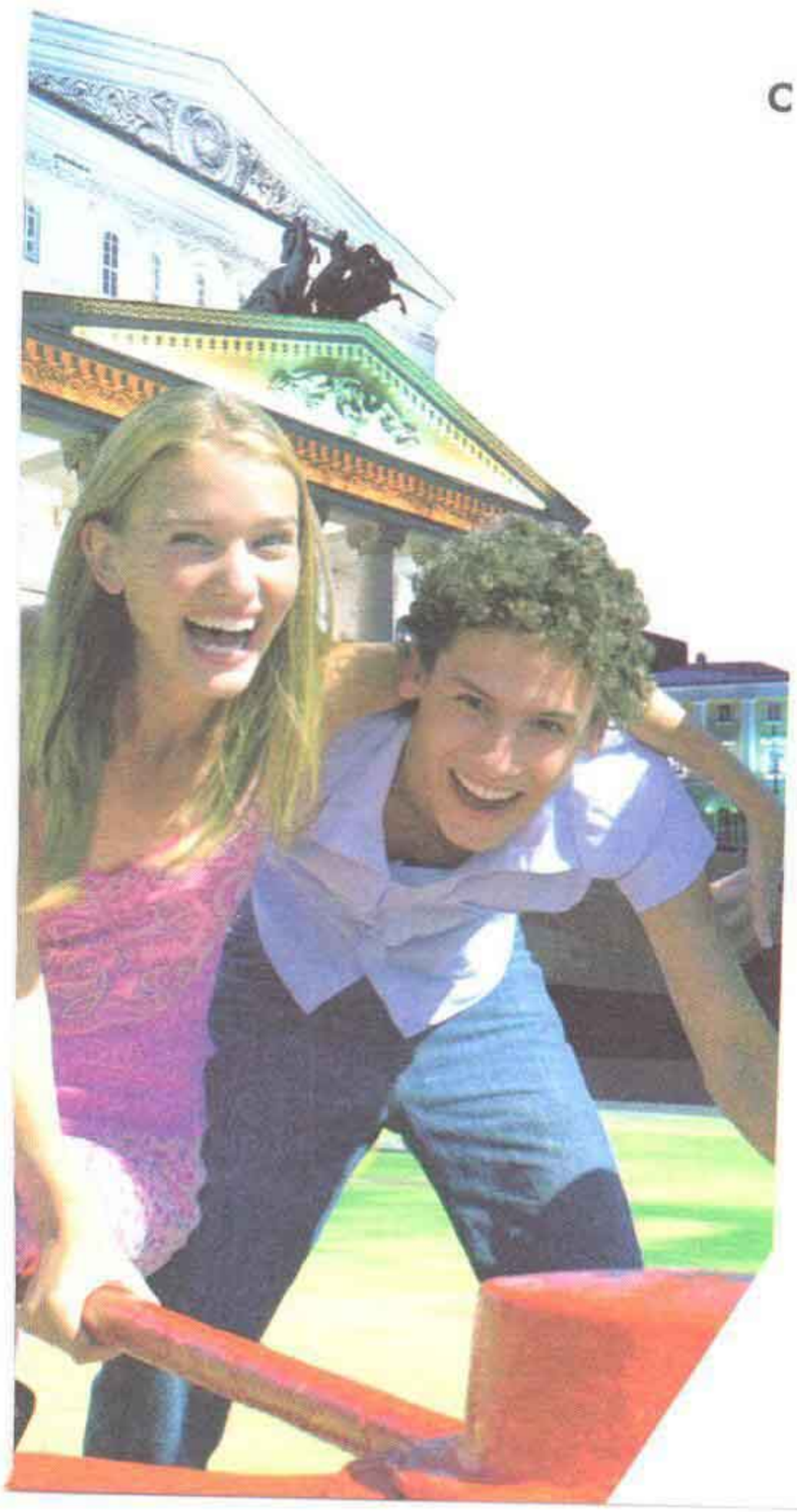
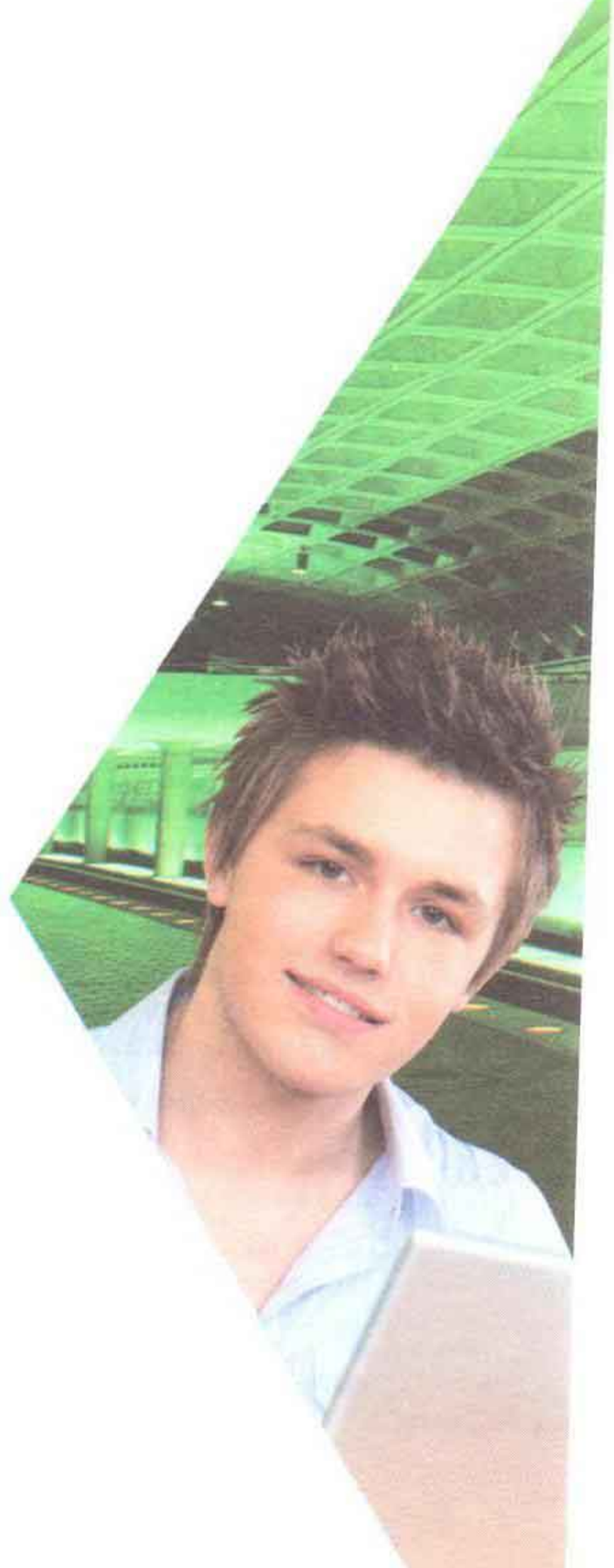
# Звёздный английский

# АНГЛИЙСКИЙ ЯЗЫК

## 5 класс

Учебник для общеобразовательных
учреждений и школ
с углублённым изучением
английского языка





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*Серия «Звёздный английский» основана в 2009 году.*

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**5 класс**

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# Starter unit

## The alphabet

**1** Listen and repeat.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

## Asking about names

**2** Ask and answer.

1 Peter Ross
*A: What's your name?*
*B: Peter.*
*A: And your surname?*
*B: Ross.*
*A: How do you spell it?*
*B: R – O – double S*

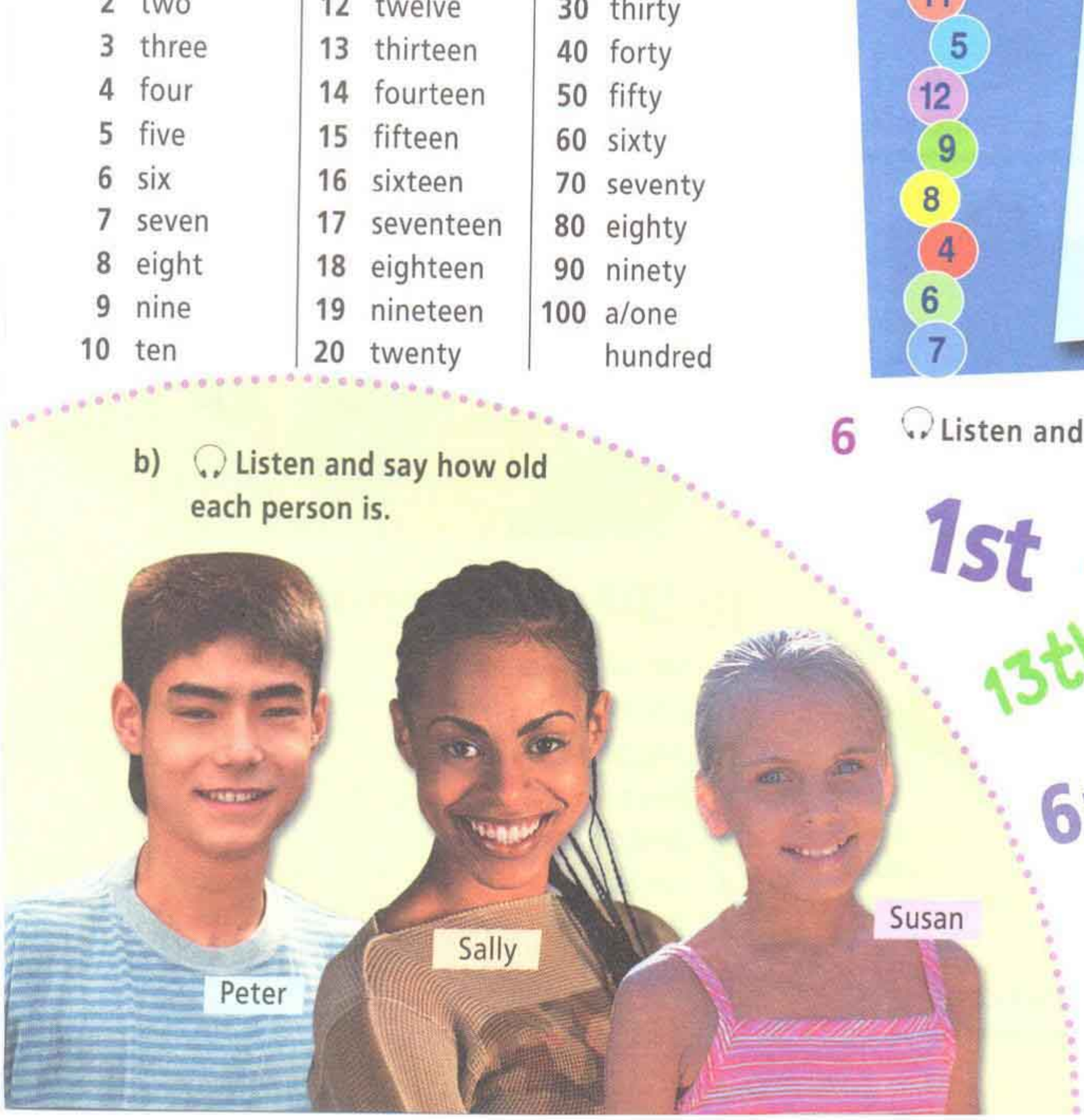
2 Luisa Fernandez
3 Martin Williams
4 Stephen Smithers
5 Alessandro Alvarez
6 Doug Benson
7 Bobby Myles
8 Susan Perry

## Cardinal numbers

**3** a) Listen and repeat.

| | | | | | |
|---|---|---|---|---|---|
| 1 | one | 11 | eleven | 21 | twenty-one |
| 2 | two | 12 | twelve | 30 | thirty |
| 3 | three | 13 | thirteen | 40 | forty |
| 4 | four | 14 | fourteen | 50 | fifty |
| 5 | five | 15 | fifteen | 60 | sixty |
| 6 | six | 16 | sixteen | 70 | seventy |
| 7 | seven | 17 | seventeen | 80 | eighty |
| 8 | eight | 18 | eighteen | 90 | ninety |
| 9 | nine | 19 | nineteen | 100 | a/one hundred |
| 10 | ten | 20 | twenty | | |

b) Listen and say how old each person is.




## Asking about addresses

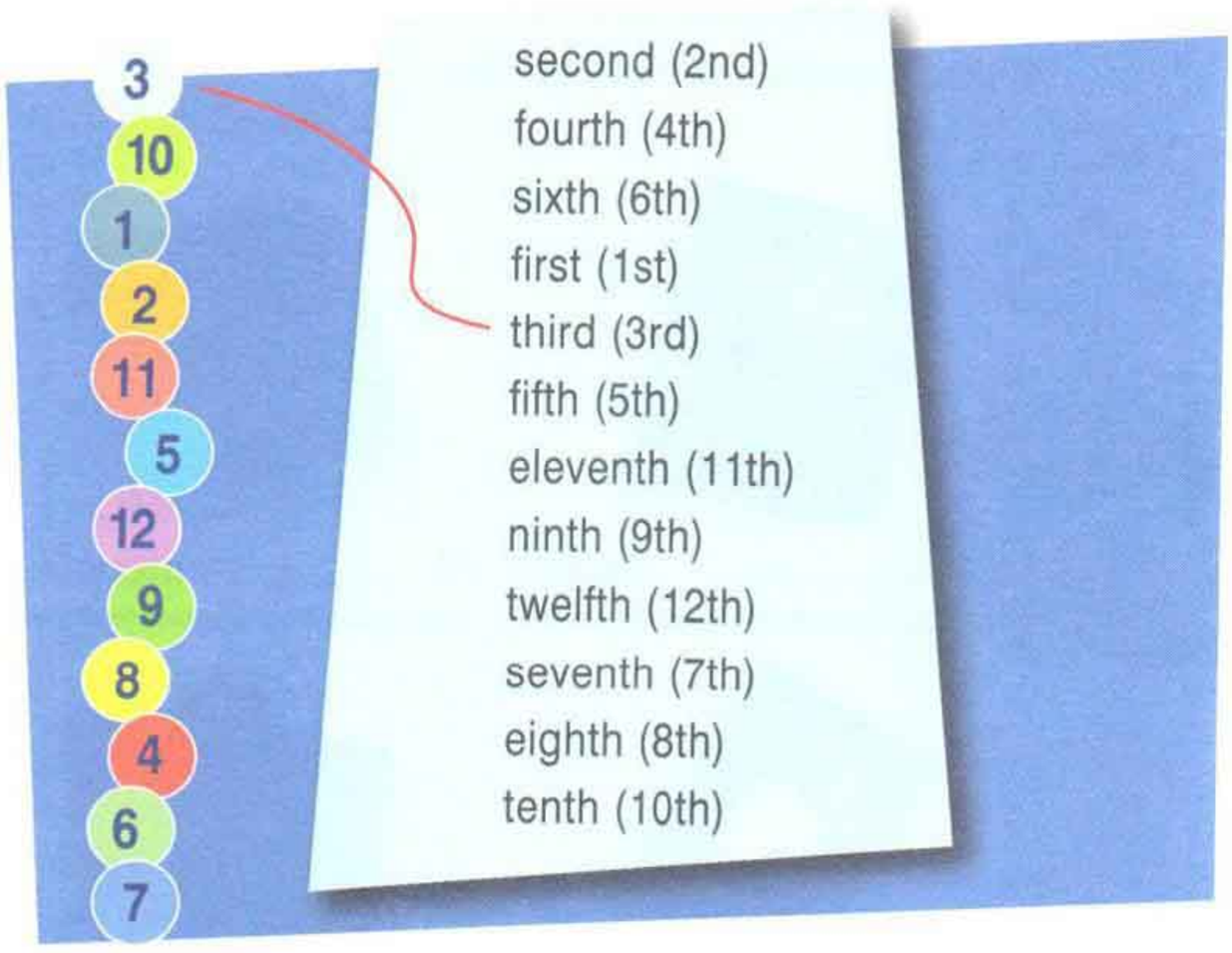
**4** Ask and answer.

