.



I'm sorry. I don't understand this.



Sorry. I forgot my book.



Can I borrow a pen, please?

21 Mime one of the activities in Ex. 20. Your partner says what you mime.



School days

► **What's in this module?**

- school subjects
- countries & nationalities
- sports
- the verb *to be*
- personal subject pronouns
- introducing yourself
- greetings

Find the page numbers for

- *sports*
- *flags*
- *an email to a pen-friend*

Vocabulary

• **School subjects**

1 🎧 **Listen and repeat. Which ones can you see in the pictures?**

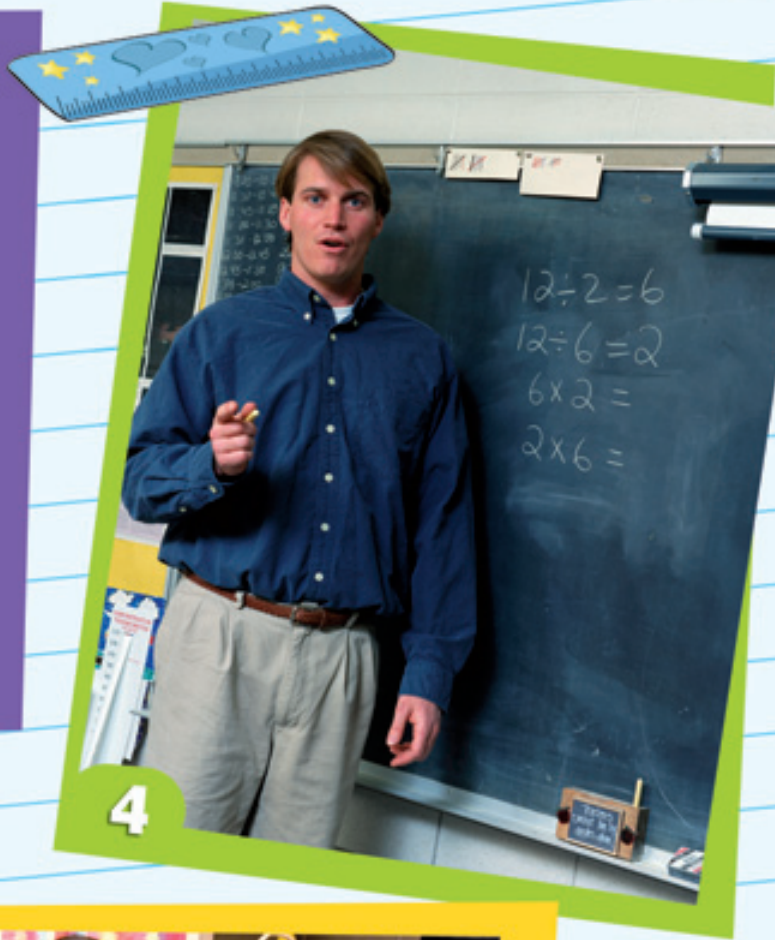
- English • Geography
- Information & Communication Technology (ICT)
- Music
- Science • Art
- Physical Education (PE)
- Design & Technology (D&T)
- History • Maths



1



2



- 2 Complete the sentences. Write in your notebook**
My favourite school subjects are
I'm good at I'm not good at

Students around the world



A
My name's Brenda and I'm 16 years old. I'm from London, England. In this photo, I'm in my ICT class. Information and Communication Technology and Music are my favourite subjects.

B
Hi. My name's Julie. I'm 13 years old. I'm from Canberra, Australia. My favourite subject is Science. In this photo, I'm with my friends. We're on a school trip.

C
Hello. I'm David and I'm 12 years old. I'm from Wellington, New Zealand. This is a photo of me in my English class with my classmates. My favourite subject is History and my favourite sport is football.

Check these words

- favourite subject
- friend
- school trip
- classmate

UK Culture!

In the UK the school year is from September to July and is 39 weeks. Is it the same in your country?

Reading

- 1 Read and match the pictures to the texts. One picture does not match.
- 2 Listen to and read the texts again. Decide if the sentences are T (true) or F (false). Write in your notebook.

1 Brenda is 13 years old.	F	4 Brenda's favourite subject is Science.
2 Brenda's from Tokyo.		5 David is from New Zealand.
3 Julie is 12 years old.		6 Football is his favourite sport.

Vocabulary

• Countries & Nationalities



3 Match the countries to the nationalities. Write in your notebook.

Countries



Nationalities



Note

In English we say a New Zealander.
I'm a New Zealander.
 (NOT: ~~I'm New Zealander.~~)

Listen and check.

Speaking

• Giving personal details

4 **Ask and answer.**

A: *Hello! What's your name?*

B: *Jane.*

A: *How old are you?*

B: *I'm 12.*

A: *Where are you from?*

B: *I'm from the USA.*

A: *You're American, then.*

B: *Yes, I'm from Los Angeles.*

- Jane
- 12
- the USA, Los Angeles

- Andrei
- 14
- Bucharest, Romania

- Simona
- 13
- Bucharest, Romania

- Helen
- 15
- Canada, Toronto

- Mario
- 12
- Italy, Rome

Writing

5 **Portfolio** Complete the sentences about yourself. Stick in a photo. Write in your notebook.

Hi! My name's ... and I'm ...years old. I'm from ... I'm ...

Present yourself to the class.

6 As a class, use your answers in Ex. 5 to create a class poster. Write short personal messages under the photos.

Grammar 1b

- The verb *to be* (affirmative)

1 Read the table.



Affirmative	
Long form	Short form
I am twelve.	I'm twelve.
You are twelve.	You're twelve.
He is twelve.	He's twelve.
She is twelve.	She's twelve.
It is twelve.	It's twelve.
We are twelve.	We're twelve.
You are twelve.	You're twelve.
They are twelve.	They're twelve.

2 Fill in the gaps. Use 'm, 's and 're. Write in your notebook.

- | | |
|---------------------------------|--------------------------|
| 1 Peter <i>'s</i> 13 years old. | 7 They ... from the USA. |
| 2 Tina ... from Mexico. | 8 They ... Russian. |
| 3 They ... Polish. | 9 She ... from Italy. |
| 4 New York ... in the USA. | 10 He ... 18. |
| 5 We ... in Year 9. | 11 I ... from Lisbon. |
| 6 I ... Portuguese. | 12 We ... in Year 8. |

3 Make as many sentences as possible. Write in your notebook.



Juan & Rosa		friends.
We	am	from China.
I	is	twins.
Steve	are	from London.
Betty		12 years old.

4 Use the words to write sentences, as in the example. Write in your notebook.

- | | | |
|---|----------------------|-------------------------|
| 1 I / 12 years old
<i>I am 12 years old.</i> | 3 He / from Lisbon | 6 We / in the classroom |
| 2 It / my notebook | 4 They / Chinese | |
| | 5 She / 10 years old | |

• Personal subject pronouns

5 Read the table.

Personal subject pronouns	
Singular	Plural
I	we
you	you
he/she/it	they



6 Find the *personal subject pronouns* in the text. Write in your notebook.

Hi! I'm Jenny Davis. I'm 12 years old. Laura is my sister. She is exactly like me. She's 12, too. We are twins. We are from London.

7 Complete with the correct *personal subject pronoun*. Write in your notebook.



8 Replace the words in **bold** with the correct pronoun. Write in your notebook.

- | | |
|--------------------------------------|-------------------------------------|
| 1 Linda is 12 years old. <i>She</i> | 5 Steve is from Mexico. |
| 2 Tom and Lynn are in Year 9. | 6 Fluffy is her cat. |
| 3 How old are Bill and Sue ? | 7 Maria is in her Art class. |
| 4 Jim and I are from London. | |

Writing

9 Write four sentences about yourself in your notebook. Use the verb *to be*.

- | | |
|-----------------|------------|
| 1 My name | 3 My |
| 2 I | 4 I |

Vocabulary & Reading Skills 1c

Vocabulary Skills

• Sports



1 Listen and repeat. Which is your favourite sport?



UK Culture!

England's national sport is cricket.




Reading Skills

2 a) Look at the email. What is it about?
 Listen, read and check.



From: Peter@yahoo.com
To: Rosa@yahoo.com
Subject: Hi!



My name's Peter Green and I'm from Scotland. I'm twelve years old and I'm a student at Blackhill School. My favourite school subjects are English and Maths. My favourite sport is . It's great! What about you?

Please write soon,
Peter

b) Read the email. Decide if the sentences are **T (true)** or **F (false)**.

- | | |
|---------------------|---------------------------------------|
| 1 Peter is British. | 3 His favourite school subject is PE. |
| 2 He is 13. | 4 His favourite sport is basketball. |

Check these words

- student • singer
- great • soon

Listening, Speaking & Writing Skills 1c

Study Skills

Capital letters

In English we use capital letters:

- with names. (*Paul*)
- with school subjects. (*Maths*)
- with countries. (*Mexico*)
- with nationalities. (*Mexican*)
- with days of the week. (*Sunday*)
- with months. (*May*)
- with the personal pronoun *I*.
- to start a sentence. (*He's from Mexico.*)

c) Imagine Peter comes to your class. Use the information in the email to present him to the class.

Peter Green is from ...

3 Correct the sentences using capital letters. Write in your notebook.

- | | |
|------------------------|-----------------------------------|
| 1 this is maria smith. | 3 miguel is from portugal. |
| 2 paolo is italian. | 4 my favourite singer is shakira. |

Listening & Speaking Skills

4 a) Look at gaps 1-5. Which asks for: *a name? a number?*

🔊 Listen and complete the gaps in your notebook.

Name	0) <i>Susan</i>
Surname	1) ...
Country	2) ...
Age	3) ...
Favourite subject	4) ...
Favourite sport	5) ...



b) Look at your notes and tell your friend about Susan.

*She is Susan She's from She's
Her favourite subject is Her*

Writing Skills

5 Write a short email to Susan about you in your notebook. Use the one below to help you. You can use e-moticons.

Hi! My name's ... and ... from
... years old. ... favourite school
subject favourite sport
What ...?
Please write soon.
...



Grammar 1d

- The verb *to be* (negative)

1 Read the box.

Negative	
Long form	Short form
I am not Australian.	I'm not Australian.
You are not Australian.	You aren't Australian.
He is not Australian.	He isn't Australian.
She is not Australian.	She isn't Australian.
It is not Australian.	It isn't Australian.
We are not Australian.	We aren't Australian.
You are not Australian.	You aren't Australian.
They are not Australian.	They aren't Australian.



2 Choose the correct form of the verb *to be*. Write in your notebook.

- 1 I'm from Romania. I'm not / isn't from France.
- 2 They isn't / aren't from Italy.
- 3 He isn't / aren't Greek.
- 4 She isn't / aren't ten years old.
- 5 We are not / am not Portuguese.

3 Write sentences in your notebook. Use the verb *to be* in the positive and negative forms, as in the example.

- 1 *I'm South African. I'm not American.* (South African/American)
- 2 John (13/15)
- 3 They (France/Spain)
- 4 My favourite sports (tennis and hockey/basketball and athletics)
- 5 My favourite subject (Maths/Science)



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

4 Read the box.

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

5 Complete the questions in your notebook. Then, write answers.

- | | |
|--|---|
| <p>1 <i>Are</i> they from Mexico?
Yes, <i>they are</i>.</p> <p>2 ... you 11 years old?
No, ...</p> <p>3 ... she from Romania?
Yes, ...</p> | <p>4 ... you and Mary in Year 8?
No, ...</p> <p>5 ... he American?
No, ...</p> <p>6 ... they French?
Yes, ...</p> |
|--|---|

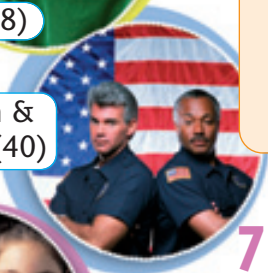
6 Match the questions to the answers. Write in your notebook.

- | | |
|---|--|
| <p>1 Is Andrew from Scotland? c</p> <p>2 Are Tom and Fiona friends?</p> <p>3 Is Linda good at tennis?</p> <p>4 Is your favourite subject Geography?</p> <p>5 Are you good at PE?</p> | <p>a Yes, they are.</p> <p>b No, it isn't.</p> <p>c No, he isn't.</p> <p>d Yes, she is.</p> <p>e Yes, we are.</p> |
|---|--|

7 Look at the pictures. Ask and answer questions.



Mario (8)



John & Bob (40)



Molly (10)

- | | |
|---|---|
| <p>1 Mario – 8/9?
<i>A: Is Mario 8 or 9 years old?</i>
<i>B: He is 8.</i></p> <p>2 Mario – Italy/Spain?</p> | <p>3 John and Bob – British/American?</p> <p>4 John and Bob – 16/40 years old?</p> <p>5 Molly – 10/12 years old?</p> <p>6 Molly – from Canada/the UK?</p> |
|---|---|

Everyday English 1e

• Greetings

1 a) 🎧 Listen to and read the dialogues (A-C). Match them to the people (1-3) in the pictures.



b) Match the headings to the dialogues (A-C).

• Say goodbye • Greet & introduce others • Greet & introduce yourself

A

Steve: Hi! I'm Steve.
Stella: Hi, Steve. I'm Stella.
Steve: Nice to meet you, Stella.
Stella: Nice to meet you, too.

C

Lyn: Goodbye, Tony.
Tony: Bye, Lyn. See you later.
Lyn: See you!

B

Sally: Hi, Ann. How's it going?
Ann: Not bad. And you?
Sally: I'm fine. This is my friend, Nicky. Nicky, this is Ann.
Ann: Hello, Nicky. Nice to meet you.
Nicky: Hi, Ann. Nice to meet you, too.

1

2

3

2



Take roles and read the dialogues aloud.

1 When do American children start school? How many grades are there?

👂 Listen and read to find out.



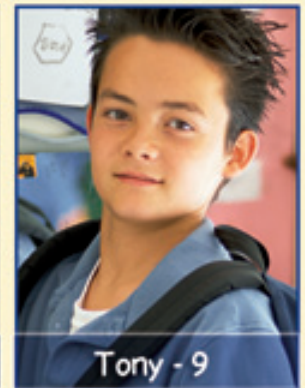
elementary school
5-12 years old

high school
14-18 years old

junior high school
12-14 years old

college/university
18+ years old

2 Match the people in the pictures to the right type of school. Then tell your partner what type of school each person is in.



Lucy and Peter are at university.

Writing

3 Make a similar chart about the education system in your country. Present it to the class. How similar is it to that of the United States?

Pronunciation /eɪ/, /æ/

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

/eɪ/:	grade, name, same, age
/æ/:	am, thanks, flag, Italian



1 The Name Game! Read and write in your notebook. You've got 5 minutes!

Name:

Three English names for girls.

Three English names for boys.

Three ways of greeting someone.

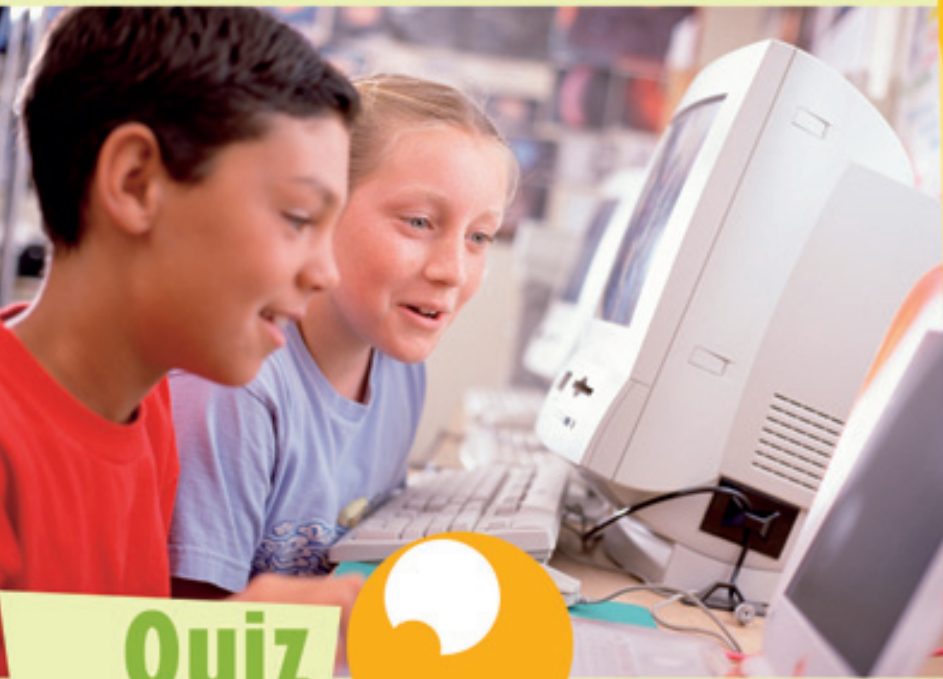
Five school subjects.

Five countries.

Five sports.

Five school items.

Five cities from around the world.




Quiz



2 Do the quiz by completing the gaps in your notebook.

- 1 In the USA, children go to ... from 12 to 14.
- 2 Toronto is in
- 3 The Portuguese flag is green and
- 4 Badminton is a
- 5 Geography is a school

3  **THINK!** Look at Module 1 and write a gap-filling quiz of your own.

4  Listen to and read the song. Which of the things in the pictures can you find in the song?



Back to School

Geography, History, Science,
Maths

Come on, kids, let's get to class!
Rulers, notebooks, chalk and glue
We can't wait to get to school!

*Summer's over, autumn's here
Time to start a new school year
Schoolbags, lessons, fun and
friends*

Back to school we are again!

Let's begin, you're here at last
Welcome, kids, back to class!
Language, Art and Music too
There's so much to learn in
school!



1 Write the nationalities in your notebook.

- 1 France 3 Italy 5 Spain
2 Canada 4 Greece

(5x4=20)

2 Fill in: *twins, old, sport, good, student*. Write in your notebook.

- 1 I am 13 years
2 I'm a(n) ... at Greenhills School.
3 I'm ... at Maths.
4 My favourite ... is athletics.
5 My brother and I are

(5x4=20)

3 Fill in: *is or are*. Then answer the questions. Write in your notebook.

- 1 "... Laura new to the school?" "Yes,"
2 "... Tim in Room C?" "No,"
3 "... Paul and Steve in junior high school?" "Yes,"
4 "... Jane and Claire American?" "No,"
5 "... Laura and Jane in elementary school?" "Yes,"

(5x2=10)

4 Fill in the correct subject pronoun. Write in your notebook.

- 1 John's from the USA. ... is twelve years old.
2 Our house is in Lisbon. ... are from Portugal.
3 Mary is my friend. ... is from London.
4 Peter is from the UK. ... is good at basketball.
5 This is Jenny and this is Peter. ... are ten years old.

