

H. Q. Mitchell - Marileni Malkogianni

# Full Blast PLUS

1



STUDENT'S BOOK

H. Q. Mitchell - Marileni Malkogianni

# Full Blast PLUS

1



## Modules

## Vocabulary

## Structures

## Functions

**Hello** page 4

- Greetings
- Alphabet
- Classroom objects
- Personal items
- Numbers 0 - 100

- Colours
- Countries - nationalities
- Family
- Classroom language

- What's your name?
- How do you spell...?
- What's your phone number?
- How old are you?

- Plurals (regular -s)
- a/an
- this/that
- Imperative
- What colour is this?

- Greeting
- Exchanging basic personal information
- Identifying objects
- Understanding and using classroom language

**1** page 9**Who are you?**

- Countries - nationalities
- Jobs
- Family
- Telling the time
- Days of the week

- Greetings
- Types of music
- Musical instruments
- School subjects

- Where... from?
- The verb *be*
- Possessive adjectives
- What...? / Who...?

- Greeting and saying goodbye
- Introducing oneself and others
- Exchanging basic personal information
- Expressing preference

**2** page 21**All about me**

- Personal items
- Clothes and accessories
- Pets
- Parts of the body
- Talents and abilities
- Physical appearance

- The verb *have got*
- these/those
- Plurals (regular/irregular)
- Possessive case
- Whose...?
- The verb *can*

- Describing appearance
- Expressing possession
- Expressing ability

**Culture page 1: Music from around the world** page 33 / **Song 1: Turn it up!** page 34**3** page 35**It's my life!**

- Daily routines
- Sports
- Free-time activities
- Chores
- Hobbies

- Present Simple
- Prepositions of time
- What time...?
- When...?
- Adverbs of frequency

- Discussing habitual actions and routines
- Talking about free-time activities
- Expressing opinion

**4** page 47**Where I live**

- Rooms of a house
- Parts of a house
- Numbers over a hundred
- Furniture and appliances
- Places in a town/city
- Ordinals

- There is / There are
- Prepositions of place
- a/an, the
- Object personal pronouns
- Can (permission-requests)
- The verb *must*

- Talking about rooms and houses
- Asking about and identifying the location of objects/buildings

**Culture page 2: The life of a typical British teenager** page 59 / **Song 2: My space** page 60**5** page 61**Nice and tasty**

- Food and drink
- Containers

- Countable and uncountable nouns
- a(n)/some
- some/any
- would like + noun
- How much?/How many?

- Expressing preference
- Ordering food
- Asking and answering about quantity
- Discussing food and eating habits

**6** page 73**Events**

- Months
- Dates
- Weather
- Seasons
- Wild Animals
- Celebrations
- Wishes

- like/love/enjoy/hate +ing form
- Present Progressive
- Present Simple vs Present Progressive
- Why? / Because...

- Discussing current activities
- Distinguishing between habitual actions and current events
- Expressing preference

**Culture page 3: Celebrations around the world** page 85 / **Song 3: The main event** page 86**7** page 87**What an experience!**

- Adjectives describing feelings
- Types of films
- Years
- Places to go out

- Past Simple of the verb *be*
- Past Simple (regular/irregular verbs)
- Time expressions
- Past Simple vs Present Simple

- Talking about past events
- Describing feelings

**8** page 99**See the world**

- Means of transport
- Camping equipment
- Adventure sports
- Geographical features
- Holiday activities

- Future *be going to*
- Present Progressive with future meaning
- Future *will*
- Comparative forms
- Superlative forms

- Discussing future plans
- Making predictions and on-the-spot decisions
- Making comparisons

**Culture page 4: Things to do in London** page 111 / **Song 4: Wonderful world** page 112

Reading	Listening	Speaking (Pronunciation*)	Writing	21st century competencies
<ul style="list-style-type: none"> <li>A short text: <i>Mario's Pizza - A family business</i></li> </ul>	<ul style="list-style-type: none"> <li>Four short dialogues about days and time</li> <li>Four short monologues about music and musical instruments</li> <li>A street survey</li> </ul>	<ul style="list-style-type: none"> <li>Pair work</li> <li>Guessing game: Find the clock</li> <li>Group survey: What's your favourite? ?</li> <li>Group survey: Are you good at...?</li> </ul> <p>* /s/, /ʃ/, /tʃ/</p>	<ul style="list-style-type: none"> <li>A paragraph presenting oneself</li> </ul> <p><b>Developing skills:</b> Capital letters, Punctuation</p>	
<ul style="list-style-type: none"> <li>Three comic strips: <i>My 'cool' parents</i></li> <li>A magazine article: <i>Inside a celebrity's wardrobe</i></li> </ul>	<ul style="list-style-type: none"> <li>A dialogue about possessions</li> <li>Three short dialogues about clothes</li> <li>A dialogue about a new best friend</li> </ul>	<ul style="list-style-type: none"> <li>Memory game</li> <li>Guessing game: Find my pet</li> <li>Group survey: Can you...?</li> <li>Guessing game: Who is it?</li> <li>Pair work</li> </ul> <p>* /s/, /z/, /iz/ (plural -s)</p>	<ul style="list-style-type: none"> <li>A paragraph about one's best friend</li> </ul> <p><b>Developing skills:</b> Linking words (and, but)</p>	
<ul style="list-style-type: none"> <li>A magazine article: <i>Tammy Turner, a young Picasso</i></li> <li>A survey: <i>Free time</i></li> <li>A short text: <i>Housework crazy or just lazy?</i></li> </ul>	<ul style="list-style-type: none"> <li>Three short dialogues about sports</li> <li>Three short monologues about household chores</li> <li>A dialogue about hobbies</li> </ul>	<ul style="list-style-type: none"> <li>Pair work</li> </ul> <p>* Third person singular -s</p>	<ul style="list-style-type: none"> <li>A paragraph about one's favourite day of the week</li> </ul> <p><b>Developing skills:</b> Word order</p>	
<ul style="list-style-type: none"> <li>A magazine article: <i>What a house!</i></li> <li>Short notes and signs</li> </ul>	<ul style="list-style-type: none"> <li>Four short exchanges</li> <li>Four short dialogues at different places in a town</li> <li>A dialogue about a new flat</li> </ul>	<ul style="list-style-type: none"> <li>Game: Spot the differences</li> <li>Pair work</li> </ul> <p>* Silent letters</p>	<ul style="list-style-type: none"> <li>A description of one's house/flat</li> </ul> <p><b>Developing skills:</b> How to list things</p>	
<ul style="list-style-type: none"> <li>Quiz: <i>Are you a healthy eater?</i></li> <li>A Q&amp;A column of a magazine: <i>Food facts</i></li> </ul>	<ul style="list-style-type: none"> <li>A survey about eating habits</li> <li>A quiz show</li> <li>Three short dialogues</li> </ul>	<ul style="list-style-type: none"> <li>Pair work</li> <li>Role play (waiter and customer)</li> <li>Group survey: How much...? How many...?</li> </ul> <p>* /g/, /dʒ/</p>	<ul style="list-style-type: none"> <li>A paragraph about one's eating habits</li> </ul> <p><b>Developing skills:</b> Avoiding repetition</p>	
<ul style="list-style-type: none"> <li>A party invitation and two replies</li> <li>A report: <i>Quebec Winter Carnival</i></li> <li>A magazine article: <i>Notting Hill Carnival and The 4th of July</i></li> </ul>	<ul style="list-style-type: none"> <li>Three short dialogues about dates</li> <li>A dialogue about a poster for a fundraiser</li> <li>A dialogue between two friends who are buying greetings cards</li> </ul>	<ul style="list-style-type: none"> <li>Pair work</li> <li>Class discussion</li> <li>Guessing game: What are they doing?</li> </ul> <p>* /n/, /ŋ/</p>	<ul style="list-style-type: none"> <li>An e-mail to a friend/cousin about New Year's Day/Eve</li> </ul> <p><b>Developing skills:</b> Set phrases for letters and e-mails</p>	
<ul style="list-style-type: none"> <li>Two diary entries</li> <li>An interview: <i>Dave Stone, a young hero</i></li> <li>A magazine article: <i>What did you watch at the cinema?</i></li> </ul>	<ul style="list-style-type: none"> <li>A dialogue about an accident</li> <li>Three monologues about films</li> <li>A dialogue about a day out</li> </ul>	<ul style="list-style-type: none"> <li>Pair work</li> <li>Role play (reporter and a boy who had an accident)</li> </ul> <p>* -ed endings: /t/, /d/, /ɪd/</p>	<ul style="list-style-type: none"> <li>A paragraph about an interesting day in one's life</li> </ul> <p><b>Developing skills:</b> Linking words/phrases</p>	
<ul style="list-style-type: none"> <li>An interview</li> <li>A diary page: <i>My scuba-diving adventure</i></li> <li>A feature article: <i>What to know before you visit Argentina</i></li> </ul>	<ul style="list-style-type: none"> <li>A dialogue about what to take on a camping trip</li> <li>A dialogue at a water sports school</li> <li>A dialogue about a holiday in Sicily</li> </ul>	<ul style="list-style-type: none"> <li>Pair work</li> <li>Group work</li> <li>Information gap activity</li> </ul> <p>* /θ/, /ð/</p>	<ul style="list-style-type: none"> <li>An e-mail to a friend about a holiday</li> </ul> <p><b>Developing skills:</b> Using tenses</p>	

# III Hello



## What's your name?

A. Listen, read and repeat.

B. Talk in pairs.

Hello! I'm... What's your name?  
Hello! My name's...



## 2 The alphabet



A. Listen and repeat. Then write the capital letters next to the lower case letters.

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

a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
v	w	x	y	z		

B. Talk in pairs.

How do you spell your first name?

A-N-D-Y.

How do you spell your surname?

S-M-I-T-H.

# 3

# Numbers



A. Listen and repeat.



C. Listen and repeat.



B. Talk in pairs.

What's your phone number?

It's 020 78441973.



NOTE: for telephone numbers:

0 = oh

44 = double four

10	ten
11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty
21	twenty-one
...	...
30	thirty
...	...
40	forty
...	...
50	fifty
...	...
60	sixty
...	...
70	seventy
...	...
80	eighty
...	...
90	ninety
...	...
100	a hundred

D. Talk in pairs.

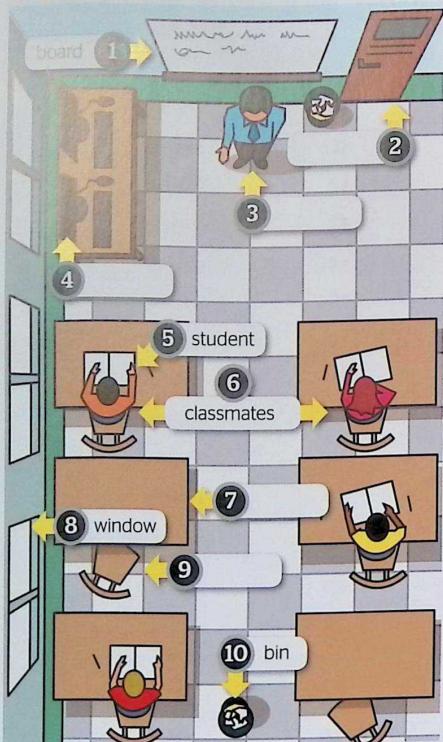
How old are you?

I'm 13 (years old).

## In the classroom

A. Label the picture with the words in the box. Then listen and check your answers.

door chair computer teacher desk



B. Look at the picture above, count and write.

### Plurals

a chair → chairs

two bins

---



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C. Look at the pictures below and complete with *a* or *an*. Then listen and check your answers.

a / an

a pen  
an umbrella

1

2

3

4

5

6

7

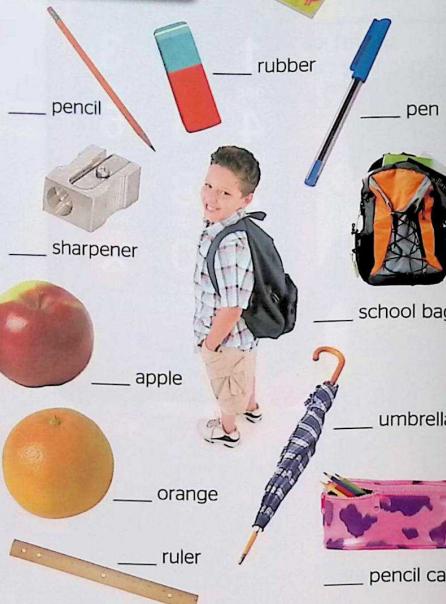
8

9

10



book



D. Look at the pictures below and complete with *this* or *that*. Then listen and check your answers.

This / That

A: What's *this*?

B: It's a ruler.



A: What's *that*?

B: It's a rubber.



here



1

2

3

4

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100

## 5

## The English-speaking world



Listen and repeat.



## 6

## Family



Listen and repeat.

woman / girl

man / boy



grandmother

Grandparents



grandfather



mother / mum

Parents



father / dad



sister

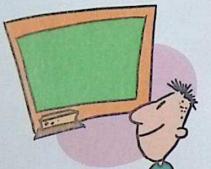
baby brother



## 7

Classroom language 

A. Listen and number 1-10.

Talk in pairs. Look at the board. Write. Speak. Listen. Close your books. Open your books. Read the text. Stand up. Sit down. 

## ① Imperative

Affirmative → Speak.

Negative → Don't speak.

(Don't = Do not)



B. Listen and repeat. How do you say these phrases in your language?

I don't understand. What does this word mean?

It means...

Can you repeat that, please?

Yes, of course.

How do you say 'amigo' in English?

Friend.



## 8

Colours 

A. Listen and repeat. Then flick through the Hello module and find the splashes of colour. Write the page number next to each colour.

blue

red

green

yellow

orange

pink

black

white

brown

purple

grey

B. Talk in pairs. Point to different objects in your classroom and ask and answer questions.

What colour is this?

It's green.





# Who are you?



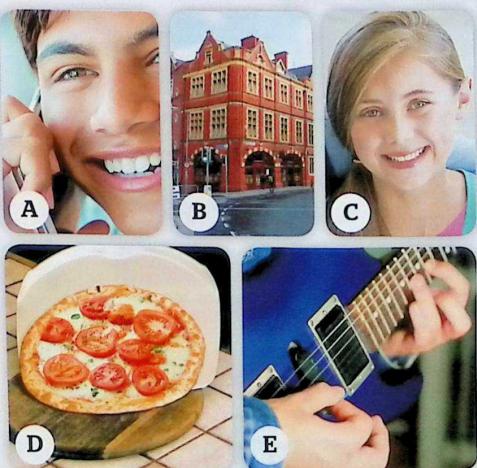
## Discuss:

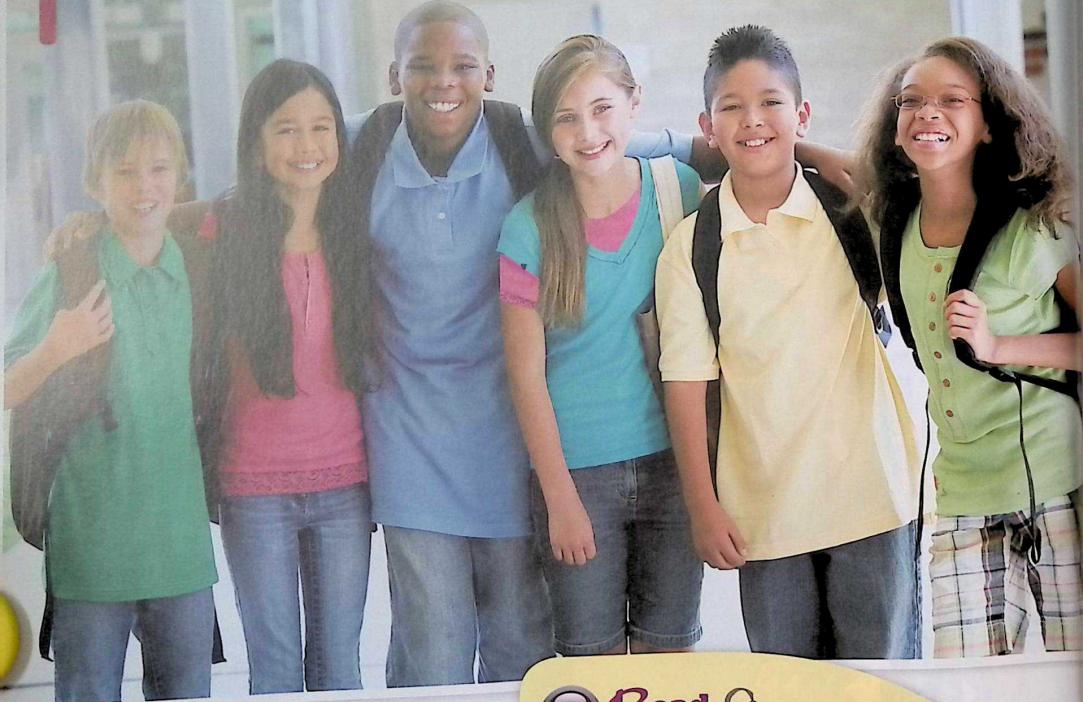
- ▶ What personal information can you give to introduce yourself?
- ▶ What would you like to know about a person you meet for the first time?

## In this module you will learn...

- ▶ to greet people
- ▶ to introduce yourself and others
- ▶ to ask for and give basic personal information
- ▶ to say where you're from
- ▶ to tell the time
- ▶ to talk about school subjects and what you're good at
- ▶ to talk about your favourite kind of music and musical instruments
- ▶ to present your family and the jobs they do
- ▶ to write about yourself

Where can you find the following in this module?  
Go through the module and find the pictures.





## 1

## Vocabulary



Match the countries with the nationalities.  
Then listen and check your answers.

Country	Nationality
Brazil	Greek
China	Spanish
France	Hungarian
Greece	Italian
Hungary	Chinese
Italy	Polish
Mexico	Peruvian
Peru	Brazilian
Poland	Mexican
Spain	French

## 2

## Read

A. Listen to the dialogues.  
Then read them out in groups.

**Rosa** Hello, I'm Rosa. Are you a new student?

**Imre** Yes, I am. I'm Imre. I'm from Hungary, but I live here in London.

**Rosa** Nice to meet you.

**Imre** Nice to meet you, too. Are you Brazilian?

**Rosa** No, I'm not. I'm Mexican.

**Angela** Hi, Oliver! How are you?

**Oliver** I'm fine, thanks. This is Pablo and this is Maria.

**Angela** Hello. Where are you from?

**Pablo** We're from Spain.

**Angela** Really? I'm from Italy.

B. Read again and match.

1. Rosa

2. Imre

3. Angela

4. Pablo and Maria

a. Italian

b. Spanish

c. Hungarian

d. Mexican

### 3

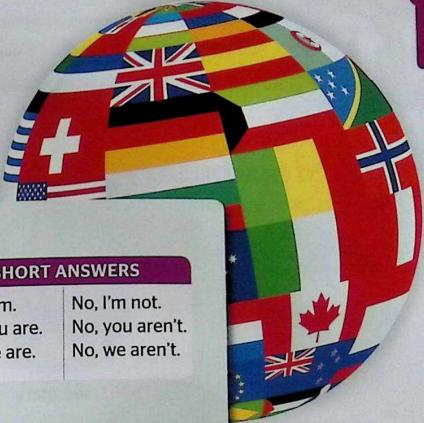
## Speak

Talk in pairs.

Hello, Kate. How are you?

Fine, thanks. And you?

Not bad.



### 4

## Grammar

The verb **be** (I am, You are, We are)

AFFIRMATIVE	NEGATIVE	QUESTIONS	SHORT ANSWERS
I 'm (= am)	I 'm not (= am not)	Am I?	Yes, I am.
You 're (= are)	You aren't (= are not)	Are you?	Yes, you are.
We 're (= are)	We aren't (= are not)	Are we?	Yes, we are.

**Possessive adjectives (my, your, our)**

PERSONAL PRONOUNS	POSSESSIVE ADJECTIVES
I	my
you	your
we	our

Tim and I are friends. **We** are classmates, too.

This is **our** classroom.



Circle the correct words.

1.

Rafael Hi, our / my name's Rafael.

Andrew Am / Are you from Mexico?

Rafael No, I'm not / aren't. You're / I'm Peruvian.

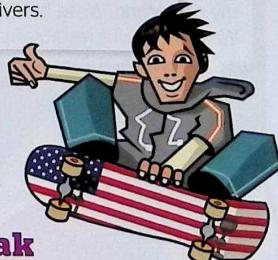
2.

Steve Hi, Linda.

Linda Hello, Steve. This is David.

Steve Nice to meet you. Am / Are you two friends?

David No, we are / aren't. I'm / We're brother and sister. Our / Your surname's Rivers.



### 5

## Pronunciation



A. Listen and repeat. What's the difference between a, b and c?

a. France   b. British   c. Chinese

B. Listen and tick (✓) the sound you hear.

	France /s/	British /ʃ/	Chinese /tʃ/
teacher			
surname			
pencil			
English			
nationality			
French			
class			
Irish			

### 6

## Speak

Talk in pairs.

What's your name?

My name's John. / I'm John.

What's your surname?

Peters.

Where are you from?

I'm from England. (I live in London.)

How old are you?

I'm thirteen. And you?

I'm thirteen, too.



Look at the example.  
Speak only in English.

**1b****He's a chef****1 Vocabulary**

Listen and repeat.



actor/actress



secretary



delivery person



bus driver



waiter/waitress



shop assistant



doctor



nurse



chef



police officer



taxi driver

**2 Read**

A. Listen and read.

**Mario's Pizza: A family business**

Hello, I'm Alonso and this is my dad, Mario. We're Italian. Welcome to our restaurant.

**MARIO'S  
Pizza**

FREE DELIVERY....

This is my aunt, Gina.  
She's a waitress.This is my uncle.  
His name is Dario  
and he's a chef.This is Fredo  
and Elmo.  
They are my  
cousins  
and they are waiters.This is my sister. Her name is Anna  
and she is a pizza delivery girl.*Come to our restaurant! Our pizza is great!*

B. Read again and answer the questions.



1. Where are they from?
2. Is he a waiter?
3. What's her name?
4. Are they waiters?
5. Is she a pizza delivery girl?

### 3

## Grammar

The verb *be*

AFFIRMATIVE	NEGATIVE	QUESTIONS	SHORT ANSWERS	
I 'm (=am)	I 'm not (=am not)	Am I?	Yes, I am.	No, I 'm not.
You 're (=are)	You aren't (=are not)	Are you?	Yes, you are.	No, you aren't.
He	He	he?	he	he
She 's (=is)	She isn't (=is not)	Is she?	Yes, she is.	No, she isn't.
It	It	it?	it	it
We	We	we?	we	we
You 're (=are)	You aren't (=are not)	Are you?	Yes, you are.	No, you aren't.
They	They	they?	they	they

### Possessive adjectives

PERSONAL PRONOUNS	POSSESSIVE ADJECTIVES
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

That's John. **He** is 11 years old.  
**His** mother is a teacher.

Circle the correct words.

1.

**Sue** That's Helen and **his** / **her** cousin.

**Kate** What's **his** / **her** name?

**Sue** Billy.

**Kate** **He** is / **Is he** a student?

**Sue** No, **he** is / **isn't**. **He's** / **His** a bus driver.

2.

**Danny** **Is** / **Are** your parents doctors?

**Jake** No, **they** / **their** aren't. My uncle and aunt **am** / **are** doctors. My dad **is** / **isn't** a police officer and my mum's an actress.

**Danny** Really? What's **her** / **their** name?

**Jake** Ann Patterson.

### 4

## Write

Write a few sentences to present some of your family members and their jobs.

This is my dad. His name is ... and he's a ...

## 1

## Vocabulary



A. Put the days of the week in the correct order. Write 1-7. Then listen and check your answers. What day is it today?

B. What's the time? Look at the clocks and complete the time. Then listen and check your answers.

1



It's seven o'clock.



It's four

2



It's ten past nine.



It's ten past \_\_\_\_\_.

3



It's a quarter past two.



It's a \_\_\_\_\_ past \_\_\_\_\_.

4



It's half past four.



It's \_\_\_\_\_ ten.

5



It's a quarter to three.



It's a \_\_\_\_\_ to nine.

6



It's twenty to eleven.



It's \_\_\_\_\_ one.

1	Monday
	Sunday
2	Tuesday
	Saturday
3	Wednesday
	Friday

C. Look and complete with the words in the box. Then listen and check your answers.

night morning



## 2 Read

A. Listen to the dialogue. Then read it out in pairs.



Good afternoon, Lin.

You mean, good morning. It's Sunday morning here in Beijing. What's the time in New York?

It's 2:30 in the afternoon here but it's Saturday today. What's the time in Beijing?

Oh, sorry. Goodbye.

It's 3:30 IN THE MORNING!

Bye, Davell!



B. Read again and complete the table.

NAME	CITY	DAY	TIME
	New York		
	Beijing		

## 3 Listen

Listen to the dialogues and choose a or b.

**TIP!** Before you listen, read the questions and answers carefully.

1. What day is it today?  
a. Tuesday  
b. Thursday
2. What's the time?  
a. 8:30  
b. 9:30
3. What day is it today?  
a. Friday  
b. Saturday
4. What's the time?  
a. 12am  
b. 12pm

## 4 Speak

GUESSING GAME: Find the clock.

Talk in pairs.

Student A: Choose a clock but don't tell Student B.

Student B: Ask questions to find Student A's clock.



What day is it today?

It's Monday.

What's the time?

It's half past two.

Is it the yellow clock?

Yes, it is!



## 1

## Vocabulary



Listen and number the musical instruments (1-5).



keyboard



violin



piano



guitar



drums

## 2

## Read



A. Look at the picture of the band Full Blast. What does each member do in the band?  
Listen, read and check your answers.

I'm Amy and I'm the lead singer. I'm crazy about pop music and my favourite singer is Ariana Grande. She's very famous.

I'm Bill. I'm a singer and a rapper, too. I also play the guitar. I like hip hop. Drake is my favourite rapper.

I'm Liv and I play the keyboard in the band. My favourite singer is Adele. Her songs are great.

I'm Stu and I play the drums. My favourite kinds of music are rock and jazz.



B. Read again and write A for Amy, B for Bill, L for Liv or S for Stu.

1. He/She is crazy about pop.
2. He/She is a drummer.
3. His/Her favourite kind of music is hip hop.

4. His/Her favourite rapper is Drake.
5. Jazz is his/her favourite kind of music.
6. They are the singers of the band.
7. His/Her favourite singer is Adele.



### 3

## Grammar

What...? / Who...?

A: What's your favourite kind of music?

B: Pop.

A: Who's your favourite singer?

B: Adele.



Complete the questions with **What** or **Who**.

1. A: \_\_\_\_\_ 's your favourite colour?  
B: Blue.
2. A: \_\_\_\_\_ 's your favourite musical instrument?  
B: The guitar.
3. A: \_\_\_\_\_ 's that?  
B: My brother.
4. A: \_\_\_\_\_ 's from the USA?  
B: Melanie.
5. A: \_\_\_\_\_ are their names?  
B: Sue and Freddy.

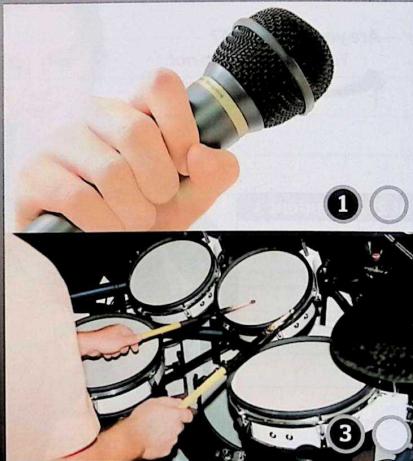


### 4

## Listen



Listen to four teenagers and match the names with the pictures 1-4.



a. Wayne    b. Paula    c. Dave    d. Grace

### 5

## Speak

### GROUP SURVEY

Talk in groups of four. Complete the table below about yourself and then about the other people in your group.

	YOU	Student 1	Student 2	Student 3
favourite musical instrument?				
favourite singer?				
favourite band?				
favourite kind of music?	SDVU Amborel-			
favourite song?	Yours truly			

*What's your favourite musical instrument?*

*The guitar.*

*Who's your favourite singer?*

*.....*



## 1

## Vocabulary

Listen and repeat. What's your favourite school subject?



Practise the spelling and pronunciation of new words.



Geography



History



PE



Maths



English



Music



Science

## 2

## Speak

## GROUP SURVEY

A. Talk in groups of four. Ask each other questions and complete the table.

Are you good at PE?

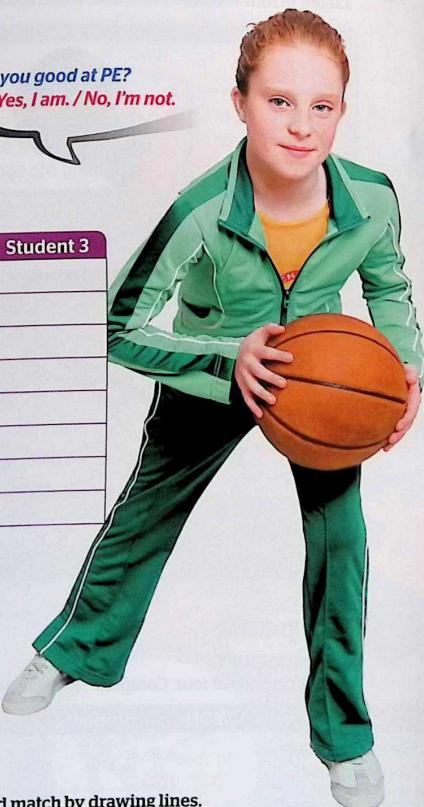
Yes, I am. / No, I'm not.

## Are you good at....?

YOU Student 1 Student 2 Student 3

Geography			
Maths			
History			
English			
PE			
Art			
Music			
Science			

B. Report your group's answers to the class.

Two students in my group  
are good at Science.

## 3

## Listen



Listen to a man interviewing two children for a survey and match by drawing lines.

Ray

English

11

Geography

Lisa

Italian

13

History

A. Read and complete the table below.



Hello, my name is Richard Goodman and I'm eleven years old. I'm Irish and I live in Dublin. My favourite subject is Music and I'm good at it. My favourite teacher is Mr Simms, the Music teacher. He's great. My favourite kind of music is hip hop and my favourite singer is Kendrick Lamar.

Name .....

Surname .....

Age .....

Nationality .....

Favourite subject .....

Favourite teacher .....

Favourite kind of music .....

Favourite singer/band .....

B. Talk in pairs.

*What's your name?**How old are you?*

...

*Where are you from?*

...

*What's your favourite subject?*

...

*Are you good at...?*

...

*Who's your favourite teacher?**Mr/Mrs/Miss/Ms ...**What's your favourite kind of music?*

...

*Who's your favourite singer/band?*

...

C. Read and add punctuation and capitals to the sentences.

**Capital letters**

Use capital letters:

- at the beginning of a sentence
- with names and surnames
- with Mr/Mrs/Miss/Ms
- with cities/countries/nationalities
- with languages
- with school subjects
- with the days of the week
- with the word *I*

**Punctuation**

- Affirmative and negative sentences end with a full stop (.)
- Questions end with a question mark (?).

1. my name is lee sanders
2. i'm from australia
3. miss green is an english teacher
4. my favourite subject is maths
5. we're from madrid, in spain
6. are you good at geography
7. is it tuesday today

D. Use the notes below to write a paragraph about yourself. Use the information from activity B.

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

My favourite subject is ... . I'm good at ... . My favourite teacher is ... .

My favourite kind of music is ... and my favourite singer/band is ... .



**Tip!** Remember to check punctuation and capital letters in your writing.

## Vocabulary

A. Cross out the odd word. Then add one more.

1. Art - Science - Thursday - Geography - \_\_\_\_\_  
 2. UK - French - Canada - Peru - \_\_\_\_\_  
 3. History - Tuesday - Saturday - Monday - \_\_\_\_\_  
 4. keyboard - violin - music - guitar - \_\_\_\_\_

Score: / 8

## Grammar

B. Circle the correct words.

1. A: Is that you / your brother?  
 B: No. That's Tom. He / He's is my cousin.  
 2. I'm from the UK. My / His name is Jason.  
 3. Julia and Amanda are friends. They're / Their favourite subject is History.  
 4. She / She's an actress. Her / His name's Betty Bourne.  
 5. A: What day is it today?  
 B: Its / It's Sunday.

Score: / 7

C. Complete with the correct form of the verb *be*.

1. A: \_\_\_\_\_ you a doctor?  
 B: Yes, I \_\_\_\_\_.  
 2. My parents \_\_\_\_\_ crazy about jazz.  
 3. A: \_\_\_\_\_ that the new Music teacher?  
 B: No, he \_\_\_\_\_ the new English teacher.  
 4. Andrew and Tyler \_\_\_\_\_ good at History, but they are very good at Geography.  
 5. A: \_\_\_\_\_ it six o'clock?  
 B: No, it \_\_\_\_\_.

Score: / 8

## D. Complete with the words in the box.

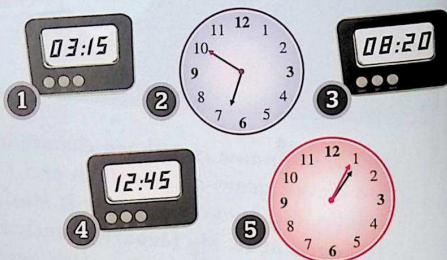
Who's How What Where What's

1. Good morning! \_\_\_\_\_ are you today?  
 2. \_\_\_\_\_ are you from?  
 3. \_\_\_\_\_ day is it today?  
 4. \_\_\_\_\_ your favourite kind of music?  
 5. \_\_\_\_\_ that? Is it Mrs Henderson?

Score: / 5

## Communication

E. Look at the clocks and write.



What's the time?

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_  
 5. \_\_\_\_\_

Score: / 5

## F. Match.

1. Who's your favourite teacher?  
 a. I'm from Australia.  
 b. Yes, I am.  
 2. What's his favourite subject?  
 c. Nice to meet you.  
 d. I'm fine, thanks.  
 e. He's Chinese.  
 f. Mrs Blake.  
 g. Maths.  
 3. How are you?  
 4. Where are you from?  
 5. Are you good at Maths?  
 6. Where is he from?  
 7. Hi, I'm Donald.