1 212 Milton Street – 272-8856
*A: What's your address?*
*B: 212 Milton Street.*
*A: And your telephone number?*
*B: It's two – seven – two – double eight – five – six.*

2 128 Burton Street – 976-5987
3 413 Broadway Avenue – 6689765
4 182 Graig Avenue – 572-8309
5 927 Lawton Street – 346-7859

## Ordinal numbers

**5** Match the cardinal numbers to the ordinal numbers, then listen and check.
Listen and repeat.




**6** Listen and circle the numbers you hear.

1st 10 20 5
13th 9 19th 3
6th 10th 19
6 13 3rd

# Starter unit

## Vocabulary

### School Subjects

**7** a) Match the pictures to the school subjects.
Listen and check, then say.

b) Which of these subjects can you study at university?



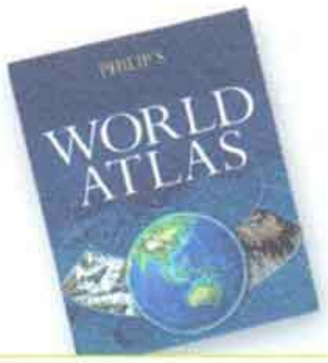

## Grammar

### A/An – The

**8** Read the theory box. Fill in: *a* or *an*.

**A/An**

We use **a/an** before singular nouns: ***a*** *dancer,* ***an*** *actor.*
We use **a** before consonant sounds (b, c, d, f, etc).
We use **an** before vowel sounds (a, e, i, o, u).
*He's* ***a*** *teacher. She's* ***an*** *actress.*




1 ..... atlas



2 ..... notebook



3 ..... folder



4 ..... briefcase



5 ..... eraser



6 ..... book



7 ..... schoolbag



8 ..... ruler



9 ..... pencil case

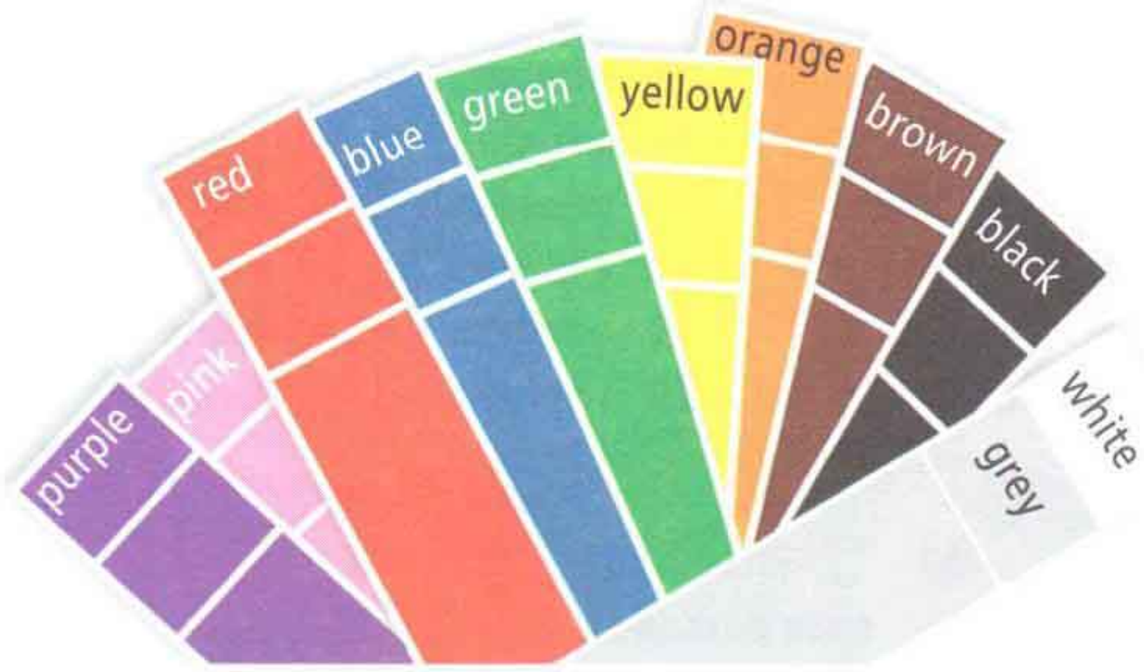
## Colours

**9** a) Listen and say.

b) Look at the items in Ex. 8. Ask and answer, as in the example.

*A: What's this?*
*B: It's an atlas.*

*A: What colour is it?*
*B: It's blue.*




**10** Ask and answer about yourselves.

*A: What's your name?*
*B: Alfonso.*
*A: And your surname?*
*B: Perez.*
*A: How old are you?*
*B: I'm 11.*
*A: What's your favourite colour?*
*B: Blue.*

# Module 1

# People around the world

**Vocabulary:** countries; nationalities; sports & hobbies; jobs; physical appearance; days of the week; months; abilities

**Grammar:** the verb ***to be***; subject pronouns; possessive adjectives; possessive pronouns; the verb ***have got***; ***can***; question words; comparatives/ superlatives

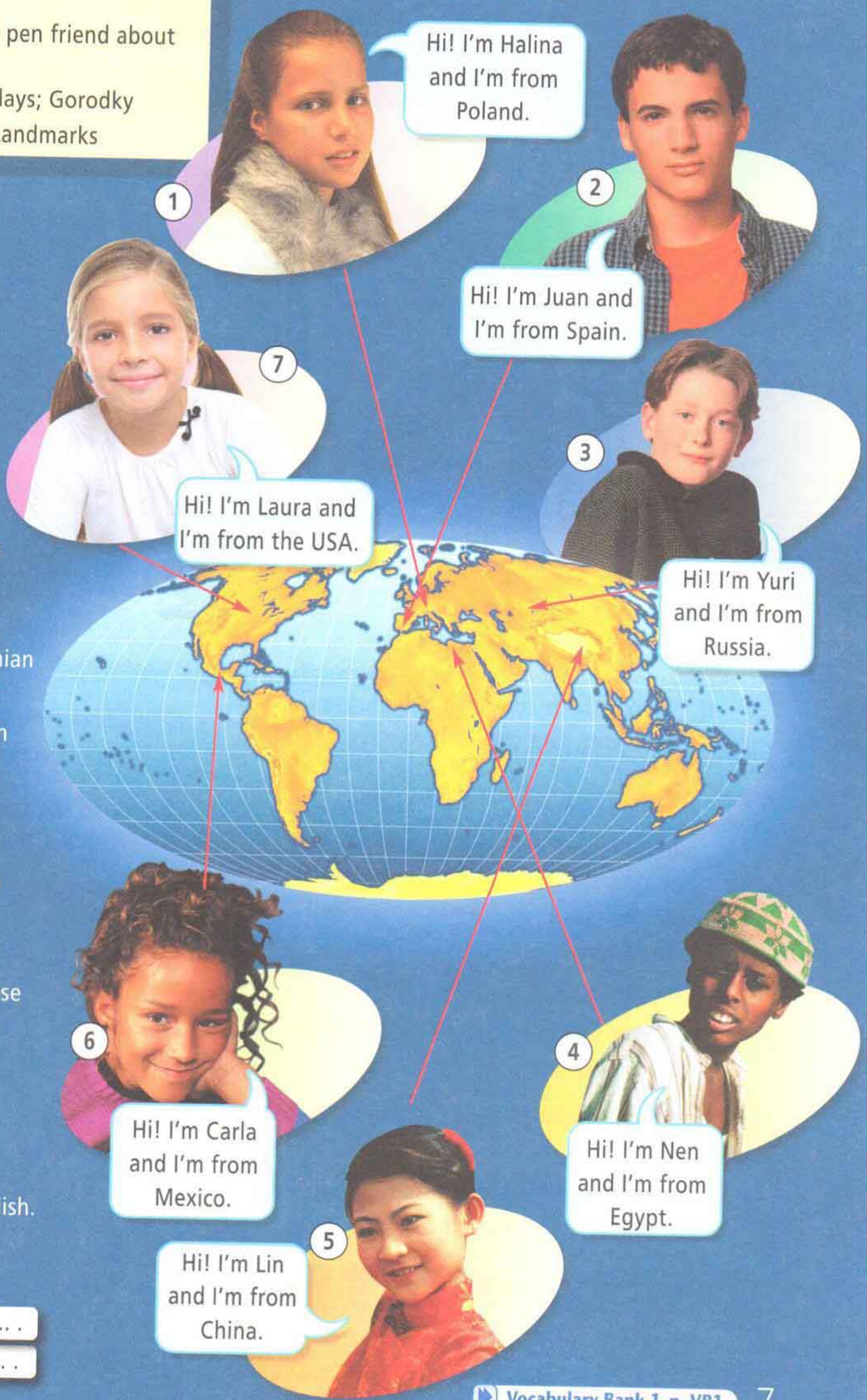
**Everyday English:** ask personal information; introduce yourself & others; greet people; say goodbye

**Intonation/Pronunciation:** intonation in questions; th /ð/, /θ/

**Writing:** an informal email to a pen friend about you and your favourite sports

**Culture:** the UK's flag and holidays; Gorodky

**Curricular *(Geography)*:** World Landmarks




## *Vocabulary*
### Countries & Nationalities

**1** **Match the countries to the nationalities.**
**Listen and check.**
**Listen and repeat.**

| | | | |
|---|---|---|---|
| 1 | Poland | A | Mexican |
| 2 | England | B | Chilean |
| 3 | Italy | C | Spanish |
| 4 | Peru | D | Argentinian |
| 5 | Russia | E | Brazilian |
| 6 | Argentina | F | American |
| 7 | Mexico | G | Polish |
| 8 | the USA | H | Italian |
| 9 | Ireland | I | English |
| 10 | Brazil | J | Peruvian |
| 11 | Chile | K | Irish |
| 12 | Spain | L | Russian |
| 13 | Germany | M | Portuguese |
| 14 | France | N | German |
| 15 | Portugal | O | French |

**2** **Look and say.**

Halina is from Poland. She's Polish.
Juan's from ... . He's ... .

**OVER TO YOU!**

I'm from .....
I'm .....

Vocabulary Bank 1 p. VB1

# 1a Sports & Hobbies




## *Vocabulary*
### Sports & Hobbies

**1** a) **Match the pictures to the phrases. Listen and check, then say.**

| | | | |
|---|---|---|---|
| 1 | horse-riding | 7 | cycling |
| 2 | volleyball | 8 | painting |
| 3 | photography | 9 | playing computer games |
| 4 | playing music | | |
| 5 | woodwork | | |
| 6 | reading | 10 | writing |

b) **Write sentences, as in the example. Tell the class.**

*John and Bob's favourite hobby is playing computer games.*

**2** **Listen to three teenagers talking. Write each person's favourite hobby.**

| Kate | Bob | Rosa |
|---|---|---|
| | | |

## *Grammar* see p. GR1
### The verb *to be* (affirmative)

**3** **Read the table. Then complete the sentences with *am*, *are*, *is*.**

| AFFIRMATIVE | |
|---|---|
| *I* ***am***/*I'm*<br>*You* ***are***/*You're*<br>*He* ***is***/*He's*<br>*She* ***is***/*She's*<br>*It* ***is***/*It's* | *Mexican.*<br>*16 years old.* |
| *We* ***are***/*We're*<br>*You* ***are***/*You're*<br>*They* ***are***/*They're* | |

1 I ..... 11 years old.
2 We ..... teenagers.
3 You ..... in my class.
4 My favourite sport ..... football.
5 They ..... from Spain.

## Listening & Reading

**4** a) Who are the athletes in the pictures? What do you know about them?

b) 🎧 Listen and read the forum. What is each teenager's dream?

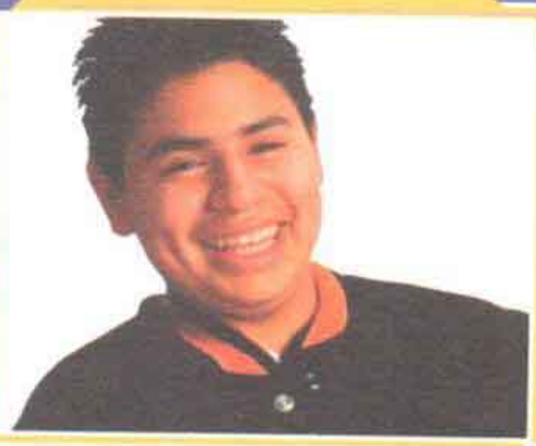


**Check these words**

student, favourite, dream, become, famous, basketball player, like, hero, good at, team, tennis club

# Star forum

Join | Blog | Search Members



Hi! My name's Marco and I'm from Spain. I'm 12 years old and I'm a student. My favourite sport is basketball. My dream is to become a famous basketball player like my hero, Pau Gasol. My brother, Pedro, is 11 and he's very good at football. His favourite team is Real Madrid and his favourite footballer is Cristiano Ronaldo.