(5x2=10)

5 Complete with: *what, who, where, how old*. Write in your notebook.

- 1 "... 's your name?" "Tony."
2 "... 's she?" "She's Jenny."
3 "... is she?" "13."
4 "... 's Anna from?" "Italy."

(4x5=20)

6 Choose the correct response. Write in your notebook.

- 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.

(4x5=20)

TOTAL: 100



Check your progress

- talk about school subjects
- talk about nationalities & countries
- introduce myself and greet others
- give personal information
- talk about favourite sports
- write an email to a pen-friend about myself
- talk about schools in the United States & in my country

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

My world

► **What's in this module?**

- rooms, furniture, appliances & other
- plurals
- *there is/there are*
- prepositions of place
- describing your house or flat

Find the page numbers for

- a building like a football
- shapes
- landmarks

Vocabulary

• **Rooms, Furniture & Other**

1


a)  **Listen and repeat.**

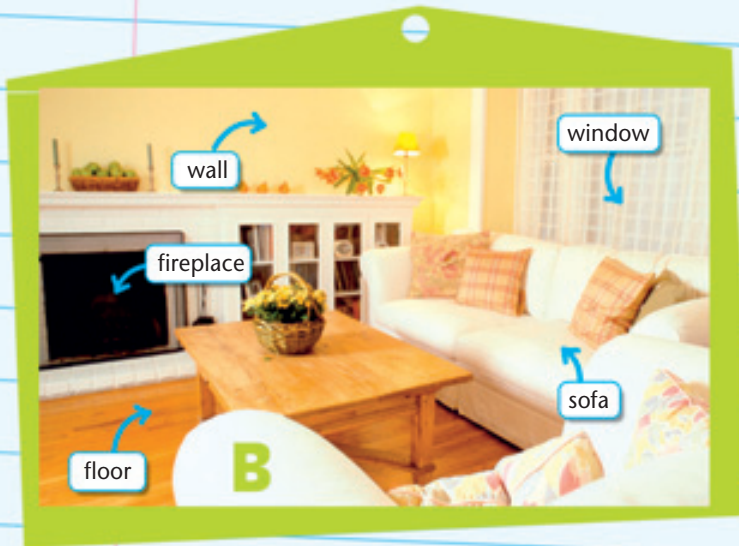
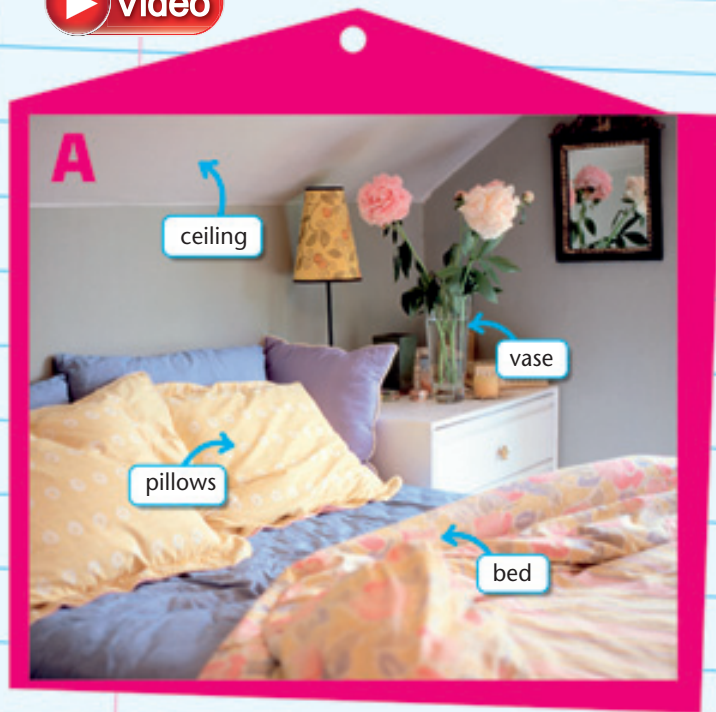
- | | |
|---------------|------------|
| • bedroom | • hall |
| • kitchen | • bathroom |
| • living room | |

b) **Match the rooms to the pictures. Write in your notebook.**

2

a)  **Listen and repeat.**

- b)  **List the items in the pictures under the headings. Write in your notebook. Check with your partner.**



 **ROOMS**

FURNITURE

OTHER





- 3** Make sentences like these. Write in your notebook.
There is a washbasin in the bathroom.
There are cupboards in the kitchen.

Reading

1 Look at the picture. What can you see? What does the building look like?

 Read and listen to find out.



UNUSUAL Buildings

There are some very unusual buildings around the world.

Jan Sonkie's house is in Malawi, Africa. It's a football fan's dream home. In the four-storey house there is a bathroom, a kitchen, a bedroom and a living room. There is also a great view from its windows. The outside is all metal and the inside is all wood, so the house is cool in the summer and warm in the winter. Outside the house, there is a nice garden. Why is Jan's house so special? It is in the shape of a football. "Maybe I'm crazy, but I love football," Jan says.

Check these words

- unusual • building • fan • dream home
- four-storey • great view • outside • metal
- inside • wood • cool • summer • warm
- winter • garden • special • shape • crazy


UK Culture!

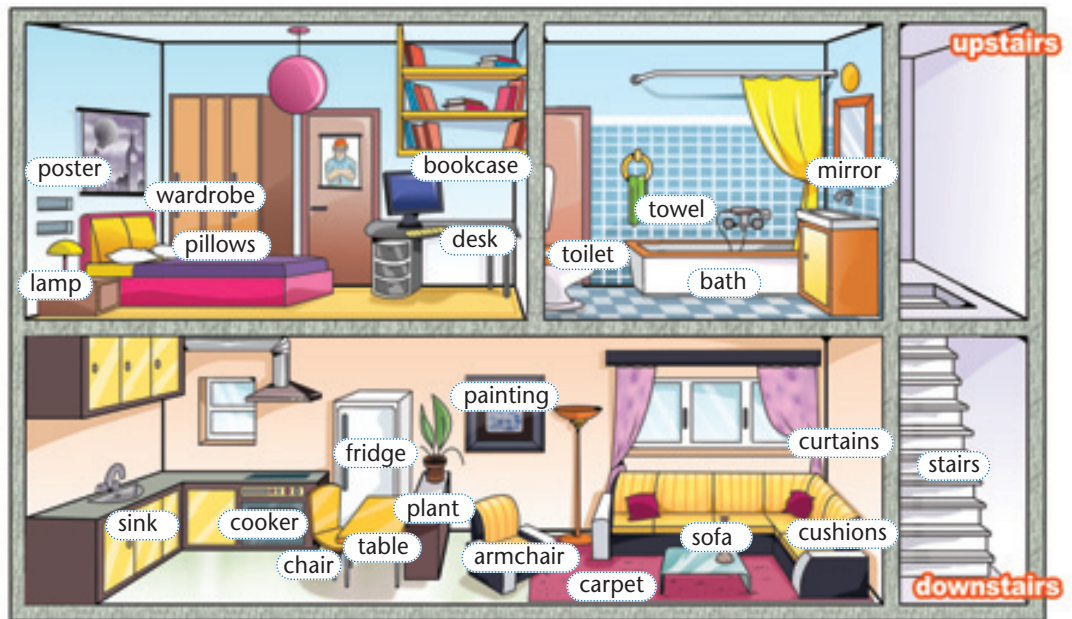
In English villages there are some traditional houses. The English call them "cottages" and they are beautiful. Are there similar houses in your country?



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

- 1 Jan's house is for footballers.
- 2 There are four floors.
- 3 There aren't any windows.
- 4 The outside is all wood.
- 5 The house is very hot.
- 6 The house is the shape of a basketball.

3  In two minutes write two things you remember from the text in your notebook. Tell your partner.



Vocabulary

• Furniture, Appliances & Other

- 4 Look at the picture.
🔊 Listen and repeat.

- 5 ⏳ Look at the picture in Ex. 4 for a minute. Close your books. Group the words in the picture under these headings. **bedroom** – **living room** – **bathroom** – **kitchen**. Write in your notebook.

Speaking

- 6 👤 Look at the rooms in the picture. What is there in each room? Tell your partner.
There's a wardrobe in the bedroom.

Writing

- 7 **THINK!** Draw your ideal bedroom. Write a few sentences about it in your notebook.

My ideal bedroom has got There's a ... in my bedroom. ...
My bedroom is cool!

Study Skills

Grouping words

Grouping words under headings helps you to learn and remember new vocabulary.

Grammar 2b

• Plurals

1 Read the rules.

noun + -s *one doll – two dolls*

-s, -ss, -sh, -ch, -x, -o + -es *bus – buses, class – classes, brush – brushes, watch – watches, box – boxes, tomato – tomatoes*

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

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

2 Write the plurals in your notebook.

1 house – *houses*

2 scarf – ...

3 day – ...

4 book – ...

5 boy – ...

6 student – ...

7 flag – ...

8 school – ...

9 floor – ...

10 match – ...

11 knife – ...

12 fox – ...

13 baby – ...

14 name – ...

15 ball – ...

16 glass – ...

Pronunciation /s/, /z/, /ɪz/

/s/ books, bikes, caps

/z/ shoes, days

/ɪz/ glasses, watches

3 Listen and repeat.

• There is/There are

4 Read the examples.

Singular

Affirmative

There is a living room.

Negative

There isn't a garden.

Interrogative

Is there a kitchen?

Short answers

Yes, there is./

No, there isn't.

Plural

Affirmative

There are two bedrooms upstairs.

Negative

There aren't any windows.

Interrogative

Are there any flowers in the garden?

Short answers

Yes, there are.

No, there aren't.



Say a noun.

Students in teams say, then write the correct plural form on the board.

T: knife

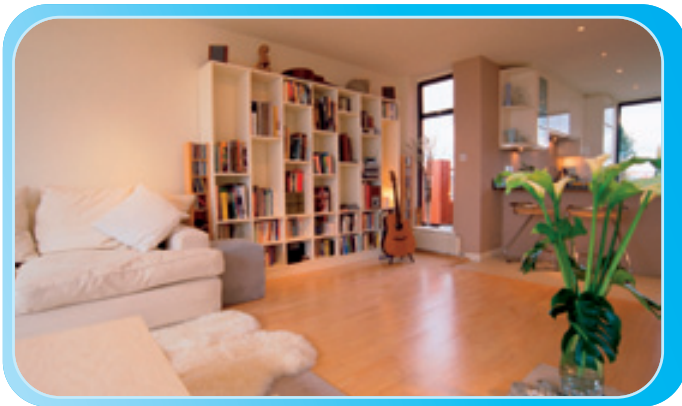
Team A S1: knives

5 Fill in *there is*, *there isn't*, *there are* or *there aren't* to make true sentences about you. Write in your notebook.

In my bedroom, ...

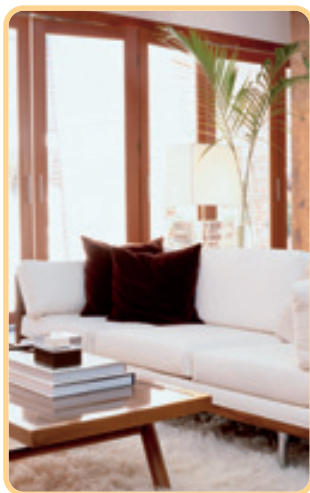
- | | |
|--|--|
| <p>1 <i>there is</i> a bed.</p> <p>2 ... a carpet.</p> <p>3 ... three chairs.</p> <p>4 ... a bookcase.</p> | <p>5 ... two windows.</p> <p>6 ... a desk.</p> <p>7 ... two wardrobes.</p> |
|--|--|


6 Look at the picture. Fill in the gaps with *Is/Are there*. Then answer the questions. Write in your notebook.



- 1 *Is there* a bookcase in the living room?
Yes, there is.
- 2 ... any books in the bookcase?
- 3 ... any cushions on the sofa?
- 4 ... a carpet on the floor?
- 5 ... any curtains in front of the windows?
- 6 ... a guitar in the living room?

Game



7  This is Jane's living room. Look at the picture for a minute. Close your books. In teams, make true sentences about the picture.

- cushions
- pillows
- fireplace
- curtains
- painting
- table
- carpet
- books
- lamp
- armchairs
- wardrobe
- bookcase
- sofa
- windows

Team A S1: There are cushions in the living room. etc.

Reading & Speaking Skills 2c

Reading & Speaking Skills



1

Look at the pictures below. Do you know what types of houses these are?

🎧 Listen and read to find out.



Terraced Houses

These houses are usually in big cities. They are lots of houses next to each other in long rows. Number 10 Downing Street is in England's capital city – London. This house is very famous because it is the Prime Minister of England's house. It is small on the outside, but it is really very big on the inside. There are three floors and many rooms and offices. There is a large garden at the back of the house.



Villas

Villas are big houses with large gardens outside. They are usually in the countryside. The Monticello is near Charlottesville, Virginia, USA. It's famous because it's Thomas Jefferson's home. It's huge and there are a lot of rooms. One of the rooms at the top is in the shape of an octagon. Outside, there are vegetable gardens and beautiful flowers and trees. Today, the house is a museum.



Cottages



Cottages are cosy and traditional houses in the countryside. They have got straw roofs and brick walls. They have also got beautiful gardens outside. Adare in Limerick, Ireland, is a small but well-known village. There are lots of old-fashioned cottages and it is a popular place for tourists because it is very pretty.

Check these words

- row • famous
- Prime Minister
- office • huge
- top • cosy
- countryside
- straw • brick
- well-known
- old-fashioned
- pretty

2

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

- 1 Terraced houses are in the countryside.
- 2 Number 10 Downing Street has got a large garden.
- 3 Monticello is a villa in the USA.
- 4 The room at the top is in the shape of a pentagon.
- 5 Adare is a big city in Ireland.

3



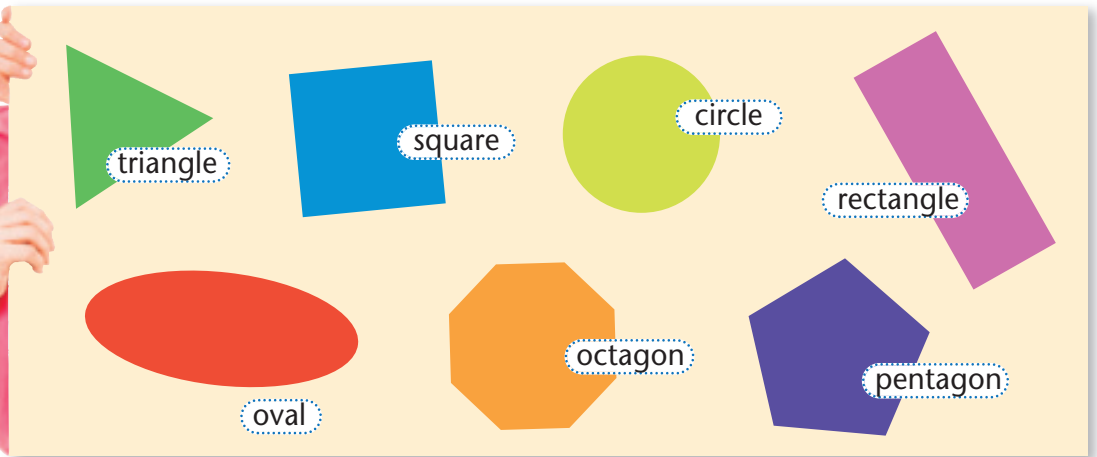
Which house would you like to live in? Tell your partner.

Vocabulary, Listening, Speaking & Writing Skills 2c

Vocabulary Skills

• Shapes

4 a)  Listen and repeat.



b) Now look at the picture of the Monticello (villa) in Ex. 1. Which shapes can you see?

Listening Skills

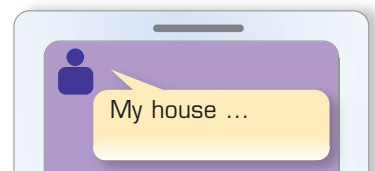
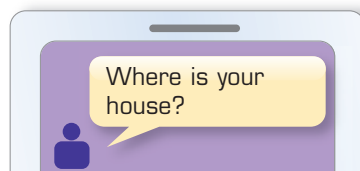
5  Listen to Troy describing his house. Choose the picture which matches the description. Write in your notebook.



Speaking & Writing Skills

6 What does your house look like? Describe it to your partner.

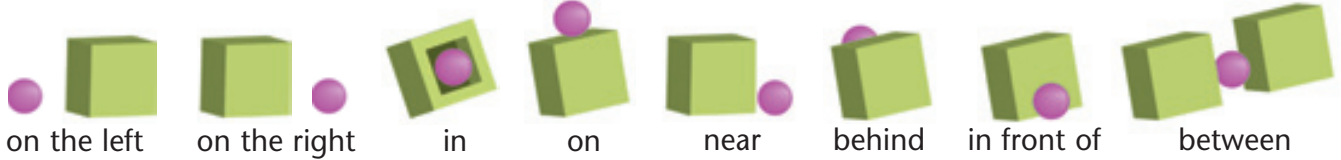
7 Reply to your friend's SMS.



Grammar 2d

• Prepositions of place

1 Where's the ball? Look and say. Indicate the position using your hands.



The ball is on the left of the box.

2 a) Look at the picture and fill in the correct prepositions. Write in your notebook.




Draw your own sketches. Show them to your partner. Your partner says what preposition of place each drawing shows.

b) Look at the picture again. Decide if the sentences are T (true) or F (false).

- 1 There aren't any curtains in the room.
- 2 There are four chairs in the room.
- 3 There are two lamps.
- 4 There are some plants in the room.
- 5 There is a sofa near the piano.
- 6 There's a piano on the carpet.
- 7 There's a bookcase on the table.