Score: / 7

TOTAL SCORE: / 40

## Now I can...

- ▶ say where I'm from
- ▶ introduce myself and other people
- ▶ ask and answer personal questions
- ▶ greet people
- ▶ talk about my favourite teachers, subjects and say what I'm good at
- ▶ talk about my favourite kind of music and musical instruments
- ▶ present my family and the jobs they do
- ▶ tell the time
- ▶ use the verb *be*
- ▶ write about myself



2

## All about me



## Discuss:

- ▶ What have you got in your bag?
- ▶ What's your favourite item of clothing?
- ▶ Who is your best friend?

Where can you find the following in this module? Go through the module and find the pictures.



A



B



C



D



E

## In this module you will learn...

- ▶ to talk about your possessions
- ▶ to talk about your clothes
- ▶ to describe your pet
- ▶ to talk about your talents and abilities
- ▶ to describe people's appearance
- ▶ to write about your best friend

## 1

## Vocabulary

Listen and repeat.



watch



mobile phone



CD



camera



sunglasses



skateboard



game console



MP4 player



rollerblades



cap



bike

## 2

## Read

A. Listen to the comic strips. Then read them out in groups.

## MY 'COOL' PARENTS

Jake, has your dad got a skateboard?



No, he hasn't.

Has your mum got rollerblades?



No, she hasn't.

## MY 'COOL' PARENTS

Have you got a new mobile, mum?



Nice. Where's dad?

Yes, I have. Look! It's very modern.



Wait...

## MY 'COOL' PARENTS

Is that your dad?



Jake, is that your mum?

No, my mum hasn't got a cap.

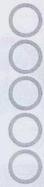
No, my dad hasn't got black sunglasses.

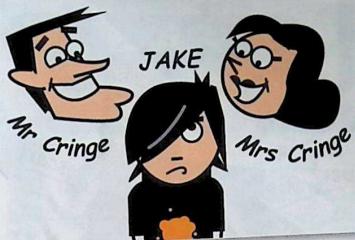


Are you sure?

B. Read again and write T for True or F for False.

1. Mrs Cringe has got rollerblades.
2. Mr and Mrs Cringe have got a game console.
3. Mr Cringe has got a new mobile phone.
4. Mr Cringe hasn't got black sunglasses.
5. Mr and Mrs Cringe are at the party.





3 Grammar  
The verb **have got**

AFFIRMATIVE		NEGATIVE	
I You	've got (=have got)	I You	haven't got (=have not got)
He She It	's got (=has got)	He She It	hasn't got (=has not got)
We They	You 've got (=have got)	We They	You haven't got (=have not got)
QUESTIONS		SHORT ANSWERS	
Have you	got?	Yes, you	I haven't.
Has she it	got?	Yes, she has.	No, he hasn't.
Have they	got?	Yes, you they	No, we haven't.

Circle the correct words.

- I 've got / 's got a brother and a sister.
- Samantha 's got / 've got two bikes.
- We 's got / 've got a new Maths teacher.
- A: Kelly 's got / 've got a game console. She's / Has she got a computer, too?  
B: No, she hasn't / haven't.
- My cousins hasn't / haven't got an MP4 player.
- A: You have / Have you got a mobile phone?  
B: Yes, I have / has.

4 Listen

Listen and tick (✓) the things Donna's got in her bag.



5

Speak

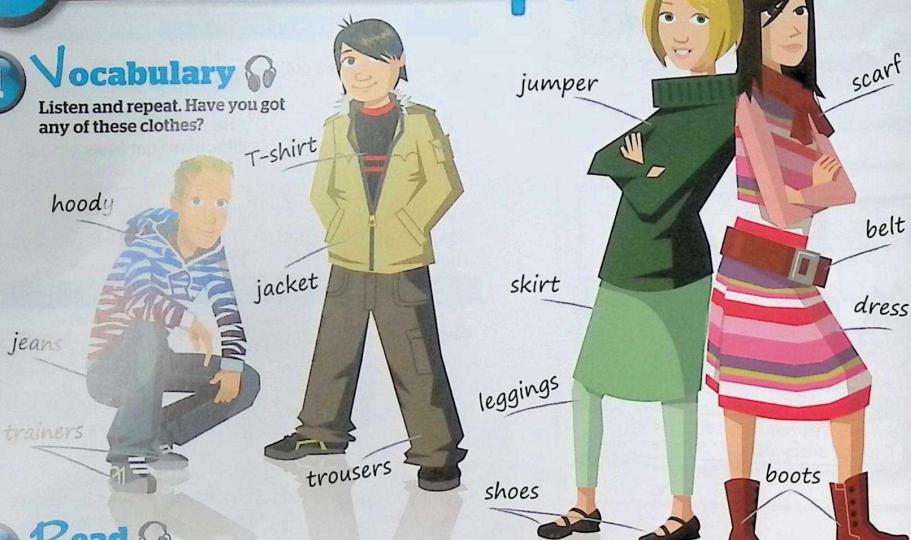
MEMORY GAME

Go to the Pair work activities section.

## 1

## Vocabulary

Listen and repeat. Have you got any of these clothes?



## 2

## Read

A. Look at the pictures and the text. What do you think the text is about? Listen, read and check your answers.

## Inside a celebrity's wardrobe

This week the famous actress:

# Eva Nelson

This is my favourite accessory, my red belt. It's a present from my sister. Red is my favourite colour.



These are my favourite scarves. Aren't they beautiful? I love scarves and I've got 25.



I've got a lot of jeans, new and old. My favourite jeans are black.



## 3

## Grammar

these / those

## SINGULAR

## PLURAL

This is a jumper.	These are jumpers.
That's a skirt.	Those are skirts.

NOTE: This is a **trendy belt**.  
These are **trendy belts**.

Circle the correct words.

1. This / These is my new watch and this / these are my new boots.

2. A: Is that / those a belt?

B: Yes. Isn't it trendy?

A: And are these / those your sunglasses over there?

B: Yes.

A: They're cool!

## PLURAL FORMS

belt - belts	man - men
watch - watches	woman - women
dress - dresses	child - children
baby - babies	person - people
scarf - scarves	fish - fish

Complete with the plural form of the nouns in brackets.

- These are my favourite \_\_\_\_\_ (accessory).
- Jenny and Linda are \_\_\_\_\_ (actress).
- Karen has got three \_\_\_\_\_ (child).
- Those \_\_\_\_\_ (woman) are \_\_\_\_\_ (teacher).
- I've got four trendy \_\_\_\_\_ (hoody).

## 4

## Pronunciation



A. Listen and repeat. What's the difference between a, b and c?

a. belts   b. jeans   c. dresses

B. Listen and tick (✓) the sound you hear.

	belts /s/	jeans /z/	dresses /iz/
caps			
bikes			
chairs			
watches			
trainers			
waitresses			
boots			

## 5

## Listen



Listen to three dialogues and choose a or b.

- The boy's got a \_\_\_\_\_.  
a. green hoody   b. green jacket
- Mary's got \_\_\_\_\_. shoes.  
a. trendy   b. new
- Fay hasn't got a lot of \_\_\_\_\_.  
a. skirts   b. dresses

## 6

## Write

Write about 3 items of clothing you have got.

I've got four jumpers.  
They are trendy.



Check out my new trainers!  
They're very trendy and of course they're red, too.

This is my favourite skirt. It's very colourful. It's not very trendy but it's from my first film and I love it.



## B. Read again and complete.

1. Eva Nelson is an \_\_\_\_\_.

2. Her favourite colour is \_\_\_\_\_.

3. She has got a red \_\_\_\_\_ and red \_\_\_\_\_.

4. She has got \_\_\_\_\_ scarves.

5. She has got \_\_\_\_\_ and \_\_\_\_\_ jeans.

6. Her favourite skirt isn't very \_\_\_\_\_.

## 1 Vocabulary

Listen and repeat.

NOTE: foot - feet  
tooth - teeth

spider

teeth

leg

hand

head

foot

mouth

snake

head

dog

foot

eye

wing

tail

nose

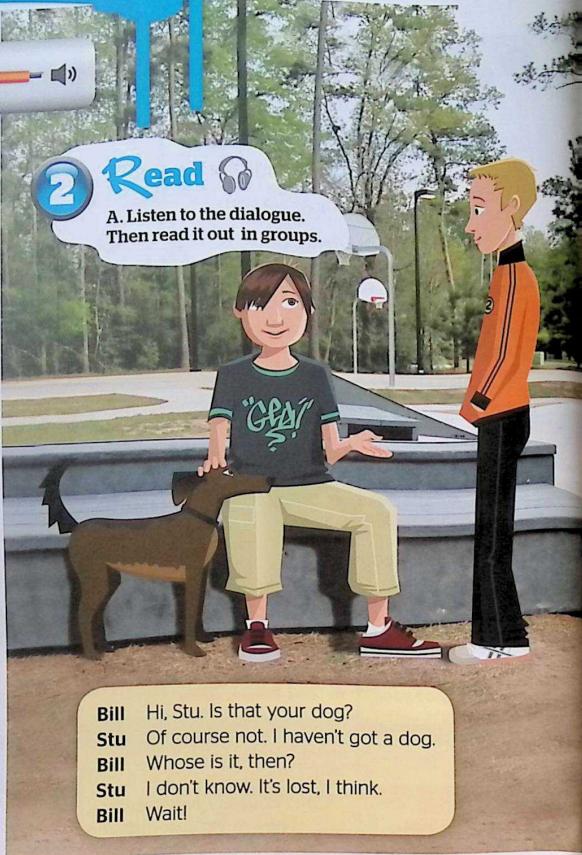
parrot

ear

body

cat

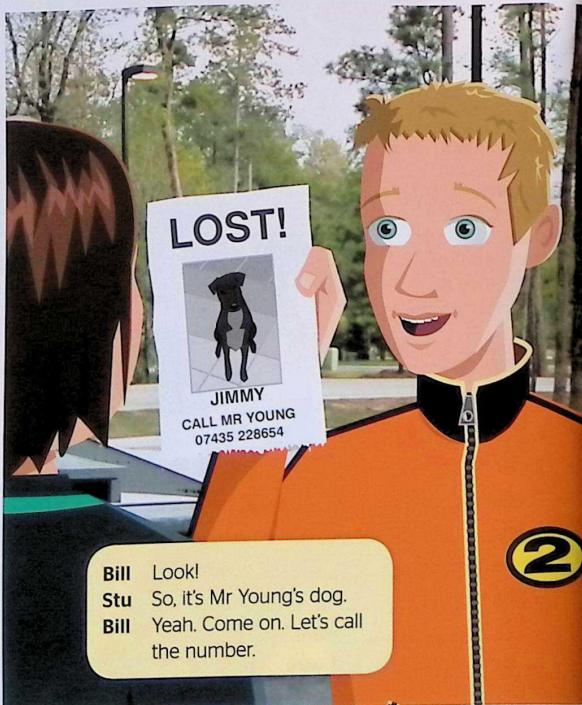
rabbit



## 2 Read

A. Listen to the dialogue.  
Then read it out in groups.

Bill Hi, Stu. Is that your dog?  
 Stu Of course not. I haven't got a dog.  
 Bill Whose is it, then?  
 Stu I don't know. It's lost, I think.  
 Bill Wait!



Bill Look!  
 Stu So, it's Mr Young's dog.  
 Bill Yeah. Come on. Let's call the number.

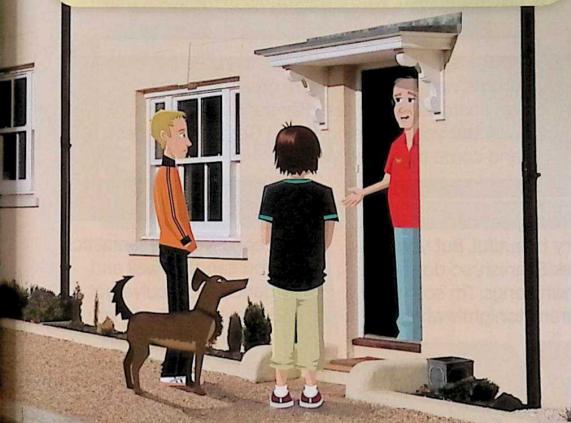
At Mr Young's house...

**Mr Young** No, that's not Jimmy. Jimmy hasn't got big ears. His ears are small. And his tail isn't black. It's white. Thanks anyway.

**Stu** Oh. Well, whose dog is it, then?

**Bill** Wait, he's got a name tag. OLLIE.

**Stu** And a phone number. 07785 548697. Call it!



At Mrs Cahill's house...

**Mrs Cahill** Ollie! Thank you very much, boys.

**Bill** That's all right, Mrs Cahill.

**Stu** No problem.



B. Read again and complete with Mr Young, Jimmy, Mrs Cahill or Ollie.

- \_\_\_\_\_ is Mr Young's dog.
- Ollie is \_\_\_\_\_'s dog.
- \_\_\_\_\_ 's phone number is 07435 228654.
- \_\_\_\_\_ has got a black tail.
- \_\_\_\_\_ has got small ears.
- \_\_\_\_\_ 's phone number is 07785 548697.

### 3 Grammar

Possessive Case - Whose...?

#### SINGULAR NOUNS

My dog's name is Punch.

#### REGULAR PLURAL NOUNS

My dogs' names are Rex and Tex.

Whose pet is this?

It's Fay's pet. / It's Fay's.

Circle the correct words.

- A: Who's / Whose that man?  
B: He's my mothers' / mother's brother. He's Uncle Mike.
- A: Who's / Whose parrot is this?  
B: It's my cousin's / cousins' parrot. They're crazy about pets.
- A: Who's / Whose watch is that?  
B: It's Martha's / Martha. It's her new watch.

### 4 Speak

GUESSING GAME: Find my pet.  
Play in groups of four.

**Student A:** Imagine that you've got one of the pets below but don't tell the others. Talk about your pet so that the others can guess.

**Students B, C, D:** Look at the pictures, listen to Student A and try to guess his/her pet.



My pet's name is Twinkle.  
She's got big ears and...

Is your pet a rabbit?

Yes, it is.

Is it number 3?

Yes!

### 5 Write

Write a few sentences about your pet or somebody else's pet.

I've got a pet... / ...'s got a pet...  
His/Her name is...  
He's/She's got...



## 1

Vocabulary 

Listen and number 1-12.

 dance sing swim use a computer play a musical instrument draw well

Bonjour!

 speak French ride a horse ride a bike skateboard cook take pictures

## 2

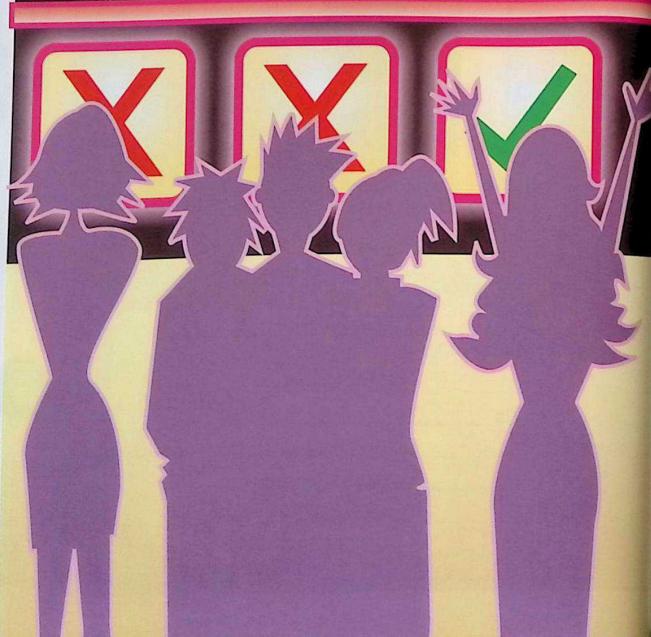
Read 

A. Listen and read. Who is the winner of the talent show?

You're a good band. Matt, you can play the drums well, and Rick, you're great on the keyboard. Zoe, you can play the guitar very well, but you can't sing. Sorry! Get a new singer and come back next year.

Sally, you're a great dancer and you're very beautiful. But you can't speak Spanish, so don't sing Spanish songs. I'm sorry, but you aren't tonight's winner.

Leona, you are fantastic! You can sing well and dance, too. You've got a lot of talent. And... you are tonight's winner!



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

1. Can Sally dance?  
a. Yes, she can. b. No, she can't.
2. Can Sally speak Spanish?  
a. Yes, she can. b. No, she can't.
3. Who can play the keyboard well?  
a. Matt b. Rick

4. What can Zoe do well?  
a. She can play the guitar. b. She can sing.
5. Can Leona dance well?  
a. Yes, she can. b. No, she can't.

## 3 Grammar

### The verb *can*

AFFIRMATIVE	NEGATIVE	QUESTIONS	SHORT ANSWERS	
I	I	I	I	I
You	You	you	you	you
He	He	he	he	he
She can swim	She can't (=cannot) swim	Can she swim?	Yes, she can.	No, she can't.
It	It	it	it	it
We	We	we	we	we
You	You	you	you	you
They	They	they	they	they

Complete with the correct form of the verb *can*.

1. Grace and Paul \_\_\_\_\_ ride a horse, but they can ride a bike.
2. A: \_\_\_\_\_ you speak Polish?  
B: No, I \_\_\_\_\_. But I \_\_\_\_\_ speak Hungarian.
3. A: Jasmine is a singer in a band. She \_\_\_\_\_ sing well.  
B: \_\_\_\_\_ she dance, too?  
A: Yes, she \_\_\_\_\_.

## 4 Speak

### GROUP SURVEY

A. Talk in groups of four.  
Ask each other questions and complete the table.

**Can you draw well?**  
Yes, I can. / No, I can't.

B. Report your group's answers to the class.

*Three students in my group  
can draw well.*

Can  
you...?

YOU	Student 1	Student 2	Student 3
draw well			
use a computer			
sing well			
ride a horse			
speak French			
cook			
play an instrument			
skateboard			
take nice pictures			

## 5 Write

Write three sentences about what you can or can't do.

*I can use a computer, but I can't draw well.*

## 1

Vocabulary 

Match the opposites. Then listen and check your answers.



a chubby boy



fair hair



long hair



a young man



a tall boy



short hair



a slim boy



dark hair



a short boy



an old man

## 2

Listen 

A. Look at the pictures and describe the girls.

B. Listen to a mother and a daughter talking. What does Wendy's new best friend look like? Choose picture a, b or c.

**Tip!** Before you listen, look at the pictures carefully.



a



b



c

## 3

## Speak

GUESSING GAME: Who is it?

Student A: Choose one of your classmates, but don't tell Student B.

Student B: Ask questions to find out who Student A has chosen.

Is it a girl?

Yes, it is.

Has she got long/short/fair/dark hair?

Yes, she has. / No, she hasn't.

Is she tall/short/chubby/slim?

Yes, she is. / No, she isn't.

Is it Maria?

Yes, well done!

## 4

## Speak &amp; Write

A. Read. Which of the topics below does the girl mention about her best friend?

age

what she can do

what she looks like

name

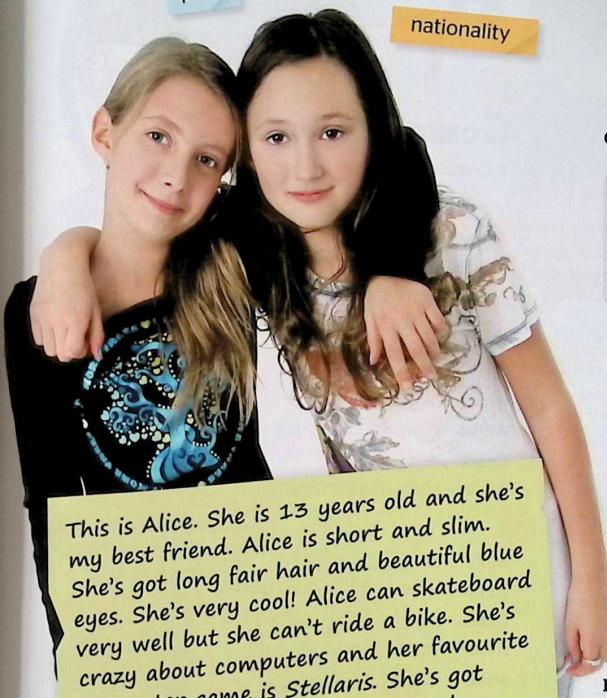
favourite computer game

favourite kind of music

pet

clothes

nationality



B. Talk in pairs about your best friend.

Who's your best friend?  
.....

How old is he/she?  
.....

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

What can/can't he/she do?  
.....

What's his/her favourite subject / computer game / kind of music?  
.....

Has he/she got a pet?  
.....

C. Read and complete the sentences with *and* or *but*.

**Linking words**

• Use **and** to join similar ideas.

*Diana is tall and she's got fair hair.*

• Use **but** to join two opposite ideas.

*Diana can dance but she can't sing.*

1. Brad is 14 years old \_\_\_\_\_ he's from the UK.
2. Mary's got a skateboard \_\_\_\_\_ she hasn't got rollerblades.
3. Rob is tall \_\_\_\_\_ slim.
4. Donald's crazy about pets \_\_\_\_\_ he's got three dogs.
5. Tina isn't good at Geography \_\_\_\_\_ she's good at Science.

D. Use the notes below to write a paragraph about your best friend. Use the information from activity B.

**My best friend**

My best friend's name is... .

He's/She's... years old.

He/She is... . He's/She's got... hair and... eyes.

He/She can... very well but he/she can't... .

He/She is crazy about... and his/her favourite... is... .

He/She has got / hasn't got a pet.



**Tip!** Do not write very short sentences. Join your sentences with **and** or **but**.

## Vocabulary

A. Cross out the odd word. Then add one more.

1. ear - leg - belt - arm - \_\_\_\_\_  
 2. jumper - watch - trousers - hoody - \_\_\_\_\_  
 3. tail - rabbit - parrot - spider - \_\_\_\_\_  
 4. short - young - chubby - hair - \_\_\_\_\_

Score: / 8

## Grammar

B. Complete with the correct form of *have got*.

1. A: \_\_\_\_\_ you \_\_\_\_\_ a black jacket?  
 B: No, I \_\_\_\_\_, but I \_\_\_\_\_ a blue jacket.

2. A: \_\_\_\_\_ Mandy \_\_\_\_\_ a brother?  
 B: Yes, she \_\_\_\_\_.

3. Kelly's parrot \_\_\_\_\_ colourful wings.

4. The girls \_\_\_\_\_ fair hair. They've got dark hair.

Score: / 7

C. Write the plural of the following nouns.

1. party \_\_\_\_\_ 6. family \_\_\_\_\_  
 2. woman \_\_\_\_\_ 7. watch \_\_\_\_\_  
 3. camera \_\_\_\_\_ 8. foot \_\_\_\_\_  
 4. bus \_\_\_\_\_ 9. scarf \_\_\_\_\_  
 5. fish \_\_\_\_\_ 10. child \_\_\_\_\_

Score: / 10

D. Choose a or b.

1. \_\_\_\_\_ MP4 player is this?  
 a. Who's      b. Whose

2. These are \_\_\_\_\_ sunglasses.  
 a. Jenny's      b. Jennys'

3. My \_\_\_\_\_ names are Lewis and Dylan.  
 a. brother's      b. brothers'

4. \_\_\_\_\_ that girl?  
 a. Who's      b. Whose

5. The \_\_\_\_\_ jacket is here.  
 a. boy's      b. boys'

Score: / 5

E. Complete with the correct form of *can*.

1. A: \_\_\_\_\_ you play a musical instrument?  
 B: No, I \_\_\_\_\_. But my brother \_\_\_\_\_ play the guitar and the drums.

2. A: \_\_\_\_\_ your parrots talk?  
 B: No, they \_\_\_\_\_.

Score: / 5

## Communication

F. Complete the dialogues with the sentences a-e.

a. Are you sure?  
 b. What does your mother look like?  
 c. Thank you very much.  
 d. I haven't got a bike.  
 e. Look! That's my mother.

1.

Grace (1) \_\_\_\_\_  
 Alicia Wow. She's very tall.  
 Grace Yeah. (2) \_\_\_\_\_  
 Alicia She's short and slim.

2.

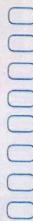
Mike (3) \_\_\_\_\_  
 Ryan Here. You can ride my bike.  
 Mike (4) \_\_\_\_\_  
 Ryan Yes, of course.  
 Mike (5) \_\_\_\_\_  
 Ryan That's all right.

Score: / 10

TOTAL SCORE: / 45

## Now I can...

- talk about my things and clothes
- describe people's appearance
- talk about pets
- say what I can/can't do
- write and talk about my best friend
- use the verb *have got*
- use plurals
- use *and/but* to join ideas



# MUSIC FROM AROUND THE WORLD

A. Listen and match the music with the pictures a-e. Write 1-5.

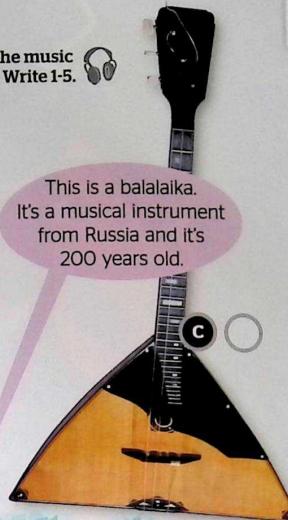
B. Listen and read.



a



b

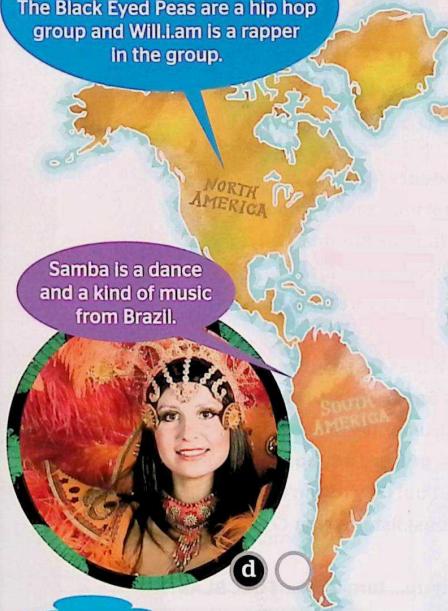


c

Hip hop is from the USA and it is only 50 years old. The Black Eyed Peas are a hip hop group and Will.i.am is a rapper in the group.

These are bagpipes. Scottish people play the bagpipes.

This is a balalaika. It's a musical instrument from Russia and it's 200 years old.



d

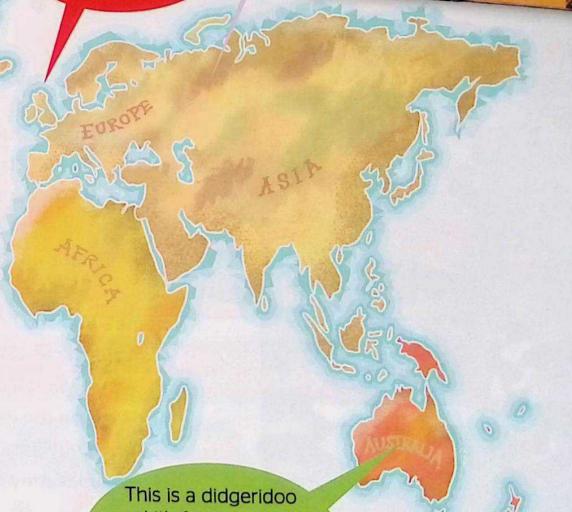


### Project

#### Make a poster!

Think of a musical instrument or a kind of music from another country. Do some research on the Internet and use the following questions to help you find the information you need:

- Where is the musical instrument from? / Where is the kind of music from?
- How old is it?
- Is it easy to play this musical instrument? / Is it easy to dance to this music?



e



#### C. Read again and answer the questions.

1. How old is hip hop?
2. Where are bagpipes from?
3. What is a balalaika?
4. What is samba?
5. What musical instrument is from Australia?

# SONG 1

Read the song and circle the correct words.  
Then listen and check your answers. 

## Turn it up!

Turn it up... turn it up... turn it up... FULL BLAST!

All the (1) **students / people** at our school

Say Full Blast are really (2) **cool / nice**

We're not famous but that's all right

Listen to Full Blast

Morning, (3) **day / noon** and night

My name's Bill, and I'm the (4) **singer / rapper** of the band

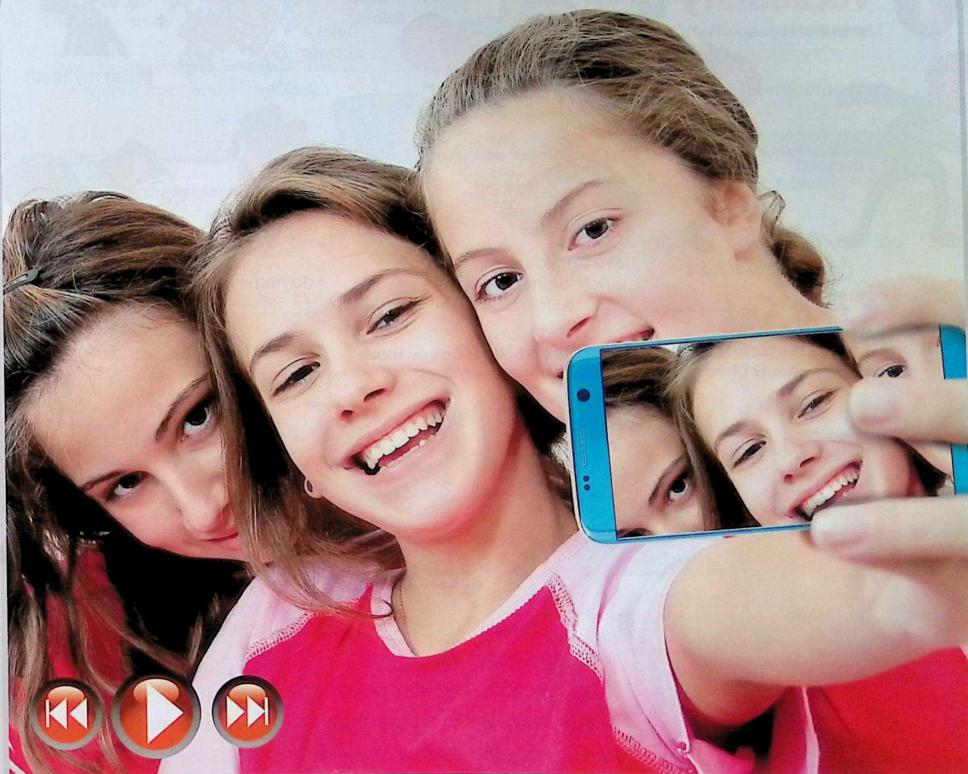
I can sing, I can (5) **dance / play**, I can rap, yes I can!

Who's on the drums? It's my best friend Stu

And Liv's on the (6) **guitar / keyboard**, just for you.

Turn it up! Turn it up! Or you can't hear a thing  
Here comes Amy. Just listen to her (7) **sing / song**!

Turn it up... turn it up... turn it up... FULL BLAST!



#### Discuss:

- ▶ What's your daily routine like?  
How busy are you?
- ▶ What do you do in your free time?
- ▶ Do you help out at home?

#### In this module you will learn...

- ▶ to talk and write about your daily routine
- ▶ to talk about your free-time activities
- ▶ to give an opinion about sports
- ▶ to say how often you do household chores
- ▶ to write about your favourite day of the week

Where can you find the following in this module?  
Go through the module and find the pictures.



## 1 Vocabulary

Listen and repeat.



get dressed



go to school

have breakfast,  
lunch, dinner

get up



have a shower



brush my teeth



get home



do homework



go to bed

## 2 Read



A. Look at the pictures and the title of the text. What do you think the text is about? Listen, read and check your answers.

# TAMMY TURNER

## A young Picasso

Tammy Turner isn't a normal school girl.

She loves Art and she's a very good artist.

On weekdays, she gets up at 6 o'clock and paints pictures. At 7:30 she has a shower and has her breakfast.

Then she goes to school. Art is her favourite subject, of course. She gets home at 4:30 and does her homework. In the evenings after dinner, she paints again!

At the weekend it's different. 'Every Saturday, I visit galleries and on Sundays, I watch TV or make pictures and designs on my computer.' Her Art teacher says:

'She's amazing! She's even got paintings in the local art gallery.'

B. Read again and write T for True or F for False.

1. Tammy gets up at 7:30 on Mondays.
2. Tammy's favourite subject is Art.
3. Tammy paints in the morning and in the evening.
4. Tammy goes to galleries on weekdays.
5. Tammy's teacher likes her paintings.



# 3 Grammar

## Present Simple (affirmative)

I	paint	He	paints
You	watch	She	watches
We	do	It	does
They	study		studies



We use the Present Simple for habits or actions that happen regularly.

## Prepositions of time

<b>at</b>	ten o'clock, half past one, etc. the weekend noon/midday/night/midnight
<b>in</b>	the morning, the afternoon, the evening
<b>on</b>	Monday, Tuesday, etc. Sunday morning/afternoon/evening/night weekdays

## Complete with the Present Simple of the verbs in brackets.

1. Fred and Liz \_\_\_\_\_ (brush) their teeth every morning and evening.
2. My mum \_\_\_\_\_ (get up) at 7 o'clock every day.

3. Alan \_\_\_\_\_ (do) his homework in the afternoons.
4. I \_\_\_\_\_ (play) computer games at the weekend.
5. My best friend \_\_\_\_\_ (watch) TV after dinner and \_\_\_\_\_ (go) to bed at midnight.



# 4 Pronunciation

## 4 Pronunciation



A. Listen and repeat. What's the difference between a, b and c?

a. gets    b. plays    c. brushes

B. Listen and tick (✓) the sound you hear.

	gets /s/	plays /z/	brushes /iz/
paints			
does			
dances			
has			
goes			
watches			
visits			
makes			

# 5 Speak

## 5 Speak

Talk in pairs about your daily routine.