THE FAN



**Hello! I'm Orla and this is my sister, Molly. I'm 11 and she's 13. We're from Ireland. Our favourite sports are basketball and tennis. We are very good at tennis. We're in the school tennis club. Our dream is to become famous tennis players like the famous American tennis stars, Venus and Serena Williams.**

KITTEN GIRL

**5** Read the text and complete the sentences. Use up to three words.

1 Marco and Pedro are from *Spain*.
2 Orla and Pedro are ..... old.
3 Molly and Orla are good at ..... .
4 Marco's dream is to become ..... .
5 Marco's brother is good at ..... .
6 Orla and Molly are in the ..... .

## Speaking

**6** Read the text again and complete the table. Use your notes to tell the class about each person.

| | Country of origin | Age | Job | Favourite sport /athlete |
|---|---|---|---|---|
| Marco | *Spain* | *12* | *student* | *basketball, Pau Gasol* |
| Pedro | | | | |
| Orla | | | | |
| Molly | | | | |

*Marco's from Spain. He's 12. He's a student. His favourite sport is basketball and his favourite athlete is Pau Gasol.*
*Orla's from ... . She's ... .*

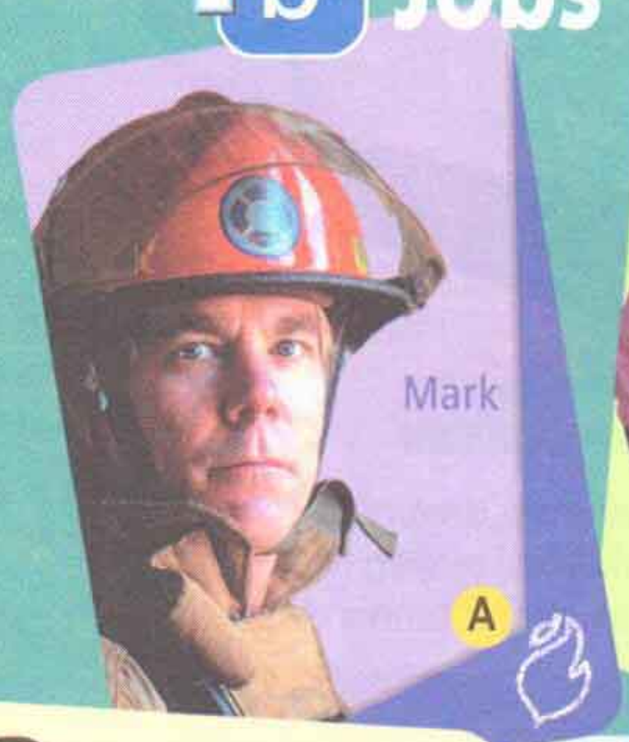
## Writing

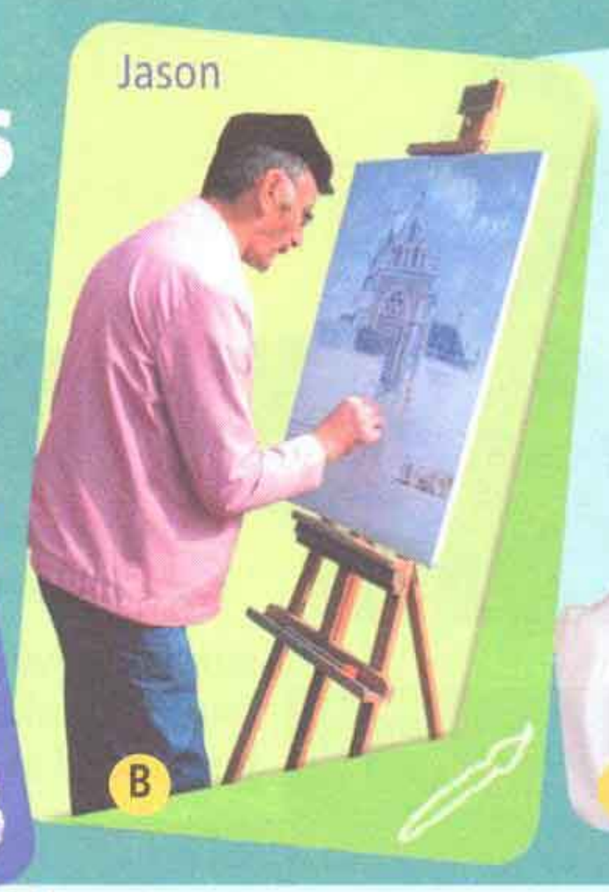
**7** Complete the blog entry below about yourself.

*My name's ... and I'm from ... . I'm ... years old and I'm a ... . My favourite sport is ... . My dream is to become a ... .*

Vocabulary Bank 1 p. VB2

# 1b Jobs

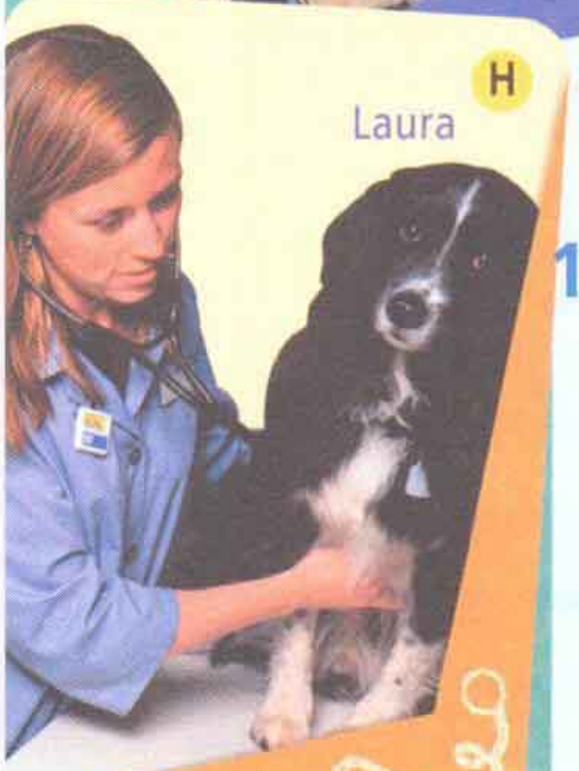




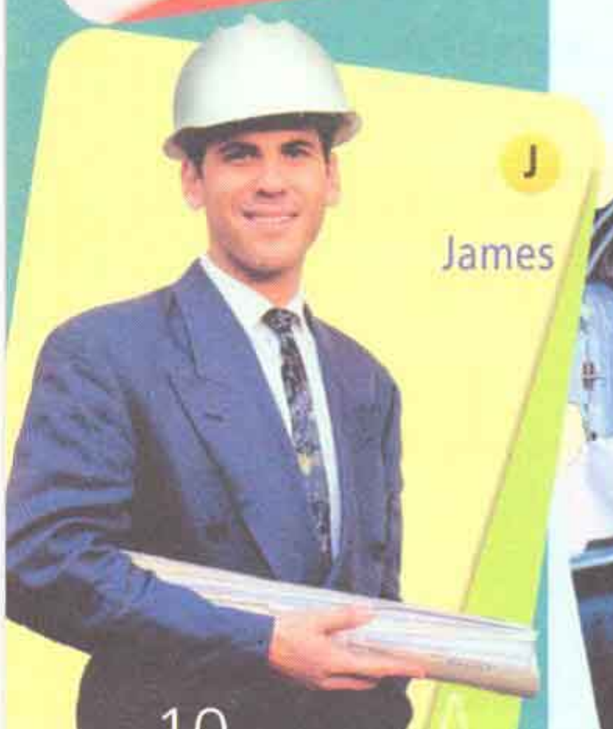


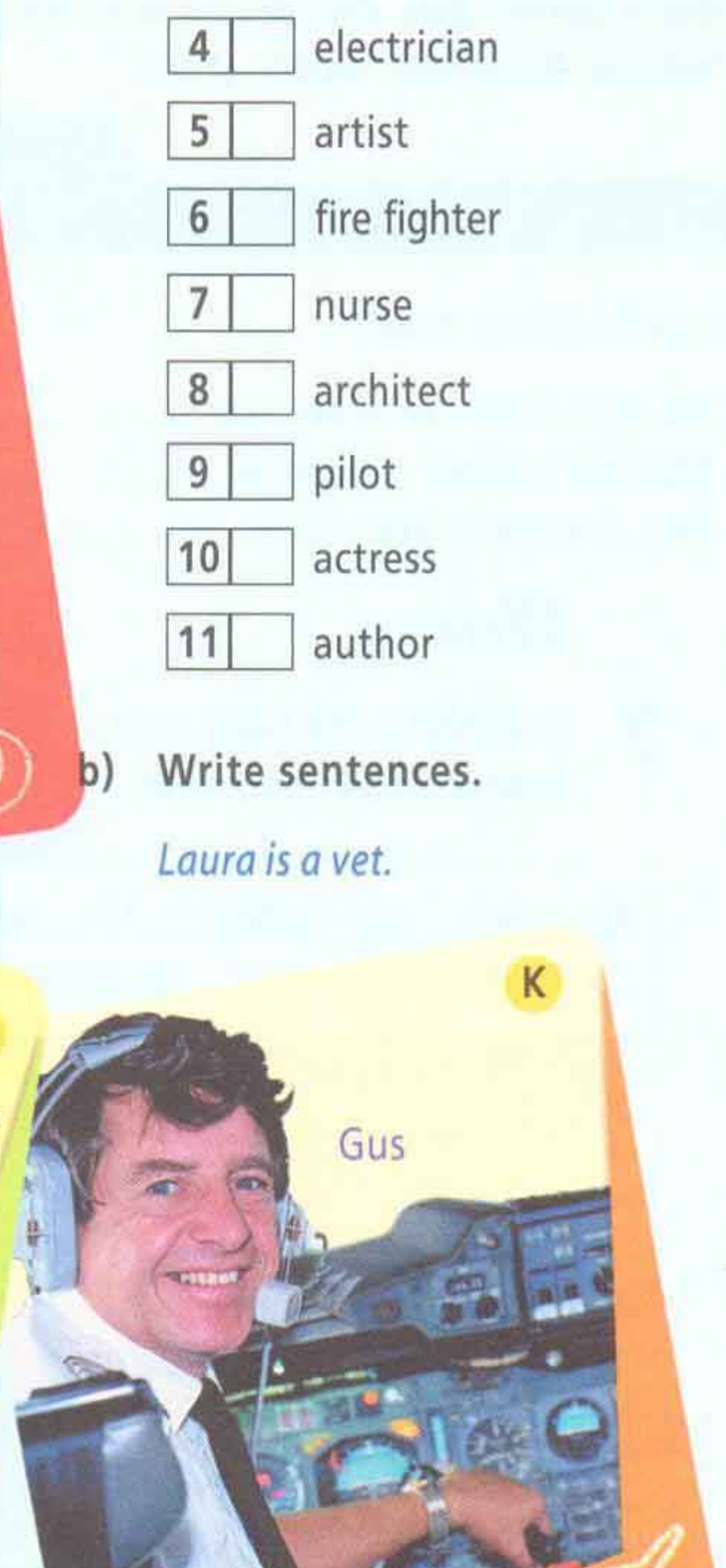









## Vocabulary & Listening

**1** a) Match the words to the pictures.
Listen and check, then say.

| | | |
|---|---|---|
| 1 | | vet |
| 2 | | astronaut |
| 3 | | waiter |
| 4 | | electrician |
| 5 | | artist |
| 6 | | fire fighter |
| 7 | | nurse |
| 8 | | architect |
| 9 | | pilot |
| 10 | | actress |
| 11 | | author |

b) Write sentences.

*Laura is a vet.*

**2** Listen and write each person's job.

1 Peter .....
2 Kelly .....
3 Anna .....
4 Steven .....

## Grammar see p. GR1

### The verb *to be* (negative & interrogative)

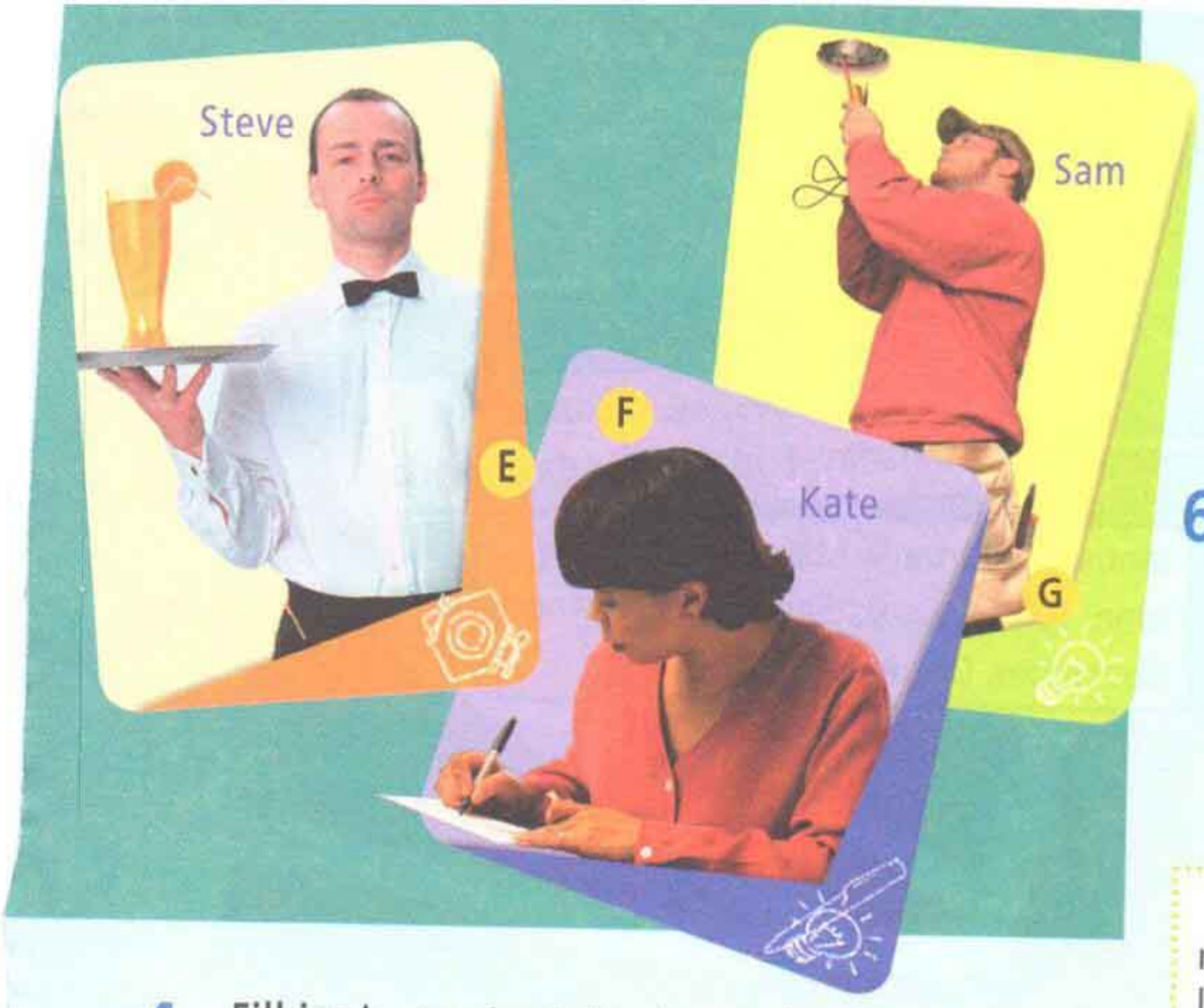
**3** a) Read the table.