Speaking

• Describing location

- 3**  **Look at the picture. Ask and answer questions.**

- pillows • lamp • vase
- flowers • plant • slippers
- window



- A: *Where is the plant?*
 B: *In the room, behind the bed.*

- 4** **Look at the Wilsons' bathroom. Fill in *some, any, a/an*. Choose the correct item. Write in your notebook.**

- 1 There are/aren't *any* cupboards in the bathroom.
- 2 There is/isn't ... curtain in the bathroom.
- 3 There are/aren't ... chairs in the bathroom.
- 4 There is/isn't ... washbasin in the bathroom.
- 5 There is/isn't ... bath in the bathroom.
- 6 There are/aren't ... towels in the bathroom.

- 5** **Look at the picture. Make wrong statements. Your partner corrects the mistakes.**

- A: *There are two paintings on the wall.*
 B: *No! There aren't any paintings on the wall.*



Writing

- 6** **Write a short description of your room in your notebook. Read your paragraph to your partner.**

My bedroom is There is There aren't



Game

Play in teams. Ask a student to put objects in different places in the classroom.

Team A S1: Put the chair in front of the desk.

Team B S1: (puts the chair in front of the desk). etc.

Everyday English 2e

UK Culture!

In the UK, all houses in towns and cities have got a number. Some houses have also got a name of a flower (*Rose Cottage*), tree (*Yew Tree House*) or a bird (*The Magpies*).

Is it the same in your country?



• Talking about your room & your things

1 a) Listen and repeat these sentences.

- Is Jim here? • Where's that? • Thank you. • Your room is big.
- Hey, whose is this guitar? • You're very lucky.
- You've got everything.

b) These sentences are from a dialogue between three people. What is the dialogue about?

Listen, read and check.

2 Listen and read. Decide if the statements are T (true) or F (false). Write in your notebook.

- | | |
|--------------------------------------|-------------------------------------|
| 1 Jim's room is next to the kitchen. | 4 There's a computer in Jim's room. |
| 2 His room is small. | 5 Jim is an only child. |
| 3 There's a TV in Jim's room. | 6 Bill has got a room of his own. |



Bill: Hello, Mrs Smith. Is Jim here?

Mrs Smith: Hi, Bill. Yes, he's in his room.

Bill: Where's that?

Mrs Smith: It's upstairs next to the bathroom.

Bill: Thank you, Mrs Smith. ... Jim! Wow! Your room is big.

Jim: Hi, Bill. Yes, it is.

Bill: Hey, you've got a TV in your room.

Jim: Yes, and a DVD player. And that's my computer.

Bill: Fantastic! Hey, whose is this guitar?

Jim: My brother's. He's in the school band.

Bill: You're very lucky. You've got everything in your room.

Jim: But you haven't got your brother in the same room!

3



Listen to the dialogue again. Take roles and read it aloud. Mind the intonation.

Landmarks

Across Cultures 2f



Video

The **Golden Gate Bridge** is in San Francisco, USA. It is 2,737 m long and it's orange! About 120,000 vehicles a day can cross the bridge.



Video

The **O2** is in London, England. The dome is huge. It is 365 metres from one side to the other – that is one metre for every day of the year. In the O2 you can attend pop and rock concerts.

Check these words

- vehicle • to cross
- dome • huge
- to attend

Reading

1 Look at the landmarks in the pictures. What do you know about them? What else would you like to learn? Write one question for each in your notebook.

Listen and read. Can you answer your questions?

2 Answer the questions in your notebook.

- 1 How long is the Golden Gate Bridge?
- 2 What colour is it?
- 3 Where is the O2?
- 4 How many metres is it from one side to the other?

3 **ICT** In groups create a poster of landmarks in your country. Label the pictures. Present the landmarks to the class.

1 Find 20 things from inside a house! Write in your notebook.

A	W	A	R	D	R	O	B	E	W	B	Q	S	Z	M
T	A	Y	J	K	Q	X	C	E	K	O	L	P	D	I
C	S	J	F	Y	S	Z	G	D	C	O	O	K	E	R
U	H	H	F	R	I	D	G	E	U	K	F	G	S	R
R	B	A	H	V	A	S	E	Y	S	C	L	D	P	O
T	A	Q	T	O	I	L	E	T	H	A	J	E	I	R
A	S	C	S	I	N	K	X	B	I	S	N	S	L	M
I	I	A	S	Q	Z	X	C	V	O	E	B	K	L	N
N	N	R	M	Q	D	W	F	G	N	U	J	I	O	L
S	A	P	R	P	A	I	N	T	I	N	G	S	W	A
E	W	E	D	F	T	U	J	L	F	D	A	B	Q	M
X	S	T	A	I	R	S	S	G	D	S	W	A	L	P
C	M	L	O	F	R	T	O	C	N	T	W	T	Z	G
F	O	D	F	G	T	Y	F	V	C	X	E	H	J	U
L	I	A	R	M	C	H	A	I	R	D	C	J	H	L




Quiz



2 Do the quiz. Write **T** (true) or **F** (false) in your notebook.

- Jan Sonkie's house is in Africa.
- Sonkie's house is in the shape of a basketball.
- Terraced houses are in the shape of an octagon.
- There are a lot of cottages in Limerick.
- The Golden Gate Bridge is green.

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

4 Read the song and fill in the words from the list. Write in your notebook.

- holiday • buildings • rest
- places • breath • sights

 Listen and check.

Then sing along.



Home
is where the  is

There are lots of lovely cities
Lots of places you can stay
You can see amazing 1) ...
They can take your 2) ... away
This big world is full of wonders
And so many 3) ... to see
But my home is still my favourite
It's the perfect place for me

*Home is where the heart is
It's always good to know
That home is waiting for you
No matter where you go*

You can visit different 4) ...
You can travel far away
You can have lots of adventures
And enjoy a 5) ...
But when you're tired of travelling
And it's time for you to 6) ...
Your home is always waiting
That's why home is always best

THINK! Why is home important to the singer?
Tell your partner.



Revision 2

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



- | | |
|---------------------------|---------------------------|
| 1 There ... three chairs. | 6 There ... any curtains. |
| 2 There ... a table. | 7 There ... any books. |
| 3 There ... a carpet. | 8 There ... a sofa. |
| 4 There ... a lamp. | |
| 5 There ... four glasses. | |

(8x3=24)

2 Write the plurals in your notebook.

- | | |
|---------|----------|
| 1 baby | 5 boy |
| 2 room | 6 switch |
| 3 glass | 7 wish |
| 4 knife | |

(7x3=21)

3 Find the odd word out. Write in your notebook.

- wardrobe – bed – sink – chair
- fridge – book – table – cooker
- sofa – washbasin – toilet – bath
- armchair – sofa – chair – pillow
- kitchen – bathroom – bedroom – carpet

(5x3=15)

4 Fill in: *on, between, in, behind, in front of*. Write in your notebook.



- There are three armchairs ... the room.
- The books are ... the table.
- The table is ... the sofa.
- The wardrobe is ... the armchairs.
- The lamp is ... the sofa and the armchair.

(5x3=15)

5 Match the exchanges. Write in your notebook.

- | A | B |
|---------------------------------|-------------------------------|
| 1 Is Janice here? | a It's downstairs. |
| 2 Where's that? | b My sister's. |
| 3 Your room is big. | c Yes, she's in her room. |
| 4 You've got a TV in your room. | d Yes, it is. |
| 5 Whose is this computer? | e Yes, and a DVD player, too. |

(5x5=25)

TOTAL: 100

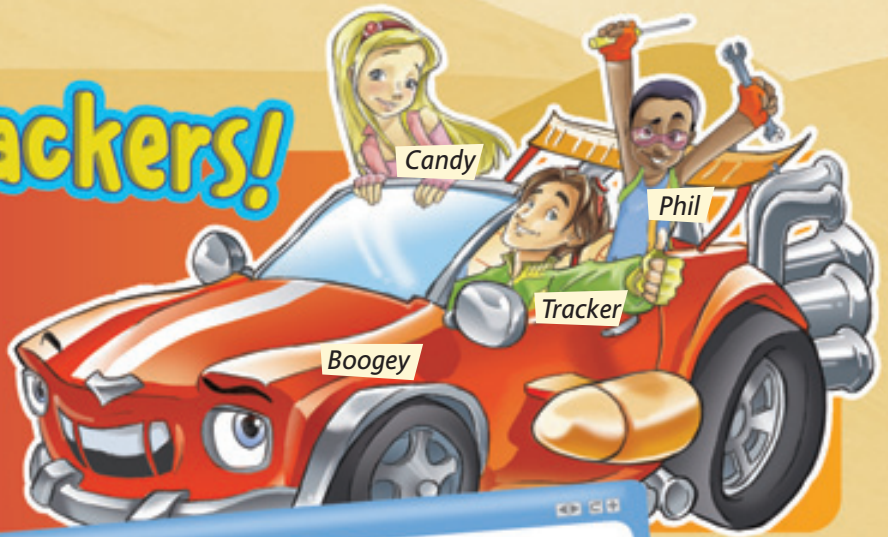
Check your progress

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

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Monstertrackers!

We go all around the world in search of monsters. Is there a monster among you? Just get in touch!



1 Mokele

Dear Monstertrackers,
My name's Simon and I'm from Cameroon, Africa. There is a monster here. We call it Mokele-mbembe. It's like a dinosaur. Please come!



1

2

What's wrong, Boogey?

Mokele lives near this river. Boogey, you are our boat now!

Oh, great! Swimming with crocodiles is my favourite sport!

Where are we?
Where's the monster? I can't see!

Ouch! My back!

This is Mokele's cave. Boogey, you go in first!

3

Hello? Is there anybody home?
Arrgh! Who's that?

Err, I think it's Mokele!
Let's go back now!

4

No, wait! What's that in the river?



Exercises

1 Look at the pictures. What is the story about?
 🎧 Listen and read to find out.

2 Read and answer the questions in your notebook.

- 1 Where's Simon from?
- 2 What is Mokele like?
- 3 Where is Mokele's house?
- 4 Is Mokele in the cave?
- 5 Where is Mokele?

3 Label the pictures. Write in your notebook.

- boat • see • monster • dinosaur • crocodile • cave
- wait • river



4 Read the summary. Correct the words in bold with words from Ex. 3. Write in your notebook. Read the correct summary to the class.

The Monstertrackers are in Africa. They want to see Mokele, a **1) ghost** that is like a **2) crocodile**. Mokele's home is in a **3) boat**. Boogey goes in but Mokele isn't there. It's in the **4) cave**.

Fact or Fiction?

- Mokele only eats plants.
- It lives underwater.
- It doesn't like hippos.

My favourites!

► **What's in this module?**



- personal things
- pets
- *this – these/that – those*
- parts of the human body
- possessive adjectives/
possessive case ('s, s', of)
- *can*
- *have got*
- describing appearance
- talking about possessions

Find the page numbers for

- *cartoon characters*
- *spoons*
- *Russian dolls*

Vocabulary

• **Personal things & Pets**

- 1  **Listen and repeat.**
- 2  **Listen to Peter and Mary and complete the sentences in your notebook.**
He has got ... and
He hasn't got ... or
- 3 **Look and say: What have you got? Point and say.**
I've got (a)
I haven't got (a)

Pets



rabbit



hamster



dog



parrot



goldfish



cat

Things



sunglasses



cap



trainers



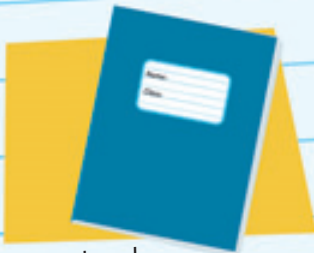
skateboard



helmet



handbag



notebook



scarf



watch



video game



guitar



comic book



digital camera



gloves



bicycle



basketball

Reading

1 Who's the man in the picture? How are the names below related to him?

- Tony Stark • Stark Industries
- Pepper Potts • Iron Monger

 **Read and listen to find out.**

Check these words

- engineer • business • industry
- loyal • secretary • metal suit
- to fly • strong • to protect
- world • enemy • to watch
- brilliant • to find out



Amazing Iron Man

Tony Stark is an engineer in his father's business, Stark Industries in the USA. Pepper Potts is his loyal secretary. Tony has got a special metal suit. When he has it on, he is Iron Man. Iron Man can fly. He is strong and he can protect the world from bad people. Iron Monger is very bad. He is his enemy. Can Iron Man stop him? Can Pepper help Iron Man? Watch this brilliant film to find out.

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

- 1 Tony Stark is a secretary.
- 2 Pepper Potts is loyal to Tony.
- 3 Iron Man is strong.
- 4 Iron Man is Iron Monger's friend.

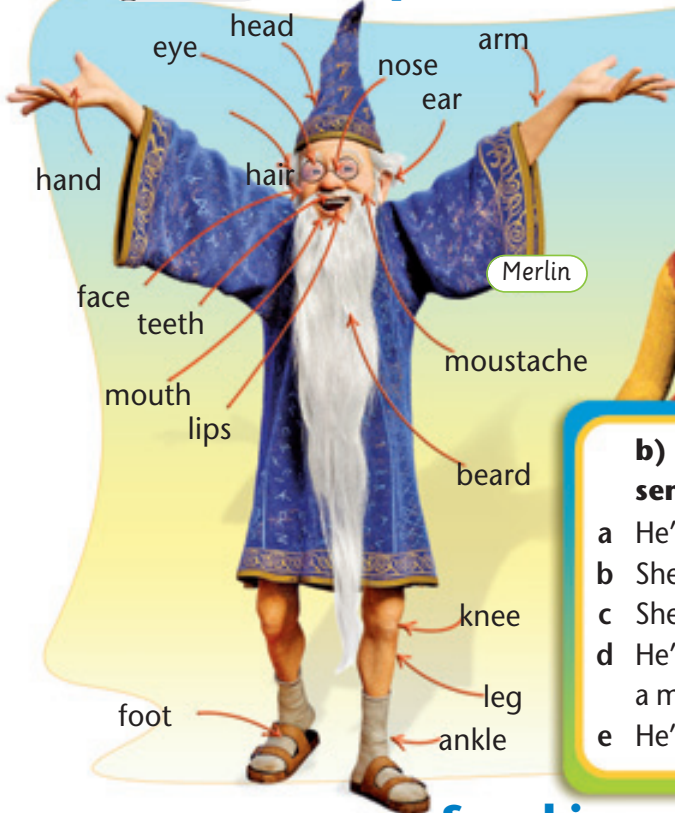
Vocabulary

• Adjectives

3 Listen and repeat.

• Parts of the body

4 a) Listen and repeat.



Merlin



Rapunzel



Prince Charming



Princess Fiona



Shrek

b) Which character does each sentence (a-e) match?

- a He's big and fat with green skin.
- b She's short and plump with long red hair.
- c She's tall and thin with very long fair hair.
- d He's old and thin with short white hair, a moustache and a long white beard.
- e He's young, tall and thin with short fair hair.

Speaking

• Describing appearance

5 Present the Shrek III characters to the class.
Merlin is old and thin with ...

Writing

6 **ICT Portfolio** Who's your favourite cartoon character?
Write a few sentences about him/her in your notebook.

... (name) is from ... (name). ... is (tall/short) with ... hair and ...

Find a picture to go with your paragraph.

! Create a poster of famous cartoon characters from your country. Present them to the class.

Grammar 3b



- **this – these/that – those**

1 Read the rules and the examples.

We use **this/these** for things near us. We use **this** with countable singular verbs. *This is my dog.* We use **these** with nouns in the plural. *These are my shoes.* We use **that/those** for things far from us. We use **that** with countable singular nouns. *That is my bag.* We use **those** with nouns in the plural. *Those are my trainers.*

2 Fill in: *this, these, that, those*. Write in your notebook.

1 *This* is a basketball.



2 ... is a cat.



3 ... are birds.



4 ... are chairs.



5 ... is a dog.



6 ... are toys.



3 Point to things near/far from you and tell your partner.

This is a desk. Those are posters.

Game

Play in teams. Point to objects and ask questions.

Team A S1: What's this?
(points to a pen)

*Team B S1: It's a pen.
What's that?*

(points to a window)

Team A S2: It's a window.

• Possessive adjectives – Possessive case

4 Read the theory.



Possessive adjectives

my	our
your	your
his	their
her	
its	

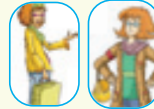
We use possessive adjectives before nouns.

We use 's with **singular nouns**.



It's Mary's hat.

We use s' with **plural nouns**.



the girls' bags
They're their bags.

Note:

This is John and Susan's notebook.
(The notebook belongs to both of them.)



These are John's and Susan's notebooks.
(Each has his/her own notebook.)



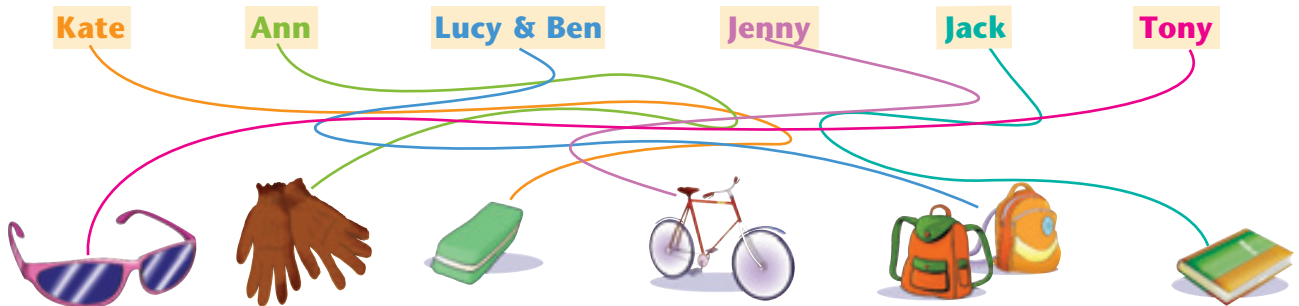
We use **of** with **things**.



roof

This is the roof of the house.

5 Follow the lines and complete the sentences in your notebook.



- 1 This is *Kate's* eraser. It's *her* eraser.
- 2 This is ... bike. It's ... bike.
- 3 These are ... gloves. They're ... gloves.
- 4 These are ... sunglasses. They're ... sunglasses.
- 5 These are ... and ... bags. They're ... bags.
- 6 This is ... notebook. It's ... notebook.

Reading Skills

1 Look at the pictures. Why are these people special?
🔊 Listen and read to find out.



2 Read the article and match the texts to the pictures.



EXTRAordinary abilities

Can you do something amazing?
Have you got a special ability?
Here are two people who are very special.