I get up at 7:30. What about you?

I get up at...

# 6 Write

## 6 Write

Write a few sentences about your daily routine and about a friend's daily routine.

I get up at 7:30. I have...

John gets up at 8:00. He has...

1 Vocabulary 

Match the sports with the pictures 1-8.  
Then listen and check your answers.



Learn whole phrases  
(e.g. verb + noun), not just  
isolated words.



play table tennis

do athletics

do gymnastics

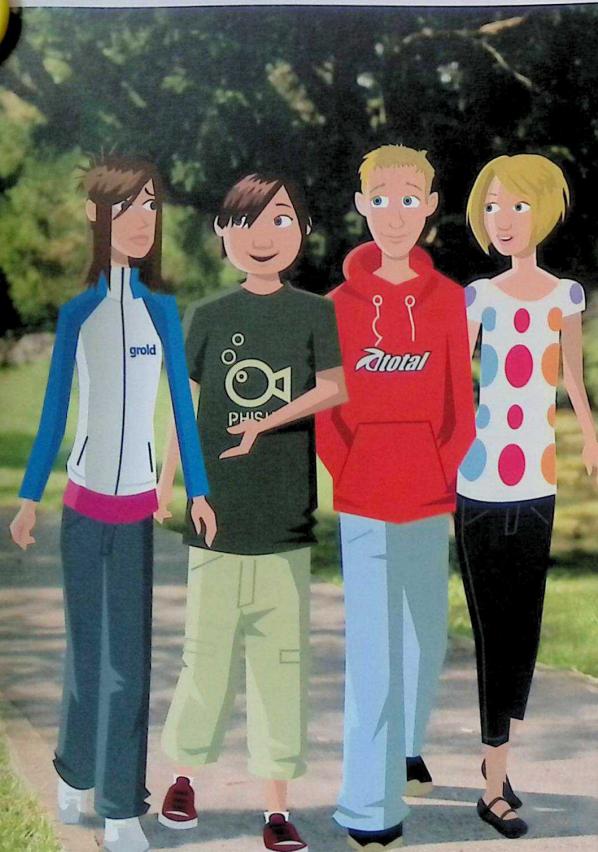
play football

go swimming

play tennis

play volleyball

play basketball

2 Read 

A. Listen to the dialogue.  
Then read it out in groups.

Liv I'm bored.  
 Stu I've got an idea. Let's play basketball.  
 Liv Oh, no, not basketball!  
 Bill What's wrong, Liv?  
 Amy Liv doesn't like basketball at all.  
 Stu Really? Do you like volleyball or other team sports?  
 Liv No, I don't. I don't like sports very much. I think they're boring.  
 Bill I think sports are fun and exciting!  
 Stu Yeah! I love sports, too. What about you, Amy?  
 Amy I like tennis and I'm a great player.  
 Bill Tennis is OK but table tennis is great fun! Come on, let's play.  
 Liv No way! I hate table tennis.  
 Amy Come on, Liv, please!

An hour later...

Stu Let's stop! I'm tired.  
 Bill Me too.  
 Liv What? Don't be silly! This is great fun!  
 Stu Oh, be quiet, Liv!  
 Amy Ha, ha, ha!

## 3

## Grammar

## Present Simple (negative - questions)

NEGATIVE	QUESTIONS	SHORT ANSWERS	
I don't (=do not) play You	Do I you play?	Yes, I you do.	No, I you don't.
He She doesn't (=does not) play It	Does he she play it?	Yes, he she does it.	No, he she doesn't it.
We You don't (=do not) play They	Do we you play they?	Yes, we you do they.	No, we you don't they.

Complete the sentences with **do**, **does**, **don't** or **doesn't**.

1.

A: \_\_\_\_\_ you like football?

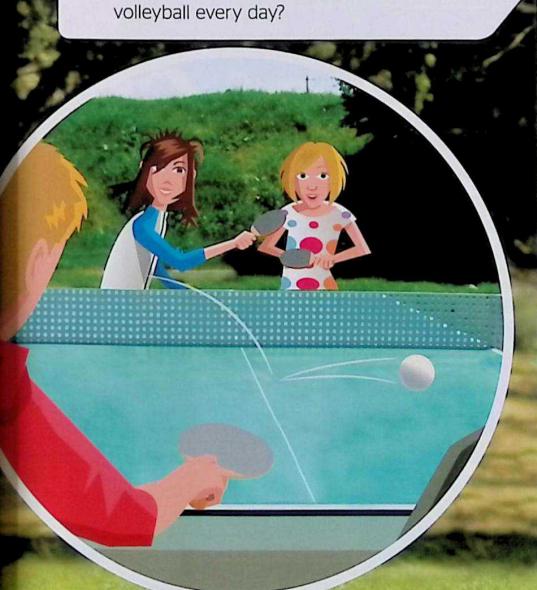
B: Yes, I \_\_\_\_\_. I think it's a great sport.

A: \_\_\_\_\_ your brother like football, too?

B: No, he \_\_\_\_\_. He \_\_\_\_\_ like football at all. He likes athletics.

2.

A: \_\_\_\_\_ you and your friends play volleyball every day?



B. Read again and circle the correct words.

1. Liv **likes** / **hates** basketball.
2. Bill thinks sports are **exciting** / **boring**.
3. Amy's favourite sport is **tennis** / **table tennis**.
4. Stu and Bill / Stu and Liv are tired.
5. Liv **likes** / **doesn't like** table tennis in the end.

B: No, we \_\_\_\_\_. We play on Mondays, Wednesdays and Fridays after school.

A: What about at the weekend?

B: We \_\_\_\_\_ play volleyball at the weekend. My friends go swimming.

A: What about you?

B: I \_\_\_\_\_ like swimming.

## 4

## Listen



Listen to three short dialogues and circle the correct words.

## Dialogue 1

Pam thinks tennis is **fun** / **boring**.

## Dialogue 2

Daniel does gymnastics **on weekdays** / **at the weekend**.

## Dialogue 3

Ken and Scott **like** / **don't like** football.

## 5

## Speak

A. Do you like these sports? How much? Draw a face next to each one.

Yes, very much! It's OK. No!



B. Now talk in pairs.

*Do you like...?*

*Yes, I do. I think it's fun. /*

*No, I don't. I think it's boring. What about you?*

*I like... very much. / It's OK. / I don't like... at all.*

## 1

## Vocabulary

Listen and repeat.



talk on the phone



surf the Net



hang out with friends



read magazines



go shopping



listen to music



go to the cinema



play chess

## 2

## Read

A. Jay has taken part in a survey about free time. Look at his answers and complete the paragraph.

SURVEY: **Free Time**NAME: **Jay Tasker**AGE: **14**

1. What time do you get home from school?

After 3 o'clock  After 5 o'clock 

2. Have you got a lot of free time?

Yes  No 

3. When do you hang out with your friends?

On weekdays  At the weekend 

4. What do you do with your friends in your free time?

**At home:**play board games  watch DVDs  listen to music   
play computer games  surf the Net **OTHER:** **do homework****Outdoors:**play sports  go shopping  go to the cinema   
hang out at the park **OTHER:** **go skateboarding**

5. What time do you go to bed?

**On weekdays:**Before 10 o'clock  After 10 o'clock **On Saturdays:**Before 10 o'clock  After 10 o'clock 

Jay Tasker is (1) \_\_\_\_\_ years old. He gets home (2) \_\_\_\_\_ o'clock on weekdays, so he's got a lot of (3) \_\_\_\_\_. He hangs out with (4) \_\_\_\_\_ both on weekdays and at the weekend. When they're at home, they watch (5) \_\_\_\_\_ or they do their (6) \_\_\_\_\_ together. They also play (7) \_\_\_\_\_ and (8) \_\_\_\_\_ the Net. When they go out, they hang out at the (9) \_\_\_\_\_, play sports or go (10) \_\_\_\_\_. Jay goes to bed early (11) \_\_\_\_\_, before 10 o'clock, but at the weekend, he goes to bed late, (12) \_\_\_\_\_.

**B. Use the questions in the survey to interview your partner.**

## 3

## Grammar

Present Simple with  
Wh-questions

A: What time do you have dinner?

B: At 6pm.

A: When do you go to the cinema?

B: At the weekend.

Circle the correct words.

1. A: When / What do you do in your free time?

B: I read magazines.

2. A: When / What time does Brenda listen to music?

B: In the evenings.

3. A: What time **you get / do you get** up in the morning?

B: At 8 o'clock.

4. A: What sports **Ben plays / does Ben play**?

B: Volleyball and tennis.

## 4

## Speak

A. Talk in pairs.

**Student A:** Complete the weekly schedule with your personal information. Write what free-time activities you do every day. Then answer **Student B's** questions.

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

**Student B:** Ask Student A questions about different free-time activities, as in the example.

*Do you read magazines in your free time?*

*Yes, I do. / No, I don't.*

*When do you read magazines?*

*On Saturdays and Sundays.*



**Tip!** When you speak, try to use vocabulary you've learnt in the module.

B. Report your partner's answers to the class.

*Tanya reads magazines in her free time.  
She reads magazines on Saturdays and Sundays.*

## 5

## Write

Write sentences about what you do/don't do in your free time.

## 1

## Vocabulary

Match the pictures with the household chores. Then listen and check your answers.



1



2



3



4



5



6



7



8

do the washing

clean the windows

tidy my room

take the dog for a walk

wash the car

hoover

do the washing-up

take out the rubbish

## 2 Read

A. Look at the pictures. Who do you think helps out at home?  
Listen, read and check your answers.

# HOUSEWORK CRAZY



Angelo Gibson always helps out at home. He helps with the washing, takes out the rubbish and tidies his room every day. And guess what! He likes it! 'I don't mind housework. It's great fun! My favourite chore is the windows. I clean the windows in our flat every week,' he says. His friends think he's crazy but his mum doesn't. 'Angelo is a real angel,' she says.

Megan Roberts plays computer games, reads magazines, watches TV and does her homework every day. But she doesn't want to do housework. 'My room is often a mess but I like it like that. Anyway, I'm usually very busy. I haven't got time for chores,' she says. But her mum doesn't believe her. 'She's just lazy. You see, we live in a big house and we've got a lot of housework,' Megan's mum says. They argue about housework every day and in the end, they always do it together.

1

3

## Grammar

### Adverbs of frequency



### Adverbs of frequency

- go before the main verb:  
*Kevin **never** does the washing-up.*  
*I **don't usually** take the dog for a walk.*  
*Do you **often** clean the windows?*
- go after the verb **be**:  
*Jason is **often** late for school.*

2

1

Write the sentences using the adverbs of frequency in brackets.

1. Jane helps her mum with the housework.  
(sometimes)

2. Greg doesn't go to bed late. (often)

3. Do you get up at six o'clock? (always)

4. My sister has a shower in the mornings. (never)

5. I'm tired after school. (usually)

4

## Listen



Listen to three people talking and tick (✓) the chores they do.

	do the washing-up	tidy the house	hoover	cook	clean the windows	take the dog for a walk
Mark						
Julie						
Kelly						

# OR JUST LAZY?



B. Read again and answer the questions.

- Who thinks housework is fun?
- What does Angelo do every day?
- What does Megan do every day?
- What do Angelo's friends think of Angelo?

5

## Speak

Talk in pairs about the chores you do at home.

*Do you usually do the washing-up at home?  
No, I don't. But I sometimes clean the windows. What about you?*



6

## Write

Write sentences about what you always, usually, often, sometimes, never do at home.

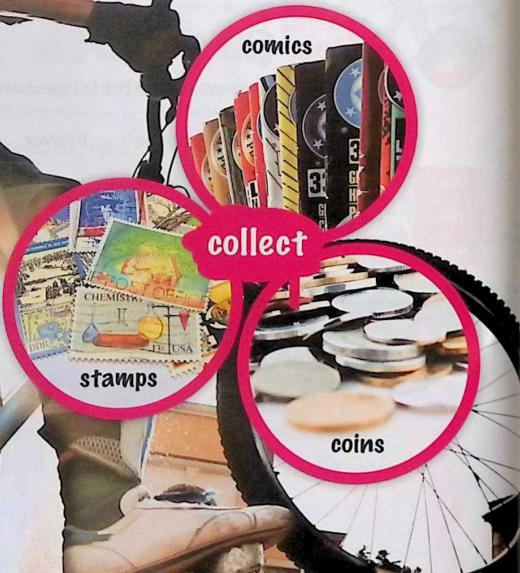
*I usually tidy my room. I never...*

- What does Megan's mum think of Megan?
- Who lives in a flat?
- What is Megan's room usually like?
- Who doesn't do housework alone?

## 1

## Vocabulary

Listen and repeat. Have you got any hobbies?

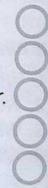


## 2

## Listen

Listen to two friends talking about their hobbies and write T for True or F for False.

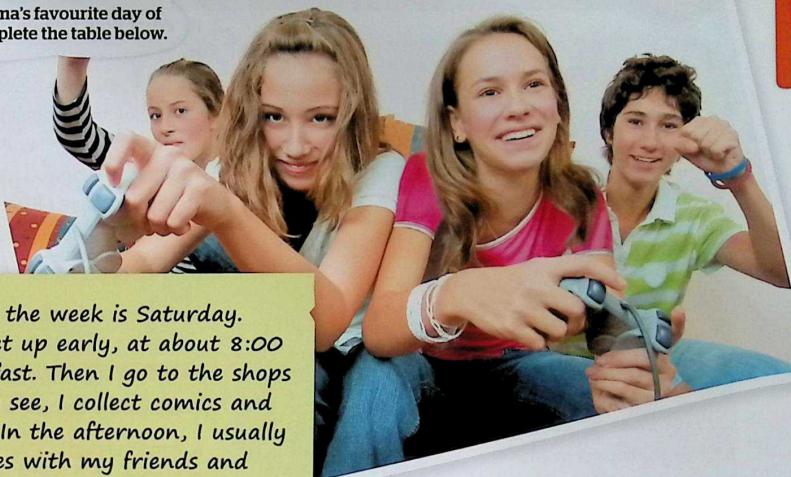
1. Harry collects coins.
2. Karen makes paper flowers.
3. Karen and her grandmother play chess together.
4. Harry's favourite hobby is rollerblading.
5. Karen thinks rollerblading is fun.



## 3

## Speak &amp; Write

A. Read about Emma's favourite day of the week and complete the table below.



My favourite day of the week is Saturday. In the morning, I get up early, at about 8:00 and have my breakfast. Then I go to the shops and buy comics. You see, I collect comics and I've got about 200! In the afternoon, I usually play computer games with my friends and then I sometimes go rollerblading with my cousins. In the evening, my family and I often go to the cinema or we stay at home and watch a DVD. Saturdays are great!

When?	What?	Who with?
	buy comics	X
in the afternoon	and	with her
	or	with her

B. Complete the table below about your favourite day of the week. Then talk in pairs.

When?	What?	Who with?

What's your favourite day of the week?

...

What do you do in the morning?

...

What do you do in the afternoon?

...

What do you do in the evening?

...

C. Read and make sentences by putting the words in the correct order.

#### Word order

In English, we always put the subject of a sentence before the verb.

#### subject + verb

I collect stamps.  
Ray doesn't play football.

1. goes / Saturdays / Ruth / on / rollerblading

2. don't / I / make / planes / model

3. does / Sheila / crafts / arts / and

4. sister / play / games / doesn't / my / computer

5. mum / gets / my / 4:30 / home / at

D. Write a paragraph about your favourite day of the week. Use the information from activity B.

My favourite day of the week is ...  
In the morning, ...  
In the afternoon, ...  
In the evening, ...



Remember to check the word order in your writing (subject + verb, adverbs of frequency).

## Vocabulary

## A. Match.

1. do	a. chess
2. surf	b. the washing-up
3. get	c. lunch
4. talk	d. the Net
5. have	e. dressed
6. collect	f. an art gallery
7. hang	g. out with friends
8. visit	h. on the phone
9. play	i. comics
10. take	j. out the rubbish

Score: / 10

## B. Circle the correct words.

1. My brother **goes** / **takes** the dog for a walk every day.
2. Lucy doesn't help at home. She's **lazy** / **late**.
3. I've got an idea! Let's **go** / **do** fishing.
4. Simon never **washes** / **brushes** his teeth after lunch.
5. Jamie loves sports. On Mondays and Wednesdays he **does** / **plays** football and at the weekend he goes **swimming** / **gymnastics**.
6. This book is **boring** / **exciting**. I don't like it.

Score: / 7

## Grammar

C. Complete the sentences with *in*, *on* or *at*.

1. Liz gets up       six o'clock every day.
2. Alice often goes out       the evenings.
3. I never read books       my free time.
4. My mother usually goes shopping       Saturday mornings.
5. We always tidy our room       the weekend.
6. Jack sometimes goes to the cinema       Sundays.

Score: / 6

## D. Complete with the Present Simple of the verbs in brackets.

1. My sister usually                   (study) after dinner.
2. Every afternoon Ted                   (go) rollerblading.
3. My friends                   (listen) to hip hop.
4. I often                   (get) up late on Saturdays.
5. Tina                   (stay) at home on Fridays and                   (watch) TV.

Score: / 6

## E. Circle the correct words.

1. A: Do you / You do want to play tennis?  
B: Sorry. I **doesn't** / **don't** like sports.
2. A: What time / When do you wash the car?  
B: At the weekend.
3. A: Does / Do your brother help with the housework?  
B: Yes, he **does** / **doesn't**. But he **often** / **never** tidies his room. It's a mess.
4. A: What time do you have lunch?  
B: I **always have** / **have always** lunch at 12:30.
5. A: Does Fred **ride** / **rides** his bike in the afternoons?  
B: Yes, sometimes.

Score: / 8

## Communication

## F. Complete the dialogue with the sentences a-d.

- a. What's wrong?
- b. Me too.
- c. Well, guess what!
- d. Don't be silly.

A: Hey, Freddie. You like computer games, right?

B: Yeah.

A: (1) \_\_\_\_\_

B: What? Have you got a new game console?

A: (2) \_\_\_\_\_

B: What then?

A: I've got a new basketball game. Do you want to play later?

B: No thanks.

A: What? (3) \_\_\_\_\_

B: I don't like basketball very much.

A: I've got a great football game, too.

B: Oh, I love football.

A: (4) \_\_\_\_\_

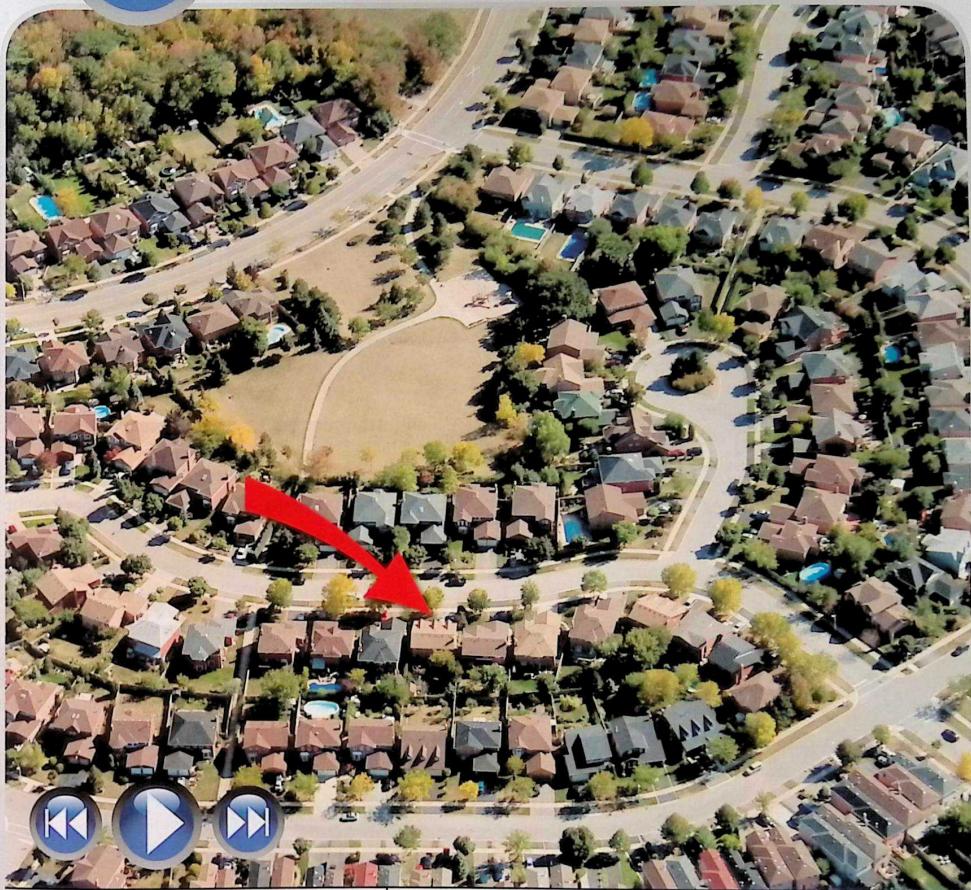
Score: / 8

TOTAL SCORE: / 45

## Now I can...

- talk about free-time activities / chores / daily routines
- say how often I do things
- say what sports I like/dislike
- use the Present Simple
- use prepositions of time
- talk and write about my favourite day of the week





#### Discuss:

- Do you live in a small town or in a city?
- What's it like?
- What is your house/flat like?

#### In this module you will learn...

- to talk about the rooms in a house/flat
- to describe your bedroom
- to ask for permission and make requests
- to understand signs and notes
- to talk about rules
- to write about your house/flat

Where can you find the following in this module?  
Go through the module and find the pictures.



A



B



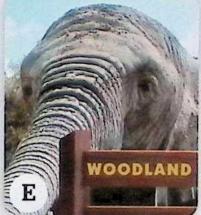
C



D



E

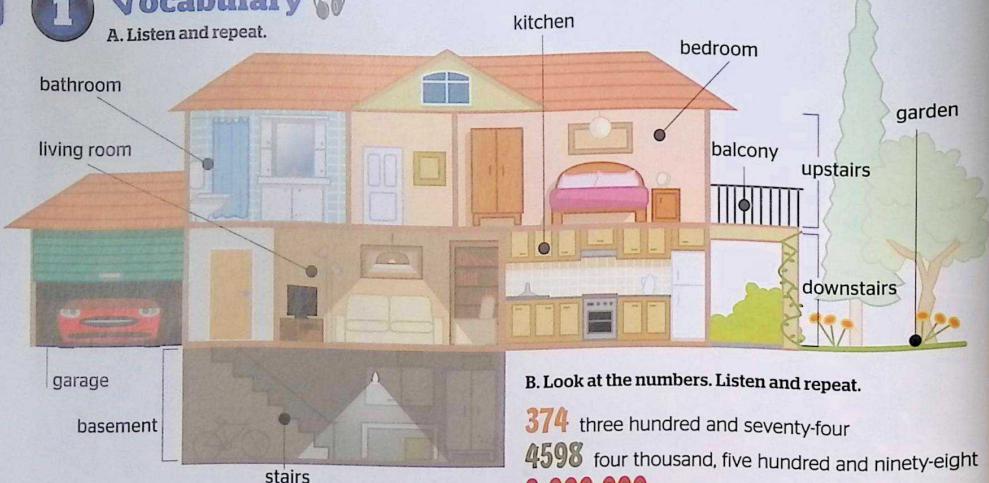


## 1

## Vocabulary



A. Listen and repeat.



B. Look at the numbers. Listen and repeat.

374 three hundred and seventy-four

4598 four thousand, five hundred and ninety-eight

2,000,000 two million

## 2

## Read



A. Look at the pictures. What do you know about these places? Listen, read and check your answers.

# What a House!



The **White House** in the USA is a big building with six floors – 2 floors for offices and visitors, 2 floors for the President and his family and 2 basements. There are 132 rooms, 35 bathrooms and three lifts. There is also a swimming pool, a gym and a cinema.

The **Forbidden City** in China is a huge palace with 9999 rooms. 9 is a lucky number for the Chinese. The whole palace is wooden. Today, it is a museum and 1.6 million visitors visit it every year. It's very popular!



**Windsor Castle** is in the UK and it is one of the homes of Queen Elizabeth II. The castle is over 900 years old. There are 1000 rooms in the castle and it's also got a lot of beautiful gardens all around. About 600,000 people visit Windsor Castle every year.



**Istana Nurul Iman** in Brunei is the home of the Sultan of Brunei. There are 1788 rooms in the palace and 257 bathrooms. There are 5 swimming pools and there is a garage for 110 cars.



B. Read again and answer the questions.

1. Where is the White House?
2. How many floors can visitors visit in the White House?
3. Do people live in the Forbidden City today?
4. How many people visit the Forbidden City every year?
5. Who lives in Windsor Castle?
6. How many rooms are there in Windsor Castle?
7. What is Istana Nurul Iman?
8. Are there over 200 bathrooms in Istana Nurul Iman?

## 3 Grammar

### There is / There are

AFFIRMATIVE	NEGATIVE	QUESTIONS	SHORT ANSWERS
There's a bathroom downstairs.	There isn't a bathroom downstairs.	Is there a bathroom downstairs?	Yes, there is. / No, there isn't.
There are two bathrooms downstairs.	There aren't two bathrooms downstairs.	Are there two bathrooms downstairs?	Yes, there are. / No, there aren't.

Complete with the correct form of *there is* / *there are*.

1. Look! \_\_\_\_\_ three cats in the garden.
2. A: \_\_\_\_\_ a museum in this city?  
B: Yes, of course. \_\_\_\_\_ a lot of museums.
3. A: \_\_\_\_\_ two bedrooms in your flat?  
B: No, \_\_\_\_\_.
4. A: \_\_\_\_\_ a green jacket in the wardrobe, but \_\_\_\_\_ a blue jacket. Where's your blue jacket?  
B: I don't know.

## 4 Speak

GAME: Spot the differences.

Talk in pairs. Look at the two houses and find the differences.

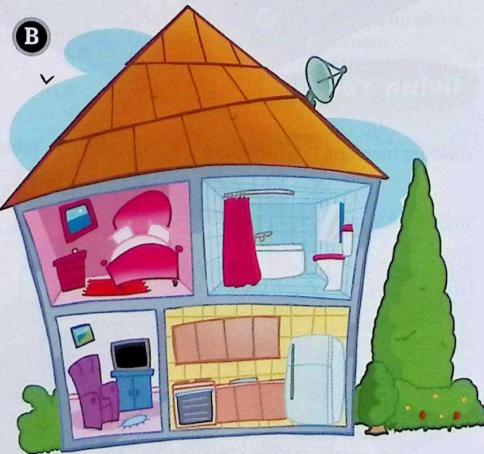
*In house A, there are two bedrooms.*

*But in house B there is one bedroom.*

A



B



## 5 Write

Choose one of the pictures above and describe it.

*In house A, there are two bedrooms. There is a...*

## 1 Vocabulary

Match the words with the items in the pictures.  
Then listen and check your answers.

bed  rug  wall  poster  bookcase



armchair  sofa  lamp  coffee table  floor



washing machine  fridge  cooker  table



Draw or stick pictures in your notebook  
to help you learn new vocabulary.

Prepositions of place



on



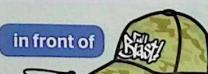
under



next to



between



in front of



behind

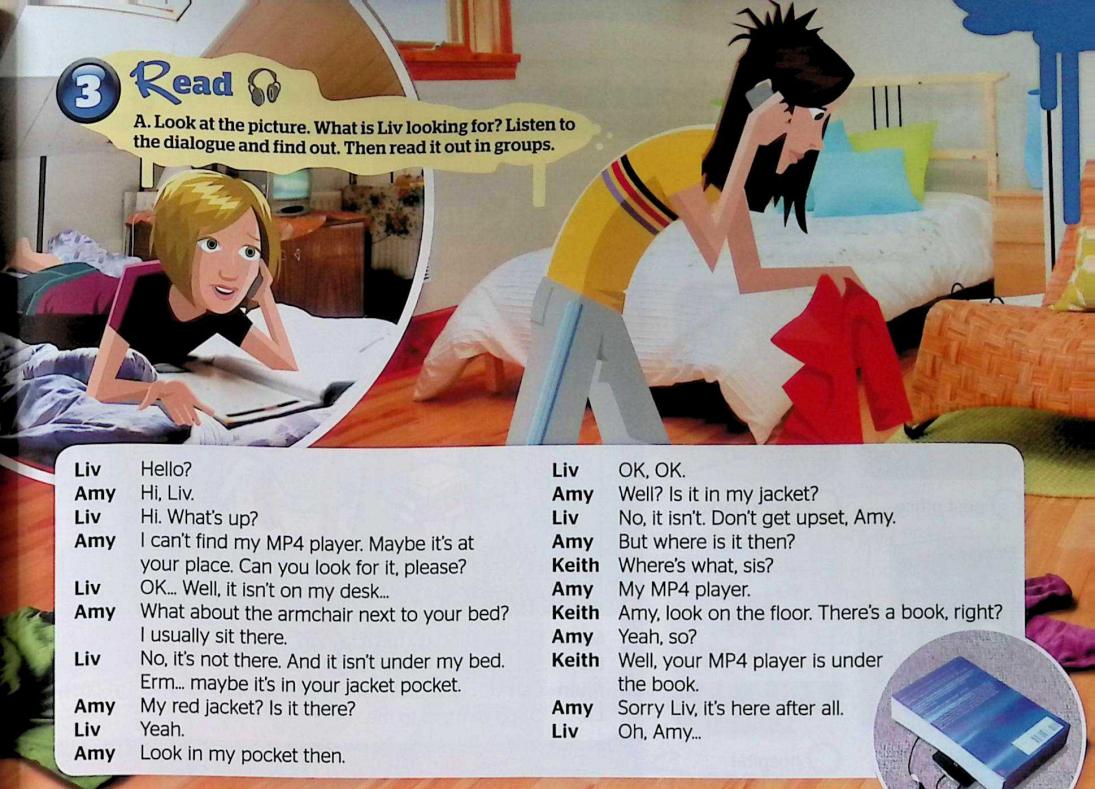


Look at the pictures in activity 1 and circle the correct words.

1. The orange lamp is **in front of** / **between** the bed and the desk.
2. The umbrella is **behind** / **between** the door.
3. There is a magazine **on** / **next to** the coffee table.
4. The dog is **on** / **under** the kitchen table.
5. There is an orange **in** / **on** the fridge.
6. There is a clock **next to** / **on** the fridge.
7. The clothes are **in front of** / **behind** the washing machine.

### 3 Read

A. Look at the picture. What is Liv looking for? Listen to the dialogue and find out. Then read it out in groups.



**Liv** Hello?  
**Amy** Hi, Liv.  
**Liv** Hi. What's up?  
**Amy** I can't find my MP4 player. Maybe it's at your place. Can you look for it, please?  
**Liv** OK... Well, it isn't on my desk...  
**Amy** What about the armchair next to your bed? I usually sit there.  
**Liv** No, it's not there. And it isn't under my bed. Erm... maybe it's in your jacket pocket.  
**Amy** My red jacket? Is it there?  
**Liv** Yeah.  
**Amy** Look in my pocket then.

**Liv** OK, OK.  
**Amy** Well? Is it in my jacket?  
**Liv** No, it isn't. Don't get upset, Amy.  
**Amy** But where is it then?  
**Keith** Where's what, sis?  
**Amy** My MP4 player.  
**Keith** Amy, look on the floor. There's a book, right?  
**Amy** Yeah, so?  
**Keith** Well, your MP4 player is under the book.  
**Amy** Sorry Liv, it's here after all.  
**Liv** Oh, Amy...



#### B. Read again and write T for True or F for False.

1. Liv's got an armchair next to her bed.
2. Amy usually sits on Liv's bed.
3. Amy's jacket is at Liv's house.



4. The MP4 player isn't in Amy's jacket.
5. Keith is Amy's brother.
6. The MP4 player is at Liv's house.



### 4 Grammar

a/an, the

There is a lamp on the coffee table.  
The lamp is blue.



Complete the sentences with a, an or the.

1. There is \_\_\_\_\_ armchair in our living room. \_\_\_\_\_ armchair is next to \_\_\_\_\_ sofa.
2. A: Is there \_\_\_\_\_ washing machine in \_\_\_\_\_ kitchen?  
B: No. \_\_\_\_\_ washing machine is in \_\_\_\_\_ basement.
3. My sister is crazy about clocks. She's got \_\_\_\_\_ red clock on her desk, \_\_\_\_\_ orange clock next to her bed and \_\_\_\_\_ yellow clock on her bedroom wall. \_\_\_\_\_ red clock is her favourite.

### 5 Speak

Talk in pairs. Ask each other about the furniture and things you've got in your bedroom.



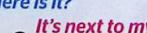
*Have you got a desk in your bedroom?*

*Yes, I have.*

*Where is it?*

*It's next to my bookcase.*

clock



### 6 Write

Write a few sentences about the furniture and things you have got in your bedroom.

*In my bedroom I've got...*

## 1 Vocabulary

Listen and number (1-10).



post office



supermarket



bank



hospital



newsagent's



café



bookshop



skatepark



library



shopping centre

## 2 Read

A. Listen to the dialogue. Then read it out in groups.



Mum Liz! Can you do me a favour?

Liz Sure, what?

Mum Can you take these books to the library for me? I'm busy.

Liz OK, give them to me.



Later...

Liz Hello?

Mum Liz, can you go to the newsagent's and buy a newspaper?

Liz The newsagent's? Where is it? Is it far?

Mum No, it's near the skatepark.

Liz Oh, yeah, I remember now. OK, Mum, but can I go to the skatepark? I want to go skateboarding with my friends.

Mum Sure. I don't need the newspaper now.



A bit later...

Liz Hello again, Mum.

Mum Sorry, Liz. Can you do me another favour? Your dad needs a toothbrush. Can you go to the supermarket and get him a new toothbrush?

Liz OK, Mum.

Mum Thanks a lot.