| NEGATIVE | |
|---|---|
| *I **am not**/I'**m not*** | *a doctor.* |
| *You **are not**/You **aren't*** | *Spanish.* |
| *He/She/It **is not**/He/She/It **isn't*** | *10 years old.* |
| *We/You/They **are not**/We/You/They **aren't*** | |

| INTERROGATIVE | | SHORT ANSWERS |
|---|---|---|
| ***Am** I* | *a teacher?* | ***Yes**, I **am**./No, I'**m not**.* |
| ***Is** he/she/it* | *French?* | ***Yes**, he/she/it **is**.* ***No**, he/she/it **isn't**.* |
| ***Are** we/you/they* | *20 years old?* | ***Yes**, we/you/they **are**.* ***No**, we/you/they **aren't**.* |

b) Fill in: *'m not*, *isn't* or *aren't*.

1 She's from Mexico. She *isn't* from Spain.
2 You ..... Italian. You are German.
3 My favourite sport is tennis. It ..... football.
4 I am Polish. I ..... French.
5 We ..... vets. We are pilots.
6 I am an artist. I ..... a teacher.
7 Tony's sixteen years old. He ..... sixty years old.
8 They ..... from Spain. They are from Portugal.




**4** **Fill in:** *is, are, 'm, 's, 're, 'm not, isn't* **or** *aren't*.

1 A: *Is* he from Mexico?
B: No, he ..... . He ..... from Japan.
2 A: ..... they Spanish?
B: No, they ..... . They ..... English.
3 A: What ..... your favourite sport?
B: My favourite sport ..... tennis.
4 A: ..... she twenty years old?
B: No, she ..... . She ..... twenty-two.
5 A: ..... you from Hungary?
B: No, I ..... . I ..... from Bulgaria.

## Subject pronouns/Possessive adjectives/Possessive pronouns

**5** **Read the table. Then choose the correct word.**

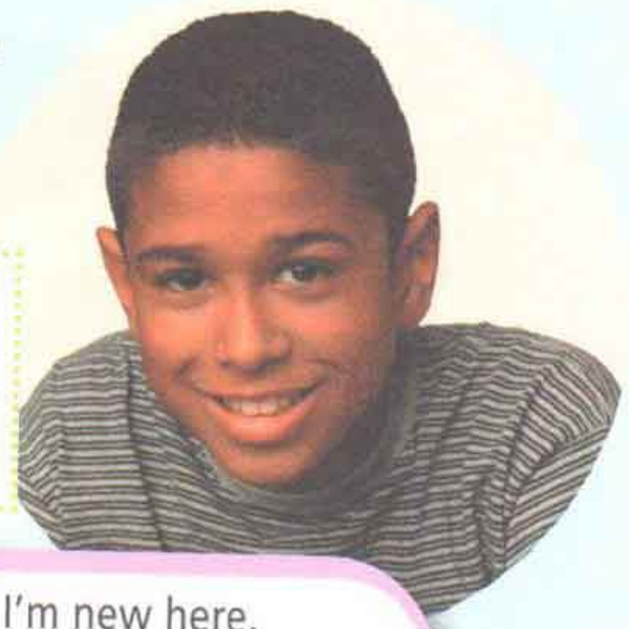
| | |
|---|---|
| **Subject pronouns** | *I, you, he, she, it, we, you, they* |
| **Possessive adjectives** | *my, your, his, her, its, our, your, their* |
| **Possessive pronouns** | *mine, yours, his, hers, –, ours, yours, theirs* |
| *I am Spanish.* ***My*** *favourite sport is football.* *This is* ***my*** *ball. It's* ***mine****.* | |

1 Ann's from Italy. **She/Her** is 12 years old. **His/Her** favourite sport is basketball. These shoes are **hers/her**.
2 Bob and Sally are 13. **Their/They** are British. **Their/They** favourite actor is Brad Pitt.
3 Peter's 11. **He's/It's** from the USA. **Its/His** friends are good at tennis.
4 **We/Our** are Polish. **We/Our** favourite singer is Beyoncé. **She/Her** is great. This CD is **our/ours**.
5 **I/My** parents aren't teachers. **They/We** are vets.
6 Tony's good at football. **Her/His** favourite footballer is Beckham. This poster is **his/my**.

# 1b

## Reading & Writing

**6** **Read the dialogue and underline the correct words.**
Listen and check.
**Who's Kate's favourite author?**



**Check these words**
new, here, what, subject, literature, author, story, full of magic, journey, dream

John: Hi! I'm John Green. I'm new here. What's **1) you/your** name?
Kate: Hi John, **2) my/I** name is Kate. I'm **3) an/a** student here, too.
John: Where **4) is/are** you from, Kate?
Kate: I'm from New Zealand. And you?
John: I'm from **5) England/English**. What's your favourite subject?
Kate: Literature. **6) My/I** favourite author is the **7) Brazilian/Brazil** author Paulo Coelho. **8) His/He** stories **9) are/is** full of magic.
John: What's your favourite story by Coelho?
Kate: My favourite one **10) is/are** *The Alchemist*. **11) Its/It's** about a boy on **12) a/an** journey to follow **13) his/her** dream.
John: Coelho is **14) a/an** great author.

**7** **Write questions. Answer them.**

1 Kate/actress?
*Is Kate an actress? No, she isn't. She's a student.*
2 John/student?
3 John & Kate/from the USA?
4 Kate's favourite author/Mark Twain?
5 Coelho's stories/full of magic?

**8** **Write a dialogue like the one in Ex. 6. Ask about** *nationality, favourite author* **and** *favourite story*. **Then act it out with your partner.**

Vocabulary Bank 1 p. VB3

# 1c Culture Corner

**Days:**
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

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

## THE FLAG OF THE UNITED KINGDOM

The Union Flag is the symbol of the United Kingdom. The colours of the UK flag are red, white and blue. It has got three crosses that are from each nation of the United Kingdom except for Wales. The flag is on every government building on certain special days and holidays. The Union Flag is also on the flags of some Commonwealth nations, such as Australia and New Zealand.

**Check these words**

symbol, cross, each, nation, except for, every, government building, certain, special, holiday, Commonwealth, on display

**Second Monday in March**
Commonwealth Day

**21st April**
Birthday of Queen Elizabeth II

**2nd June**
Coronation Day

**Second Sunday in November**
Remembrance Sunday

**14th November**
Birthday of the Prince of Wales

**Note:**
We say: **on** Monday, Tuesday, etc.
**in** January, February, etc.
**BUT on** 1st January

### Days & Months

1 Listen and say. Which days are at the weekend? Which month(s) have got 31 days/30 days/28 days?

### *Reading & Listening*

2 What are the colours of the British flag? How many crosses are on it?
Listen, read and check.

3 When is the flag of the UK on display?

*The flag of the UK is on display on Commonwealth Day, the second Monday in March.*

### *Writing*

4 What is your country's flag like? When is it on display? In five minutes write a short text like the one in Ex. 2. Tell the class.

***Did you know?***

*The Union Jack* is the nickname of the UK flag.

# Everyday English 1d

## Introductions & Greetings

**1** Listen and read the dialogues. Match them to the headings.

Introducing yourself | Introducing others

**A**

Tony: Excuse me. Are you Sally?
Sally: Yes, I am.
Tony: Hi. I'm your new neighbour, Tony, Tony Hay.
Sally: Oh, hello, Tony. Nice to meet you.
Tony: Nice to meet you, too.



**B**

Jane: Hello, Patrick. How are you?
Patrick: Hi, Jane. Not bad. And you?
Jane: I'm OK. Patrick, this is Lucy. She's my friend from America.
Patrick: Pleased to meet you, Lucy.
Lucy: Pleased to meet you too, Patrick.



## Greetings/Saying goodbye

**2** Listen to and read the exchanges (1-4). Which are greetings? Which are goodbyes? Which dialogue(s) match(es) the picture?



1 A: Bye, Tom. See you later.
B: Bye, Peter. See you.

2 A: Good morning, Paul. How's it going?
B: Not bad, Mary. And you?
A: I'm fine, thanks.

3 A: Hello, Laura. How are you?
B: I'm OK, Helen. And you?
A: So-so.

4 A: Goodbye, Ted. Have a nice evening.
B: You too, Alex. Goodbye.

### Study skills

**Role playing**
When you act out a dialogue you need to sound natural. Try using gestures and appropriate intonation.

**3** Use the useful language below to act out dialogues for the situations (1-3).

| Greet people | Respond |
|---|---|
| • Hi! How are you?<br>• How's everything?<br>• How's it going?<br>• Hello! I'm ... . | • Great.<br>• I'm fine, (thanks).<br>• I'm OK.<br>• Not bad.<br>• So-so. |
| **Introduce yourself/others** | **Respond** |
| • Hi! I'm ... .<br>• Hello! I'm ... .<br>• This is ... . | • Nice to meet you.<br>• Hi! I'm ... .<br>• Hello! I'm ... .<br>• Oh, hi. I'm ... . |
| **Say goodbye** | |
| • Goodbye.<br>• Bye.<br>• See you. | • See you later.<br>• See you tomorrow.<br>• Take care. |

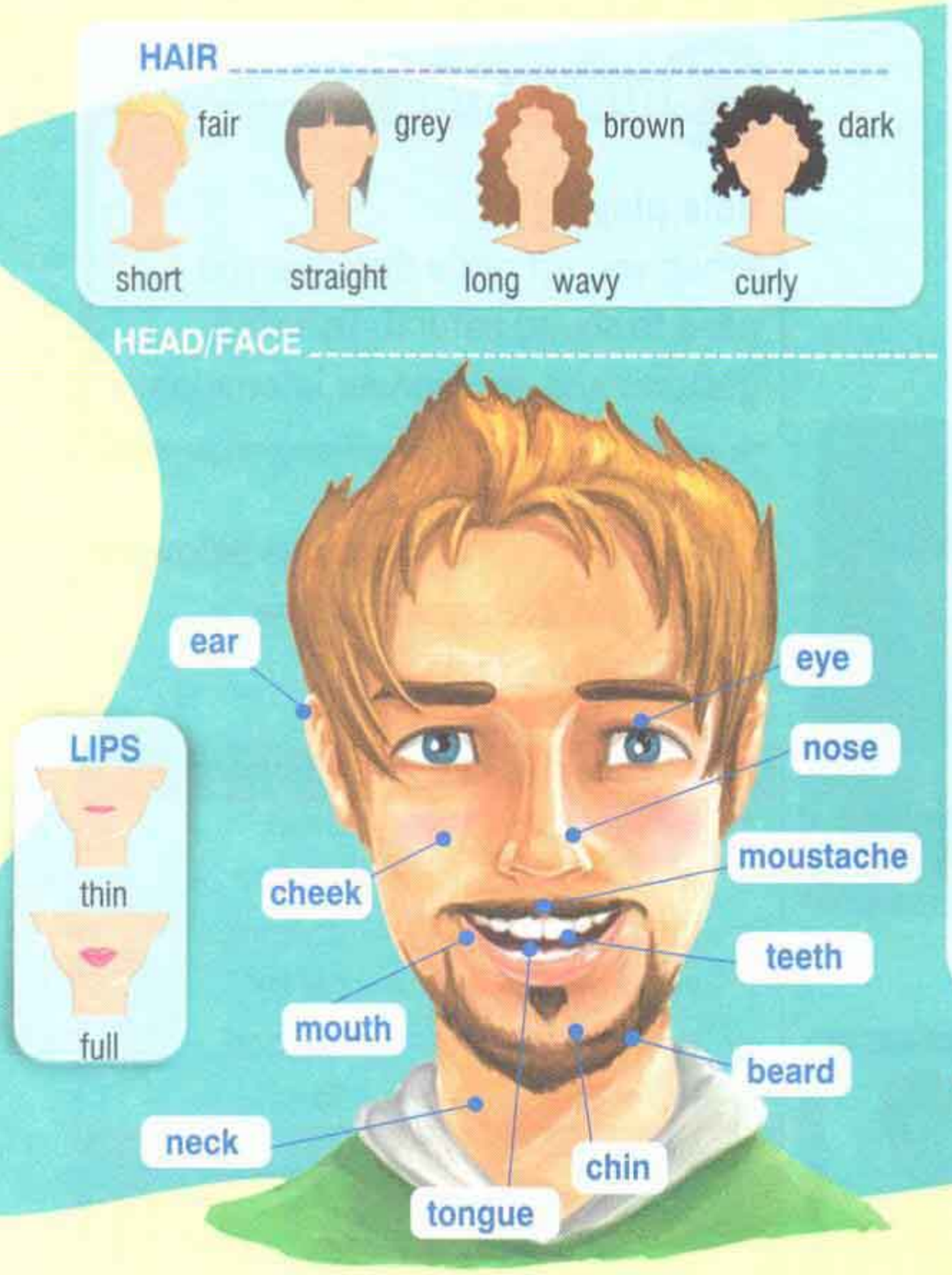
1 You see your friend in the street. Greet him/her.
2 Sally is a new student at your school. Introduce yourself and your friend to her.
3 The school day is over. Say goodbye to your friend.