1 Michael Kettman from Florida, USA can spin 18 basketballs at the same time. He can do this with a special frame he has on his legs.



2 Joe Allison from Devon in the UK has got a world record at the age of 9. He can balance 16 spoons on his face at the same time.

Check these words

- amazing • ability
- people • to spin
- frame • world record
- to balance • spoon

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

- 1 Michael Kettman can spin 18 basketballs at the same time.
- 2 Michael can balance spoons on his arms.
- 3 Joe Allison is British.
- 4 Joe has got a world record at the age of 16.

4 Who do you think is amazing? Why? Write a short text giving your opinion.

Speaking, Listening & Writing Skills 3c

Speaking Skills

- Talking about abilities

5 Listen and repeat.

Affirmative

I/you/he/etc can sing.

Negative

I/you/he/etc can't/cannot sing.

Interrogative

Can I/you/he/etc sing?

Short answers

Yes, I/you/he/etc can.

No, I/you/he/etc can't.

The long form of can't is cannot (NOT: ~~can not~~)

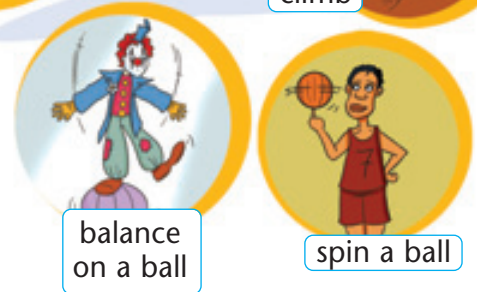


Now, look and answer.

A: Can you ride a bike?

B: Yes, I can. Can you dance?

A: No, I can't.



Mime an activity. Your partner says what you can do.

Listening Skills

6 Listen to John telling Anna about what his classmates can do. Match the people to their abilities. Write in your notebook.

- | | |
|---------|-------------------|
| 1 Tony | a run very fast |
| 2 Sue | b play the guitar |
| 3 Lyn | c dive |
| 4 Peter | d dance very well |
| 5 Mary | e play basketball |
| | f fly |
| | g ski |
| | h climb |



Can you play that guitar?

No.

Why not?

It's got a hole in the middle.

Writing Skills

7 In three minutes write what you can/can't do. Find someone in the class who can/can't do the same things as you.

Grammar 3d

• The verb *have got*

1 Read the table.

Affirmative		Negative	
Long form	Short form	Long form	Short form
I/You have got long hair.	I/You've got long hair.	I/You have not got long hair.	I/You haven't got long hair.
He/She/It has got long hair.	He/She/It's got long hair.	He/She/It has not got long hair.	He/She/It hasn't got long hair.
We/You/They have got long hair.	We/You/They've got long hair.	We/You/They have not got long hair.	We/You/They haven't got long hair.

2 Fill in: *have/has got*. Write in your notebook.



Luke Skywalker



Queen Amidala

Jar Jar Binks

Princess Leia

- Queen Amidala and Princess Leia *have got* long brown hair.
- Luke ... fair hair.
- Jar Jar Binks ... a big mouth.
- He ... long ears, too.
- Yoda and Jar Jar Binks ... big ears.

Yoda

Game

A



3 Make true sentences about the characters in Ex. 2. Use *have/has got, haven't/hasn't got*. Write in your notebook.

- big/small eyes • thin/full lips • small body/nose/eyes
- long/short hair

Queen Amidala has got big eyes. She hasn't got small eyes.

B



4 Look at pictures A and B. Find and write the six differences in your notebook.

- nose • arm • foot • mouth • eye • hand

- (nose) *In picture A the monster has got a big nose. In picture B the monster hasn't got a big nose. He has got a small nose.*

5 Read the table.

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



Jane

Bob

guitar
digital camera
cap
gloves

skateboard
trainers
helmet
bicycle

Jane & Bob

sunglasses
basketball
watch

6 Fill in *have*, *haven't*, *has* or *hasn't*. Write in your notebook.

- 1 A: *Has* Betty got big blue eyes? 4 A: ... Iron Man got a special metal suit?
B: No, she *hasn't*. B: Yes, he
- 2 A: ... you got long hair?
B: No, I
- 3 A: ... you got a bike?
B: Yes, I

7 Fill in the gaps, then answer the questions. Write in your notebook.

- 1 *Has* Jane *got* a helmet? 4 ... Jane and Bob ... sunglasses?
No, she hasn't. ...
- 2 ... Bob ... a skateboard? ... 5 ... Jane and Bob ... a football?
3 ... Jane ... a cap?

Speaking

• Talking about possessions

8 Look at the list of objects in Ex. 7. Ask and answer questions to find out what your partner has.

- A: *Have you got a bicycle?*
B: *Yes, I have./No, I haven't.*

Everyday English 3e

• Talking about possessions

1 Listen and repeat. Which syllables are stressed?

- It's great. • What is this? • It's funny. • What about this doll?
- Where is she from? • It's my favourite.

2 a) The sentences above are from a dialogue between Ann and Laura. What is the dialogue about?

 Listen and read to find out.

b) Read again. Which of the objects in the pictures has Ann got?



Ann: This is my collection of souvenirs.

Laura: It's great. What is this?

Ann: This is a big hat. It's from Ireland.

Laura: It's funny. Where are these dolls from?

Ann: They are from Russia.

Laura: What about this doll? Where is it from?

Ann: It's from Spain.

Laura: Her dress is nice. What is this?

Ann: It's a key ring. It's a London bus from England. It's my favourite.

Check these words

- collection
- souvenir • big
- funny • key ring

3 Read the dialogue aloud. Then, act out similar dialogues.


Pronunciation /æ/, /ɑː/

4 Listen and repeat. In teams, think of two more words with the same sounds.

/æ/: can, has, stamp, cap

/ɑː/: dance, can't, fast, guitar

1 Look at the souvenirs in the pictures. Which countries are they from?

 Listen and read to find out.

Check these words

- popular • common
- set • inside • other
- stars • stripes • tower

Souvenirs around the World

Here are some popular souvenirs you can buy around the world while on holiday.



hat

This is a hat from Mexico. It is a sombrero. Sombreros are very common in Mexico.



toy dolls

These are Matryoshka dolls. They are from Russia. They are a set of dolls one inside the other.



stuffed toy

This is a teddy bear. It has got a tartan scarf from Scotland. Tartan cloth is very popular in Scotland.



mug

This is a mug. It has got the flag of the United States of America on it. The US flag has got stars and stripes.



key ring

This is a key ring. It is Big Ben, the clock tower. You can see Big Ben in London.




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

- | | |
|--|--|
| <p>1 Where can you see sombreros?</p> <p>2 What are Matryoshka dolls?</p> <p>3 Where's tartan cloth popular?</p> | <p>4 What has the US flag got on it?</p> <p>5 Where's Big Ben?</p> |
|--|--|

3 Make sentences about the souvenirs. Tell your partner.

The sombrero is from Mexico. It's Mexican.

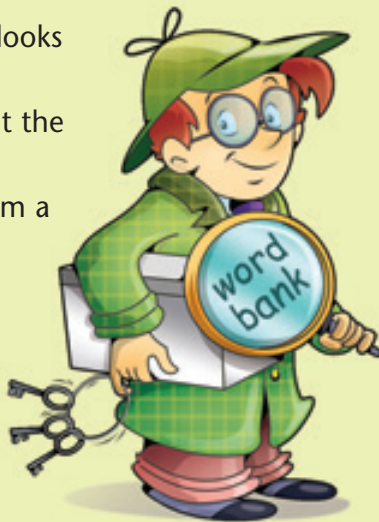
Project

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



1 Word Detective! Find the words for the following things. You've got 5 minutes! Write in your notebook.

- 1 You put it on your head. It looks very sporty.
- 2 You wear it. It tells you what the time is.
- 3 They're cool! Actors like them a lot. You put these on in the sun!
- 4 Famous brands are Adidas and Nike. You use these for running!
- 5 Most women have got one of these. You carry it and put things in it!
- 6 You read it for fun. The characters are cool and it's got a lot of pictures.
- 7 You need a computer for these. They're great fun and kids love them!
- 8 This gets you around town fast! It's got two wheels. It keeps you fit!



4 These phrases are in the song. What's the song about?

- take photographs
- do shopping • lots of fun
- buy souvenirs
- take back home
- spend time away

Listen and read to find out. Then, sing along.



Souvenirs

Holidays are wonderful
They're always lots of fun
You can spend some time away
And have fun in the sun
You can take some photographs
And do some shopping, too
You can buy some souvenirs
To take back home with you

I always buy souvenirs
When I go somewhere new
Why not go on holiday
And you can buy some, too

I've got caps from Italy
A mug from the UK
I've got dolls from India
Pens from the USA
I've got hats from Mexico
A T-shirt from Peru
A stuffed toy from Australia
A mug from Russia, too

Quiz



2 True or False? Do the quiz. Write in your notebook.

- 1 Iron Monger is a good person.
- 2 Michael Kettman is British.
- 3 Joe Allison is 9 years old.
- 4 Tartan cloth is popular in Mexico.
- 5 Big Ben is in London.

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



1 What can you see in the pictures? Write in your notebook.



2 Write the opposites: small, short (x2), old, fat. Write in your notebook.

- 1 young ≠ 2 long ≠ ... 4 big ≠ ...
 ... 3 tall ≠ ... 5 thin ≠ ...
 (5x2=10)

3 Write the words in your notebook.

- 1 He's got fair h ____ and a big n ____ .
 2 She's s _____ and p _____.
 3 He's got small e _____ and blue e _____.
 (6x2=12)

4 Fill in: has, hasn't, have, haven't. Write in your notebook.

- 1 ... they got a digital camera? Yes, they
 2 ... he got a guitar? No, he
 3 ... Tom got big ears? Yes, he
 4 ... you got a skateboard? No, I
 (4x3=12)

5 Fill in: this, these, that, those. Write in your notebook.



1 ... is a book and ... are pens.



2 ... are notebooks and ... is a desk. (2x4=8)

6 Complete the sentences with the possessive case or the possessive adjective of the words in brackets. Write in your notebook.

- 1 These are the (children) clothes.
 2 What's your (dad) name?
 3 This is (we) dog.
 4 Where is (you) bicycle?
 5 (He) digital camera is cool!
 6 These are the (girls) handbags.
 7 This is and (Jack, Susan) house.
 8 What's (she) surname?
 9 That is (Paul) bag.
 (9x2=18)

7 Match the exchanges. Write in your notebook.

- | | |
|--------------------------------|-----------------------------|
| 1 What's this? | a It's from Italy. |
| 2 Where's this cap from? | b It's great! |
| 3 Look at my collection. | c No, it's from Washington. |
| 4 Are these dolls from France? | d It's a Spanish doll. |
| 5 Is this hat from New York? | e No, they're from Russia. |

(5x4=20)

TOTAL: 100

Check your progress

- describe people/animals
- talk & write about possessions
- write about my favourite cartoon character
- present my collection
- talk & write about abilities

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Me & the others

► **What's in this module?**

- days of the week
- months
- daily routines
- family members
- character adjectives
- jobs
- present simple
- telling the time
- making arrangements

Find the page numbers for

- a family tree
- a famous singer
- a person's daily routine

Vocabulary

• **Days of the week – Months**

1  **Listen and repeat.**

Days:

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

Months

January, February, March, April, May, June, July, August, September, October, November, December



get up



have breakfast



go to school



have lunch



do my homework



play computer games



have dinner



watch TV



go to bed

Game

Choose and mime one of the activities in the pictures. Your partner names the activity.

• Daily routines

2

🎧 Listen and repeat.

The pictures show what Alex does every Monday. Is it the same for you?

Reading

- 1 a) Look at the picture. Who are the Flintstones?
 Listen and read to find out.



The Flintstones

The Flintstones are popular cartoon characters. They live in Bedrock, a Stone Age town. They wear animal skins and they haven't got machines to do the housework – they've got animals! Let's meet the Flintstones.



Fred Flintstone is tall and he has got dark hair. He is noisy and funny and he likes eating. He has got a stone car. Fred likes bowling and golf. He can also play billiards.

Wilma Flintstone has got red hair and she is very modern. She is serious and she gets angry with Fred because he is a bit lazy. She likes housework. In the mornings she cleans the house with an elephant vacuum cleaner! After lunch she washes the dishes. In the afternoons she goes shopping with her friend. Her mother, Pearl, doesn't like Fred at all.

Pebbles Flintstone is their daughter. She has got red hair and she is very cute. Her hobby is baseball. She is very clever. She's got a pet dinosaur, Dino, who barks like a dog.

- b) Point and say the people's names.

- 2 Read the text again and for questions 1 and 2 choose the correct answer (A, B or C).

- | | |
|---|--|
| 1 How many members are there in the Flintstones Family?
A Two B Three C Four | 2 Who's Pearl?
A Wilma's mum.
B Fred's mum.
C Pebbles' mum. |
|---|--|

Check these words

- character • skin
- housework • dark
- noisy • funny
- billiards • serious
- angry • bit • lazy
- clean • cute • to bark

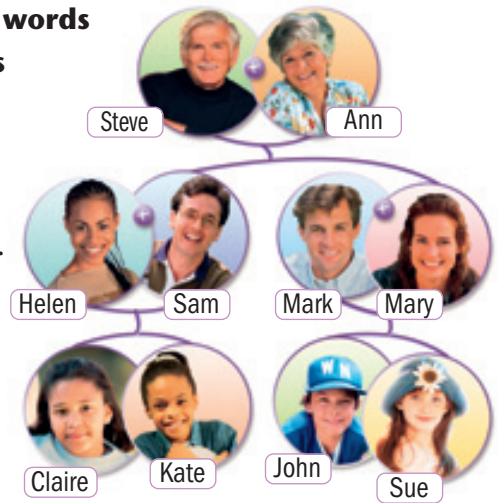
Vocabulary

- Family members

- 3 Listen and repeat.
- grandfather – grandmother • dad – mum • brother – sister
 - uncle – aunt • niece – nephew • son – daughter
 - husband – wife • cousin – cousin

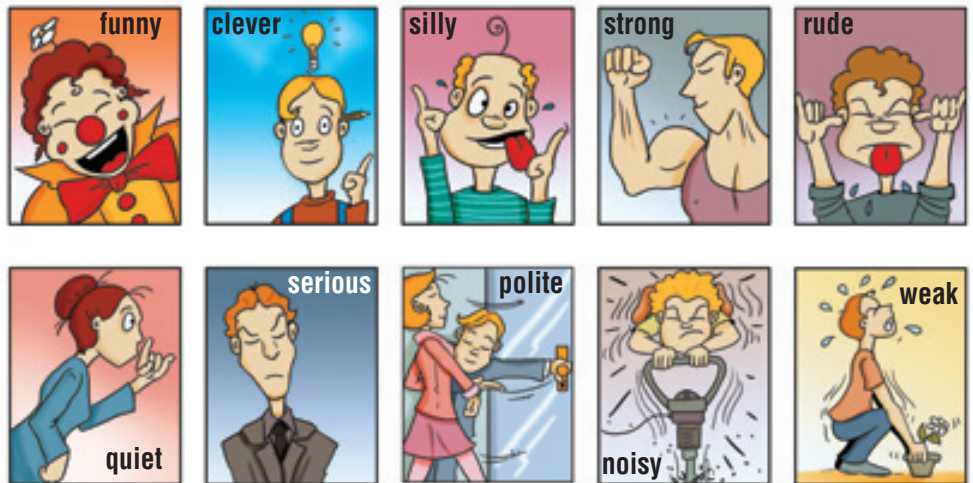
4 Look at Sue's family tree. Use the words in Ex. 3 to complete the sentences in your notebook.

- 1 Mark is Sue's *dad*. He's *her dad*.
- 2 Claire is Sue's She's
- 3 John is Mary and Mark's He's
- 4 Ann is Sue's She's
- 5 Helen is Sue's She's
- 6 John is Sam's He's
- 7 Ann is Sam and Mary's She's



• **Character adjectives**

5 Listen and repeat. Find the opposites. Check with your partner.



Speaking & Writing

6 Write the names of your family members on a piece of paper. Swap papers. Find out about your partner's family.

A: Who's Victor?
B: He's my dad.

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

7 **Project** Draw/Create your family tree. Write sentences about your family. Present your family to the class.

This is my dad, Victor. He's ... years old.

Study Skills

Opposites

Learn words in pairs of opposites. It helps you remember them.

Grammar 4b

• Present simple (affirmative)

1 Read the theory.



We use the **present simple** for:

- repeated actions. *He plays tennis on Mondays.*
- permanent states. *He lives in Rome.*
- habits. *I have milk in the morning.*
- general facts. *The sun sets in the west.*
- characteristics. *He has got short fair hair.*

Affirmative

I/you **like** fish.

He/She/It **likes** fish.

We/You/They **like** fish.

Spelling: 3rd person singular

- 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 consonant + **-y -y** → **-ies** *I cry – he cries*

BUT vowel + **-y** *I play – he plays*

Time expressions: *every day, morning/evening, etc, on Mondays, etc*

2 Write the 3rd person singular in your notebook.

- | | | | |
|-----------|------------------------|-----------|-----|
| 1 I like | <i>he/she/it likes</i> | 5 I play | ... |
| 2 I get | ... | 6 I clean | ... |
| 3 I watch | ... | 7 I go | ... |
| 4 I live | ... | 8 I wash | ... |



Play in teams. Say a verb. The other team says, then writes the 3rd person singular on the board.