## 3

## Grammar

## Personal Pronouns

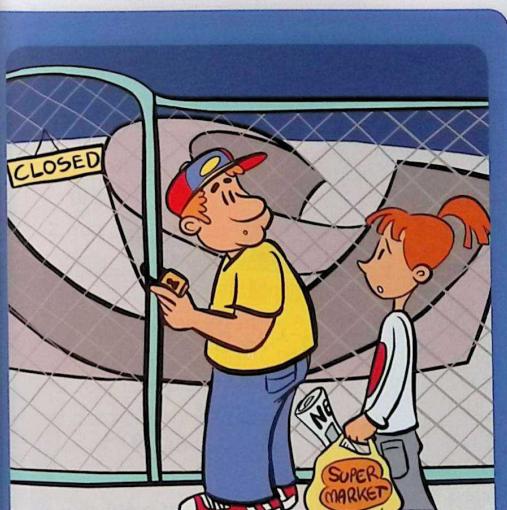
SUBJECT PRONOUNS	OBJECT PRONOUNS
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

A: Who's Roger?

B: He's my cousin. Do you remember him?

## Complete using personal pronouns.

1. Look at that T-shirt. \_\_\_\_\_ is very nice. I want to buy \_\_\_\_\_.
2. A: Where are Jenny and Greg?  
B: \_\_\_\_\_ he's over there. Can you see \_\_\_\_\_?
3. A: Lorna's on the phone. \_\_\_\_\_ wants to talk to \_\_\_\_\_.  
B: OK. Give me the phone.
4. Harry is a nice person. Do you like \_\_\_\_\_?
5. Give \_\_\_\_\_ that newspaper. I want to read \_\_\_\_\_.



Even later...

Liz Excuse me.

Man Yes? Can I help you?

Liz Can I come in?

Man I'm afraid not. We're closed.

## B. Read again and match to make true sentences.

Liz

wants a new toothbrush.

wants to go to the skatepark.

can't go skateboarding in the end.

can't take the books to the library.

wants a newspaper from the newsagent's.

Liz's mum

Liz's dad

## C The verb can (permission - requests)

A: Can I use  
your mobile?

- Yes, you can.
- Of course you can.
- Sure, no problem.

B: No, you can't.

- I'm sorry, you can't.
- I'm afraid not.
- I don't think that's a good idea.

## 4

## Speak

Talk in pairs. Take turns to ask for permission or make requests and answer. Use the prompts below and your own ideas.

- ➊ go / supermarket, bookshop, library, etc.
- ➋ use / computer, mobile, pen, etc.
- ➌ give me / pencil, book, MP4 player, etc.

I need a book. Can you go to the library?  
I'm afraid not. I'm tired.

**TIP!** Don't forget to look at the examples and to use the prompts given.

## 5

## Listen



Listen and write T for True or F for False.

1. The boys can't play football in the park.
2. Sally wants to go to the bookshop.
3. Rex can sit on the sofa.
4. The man can make dinner tonight.



## 1 Read

Read the texts 1-7 and match them with the sentences a-k.



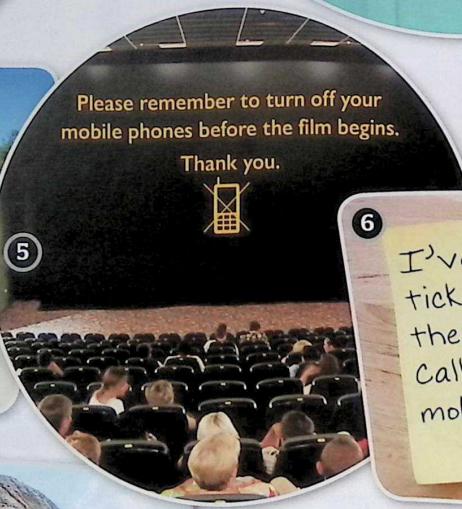
## WARRICK THEATRE

TICKETS €9.50  
STUDENTS €5.50



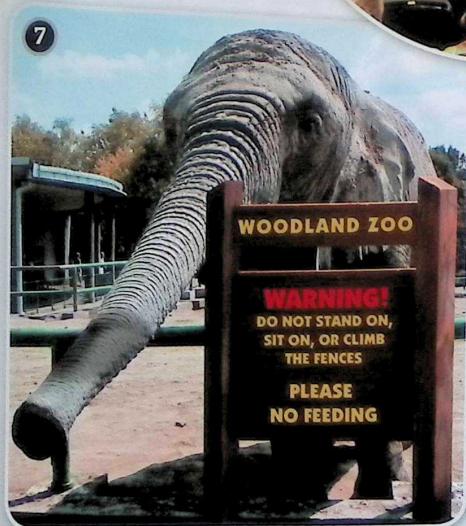
Please remember to turn off your mobile phones before the film begins.

Thank you.



5

I've got free tickets for the theatre.  
Call me on my mobile.  
Kate



- a. You mustn't use your mobile phone.
- b. You mustn't eat or drink.
- c. You must call a friend.
- d. You must buy a ticket here.
- e. You mustn't touch the paintings.
- f. You must wear a helmet.
- g. You mustn't bring animals.
- h. You mustn't climb the fences.
- i. You must leave at six o'clock.
- j. You mustn't feed the animals.
- k. You mustn't run.



## 2 Grammar

### The verb *must*

AFFIRMATIVE	NEGATIVE
I	I
You	You
He	He
She must go	She mustn't (must not) go
It	It
We	We
You	You
They	They

QUESTIONS	SHORT ANSWERS		
I	I	I	I
you	you	you	you
he	he	he	he
Must she go?	Yes, she must.	No, she mustn't.	
it	it	it	it
we	we	we	we
you	you	you	you
they	they	they	they

Complete with *must* or *mustn't*.

1. A: Excuse me, you \_\_\_\_\_ eat or drink in the hospital.  
B: Sorry.
2. You \_\_\_\_\_ talk in class. You \_\_\_\_\_ listen to your teacher.
3. A: \_\_\_\_\_ I tidy my room now?  
B: Yes, it's a mess!
4. You \_\_\_\_\_ turn off the TV before you leave.
5. Don't use your camera. You \_\_\_\_\_ take pictures in the art gallery.

## 3 Vocabulary

Complete the sentences with the words in the box.

wear zoo tickets feed begin knee pads

1. The children love animals. Let's take them to the \_\_\_\_\_.
2. Excuse me, what time does the film \_\_\_\_\_?
3. Jack, I'm busy. Can you please \_\_\_\_\_ the dog?
4. A: Where are the \_\_\_\_\_ for the basketball game?  
B: I think they're on the kitchen table.
5. I don't \_\_\_\_\_ skirts. I don't like them.
6. Maria wants to go rollerblading but she hasn't got \_\_\_\_\_.

## 4 Pronunciation

### Pronunciation

A. Listen and repeat. Which letters are silent?

mustn't climb

B. Read the words and underline the silent letters. Then listen and check your answers.

know castle tonight talk

listen eight design knee

## 5 Listen

Listen and match. Where are the people?

**Tip!** Listen for key words to understand the main ideas.



a



b



c



d

Dialogue 1

Dialogue 2

Dialogue 3

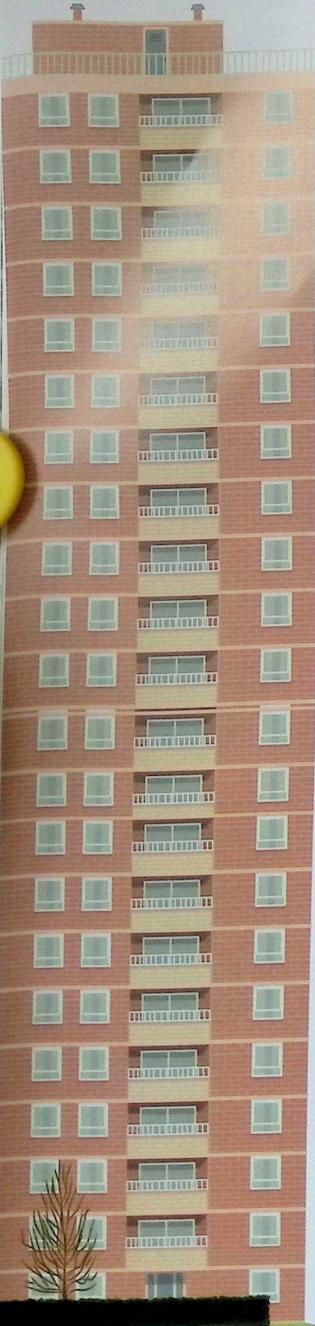
Dialogue 4

## 6 Write

Think of a place (e.g. a museum, your classroom) and write three sentences about what you must and mustn't do there.

## 1 Vocabulary

Listen and repeat.



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

## 2 Listen

Listen to Tina talking about her new flat and answer the questions. Choose picture a or b.

1. What floor does Tina live on?



a



b

2. What can Tina see from her bedroom window?



a



b

3. Where is Tina's bedroom?



a



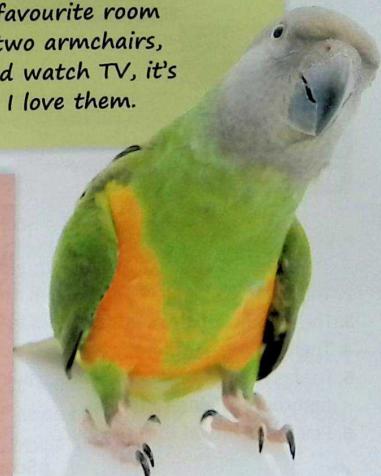
b

## 3

## Speak &amp; Write

A. Read the description below and complete the notes.

I live at 33 Plough Road with my parents, my sister and our five parrots. Our flat is on the third floor and it is quite big. There are three bedrooms, a kitchen, a living room and a bathroom. The flat has also got a big balcony. The view from the balcony is fantastic! My favourite room is the living room. In the living room there's a sofa, two armchairs, a TV and a big cage for our parrots. When we sit and watch TV, it's like we're at the zoo! Our parrots are very noisy but I love them.



Address		
House or flat?	Floor?	
Big or small?		
Number of bedrooms?	Number of bathrooms?	
Balcony? yes <input type="radio"/> no <input type="radio"/>		
Favourite room?	What's in it?	

B. Complete the notes below about your house/flat. Then talk in pairs.

Address		
House or flat?	Floor?	
Big or small?		
Number of bedrooms?	Number of bathrooms?	
Garden? yes <input type="radio"/> no <input type="radio"/>	Balcony? yes <input type="radio"/> no <input type="radio"/>	
Favourite room?	What's in it?	

C. Read and use the prompts to make sentences.

**Description of a house/flat**

When writing a description of a house/flat, don't forget to use:

• **there is/there are** and **have got/has got**.

*In my flat **there are** two bathrooms.*

*My flat **has got** two bathrooms.*

• **commas** and **and** to list things.

*In my bedroom there's a bed, a bookcase **and** a TV.*

1. my house: two bedrooms / small living room / kitchen / bathroom

In my house \_\_\_\_\_

My house \_\_\_\_\_

2. my bedroom: bed / desk / bookcase

In my bedroom \_\_\_\_\_

My bedroom \_\_\_\_\_

**Where do you live?**

*I live at... (number+Street/Road).*

**Do you live in a house or flat?**

*I live in a...*

**What floor is your flat on?**

*It's on the...*

**Is your house/flat big or small?**

*...*

**How many bedrooms/bathrooms are there?**

*There are...*

**Have you got a garden/balcony?**

*...*

**What's your favourite room?**

*...*

**What's in it?**

*...*

D. Write a description of your house/flat. Use the information from activity B.

*I live at...*

**TIP!** Remember to use prepositions of place (in, on, under, next to, etc.)

## Vocabulary

## A. Complete the table.

	fifty-first
3,000,000	
11th	
	six hundred and eighty-two
43rd	
9175	

Score: / 6

## B. Circle the correct words.

1. There are 900 rooms in the **flat** / **palace**.
2. The skatepark is **far** / **popular** from my house.
3. The bikes are **upstairs** / **downstairs** in the basement.
4. There's a new **rug** / **wall** in my bedroom.
5. There's usually a sofa or an armchair in every **bathroom** / **living room**.
6. Peter lives **on** / **at** the first floor.

## Grammar

Score: / 6

C. Complete with **a**, **an** or **the**.

1. There's **\_\_\_** bathroom upstairs. **\_\_\_** bathroom is next to my bedroom.
2. In **\_\_\_** living room there's **\_\_\_** orange lamp. **\_\_\_** lamp is very old.
3. The new shopping centre has got three restaurants and **\_\_\_** big cinema.

Score: / 6

D. Complete with the correct form of **there is/are**.

1.  
A: **\_\_\_\_\_** a newsagent's near your house?  
B: No, but **\_\_\_\_\_** a supermarket and a bookshop.
2.  
A: How many bedrooms **\_\_\_\_\_** in your new house?  
B: Five. My house is very big.  
A: Really? **\_\_\_\_\_** five bathrooms, too?  
B: No, **\_\_\_\_\_** silly. **\_\_\_\_\_** two bathrooms.

Score: / 6

## E. Choose the correct words.

1. I've got a new poster **in** / **on** my room.
2. My sister's bedroom is **between** / **next to** my parents' bedroom and the bathroom.
3. Your sunglasses are **on** / **in** the floor.
4. Joe's shoes are **under** / **behind** the door.

Score: / 4

## F. Complete using personal pronouns.

1. **\_\_\_\_** can't find my pencil. Give **\_\_\_\_** your pencil, please.
2. That girl can't climb the fence. Let's help **\_\_\_\_**.
3. Look at that poster. **\_\_\_\_** is very nice. Let's buy **\_\_\_\_**.
4. A: Look. Those are Alfred's sisters.  
B: Where?

A: **\_\_\_\_**'re next to him. Can you see **\_\_\_\_**, now?

Score: / 7

G. Complete with **must** or **mustn't**.

1. You **\_\_\_\_\_** use your mobile phone in class.
2. It's late. You **\_\_\_\_\_** go home now.
3. You **\_\_\_\_\_** turn off your mobile phone at the theatre.

Score: / 3

## Communication

## H. Complete the dialogues with the sentences a-f.

- a. Can I help you?
- b. Thanks a lot.
- c. Can you do me a favour?
- d. Excuse me.
- e. What's up?
- f. I'm afraid not.

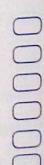
1.  
A: (1) **\_\_\_\_\_**  
B: Yes? (2) **\_\_\_\_\_**  
A: Yes please. Can I take pictures in the art gallery?  
B: (3) **\_\_\_\_\_**
2.  
A: Hey, Meg. (4) **\_\_\_\_\_**  
B: I can't do my Maths homework. (5) **\_\_\_\_\_**  
A: Sure, what?  
B: Can you help me?  
A: Of course.  
B: (6) **\_\_\_\_\_**

Score: / 12

TOTAL SCORE: / 50

## Now I can...

- talk about the rooms in my house/flat
- describe my bedroom
- ask for permission and make requests
- understand signs and notes
- talk about rules
- write about my house/flat



A. Look at the pictures. What can you guess about Emma's life? Listen, read and check your answers.

# Emma Lewis

## The life of a typical British teenager



### On weekdays...

I go to school from nine till three, and in the evenings, I hang out with friends or watch **telly**.

#### Dinner

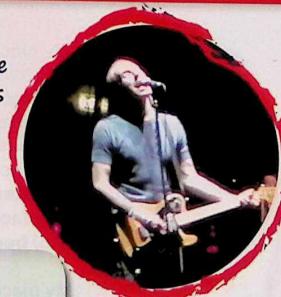
is usually at seven, and we eat a lot of different kinds of food like Indian, Chinese, Italian. I like fish and chips, too, but we don't often have that.

#### At the weekend...

On Saturdays, I go shopping with my mates or I go to a football match with my brother. He's a big *Chelsea* fan.

#### On Saturday nights,

I usually go to a friend's house or my mates and I sometimes go to a concert. *Coldplay* are my favourite band at the moment, but I like the *Arctic Monkeys*, too.



#### Eastenders

is a famous TV programme. I don't like it very much, but my **mates** talk about it all the time at school, so I must watch it.

#### On Sundays,

I usually stay at home. My **nan** usually visits, and we have **Sunday dinner** together as a family. On Sunday evening, I do my homework and get ready for school on Monday.

#### Glossary

**telly** = TV

**Eastenders** = popular TV soap opera

**mate** = friend

**nan** = grandmother

**Sunday dinner** = lunch on Sunday

#### Project

##### Write a blog!

Write a short blog about what life is like for teenagers in your country. Talk about what they do during the week and what they do at weekends.

#### B. Read again and answer the questions.

1. What time does Emma go to school?
2. What does Emma watch on the **telly**?
3. Where does Emma go with her brother?
4. What is Emma's favourite band?
5. Who usually has lunch with Emma's family on Sundays?
6. What does Emma do on Sunday evenings?

# SONG2

Read the song and circle the correct words.

Then listen and check your answers.



## My space

Yeah, yeah, yeah,

It's my space

Yeah, yeah, yeah,

It's my place

My place, my space

I surf the Net and read (1) **magazines / books**

My place, my space

It's my space, do you know what I mean?

My place, my space

OK, there's (2) **always / usually** a big mess

My place, my space

But I (3) **love / hate** it that way, oh yes!

My place, my space

(4) **Hip hop / Pop star** posters all over the wall

My place, my space

Clothes on the (5) **bed / floor** but that's not all

My place, my space

You can find it (6) **upstairs / downstairs**

My place, my space

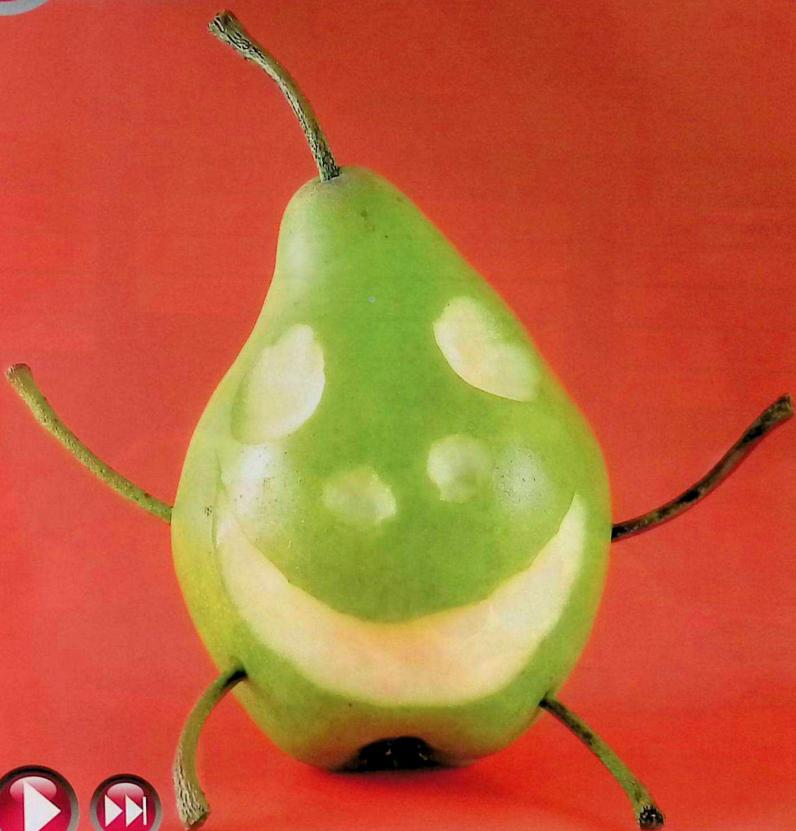
My friends and I (7) **go / hang out** there

Yeah, yeah, yeah,

It's my space

Yeah, yeah, yeah,

It's my place



### Discuss:

- What's your favourite food?
- Do you like going to restaurants?
- Where do you like eating?

### In this module you will learn...

- to talk and write about food preferences
- to order food
- to offer something
- to accept and refuse an offer
- to ask and answer about quantity
- to write about your eating habits

Where can you find the following in this module?  
Go through the module and find the pictures.



5a

## Delicious!

## 1 Vocabulary

Look and write the words in the correct group. Then listen and check your answers.



**TIP!** Put words in groups to learn new vocabulary.

## Fruit

strawberries

## Vegetables

peppers

## Meat

chicken

## Dairy Products

cheese



2

## Read

A. Listen to the dialogue. Then read it out in pairs.

**Dale** I'm hungry. Let's make a pizza with some chicken sausages and cheese.

**Mona** That's not healthy. Let's make my famous fruit salad.

**Dale** Fruit salad? Yuck!

**Mona** No, no, you must try it.

**Dale** OK, have we got everything?

**Mona** I think so. We've got some bananas and an apple. There are also some cherries and strawberries in the fridge.

**Dale** I don't like apples very much.

**Mona** Oh OK. Do you like oranges?

**Dale** Yeah.

**Mona** Great. Now, let's cut the fruit.



Five minutes later...

**Dale** What else do we need?

**Mona** Some yoghurt. Here, put some on top of the fruit and it's ready! Have some.

**Dale** Are you sure?

**Mona** Yeah, trust me.

**Dale** Yuck! It's horrible.

**Mona** Let me try... Mmmm, yummy, it's quite tasty.

**Dale** I don't think so. Can I make my fruit salad now? Some fruit and a lot of ice cream!

B. Read again and answer the questions.

1. What does Dale want to eat?
2. What do Mona and Dale put in the fruit salad?
3. What does Dale think of the fruit salad?

4. What does Mona think of the fruit salad?
5. What does Dale want to do in the end?



### 3 Grammar

Countable and uncountable nouns - a(n), some

	SINGULAR	PLURAL
COUNTABLE NOUNS	a tomato	(some) tomatoes
UNCOUNTABLE NOUNS	(some) cheese	✗

There's a banana and some milk in the fridge.  
There are some cherries, too.

Complete with a, an or some.

- A: Let's buy \_\_\_\_\_ tomatoes and \_\_\_\_\_ peppers.  
B: OK. But we need \_\_\_\_\_ chicken and \_\_\_\_\_ cheese, too.
- A: I'm hungry.  
B: Here, have \_\_\_\_\_ yoghurt.
- A: There's \_\_\_\_\_ orange and \_\_\_\_\_ cherries in the fridge.  
B: What about bananas?  
A: Um... there's \_\_\_\_\_ banana on the table.
- A: I want \_\_\_\_\_ apple.  
B: I think there are \_\_\_\_\_ apples on the kitchen table.  
A: Thanks.

### 4 Speak

Talk in pairs. Look at the food in activity 1 and talk about what you like/don't like.

**Do you like cherries?**

**Yes, I like them very much. They're tasty. /**  
**No, I don't like cherries at all. They're horrible. What about you?**



### 5 Write

Write a few sentences about the food you like and don't like.

I like...

I don't like...

1

## Vocabulary



Listen and repeat. Then tick the food and drinks you usually order at a fast food restaurant.

# Foody's



burger



club sandwich



pasta



chips



salad



milkshake



chocolate cake



soft drink

2

## Read



A. Look at the picture. Who do you think is very hungry?  
Listen to the dialogue and find out. Then read it out in groups.



**Woman** Welcome to Foody's. Can I take your order?

**Liv** I'd like a cheeseburger and a salad, please.

**Woman** OK. Would you like a drink with that?

**Liv** Yes, I'd like a lemonade.

**Woman** Is that all?

**Amy** No. I want to order, too. Can I have a burger, some chips and an orange juice?

**Woman** OK. Would you like some ketchup with your chips?

**Amy** No thanks.

**Woman** And what about you?

**Bill** Well, I'd like three burgers, please.

**Woman** Sure. Would...?

**Bill** Oh... I'd like a salad and some chips, too.

**Liv** Bill!

**Bill** What? I'm hungry!

**Woman** Is that all then?

**Bill** Erm... I'd like a milkshake... no, I'd like a lemonade. Actually, I'd like both. I'm very thirsty.

**Woman** That's...

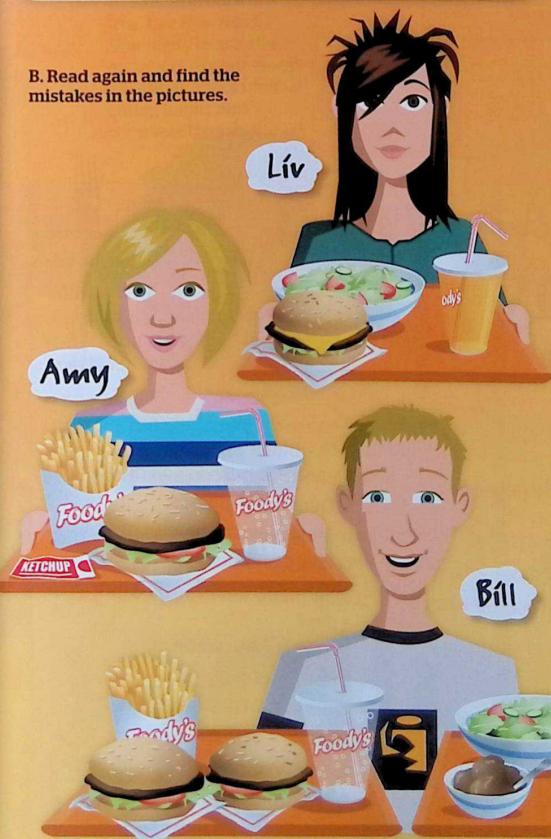
**Bill** Oh, and have you got any strawberry ice cream?

**Woman** No, I'm afraid we haven't got any strawberry ice cream. But we've got chocolate and banana.

**Bill** Hmm... I'd like some banana ice cream for dessert, please.

**Woman** Sure.

B. Read again and find the mistakes in the pictures.



## 3 Grammar

some - any

We use **some** (with uncountable and plural countable nouns):

- in affirmative sentences.  
*There is **some** ketchup in the fridge.*
- in questions when we offer or ask for something politely.  
*Would you like **some** ice cream?*  
*Can I have **some** chips, please?*

We use **any** (with uncountable and plural countable nouns):

- in questions.  
*Have you got **any** ice cream?*  
*Are there **any** soft drinks in the fridge?*
- in negative sentences.  
*There **isn't** **any** milk.*  
*There **aren't** **any** chicken sausages.*

Complete the dialogue with **some** or **any**.

**Waitress** Hello. What would you like?

**Woman** I'd like (1) \_\_\_\_\_ fish with chips, please.

**Waitress** I'm sorry, but we haven't got (2) \_\_\_\_\_ fish.

**Woman** OK then. I'd like (3) \_\_\_\_\_ pasta.

**Waitress** Is that all?

**Woman** No, I'd like (4) \_\_\_\_\_ dessert, too. Is there (5) \_\_\_\_\_ chocolate cake?

**Waitress** No, I'm afraid there isn't. Would you like (6) \_\_\_\_\_ carrot cake?

**Woman** Yes, thank you.

## 4 Speak

ROLE PLAY

Go to the Pair work activities section.

**Tip!**  
Don't be afraid to make mistakes when you speak.

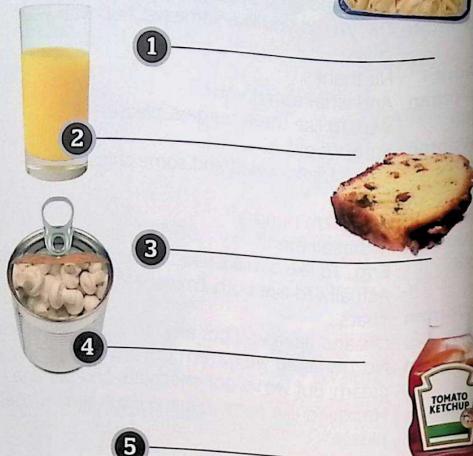
## 1

## Vocabulary

A. Listen and repeat.



B. Look at the pictures and name the items.



## 2

## Read

Do the quiz and find out how healthy you are.

## QUIZ:

### Are you a healthy eater?



1. How many meals do you have a day?

- a. 3-4 small meals.
- b. 2 meals.
- c. I don't know. I eat all day.

2. What kind of snacks do you eat when you're hungry?

- a. Fruit.
- b. A sandwich.
- c. Chocolate bars or sweets.

3. Do you eat fruit and vegetables?

- a. Yes, every day.
- b. Sometimes.
- c. Fruit and vegetables? What are they?

4. How much milk do you drink a day?

- a. Over three glasses.
- b. I just have some with my cereal.
- c. I hate milk!

5. How many soft drinks do you drink a day?

- a. I only drink water.
- b. Just one can.
- c. 3-4 cans a day.

6. Do you eat junk food?

- a. Not very often.
- b. 2-3 times a week.
- c. Very often. It's so tasty!

## 3

**Grammar****How much? / How many?**

We use **How much** + uncountable nouns:

**A:** *How much lemonade have we got?*  
**B:** *About two bottles.*

We use **How many** + countable nouns:

**A:** *How many apples do you eat a day?*  
**B:** *Two.*

Complete with **How much** or **How many**.

1. \_\_\_\_\_ water do you drink a day?
2. \_\_\_\_\_ onions have we got?
3. \_\_\_\_\_ chairs are there in the kitchen?
4. \_\_\_\_\_ orange juice is there in the fridge?
5. \_\_\_\_\_ cups of coffee does Julia drink every day?
6. \_\_\_\_\_ tea do British people drink?



## 4

**Listen**

Listen to a survey and answer the questions.

1. What does the boy have for breakfast at the weekends?

\_\_\_\_\_

2. What does the boy like, fruit or vegetables?

\_\_\_\_\_

3. How much water does the boy drink every day?

\_\_\_\_\_

4. How many chocolate bars does the boy eat every week?

\_\_\_\_\_

## 5

**Speak****GROUP SURVEY**

A. Talk in groups of five. Use **How much** / **How many** to ask the members of your group questions about their eating habits and complete the table.

NAME	water	orange juice	carrots	tomatoes	apples

LIFESTYLE | p. 27

**YOUR SCORE****Mostly a:**

Congratulations! You are a very healthy eater! You are very careful with what you eat. Good for you!

**Mostly b's:**

Well, it's not all good but we can't say it's all bad. You know what's healthy for you but you don't always eat right. Keep trying.

**Mostly c's:**

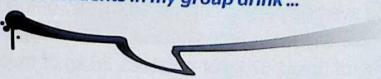
You've got some very bad eating habits. You eat a lot of junk food and that's very bad for you. You must change your eating habits NOW!



*How much water do you drink a day?  
I drink six glasses of water a day.*

B. Report your answers to the class.

*Three students in my group drink ...*



## 6

**Write**

Write a few sentences about the eating habits of one of your classmates.

*... drinks six glasses of water a day. He/She never eats ...*



## 1

## Read

A. Read and match the questions with the answers. Then listen and check your answers.

# Q&A

## This week find out about food.

### Q&A

**a** Well, a lot of people think that these vegetables have a different taste, but they don't. The problem is their smell. You don't believe it, eh? Try this test then. Pinch your nose and eat them with your eyes closed.

**b** It depends. Are you a scientist or a cook? Scientists say it is a fruit, but cooks usually call it a vegetable. You see, the tomato isn't sweet like fruit.

**c** No, some are dangerous, so be careful. Others are tasty and healthy. The Matsutake mushroom is delicious, but it's quite expensive. Some people in Japan pay \$2,000 for a kilogram.

**d** Well, at the supermarket we usually find orange carrots. But not all carrots are orange. There can be other colours too: purple, white, yellow... Strange, huh?

**e** The average person eats about 682 kg of food a year. Most people eat about 68 kg of beef, 16 kg of eggs, 22 kg of chicken, 31 kg of bread, 57 kg of potatoes, 36 kg of fruit and drink about 132 lt of milk. Are you hungry?



Decide in which part of the text you can find the information you need.

- How much food does a person eat a year?  
Adam, Bath
- Are all carrots orange?  
Linda, Oxford
- My brother says potatoes and onions taste the same. That's not true, right?  
Judy, Leeds
- Is a tomato a fruit or a vegetable?  
John, Plymouth
- Can you eat all mushrooms?  
Kate, Manchester

#### B. Read again and complete the sentences.

- Onions and potatoes have the same \_\_\_\_\_.
- Cooks say the tomato is a \_\_\_\_\_.
- Matsutake mushrooms are tasty and healthy, but they are \_\_\_\_\_.
- Carrots can be \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_.
- The average person eats about 22 kg of \_\_\_\_\_ and \_\_\_\_\_ of fruit a year.

## 2

## Vocabulary

Complete with the words in the box.

find sweet expensive cook smell call

- A: Mmmmm! What's that \_\_\_\_\_?  
B: Oh, it's coffee. Come into the kitchen and have some.
- A: This chocolate cake isn't \_\_\_\_\_ at all.  
B: Do you think so? I like it.
- A: Is cereal healthy for you? How can I \_\_\_\_\_ out?  
B: Surf the Net.
- A: I want to buy a new computer but they're very \_\_\_\_\_.  
B: I know.
- Please stay and have dinner with us tonight.  
My grandmother's a great \_\_\_\_\_.
- This is our rabbit. We \_\_\_\_\_ her Trixie.

## 3

## Pronunciation

A. Listen and repeat. What's the difference between a and b?

a. yoghurt    b. orange

B. Listen and tick (✓) the sound you hear.

	yoghurt /g/	orange /dʒ/
hungry		
burger		
sausages		
egg		
vegetables		
strange		
go		
dangerous		

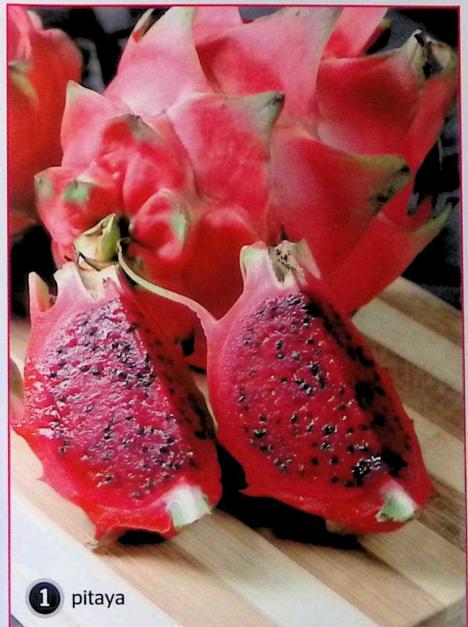
## 4

## Listen



A. Before you listen, try to match the information (a-e) with the pictures (1-5) below.

- a. You can't eat this.
- b. This smells very bad.
- c. This tastes very nice in salads.
- d. This is very expensive.
- e. They also call this a dragon fruit.