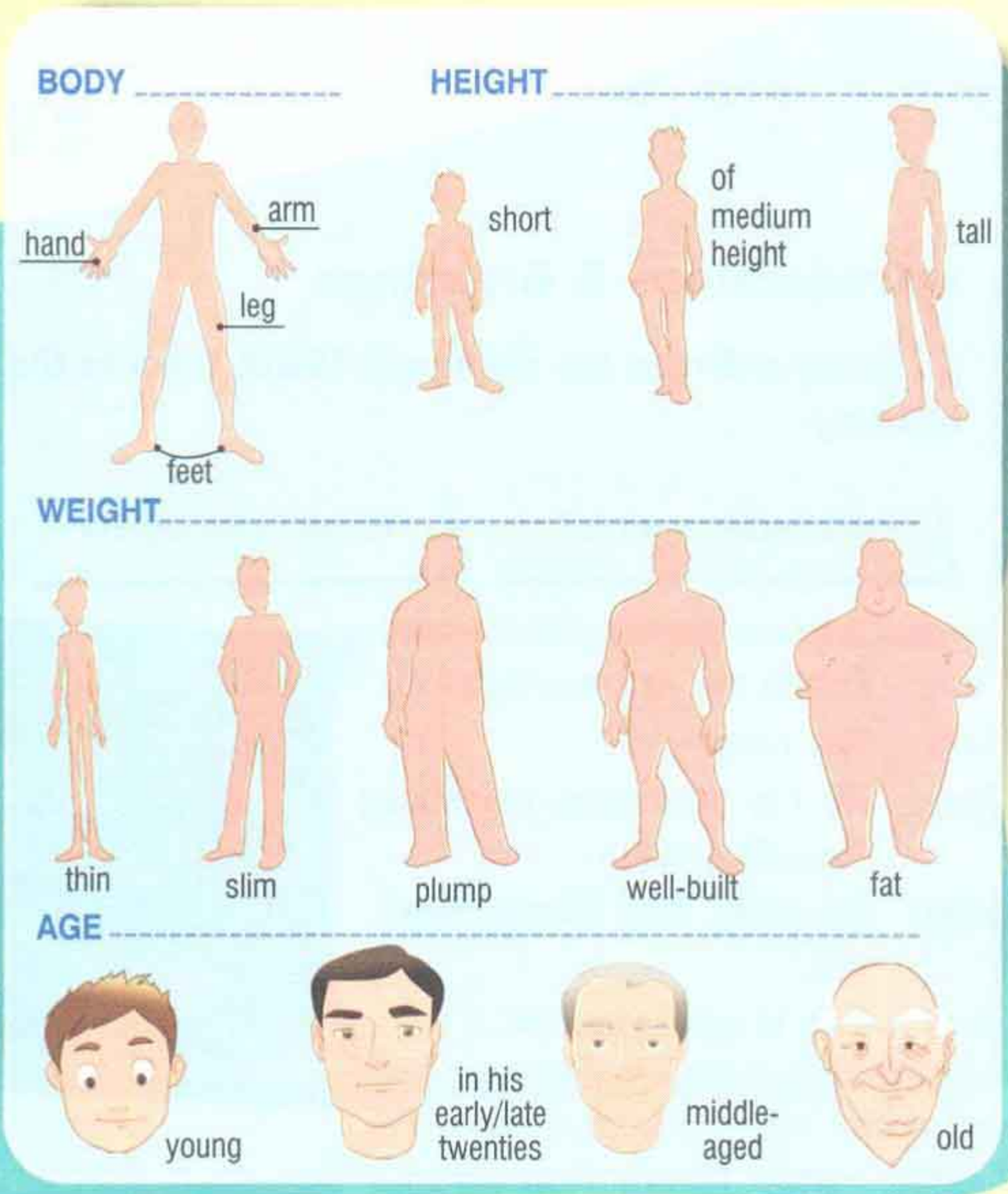
## Pronunciation: /θ/ /ð/

**4** Listen and tick (✓). Then repeat.

| | /θ/ | /ð/ | | /θ/ | /ð/ |
|---|---|---|---|---|---|
| the | | | mother | | |
| this | | | eighth | | |
| thanks | | | tenth | | |

# 1e Appearance




## Vocabulary
### Physical appearance

**1** a) Listen and say. Point to your face. Your partner says the part of the face you point to.

b) Mime and say words related to height and weight.

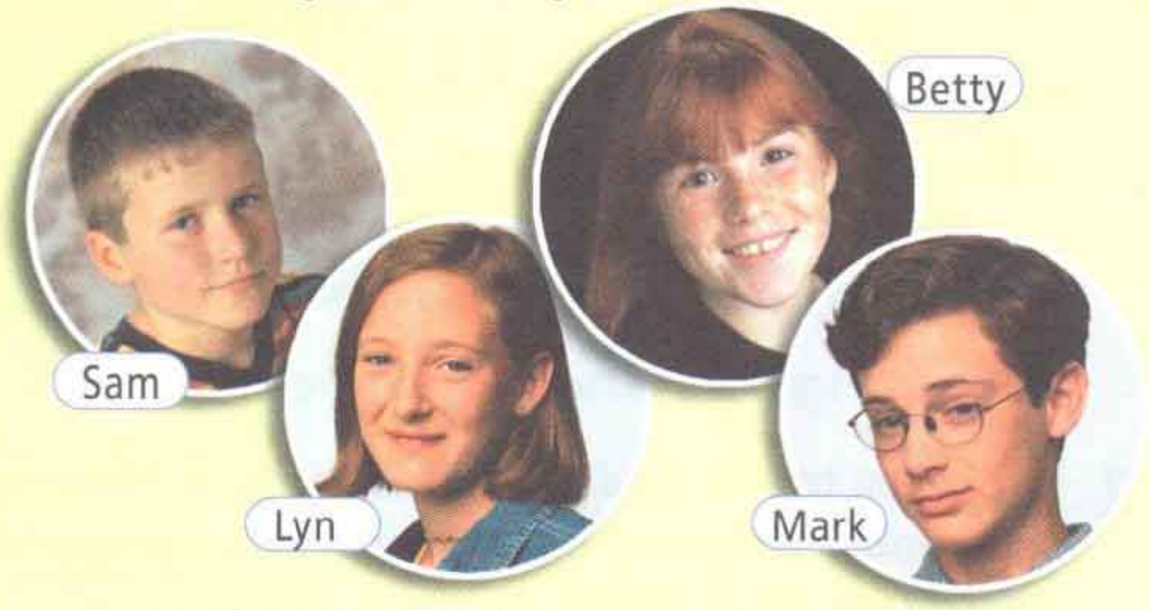
## Grammar see p. GR1
### *Have got*

**2** a) Read the table.

| AFFIRMATIVE | NEGATIVE |
|---|---|
| *I/You/We/They* ***'ve got*** *blue eyes.*<br>*He/She/It* ***'s got*** *blue eyes.* | *I/You/We/They haven* ***'t got*** *green eyes.*<br>*He/She/It hasn* ***'t got*** *green eyes.* |
| **INTERROGATIVE** | **SHORT ANSWERS** |
| ***Have*** *I/you/we/they* ***got*** *long hair?*<br>***Has*** *he/she/it* ***got*** *long hair?* | ***Yes****, I/you/we/they* ***have****.*<br>***No****, I/you/we/they* ***haven't****.*<br>***Yes****, he/she/it* ***has****.*<br>***No****, he/she/it* ***hasn't****.* |

We use **have got/has got** to express possession.
*I* ***'ve got*** *blue eyes. My friend* ***has got*** *long hair.*

b) **Look at the pictures and complete the sentences with:** *have got, has got, haven't got* **or** *hasn't got*.




1 Betty *hasn't got* blue eyes. She ..... dark eyes.
2 Sam ..... dark hair. He ..... fair hair.
3 Lyn and Betty ..... curly hair.
4 Betty ..... straight hair.
5 Mark ..... dark hair.
6 Mark and Sam ..... short hair.

c) **Fill in:** *has, have*, **then answer the questions.**

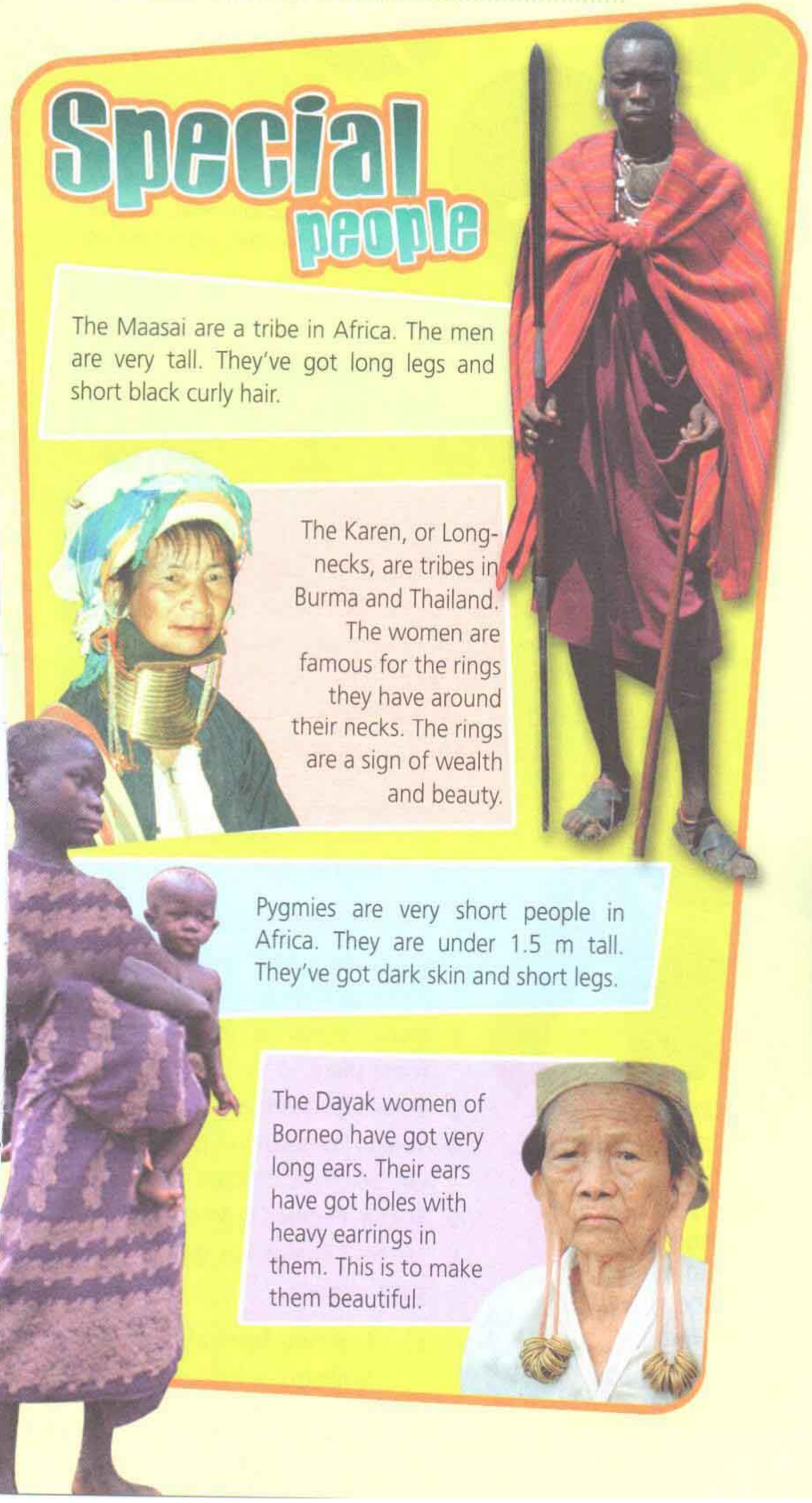
1 *Has* Betty got long, straight hair? Yes, she *has*.
2 ..... Sam and Mark got beards?
No, ..... .
3 ..... Mark got long hair? ..... .
4 ..... Sam got wavy hair? ..... .
5 ..... Sam got a moustache? ..... .
6 ..... Lyn and Sam got full lips? ..... .

## Reading

**3** What do you know about the people in the pictures? What is special about them?
Listen and read to find out.

**Check these words**

tribe, leg, famous for, ring, around, sign, wealth, beauty, skin, hole, heavy earrings, make, beautiful




**4** a) Read the text and complete the sentences. Use the words: *heavy, curly, dark, tall, short, long.*

1 The Maasai are ..... . Their hair is ..... and ..... .
2 Pygmy people have got ..... skin.
3 Karen women have got very ..... necks.
4 The Dayak women have ..... earrings in their ears.

b) Describe the special people in the pictures.

**5** THINK! Say one thing you can remember about each tribe in the text. Then compare yourself to them.

## Listening & Speaking

**6** a) Listen and label the people with the names: Chris, Sally, Jim, Mary




b) Choose one of the people in Ex. 6a and describe him or her to your classmates.

## Writing

**7** In three minutes write a few sentences describing yourself. Read them to the class.

Vocabulary Bank 1 p. VB4

# 1f Games & Leisure

## *Vocabulary*

### Sports

1 a) Listen and say. Are these words the same in your language?

b) Which are team sports? Which is your favourite one?


martial arts


pole vault


tennis


football


surfing


cycling


golf


cricket


swimming


canoeing


basketball


hockey

**Check these words**

fast, athlete, pole vaulter, Olympic gold medal, winner, award, female, world record

## *Reading*

### SPORTS STARS

2 a) What do you know about the sports stars in the pictures? Where are they from?
What are their sports?
Listen, read and check.

A
Lionel Messi is from Argentina. His birthday is on 24th June. He is one of the best footballers in the world. At 1.69 m tall, he is shorter than most footballers, but he is also faster than other players. Messi is one of the most famous athletes in the world.

B
Yelena Isinbayeva is a Russian pole vaulter. Her birthday is on 3rd June and she is 1.74 m tall. Yelena has got two Olympic gold medals and she is the winner of many other awards. She is the best female pole vaulter of all time.

C
Michael Phelps is from the USA. His birthday is on 30th June. He has got 14 Olympic gold medals. That makes him the most successful Olympic athlete in history. The 1.93 m tall swimmer has also got more world records than any other swimmer.

b) Read and correct the sentences.