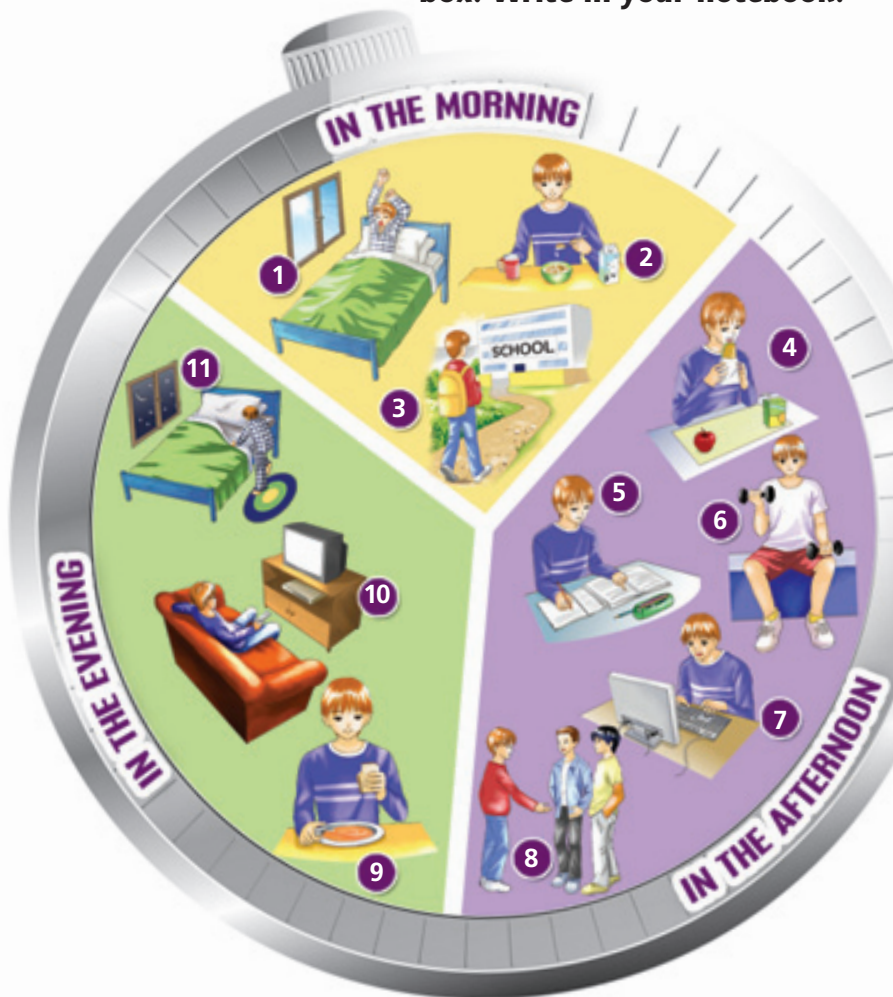
Team A S1: *I go*

Team B S1: *he goes*

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

- 1 Helen *lives* (live) in Bucharest.
- 2 My mum ... (clean) the house with a vacuum cleaner.
- 3 They ... (go) shopping in the afternoon.
- 4 She ... (go) to school every day.
- 5 Mike ... (meet) his friends after school every afternoon.
- 6 I ... (play) golf.
- 7 Jason and Kate ... (play) computer games in the evenings.
- 8 We ... (like) bowling.

4 Look at the pictures. Match the pictures to the words in the box. Write in your notebook.



- a have dinner
- b watch TV
- c have lunch
- d get up early
- e play computer games
- f have breakfast
- g go to bed
- h do homework
- i go to the gym
- j go to school
- k meet his friends

What does Kevin do in the morning/afternoon/evening? Tell your partner. Use first, then, after that.

Kevin gets up early in the morning. First, he Then, he After that,

5 Mime your daily routine. Your partner says what you do in the morning, afternoon, evening.

6 What do you do in the morning/afternoon/evening? Write a short text in your notebook. Read it to the class.

I get up early in the morning. First, I have breakfast. Then,

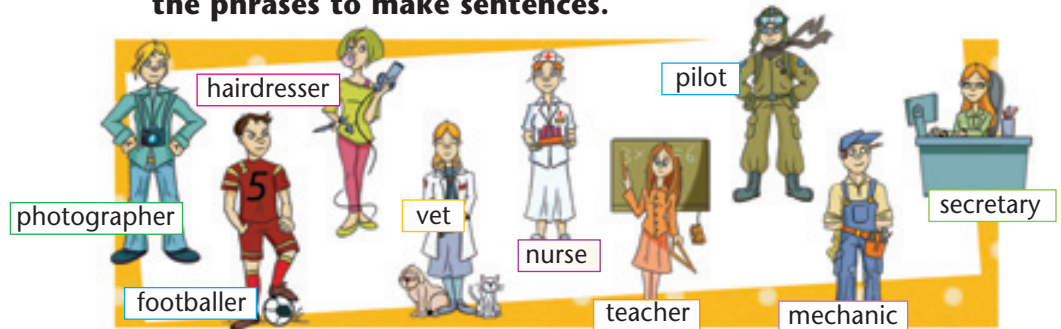
Vocabulary, Speaking, Listening & Writing Skills 4c

Vocabulary & Speaking Skills



Talking about people's jobs

1 Listen and repeat. What does each person do at work? Use the phrases to make sentences.



- do people's hair
- look after sick animals
- take photographs

- repair cars
- fly planes
- look after sick people
- play football

- type letters
 - teach children
- A hairdresser does people's hair.*

2 Find out what your partner's parents do for a living.

A: What does your mum do?

A: He's ...

B: She's a What does your dad do?

Listening Skills

3 Listen to Bob talking about his family members and match them to their jobs. Write in your notebook.

People	Jobs
1 Dad	A vet
2 Mum	B mechanic
3 Tony	C nurse
4 Joan	D secretary
5 Mary	E photographer
6 John	F pilot
	G teacher
	H footballer

Writing Skills

4 Look at the pictures and complete the email in your notebook.




There are *five* members in my family. My dad's 1) He 2) ... years old and he works as 3) My mum 4) ... years old and she's 5) My brother 6) He's 7) ... old. My sister 8) She's 9) What about your family? Write back soon!

Peter

Reading Skills

5 Look at the text. What is it: *an email?* a *blog?* What is it about?

 Listen, read and check. Then complete the fact file in your notebook.

Check these words

- voice • to write
- to eat • meat
- vegetable



Who's your favourite singer?

Post your message.

My favourite singer is Leona Lewis. She's British and she's got a great voice. She also writes songs. My favourite one is 'Bleeding Love'.

Leona can play the guitar and the piano. She's got two brothers, Kyle and Bradley. She loves dogs. She has got a pet Rottweiler. His name is Rome. Leona doesn't eat meat. She likes vegetables.

Do you know her?

Jamie

Name

Nationality

Can play

Family

Pet

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

- | | |
|-----------------------------------|------------------------------------|
| 1 American / is / Jenny | 5 he / got / pet / has / a? |
| 2 football / she / like / doesn't | 6 they / are / Chinese? |
| 3 do / the guitar / they / play? | 7 like / he / vegetables / doesn't |
| 4 he / play / can't / golf | 8 teacher / her / is / a / mother |


Study Skills

Word order

We always put the subject before the verb in affirmative/negative sentences, but after the auxiliary verb in questions.

Jane is Scottish. She isn't Irish. Does she come from the UK?

Writing Skills (a note)

7  Work in groups. Write a short note to another group about your favourite singer.

Beyoncé's on TV tonight. She's got a great voice.

• Present simple (negative)

1 Read the table.

Long form	Short form
I/You do not like fish.	I/You don't like fish.
He/She/It does not like fish.	He/She/It doesn't like fish.
We/You/They do not like fish.	We/You/They don't like fish.

- We use **does not/doesn't** + base form of main verb to form the third person negative.
- We use **do not/don't** + base form of main verb to form the other persons.

Note: Never put an 's' at the main verb when you use **does/doesn't**. *He **doesn't like** milk.* **NOT:** *He ~~doesn't likes~~ milk.*

2 Fill in the gaps with *don't* or *doesn't*. Write in your notebook.

- | | |
|-------------------------------------|--|
| 1 Tony <i>doesn't</i> like spiders. | 4 His friends ... play computer games. |
| 2 His brother ... play tennis. | 5 His sister ... go to work. |
| 3 His parents ... speak French. | |


• Present simple (interrogative & short answers)

3 Read the table.

Interrogative	Short answers
Do I/you like fish?	Yes , I/you do ./ No , I/you don't .
Does he/she/it like fish?	Yes , he/she/it does ./ No , he/she/it doesn't .
Do we/you/they like fish?	Yes , we/you/they do ./ No , we/ you/they don't .

4 Fill in: *do*, *does*, *don't* or *doesn't*. Write in your notebook.

- | | |
|--|---|
| 1 <i>Do</i> you like basketball?
Yes, I <i>do</i> . | 4 ... they sing well?
No, they |
| 2 ... your mother work?
Yes, she | 5 ... he like jazz music?
No, he |
| 3 ... Mary sleep a lot?
No, she | |

5  **Fill in the gaps and then answer the questions about yourself. Write in your notebook.**

- | | |
|---|---|
| <p>1 <i>Does</i> your mum work? <i>Yes, she does.</i></p> <p>2 ... you walk to school?</p> <p>3 ... you live in Rome?</p> | <p>4 ... you play football?</p> <p>5 ... you go to bed late on Mondays?</p> |
|---|---|

6 **Match the questions to the answers. Write in your notebook.**


- | | |
|--|--|
| <p>1 Do you like football? <i>d</i></p> <p>2 What time do you go to bed every night?</p> <p>3 Does your mum drive you to school?</p> <p>4 What does he do after school?</p> <p>5 What language do they speak?</p> <p>6 What do they do at 7 o'clock every day?</p> | <p>a I go to sleep at 10 o'clock.</p> <p>b Yes, she does.</p> <p>c They speak English.</p> <p>d No, I don't.</p> <p>e He goes to the gym.</p> <p>f They have dinner.</p> |
|--|--|



7  **What do Liz, Frank and Donna do every weekend? Ask and answer questions, as in the example.**

	 Liz	 Frank	 Donna
watch TV	✓	X	✓
play computer games	X	✓	X
meet his/her friends	✓	✓	X
read books	✓	X	✓
go shopping	X	✓	✓

- | | |
|---|--|
| <p>A: <i>Does Liz watch TV?</i></p> <p>B: <i>Yes, she does.</i></p> | <p>A: <i>Does she play computer games?</i></p> <p>B: <i>No, she doesn't.</i></p> |
|---|--|

8  **Ask and answer questions to find out what your partner does at the weekend. Then, write a short text about his/her weekend. Read it to the class.**

- A: *Do you watch TV at the weekend?*
 B: *Yes, I do.*

Everyday English 4e

Asking

- What's the time, please?
- Have you got the time, please?
- What time is it, please?

Telling

- It's five o'clock.
- It's half past two.
- It's ten past three.
- It's twenty to ten.

Study Skills

Interacting actively

When you interact try to sound as natural as possible. Use appropriate gestures, pauses, hesitations, verbal signs e.g. Hm, to reveal your attitude and feelings.

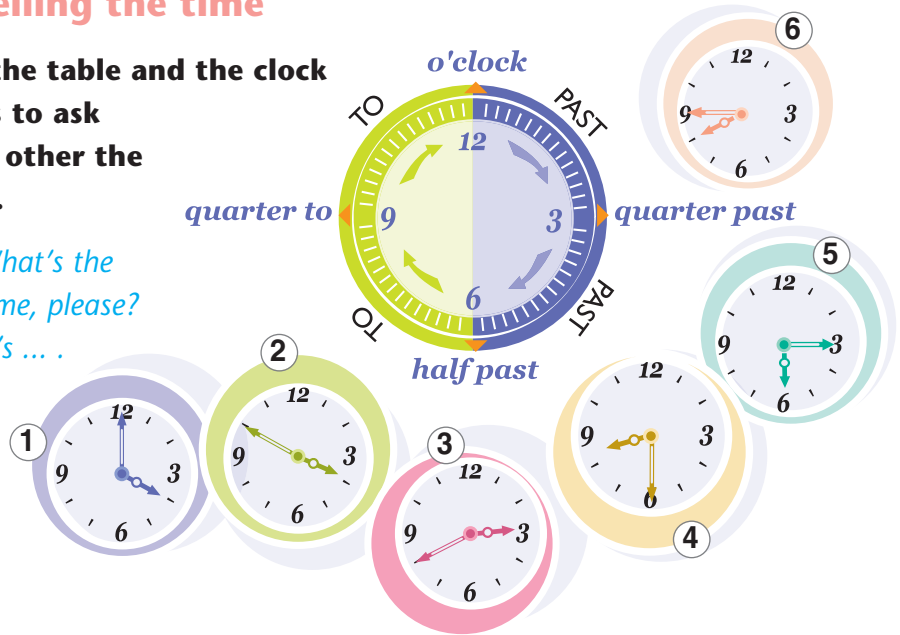


Telling the time

- 1 Use the table and the clock faces to ask each other the time.

A: *What's the time, please?*

B: *It's ...*



Making arrangements

- 2 These sentences are from a dialogue between two friends. Say them in your language. What is the dialogue about?

- Are you free this afternoon?
- What time does the court open?
- Is 4:30 OK with you?
- Yes, that's fine.
- See you there!

Listen and read to find out.

Jenny: Hi, Helen!
 Helen: Hi, Jenny. Are you free this afternoon?
 Jenny: Hm, I think so. Why?
 Helen: Do you want to practise basketball with me?
 Jenny: Sure. What time does the court open?
 Helen: At half past three.
 Jenny: And what time does it close?
 Helen: At seven o'clock.
 Jenny: Is 4:30 OK with you?
 Helen: Yes, that's fine. See you there!

- 3 In pairs, read the dialogue aloud. Mind the intonation.

Family celebrations



Across Cultures 4f

There are some special days when families get together to celebrate their love for a member of their family. Let's take a look at how people celebrate these days around the world.



Mother's Day

Different countries celebrate Mother's Day on different days. For example, on the second Sunday in May, mums in Australia get all the attention. Children give their mums a card with a poem in it and gifts such as flowers and chocolates.

Twins Days

The Twins Days Festival is a special celebration that takes place in Ohio, USA, on the first weekend of August every year. Twins from all over the world go there to celebrate. There is a big parade and lots of fun activities for people to do.



Reading & Listening

Check these words

- twin
- to take place
- parade
- activity
- attention
- gift

- 1 **Read the title and the headings in the text. What is the text about?**
 Listen, read and check.
- 2 **Read the text and decide if sentences 1-4 are T (true) or F (false). Correct the false statements. Write in your notebook.**

- 1 Australians celebrate Mother's Day on 2nd May.
- 2 There is a special day to celebrate families around the world.
- 3 The Twins Days Festival takes place in the USA.
- 4 The Twins Days Festival takes place in June.

- 3 **Complete the sentences about you in your notebook.**

- 1 I love my mum because
- 2 I love my brother/sister because

Speaking

- 4 **How do you celebrate Mother's Day in your country? Tell the class.**

- 5 **ICT It's Mother's Day. Search for cards or e-cards to send one to your mum. You can make your own card. Write a short message on it.**





1 **Family riddles!** Read and write the family words in your notebook.

1 He's my mother's father.
He's my grandma's husband.
He's my ...

2 She's my cousin's mother.
She's my father's sister.
She's my ...

3 He's my dad's nephew.
He's my uncle's son.
He's my ...

4 She's my aunt's mother.
She's my mother's mother too.
She's my ...

5 He's my uncle's nephew.
He's my mum's son.
He's my ...

4 **What is your daily routine like? Is it the same as the singer's?**

Listen and read to find out. Then, sing along.



Tick Tock

I get up in the morning
Can't wait to start my day
Every day's a new day
With time to work and play
I'm busy in the mornings
And in the evenings, too
The weekdays are just crazy
There's always lots to do

*Tick tock, tick tock
I'm busy round the clock
Tick tock, tick tock
I never, never stop*

I go to school on weekdays
I have fun at weekends
I ride my bike, I skateboard
And hang out with my friends
I'm happy when I'm busy
I don't want to stay still
Every day's exciting
With lots of time to fill



Quiz



2 **Do the quiz. Answer the questions in your notebook.**

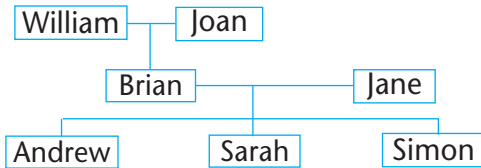
- 1 Who's Fred Flintstone's wife?
- 2 Can Fred play billiards?
- 3 What is Pebbles Flintstone's pet?
- 4 What's the word for your mother's mother?
- 5 Where does the Twins Day Festival take place?

3



Look at Module 4 and write a question and answer quiz of your own.

1 Complete the sentences with the correct family members. Write in your notebook.



- 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

(5x4=20)

2 Fill in *clever, noisy, funny, serious* or *cute*. Write in your notebook.

- 1 My brother shouts a lot. He's
- 2 Ann is the best student in her class. She's very
- 3 My baby sister is sweet and
- 4 He tells great jokes. He's very
- 5 Uncle John never laughs or smiles. He's very

(5x2=10)

3 Write the jobs in your notebook.



(5x2=10)

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

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

(5x4=20)

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

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

(5x4=20)

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

- | 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 France. |

(5x4=20)

TOTAL: 100

Check your progress

- talk and write about my family
- describe people's character
- talk about people's jobs
- tell the time
- make arrangements
- write a note about a famous person
- write a text about my family

GOOD ★ **VERY GOOD** ★★ **EXCELLENT** ★★★

Monstertrackers!




2 Orang Mawas

Dear Monstertrackers,
I'm from Malaysia. People say that a huge hairy creature, Orang Mawas, lives in the jungle here! Can you come?
Thank you.
Angelina





Exercises

1 Look at the pictures. What is the story about?
 Listen and check.

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

- 1 Angelina is from Mexico.
- 2 Orang Mawas is short.
- 3 Orang Mawas has fur all over its body.
- 4 Boogey likes the jungle.

3 Match the words 1-5 with the definitions a-e.
 Write in your notebook

1 fur



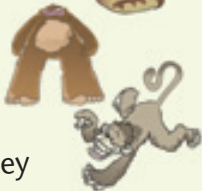
2 jungle



3 footprint



4 huge



5 monkey

- a Very, very big.
- b An animal that has a long tail and climbs trees.
- c A place where trees and plants grow closely together.
- d Thick hair that covers an animal's body.
- e The mark that a person's or animal's foot makes.

4 Fill in the gaps using words from Ex. 3. Write in your notebook.

The Monstertrackers are in Malaysia. Orang Mawas is a 1) ... monster. It lives in the 2) It's got 3) ... all over its body. Its 4) ... are very big.

Fact or Fiction?

- Orang Mawas walks on two legs.
- Its feet are nearly 50 cm long.
- It has got four toes on each foot.
- It eats fruit and fish.

Food

▶▶ What's in this module?