1 pitaya



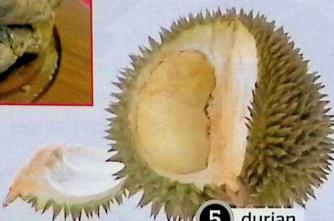
2 death cap



3 truffles



4 banana flower



5 durian

B. Now listen and check your answers.

C. Listen again and write T for True or F for False.

- 1. Durians taste horrible.
- 2. Pitayas are a kind of strawberry.
- 3. You can find dragon fruit in South America.
- 4. Truffles taste like potatoes.
- 5. People in Southeast Asia eat banana flowers.





1

## Vocabulary

Listen and repeat. Which of these do you have for breakfast, lunch or dinner?



soup



omelette



pancakes



tuna



rice



doughnut

2

## Listen

Listen to three short dialogues and answer the questions. Choose a or b.

- What does the woman order?  
a. chicken with rice   b. a chicken omelette
- What does the boy usually have for lunch?  
a. a sandwich   b. soup
- What does the girl hate?  
a. doughnuts   b. pancakes

3

## Speak & Write

A. Read and tick the correct pictures for Angelica's breakfast, lunch and dinner.



Hello, my name's Angelica and I'm from Burano, Italy. For breakfast, I usually have biscuits with milk or hot chocolate. I love biscuits!

For lunch, my mum makes some pasta and a fish or meat dish. Of course, we always have a salad or cooked vegetables. On Saturdays, I often go to the city centre with my friends and have my favourite pizza al taglio. I like it with cheese, tomato and mushrooms.

For dinner, I often have meatballs or pasta with tomato sauce. At the weekend, I sometimes have a frittata. That's an omelette with vegetables and cheese or meat. My dad is a great cook and his frittata is delicious.

B. Complete the table below about your eating habits. Then talk in pairs.

**BREAKFAST**

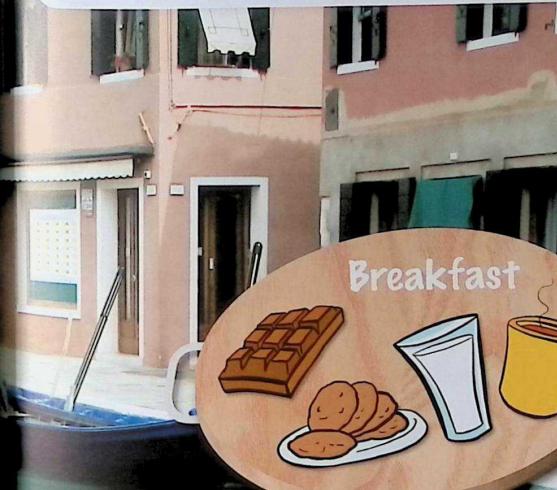
**LUNCH**

**DINNER**

**What do you usually have for breakfast?**

**What do you usually have for lunch?**

**What do you usually have for dinner?**



C. Read and replace the words in **bold** in the sentences with subject or object pronouns.

#### Avoiding repetition

When writing, try not to repeat the same words all the time. Use words like:

Ⓐ **he/she/it/we/they** (subject personal pronouns)

**They**

*I never eat **tomatoes**. **Tomatoes** are horrible.*

Ⓑ **him/her/it/us/them** (object personal pronouns)

***Pasta** is my favourite food. I love **it** **pasta**.*

1. My dad doesn't usually eat breakfast.  
**My dad** hasn't got time for **breakfast**.
2. We always have vegetables with our meals but I don't like **vegetables**.  
**Vegetables** are horrible!
3. John doesn't eat chocolate. **Chocolate** isn't good for **John**.
4. My sister and I usually have breakfast together. **My sister and I** have cereal and orange juice.
5. I always have pizza on Saturday nights. **Pizza** is my favourite.

D. Write about your eating habits.

#### My eating habits

For breakfast, I usually have...

For lunch,...

For dinner,...



**Don't repeat the same words all the time.**

## Vocabulary

## A. Write:

1. three vegetables:

---

---

---

2. three types of fruit:

---

---

---

3. three types of dairy products:

---

---

---

4. three types of meat:

---

---

---

Score: / 12

## B. Circle the correct words.

1. Would you like a nice, hot **cup** / **can** of tea?  
 2. This sandwich is **delicious** / **horrible**. I love it.  
 3. I'm **thirsty** / **hungry**. I need some water.  
 4. Can you get me a **glass** / **bottle** of milk from the supermarket?  
 5. **A:** Would you like some **pasta** / **chicken**?  
**B:** No. I don't eat meat.  
 6. There's a **packet** / **slice** of biscuits and some cake in the kitchen.

Score: / 6

## Grammar

C. Complete the sentences with **a**, **an** or **some**.

1. We've got \_\_\_\_\_ pepper, \_\_\_\_\_ onion and \_\_\_\_\_ tomatoes. Let's make a salad.  
 2. I'd like \_\_\_\_\_ burger, \_\_\_\_\_ chips and \_\_\_\_\_ orange juice, please.  
 3. There's \_\_\_\_\_ cheese and \_\_\_\_\_ chicken in this sandwich.

Score: / 8

D. Complete the sentences with **some** or **any**.

1. Is there \_\_\_\_\_ ice cream in the fridge?  
 2. Would you like \_\_\_\_\_ sauce on your pasta?  
 3. There isn't \_\_\_\_\_ rice in this soup.  
 4. I don't drink \_\_\_\_\_ soft drinks. They're not good for you.  
 5. I'd like \_\_\_\_\_ ketchup, please.

Score: / 5

E. Complete the sentences with **How much** or **How many**.

1. \_\_\_\_\_ water do you drink a day?  
 2. \_\_\_\_\_ eggs do we need for the omelette?  
 3. \_\_\_\_\_ bottles of water are there in the fridge?  
 4. \_\_\_\_\_ chocolate do you eat a week?

Score: / 4

## Communication

## F. Match.

a. No, thanks.  
 b. Just a slice.  
 c. Have some orange juice.  
 d. I'd also like a club sandwich.  
 e. Me too. It's my favourite food.

Score: / 5

## G. Complete the dialogues with the sentences a-e.

a. Is that all?  
 b. Would you like some chocolate?  
 c. Can I take your order?  
 d. Good for you.  
 e. Is there any bread?

1.

Girl I'm hungry. (1) \_\_\_\_\_

Boy No, there isn't. (2) \_\_\_\_\_

Girl Actually, I don't eat chocolate.

Boy (3) \_\_\_\_\_

2.

Waiter (4) \_\_\_\_\_

Woman Yes. I'd like a sandwich and some chips, please.

Waiter (5) \_\_\_\_\_

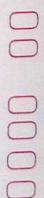
Woman Yes.

Score: / 10

TOTAL SCORE: / 50

## Now I can...

► say what food I like and don't like  
 ► order food  
 ► offer something and accept or refuse an offer  
 ► ask and answer about quantities  
 ► talk and write about my eating habits  
 ► use **some** and **any**





# 6

# Events



## Discuss:

- ▶ What kind of events do you attend?
- ▶ What's your favourite celebration?
- ▶ Who do you usually celebrate with?

Where can you find the following in this module? Go through the module and find the pictures.



E

## In this module you will learn...

- ▶ to write a party invitation
- ▶ to talk about activities you like / don't like doing
- ▶ to talk about dates and seasons
- ▶ to talk about the weather
- ▶ to talk about things that are happening now
- ▶ to distinguish between habitual actions and things that are happening now
- ▶ to give reason
- ▶ to talk about festivals/celebrations
- ▶ to wish people well in different situations
- ▶ to write an e-mail

## 1

## Read

A. Listen and read.  
Who's having a party?

IT'S MY BIRTHDAY!

The party's on Saturday, 25th April  
... and this year it's a fancy-dress party!  
Do you like **making costumes**? Do you love **dressing up**?  
Yes? Well, my address is 4 Hayworth Road

SEE YOU THERE AT 8PM!

Bring your **CDs**!  
PLUS: I've got a new **karaoke machine**!!

Hi Georgina,  
Thanks for the party invitation. I love coming to your parties. They're always great fun. I've got Justin Bieber's new CD, so I can bring that. Fancy dress, eh? I usually dress up as Spiderman, but I think I need a new costume. Any ideas?  
And hey, don't forget my party on 2 May.

Jim



Hello Georgina,  
It's party time! But it's a bit early for invitations. It's only March, now. By the way, I don't enjoy singing, so I don't really like karaoke. But as you know, I love dancing, so see you there! What do you want for a present? Please tell me.

Emma



## B. Read again and answer the questions.

- When is Georgina's party?
- What kind of party is it?
- What's Georgina's address?
- Who has got a new Justin Bieber CD?
- What kind of costume has Jim got?
- What month is it now?
- Who doesn't like singing?





Before you read, try to predict what the text is about with the help of the pictures.

## 1

## Vocabulary

A. Listen and repeat.



It's sunny.



It's windy.



It's cloudy.



It's hot.



It's cold.



It's snowing.



It's raining.

B. Match the pictures with the seasons. Then listen and check your answers.

winter

spring

summer

autumn



## 2

## Speak

Talk in pairs.

What's the weather like today?

It's sunny.

What's the weather like in spring/winter, etc.?

It's...



NOTE: in + seasons

The weather is beautiful in spring.

## 3

## Read

A. Look at the pictures. What do you think happens at this carnival? Listen, read and check your answers.

Welcome to the Quebec Winter Carnival! Every year, for 17 days in February, Bonhomme, the friendly snowman, welcomes over a million people to the party of the year. The Quebec Winter Carnival is a great way to celebrate the magic of winter. Let's see what's happening at the Plains of Abraham.



Quebec Winter Carnival

It's cold and windy here but it isn't snowing. At the moment, some people are having a race in horse-drawn sleighs.



Quebec Winter Carnival

## 4

## Grammar

## Present Progressive (affirmative - negative)

AFFIRMATIVE	NEGATIVE
I'm playing	I'm not playing
You're playing	You aren't playing
He	He
She's playing	She isn't playing
It	It
We	We
You're playing	You aren't playing
They	They

We use the Present Progressive for actions that are happening at the moment of speaking.

My brother **isn't** watching TV now.  
He's **talking** on the phone.

**NOTE** take - taking  
get - getting **BUT** happen - happening



Look over there! People are having a snow bath! They aren't wearing winter clothes, they're wearing swimsuits! Bonhomme is also playing in the snow with them.



Look at those snow slides! Children are going down the hill very fast! They are screaming and laughing, and they're having a great time!



## B. Read again and complete the sentences.

1. People celebrate the Quebec Winter Carnival in \_\_\_\_\_.
2. Bonhomme is a \_\_\_\_\_.
3. At the Plains of Abraham it isn't snowing, but it's \_\_\_\_\_.
4. Some people are wearing \_\_\_\_\_. They're having \_\_\_\_\_.
5. Some children are having fun on the \_\_\_\_\_.

## Complete with the Present Progressive of the verbs in brackets.

1. It \_\_\_\_\_ (snow) today. Look at the garden. It's white!
2. Harriet \_\_\_\_\_ (not listen) to music in her room. She \_\_\_\_\_ (play) computer games.
3. Look at the children! They \_\_\_\_\_ (have) a great time in the snow.
4. Sorry, I can't help you at the moment. I \_\_\_\_\_ (tidy) my room.
5. It's very cold today, so we \_\_\_\_\_ (wear) our jackets.

## 5

## Pronunciation

A. Listen and repeat. What's the difference between a and b?

a. rain      b. raining

B. Listen and tick (✓) the sound you hear.

	rain /r/	raining /g/
snowing		
fun		
spring		
woman		
kitchen		
young		

## 6

## Write

Write a few sentences about what the weather is like today and what you're doing now.

It's raining today and I'm...

## 1

## Vocabulary



Listen and repeat. Which animals do you think are endangered?



tiger



dolphin



shark



sea turtle



monkey



whale



lion



bear



elephant

## 2

## Read



A. Look at the poster. What is the fundraiser about? Listen to the dialogue and check your answers. Then read it out in groups.

**Stu** Hi, you two. Are you getting ready for the school fundraiser?

**Amy** Yes, we are. But what are you doing there?

**Stu** I'm putting up a poster.

**Bill** Wow! It looks cool, Stu. Nice work!

**Stu** Thanks. Where's Liv?

**Bill** She's at the library.

**Stu** Why is she there?

**Amy** Because she's writing the song for the fundraiser concert and she needs some peace and quiet.

**Stu** I see. And what are you doing, Bill?

**Bill** Nothing much. I'm just sending e-mails.

**Stu** Who's working on the flyer?

**Bill** Amy's doing that.

**Stu** Amy, can I have a look?

**Amy** It's almost ready. I'm just looking for animal pictures on the Internet now.

**Stu** And why are you looking at a picture of a cat? It's not an endangered animal. You can have tigers, whales, sea turtles, bears on the flyer, but a cat?

**Amy** I know but it's SO cute.

**Boys** Oh Amy!



## 3

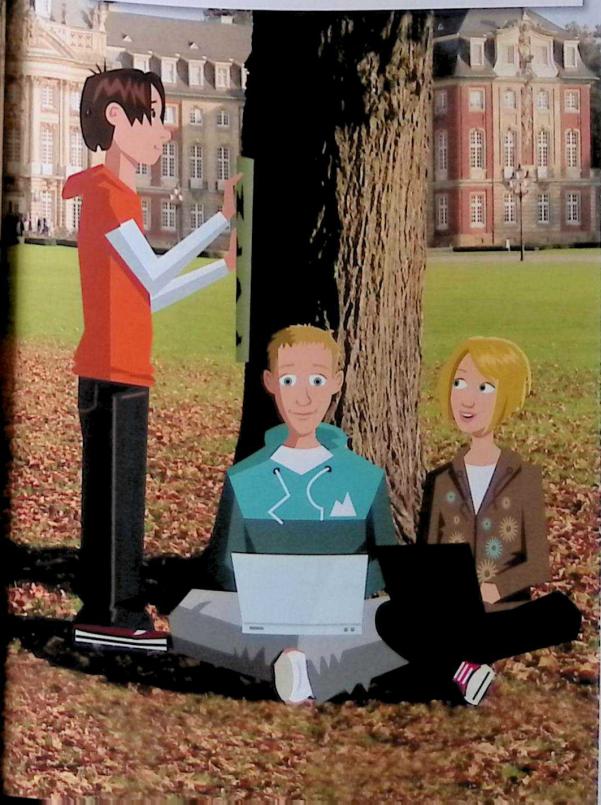
## Grammar

## Present Progressive (questions - short answers)

QUESTIONS		SHORT ANSWERS	
Am	I playing?	Yes, I am.	No, I 'm not.
Are	you playing?	Yes, you are.	No, you aren't.
Is	he playing? it	he it	he it
Are	we you they playing?	we they	we they

## B. Read the dialogue again and complete the sentences.

1. Stu is putting up \_\_\_\_\_ for \_\_\_\_\_.
2. \_\_\_\_\_ is at the library. She's writing \_\_\_\_\_.
3. Bill is writing \_\_\_\_\_.
4. Amy is making a \_\_\_\_\_. At the moment she's looking for \_\_\_\_\_.
5. They can't put a cat on the flyer because cats aren't \_\_\_\_\_.



Complete with the Present Progressive of the verbs in brackets.

1. A: \_\_\_\_\_ you \_\_\_\_\_ (get) ready for the party?  
B: No, I'm not. I don't want to go.
2. A: \_\_\_\_\_ Harry \_\_\_\_\_ (do) his homework?  
B: No, he \_\_\_\_\_ (talk) on the phone.
3. A: Why \_\_\_\_\_ you \_\_\_\_\_ (laugh)?  
B: Because my sister \_\_\_\_\_ (wear) a silly costume!
4. A: \_\_\_\_\_ Paul and Angela \_\_\_\_\_ (put) up the posters for the fundraiser?  
B: Yes, they are.

## 4

## Listen



Listen to two friends talking about a poster for a fundraiser. There are 4 mistakes in the poster. Correct them.

**BIRCHWOOD SCHOOL FUNDRAISER**

Saturday 19th November

**HELP SAVE**

**ENDANGERED**

**ANIMALS!**





All students and teachers welcome  
CONCERT BEGINS: 7pm  
**TICKETS: 10 €**

## 5

## Speak

GUESSING GAME: What are they doing?

Talk in pairs.

Students A & B: Go to the Pair work activities section.

## 1

## Vocabulary



Listen and repeat.



fireworks



barbecue



parade



picnic

## 2

## Read



A. Look at the pictures and the headings.  
Do you know anything about these celebrations?  
Listen, read and find out.

# Notting Hill Carnival

Notting Hill Carnival takes place every year during the August Bank Holiday in the streets of London, UK. It has a Caribbean style and about two million people visit Notting Hill for this colourful street festival.



On Saturday, different bands play steel drums in the National Champions of Steel competition. In this picture a man is playing steel drums.

Sunday is Children's Day and there is a short parade for children in costumes. The main parade is on Monday, and the route is about 5 kilometres long. People in Caribbean-style costumes dance to loud music and enjoy Caribbean food. In this picture a man is wearing a carnival costume and is having a good time!

THE

# 4TH OF JULY

INDEPENDENCE DAY

In the USA, the 4th of July is Independence Day. There are a lot of celebrations like parades, carnivals, concerts, baseball games, and lots of people attend these events.

Families get together and have barbecues at home or picnics in the parks. They decorate everything and wear clothes in red, white and blue, the colours of the national flag of the US.

At night, people usually watch the amazing firework displays in parks or in town squares. In this picture people are watching the fireworks.

B. Read again and write N for Notting Hill Carnival or I for Independence Day.

1. There is a different parade for children.
2. People wear colourful costumes.
3. People celebrate only for a day.
4. People have lunch in parks.
5. There's a competition.

3

## Grammar

Present Simple vs Present Progressive

TENSE	USE	EXAMPLE
Present Simple	everyday activities or routines	I <b>usually</b> play computer games after school.
Present Progressive	actions happening now	I'm <b>playing</b> a new computer game now.

Circle the correct words.

1. We usually **have** / **are having** lunch at home but we **have** / **are having** a picnic in the park now.
2. A: What **do you do** / **are you doing** now?  
B: I **decorate** / **am decorating** the house for tonight's party.
3. A: Where are the children?  
B: They **watch** / **are watching** the parade on TV at the moment.
4. On Mother's Day, my brother and I always **cook** / **are cooking** for our mother.

4

## Vocabulary

Complete the sentences with the words in the box.

loud together square festival flag

1. I don't like this café. The music is very \_\_\_\_\_ in here.
2. What's the colour of the Spanish \_\_\_\_\_?
3. The parade begins at the town \_\_\_\_\_.
4. Let's get \_\_\_\_\_ on Saturday evening and watch a DVD.
5. The dance \_\_\_\_\_ is in May.

5

## Write

Write about a festival/celebration in your country. Answer these questions:

- What is the festival/celebration called?
- When does it take place?
- Where does it take place?
- What do people usually do?

## 1 Vocabulary

Match the pictures 1-6 with the wishes a-f. Then listen and check your answers.

**TIP!** Write the translation of new words/phrases in your notebook.



1



2



3



4

a. Good luck!



b. Have a nice trip!



c. Get well soon!



d. Happy Birthday!



e. Happy New Year!



f. Congratulations!



5



6

## 2 Listen

A. Listen to Ian and Linda talking.  
Which card does each one of them buy?

a



b



c



d



**TIP!** First listen and then write the answers to the questions.

B. Listen again and answer the questions.

1. When is Kevin's birthday?

---

2. When is the race?

---

3. Where is Linda's grandmother?

---

4. What is Linda's grandmother's favourite colour?

---

## 3

## Speak &amp; Write

A. Read the e-mail and answer the questions. Choose a or b.

Hi Jessica,

HAPPY NEW YEAR! I hope you're having fun. I'm having a great time. It's hot and sunny here in Sydney, of course. At the moment we're all preparing for our New Year's Day lunch. We love getting together with family and friends, so we're having a big BBQ in the garden. My dad's cooking burgers and steaks outside. My sister, Lisa, is outside, too, but she isn't helping, of course. She's talking with our cousins. My mum's in the kitchen with one of my aunts. They're making dessert. It's a surprise! They always make delicious desserts. Mmmm! Anyway, that's all for now because I must go and help.

Best wishes,  
Mandy

1. Who is writing the e-mail?
  - a. Jessica
  - b. Mandy
2. Why is she writing this e-mail?
  - a. Because she wants to tell the other girl about New Year's Day.
  - b. Because she wants to invite the other girl to her house.
3. What is she writing about?
  - a. what her family does every year
  - b. what her family is doing now

B. Talk in pairs. Imagine it's New Year's Day/Eve and that you and your partner are in different towns/cities/countries and are talking on the phone.

*Where are you?*

*What's the weather like?*

*What are you doing?*

*Are you preparing for a party?*

*Who are you with?*

*What are they doing?*

*Are you having a good time?*

C. Read and complete the phrases 1-4 with the words given.

**Set phrases for letters and e-mails**

When you write a letter or an e-mail to a friend, don't forget:

- to start with **Dear** or **Hi/Hello + first name**.  
Dear Tony,     Hi Sandra,     Hello Ian,
- to use a set phrase.  
*How are you?*     *I hope you're fine.*  
*How's life?*     *I'm writing to tell you about...*
- to end with a set word/phrase. Write your first name under this.  
*Yours,*     *Love,*     *Bye for now,*     *See you soon,*  
*Best wishes,*     *Write back soon,*

How's                   Kate                   soon  
Bye                   How                   Hello

1. *Dear \_\_\_\_\_,  
\_\_\_\_\_ are you?*
2. *See you \_\_\_\_\_.  
Jack*
3. *\_\_\_\_\_ Evan,  
\_\_\_\_\_ life?*
4. *\_\_\_\_\_ for now,  
Diana*

D. Imagine it's New Year's Day/Eve. Write an e-mail to a friend/cousin telling him/her about it. Use the information from activity B.

Hi...!  
HAPPY NEW YEAR!



Think about what you want to include in your e-mail. Make some notes before you start writing.

## Vocabulary

A. Cross out the **odd** word. Then add one more.

1. cold - spring - summer - autumn - \_\_\_\_\_  
 2. elephant - lion - whale - flyer - \_\_\_\_\_  
 3. cloudy - friendly - sunny - windy - \_\_\_\_\_  
 4. November - September - Internet - December - \_\_\_\_\_

Score: / 8

B. Circle the **correct** words.

1. June / July is the sixth month of the year.  
 2. I always **do** / **have** a party on my birthday.  
 3. Let's have a **parade** / **barbecue** tomorrow. We can cook steaks.  
 4. Let's go **buy** a new **invitation** / **costume** for the fancy-dress party.  
 5. You're the winner! **Congratulations!** / **Good luck!**  
 6. A: What are you doing?  
     B: I'm **inviting** / **sending** some e-mails to my friends.  
 7. The celebrations begin at the town **flag** / **square** at 10am.

Score: / 7

## Grammar

C. Complete with the Present Progressive of the verbs in brackets.

1.  
 A: What \_\_\_\_\_ (you / do), Jason?  
 B: I \_\_\_\_\_ (look for) my mobile phone.  
 2.  
 A: Look at your sister! She \_\_\_\_\_ (swim) with the dolphins.  
 B: That's amazing!  
 3.  
 A: \_\_\_\_\_ (Susan and Laura / prepare) dinner at the moment?  
 B: No, they aren't. They \_\_\_\_\_ (decorate) the house. I \_\_\_\_\_ (prepare) dinner and Bob \_\_\_\_\_ (make) the cake.

Score: / 7

D. Circle the **correct** words.

1.  
 A: Hi, Mike. Why **do you wear** / **are you wearing** those silly clothes?  
 B: I **get** / **'m getting** ready for Rita's fancy-dress party.

A: But you hate **go / going** to parties.B: Yeah. But I love **dress / dressing** up.

2.

A: Look! It **rains** / **'s raining**.B: What? It **never rains** / **is never raining** in summer here.A: Well, it **rains** / **'s raining** now.

3.

A: What **does Sally do** / **is Sally doing** on Sunday mornings?B: She **usually makes** / **is usually making** breakfast for her family, but at the moment it **snows** / **'s snowing** and she's outside with her friends. She enjoys **play** / **playing** in the snow.

Score: / 11

E. Complete with **on** or **in**.

1.

A: When's the festival? Is it \_\_\_\_\_ March?

B: No, it's \_\_\_\_\_ summer. I think it's \_\_\_\_\_ 17 August.  
 2.

A: Is your birthday \_\_\_\_\_ April?

B: No. It's \_\_\_\_\_ 5 May.

Score: / 5

## Communication

F. Match.

1. I'm in hospital.  
 2. What's the date today?  
 3. What are you doing?  
 4. What's the weather like today?  
 5. I'm leaving now. Bye!  
 6. Why are you wearing a scarf?  
 7. When's your birthday?

a. Nothing much.  
 b. Have a nice trip!  
 c. Get well soon.  
 d. It's 12 March.  
 e. It's hot and sunny.  
 f. It's on 24 June.  
 g. Because it's cold.

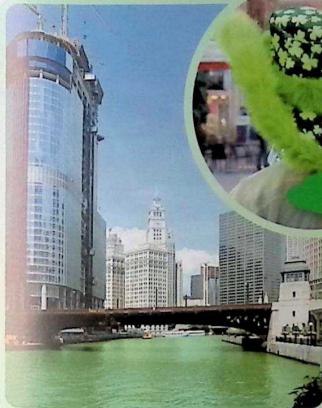
Score: / 7

TOTAL SCORE: / 45

Now I can...

- ▷ talk about activities I like / don't like doing
- ▷ talk about festivals/celebrations
- ▷ talk about the weather and seasons
- ▷ wish people well in different situations
- ▷ say the date
- ▷ talk about things that are happening now
- ▷ distinguish between habitual actions and things that are happening now
- ▷ say why something happens
- ▷ write a party invitation
- ▷ write an e-mail

A. Look at the pictures and the headings. What do you know about these celebrations? Listen, read and check your answers.



### St Patrick's Day

# Celebrations around the world

St Patrick's Day is the national holiday of Ireland. Irish people celebrate this day on 17th March. People from other places like Australia, the USA and Canada celebrate St Patrick's Day, too. They listen to Irish music and watch big parades. They all wear green clothes, paint their faces green and cook green food. In Chicago, USA, they even put special colours in the river to make it green.



### Halloween



People celebrate Halloween on 31st October in the USA, the UK and many other places around the world. Children dress up in scary or funny costumes and go trick-or-treating. They knock on their neighbours' door and get a treat, like different kinds of sweets. They also make jack-o'-lanterns. These are pumpkins with scary faces. They put candles inside them and decorate their front garden with them.



B. Read again and tick the correct celebration(s).

	St Patrick's Day	Halloween	Rio Carnival
1. It only takes place in one country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There is a parade during this celebration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. People make scary decorations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. This celebration isn't on the same date every year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. People prepare special food.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. People wear costumes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rio Carnival



The Rio Carnival takes place every year in February or March in Rio de Janeiro, Brazil. There are many parties and street parades. People wear colourful costumes and dance samba. The main parade takes place at the Sambadrome with groups of people from samba schools. These schools take part in a competition and at the end of the carnival there is always a winner.

### Project

#### Describe a celebration!

Think of a day/celebration on which people dress up in costumes. Say what people do and how they feel on that day. Answer the questions and write a short paragraph about it.

- What costumes do people wear?
- Do people make them or buy them?
- How do people feel on that day?
- What do people do on that day?

# SONG 3

Complete the song with the words in the box.  
Then listen and check your answers.



because quiet square posters  
invite concert scream cool

## The main event

Are you ready?

Are you ready?

Are you ready?

For the main event?

You can see (1) \_\_\_\_\_ all over town

Saying who and where and when

Want to listen to some (2) \_\_\_\_\_ sounds?

Then don't miss the main event

Let's get ready

Let's get ready

Let's get ready

For the main event

Is peace and (3) \_\_\_\_\_ your kind of thing?

Then stay home and watch your favourite team

(4) \_\_\_\_\_ we're here to dance and sing

And make all the people (5) \_\_\_\_\_ !

Let's get together in the town (6) \_\_\_\_\_

The (7) \_\_\_\_\_ 's outside under the sun

(8) \_\_\_\_\_ all your friends, see you there!

We're going to have a lot of fun!

It's time to sing

It's time to shout

It's time to scream

For the main event

## 7

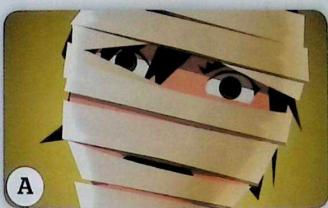
## What an experience!



## Discuss:

- ▶ Can you think of any unforgettable moments in your life?
- ▶ How do new experiences make you feel?

Where can you find the following in this module? Go through the module and find the pictures.



A



B



C



D



E

## In this module you will learn...

- ▶ to describe feelings
- ▶ to write a diary
- ▶ to talk and write about past events
- ▶ to distinguish between the present and the past
- ▶ to talk about films
- ▶ to write about a day out
- ▶ to use linking words/phrases that show the sequence of events





## 1

## Vocabulary

Match the pictures with the phrases. Then listen and check your answers.



1



2



3



4



5

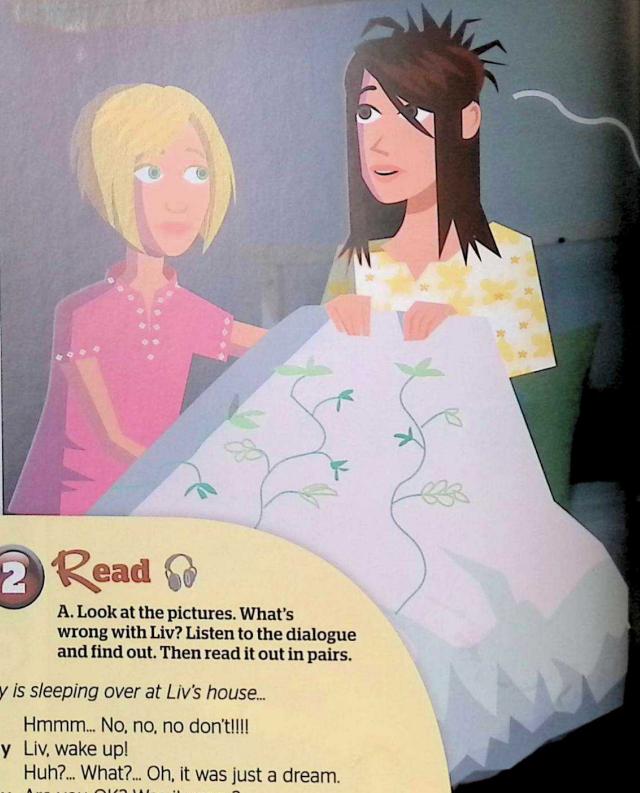


6



7

- a. a scared cat
- b. a happy boy
- c. an excited woman
- d. a sad dog
- e. surprised children
- f. an angry man
- g. a funny girl



## 2

## Read

A. Look at the pictures. What's wrong with Liv? Listen to the dialogue and find out. Then read it out in pairs.

*Amy is sleeping over at Liv's house...*

**Liv** Hmmm... No, no, no don't!!!!

**Amy** Liv, wake up!

**Liv** Huh?... What?... Oh, it was just a dream.

**Amy** Are you OK? Was it scary?

**Liv** Yeah, we were all in a museum.

**Amy** Who was there?

**Liv** Me, you, Bill and Stu.

**Amy** Was it like the boring museum on our school trip last week?

**Liv** No, it wasn't. It was full of interesting, ancient Egyptian stuff, like mummies.

**Amy** Mummies?

**Liv** Yeah, and listen to this. We were in a big room and there was a small door. It was open and there were some steps. At the bottom of the steps, there was a room with a mummy in it.

**Amy** Was it alive?

**Liv** Yes, and suddenly Stu wasn't there. He was the mummy! It was terrible. I was so scared!

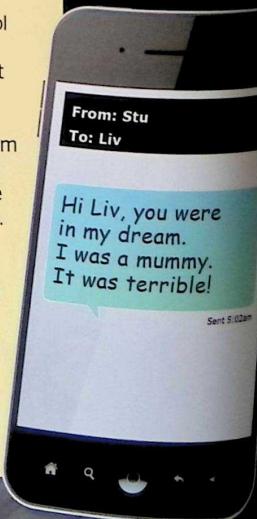
**Beep!** **Beep!**

**Amy** Ahhhh! What was that?

**Liv** It's a message from Stu... No! It can't be.

**Amy** What's wrong?

**Liv** Look at the message...



From: Stu  
To: Liv  
  
Hi Liv, you were  
in my dream.  
I was a mummy.  
It was terrible!

Sent 5:02am

## 3

## Grammar

## Past Simple of the verb be

AFFIRMATIVE	NEGATIVE	QUESTIONS	SHORT ANSWERS	
I was	I wasn't (=was not)	Was I?	Yes, I was.	No, I wasn't.
You were	You weren't (=were not)	Were you?	Yes, you were.	No, you weren't.
He was	He wasn't (=was not)	Was he?	Yes, he was.	No, he wasn't.
She was	She wasn't (=was not)	Was she?	Yes, she was.	No, she wasn't.
It	It	Was it?	Yes, it was.	No, it wasn't.
We were	We weren't (=were not)	Were we?	Yes, we were.	No, we weren't.
You were	You weren't (=were not)	Were you?	Yes, you were.	No, you weren't.
They	They	Were they?	Yes, they were.	No, they weren't.

We use the **Past Simple** for past actions and situations.

## There was/There were

AFFIRMATIVE	NEGATIVE	TIME EXPRESSIONS
There was	There wasn't	• yesterday, yesterday morning, etc.
There were	There weren't	• Wednesday/ Friday, etc.
QUESTIONS	SHORT ANSWERS	• last night
Was there?	Yes, there was.	week/weekend
Were there?	Yes, there were.	month/year
	No, there wasn't.	summer/winter, etc.
	No, there weren't.	