1 Lionel Messi is Italian.
*Lionel Messi isn't Italian.*
*He's Argentinian.*
2 Lionel Messi is taller than most footballers.
3 Yelena Isinbayeva is 1.69 m tall.
4 Yelena Isinbayeva has got three Olympic gold medals.
5 Michael Phelps is British.
6 Michael Phelps has got 13 Olympic gold medals.

c) Say two facts about each athlete.

## Grammar see p. GR2

## Adjectives (Comparative/Superlative)

**3** Read the table. Find examples in the text.

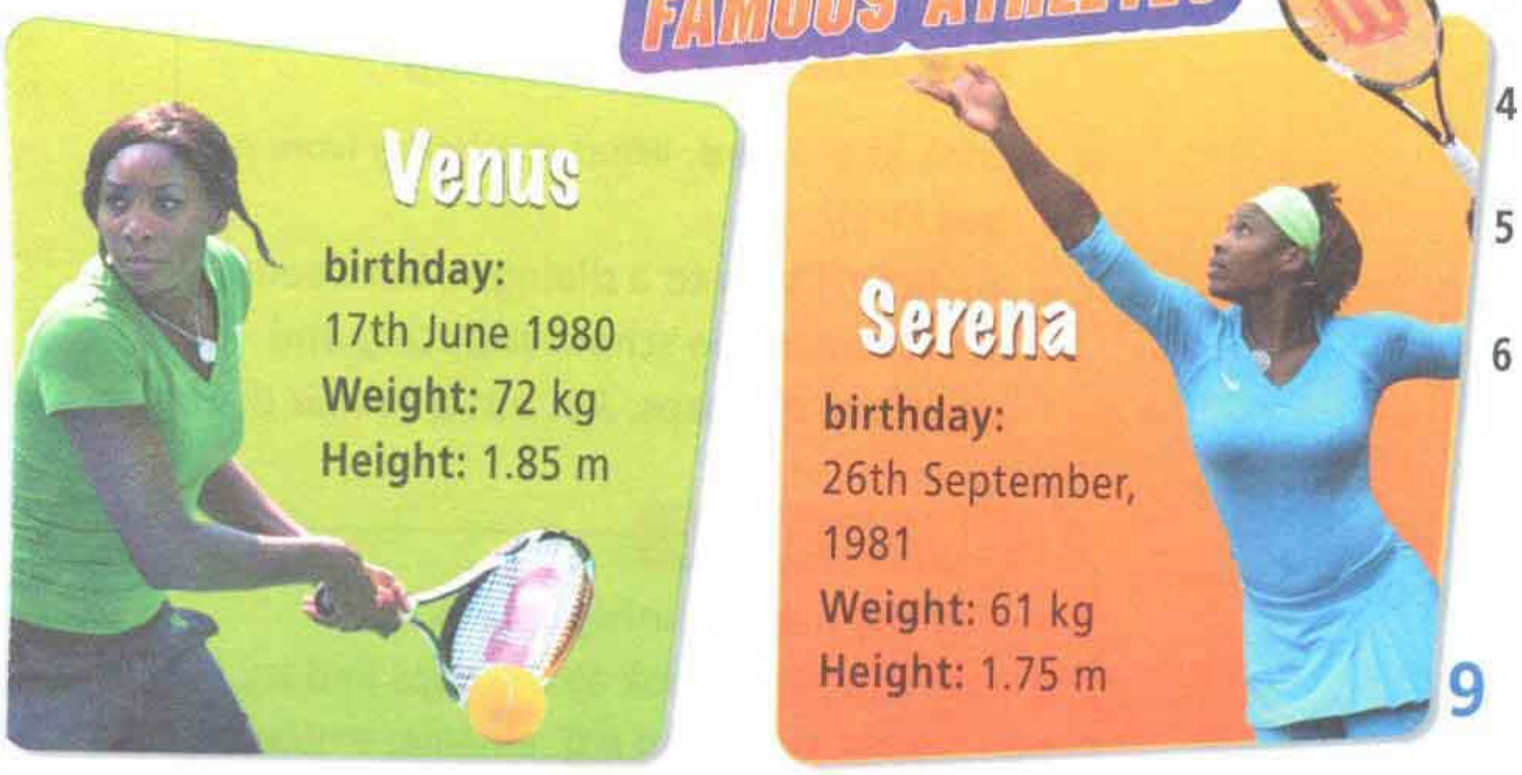
| | Adjective | Comparative | Superlative |
|---|---|---|---|
| Short Adjectives | *young*<br>*thin*<br>*heavy*<br>*nice* | *young**er** (than)*<br>*thinn**er** (than)*<br>*heavi**er** (than)*<br>*nic**er** (than)* | *(the) young**est***<br>*(the) thinn**est***<br>*(the) heavi**est***<br>*(the) nic**est*** |
| Long Adjectives | *beautiful* | ***more** beautiful (than)* | *(the) **most** beautiful* |
| Irregular | *good*<br>*bad*<br>*much/many* | *better*<br>*worse*<br>*more* | *the best*<br>*the worst*<br>*the most* |

We use the comparative to compare two people, things, etc.
*Dennis is short**er than** Michael.*
We use the superlative to compare more than two people, things, etc.
*Ann is **the** short**est of** all. Ann is **the** short**est in** her class.*

**4** Write the *comparative* form of the adjectives below.

1 dark ..... 5 easy .....
2 plump ..... 6 fat .....
3 famous ..... 7 beautiful .....
4 difficult ..... 8 good .....

**5** Look at the photos and the fact files. Then, complete the sentences with the adjectives in the *comparative* form.




1 Serena is ..... **(young)** than Venus.
2 Venus is ..... **(heavy)** than Serena.
3 Venus is ..... **(tall)** than Serena.
4 Serena has got ..... **(short)** hair than Venus.

**6** Write the *superlative* form of the adjectives in Ex. 4.

*dark – (the) darkest*

**7** Put the adjectives in brackets into the *superlative* form.

1 Football is ..... **(popular)** sport in the world.
2 Usain Bolt is the ..... **(fast)** runner in the world.
3 ..... **(long)** golf hole in the world is at the Satsuki Golf Club in Japan.
4 Kung Fu is one of ..... **(old)** martial arts.
5 Michael Phelps is ..... **(successful)** swimmer in history.
6 ..... **(high)** tennis court in the world is in Dubai.

**8** Complete the sentences with the adjectives in the *comparative* or the *superlative* form.

1 History is ..... **(difficult)** than geography.
2 Russia is ..... **(big)** country in the world.
3 Molly is ..... **(good)** at science than Jennifer.
4 Pygmies are ..... **(short)** than the Maasai.
5 Janet has ..... **(long)** hair than Maya.
6 Basketball is a ..... **(fast)** game than football.

## Speaking & Writing

**9** Think of three friends or classmates. Use the adjectives below and compare them, as in the example.

• tall • short • long • young
• old • thin

*Ben is taller than Niles. John is the tallest of all.*
*John has got shorter hair than Niles. Ben has got the shortest hair of all...*

Vocabulary Bank 1 p. VB5

# 1g Skills

## *Can* (Ability)

**1** a) Listen and say.


A dance


B play the guitar


C sing


D cook


E dive


F swim


G ride a bike


H drive a car


I run fast

b) Listen to Paul. What can he do? What can't he do?

*Paul can ..., but he can't ... .*

**2** Read the table. Ask and answer, as in the example.

| AFFIRMATIVE | NEGATIVE |
|---|---|
| *I/You/He, etc.* ***can*** *paint.* | *I/You/He, etc.* ***can't*** *dance.* |
| **INTERROGATIVE** | **SHORT ANSWERS** |
| ***Can*** *I/you/he, etc. dive?* | ***Yes****, I/you/he, etc.* ***can****. /* ***No****, I/you/he, etc.* ***can't****.* |

*A: Can you jump?*
*B: Yes, I can.*

## Asking questions

see p. GR2

**3** Read the table. Say the examples in your language.



**Who** – asks about a person.
***Who's*** *she? She's Tanya.*
**What** – asks about something we don't know.
***What's*** *this? It's her ball.*
**Where** – asks about a place.
***Where's*** *Tanya from? The USA.*
**How old** – asks about age.
***How old*** *is she? 12.*
**Which** – asks when there are two or more possible answers.
***Which*** *is her favourite school subject: Maths or Science? Maths.*

**Fill in:** *who, what, where* **or** *how old.*

1 ..... 's Rosa from? Mexico.
2 ..... 's your name? Angela.
3 ..... is he? 11.
4 ..... 's she? Helen.
5 ..... is her favourite school subject: Art or Music?

Vocabulary Bank 1 p. VB6

## Intonation in questions

**4** a) Read the theory.
Listen to the examples.

The intonation goes up at the end of **yes/no** questions. It goes down at the end of **wh**-questions.

*Can you speak Spanish?* *What can you do?*

b) Listen and say.

1 How old are you?
2 Can he ride a bike?
3 Who can run fast?
4 What's your name?
5 Are they from Poland?
6 Who's Peter?

## *Listening & Speaking*

**5** Look at the card. What is missing from each gap (1-5)?
Now, listen to a dialogue between a student and the school secretary and complete the gaps. Act out a similar dialogue.

**Study skills**

**Predicting missing information**
Before you listen, look at the gaps and try to guess what is missing e.g. a name, a number, etc. This helps you do the task.

**First Name:** 0) *Kelly*
**Surname:** 1) .....
**Single:** ✓ **Married:** ☐ **Divorced:** ☐
**Nationality:** 2) ..... **Age:** 3) .....
**Address:** 4) .....
**Telephone Number:** 5) .....

# Writing 1h

## Emails

**1** Read the theory. Find examples in the email.

**Writing Tip**

**Capital letters**

In English we use capital letters with: **names/surnames** *(Mary Stuart)*, **cities/countries/nationalities** *(Dublin/Ireland/Irish)*, **days/months** *(Monday/June)*, **languages** *(French)*, **rivers** *(the Thames)* **& the personal pronoun I** *(Tom and I)*.

**2** Read the email. Where's John from? What are his favourite sports?

**3** Capitalise the sentences.

1 richard is from cracow, poland.
.....
2 their favourite actress is nicole kidman. she's australian.
.....
3 his favourite day is sunday.
.....
4 moscow is on the Moskva river.
.....

**4** Answer the questions.

1 What's your name?
.....
2 Where are you from?
.....
3 How old are you?
.....
4 What can you do?
.....
5 What are you good at?
.....
6 What are your favourite sports?
.....
7 Who's your favourite singer/ actor? .....

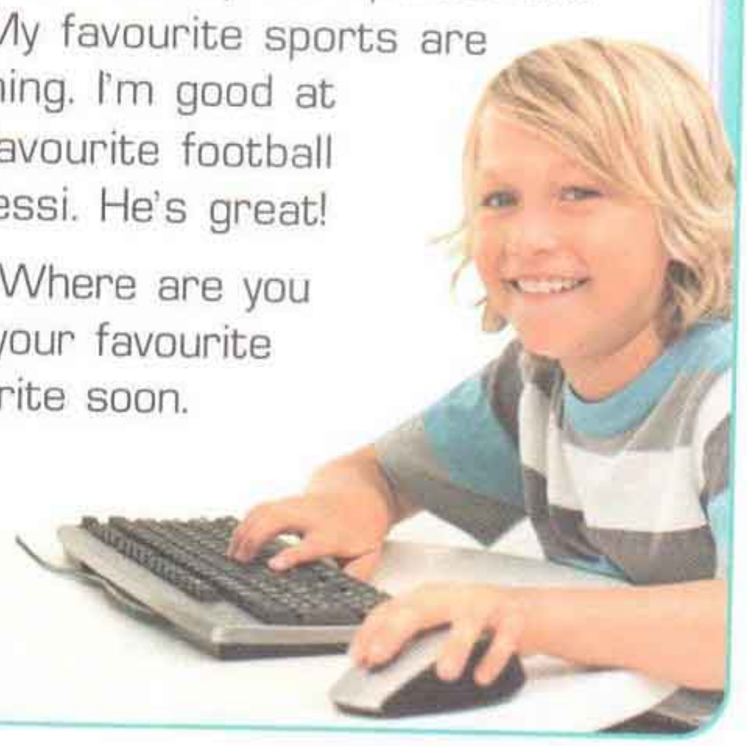
From: John
To: Olaf
Subject: Hi!

Hi! My name's John and I'm from Dublin, Ireland. It's a great city with a lot of interesting places. I'm 12 years old and I'm a student.

I'm good at languages. I can speak Spanish and Russian very well. My favourite sports are football and swimming. I'm good at baseball, too. My favourite football player is Lionel Messi. He's great!

What about you? Where are you from? What are your favourite sports? Please write soon.

John



**Study skills**

**Word Order**

In affirmative and negative sentences, the subject always comes before the verb, while in questions the subject follows the auxiliary verb.

*John **is** Irish. He **isn't** English. **Is he** 18 years old?*

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

1 from / are / where / they?
2 at / he / good / Art / isn't
3 Sandra / is / her / name?
4 favourite singer / Beyoncé / my / is
5 you / are / Italian?
6 her / History / is / favourite subject?
7 he / well / swim / can

## *Writing (an email)*

**6** *Portfolio:* Write an email to a new pen friend, Martyn. Use your answers in Ex. 4 and the plan below.

**Plan**

**Para 1:** name/city/country/age/school
*Hi! My name's ... . I'm from ... . I'm ... years old. I'm a(n) ... .*
**Para 2:** what you're good at, what you can do, favourite sports/famous people
*I'm good at ... . My favourite sports are ... .*
**Para 3:** questions about pen friend

Writing Bank 1 p. WB1

# 1i Curricular: Geography

## World Landmarks

**1** Choose the correct answer.

**1 The Great Sphinx**

is in
- A Giza, Egypt.
- B Tripoli, Libya.
- C Beijing, China.

**2 The Leaning Tower of Pisa**

is in
- A Spain.
- B Turkey.
- C Italy.

**3 The Sun Pyramid of Teotihuacán**

is in
- A Mexico.
- B Colombia.
- C Ecuador.

**4 The CN Tower**

is in
- A Washington D.C., USA.
- B Toronto, Canada.
- C Santiago, Chile.