- food
- meals
- containers & partitives
- shopping
- festivals
- ordinal numbers
- *a/an – some – any – a lot of – much – many*
- prepositions of time
- *can* question words
- expressing likes/dislikes
- ordering food

Find the page numbers for

- *a blog entry*
- *a birthday celebration*
- *a menu*
- *an invitation card*

Vocabulary

1 • Food

👂 Listen and repeat.
 List the words under the headings in your notebook.
 Check with your partner.

fruit

grapes

vegetables

lettuce

dairy products

yoghurt

grains

rice

meat

chicken

other

eggs

▶ Video



lettuce



grapes



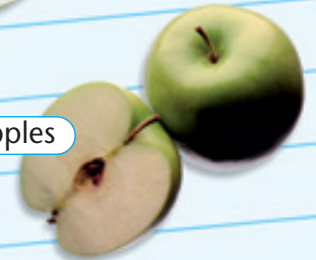
butter



cheese



chicken



apples



oranges



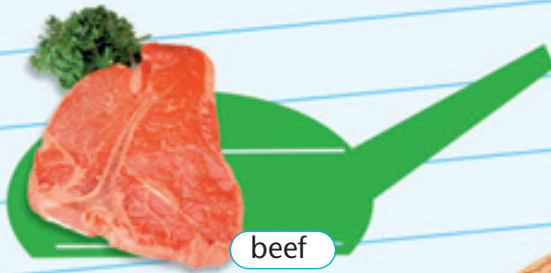
yoghurt



strawberries



cabbage



beef



nuts



rice



bread



corn



carrots



potatoes



tomatoes



eggs



garlic

Speaking

• Expressing likes/dislikes

2



What food does your partner like? What doesn't he/she like?

A: Do you like cheese?

B: Yes, I do. / No, I don't.

Reading 5a

Reading

1 **What do British schoolchildren have for lunch? Read the blog entry to find out.**



JENNY'S BLOG



School dinners

In Britain, schoolchildren have lunch either in the school canteen or 1) ... have a packed lunch. I usually have a packed lunch. Mum says homemade food 2) ... healthy. She makes me a sandwich 3) ... day. She also gives me some fruit such as a pear, an orange or 4) ... apple. I also have yoghurt, some salad and a drink like water or orange juice. I like 5) ... packed lunch, but sometimes I want to have a hot meal such as pizza or spaghetti. 6) ... you eat lunch at home or at school? What's your favourite lunch?

Post a comment

UK Culture!

The English breakfast served in hotels is eggs, bacon, tomato, fried bread and tea. The English don't eat this every morning. Instead they eat a bowl of cereal or a piece of toast.

Note

In English we don't use the **in the** phrases *for breakfast/lunch/dinner.*)

Check these words

- either • canteen • packed lunch
- homemade • pear • yoghurt • spaghetti

2 **Read the blog entry and complete the gaps with the missing words. Write in your notebook.**

Listen and check.

Vocabulary

• Meals

3 **Which of these do you usually, sometimes, never eat/drink: for breakfast? for lunch? for dinner? as a dessert? as a snack?**



I usually drink milk for breakfast.

• Containers & Partitives

4 Complete with *loaf, carton, slice, piece, bag, bottle, glass, cup, tin, packet, box, bowl*. Write in your notebook.



1 a ... of bread



2 a ... of oil



3 a ... of milk



4 a ... of water



5 a ... of sugar



6 a ... of pizza



7 a ... of cheese



8 a ... of tea



9 a ... of rice



10 a ... of beans



11 a ... of pasta



12 a ... of cereal

Speaking

• Shopping



5  Act out a dialogue, as in the example.

A: *I'd like two cartons of milk, please.*

B: *Here you are. Anything else?*

A: *A bag of sugar, please.*

B: *Here you are.*

Writing

6 Complete the gaps about your school lunch. Write in your notebook.



Post your comment to Jenny's blog.

In Romania schoolchildren have lunch My mum
My favourite lunch is I don't like ... but I like
I have something to drink like

Posted by:

Grammar 5b

• a/an – some/any

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

Note

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

	countable	
	singular	plural
affirmative	There's an onion .	There are some onions.
negative	There isn't a tomato.	There aren't any tomatoes.
interrogative	Is there an egg?	Are there any eggs?
	uncountable	
	singular	
affirmative	There's some milk.	
negative	There isn't any cheese.	
interrogative	Is there any rice?	

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



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







- | | | | | | | | |
|-----------|---|-----|--------|--------------|---|-----|-----|
| 1 apple | → | C | apples | 6 beef | → | ... | ... |
| 2 milk | → | ... | ... | 7 carrot | → | ... | ... |
| 3 cabbage | → | ... | ... | 8 biscuit | → | ... | ... |
| 4 rice | → | ... | ... | 9 strawberry | → | ... | ... |
| 5 orange | → | ... | ... | 10 corn | → | ... | ... |

3 Choose the correct word. Write in your notebook.

- | | |
|--|--|
| 1 Is there some/any tea? | 5 There's a/an egg on the table. |
| 2 There isn't some/any rice left. | 6 Can I have some/any potatoes, please? |
| 3 Would you like a/an orange? | 7 I want some/any soup. |
| 4 I need some/any yoghurt. | |

- a/an – some/any – a lot of – (how) much – (how) many

4 Read the examples. Then, choose the correct word.

Countable nouns	Uncountable nouns
<p>How many biscuits are there?</p> <p>There are a lot of/ lots of biscuits. </p> <p>There are some biscuits. </p> <p>There are not many biscuits. </p> <p>Are there any biscuits?</p> <p>There aren't any biscuits. </p>	<p>How much milk is there?</p> <p>There is a lot of/ lots of milk. </p> <p>There is some milk. </p> <p>There isn't much milk. </p> <p>Is there any milk?</p> <p>There isn't any milk. </p>



- 1 There isn't many/much yoghurt left.
- 2 How much/many beef is there?
- 3 How many/much beef do you need?
- 4 He's got a lot of/any strawberries.
- 5 There is many/lots of milk in the fridge.
- 6 We haven't got many/much cheese.
- 7 There are much/a lot of apples.
- 8 There's not many/much butter in the fridge.

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

A: *Do we need any apples?*

B: *No, we have got a lot of apples. We need some sugar.*

A: *How much?*

B: *A bag. etc.*

Reading & Grammar Skills 5c

Reading Skills

- 1 These words appear in the text.
What is the article about?

Check these words

- adult • streamer
- band • soft drink
- generous

DANCE



GIFT

celebrate

streamers



car balloons

- 2 How do US teenage girls celebrate their sixteenth birthday?
 Listen and read the blog and find out.

 Video

Ann's
blog

HOME

ABOUT

FORUM

CONTACT

Search

Username

Password

Sweet Sixteen

In the USA, a girl's sixteenth birthday is one of the most important days in her life, because she is almost an adult. American teenage girls usually celebrate their sixteenth birthday at home with all their friends and family. They decorate the room with balloons and streamers and they often have a band or a DJ to play music. Of course, there is always a birthday cake and there are a lot of snacks and soft drinks to go round. Teenagers usually get very generous gifts from their parents for this special birthday. Parents often buy their children a car for their sixteenth birthday. After the birthday girl receives all her gifts, it's time to dance and have fun.

[Post a comment](#)

- 3 Read the text and for statements 1 and 2 choose the correct option A, B or C. Write in your notebook.

- 1 American teenage girls usually celebrate their sixteenth birthday at
A school. B a disco. C home.
- 2 Parents often buy their sixteen-year-old daughter
A a band. B a car. C a house.

Listening, Speaking & Writing Skills 5c

Ordinal numbers

- 1st = first
- 2nd = second
- 3rd = third
- 4th = fourth
- 5th = fifth
- 6th = sixth
- 7th = seventh
- 8th = eighth
- 9th = ninth
- 10th = tenth
- 11th = eleventh
- 12th = twelfth
- 13th = thirteenth
- 14th = fourteenth
- 15th = fifteenth
- 16th = sixteenth
- 17th = seventeenth
- 18th = eighteenth
- 19th = nineteenth
- 20th = twentieth
- 21st = twenty-first
- 22nd = twenty-second
- 23rd = twenty-third

Listening Skills

- 4** a) Look at the gaps (1-6) in the invitation card. What words do you think are missing: *names, nouns or numbers*? Check with your partner.
- b) 🎧 Listen and complete the gaps in your notebook.

My Birthday Bash!

Come and celebrate my **1** ... birthday with me.

Date: Saturday, **2** ... May

Time: **3** ... o'clock

Place: Blue Lagoon restaurant, 54 **4** ... Street

There will be lots of food, **5** ..., great music and fun!

Don't miss it!

Please call me on **6** ... to confirm. **Jim**

Speaking Skills

- 5** 🗣️ Answer the questions. Tell your partner.
- 1 How do you celebrate birthdays in your country?
 - 2 Where do you celebrate birthdays?
 - 3 What do you do during the celebration? (e.g. eat, dance, etc)

Writing Skills

(an invitation to an event)

- 6** You're having a party. Prepare an invitation for your friend. You can use the invitation in Ex. 4a as a model.

Alternatively, write an SMS message inviting your friend to your party. Use emojis.

Grammar 5d

• Prepositions of time

1 a) Read the examples.

at + time expression (*at 2 o'clock*), **certain expressions** (*at the weekend, at noon/midnight/night, at Christmas/Easter*)

in + months (*in June/August/December*), **seasons** (*in summer/Autumn*), **parts of the day** (*in the morning/ afternoon/evening*)

on + days (*on Monday/Tuesday/Friday*), **dates** (*on the 2nd of August*)

Note: We do not use **the** with days or months.

b) Fill in: *in, on, at*. Write in your notebook.

- 1 I eat a lot of fruit *in* summer.
- 2 I play with my friends ... the evening.
- 3 There is a good programme about festivals on TV ... Thursday.
- 4 Jack usually walks his dog ... 7 am.
- 5 It's my friend's birthday ... 1st July.
- 6 Christmas is ... winter.
- 7 We start school ... September.
- 8 I go to bed early ... night.
- 9 My friend and I play football ... the weekend.
- 10 They go to the cinema ... Fridays.

2 Copy and complete the table with phrases from the list in your notebook. Use four phrases in sentences of your own.

- Monday • 24th January • Friday • night • July • the weekend
- 2009 • the morning • 4 o'clock • 7 pm • the spring • midnight
- the afternoon • Sunday • the evening • noon • September

at	<i>night, ...</i>
on	<i>Monday, ...</i>
in	<i>July, ...</i>

3 In your notebook, write true sentences about yourself using the phrases below and phrases from the table in Ex. 2.

- get up • meet my friends • have lunch • do my homework
- watch TV • go shopping

I get up at 7:30 in the morning.



• Question words


4 Read the examples.

- Who:** *Who's he? Andy.* (people)
What: *What's this? It's a book.* (objects)
When: *When's your birthday? On 12th May.* (time)
Where: *Where's Ann from? Italy.* (place)
Which: *Which is your favourite fruit: oranges or apples?* (choice)
Whose: *Whose is this coffee? Mary's.* (possession)
How old: *How old are you? 12.* (age)
How many: *How many apples has she got? 7.* (quantity)
How much: *How much sugar do you need? A bag.* (quantity)

5 Fill in: *who, what (x2), where, whose, which or how old.* Write in your notebook.



- | | |
|--|--|
| <p>1 A: <i>Who's</i> she?
B: She's my sister.</p> <p>2 A: ...'s this?
B: It's an orange.</p> <p>3 A: ... is this cake?
B: Pedro's.</p> <p>4 A: ... are they?
B: They are 13.</p> | <p>5 A: ... is Andrei from?
B: Romania.</p> <p>6 A: ...'s her name?
B: Her name's Sue.</p> <p>7 A: ... is your favourite drink:
milk or tea?
B: Tea.</p> |
|--|--|

6  Look at A: Fill in: *What, How, Where* in your notebook. Then, in pairs, ask and answer questions about yourselves.

<p>A <i>What's</i> your name?</p> <p>... 's your surname?</p> <p>... are you from?</p> <p>... old are you?</p> <p>... 's your birthday?</p> <p>... 's your favourite meal?</p>	<p>B My name's</p> <p>My surname is</p> <p>I am from</p> <p>I'm ... years old.</p> <p>My birthday is on</p> <p>My favourite meal is</p>
---	--



Everyday English 5e

Study Skills

Improve speaking skills

Try to memorise functional sentences. This will help you sound natural.


• Ordering food/drinks

- 1** a)  **Listen and repeat.**
- Can I help you? • Can I have a cheeseburger? • Large or small?
 - That's £4.20, please. • Here you are.
- b) **The following sentences appear in a dialogue. Where do you think the dialogue takes place: at home? in the school canteen? in a fast food restaurant?**
-  **Listen, read and check.**

- 2** **Read the dialogue. What does Angie order? How much is it?**



Steve: Hello. Can I help you?
 Angie: Can I have a cheeseburger and a portion of chips, please?
 Steve: Large or small?
 Angie: Large, please. And a Coke.
 Steve: That's £4.20, please.
 Angie: Here you are.

- 3**  **You are in a fast food restaurant.**
- Student A: Use the menu to order your food/drink.**
Student B: Take A's order.
Use the dialogue in Ex. 2 as a model.




Club Sandwich	£2.20
Burger	£1.40
Chicken Sandwich	£1.80
Cheeseburger	£1.60
Caesar Salad	£2.10
Chips Large	£1.60
Small	£1.00

Beverages

Coke	£1.20
Diet Coke	£1.20
Lemonade	£1.20
Mineral Water	£1.00
Orange juice	£1.80
Coffee	£2.00
Tea	£2.00



Pronunciation /g/, /dʒ/

- 4**  **Listen and repeat. In teams think of more words with the same sounds.**

/g/: glue, garlic

/dʒ/: margin, large

FESTIVE DAYS



Across Cultures 5f

CHILDREN'S DAY

People in Romania celebrate Children's Day every year on 1st June. There are art exhibitions at schools and in public places for children to display their work. There are special events in a lot of places for children to go and have fun with their parents. Some families have a special dinner to celebrate this day. Children's Day is a national holiday in Romania.

ROMANIA



Ireland

ST-PATRICK'S DAY

St Patrick's Day is on 17th March. It is a religious and national festival that celebrates St Patrick, the patron saint of Ireland. There are big parades in every town. People pin a shamrock on their clothes and some kids paint shamrocks on their faces. There are marching bands, dancers and all sorts of floats. People on the floats throw sweets to the crowds. Later, people eat Irish stew, a dish of lamb or beef with vegetables. Yummy! In the evening, there are Irish music concerts and firework displays.



Check these words

- religious
- patron saint
- to pin
- shamrock
- marching band
- float
- firework display
- art exhibitions
- public place
- national holiday

Reading & Speaking

- 1 Look at the pictures and read the title and the headings. What do you know about these festivals? What else would you like to know about them? Think of three questions.
 Listen, read and see if you can answer them.

- 2 Answer the questions in your notebook.

- 1 When is St Patrick's Day?
- 2 What do people eat on St Patrick's Day?
- 3 When do Romanians celebrate Children's Day?
- 4 Where can people see children's work?

- 3 Find the sentence in each text that best describes each picture.

Writing

- 4 **ICT** Collect information about spring/winter celebrations in your country and prepare a calendar. Display it to the classroom.

It's 1st June.
Send cards to your classmates. Find cards on the Internet or create your own.



1 Food puzzle! Find the foods. Write in your notebook.

- 1 It's sweet and white. People put it in tea or coffee.
- 2 Many people like this Italian dish. It's nice with tomato sauce.
- 3 They're long, orange and rabbits eat them.
- 4 Bakers sell this. It comes in all shapes and sizes.
- 5 You need to drink a lot of this every day.
- 6 It's a kind of grain. It's white.
- 7 You eat this with milk for breakfast.
- 8 You need potatoes to make these.
- 9 It's a dairy product. It goes on top of pizza.
- 10 It's hot. You eat it with a spoon.



4 These words appear in the song. What is the song about?

- family day • in style
- loved ones • celebrate
- happy songs • dance
- delicious food

Listen, read and check. Then, sing along.



Let's all get together

Let's all get together soon
 Let's have a party here
 We can have a family day
 With all our loved ones near
 It's fun to be with family
 It's fun to celebrate
 We can cook delicious food
 The party will be great

*Festive times with family
 Are always lots of fun
 It's great to get together
 And spend time with everyone*

We can talk and we can dance
 Let's celebrate in style
 We can sing some happy songs
 That always make us smile
 Spending time with family
 Makes everything all right
 We've got lots to celebrate
 So let's have fun tonight



Quiz



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

- 1 British schoolchildren have lunch at home.
- 2 Parents don't buy an expensive gift for their child's sixteenth birthday.
- 3 St Patrick's Day is an Irish national holiday.
- 4 Irish stew contains beef, vegetables and rice.
- 5 People celebrate Children's Day on 17th March.

3 **Look at Module 5 and write a T/F quiz of your own.**

1 List the words under the headings in your notebook.

- milk • strawberries • grapes • apples
- lettuce • potatoes • oranges • corn
- cabbage • tea



(10x2=20)

2 Fill in: bowl, bag, slice, carton, loaf. Write in your notebook.

- | | |
|---|---|
| <p>1 a ... of bread</p> <p>2 a ... of cereal</p> <p>3 a ... of milk</p> | <p>4 a ... of pizza</p> <p>5 a ... of sugar</p> |
|---|---|

(5x4=20)

3 Choose the correct item. Write in your notebook.

- 1 How **many/much** milk do you need?
- 2 There is a **lot of/many** sugar in the bowl.
- 3 Is there **some/any** pizza in the fridge?
- 4 There aren't **some/any** carrots in the fridge.
- 5 "**When/What** is your birthday?"
"On the 2nd of August."
- 6 **Which/Who** is your favourite fruit: strawberries or oranges? Oranges.
- 7 There isn't a **lot of/any** butter in the fridge.
- 8 "**What/Where** are the apples?"
"On the table."

(8x2=16)

4 Fill in: at, in, on. Write in your notebook.

- 1 I have lunch ... noon.
- 2 Jake wakes up early ... the morning.
- 3 My birthday is ... February.
- 4 We have an English lesson ... Friday.
- 5 Let's meet here ... 5 o'clock tomorrow.
- 6 Cynthia's party is ... 25th May.