## TIME EXPRESSIONS

- yesterday, yesterday morning, etc.
- last night
- Wednesday/ Friday, etc.
- week/weekend
- month/year
- summer/winter, etc.



Complete with **was, wasn't, were or weren't**.

1. A: Where \_\_\_\_\_ you last night? \_\_\_\_\_ you at home?  
B: No, I \_\_\_\_\_. I \_\_\_\_\_ with Ann.  
We \_\_\_\_\_ at a party.  
A: \_\_\_\_\_ it good?  
B: Yes, it \_\_\_\_\_.
2. A: Dan and I \_\_\_\_\_ at the new skatepark last weekend.  
B: \_\_\_\_\_ it exciting?  
A: Yes, it \_\_\_\_\_ fantastic!
3. Yesterday there \_\_\_\_\_ any people in the park because it \_\_\_\_\_ cold and windy.

## 4

## Speak

Go to the Pair work activities section.

## 5

## Write

Write a few sentences about where you were last Sunday. Use the ideas in the box and the questions given.

cinema park festival party zoo  
restaurant museum

- Where were you last Sunday?
- Who were you with?
- How was it? Was it interesting/boring/exciting/scary/dangerous, etc.?
- Were you scared/bored/happy/sad/excited/angry/surprised, etc.?

Last Sunday, I was at...

## B. Read again and answer the questions.

1. Who was in Liv's dream?
2. Where were they last week?
3. What was in the museum in Liv's dream?
4. What was at the bottom of the steps?
5. Why was Liv scared?
6. Who was in Stu's dream?

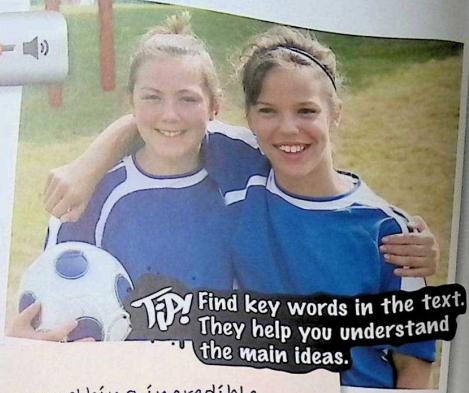
## 1

## Read

A. Look at the two diary entries below written by two sisters, Diane and Lisa. Listen, read and answer the question. Choose a, b or c.

Who was happy about the blackout?

a. Diane   b. Lisa   c. Both Diane and Lisa



Tip! Find key words in the text. They help you understand the main ideas.



Wednesday, 3rd April

I had quite an exciting evening. It started like any other day. I got home from school and did my homework. Then I wanted to play football, but Mum needed help with the cooking. Dad asked me to clean the garage and Lisa asked me to find some information on the Internet for her project. I was so bored! I just wanted to play football.



Then something incredible happened...



## A BLACKOUT!

No electricity! No cooking! No cleaning! No computer! Yippee! So, I went outside and played football in the street with my friends all evening.

IT WAS A  
BRILLIANT MATCH!



File Edit View Insert Format Table Tools Window Help

Digital Diary\_v5.0

White Sheet

This evening there was a blackout for three hours. So, I stopped working on my project and sat outside in the garden with my parents. Diane played football with her friends in the dark. They were so funny! They sometimes kicked each other instead of the ball. They got a lot of bruises! Then we had a picnic - sandwiches and fruit - in the moonlight. Life without electricity isn't bad every now and then!



**B. Read again and write T for True or F for False.**

1. They were without electricity for three hours.
2. Diane needed help with a project.
3. Diane cleaned the garage in the end.
4. Lisa and her parents watched the football match.
5. Diane has bruises now.
6. They had dinner outside.



## 2

## Grammar

### Past Simple (affirmative)



#### REGULAR VERBS Base form + -ed

I	
You	You
He (laugh→) laughed	He
She (love→) loved	She (go→) went
It (try→) tried	It
We (stop→) stopped	We
You	You
They	They

#### IRREGULAR VERBS

I	
You	You
He	He
She	She (go→) went
It	It
We	We
You	You
They	They

#### OTHER IRREGULAR VERBS

do	→ did
sit	→ sat
have	→ had
get	→ got



Complete with the Past Simple of the verbs in brackets.

1. Yesterday I \_\_\_\_\_ (get up) at seven o'clock and \_\_\_\_\_ (prepare) breakfast for my family.
2. Jody and Fran \_\_\_\_\_ (stay) at home last night and \_\_\_\_\_ (listen) to music.
3. We \_\_\_\_\_ (go) to the skatepark yesterday. We \_\_\_\_\_ (have) a great time.
4. Last Sunday morning, Alan \_\_\_\_\_ (tidy) his room. In the afternoon, he \_\_\_\_\_ (play) tennis with John and in the evening, he \_\_\_\_\_ (watch) a DVD.

## 3

## Pronunciation



A. Listen and repeat. What's the difference between a, b and c?

a. watched   b. played   c. wanted

B. Listen and tick (✓) the sound you hear.

	watched /t/	played /d/	wanted /d/
started			
happened			
asked			
listened			
stayed			
visited			
liked			
hated			
helped			

## 4

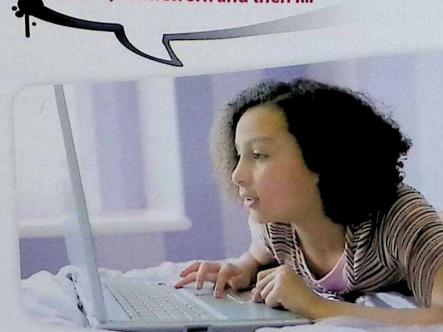
## Speak

Talk in pairs about what you did yesterday after school. Use some of the ideas in the box.

- watch TV/DVDs
- do my homework
- do housework
- go to the cinema/zoo/  
skatepark
- go shopping/rollerblading
- have a picnic/barbecue/  
party
- stay at home
- visit my friends/  
grandparents
- visit a museum
- play football/  
basketball/tennis
- play chess/  
computer games
- listen to music
- surf the Net

*Yesterday after school, I did my homework and then I surfed the Net. What about you?*

*I did my homework and then I...*



## 5

## Write

Write a few sentences for your diary about what you did yesterday after school.

*I had quite an exciting afternoon.  
I got home at 4:30 and I...*



## 1

## Read

A. Below is an interview. Listen, read and tick the correct pictures (a-d) that show what happened.



a



b



c



d

MILFORD NEWS / Sunday 1 April

# Dave Stone

## A YOUNG HERO

Fourteen-year-old Dave Stone is not only the swimming champion of Milford, but also a local hero. Why? He saved his best friend's life.

### What happened three days ago?

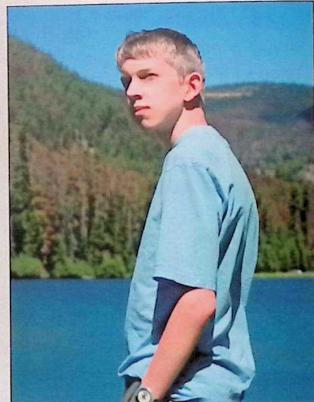
Well, Colin and I went fishing on Milford Lake in the afternoon. Colin had a new underwater camera and wanted to take pictures. He saw a big fish so he put the camera in the water. Then the boat suddenly overturned!

### Did you jump in the water?

No, we didn't really jump. We both fell in. I was very worried about Colin because he can't swim.

### Really? And what did you do?

I grabbed him and swam to a small island in the middle of the lake. Luckily, we were near the island.



### Did you stay there during the night?

Yes, we did. Our mobiles were wet so there was no way to call our parents. It was dark, scary, cold and we were hungry. Colin slept for 2-3 hours, but I didn't sleep at all.

### How did you return home?

The next morning a fisherman found us and took us home. We were very lucky.

### B. Read again and answer the questions.

1. Why is Dave Stone a local hero?
2. Where were the boys three days ago?
3. What did Colin want to do?
4. Why was Dave worried?
5. How did Dave save Colin?
6. Did the boys sleep during the night?
7. Who helped them return home?

### C. Find the Past Simple of the verbs below in the text.

fall      sleep      take      find  
       put      swim      see

## 2

## Grammar

## Past Simple (negative - questions)

NEGATIVE	QUESTIONS
I	I
You	you
He	he
She	she
didn't (= did not) play/sleep	Did play/sleep?
It	it
We	we
You	you
They	they

## SHORT ANSWERS

I	I
you	you
he	he
Yes, she did.	No, she didn't.
it	it
we	we
you	you
they	they

**TIME EXPRESSIONS**  
 two days  
 a week  
 three months  
 five years

+ ago

Circle the correct words.

1. Mike didn't fall / fell in the lake. Jill fall / fell in.
2. A: Did you enjoy / enjoyed your trip last weekend?  
B: Yes, I did / didn't, and I take / took a lot of pictures.
3. Lynn go / went to an Italian restaurant with her parents a week ago but she didn't have / had a good time there.

## 3

## Speak

ROLE PLAY  
Talk in pairs.

**Student A:** Imagine you are Colin, the boy in activity 1. Student B is a reporter and wants to interview you. Answer his/her questions and tell him/her what happened.

**Student B:** Imagine you are a reporter. Interview Student A, using the questions below.

- When did Dave save you?
- Where were you?
- What happened?
- What did Dave do?
- Did you call your parents?
- Did you sleep?
- How did you return home?

## 4

## Listen

A. Listen to Rosie telling a friend what happened yesterday and choose the correct picture.



a



b



c



d

B. Listen again and write T for True or F for False.

1. The boy doesn't like the dog's name.
2. Rosie didn't jump in the lake because she can't swim.
3. The water in the lake was cold.
4. Spider can swim well.
5. Rosie called for help and a fisherman saw them.

## 1

## Vocabulary



A. Listen and repeat.  
What kind of films do you like?



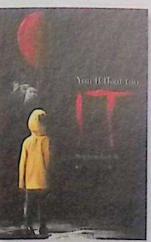
a science-fiction film



a romantic film



a comedy



a horror film



an animated film



an adventure film

B. Look at the box and read the years a-e aloud. Then listen and check your answers.

**1996** We say: nineteen ninety-six

**2010** We say: two thousand and ten

a. 1855   b. 2020   c. 1963

d. 2007   e. 1999

NOTE: in + year

I lived in London in 2005.

## 2

## Read



**Tip!** Read the text quickly to understand the main idea.

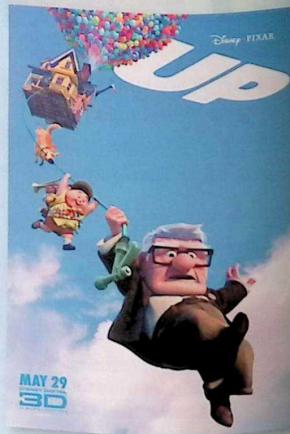
A. Listen and read. Did Jamie, Elsie and Kyle like the films?

## What did you watch at the cinema?



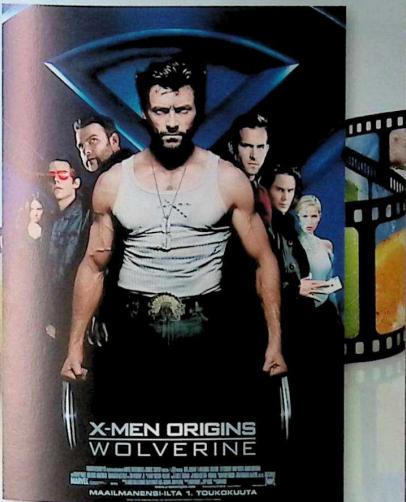
My mates and I are fans of horror films, but last Sunday we decided to see the Disney/Pixar animated film *UP* at the cinema. We don't usually like animated films because, well you know, they're for kids. But this one is really funny. It's about an old man and a young boy. The old man ties millions of balloons to his house and they go on an adventure around the world. Don't miss it!

Jamie Halliday, High Wycombe



I don't usually watch comedies, but my sister bought tickets for *Pink Panther 2* as a birthday present for me. I loved it! It's the second *Pink Panther* film with Steve Martin, and some of the scenes were really funny. My sister told me she didn't like it very much, but I didn't want it to finish. In fact, I found out it's a remake of a 1963 film, so I want to get the DVD of that, too.

Elsie Tanner, Weybridge



I watch all kinds of films, but science-fiction films are my favourite. The first X-men film came out in 2000 and I really enjoyed it. The latest film is called *X-men origins: Wolverine* and it's something else! I saw it at the cinema last night and I'd like to see it a second time. In the film, you learn all about Wolverine and how he became a superhero. The whole film is really exciting, but my favourite part was the ending.

Kyle Smith, Woodham



B. Read again and write Jamie, Elsie or Kyle.

**Tip!** Read the text carefully to understand specific details.

- \_\_\_\_\_ wants to see the film again.
- \_\_\_\_\_ and \_\_\_\_\_ enjoyed a kind of film they don't usually like.
- \_\_\_\_\_ loves watching scary films.
- \_\_\_\_\_ enjoyed the old film and the latest film, too.
- \_\_\_\_\_ liked the last part of the film a lot.
- \_\_\_\_\_ didn't need to buy cinema tickets.
- \_\_\_\_\_ wants to watch the old film now.

C. Find the Past Simple of the verbs below in the text.

come

become

tell

buy

3

## Grammar

### Past Simple vs Present Simple

Jack usually goes to the cinema on

Saturdays, but last week he went on Friday.

Circle the correct words.

1. My sister goes / went out with her friends every Saturday.
2. Yesterday James buys / bought a rabbit and takes / took it to school. Our teacher isn't / wasn't very happy.
3. A: Do / Did you watch the horror film on TV last night?  
B: No, I don't / didn't. I never watch / watched horror films.
4. Alice visited / visits Egypt in 2015. She has / had a great time.

4

## Listen



A. Listen to three people talking about films and match.

Marcy

watched a comedy.

Adam

watched a romantic film.

Fay

watched a science-fiction film.

B. Listen again and answer the questions.

Marcy

1. Who did she go to the cinema with?

2. Did she like the film?

Adam

3. Did he enjoy the film?

4. What did he like?

Fay

5. What kind of films does she usually watch?

6. Where did Fay and her sister watch the film?

5

## Speak

Talk in pairs.

What kind of films do you like?

I like...

When do you usually go to the cinema?

I usually go...

When did you last go to the cinema?

I went...

What did you see?

I saw...

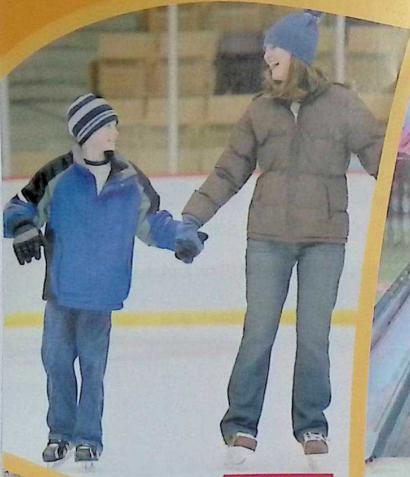
Did you like it?

Yes.../No...

## 1

## Vocabulary

Listen and repeat. Do you go to any of these places when you hang out with your friends? What do you do there?



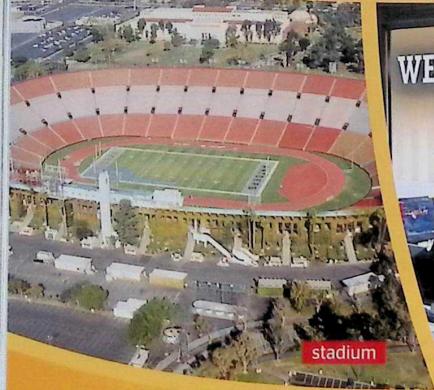
skating rink



bowling alley



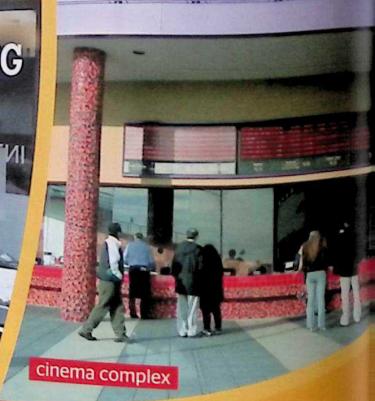
funfair



stadium



Internet café



cinema complex

## 2

## Listen



A. Listen to two friends talking. Where did Penny and her sister, Mary, go yesterday? Choose a, b or c.

a. stadium

b. bowling alley

c. Internet café

B. Listen again and write T for True or F for False.

1. The new bowling alley is far from the girls' house.
2. The girls didn't go bowling because Mary was tired.
3. The girls played computer games on their dad's computer.
4. The girls went to a football match with their cousin.
5. Penny hated the match.



## 3

## Speak &amp; Write

A. Read and put the pictures in the correct order. Write 1-5.

Last Saturday, my friend, Jason, from Bristol came for a visit and we spent the whole day together. First, we went skateboarding in the park. Jason's a great skateboarder and showed me a lot of stunts. After that, we walked around the city for a while. Then we met some of my friends at a fast food restaurant and had lunch. We also ordered chocolate milkshakes. Delicious! Later, we all went to the cinema and saw the new Will Smith film. It was fantastic! Jason and I are both big fans of Will Smith. After the cinema, Jason wanted to go to the funfair, too. I was a bit tired, but we went anyway. And then something incredible happened! We were on a ride when, suddenly, I saw Will Smith! I was so excited. When the ride finished, I asked him for an autograph. It was the best day of my life!



B. Think about an interesting day in your life. Look at the questions in the speech bubble and make some notes. Then talk in pairs.

*Who were you with?*

*Where did you go?*

*What did you do there?*

*What time did you go home?*

*Did you have a good time?*

C. Read and complete the paragraph with linking words/phrases.

**Linking words/phrases**

Describe events in the order they happened. Use linking words/phrases like:

first   after that   then   later

Last Sunday, I spent the day with my cousins.

(1) \_\_\_\_\_, we went to a fast food restaurant and had burgers and chips.

(2) \_\_\_\_\_, we went to the bowling alley and hung out there for about an hour.

(3) \_\_\_\_\_, we went to the skating rink and had a great time. We went home at around eleven o'clock. We had a fantastic time!

D. Write about an interesting day in your life. Use your notes from activity B.

Last...

Plan your writing. Before you start, make notes.



## Vocabulary

## A. Cross out the odd word. Then add one more.

1. funfair - cinema - Internet café - skateboarder -

2. excited - children - angry - sad -

3. animated film - comedy - concert - horror film -

Score: / 6

## B. Complete using the words in the box.

interesting project while autograph lake

1. I didn't finish my \_\_\_\_\_ so I didn't give it to my teacher.

2. This book is very \_\_\_\_\_. Read it.

3. James met his favourite singer yesterday and he asked her for a(n) \_\_\_\_\_.

4. Let's go to the \_\_\_\_\_ today. We can go fishing or have a picnic.

5. Yesterday after school, I listened to music for a \_\_\_\_\_ and then I did my homework.

Score: / 5

## Grammar

C. Complete with **was**, **wasn't**, **were** or **weren't**.

1. Amanda didn't do her homework yesterday because she \_\_\_\_\_ tired.

2. My friends and I walked home in the rain. We \_\_\_\_\_ very wet when we got home.

3. There \_\_\_\_\_ any soft drinks in the fridge so I went to the supermarket.

4. Ron had a terrible dream last night, but he \_\_\_\_\_ scared.

5. A: Where \_\_\_\_\_ you last night? I called you five times.

B: I \_\_\_\_\_ at home. My parents and I went to a volleyball match.

Score: / 6

## D. Write the Past Simple of the verbs.

1. put \_\_\_\_\_ 7. fall \_\_\_\_\_

2. try \_\_\_\_\_ 8. finish \_\_\_\_\_

3. find \_\_\_\_\_ 9. sleep \_\_\_\_\_

4. tell \_\_\_\_\_ 10. visit \_\_\_\_\_

5. take \_\_\_\_\_ 11. stop \_\_\_\_\_

6. happen \_\_\_\_\_ 12. sit \_\_\_\_\_

Score: / 12

## E. Complete with the Past Simple of the verbs in brackets.

1. We \_\_\_\_\_ (not want) to stay at home last Saturday, so we \_\_\_\_\_ (spend) the day at the funfair.

2. A: \_\_\_\_\_ you \_\_\_\_\_ (watch) the basketball game yesterday?

B: No, my cousins \_\_\_\_\_ (come) to our house and we \_\_\_\_\_ (play) computer games.

3. Yesterday it was very hot so the children \_\_\_\_\_ (go) to the swimming pool. They \_\_\_\_\_ (swim) for hours. Then they \_\_\_\_\_ (buy) some milkshakes.

4. I \_\_\_\_\_ (not sleep) well last night and I \_\_\_\_\_ (get up) early. Now I'm tired.

Score: / 10

## F. Circle the correct words.

1. My brother **doesn't** / **didn't** like science-fiction films. He usually **watches** / **watched** comedies.2. Kate and her sister **see** / **saw** *Pink Panther 2* last night. They **enjoy** / **enjoyed** it very much.3. The History Museum **has** / **had** ancient Egyptian mummies. We **go** / **went** there yesterday. Don't miss it!

Score: / 6

## Communication

## G. Complete the dialogue with the sentences a-e.

- a. Did you like it?
- b. It was something else.
- c. It's a romantic film, right?
- d. What did you see?
- e. What did you do yesterday?

A: (1) \_\_\_\_\_

B: I went to the cinema.

A: Really? (2) \_\_\_\_\_

B: I saw *Spark*.

A: Oh, I know that film. (3) \_\_\_\_\_

B: No, it isn't. It's an animated film.

A: (4) \_\_\_\_\_

B: Yeah. (5) \_\_\_\_\_ Don't miss it!

Score: / 10

TOTAL SCORE: / 55

## Now I can...

- describe my feelings
- talk and write about past events
- talk about films
- write a diary
- use linking words/phrases that show the sequence of events
- use the Past Simple



# 8

# See the world



## Discuss:

- ▶ Do you like travelling?
- ▶ Where do you usually go on holiday?
- ▶ What do you do?

## In this module you will learn...

- ▶ to talk and write about your future plans
- ▶ to say how you travel
- ▶ to make comparisons
- ▶ to make predictions and on-the-spot decisions
- ▶ to express your opinion about adventure sports
- ▶ to talk about safety rules and equipment for camping
- ▶ to write a paragraph about your country
- ▶ to talk about holidays
- ▶ to distinguish between the past and the future
- ▶ to write an e-mail describing your holiday

Where can you find the following in this module? Go through the module and find the pictures.





1



4



6



2



3



5

## 1 Vocabulary

Match the pictures with the phrases.  
Then listen and check your answers.

by plane

by coach

by train

by ship

by car

on foot

## 2 Read

A. Look at the girl in the picture. What do you think happened to her? Listen, read and check your answers.

Natalie! You won three and a half million euros!  
What are you going to do with all that money?

I'm going to go on a long holiday.  
My dream is to see the world.

That sounds great! What other places are you going to visit?

Are you going to take  
your family with you?

Of course I am. My two  
best friends are definitely  
going to come with us, too.

China, Russia, Spain, the USA. I really  
want to go to Disneyland. And of  
course South America. We're going  
to travel around by train and spend  
about a month there. And we're  
definitely going to the Amazon.

Where are you  
going to travel  
to first?

Are you going to spend all  
your money on the holiday?

Australia. We're going to get there by plane  
and then travel around the country by bus.  
I want to see everything!

No, I'm not. I'm going to give lots of  
money to environmental organisations  
when I get back. I think it's important. I  
want to help save the environment.

NATIONAL BANK

- 82

Natalie Murray

Three million, five hundred  
thousand dollars only —

€3,500,000

R. Turner

Date: 21 June 2016

B. Read again and answer the questions.

1. Who is Natalie going to go on holiday with?
2. Where are they going to go?
3. How are they going to travel around South America?
4. How long are they going to stay there?
5. What else is Natalie going to do with the money?



### 3

## Grammar

### Future *be going to*

AFFIRMATIVE	NEGATIVE	QUESTIONS	SHORT ANSWERS	
I 'm going to visit	I 'm not going to visit	Am I going to visit?	Yes, I am.	No, I 'm not.
You 're going to visit	You aren't going to visit	Are you going to visit?	Yes, you are.	No, you aren't.
He 's going to visit	He isn't going to visit	Is he going to visit?	Yes, he is.	No, he isn't.
It	It	Is it going to visit?	Yes, it is.	No, it isn't.
We	We	Are we going to visit?	Yes, we are.	No, we aren't.
You 're going to visit	You aren't going to visit	Are you going to visit?	Yes, you are.	No, you aren't.
They	They	Are they going to visit?	Yes, they are.	No, they aren't.

We use the **Future *be going to*** for something we intend to do in the future.

### TIME EXPRESSIONS

tomorrow / tonight  
next month / year / week / Tuesday, etc.  
in an hour / year, etc.  
soon

### NOTE

We use the **Present Progressive** for actions we

have arranged to do in the near future.

*I'm buying a car next Saturday.*

Complete the sentences with the Future *be going to* of the verbs in brackets.

1. A: \_\_\_\_\_ you \_\_\_\_\_ (travel) to France by plane?  
B: No, I'm not. I \_\_\_\_\_ (get) there by car.
2. A: \_\_\_\_\_ Alice \_\_\_\_\_ (go) on holiday in July?  
B: Yes, she is. She \_\_\_\_\_ (visit) New York City with her parents.
3. Daniel \_\_\_\_\_ (not come) to my party this Saturday. He \_\_\_\_\_ (stay) at home. His cousins from Canada \_\_\_\_\_ (visit) him.

### 4

## Speak

Talk in pairs about your plans for the summer.

*Where are you going to go in the summer?*

*I'm going to travel to...*

*When are you going to go?*

...

*Who are you going to travel with?*

...

*How are you going to travel?*

...

### 5

## Write

Write a few sentences about your plans for the summer. Use the Future *be going to* and some of the ideas in activity 4.

*In the summer I'm going to ...*



## 1 Vocabulary

Listen and repeat.



torch



map



sleeping bag



first-aid kit



backpack



tent



fire

## 2 Read

A. Look at the picture. Where are the children? What do you think is happening? Listen, read and check your answers.

Amy Hey, guys. What are you doing?  
 Bill We're trying to make a fire. Give me the matches, Liv. I think it'll work now.  
 Amy What? Here? In the forest? You mustn't make a fire close to trees. It's dangerous.  
 Liv You're right. Let's choose another place. We'll make it there, near the river.  
 Amy And remember: you must always put out the fire before you leave camp.  
 Liv Yeah, yeah, we know that.  
 Stu Bill, I can't put up my tent. Can you give me a hand?  
 Amy Don't worry. I'll help you with that! It's easy.  
 Stu Thanks.  
 Amy Stu, not under the trees! It's dangerous!  
 Stu How do you know all this information?  
 Amy You guys didn't read the leaflet with the safety rules, but I did.  
 Stu I'll ask the camp leader to give me another leaflet later because I think I lost it.  
 Amy Are you sure you two know how to make a fire?  
 Bill Of course. It's not difficult.  
 Liv Really?  
 Bill OK. Maybe we need to ask Mr Weathers for some help.



## B. Read again and answer the questions.

1. Who's making a fire?
2. Where do they decide to make the fire?
3. What does Stu need help with?
4. Who's going to help him?
5. Where did Amy find the information about camping?
6. Who is Mr Weathers?

## 3

## Grammar

## Future will

AFFIRMATIVE	NEGATIVE
I	I
You	You
He	He
She 'll (= will) help	She won't (=will not) help
It	It
We	We
You	You
They	They

QUESTIONS	SHORT ANSWERS
I	I
you	you
he	he
Will she help?	Yes, she will.
it	it
we	we
you	you
they	they

We use the Future **will** for predictions and on-the-spot decisions.

## 4

## Vocabulary

Complete the leaflet with the words in the box.

sleeping bag    choose    tent    put out  
rivers    fire    torch

SAFETY RULES  
FOR CAMPING

- Don't put up your (1) \_\_\_\_\_ under the trees. It's dangerous.
- Never make a (2) \_\_\_\_\_ near trees. (3) \_\_\_\_\_ an open space near a river or lake.
- Always (4) \_\_\_\_\_ your fire before you leave.
- Never drink water from lakes and (5) \_\_\_\_\_. Take bottled water with you.
- Check your (6) \_\_\_\_\_ and tent for snakes and spiders at night.
- Always have a first-aid kit with you.
- Remember to take a (7) \_\_\_\_\_ with you for when it gets dark.



Complete the sentences with **will** or **won't**.

- I can't find Dan. I \_\_\_\_\_ call him on his mobile.
- I can't wake James up. I think he \_\_\_\_\_ be late for school today.
- A:** I'm really tired today.  
**B:** Don't worry. I \_\_\_\_\_ do the washing-up for you.
- John \_\_\_\_\_ win the competition. He isn't good at all.
- A:** Take a first-aid kit with you on your trip.  
**B:** Don't worry, we \_\_\_\_\_ forget.

## 5

## Listen

Look at the pictures below. What does Lucy decide to take with her on the camping trip? Listen and tick (✓).



Don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.

## 1

## Vocabulary

Match the pictures with the activities.  
Then listen and check your answers.



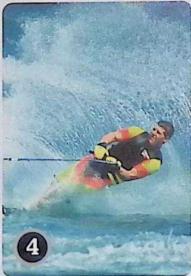
1



2



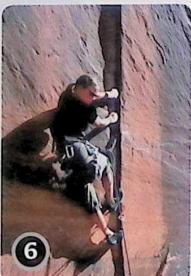
3



4



5



6



7

sailing

surfing

windsurfing

scuba-diving

rock climbing

skiing

water skiing

## 2

## Read

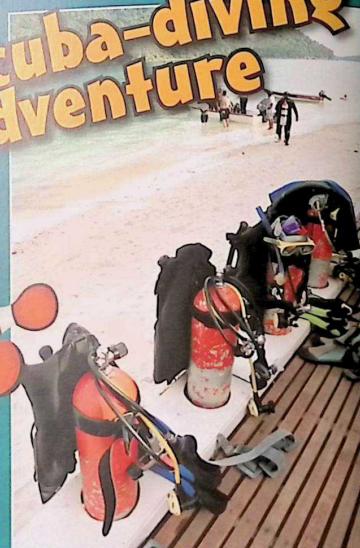
A. Listen and read.  
Is the writer of the diary  
enjoying his holiday?



# My scuba-diving adventure



## Day 1 Kadavu

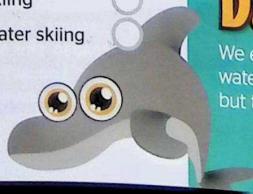


We finally arrived in *The Soft Coral Capital of the World*, Fiji, every scuba diver's dream. I got all my equipment ready and went for my first dive in the ocean. It was an amazing experience. Fish here are more colourful and more beautiful than fish in lakes.



## Day 2 Eagle Rock

We explored the Great Astrolabe Reef for hours. The water wasn't very warm - it was colder than yesterday but there were more fish and corals. It was incredible!



### 3

## Grammar

### Comparative forms

POSITIVE	COMPARATIVE
small	smaller
nice	nicer
big	bigger
funny	funnier
colourful	more colourful
good	better
bad	worse
much / many	more

The Pacific Ocean is **deeper** than the Atlantic Ocean.



## Day 3 Seafan Alley

The water was a beautiful indigo colour and it was quite deep. We went down to 20 metres and we saw a school of barracuda! I think they're uglier than sharks, but luckily they're not dangerous!



## Party time!

Our instructor organised a beach party for us this evening. We had a great time. I'll be very sad to leave this paradise in two days! Scuba-diving holidays aren't very cheap but they're definitely worth it!

### B. Read again and write T for True or F for False.

1. This is the writer's first scuba-diving trip.
2. The water on Day 1 was warmer than on Day 2.
3. The writer thinks that barracuda are beautiful fish.
4. They had a party on the last evening of their trip.
5. The writer thinks scuba-diving holidays are a bit expensive.

Complete the sentences with the comparative form of the adjectives in brackets.

1. Bill is \_\_\_\_\_ (tall) than his brother Adam.
2. I like Beth's room because it's \_\_\_\_\_ (big) than my room.
3. My brother is \_\_\_\_\_ (lazy) than me. He doesn't do any housework.
4. Tigers are \_\_\_\_\_ (beautiful) than lions.
5. Kelly is \_\_\_\_\_ (bad) than Alex at Art.
6. I think skiing is \_\_\_\_\_ (dangerous) than water skiing.

### 4

## Listen

A. Listen to a dialogue between a man and a woman at a water sports school. Match to make 2 true sentences.

**TIP!** While listening, try to understand the general idea, not every single word.

The man

The woman

is a sailing instructor.

is the school secretary.

wants to learn water sports.

is a student.

### B. Listen again and circle the correct words.

1. The water sports school hasn't got a **surfing** / **windsurfing** instructor at the moment.
2. The man **doesn't know** / **knows** a lot about water sports.
3. The man is going to **buy the equipment** / **get the equipment for free**.
4. The man wants to try **water skiing** / **windsurfing**.
5. Sally is a **student** / **an instructor** at the school.
6. The man **wants** / **doesn't want** to meet the instructor.

### 5

## Speak

Talk in small groups. What do you think of the activities below? Compare them using some of the adjectives in the box.

exciting boring dangerous popular  
cheap expensive easy difficult

windsurfing swimming surfing  
rock climbing scuba-diving  
sailing water skiing  
fishing skiing

I think windsurfing is more exciting than surfing.  
I think windsurfing is more difficult.



1

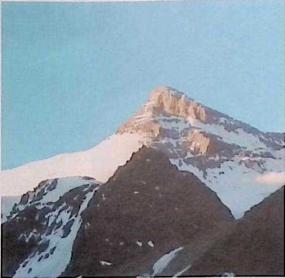
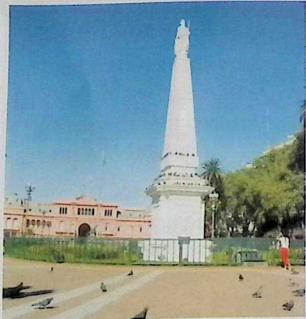
Read 

A. What do you know about Argentina?  
Listen, read and check your answers.

What to know, before you visit...