**5 The Taj Mahal**

is in
- A Agra, India.
- B Dubai, United Arab Emirates.
- C Sydney, Australia.

**6 The Emerald Buddha**

is in
- A Beijing, China.
- B Bangkok, Thailand.
- C Kuala Lumpur, Malaysia.

**2** Listen and check. Write sentences, as in the example.

*The Taj Mahal is in ...*

**3** ICT Write a similar quiz about landmarks in various countries. You can do some research on the Internet using these key words: *World Landmarks*. Ask your partner to do the quiz.

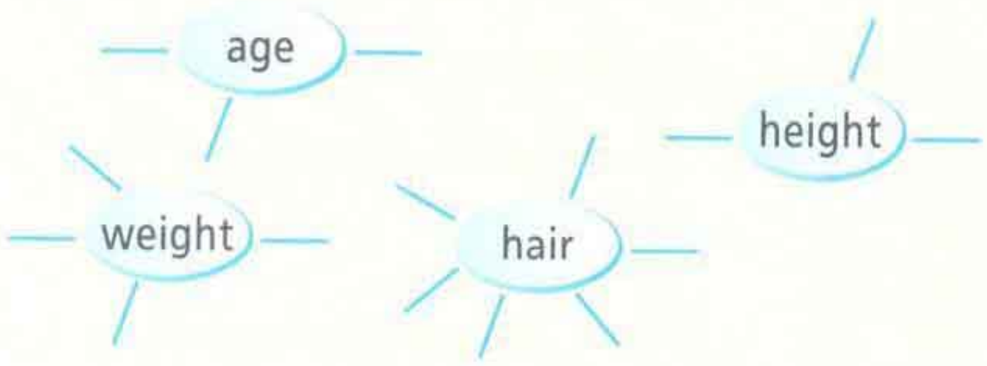
# Language Review 1

**1** **Fill in:** *favourite, riding, tribe, fighter, good, crosses, landmark, wavy, dream, capital.*

1 Anna's ..... at football. She's in the school team.
2 His ..... sport is basketball.
3 He's got short ..... hair and thin lips.
4 Tony is a fire ..... .
5 His ..... is to become a famous singer.
6 Her favourite hobby is horse ..... .
7 The UK flag has got three ..... .
8 Mexico City is the ..... city of Mexico.
9 Pygmies are a ..... in Africa.
10 The CN Tower is a famous ..... in Toronto.

**2** **Complete the spidergrams with words from the list.**

• middle-aged • fair • straight • curly • long
• wavy • fat • plump • thin • tall • short
• old • of medium height • young • slim



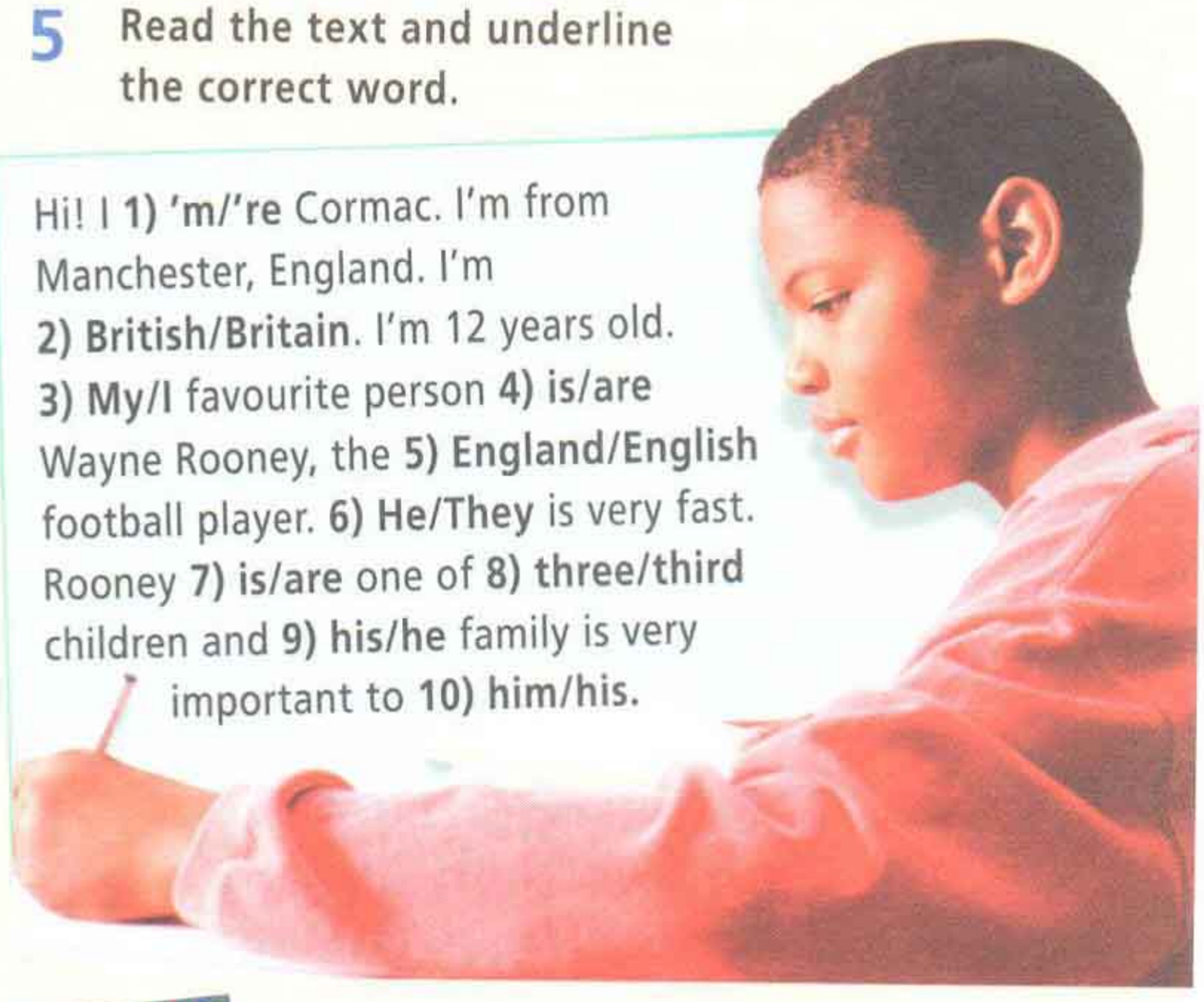

**3** **Write the nationalities.**

1 Brazil .....
2 Spain .....
3 Poland .....
4 France .....
5 Ireland .....
6 Germany .....

**4** **Write the opposites of the adjectives.**

1 tall boy ≠ *short boy*
2 slim girl ≠ .....
3 big eyes ≠ .....
4 straight hair ≠ .....
5 dark hair ≠ .....
6 full lips ≠ .....
7 big nose ≠ .....
8 long hair ≠ .....

**5** **Read the text and underline the correct word.**



Hi! I **1) 'm/'re** Cormac. I'm from Manchester, England. I'm **2) British/Britain**. I'm 12 years old. **3) My/I** favourite person **4) is/are** Wayne Rooney, the **5) England/English** football player. **6) He/They** is very fast. Rooney **7) is/are** one of **8) three/third** children and **9) his/he** family is very important to **10) him/his.**

**GAME**

**In teams make sentences. Use words from the list. Each correct sentence gets one point. The team with the most points is the winner.**

• famous for • old • slim • dark skin
• famous landmark • favourite • good at
• have a dream • short curly hair • long legs
• wealth and beauty • heavy earrings • tribe
• school subject

*Team A S1: Paris is* ***famous for*** *the Eiffel Tower.*

**Quiz**

**Mark the sentences *T* (true) or *F* (false). Write a quiz of your own for Module 1.**

1 Cristiano Ronaldo is an author. .....
2 The Maasai are very short. .....
3 Venus Williams is an artist. .....
4 Paulo Coelho is from Brazil. .....
5 The Karen women have got long ears. .....
6 The Maasai are from America. .....
7 Coronation Day is on 2nd June. .....
8 The Taj Mahal is in the United Arab Emirates. .....

Revision 1 p. 115

# Skills 1

## *Reading* (Gapped text)

**Study skills**

**True/false statements**

Read the rubric and the statements to familiarise yourself with the content of the text. Underline the key words in the statements and think of synonymous phrases. This will help you do the task.

**1** a) **Read the rubric, then read sentence 1. Look at the underlined words in the sentence, then look at the underlined words in the text. Is the sentence true or false?**

> You are going to read a text about the Olympic Games. For questions 1-6, mark the statements *T* (true) or *F* (false).

1 The Summer Olympics happen every two years.
2 The Summer Olympics and the Winter Olympics take place in the same city.
3 Boxing is one of the first Olympic sports.
4 Usain Bolt has gold medals from the Paralympics.
5 The Winter Olympics has more sports than the Summer Olympics.
6 Russia has got very good ice hockey players.



### The Olympic Games

The Olympic Games are the biggest and most famous sport event in the world. There are three kinds of Olympics – the Summer Olympics, the Paralympics and the Winter Olympics. A different city has the Summer Olympics every four years. The Games are during two weeks of July or August. Then the same city has the Paralympics. It's an event for athletes who have got special bodies. American swimmer Jessica Long, for example, hasn't got legs, but she has got lots of medals.

The Winter Olympics are in February or March two years after the summer events, in a different city. There are 28 Summer Olympic sports. Some of the oldest Olympic sports are boxing and running. Tennis and the martial art taekwondo are two of the newest ones. Jamaican runner Usain Bolt is one of the most famous 21st century Olympians. He has longer legs than the other runners. He's also very tall – 1.96 m – and his arms are well-built. Bolt is the fastest athlete in the world. He can run the 100 m in 9.58 seconds and the 200 m in 19.19 seconds. He has Olympic gold medals for both events.

There are 15 sports in the Winter Olympics. Ice hockey is one of the most popular of all. It's also one the hardest, because it's so fast. The Canadians, Czechs, Finns, Russians, Slovakians, Swedes and Americans are the best ice hockey players of all. The sport is a favourite hobby in their countries. Cold countries have got the best winter sport athletes. But Spain has got just two medals from 60 or 70 years of Winter Olympics!

b) **Now read the text and do the task. Compare with a partner.**

**2** **Replace the words in bold with names from the text.**

1 **They** are the most famous sports event in the world. .....
2 **She** has no legs. .....
3 **They** are some of the oldest Olympic sports. .....
4 **He** is a Jamaican runner. .....
5 **It** is one of the hardest games. .....

**3** **Answer the questions.**

1 Who's your favourite athlete? Why?
2 Why is he/she special to you?

## *Speaking*

### Spoken questions

**4** a) **Answer the question.**

What's your favourite hobby? Why?

b) **Now listen to two people answering the question. Who uses:**

| | Anna | Sam |
|---|---|---|
| full sentences | | |
| appropriate stress | | |
| appropriate intonation | | |
| correct pronunciation | | |

**Tick (✓) the correct box.**

c) Ask and answer the questions.

1 What's your name?
2 Where are you from?
3 How old are you?
4 What's your favourite sport? Why?
5 What's your favourite school subject? Why?
6 Which languages can you speak?

## Listening
### Multiple matching (Monologues)

**Study skills**

**Multiple matching**

Read the rubric, then read the information to familiarise yourself with the content of the recording. While you listen be careful because each speaker can use words from the statements which may mislead you.

**5** a) Read the rubric and the information. What will each speaker talk about?

You are going to listen to four people talking about sports and hobbies. Listen and match the people (A-D) to the sentences (1-5). One sentence is extra.

| | | Which of these people... |
|---|---|---|
| 1 | | can play basketball well? |
| 2 | | is good at football? |
| 3 | | isn't good at playing music? |
| 4 | | is good at painting? |
| 5 | | can play cricket well? |

A Antony
B Becky
C Chris
D Donna

b) Now listen to Speaker A and read what he says. Which sentence (1-5) does he match?

I'm Antony and I'm from Brazil. Most people in my country are good at football, but I'm not. My favourite sports are basketball and cricket. I can't play cricket well, but I'm very good at basketball. I'm in the school team.

Read the script again. Which words from statements 1-5 does he use?

c) Do the listening task. Compare your answers to your partner's.

## Writing (Writing Bank 1: informal letters p. WB1)

**6** a) Read the rubric and look at the words in bold. Answer the questions.

This is part of a **letter** from your **English pen friend**, Marta.

*What sport does he/she do? What does he/she look like? What about you? What's your favourite sport?*

Write your English pen friend your letter 60-100 words.

1 Who is going to read your letter?
2 What information should you include?

**Writing Tip**

**Informal style**

When we write to people we know well, e.g. family members, friends, people of our age, we usually use informal style; that is: contractions *(I'm, you're, etc.)* and everyday language *(I'm OK)*.

b) Now write your letter to your pen friend. Use the language below to start/end your letter. Follow the plan.

**Plan**

*Dear (friend's first name),*
**Para 1:** opening remarks *(Hi!/Hello! How are you? Thanks for your letter.)*, your athlete's name and nationality
**Para 2:** description of your athlete *(... is tall with ... eyes and ... hair. ... is kind/polite etc.)*
**Para 3:** your favourite sport, closing remarks *(My favourite sport is ... . Write back soon./Please write back.)*
*Yours,*
*(your first name)*



## Reading & Listening

**1** **Look at the pictures. What do you know about this game? How can someone play it? Listen, read and check.**

**2** **Read the text and complete the sentences. Use up to three words.**

1 Gorodky is a popular Russian ..... .
2 Different villages have different ..... for it.
3 People can play it on ..... .
4 You need a ..... and ..... to play it.

**3** **Fill in: *flat*, *folk*, *grass*, *wooden*, *town*. Use the phrases to talk about gorodky.**

1 ..... pin
2 ..... square
3 ..... surface
4 ..... sport
5 ..... lawn

## Speaking & Writing

**4** **Complete the table with information from the text. Use the completed table to present gorodky to the class.**

| | |
|---|---|
| Name of sport | |
| Place | |
| Equipment | |
| Objective | |

**5** ICT **Use the headings in the table in Ex. 4 to find information on the Internet about another traditional sport in your country. Present the sport to the class.**

# Gorodky

Gorodky is an ancient Russian folk sport that is still known in Russia today. There are different forms of gorodky and most villages have got their own name for the game. However, the basic idea is the same and it is very like bowling. You can play gorodky on any flat surface such as a grass lawn or a town square or a road. The equipment for the game is very simple. The players have a bat and groups of wooden pins, skittles. The rules of the game are a little different in the various villages across the country but the objective is to knock the skittles with a throw of the bat. The winner is the team or player that is the first to have no skittles standing. Gorodky is a great game and lots of fun.