(6x4=24)

5 Complete the exchanges. Write in your notebook.

- Can I help you?
- We need some butter. • Here you are.
- Large or small? • No, I don't.

- 1 A: Do you like milk?
B: ...
- 2 A: ...
B: I'd like a cheese sandwich, please.
- 3 A: ...
B: How much?
- 4 A: Can I have a portion of chips, please?
B: ...
- 5 A: That's £4, please.
B: ...

(5x4=20)

TOTAL: 100

Check your progress

- talk and write about festivals and celebrations
- talk about and order food/drinks
- write a blog comment about school lunch
- write an invitation card/an SMS message

GOOD ★ **VERY GOOD** ★★ **EXCELLENT** ★★★

Out & About

► What's in this module?

- seasons, months
- weather
- clothes
- town/village – signs
- the imperative
- *it/there* – prepositions of movement
- talking about the weather
- expressing likes/dislikes
- buying clothes

Find the page numbers for

- a bicycle
- a poem
- emails
- clothes

Vocabulary

• Seasons – Months

1 Listen and repeat. When is your birthday?

Winter
• December • January • February

Spring
• March • April • May

Summer
• June • July • August

Autumn
• September • October • November

My birthday is in ...

a



b



c



• Weather

2 Match the sentences (1-10) to the drawings (a-j). Write in your notebook.

Listen and check.

- | | | |
|---------------------|---|-------------------|
| 1 It's rainy. | d | 6 It's cloudy. |
| 2 It's snowy. | | 7 It's sunny. |
| 3 It's foggy. | | 8 It's warm. |
| 4 It's hot. | | 9 It's windy. |
| 5 It's (very) cold. | | 10 It's freezing. |



3 Complete the sentences about your country. Write in your notebook.

- 1 It is *cold* in winter.
- 2 In spring it is
- 3 Summers are
- 4 In autumn it is usually

4 What's the weather like today?

Reading 6a

Reading

Check these words

- friendly • fisherman
- traffic • sandy
- hospitable • temple

1

Look at the pictures. Where do you think these teens live?

🔊 Listen, read and find out.



In all weathers

1

REPLY MAIL



Monday, 6th February

Hi Rom,

My name's Emily. I'm 13 years old and I live in Polperro. It's a beautiful village in Cornwall and the people are very friendly. It's warm and sunny in the spring, summer and autumn, but it's cold and windy in the winter. Its narrow streets are full of fishermen's cottages and there isn't any traffic. In my free time, I go swimming or play with my friends on the sandy beach. How about you? What is your place like?

Write soon,
Emily



2

REPLY MAIL



Wednesday, 8th February

Hi Emily,

I live in Bangkok. It's the capital city of Thailand and the people are very hospitable. We've got three seasons here; it's very hot from March to June, rainy from July to October, and cool between November and February. There are tall skyscrapers, huge malls and beautiful temples. The streets are crowded with people and cars. In my free time, I go cycling with my friends. Sometimes, I visit the floating market with my mum. That's a lot of fun. I love living here.

Write back,
Rom



2

Read the emails and for statements 1 and 2 choose the correct option (A, B or C). Write in your notebook.

- The weather in Polperro in July is ...
A rainy. B warm. C cool
- In his free time, Rom likes...
A visiting temples. B going swimming. C going cycling.

3

Label the pictures with words/phrases from the emails. Write in your notebook.

Vocabulary

• Town/Village – Places

4

👂 Listen and repeat.



supermarket



cinema



hospital



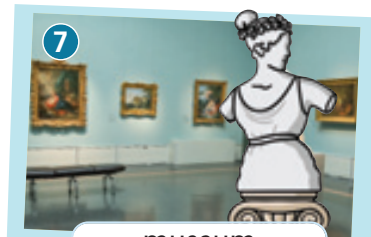
park



library



gym



museum



restaurant



department store

5



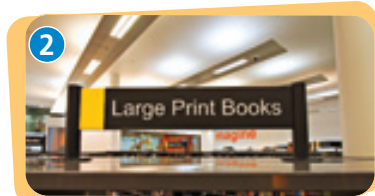
Which of these places are there in your town/village? Tell your partner.

In my town there is a cinema, a ... and a There isn't a ... or ...

• Signs

6

Where can you see these signs? Choose from the places in Ex. 4. Write in your notebook.



Project

7

ICT In groups, collect signs we can see in the places in Ex. 4. Prepare a poster.

Grammar 6b

• The imperative

1 Read the theory.

- We form the imperative with the base form of the main verb. *Close the door, please!*
- We form the negative imperative with **do not/don't** and the base form of the main verb. *Don't listen to music!*
- We use the imperative to:
 - give orders: *Don't talk! Be quiet!*
 - give instructions: *Put the sugar with the butter in a bowl first.*
 - make offers: *Have some milk.*
 - make requests: *Don't eat here, please.* or *Please don't eat here.*

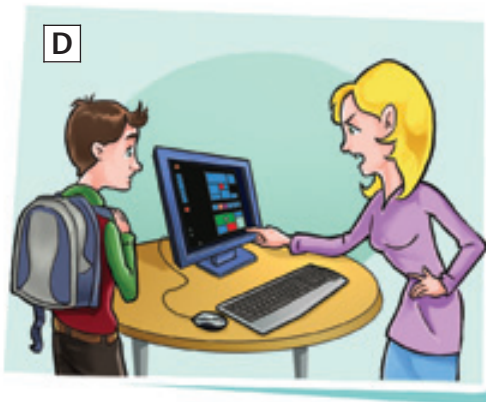
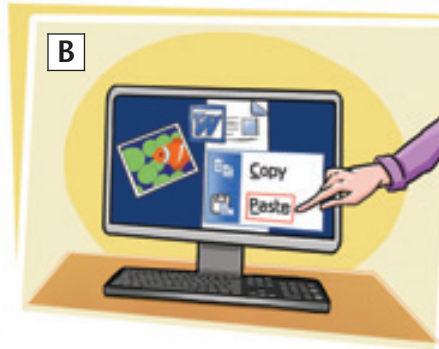
2 Look at the pictures from a shop. Then, complete the sentences in the imperative form in your notebook.

- leave • push • visit • pull • wait

- 1 *Pull* to open the door.
- 2 ... for your turn to pay.
- 3 ... the button to use the lift.
- 4 ... the shop before it closes.
- 5 ... the shop during opening hours.




3 Match the sentences with the pictures. Write in your notebook.



- 1 Turn on the computer, please!
- 2 Choose 'copy' from the menu.
- 3 Paste the photo in your Word document.
- 4 Print your document.
- 5 Shut down the computer.

Speaking

- 4  **ICT** Work on your computer. Use the sentences in Ex. 3 to tell your partner what to do. Your partner performs the actions.

Writing

- 5 Send notes to your classmates giving instructions. Tell the class.

Paul, go to the gym at 5:00.

Vocabulary & Reading Skills 6c



Vocabulary Skills

- 1 Listen and repeat. Group the words under the headings: *clothes*, *shoes* and *accessories*. Write in your notebook. Check with a partner.

Check these words

- wrong
- to use
- to create
- to attract
- creation
- to earn
- to take hours
- to fit

Reading Skills

- 2 Listen and read the text. Then answer the questions.

the balloon Fashion Show



Do you think that balloons are only for children? Then you're wrong. Some people use them to create fashion.

The Balloon Couture Fashion Show in China attracts designers from all over the world. They make their special creations from hundreds of balloons – the same ones that clowns use at children's parties to make balloon animals. The winner of the show earns the title of 'Fashion Designer of the Year'.

Each balloon dress takes hours and sometimes days to make. Each set of clothes, whether it's a dress and a coat, a top and a skirt or a jacket and trousers, is one of a kind and only fits the model who wears it. The clothes are really amazing, but remember – you can only wear them once.

- 1 What is the Balloon Couture Fashion Show?
- 2 What can you see there?
- 3 How long does it take to make the clothes?
- 4 What is special about these clothes?

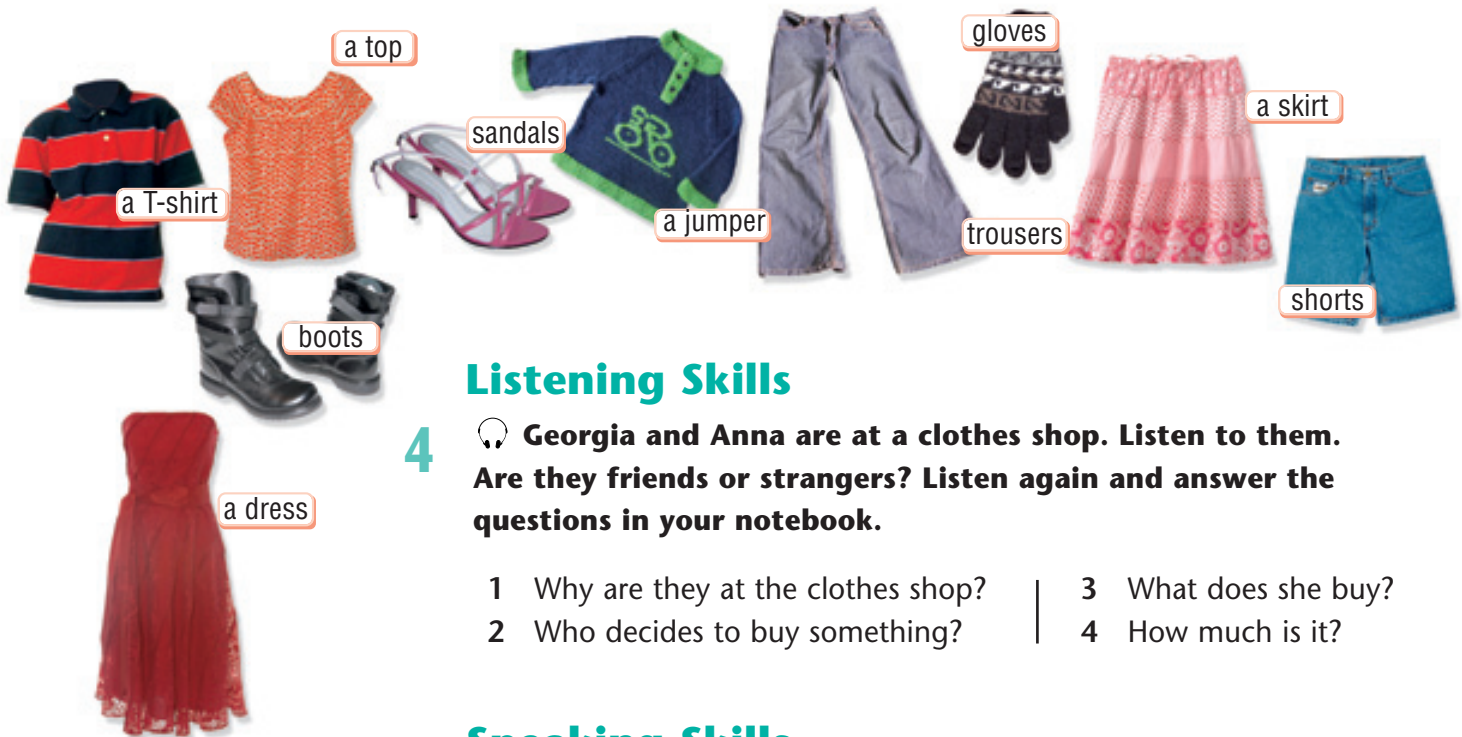


- 3 **About you!** Complete the sentences in your notebook. Use words from Ex. 1.

- 1 I never wear ... at school.
- 2 I often wear ... when I go out with my friends.
- 3 In the summer, I usually wear



Listening, Speaking & Writing Skills 6c



Listening Skills

4 Georgia and Anna are at a clothes shop. Listen to them. Are they friends or strangers? Listen again and answer the questions in your notebook.

- 1 Why are they at the clothes shop?
- 2 Who decides to buy something?
- 3 What does she buy?
- 4 How much is it?

Speaking Skills

• Expressing likes/dislikes

5 Work in pairs. You are at a department store. Use the phrases to have a discussion, as in the example. Use these phrases:

- I love it. • I like it. • It's fabulous. • It's great. • It's OK.
- I don't really like it. • It's horrible.

A: Do you like *this hat*?

B: It's OK. Do you like *these sandals*?

A: No, I don't. They're horrible.

Smile

That's a strange pair of gloves – one blue and the other green.



I don't like them either. And I've got another pair at home exactly like this.

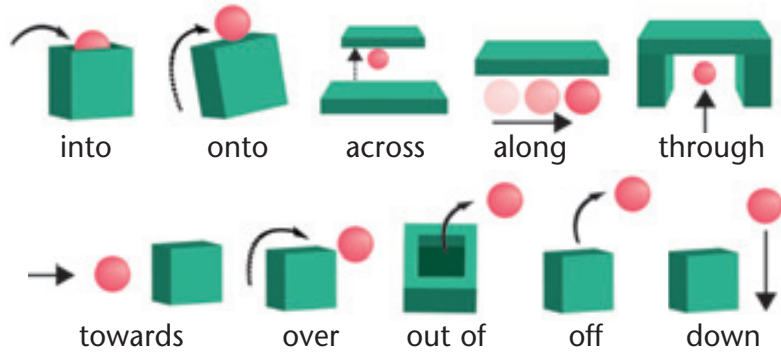
Writing Skills

6 **Portfolio** Find pictures of your family and friends. Write a short description of each picture. Prepare a photo album. Write: **name** – **place** – **weather** – **clothes**.

Grammar 6d

• Prepositions of movement

1 Look at the drawings.



2  Mime a preposition of movement. Your partner says the correct preposition.

3 Look at the pictures. Use the prepositions in Ex. 1 to complete the story. Write in your notebook.



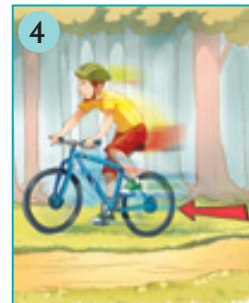
1 Glenn gets **onto** his mountain bike.



2 He goes ... a field



3 and ... a forest.



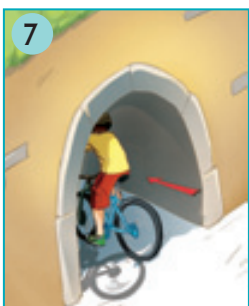
4 He cycles ... a path



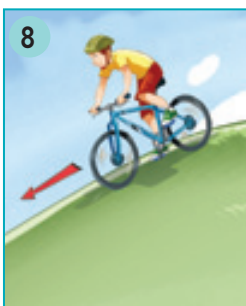
5 and ... a bridge.



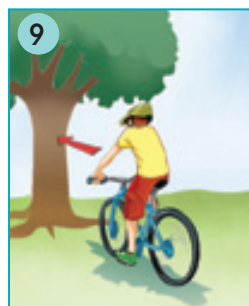
6 He comes ... the forest



7 and goes ... a tunnel.



8 He cycles ... a hill.



9 He goes ... a tree



10 so he jumps ... his bike.

4 Close your book. Say as many things as you remember about what Glenn does. Mime the actions.


• *It – There*

5 Read the theory.

- We use:
There + be to say that someone/something exists. *There is a school on my street.*
- **It + be** to say who a person is. *There's someone at the door for you. It's your neighbour.*
- **It + be** for: distance (*It's a ten-minute walk from my house to the library.*), temperature (*It's very cold in winter.*), time (*It's half past three.*), weather (*It's cold today.*)

6 Fill in with *it* or *there*. Write in your notebook.

- 1 *There* is a park opposite my house.
- 2 ... 's very cold today.
- 3 ... 's three o'clock.
- 4 ... 's a box on the table.
- 5 ... 's a post office next to the bank.
- 6 ... 's 5km from here to the aquarium.
- 7 We can walk to the cinema; ... is warm and sunny today.
- 8 ... is half past four.
- 9 ... is someone on the phone for you. I think ... is your friend, Tony.
- 10 What's this? ...'s a tie.

- 7  **Look at the picture. Describe the classroom. Make two mistakes. Your partner corrects the mistakes.**



Everyday English 6e

• Buying clothes

1 Listen and repeat.

- Can I help you? • What size is she?
- How about this blue one? • How much does it cost?
- Here you are. • And here's your change.

2 The sentences above are from a dialogue between two people. What is the dialogue about?

Listen and read to find out.

Shop assistant: Hello. Can I help you?

Andrew: Yes, please. I want a top for my friend.

Shop assistant: Of course. What size is she?

Andrew: Medium.

Shop assistant: How about this blue one?

Andrew: That's nice. How much does this cost ?

Shop assistant: It's just £8.

Andrew: Here you are.

Shop assistant: Thank you. And here's your change. Have a nice day!



3 Listen to the dialogue again. Take roles and read it out.

4 You want to buy your friend a present. Act out a dialogue similar to the one in Ex. 2. Use one of the clothes in the photos. Mind the intonation.

UK sizes Clothes

- S (small)
- M (medium)
- L (large)
- XL (extra large)

Prices
£ = pound



Pronunciation /θ/, /ð/

5 Listen and repeat. In pairs, say more words with these sounds.

/θ/: sixth, thanks, fifth

/ð/: that, this, there

- 1  Listen to the music extract. What images come to mind? What is the weather like? How does it make you feel?



- 2 Use the words in the pictures to complete the gaps in the poem in your notebook.

-  Listen and check.



The Four Seasons

When spring is here
The 1) ... is clear
Then – pitter patter – here comes rain

When summer comes
The 2) ... hum
It's hot! Let's go and swim again!

It's autumn now
The 3) ... turn brown
The 4) ... is blowing them around

Winter – hooray!
Let's go and play!
The 5) ... is falling on the ground

(traditional)

insects

sky


snow

leaves

wind

- 3 Find the words in the poem that rhyme.

Project

- 4  Draw a picture to go with the poem above. Give your picture a title.

Check these words

- pitter patter
- to blow • to fall
- ground



1 Weather Words! Match the sentences to the pictures. Write in your notebook.

- 1 I don't know what to do. I'm in a fog.
- 2 I'm a bit under the weather today.
- 3 Be careful! He's got a face like thunder today!
- 4 He's always got his head in the clouds.



4 Read and complete the gaps with these words. Write in your notebook.

Listen and check. Then sing along.