# Argentina

Argentina is the second largest country in South America and the eighth largest in the world. Its population is about 44 million and the official language is Spanish.



## The capital city

Buenos Aires is the capital city and the largest city in Argentina. It's got a European style and that's why they call it the *Paris of South America*.



## Mount Aconcagua

It's the highest mountain in the Americas and the highest mountain outside Asia. It's about 7,000 metres high and it's in the Andes mountain range, the longest mountain range in the world.



## Argentine Patagonia

This is one of the most popular areas with lots of tourist attractions like the Valdes Peninsula and Bariloche Lake. A lot of animals like the puma, the guanaco, the Magellanic penguin and the Southern right whale live in the area and the waters around it.



## Most popular sport

Football in Argentina is more than a sport. It's part of the culture. The national football team is very successful with two World Cups in 1978 and 1986, and fourteen Copa Américas. It's the eighth oldest football association in the world.

## Tango

It's a form of music and dance. The history of tango began in Buenos Aires in the late 19th century. It became the most popular dance in Europe at the beginning of the 20th century.

## Asado

Argentines love eating meat, especially beef, and they've got some of the best in the world. Asado is their traditional barbecue and it is very popular at home or in restaurants.

B. Read again and complete the fact file below.

## ARGENTINA

Continent:

Capital:

Population:

Official language:

Highest mountain:

Most popular sport:

C. Read again and complete the sentences.

1. Argentina is the eighth largest country in \_\_\_\_\_.
2. Buenos Aires is also called the \_\_\_\_\_ of South America.
3. Mount Aconcagua is \_\_\_\_\_ high.
4. In \_\_\_\_\_ there are animals like the puma and the Magellanic penguin.
5. The Argentine football team won \_\_\_\_\_ in 1986.
6. Tango became popular in Europe in the \_\_\_\_\_.
7. Argentines' favourite kind of meat is \_\_\_\_\_.

## 2

## Pronunciation

A. Listen and repeat. What's the difference between a and b?

a. south      b. weather

B. Listen and tick (✓) the sound you hear.

	south /θ/	weather /ð/
thousand		
together		
thirsty		
toothbrush		
father		
another		
birthday		

## 3

## Grammar

Superlative forms

POSITIVE	COMPARATIVE	SUPERLATIVE
high	higher	the highest
large	larger	the largest
hot	hotter	the hottest
lazy	lazier	the laziest
popular	more popular	the most popular
good	better	the best
bad	worse	the worst
much / many	more	the most

## 4

Russia is **the biggest** country in the world.

Complete the sentences with the comparative or the superlative form of the adjectives in brackets.

1. The living room is the \_\_\_\_\_ (large) room in our house.
2. The Pacific is the \_\_\_\_\_ (deep) ocean in the world.
3. Mike is \_\_\_\_\_ (young) than Fay but he's \_\_\_\_\_ (old) than her sister.
4. What's the \_\_\_\_\_ (popular) place in your city?
5. I think Maths is \_\_\_\_\_ (easy) than Geography.
6. This shop has got the \_\_\_\_\_ (modern) clothes in the city.

## 4

## Speak

INFORMATION GAP ACTIVITY  
Talk in pairs.

Students A & B: Go to the Pair work activities section.

## 5

## Write

Write a paragraph about your country.

I live in...

Its population is... and the official language is...

The highest mountain is...

The longest river is...

The capital city is...

Other cities are...

The most popular sport is...

# 8e

## On holiday

### 1

### Vocabulary

Listen and number (1-7).



go sightseeing



go on a trip



go hiking



do water sports



sunbathe



stay at a hotel



buy souvenirs

### 2

### Listen

A. Listen to Louise talking to her friend Philip on the phone about her holiday in Sicily. Which of the following does she talk about?

the food



the people



the hotel



the weather



water sports



souvenirs



B. Listen again and choose a or b.

1. Louise spent the first day \_\_\_\_\_.  
a. at the beach      b. at the swimming pool
2. At the beach, Louise went \_\_\_\_\_.  
a. swimming and fishing      b. swimming and sailing

3. Louise is going to Palermo to do some \_\_\_\_\_.  
a. sightseeing      b. shopping
4. Louise tried \_\_\_\_\_. and liked it a lot.  
a. pizza      b. fish
5. Louise is going to buy Philip \_\_\_\_\_.  
a. a T-shirt      b. a cap

### 3 Speak & Write

A. Read the e-mail, look at the pictures and complete the table. Write *yesterday*, *today* or *tomorrow*.

Hi Claire!

Greetings from beautiful Greece! I'm having the perfect holiday here in Crete. We arrived yesterday morning and spent the day on a lovely beach. We swam, sunbathed and did water sports until it got dark. Then we drove to a taverna in a small village and had a lovely meal. I had moussaka!

Today we're going to visit Knossos. I can't wait! I love sightseeing! I'm also going to buy some souvenirs for my family and you, of course.

Tomorrow we're going to go hiking down the Samaria Gorge. It's going to take us about 5-6 hours! It sounds tiring, but we're going to relax on a beach later on. I'll write back with more news of my trip.

See you in a week,  
Isabel

go hiking

spend the day on the beach

do water sports

buy souvenirs

go sightseeing

taste Greek food



B. Talk in pairs. Imagine you are on holiday and your partner calls you. Tell him/her all about your holiday.

Where are you?

When did you arrive?

How did you get there?

What did you do yesterday?

What are you going to do today/tomorrow?

When are you going to get back?

C. Read and say which of the words/phrases in the box refer to the past and which refer to the future. Then use the prompts 1-5 to make sentences.

#### Using tenses

When you write, be careful which tenses you use.

- ➊ Use the Past Simple to describe what you did.
- ➋ Use the Future *be going to* for your future plans.

in 2014   soon   in two days   two days ago  
yesterday   next week   tomorrow   last Friday

1. Linda / go hiking / two weeks ago

2. cousins and I / do water sports / tomorrow

3. last summer / we / stay / hotel / on / island

4. Greg and Andrew / buy / souvenirs / yesterday

5. Chris / visit / Spain / soon

D. Imagine you are on holiday. Write an e-mail to a friend telling him/her about it. Use the information from activity B.

Hi ...!

Greetings from....!

We're having a fantastic time!

Yesterday...

Today...

Tomorrow...

After you finish, check your writing.

Check:

- punctuation
- capital letters
- spelling
- word order
- grammar
- vocabulary

## Vocabulary

## A. Match.

1. make	a. souvenirs
2. do	b. a fire
3. travel	c. by plane
4. stay	d. a tent
5. buy	e. the ocean
6. explore	f. at a hotel
7. go	g. water sports
8. put up	h. holiday
9. go on	i. sightseeing

Score: / 9

## B. Cross out the odd word. Then add one more.

1. penguin - river - forest - mountain - \_\_\_\_\_
2. hiking - surfing - tiring - skiing - \_\_\_\_\_
3. torch - sleeping bag - map - village - \_\_\_\_\_
4. ship - trip - coach - train - \_\_\_\_\_

Score: / 8

## Grammar

C. Complete with the Future *be going to* of the verbs in the box.

leave watch travel not visit walk spend

1. Jonathan \_\_\_\_\_ a day in Monterrey during his holiday in Mexico.
2. They \_\_\_\_\_ to Moscow by train.
3. I \_\_\_\_\_ my aunt next Saturday. I'm going to the beach with my friends.
4. \_\_\_\_\_ Angie \_\_\_\_\_ to school tomorrow?
5. We \_\_\_\_\_ soon. Alice is waiting for us at home.
6. \_\_\_\_\_ you \_\_\_\_\_ the horror film on TV tonight?

Score: / 6

## D. Complete the sentences with the comparative or superlative form of the adjectives in brackets.

1. Randy goes to work by bus because it's the \_\_\_\_\_ (cheap) way to get there.
2. In my country, August is the \_\_\_\_\_ (hot) month of the year.
3. Janice's hair is \_\_\_\_\_ (long) than Sue's.
4. I think this is the \_\_\_\_\_ (interesting) DVD in the shop. Let's get it.
5. It's \_\_\_\_\_ (warm) today than it was yesterday, isn't it?
6. The garden is \_\_\_\_\_ (beautiful) in the evening than in the morning.
7. Nigel is \_\_\_\_\_ (good) than Donald at basketball, but I think Greg is the \_\_\_\_\_ (good) player in the team.

Score: / 8

## E. Circle the correct words.

1. I like this dress. I'll **buy** / **going to buy** it.
2. I went / I'm **going** to Rihanna's concert tomorrow.
3. The new stadium is larger **than** / **from** the stadium in my neighbourhood.
4. My brother **doesn't** / **won't** become an artist. He's not very good at Art.
5. This is **cheapest** / **the cheapest** sleeping bag in the shop.
6. Don't worry. We're **helping** / I'll **help** you.
7. Jeff's **going to have** / **had** a party last Saturday.

Score: / 7

## Communication

## F. Complete the dialogues with the phrases a-f in the box.

- a. How long are you going to stay there?
- b. Let me give you a hand.
- c. Are you going to drive there?
- d. Don't worry, I'm OK.
- e. It will be worth it.
- f. That sounds great.

1.

A: Oops! I'm so sorry, Mrs Wilson!

B: (1) \_\_\_\_\_ Are these all your bags?

A: Yes, they are.

B: (2) \_\_\_\_\_ Where are you going?

A: I'm going camping with my cousins. We're going to Lake Davis.

B: (3) \_\_\_\_\_

A: No, we're going to go by bus.

B: Oh, I see. Well, have a nice time!

2.

A: Guess what! I'm going to the USA with my parents!

B: (4) \_\_\_\_\_

A: I know, I can't wait.

B: (5) \_\_\_\_\_

A: For a whole month.

B: Wow! That's a long time.

A: Yeah, it's quite an expensive trip too.

B: (6) \_\_\_\_\_

Score: / 12

TOTAL SCORE: / 50

## Now I can...

- talk and write about my future plans
- say how I travel
- make comparisons
- make predictions and on-the-spot decisions
- express my opinion about adventure sports
- talk about safety rules and equipment for camping
- say and write a few things about my country
- talk about holidays
- write an e-mail describing my holiday

# Things to do in London

## Getting around

You can choose between a hackney cab, a double-decker or the tube. A hackney cab is one of the 18,000 famous black taxis in London. A double-decker is another name for the red buses in London. And the tube is the London underground.



## The river

The Thames runs through the city. Take a boat ride and see all the famous sights, like Big Ben, the Tower of London or St Paul's Cathedral. It's also the best way to see the bridges: London Bridge, Tower Bridge, etc.



## Museums

You can't visit London and not go to the British Museum. Also, the National Gallery in Trafalgar Square has the best collection of European paintings in the world. Then there's the Tate Modern. It's full of art from Matisse to Miró. Of course, you can't miss Madame Tussauds. Here you can see wax models of famous people, like David Beckham.



## Sports

There are lots of London football teams. Chelsea, Tottenham and Arsenal are the biggest. For tennis, you can visit Wimbledon, of course. Also, every April there's the London Marathon with about 30,000 runners.



## Entertainment

Do you like films? Get down to Leicester Square then. It's full of cinemas with all the latest films. Or, you can watch a show like *The Phantom of the Opera* in the West End. Are you looking for restaurants? Well, there are lots to choose from!



B. Read again and answer the questions.

1. What is a double-decker?
2. What's the best way to see Tower Bridge?
3. Where's the best collection of European paintings?
4. How many people take part in the London Marathon?
5. Where's a good place to watch a film?

## Project

### Make a flyer!

Do some research and choose two of the most interesting places people should go to when visiting your town/city. Then make a flyer similar to the one above.

# Song

Complete the song with the words in the box.  
Then listen and check your answers.



friend world Asia places sit trip continents

## Wonderful world

Do you ever (1) \_\_\_\_\_ alone in your room

And wonder what there is to do?

Well, my friend, don't worry at all

The (2) \_\_\_\_\_ is out there waiting just for you!

Africa! (3) \_\_\_\_\_ ! Where do you wanna be?

Pyramids and temples

There are lots of things to see

So many (4) \_\_\_\_\_

Full of people, places, and things

It's a wonderful world out there

Makes you wanna sing!

Do you want to take an interesting (5) \_\_\_\_\_

But don't know where to go?

Well, my (6) \_\_\_\_\_ , don't worry at all

I can tell you about all the (7) \_\_\_\_\_ I know

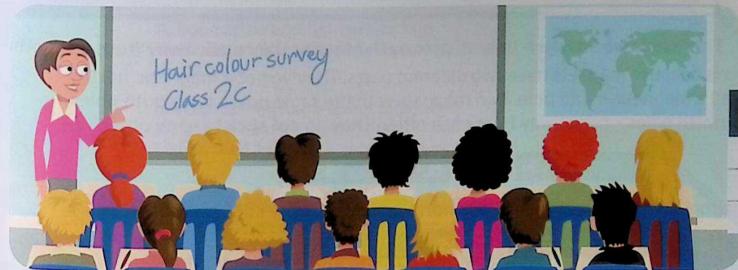
Europe! America! Or even Down Under!

What else is left?

There's always Antarctica!

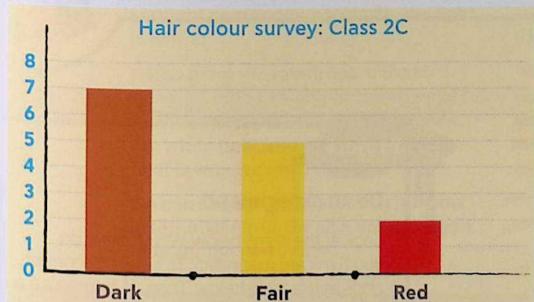
# Bar Graphs

A. Look at the picture of class 2C below and imagine that they are doing a survey on hair colour. Write the results of the survey in the table.



HAIR COLOUR	NUMBER OF STUDENTS
Dark	
Fair	
Red	

B. Look at the bar graph below. It shows the results of the survey above. Answer the questions 1-3. Choose a or b.

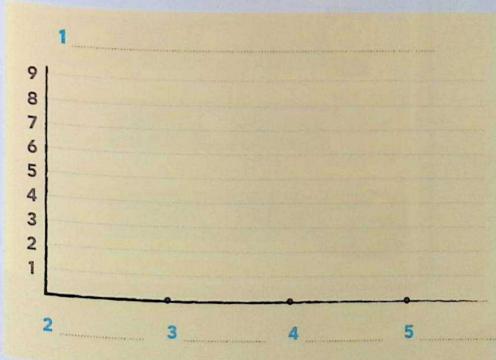


- What do the numbers in blue in the bar graph show?
  - number of students
  - number of different hair colours
- How many students are there in the class?
  - seven
  - fourteen
- What is the most common hair colour in the class?
  - dark
  - red

C. Look at the table below. It shows the results of class 2C's survey on eye colour. Answer the questions 1-4 and make a bar graph with the information.

EYE COLOUR	NUMBER OF STUDENTS
Brown	8
Blue	3
Grey	2
Green	1

1. What information does the table give us?
2. How many students have got grey eyes?
3. How many bars will the bar graph have?
4. What information do you need to complete the gaps 1-5? Complete the gaps. Then draw the bars.



## Project

## Do a class survey!

Do a survey on eye colour in your class.  
Be sure to follow the three stages in the  
TIP below.

EYE COLOUR	NUMBER OF STUDENTS
Brown	
Blue	
Grey	
Green	



- Stage 1: Collect the data.
- Stage 2: Organise the data.
- Stage 3: Use the data to create a bar graph.

**PUT TWO MAGNETS  
TOGETHER.  
WHAT DO THEY DO?**



A. Work in groups of 4-5. Empty out your school bags and pockets and use the magnet to find out what items stick to it.

B. Why do only some of the items stick to the magnet? Listen, read and find out.

You will need:  
a magnet

There are two answers: they stick to each other or they push away from each other.

This is because magnets have two different parts. They've got a magnetic north pole and a magnetic south pole. Two magnets with the same pole - two south poles or two north poles - push away from each other. They do not stick to each other.



Two magnets with different poles - one north and one south - stick to each other.



Lots of things around us are magnetic. Put a magnet near them and they move towards it. Many metals are magnetic, but not all of them are.

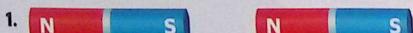


### FUN FACT

Did you know  
the Earth is a  
big magnet?



C. Look at the diagrams below and draw arrows to show what the magnets do.



### Project

#### Do an experiment!

Look at the items below. Which ones do you think are magnetic? Tick (✓) the correct circle in the table below. Then, at home, use a magnet to check your answers.

MAGNETIC      NON-MAGNETIC



	MAGNETIC	NON-MAGNETIC
	<input type="checkbox"/>	<input type="checkbox"/>



# Rainbows



A. Look at the highlighted words in the text and find their definitions in a dictionary.

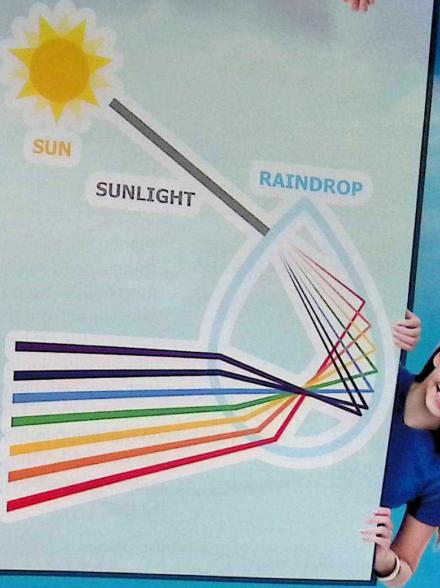
B. What do you know about rainbows?  
Why do rainbows appear after it rains?  
Listen, read and check your answers.

Rainbows sometimes appear when sunlight and raindrops come together.

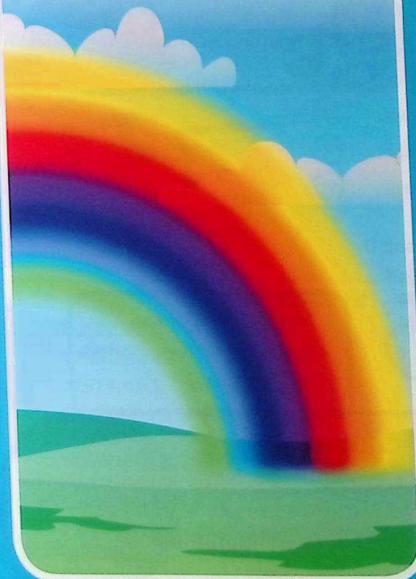
Sunlight is white light and actually has different colours in it. We don't usually see them because when a beam of sunlight comes down to earth, the light is white.

When there are raindrops in the air and the beam of sunlight hits them at a specific angle, the raindrops separate the white light into different colours. That is why we see a rainbow.

We can see seven colours in a rainbow in this order: red, orange, yellow, green, blue, indigo and violet.



C. Find the mistakes in the rainbow below.



## Project

### Do an experiment!

You will need:



a sprayer



sunlight



a plant

1. Fill the sprayer with water.
2. Go outside on a sunny day.
3. Stand with your back to the sun. Have something dark (e.g. a large plant) in front of you.
4. Spray water in the air.



**WHAT DO YOU SEE?**

# Plant life

A. Which of the following do you think plants need to grow?

Tick (✓) the correct words. Then listen, read the text and check your answers.



water



clouds



insects



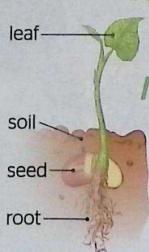
air



light



rocks



## What do plants need to grow?

Plants, like all living things, need water and food to live. Their roots take water from the soil, but the amazing thing about plants is that they can make their own food. They do this using light from the sun, which they collect through their leaves.

Plant seeds start growing underground, away from the sun. They don't need light, because they don't have leaves and so they can't make food from sunlight yet. They need water and air, which they find in the soil.

Without air, most plants cannot grow. That's why only a few special plants can grow underwater. Plants need light when they get bigger though, and this is why we keep them outside or near a window.

B. Look at the science experiments below. In each one, some beans are growing in a different environment. Can you guess how they will grow? Match the experiments to the results below.

Experiment 1



water   
light   
air

Experiment 2



water   
light   
air

Experiment 3



water   
light   
air

Experiment 4



water   
light   
air

Result A



Result B



Result C



Result D



C. Discuss the following.

- Do you like growing plants?
- Why / Why not?

### Project

### Grow a bean plant!

You will need:



Put some water on a paper towel and put it in a dish. Then put the beans on the paper towel. Make sure you keep the paper towel wet. When your beans start to grow, put them in pots of soil. Grow them in your classroom!

Make sure the beans are raw - this means you can't use cooked beans or beans from a can!

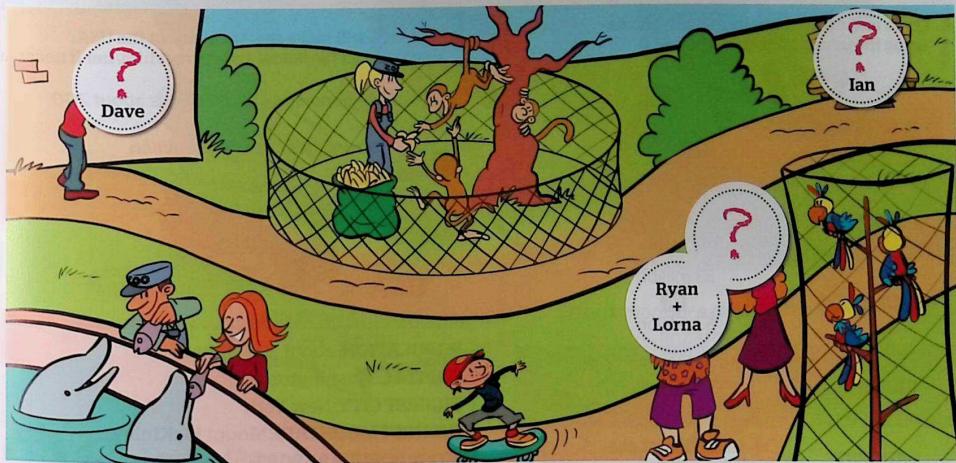
## Pair work activities



6c

## Student A

Look at the picture below and ask Student B questions to find out what Dave, Ian, Ryan and Lorna are doing as in the example. Then answer Student B's questions.



**What's Dave doing? Is he taking pictures of the monkeys?**  
**No, he isn't. He's...**

8d

Student A

## **How much do you know about**

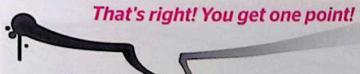
## North America?

**A. Student B will make sentences about Canada.  
Read the fact file below and correct him/her if necessary.**

**B.** Try to make true sentences about the USA using the information given below.

*I think Canada is the second largest country in the world.*

***That's right! You get one point!***



## CANADA



**SIZE:** second largest country in the world

**POPULATION:** about 33 million

## **CAPITAL:** Ottawa

**LARGEST LAKE:** Great Bear Lake

## **MOST POPULAR SPORT:** ice-hockey



<b>POPULATION</b>	about 200 million <b>or</b> 300 million
<b>CAPITAL</b>	Washington D.C. <b>or</b> New York
<b>BIGGEST CITY</b>	New York <b>or</b> Washington D.C.
<b>HIGHEST MOUNTAIN</b>	Mount St. Helens <b>or</b> Mount McKinley
<b>MOST POPULAR SPORT</b>	football <b>or</b> baseball

*I think the population of the USA is about 200 million.*  
**Wrong! It's about 300 million.**

# Pair work activities

3d

Student B

## How much do you know about *North America?*

A. Try to make true sentences about Canada using the information given below.

**CANADA**



<b>SIZE</b>	second or third	largest country in the world
<b>POPULATION</b>	about	33 million or 53 million
<b>CAPITAL</b>		Montreal or Ottawa
<b>LARGEST LAKE</b>		Great Slave Lake or Great Bear Lake
<b>MOST POPULAR SPORT</b>		ice-hockey or baseball

*I think Canada is the second largest country in the world.  
That's right! You get one point!*

B. Student A will make sentences about the USA. Read the fact file below and correct him/her if necessary.

*I think the population of the USA is about 200 million.*

*Wrong! It's about 300 million.*



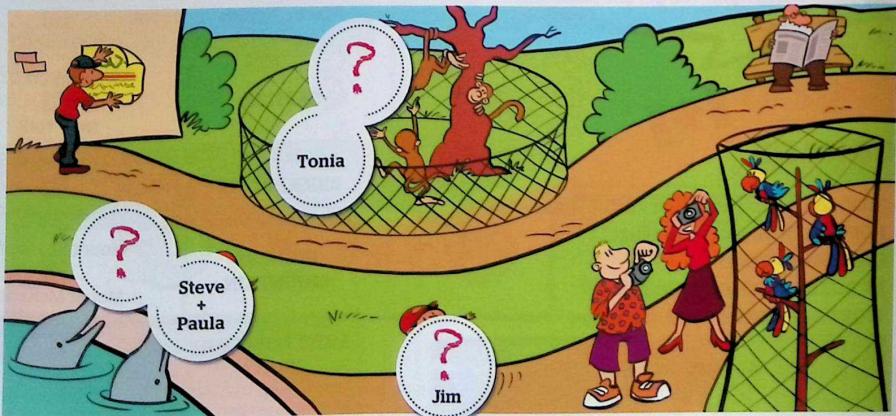
**POPULATION:** about 300 million  
**CAPITAL:** Washington D.C.  
**BIGGEST CITY:** New York  
**HIGHEST MOUNTAIN:** Mount McKinley  
**MOST POPULAR SPORT:** baseball



6c

Student B

Look at the picture below and answer Student A's questions. Then ask Student A questions to find out what Tonia, Jim, Steve and Paula are doing as in the example.



*What's Tonia doing? Is she taking pictures of the monkeys?*

*No, she isn't. She's ...*

## 2a

# Memory Game

Talk in pairs.

**Student A:** Look at the pictures for a minute and close your book. Answer **Student B's** questions.

**Student B:** Ask **Student A** questions and see how much he/she remembers.



Has Bella got a pink mobile phone?

Yes, she has.

Has Damon got a camera?

No, he hasn't.

Have Ian and James got rollerblades?

Yes, they have.

## 5b

# Role Play

Talk in pairs.

**Student A:** Imagine that you are a waiter/waitress at Charlie's Palace.

Talk to **Student B** as in the example and take his/her order.

**Student B:** Imagine that you are at Charlie's Palace and you want to order. **Student A** is the waiter/waitress. Look at the menu, give him/her your order and talk, as in the example.

Good afternoon. Can I take your order?

Yes, I'd like..., please.

Is that all?

No, I'd also like..., please.

I'm sorry, we haven't got any...

Would you like...?

Yes please. / No thank you.

## Charlie's Palace

# MENU

burger	.....	2.50
cheeseburger	.....	3.00
club sandwich	.....	3.50
salad	.....	2.50
pasta	.....	3.50
chips	.....	1.50
chocolate cake	.....	1.75
ice cream	.....	2.00
milkshake	.....	1.75
soft drinks	.....	1.50

## 7a

# Guessing Game

Talk in pairs. Look at the pictures and ask and answer questions using the prompts.

Where were Kate and her friend last night?

They were at the cinema.

Were they scared?

Yes, they were.



- Where / Kate and her friend / last night?
- they / scared?

- Where / Adam and Mark / last week?
- they / excited?

- Where / Jill / yesterday morning?
- she / happy?

# III Grammar Reference



## Hello

### ► Plural nouns

- We form the plural of most nouns by adding **-s** to the end of the word.

book → books chair → chairs

### ► a/an

- We use **a** when the next word begins with a consonant sound (s, t, x...).  
a book a pencil
- We use **an** when the next word begins with a vowel sound (a, e, i, o, u).  
an orange an apple

### ► This / That

- We use **this** to point out a person, animal or thing that is close to us.  
*This is a book.*
- We use **that** to point out a person, animal or thing that is far from us.  
*That girl over there is Maria.*

### ► Imperative

- We form the imperative with the base form of the verb. We form the negative form with **don't + base form**.  
*Listen to the CD! Don't speak!*
- We use the imperative to ask someone to do something. We can use 'please' to be more polite.  
*Open your books, please!*

We usually use short forms when we speak and full forms when we write.

### ► Possessive adjectives

PERSONAL PRONOUNS	POSSESSIVE ADJECTIVES
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

- Possessive adjectives go before nouns, without articles.

*She is my friend. Her name is Emma.*

### ► Question Words (Who...?, What...?, Where...?, How...?)

- Who...?:** We ask questions about people.  
*Who's that? My friend Kim.*
- What...?:** We ask questions about things, animals and actions.  
*What's your favourite school subject? PE.*
- Where...?:** We ask questions about places.  
*Where are you from? I'm from China.*
- How are you?:** We ask about someone's health or to find out someone's news.  
*How are you? Fine, thanks.*
- How old...?:** We ask about someone's age.  
*How old are you? I'm thirteen years old.*

## Module 1

### ► The verb **be**

AFFIRMATIVE		NEGATIVE	
FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
I am	I'm	I am not	I'm not
You are	You're	You are not	You aren't
He is	He's	He is not	He isn't
She is	She's	She is not	She isn't
It is	It's	It is not	It isn't
We are	We're	We are not	We aren't
You are	You're	You are not	You aren't
They are	They're	They are not	They aren't

QUESTIONS	SHORT ANSWERS	
Am I?	Yes, I am.	No, I'm not.
Are you?	Yes, you are.	No, you aren't.
Is he?	Yes, he is.	No, he isn't.
Is she?	Yes, she is.	No, she isn't.
Is it?	Yes, it is.	No, it isn't.
Are we?	Yes, we are.	No, we aren't.
Are you?	Yes, you are.	No, you aren't.
Are they?	Yes, they are.	No, they aren't.

## Module 2

### ► The verb **have got**

We use the verb **have got**:

- to express possession.  
*I've got a computer.*
- to describe people, animals and things.  
*Mary has got fair hair.*

AFFIRMATIVE	
FULL FORMS	SHORT FORMS
I have got	I've got
You have got	You've got
He has got	He's got
She has got	She's got
It has got	It's got
We have got	We've got
You have got	You've got
They have got	They've got

## NEGATIVE

FULL FORMS	SHORT FORMS
I have not got	I haven't got
You have not got	You haven't got
He has not got	He hasn't got
She has not got	She hasn't got
It has not got	It hasn't got
We have not got	We haven't got
You have not got	You haven't got
They have not got	They haven't got

## QUESTIONS

## SHORT ANSWERS

Have I got?	Yes, I have.	No, I haven't.
Have you got?	Yes, you have.	No, you haven't.
Has he got?	Yes, he has.	No, he hasn't.
Has she got?	Yes, she has.	No, she hasn't.
Has it got?	Yes, it has.	No, it hasn't.
Have we got?	Yes, we have.	No, we haven't.
Have you got?	Yes, you have.	No, you haven't.
Have they got?	Yes, they have.	No, they haven't.

## Plural forms

### REGULAR NOUNS

• most nouns take -s (in the plural)	<i>dog</i> → <i>dogs</i> <i>computer</i> → <i>computers</i>
• nouns ending in -s, -ch, -sh, -x, -o, take -es	<i>box</i> → <i>boxes</i> <i>watch</i> → <i>watches</i>
• nouns ending in a consonant + -y, drop the -y and take -ies	<i>country</i> → <i>countries</i> <b>BUT</b> <i>boy</i> → <i>boys</i>
• nouns ending in -f or -fe, take -ves	<i>scarf</i> → <i>scarves</i>

### IRREGULAR NOUNS

<i>man</i> → <i>men</i>
<i>woman</i> → <i>women</i>
<i>child</i> → <i>children</i>
<i>foot</i> → <i>feet</i>
<i>tooth</i> → <i>teeth</i>
<i>person</i> → <i>people</i>
<i>mouse</i> → <i>mice</i>
<i>fish</i> → <i>fish</i>

- Adjectives do not have a plural form.  
*This is an old umbrella.* →  
*These are old umbrellas.*

## Let's

To make suggestions we use **Let's** + the base form of the verb.  
**Let's dance.**

## The verb can

AFFIRMATIVE	NEGATIVE
I can dance	I cannot/can't dance
You can dance	You cannot/can't dance
He can dance	He cannot/can't dance
She can dance	She cannot/can't dance
It can dance	It cannot/can't dance
We can dance	We cannot/can't dance
You can dance	You cannot/can't dance
They can dance	They cannot/can't dance

## QUESTIONS

## SHORT ANSWERS

Can I dance?	Yes, I can.	No, I can't.
Can you dance?	Yes, you can.	No, you can't.
Can he dance?	Yes, he can.	No, he can't.
Can she dance?	Yes, she can.	No, she can't.
Can it dance?	Yes, it can.	No, it can't.
Can we dance?	Yes, we can.	No, we can't.
Can you dance?	Yes, you can.	No, you can't.
Can they dance?	Yes, they can.	No, they can't.

We use the verb **can** to express ability. *He can swim.*

## Module 3

### Present Simple

#### AFFIRMATIVE

I speak
You speak
He speaks
She speaks
It speaks
We speak
You speak
They speak

We use the **Present Simple** for habits or actions that happen regularly.  
*I watch TV every day. She plays tennis at the weekend.*

#### Formation of the 3rd person singular (he/she/it)

• most verbs take -s	<i>I speak</i> → <i>he speaks</i>	<i>I like</i> → <i>he likes</i>
• verbs ending in -ss, -sh, -ch, -x, -o take -es	<i>I watch</i> → <i>she watches</i>	<i>I go</i> → <i>she goes</i>
• verbs ending in a consonant + -y, drop the -y and take -ies	<i>I study</i> → <i>he studies</i> <b>BUT</b> <i>I play</i> → <i>it plays</i>	

### Prepositions of time (at - in - on)

<b>at</b>	six o'clock / half past two noon / night / midday / midnight the weekend(s)
<b>in</b>	the morning / afternoon / evening my free time
<b>on</b>	Saturday Friday morning / afternoon, etc. weekdays

## These / Those

- We use **these** to point out people, animals or things that are close to us.  
*These are my books.*
- We use **those** to point out people, animals, or things that are far from us.  
*Those boys over there are my friends.*

## Possessive Case - Whose...?

- We use **whose** to ask about possession.  
*Whose book is this? It's my book.*
- We use the **possessive case** to express possession. We form the possessive case by adding 's to a singular noun. We add only ' to plural nouns ending in -s.  
*This is Tom's book.*  
*This is my sister's pencil.*  
*My parents' computer is black.*

# III Grammar Reference

## ► Present Simple

AFFIRMATIVE		NEGATIVE	
	FULL FORMS		SHORT FORMS
I speak	I do not speak	I don't speak	
You speak	You do not speak	You don't speak	
He speaks	He does not speak	He doesn't speak	
She speaks	She does not speak	She doesn't speak	
It speaks	It does not speak	It doesn't speak	
We speak	We do not speak	We don't speak	
You speak	You do not speak	You don't speak	
They speak	They do not speak	They don't speak	

QUESTIONS		SHORT ANSWERS	
Do I speak?	Yes, I do.	No, I don't.	
Do you speak?	Yes, you do.	No, you don't.	
Does he speak?	Yes, he does.	No, he doesn't.	
Does she speak?	Yes, she does.	No, she doesn't.	
Does it speak?	Yes, it does.	No, it doesn't.	
Do we speak?	Yes, we do.	No, we don't.	
Do you speak?	Yes, you do.	No, you don't.	
Do they speak?	Yes, they do.	No, they don't.	

NOTE: No -s in the 3rd person singular after *does/doesn't*.

## ► Present Simple with Wh-questions

- We use **Who, What, Where, When** to ask questions and request information:  
*What do you do after school?*  
*I go home and play computer games.*

NOTE: We use **When** to ask about time (when something happens).  
*When do you take the dog for a walk?*  
*Every day after school.*

- Questions which begin with Do/Does have a Yes/No answer.  
*Do you go to the cinema at the weekend?* Yes./No.

## ► Adverbs of frequency

never	*	***	****	*****
sometimes	often	usually	always	

We use **adverbs of frequency** to talk about how often we do something. We place them:

- before** the main verb.  
*John often plays football on Saturdays.*  
*Peter doesn't always have breakfast.*
- after** the verb **be**.  
*Sheryl is never late for school.*

## Module 4

### ► There is / There are

AFFIRMATIVE		NEGATIVE	
	FULL FORMS		SHORT FORMS
singular	There is	There's	There is not
plural	There are	×	There are not

QUESTIONS		SHORT ANSWERS	
singular	Is there...?	Yes, there is.	No, there isn't.
plural	Are there...?	Yes, there are.	No, there aren't.

- We use **there is** before singular nouns.

*There's a bathroom upstairs.*

*Is there a swimming pool in the palace?*

- We use **there are** before plural nouns.

*There are ten bedrooms in the castle.*

*Are there two bins in the classroom?*

### ► Prepositions of place

- in** *The book is in the bag.*
- on** *The book is on the desk.*
- under** *The cat is under the table.*
- next to** *The pencil is next to the book.*
- between** *The pencil is between the book and the bag.*
- In front of** *The table is in front of the sofa.*
- behind** *The cat is behind the sofa.*

### ► a / an, the

- We use **a/an** before singular nouns when we mention them for the first time or when we don't refer to a specific item.  
*There is a lamp in the room. There isn't an armchair in the room.*
- We use **the** with singular or plural nouns when we talk about something or someone in specific.  
*We've got two cars. The black car is my father's.*

### ► Personal Pronouns

SUBJECT PRONOUNS	OBJECT PRONOUNS
I	me
You	you
He	him
She	her
It	it
We	us
You	you
They	them

- We use **object pronouns** as objects of verbs. They always go after verbs.

*This soup is delicious. Taste it!*

## ► The verb can (permission-requests)

We use **can**:

- to ask for permission: *Mum, can I go out?*
- to give or refuse permission: *Yes, you can. / No, you can't.*
- to make a request: *Can I speak to Paul, please?*

## ► The verb must

AFFIRMATIVE	NEGATIVE
I must play	I must not/mustn't play
You must play	You must not/mustn't play
He must play	He must not/mustn't play
She must play	She must not/mustn't play
It must play	It must not/mustn't play
We must play	We must not/mustn't play
You must play	You must not/mustn't play
They must play	They must not/mustn't play

QUESTIONS	SHORT ANSWERS
Must I play?	Yes, I must.
Must you play?	Yes, you must.
Must he play?	Yes, he must.
Must she play?	Yes, she must.
Must it play?	Yes, it must.
Must we play?	Yes, we must.
Must you play?	Yes, you must.
Must they play?	Yes, they must.

- **Must** expresses obligation.  
*I must do my homework.*
- **Mustn't** expresses prohibition.  
*You mustn't touch the paintings.*

## Module 5

### ► Countable and uncountable nouns

- **Countable nouns** have both a singular and a plural form and we can count them. We use *a/an* and numbers before countable nouns.  
*a table - two tables*
- **Uncountable nouns** only have a singular form and we cannot count them. We don't use *a/an* or numbers before uncountable nouns.  
*coffee - water - milk*

### ► a(n), some

**a(n)** + singular countable nouns.

**some** + plural countable nouns.

**some** + uncountable nouns.

*There's an orange and some ice cream in the fridge.*

*There are some apples, too.*

### ► some - any

• We use **some** with uncountable and plural countable nouns in affirmative sentences and offers.

*There are some carrots in the fridge.*

*Would you like some orange juice?*

• We use **any** with uncountable and plural countable nouns in questions and negative sentences.

*Is there any milk in the fridge?*

*There aren't any apples in the fridge.*

### ► Would like

• We use **Would you like...?** when we offer something.

*Would you like some lemonade?*

• We use **I would like** or **I'd like** when we ask for something politely.

*I'd like some water, please.*

### ► How much? / How many?

• We use **How much...?** with uncountable nouns to ask about the quantity of something.

*How much water is in the bottle?*

• We use **How many...?** with countable nouns to ask about the number of something.

*How many students are there in the classroom?*

## Module 6

### ► like/love/enjoy/hate

• like/love/enjoy/hate + noun:

*I love my family.*

*Pablo hates basketball.*

• like/love/enjoy/hate + -ing form:

*Maria loves swimming.*

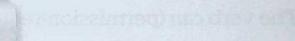
*I hate doing my homework.*

### ► Present Progressive

AFFIRMATIVE	
FULL FORMS	SHORT FORMS
I am playing	I'm playing
You are playing	You're playing
He is playing	He's playing
She is playing	She's playing
It is playing	It's playing
We are playing	We're playing
You are playing	You're playing
They are playing	They're playing

NEGATIVE	
FULL FORMS	SHORT FORMS
I am not playing	I'm not playing
You are not playing	You're not playing
He is not playing	He isn't playing
She is not playing	She isn't playing
It is not playing	It isn't playing
We are not playing	We aren't playing
You are not playing	You aren't playing
They are not playing	They aren't playing

# III Grammar Reference



QUESTIONS	SHORT ANSWERS	
Am I playing?	Yes, I am.	No, I'm not.
Are you playing?	Yes, you are.	No, you aren't.
Is he playing?	Yes, he is.	No, he isn't.
Is she playing?	Yes, she is.	No, she isn't.
Is it playing?	Yes, it is.	No, it isn't.
Are we playing?	Yes, we are.	No, we aren't.
Are you playing?	Yes, you are.	No, you aren't.
Are they playing?	Yes, they are.	No, they aren't.

- We use the **Present Progressive** for actions that are happening at the moment of speaking.  
*What is Kelly doing now? She's talking on the phone.*

## FORMATION OF -ing

• most verbs take <i>-ing</i>	<i>talk</i> → <i>talking</i>
• verbs ending in <i>-e</i> , drop the <i>-e</i> before the <i>-ing</i>	<i>come</i> → <i>coming</i>
• verbs with one syllable ending in one vowel + one consonant, double the consonant before the <i>-ing</i>	<i>stop</i> → <i>stopping</i>
• verbs with two or more syllables ending in one stressed vowel + one consonant, double the consonant before the <i>-ing</i>	<i>begin</i> → <i>beginning</i> <b>BUT</b> <i>happen</i> → <i>happening</i>
• verbs ending in one vowel + <i>-l</i> , double the <i>-l</i> before the <i>-ing</i>	<i>travel</i> → <i>travelling</i>
• verbs ending in <i>-ie</i> , change <i>-ie</i> to <i>-y</i> before the <i>-ing</i>	<i>lie</i> → <i>lying</i>

## ► Why?/Because...

- We use **why** to ask about the reason why something happens.
- We use **because** to give the reason why something happens.  
*Why do you like karaoke? Because it's fun.*

## ► Present Progressive vs Present Simple

- We use the **Present Progressive** for actions that are happening at the moment of speaking.  
*John is watching TV now.*  
*Listen! She is playing the piano.*
- We use the **Present Simple** for habits, repeated actions and permanent states.  
*John watches TV at the weekend.*  
*He plays the piano every day.*

## TIME EXPRESSIONS

PRESENT PROGRESSIVE	PRESENT SIMPLE
now, at the moment	usually, always, often, etc. every day/week, etc. in the afternoons/summer, etc. on Mondays, at the weekend, etc.

## Module 7

### ► Past Simple of the verb *be*

- We use the **Past Simple** to talk about past actions, states or situations.

*Yesterday we visited a museum. It was great!*

AFFIRMATIVE	NEGATIVE	
	FULL FORMS	SHORT FORMS
I was	I was not	I wasn't
You were	You were not	You weren't
He was	He was not	He wasn't
She was	She was not	She wasn't
It was	It was not	It wasn't
We were	We were not	We weren't
You were	You were not	You weren't
They were	They were not	They weren't

QUESTIONS	SHORT ANSWERS	
Was I?	Yes, I was.	No, I wasn't.
Were you?	Yes, you were.	No, you weren't.
Was he?	Yes, he was.	No, he wasn't.
Was she?	Yes, she was.	No, she wasn't.
Was it?	Yes, it was.	No, it wasn't.
Were we?	Yes, we were.	No, we weren't.
Were you?	Yes, you were.	No, you weren't.
Were they?	Yes, they were.	No, they weren't.

### ► There was / There were

AFFIRMATIVE	NEGATIVE	QUESTIONS	SHORT ANSWERS
There was	There wasn't	Was there?	Yes, there was. No, there wasn't.
There were	There weren't	Were there?	Yes, there were. No, there weren't.

### ► Past Simple of regular verbs (Affirmative)

AFFIRMATIVE
I He/She/It played We/You/They

SPELLING
• most verbs take <i>-ed</i>
• verbs ending in <i>-e</i> , take only <i>-d</i>
• verbs ending in a consonant + <i>-y</i> , take <i>-ied</i>
• verbs with one syllable ending in one vowel + one consonant, double the consonant before the <i>-ed</i>
• verbs with two or more syllables ending in a stressed vowel + one consonant, double the consonant before the <i>-ed</i>
• verbs ending in <i>-ie</i> , change <i>-ie</i> to <i>-y</i> before the <i>-ed</i>

## ► Past Simple of irregular verbs (Affirmative)

### AFFIRMATIVE

I  
He/She/It went  
We/You/They

Irregular verbs don't take *-ed* in the Past Simple.

NOTE: Look at the list of irregular verbs on page 126.

### TIME EXPRESSIONS

yesterday / yesterday morning, etc.  
last night / week / weekend / month / year  
last Wednesday / Friday, etc.  
last summer / winter, etc.  
two days / a week / three months / five years ago  
in + years

NEGATIVE		
FULL FORMS	SHORT FORMS	
I am not going to play	I'm not going to play	
You are not going to play	You aren't going to play	
He is not going to play	He isn't going to play	
She is not going to play	She isn't going to play	
It is not going to play	It isn't going to play	
We are not going to play	We aren't going to play	
You are not going to play	You aren't going to play	
They are not going to play	They aren't going to play	

### QUESTIONS

SHORT ANSWERS
Yes, I am.
Yes, you are.
Yes, he is.
Yes, she is.
Yes, it is.
Yes, we are.
Yes, you are.
Yes, they are.

TIME EXPRESSIONS
tomorrow / tonight
next month/year/week/Tuesday, etc.
in an hour/year, etc.
soon

## ► Past Simple

AFFIRMATIVE	NEGATIVE	
	FULL FORMS	SHORT FORMS
I played / ate	I did not play / eat	I didn't play / eat
You played / ate	You did not play / eat	You didn't play / eat
He played / ate	He did not play / eat	He didn't play / eat
She played / ate	She did not play / eat	She didn't play / eat
It played / ate	It did not play / eat	It didn't play / eat
We played / ate	We did not play / eat	We didn't play / eat
You played / ate	You did not play / eat	You didn't play / eat
They played / ate	They did not play / eat	They didn't play / eat

QUESTIONS	SHORT ANSWERS
Did I play / eat?	Yes, I did.
Did you play / eat?	Yes, you did.
Did he play / eat?	Yes, he did.
Did she play / eat?	Yes, she did.
Did it play / eat?	Yes, it did.
Did we play / eat?	Yes, we did.
Did you play / eat?	Yes, you did.
Did they play / eat?	Yes, they did.
	No, I didn't.
	No, you didn't.
	No, he didn't.
	No, she didn't.
	No, it didn't.
	No, we didn't.
	No, you didn't.
	No, they didn't.

- We use the **Future *be going to*** to express future plans. *Dennis is going to buy a car next week.*

NOTE: It isn't necessary to say or write **to go** with the Future ***be going to***.  
*Ted's going (to go) swimming next weekend.*

## ► Present Progressive with future meaning

- We can use the **Present Progressive** to talk about future arrangements.  
*We are having a party next Saturday.*

## ► Future *will*

AFFIRMATIVE	
FULL FORMS	SHORT FORMS
I will play	I'll play
You will play	You'll play
He will play	He'll play
She will play	She'll play
It will play	It'll play
We will play	We'll play
You will play	You'll play
They will play	They'll play

NEGATIVE	
FULL FORMS	SHORT FORMS
I will not play	I won't play
You will not play	You won't play
He will not play	He won't play
She will not play	She won't play
It will not play	It won't play
We will not play	We won't play
You will not play	You won't play
They will not play	They won't play

## Module 8

### ► Future *be going to*

AFFIRMATIVE	
FULL FORMS	SHORT FORMS
I am going to play	I'm going to play
You are going to play	You're going to play
He is going to play	He's going to play
She is going to play	She's going to play
It is going to play	It's going to play
We are going to play	We're going to play
You are going to play	You're going to play
They are going to play	They're going to play

# III Grammar Reference



QUESTIONS	SHORT ANSWERS	
Will I play?	Yes, I will.	No, I won't.
Will you play?	Yes, you will.	No, you won't.
Will he play?	Yes, he will.	No, he won't.
Will she play?	Yes, she will.	No, she won't.
Will it play?	Yes, it will.	No, it won't.
Will we play?	Yes, we will.	No, we won't.
Will you play?	Yes, you will.	No, you won't.
Will they play?	Yes, they will.	No, they won't.

## IRREGULAR COMPARATIVES AND SUPERLATIVES

POSITIVE FORM	COMPARATIVE FORM	SUPERLATIVE FORM
good	better	the best
bad	worse	the worst
many/much	more	the most

- We use the **Future *will*** for predictions and on-the-spot decisions.

*I think it will rain tomorrow.*

*Don't worry. I'll come shopping with you.*

## ► Comparative and Superlative Forms

- We use the **comparative** of adjectives when we compare two people, animals or things.
- We use the **superlative** of adjectives when we compare one person, animal or thing with several of the same kind.

FORMATION		
Comparative		
adjective + -er		<i>John is older than Peter.</i>
more + adjective	+ than	<i>My watch is more expensive than Diana's.</i>
Superlative		
adjective + -est		<i>John is the tallest boy in his class.</i>
the +	+ of/in	<i>This watch is the most expensive of all.</i>
most + adjective		

- All one-syllable and most two syllable adjectives take *-er/-est*:  
*clean* → *cleaner* → *the cleanest*  
*clever* → *cleverer* → *the cleverest*
- One-syllable adjectives ending in *-e*, take *-r/-st*:  
*nice* → *nicer* → *the nicest*
- One-syllable adjectives ending in one vowel + one consonant, double the consonant before the *-er/-est*:  
*hot* → *hotter* → *the hottest*
- Adjectives ending in a consonant + *-y*, drop the *-y* and take *-ier/-est*:  
*easy* → *easier* → *the easiest*
- Adjectives with three or more syllables and some two-syllable adjectives take *more + adjective/ most + adjective*:  
*expensive* → *more expensive* → *the most expensive*  
*careful* → *more careful* → *the most careful*

## IRREGULAR VERBS

Base Form	Past Simple
be	was/were
become	became
begin	began
break	broke
buy	bought
come	came
do	did
drive	drove
eat	ate
fall	fell
find	found
forget	forgot
get	got
give	gave
go	went
hang	hung
have	had
know	knew
leave	left
lose	lost
make	made
meet	met
put	put
read	read
ride	rode
run	ran
say	said
see	saw
send	sent
sit	sat
sleep	slept
spend	spent
swim	swam
take	took
tell	told
wear	wore
win	won
write	wrote

## In class

### How to learn better in class

- Look at your teacher and the board and take notes.
- Listen carefully to your teacher and the CD.
- Ask your teacher when you don't understand.
- Speak in English as much as possible.
- Take part in pair and group work activities.

## Speak

### How to do better when doing speaking tasks

- Look at the example given.
- Use the prompts given.
- Use the language you have learnt.
- Don't be afraid to make mistakes when you speak.
- Speak only in English.

## Outside the class

### How to learn better outside the class

- Read the dialogues and texts from your book and listen to your CD.
- Read the dialogues and texts aloud and sometimes record yourself.
- Study the vocabulary and grammar and then do your homework.
- Read selected texts from English magazines and newspapers.
- Read English websites.
- Listen to English songs.
- Watch English TV programmes and DVDs.

## Read

### How to do better when doing reading tasks

- Before you read, try to predict what the text is about with the help of the pictures.
- Look for key words in the text to understand the main ideas.
- Try to guess the meaning of unknown words.
- Read the text quickly to understand the main idea.
- Read the text carefully to understand specific details.
- Decide in which part of the text you can find the information you need.

## Vocabulary

### How to learn vocabulary better

- Write down new words in a notebook. Together with the English word:
  - write the translation in your language,
  - write an example sentence,
  - draw or stick a picture.
- Put words in groups or use diagrams.
- Learn whole phrases (e.g. verb+noun) not just isolated words.
- When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.
- Refer to the Word List.
- Practise the spelling and pronunciation of new words.
- Look up unknown words in a dictionary.
- Regularly revise words you have learnt.
- Try to use words you have recently learnt when you speak or write.

## Listen

### How to do better when doing listening tasks

- Before you listen, look at the pictures and read the questions and answers carefully.
- Before you listen, try to predict what the speakers are going to talk about.
- Before you listen, try to predict what kind of information is missing.
- While listening, try to understand the general idea, not every single word.
- While listening, don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.

## Write

### How to do better when doing writing tasks

- Make sure you understand what you are asked to write.
- Plan your writing and make notes before you write.
- Join your ideas with *and* and *but*.
- Use pronouns (he, she, it, them, etc.) to avoid repeating the same words.
- Write neatly.
- After you finish, check your writing. Check punctuation and capital letters, word order, spelling, linking words, grammar and vocabulary.

## Grammar

### How to learn grammar better

- Refer to the Grammar Reference.
- Use grammar tables.
- Have a grammar notebook.
- In it write:
  - tips and/or rules in your language,
  - example sentences,
  - important grammatical points e.g. irregular verbs.
- Make a note of grammatical errors that you often make.

# III Project Skills

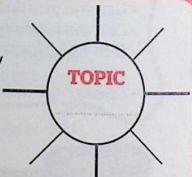


BRAINSTORM PLAN RESEARCH CREATE PROOFREAD PRESENT

## step 1

### BRAINSTORM

- Think of the topic carefully and create a mind map to help you come up with ideas or words related to the topic.



## step 2

### PLAN

- Decide which of the ideas in **Step 1** you would like to include in your project and make a plan to use as a general guide.

## step 3

### RESEARCH

- Do research on the topic. Read books, use the Internet, watch videos or documentaries or even visit a museum.
- Note down key words and important information you have found. Remember: you mustn't copy the information. Use your own words to summarise the ideas.

## step 4

### CREATE

- When you have collected all the information, start working on your project.
- Make your project interesting. Think of a title and find pictures or draw your own.
- You can also write captions underneath the pictures to describe them.

## step 5

### PROOFREAD

- After you finish, proofread your work.
- Make sure you have included all the information and ideas you chose in your project.
- Check your spelling, grammar, vocabulary, etc.

## step 6

### PRESENT

A presentation consists of **3 stages**:

#### Stage 1: Before the presentation

- Practise presenting your work in front of a mirror or to a friend. This will help you feel more confident.

#### Stage 2: During the presentation

- First, introduce the topic. (*I would like to talk about... / I am going to talk about...*)
- Use short and simple sentences.
- Speak clearly and confidently.
- Smile at the people in the audience (your classmates) and make eye contact.

#### Stage 3: After the presentation

- Ask the audience if they have any questions and try to answer their questions. (*Any questions?*)
- Don't forget to thank the audience. (*Thank you for your attention.*)



Use the following checklist with the things you need to do. Tick (✓) the boxes when you do them.

#### PROJECT CHECKLIST

- mind map
- plan
- research
- key words
- paragraph/text
- title
- pictures and captions
- checking
- presentation practice





▶

# Word list



## Hello

and  
apple  
boy  
classmate  
door  
first name  
friend  
girl  
here  
man  
orange  
school  
student  
surname  
teacher  
there  
umbrella  
window  
woman

## Family

baby  
brother  
father/dad  
grandfather  
grandmother  
grandparents  
mother/mum  
parents  
sister

## Write...

Yes, of course.  
**1a**  
but  
new  
thanks  
too

nurse

police officer  
secretary  
shop assistant  
taxi driver  
waiter / waitress

## Classroom objects

bag  
bin  
board  
book  
chair  
computer  
desk  
pen  
pencil  
pencil case  
rubber  
ruler  
sharpener

## Phrases

Can you repeat that.  
please?  
Close your books  
Hello  
Hi  
How do you say... in  
English?  
How do you spell...?  
How old are you? I'm...  
(years old)  
I don't understand  
Listen...  
Look at the board  
Open your books  
Read the text.

## Phrases

And you?  
(I'm) fine  
How are you?  
I'm from...  
I live in...  
Nice to meet you  
Not bad  
Really?  
This is...  
Where are you from?

## Days of the week

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday

## Numbers 0-100

## Colours

black  
blue  
brown  
green  
grey  
orange  
pink  
purple  
red  
white  
yellow

**1b**  
aunt  
come  
cousin  
great  
pizza  
restaurant  
uncle  
welcome  
**Jobs**  
actor / actress  
bus driver  
chef  
delivery person  
doctor

## 1d

also  
band  
be crazy about  
drummer  
famous  
favourite  
like  
meet  
play

# Word list



rapper	MP4 player	call	sing
(lead) singer	nice	house	skateboard (v)
song	party	small	so
very	rollerblades	tail	speak a language
<b>Musical instruments</b>	skateboard	very much	star
drums	sunglasses	wing	swim
guitar	thing	<b>Parts of the body</b>	take pictures
keyboard	watch (n)	arm	talent
piano	<b>Phrases</b>	ear	tonight
violin	Are you sure?	eye	use a computer
<b>Kinds of music</b>	Look!	face	well (adv)
hip hop	Wait!	foot - feet	winner
jazz		hand	
pop	<b>2b</b>	head	<b>2e</b>
rock	a lot of	leg	best friend
<b>Phrases</b>	beautiful	mouth	<b>Appearance</b>
What's your favourite kind of music?	check out	nose	chubby
Who...?	child - children	tooth - teeth	dark
<b>1e</b>	colourful	<b>Pets</b>	fair
age	film	cat	hair
be good at	fish - fish	dog	long
<b>Titles</b>	love	parrot	old
Miss	man - men	rabbit	short
Mr	old	snake	slim
Mrs	person - people	spider	tall
Ms	present	<b>Phrases</b>	young
<b>School subjects</b>	trendy	Come on	<b>Phrases</b>
Art	wardrobe	I don't know	What does he/she look like?
English	woman - women	I think...	Well done
Geography	<b>Clothes and accessories</b>	Let's...	
History	belt	No problem	
Maths	boots	Of course not	<b>3a</b>
Music	dress	Thank you	after
PE	hoody	That's all right	again
Science	jacket	Well...	amazing
	jeans		art gallery
<b>2a</b>	jumper	<b>2d</b>	artist
bike	leggings	come back	design (n)
camera	scarf	cook (v)	different
cap	shoes	dance	every
CD	skirt	dancer	make
computer game	T-shirt	do	paint (v)
cool	trainers	draw	painting
game console	trousers	fantastic	say
mobile phone		play a musical instrument	study
modern	<b>2c</b>	ride a bike	visit
	big	ride a horse	watch TV

weekday	<b>3c</b>	<b>3e</b>	<b>4b</b>
weekend	before	about	after all
<b>Daily routines</b>	early	buy	find
brush my teeth	late	shop (n)	look for
do my homework	park	stay at home	maybe
get dressed	together	<b>Hobbies</b>	place
get home	when	collect coins/comics/	pocket
get up	<b>Free-time activities</b>	stamps	poster
go to bed	go out	do arts and crafts	rug
go to school	go shopping	do ballet	(get) upset
have a shower	go to the cinema	go fishing	wall
have breakfast/lunch/	hang out with friends	go rollerblading	<b>Furniture and appliances</b>
dinner	listen to music	make jewellery	armchair
<b>Phrases</b>	play board games	make model planes	bed
What about you?	play chess	make paper flowers	bookcase
	read magazines		coffee table
<b>3b</b>	surf the Net	<b>4a</b>	cooker
at all	talk on the phone	building	fridge
bored	watch DVDs	castle	lamp
boring	<b>Phrases</b>	city	sofa
exciting	In my free time...	floor	table
(great) fun	What time...?	gym	washing machine
hate	When...?	huge	<b>Phrases</b>
hour		in	Well?
idea	<b>3d</b>	lucky	What's up?
later	argue	million	<b>4c</b>
or	be a mess	museum	another
other	believe	office	closed
player	busy	over	far
stop	don't mind	palace	for
team sports	flat	popular	get
tired	help (out)	swimming pool	give
<b>Sports</b>	just	thousand	near
do athletics	lazy	visitor	need
do gymnastics	want to	<b>Parts of a house/flat</b>	neighbourhood
go swimming	<b>Chores</b>	balcony	newspaper
play basketball	clean the windows	basement	now
play football	do housework	bathroom	remember
play table tennis	do the washing	bedroom	take
play tennis	do the washing-up	downstairs	toothbrush
play volleyball	hoover	garage	<b>Places in a city</b>
<b>Phrases</b>	take out the rubbish	garden	bank
Be quiet	take the dog for a walk	kitchen	bookshop
Don't be silly	tidy my room	lift	café
It's OK	wash the car	living room	hospital
Me too	<b>Phrases</b>	stairs	library
No way	Anyway	upstairs	newsagent's
What's wrong?	Guess what!	<b>Phrases</b>	post office
	in the end	How many...?	shopping centre
	You see		skatepark
			supermarket

<b>Phrases</b>	horrible	cake	It's good/bad for you
do someone a favour	hungry	cheeseburger	Keep trying
Excuse me	minute	chips	... times a week
I'm afraid not	put	chocolate	
Sure!	ready	club sandwich	<b>5d</b>
Thanks a lot	tasty	dessert	beef
<b>4d</b>	try	ketchup	call (v)
animal	<b>Food</b>	lemonade	cook (n)
begin	banana	milkshake	dangerous
bring	butter	orange juice	egg
climb	carrot	pasta	expensive
drink (v)	cheese	soft drink	find out
eat	cherry	<b>Phrases</b>	kg (kilogram)
feed	chicken	Can I take your order?	like (prep)
fence	dairy product	I'd like...	lt (litre)
free	fruit	Is that all?	pay
helmet	ice cream	Would you like...?	scientist
knee pads	meat		smell (v+n)
leave	milk	<b>5c</b>	strange
run	mushroom	a slice of...	sweet (adj)
theatre	onion	careful	taste (v+n)
ticket	pepper	change	test (n)
touch	potato	eating habits	the same
turn off	salad	junk food	true
wear	chicken sausage	meal	year
without	steak	only	
zoo	strawberry	quiz	<b>5e</b>
<b>4e</b>	tomato	right	city centre
address	vegetable	snack	dish
cage	yoghurt	<b>Food and drink</b>	<b>Food and drink</b>
ground floor		biscuit	doughnut
noisy	Have some...	bread	fish
quite	I (don't) think so	cereal	hot chocolate
road	Let me	chocolate bar	meatballs
street	Trust me	coffee	omelette
view	What else...?	sweets	pancakes
<b>Ordinals</b>	Yuck!	tea	rice
first	Yummy!	water	sauce
second		<b>Containers</b>	soup
third, etc.	<b>5b</b>	a bottle of...	tuna
<b>Phrases</b>	actually	a can of...	
I live at...	both	a cup of...	<b>6a</b>
<b>5a</b>	fast food restaurant	a glass of...	a bit
cut (v)	order (v+n)	a packet of...	birthday
delicious	thirsty	<b>Phrases</b>	costume
healthy	<b>Food and drink</b>	a day, a week, etc.	dress up
	burger	all day	enjoy

fancy-dress party	<b>Seasons</b>	flag	wake up
forget	spring	get together	<b>Feelings</b>
have a party	summer	have a barbecue	angry
invitation	autumn	have a picnic	excited
karaoke	winter	km (kilometre)	happy
tell	<b>Phrases</b>	lots of	sad
tomorrow	at the moment	loud	scared
<b>Months</b>	Have a great time	main	surprised
January	What's the weather like?	parade	
February		square	<b>7b</b>
March	<b>6c</b>	take place	ask
April	almost	town	ball
May	because		blackout
June	concert	<b>6e</b>	brilliant
July	cute	card	bruise
August	endangered	invite	dark
September	flyer	New Year's Day / Eve	diary
October	fundraiser	outside	each other
November	get ready	prepare	incredible
December	Internet	surprise	information
<b>Phrases</b>	put up	<b>Wishes</b>	kick
Any ideas?	save	Congratulations!	match (n)
As you know...	send e-mails	Get well soon!	project
See you..	work (v)	Good luck!	something
What's the date?	<b>Animals</b>	Happy Birthday!	start
	bear	Happy New Year!	Yippee
<b>6b</b>	dolphin	Have a nice trip!	
carnival	elephant	<b>Phrases for letters/e-mails</b>	<b>7c</b>
celebrate	lion	Best wishes	ago
fast	monkey	Bye for now	boat
friendly	sea turtle	Dear...	fall
go down	shark	How's life?	grab
happen	tiger	I hope you're fine	hero
have a bath	whale	See you soon	island
have a race		That's all for now	jump
hill	<b>Phrases</b>	Write back soon	lake
laugh	have a look	Yours	luckily
scream	It looks cool		return
slide (n)	Nice work		underwater
snow (n)	Nothing much	<b>7a</b>	wet
snowman	peace and quiet	alive	<b>Phrases</b>
swimsuit	Why...?	dream (n)	be worried about
way	<b>6d</b>	full of	in the middle of
<b>Weather</b>	baseball	funny	<b>7d</b>
It's cloudy	celebration	interesting	around
It's cold	competition	last week/year,etc.	balloon
It's hot	decorate	message	become
It's raining	during	scary	decide
It's snowing	event	sleep	ending
It's sunny	festival	suddenly	fan
It's windy	fireworks	terrible	finish



# Word list



kids	win	equipment	until
learn	<b>Means of transport</b>	experience (n)	village
mate	by car	explore	<b>Holiday activities</b>
scene	by coach	finally	buy souvenirs
whole	by plane	instructor	do water sports
world	by ship	metre	go hiking
<b>Kinds of films</b>	by train	ocean	go on a trip
adventure film	<b>Phrases</b>	organise	go sightseeing
animated film	get back	scuba diver	stay at a hotel
comedy	go on holiday	ugly	sunbathe
horror film	How long...?	warm	<b>Phrases</b>
romantic film	on foot	Adventure sports	can't wait
science-fiction film	That sounds great	rock climbing	Greetings from...
<b>Phrases</b>		sailing	
Don't miss it	<b>8b</b>	scuba-diving	
It's something else	choose	skiing	
<b>7e</b>	close (adj)	surfing	
ask for	difficult	water skiing	
autograph	easy	windsurfing	
ride (n)	forest	<b>Phrases</b>	
show (v)	guys	It's worth it!	
skateboarder	leaflet	<b>8d</b>	
spend (time)	lose	area	
then	matches	at the beginning	
walk	put out	capital city	
<b>Places of entertainment</b>	river	century	
bowling alley	safety rule	continent	
cinema complex	tree	culture	
funfair	<b>Camping</b>	especially	
Internet café	backpack	European	
skating rink	camp leader	high	
stadium	first-aid kit	large	
<b>Phrases</b>	go camping	mountain	
after that	make a fire	penguin	
for a while	map	population	
<b>8a</b>	sleeping bag	puma	
definitely	(put up) tent	tourist	
environment	torch	traditional	
everything	<b>Phrases</b>		
half	Don't worry		
important	give someone a hand	<b>8e</b>	
money	<b>8c</b>	drive	
next	arrive	lovely	
spend (money)	beach	news	
travel	cheap	perfect	
	deep	relax	
	dive (n)	tiring	



**Notes**

50.000/-

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H. Q. Mitchell - Marilena Malkogianni

Published by: **MM Publications**

[www.mmpublications.com](http://www.mmpublications.com)

[info@mmpublications.com](mailto:info@mmpublications.com)

**Offices**

UK China Cyprus Greece Korea Poland Turkey USA

Associated companies and representatives throughout the world.

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ISBN: 978-618-05-2128-3

9 786180 521283