- showers • bright • ground
- sky • bare • breeze



Happy All year round

In spring I like to see
The pretty little flowers
I love the new green leaves
I love the fresh spring 1) ...
In summer I feel great
Because it's hot and dry
I love to see the sun
Shine in the summer 2) ...

*I'm happy when it rains
And when the sun shines 3) ...
I'm happy when it snows
And all the world is white
I'm happy when the leaves
Fall on the autumn 4) ...
I'm very glad to say
I'm happy all year round*

I love to go for walks
And feel the autumn 5) ...
I love to catch the leaves
As they fall from the trees
In winter it is cold
And all the trees are 6) ...
But I think it looks great
When snow is everywhere



Quiz



2 Do the quiz. Answer the questions in your notebook.

- 1 How many seasons are there? Name them.
- 2 Where is Polperro?
- 3 Is December cold in Thailand?
- 4 Where does the Balloon Couture Fashion Show take place?
- 5 When do leaves turn brown?

3  **Look at Module 6 and write a question and answer quiz of your own.**

1 What's the weather like? Write in your notebook.

1 It's ...

2 It's ...

3 It's ...

4 It's ...

5 It's ... (5x4=20)

2 Label the pictures. Write in your notebook.

1 2 3 4 5

6 7 8 9 10

(10x2=20)

3 Write imperative sentences in your notebook.

- 1 be quiet ✓
- 2 arrive late X
- 3 walk slowly ✓
- 4 run in the classroom X

(4x4=16)

4 Choose the correct word. Write in your notebook.

- 1 It/There is very hot today.
- 2 Go over/past the supermarket and turn left.
- 3 Open/Opens the door.
- 4 It/There is a man in the living room.
- 5 Get through/on your bike.
- 6 Please, don't/doesn't sit down.
- 7 It/There is 5 kms from here to the beach.
- 8 Go off/through the tunnel to the lake.

(8x3=24)

5 Complete the dialogue. Write in your notebook.

- What size is she? • Can I help you?
- Here you are. • How much does it cost?

A: Hello. 1) ...

B: Yes, please. I want a T-shirt for my friend.

A: Of course. 2) ...

B: Medium.

A: How about this blue one?

B: That's nice. 3) ...

A: It's just £10.

B: 4) ...

A: Thank you. And here's your change.
Have a nice day!

(4x5=20)

TOTAL: 100

Check your progress

- talk/write about the seasons and the weather
- talk/write about my town/village
- talk about clothes
- express likes/dislikes
- match signs with places

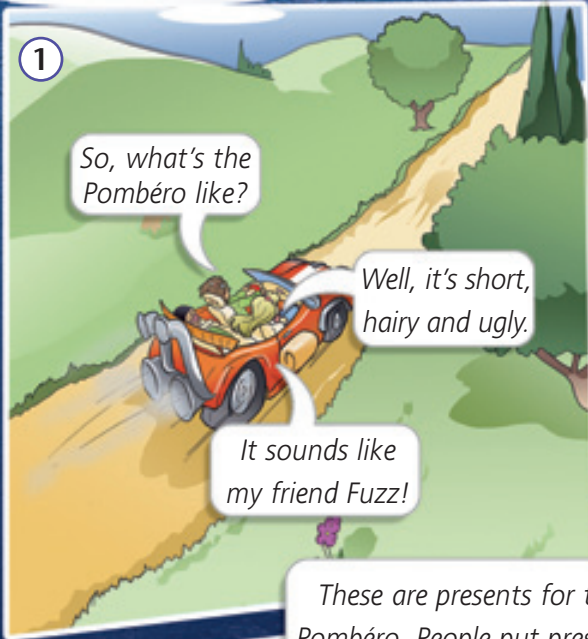
GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Monstertrackers!



3 The Pombéro

Dear Monstertrackers,
In Argentina, we have a strange creature. We call it
El Pombéro! Come and visit us!
Carlos



1

So, what's the Pombéro like?

Well, it's short, hairy and ugly.

It sounds like my friend Fuzz!



2

So, here we are. The Pombéro comes out at night. Let's wait here.

But we're all alone!

No one lives here now. They're scared of the Pombéro!



3

What are these?

These are presents for the Pombéro. People put presents outside their houses to make the Pombéro happy.

OK, now let's find a good hiding place.



4

Ummm, what's that over there?

Shh! It's the Pombéro.

No, it isn't. It's just a tree.

Next morning...



Yeah! Let's get out of here. I can't stand these insects!

6 HAH HAH HAH



Let's boogie back home. We can visit Fuzz!



Who are those funny people?

I don't know, but they're not very tidy. Look at the rubbish!








Exercises

1 Look at the pictures. What is the story about?
🔊 Listen and check.

2 Read and answer the questions in your notebook.

- 1 Where is the Pombéro from?
- 2 What is the Pombéro like?
- 3 Who looks like the Pombéro?
- 4 When can you see the Pombéro?
- 5 Why do people leave presents for the Pombéro?

3 Fill in: *houses, hair, ugly, presents, funny, insects, scared.*
Write in your notebook.

The Monstertrackers are in Argentina. They want to see the Pombéro, a short,  1) ... monster with lots of  2) The Pombéro goes to  3) ... at night. People are  4) ... of the Pombéro and leave  5) ... for it. The Monstertrackers hide and wait for the monster. Boogey can't stand the  6) The next morning, they all go back home. The Pombéros think that the Monstertrackers are  7)

4 Put the sentences in the correct order. Use them to give the class a summary of the story.

- A They hide and wait for the Pombéro all night.
- B The Monstertrackers go to Argentina to see a strange creature.
- C They stop outside an empty house.
- D The Pombéro doesn't appear that night.
- E They put presents outside the house to make the Pombéro happy.
- F Next morning, they decide to go back home.
- G The Pombéros collect the Monstertrackers' rubbish.

Fact or Fiction?

- The Pombéro can copy the sounds of forest animals.
- It can make itself invisible.

Halloween in Ireland



Halloween is on 31st October. At this time of year, **Jack o' Lanterns** and **skeletons** are all around. Some tasty Halloween treats are **sweets** and **toffee apples**. Parties and **'trick-or-treating'** are fun Halloween activities. Games like **bobbing for apples** are great, too! **Witch** and **vampire** costumes are popular at Halloween. Some other popular costumes are **superhero** costumes.



vampire



sweets



trick-or-treating



skeletons



bobbing for apples



witch

Jack o' Lantern



superheroes



toffee apples

- 1 Listen to and read the text. What costumes are popular at Halloween?
- 2 Write the words in bold in the text next to the correct headings in your notebook.

- decorations • treats • activities • costumes

- 3** How do people celebrate All Saints' Day in Romania?
Tell the class.

Game

- 4** Find the words next to the pictures in Ex. 1 in the word search. Write in your notebook.



B	O	B	B	I	N	G	F	O	R	A	P	P	L	E	S
A	H	O	V	S	K	E	L	E	T	O	N	S	A	G	U
R	V	B	I	M	U	W	E	K	O	J	E	W	O	W	P
J	A	C	K	O	L	A	N	T	E	R	N	E	F	I	E
L	M	T	O	F	F	E	E	A	P	P	L	E	S	T	R
A	P	I	C	A	O	D	N	B	I	L	A	T	O	C	H
J	I	S	U	M	L	I	Y	O	G	D	Y	S	A	H	E
T	R	I	C	K	O	R	T	R	E	A	T	I	N	G	R
R	E	T	H	Y	K	D	I	A	C	F	O	P	L	I	O

5



- It's Halloween. Make your school party special. Prepare a poster.



Christmas



in the UK



poinsettia

Christmas tree

Father Christmas

presents

roast turkey

Christmas pudding

In the UK, Christmas is on 25th December. It's a great time for families and friends to be together. Decorations like Christmas trees, bright lights and poinsettias are in all the houses. It's an exciting time for children. Father Christmas has got presents for them! On Christmas Day, Christmas dinner is at midday. It's a special meal of roast turkey, potatoes and vegetables. Afterwards, there is a special cake – the Christmas pudding.

1 Listen to and read the text. Then, match the phrases 1-3 to the phrases a-c to make correct sentences. Write in your notebook.

- 1 Christmas is on
- 2 Father Christmas has got
- 3 Christmas dinner is at

- a presents for children.
- b 25th December.
- c midday.

2 Find similarities and differences between Christmas in the UK and in Romania.

Game

3 Use the code to find out what Father Christmas' message is. Write in your notebook.



1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
G	C	Q	X	L	Z	D	N	J	T	W	A	R	H	E	B	Y	S	O	V	K	M	I	F	U	P

22 15 13 13 17 2 14 13 23 18 10 22 12 18 10 19 17 19 25 12 5 5 !

Thanking

- Thank you/Thanks (very much) for ...
- Many thanks ...
- Thanks a lot.

Responding

- You're welcome.
- My pleasure!
- I'm glad you like it.

4 You get a Christmas present from your friend. Thank him/her. Use the language in the box.

A: These gloves are great. Thank you.

B: I'm glad you like them.

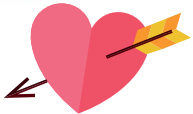
5 Write Christmas cards for your classmates. You can search for cards online.





Valentine's Day in Australia

Valentine's Day is on 14th February. It's a celebration about love and friendship. In shops, homes and schools, there are Valentine's Day symbols like **Cupid** and **hearts** all around. There are lots of love songs on the radio, too. Some popular gifts are **chocolate**, **sweets**, **cards** and **flowers**. The red rose is the flower of Valentine's Day.



1 Listen to and read the text. Then, label the pictures with the words in bold in the text. Write in your notebook.



g ...



s ...



c ...



C ...



c ...



f ...



h ...

- 2 What are the most popular Valentine's gifts in Romania? Make a list. Tell your partner.
- 3 Create a Valentine's Day card.



Project

- 4 **ICT** Find cards about winter celebrations and special days in other countries. Prepare a photo album.



Birthdays in Canada

Birthdays are fun! In Canada, people celebrate them with parties. They decorate their houses with balloons and invite all their friends. Their friends bring presents and cards, and everyone plays games. There is a birthday cake with candles on top. The guests sing the *Happy Birthday* song and the birthday boy or girl blows out the candles. There is also a coin inside the cake. The person that finds the coin goes first in all the games!



1 Listen to and read the text and the invitation and answer the questions. Write in your notebook.

- text

- 1 How do Canadians celebrate birthdays?
- 2 What do people bring to birthdays?

- invitation

- 3 Whose birthday is it?
- 4 When is the party? (date and time)

2 Do Romanian people celebrate birthdays as the Canadians do?

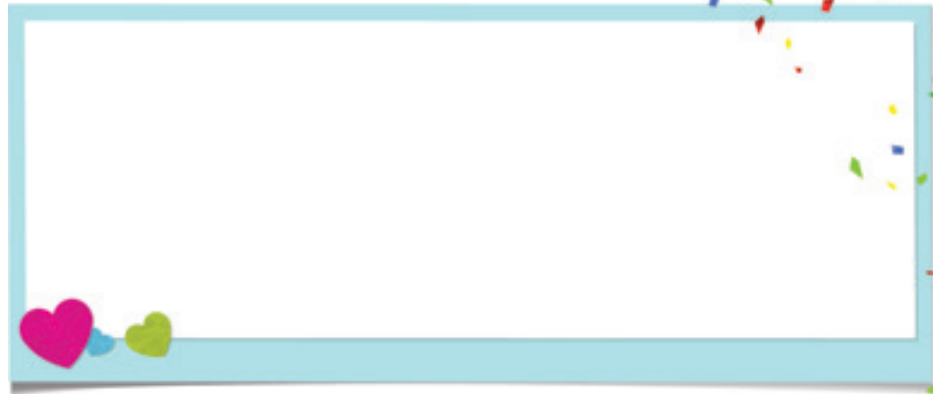
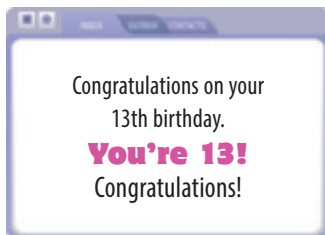
3 It's your birthday. Write an invitation like the one in Ex. 1.

4 Swap your invitation with your partner and create a birthday card for him/her.

- Happy birthday!
- Have a great day!
- I wish you all the best/lots of presents.



Congratulating



5 Send your e-friend an SMS message. Congratulate him/her on his/her birthday. Use the language.

6 It's your friend's birthday party. Organise a surprise party for him/her. Use the dialogue below as a model.

Sue: Hey Andy, have you got everything for Mary's surprise party?

Andy: Well, I've got the cake. Have you got the candles?

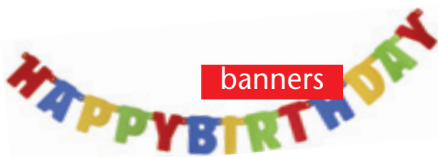
Sue: Yes, I have. I've also got the streamers and the hats.

Andy: OK. Let's put up the banners. Where are the presents?

Sue: In the bedroom.

Andy: I hope Mary likes it.

Sue: Don't worry.



banners



hats

candles

presents

streamers

birthday cake

Evaluation (Modules 1-2)

Vocabulary

1 Fill in the nationalities. Write in your notebook.

- 1 He is from Italy. He is
- 2 She is from the UK. She is
- 3 They are from Romania. They are
- 4 We are from Spain. We are
- 5 I am from USA. I am

2 Find the odd word. Write in your notebook.

- 1 athletics – hockey – badminton – bath
- 2 book – table – cooker – fridge
- 3 sofa – washbasin – toilet – bath
- 4 triangle – square – carpet – pentagon
- 5 bed – sink – wardrobe – chair

Grammar

3 Choose the correct word. Write in your notebook.

- 1 I'm Cristina and this is her/my class.
- 2 He am/is 12 years old.
- 3 Are they Romanian? Yes, they are/aren't.
- 4 Are there any chairs in the room?
No, there are/aren't.
- 5 Anna and Jane isn't/aren't sisters.
- 6 Is/Are there a fridge in the kitchen?

4 Fill in the plurals. Write in your notebook.

- | | | | | |
|---------|--|---------|--|---------|
| 1 boy | | 3 brush | | 5 tooth |
| 2 scarf | | 4 man | | 6 leaf |

5 Look at the picture. Choose the correct item. Write in your notebook.



- 1 The chair is **on the right of/in front of** the desk.
- 2 There are books **under/in** the bookcase.
- 3 There is a pillow **on/behind** the bed.
- 4 Are there posters **in/on** the walls?
- 5 The desk is **between/near** the bookcase and the window.

Everyday English

6 Fill in: *Good morning – Not bad – How are you? – Nice to meet you – Hello.* Write in your notebook.

Jane: Hi, Anna. 1) ...?
Anna: 2) ..., Jane. I'm fine. And you?
Jane: 3) This is my friend, Tony.
Tony, this is Jane.
Anna: 4) ..., Tony. 5)
Tony: Hi, Jane. Nice to meet you, too.

Vocabulary

1 Fill in: fly, long, old, run, tall. Write in your notebook.

- 1 Jack can ... very fast.
- 2 He is 12 years
- 3 He is ... and thin.
- 4 She's got ... red hair.
- 5 Can you ... a plane?

2 Find the odd word. Write in your notebook.

- 1 **PETS:** goldfish – hamster – rabbit – guitar
- 2 **THINGS:** handbag – dog – helmet – bicycle
- 3 **BODY:** knee – arm – young – leg
- 4 **HEAD:** ankle – nose – ear – lips
- 5 **ABILITIES:** climb – hat – swim – dance
- 6 **CHARACTER:** aunt – clever – rude – polite
- 7 **FAMILY:** uncle – weak – nephew – daughter
- 8 **JOBS:** pilot-nurse-son-mechanic

Grammar

3 Choose the correct word. Write in your notebook.

- 1 **This/These** is my bicycle.
- 2 He **have/has** got blue eyes.
- 3 Can you ski? Yes, I **can/can't**.
- 4 **That/Those** books are Sam's.
- 5 Have you got a sister? No, I **haven't/hasn't**.
- 6 This is **John's/Johns'** cap.
- 7 Is this **she/her** bicycle?
- 8 Can you dive? No, I **can/can't**.
- 9 He **have/has** got a beard and a moustache.
- 10 These are the **children's/childrens'** clothes.

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



- 1 I ... (not/work) on my computer in the afternoon.
- 2 I ... (go) to school at 8:00.
- 3 We ... (not/go) to bed at 10:00.
- 4 He ... (not/watch) a DVD in the afternoon.
- 5 ... (she/go) to school at 8 o'clock in the morning?

Everyday English

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

- 1 What's she like?
- 2 Is this hat from New York?
- 3 What time does it start?
- 4 What is this?
- 5 Is 6 o'clock OK with you?

- a No, it's from Washington.
- b She's very nice.
- c It's a key ring.
- d Yes, that's fine.
- e At 4:30.

Evaluation (Modules 5-6)

Vocabulary

- 1 Choose the word that fits the gaps. Write in your notebook.**
- I have a ... of milk for breakfast.
A glass B piece C bag
 - I go to bed early at
A morning B afternoon
C night
 - In summer, the weather is ... and sunny.
A warm B foggy C cold
 - There is a ... store near my house.
A gym B hospital
C department
 - Can you buy a ... of bread please?
A cup B loaf C bowl

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



jacket/jumper



suit/coat



sandals/boots



skirt/shorts

Grammar

- 3 Choose the correct word. Write in your notebook.**
- It/There is 2 km from here to the supermarket.
 - Go **over/past** the hospital and turn right.
 - Go **off/through** the tunnel to the other side.
 - Open/Opens** the window.
 - Get **through/on** the bus.
- 4 Choose the correct word. Write in your notebook.**
- How **many/much** yoghurt do you need?
 - Which/Who** is your favourite fruit: *grapes* or *apples*?
 - When/What** is your birthday?
 - There is a **lot of/many** rice in the bowl.
 - Is there **some/any** butter in the fridge?

Everyday English

- 5 Complete the dialogue. Write in your notebook.**
- What size is he? • Can I help you? • Here you are.
 - How much does it cost?

Shop assistant: Hello. 1) ...

Sonia: Yes, please. I want a pair of jeans for my brother.

Shop assistant: Of course. 2) ...

Sonia: Medium.

Shop assistant: How about this pair?

Sonia: That's nice. 3) ...

Shop assistant: It's just £30.

Sonia: 4) ...

Shop assistant: Thank you. And here's your change. Have a nice day!

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