**Check these words**

ancient, form, basic idea, flat surface, grass lawn, town square, equipment, bat, wooden pin, rule, objective, knock, throw, winner, standing

**Vocabulary:** houses, rooms, buildings, furniture, appliances, places in a town, shops

**Grammar:** *there is/there are*, *some/any*, plurals, *this/these – that/those*, *a/an – the*, prepositions of movement, prepositions of place, the imperative

**Everyday English:** viewing a house, asking for – giving addresses/phone numbers; asking for/giving directions

**Pronunciation:** /uː/, /ʌ/, /ðə/, /ðiː/

**Writing:** an email to a friend about your house

**Culture:** I ♡ NYC!; Sky-high Luxury

**Curricular *(Art & Design)*:** Towers

# Module 2

# East, West, Home's Best

## *Vocabulary*

### Rooms in a house

**1** **Look at the pictures.**
**Listen and say.**

**2** **Listen to Tom talking about his house and complete the sentences.**

In Tom's house there is ..... .
His favourite room is ..... .

**OVER TO YOU!**

In my house there is
..... .
My favourite room is
..... .

KITCHEN

DINING ROOM

BEDROOM

pillow

UTILITY ROOM

bath

towel

washbasin

BATHROOM

cushions

sofa

armchair

LIVING ROOM

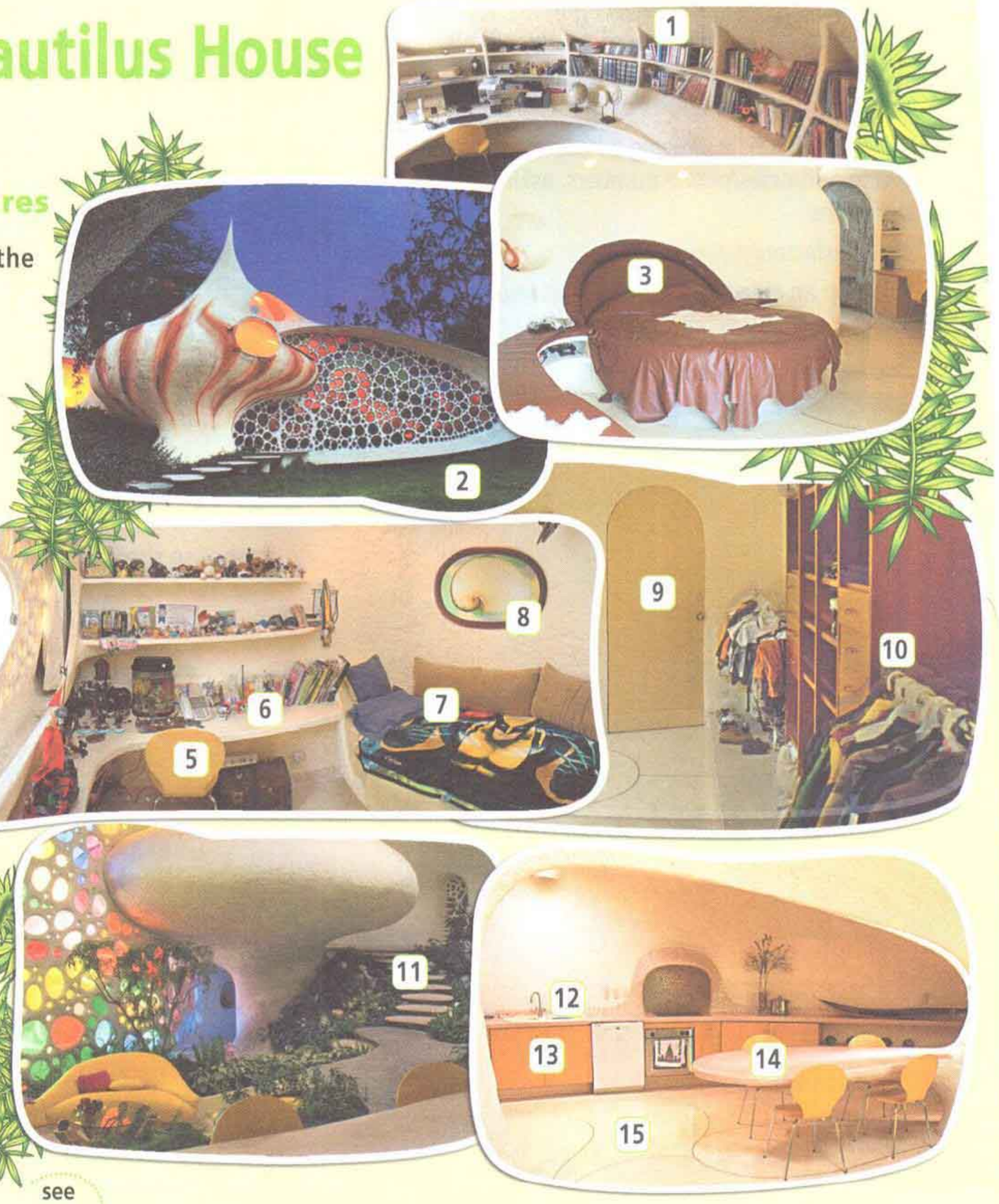
carpet

# 2a The Nautilus House

## *Vocabulary*
### Furniture/Fixtures

**1** **Match the words to the numbers.**
**Listen and check.**

| | | |
|---|---|---|
| A | | bookcase |
| B | | desk |
| C | | wardrobe |
| D | | bed |
| E | | door |
| F | | sink |
| G | | window |
| H | | cupboard |
| I | | mirror |
| J | | table |
| K | | chair |
| L | | stairs |
| M | | sofa |
| N | | garden |
| O | | floor |




## *Grammar*
### *There is/There are*

see p. GR2

**2** a) **Read the table.**

| AFFIRMATIVE | NEGATIVE |
|---|---|
| ***There's*** *a bed in the bedroom.* ***There are*** *some pillows on the bed.* | ***There isn't*** *a desk in the bedroom.* ***There aren't*** *any paintings on the walls.* |
| **INTERROGATIVE** | **SHORT ANSWERS** |
| ***Is there*** *a window?* ***Are there*** *any flowers in the vase?* | ***Yes,*** *there* ***is./No,*** *there* ***isn't.*** ***Yes,*** *there* ***are./No,*** *there* ***aren't.*** |

**Some/Any**

- We use **some** in affirmative sentences.
  *There are **some** armchairs in the living room.*
- We use **any** in negative sentences and questions. *There aren't **any** flowers in the garden. Are there **any** chairs in the study?*

b) **Look at the pictures and fill in:** *is*, *are*, *isn't* **or** *aren't*.

1 There ..... a sofa in the kitchen.
2 There ..... some books in the bookcase.
3 There ..... a table in the kitchen.
4 There ..... a window in the kitchen.
5 There ..... some cupboards in the kitchen.
6 There ..... any towels in the bedrooms.

**3** **Fill in:** *Is there* **or** *Are there*. **Look at the pictures and answer the questions.**

1 *Is there* a table in the kitchen? *Yes, there is.*
2 ..... a mirror in the bedroom? .....
3 ..... any books on the beds? .....
4 ..... any armchairs in the bedrooms? .....
5 ..... a wardrobe in the living room? .....
6 ..... any chairs in the kitchen? .....

2a

# Life in a Shell

Imagine living in a house in the shape of a seashell. In Mexico City there is a house like that. The architect of the house is Javier Senosiain. The Nautilus House is the house of a young couple and their two children. The house has got two floors and spiral staircases. Inside there is a living room, a huge bedroom, a kitchen and a bathroom. There are plants in every room. The bathroom is blue and yellow with small windows everywhere. It's very bright. In the living room there is a grass carpet on the floor, a stream and windows of different colours. Outside there is a nice garden with trees. The house is earthquake-proof. It's also friendly to the environment and has a great view of the mountains. It's like Alice in Wonderland!

**Check these words**

shape, seashell, young couple, spiral staircase, huge, plant, every, room, everywhere, bright, grass carpet, stream, trees, earthquake-proof, friendly to the environment, view, mountain, like

## Listening & Reading

**4** a) **Read the title of the text. What is the text about? What do you think it is like living in this house?**
Listen and read to find out.

b) **Read again and mark the sentences *T* (true), *F* (false) or *DS* (doesn't say).**

1 The Nautilus House is like an animal. .....
2 There aren't any stairs in the house. .....
3 There are lots of windows. .....
4 There is a big garden outside. .....
5 The family hasn't got any neighbours. .....

## Speaking & Writing

**5** THINK! **Do you like this house? Give two reasons why you could live in it. Use words from the Check these words section.**

**6** THINK! **Compare your house to the Nautilus House. Write about: *number of rooms, what there is inside the house, garden*. Tell the class.**

*The Nautilus House has got two floors. My house hasn't got two floors. It's got one floor. Etc.*

Vocabulary Bank 2 p. VB7

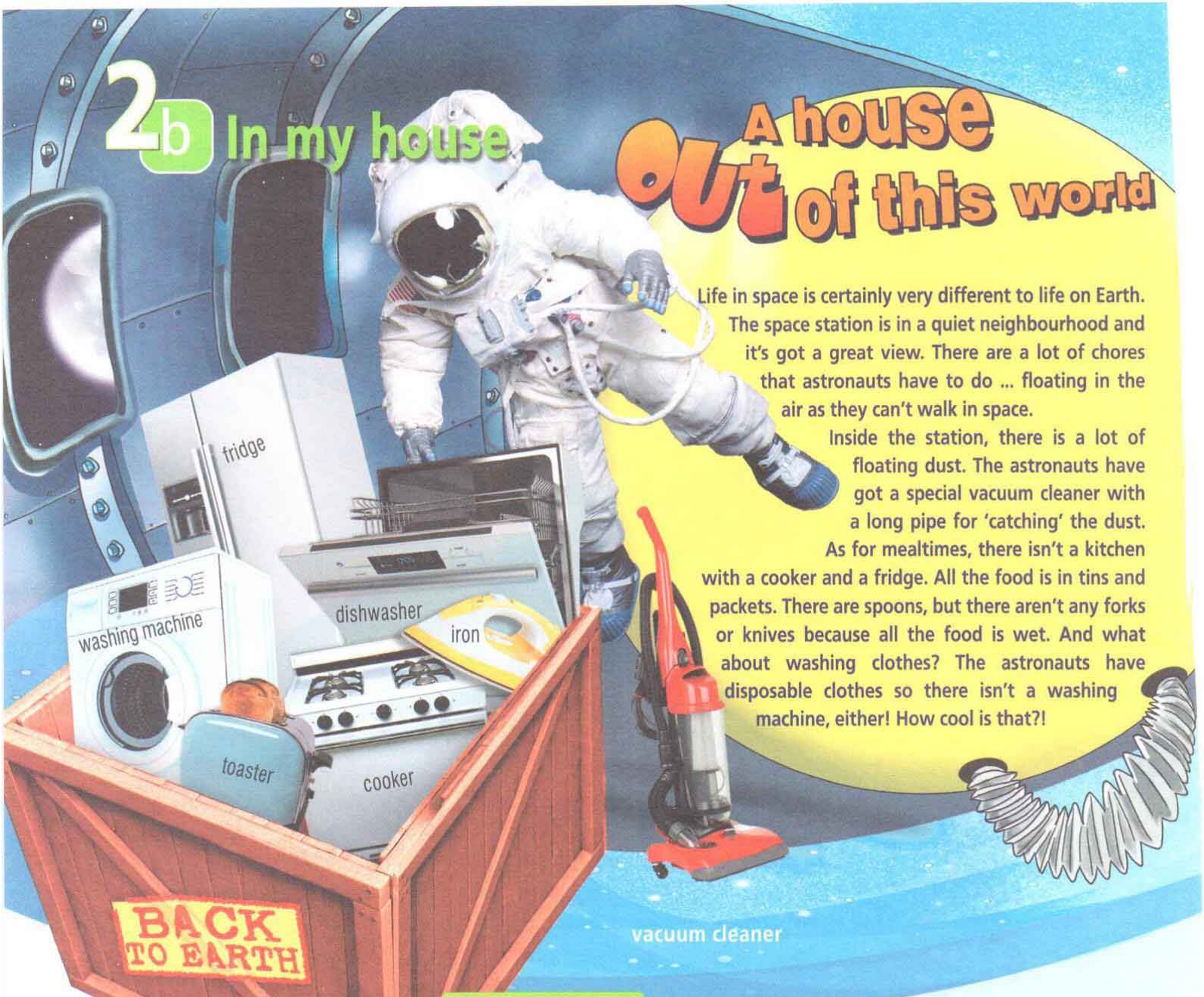
# 2b In my house

## A house out of this world

Life in space is certainly very different to life on Earth. The space station is in a quiet neighbourhood and it's got a great view. There are a lot of chores that astronauts have to do ... floating in the air as they can't walk in space.

Inside the station, there is a lot of floating dust. The astronauts have got a special vacuum cleaner with a long pipe for 'catching' the dust.

As for mealtimes, there isn't a kitchen with a cooker and a fridge. All the food is in tins and packets. There are spoons, but there aren't any forks or knives because all the food is wet. And what about washing clothes? The astronauts have disposable clothes so there isn't a washing machine, either! How cool is that?!




**Check these words**

space station, neighbourhood, chore, floating dust, pipe, catch, mealtime, tin, packet, wet, wash, disposable clothes

## Vocabulary
### Appliances

**1** Listen and say. Which of these things have/haven't you got in your house? Write sentences.

*We've got a cooker, a fridge, ... and ... .*

## Reading

**2** a) Read the title of the text and look at the pictures. What could a 'house out of this world' be like? Listen and read the text to find out. Tell the class three things you remember from the text.

b) THINK! How are chores in space different from those on Earth? How does the writer feel about this house? Would you like to live there? Why (not)? Tell the class.

## Grammar
### Plurals

see p. GR3

**3** Read the table. Find examples in the text.

**PLURALS**

- **nouns + -s** *books – book**s***
- **-s, -ss, -sh, -ch, -x, -o, + -es**
  *bus – bus**es**, glass – glass**es**, brush – brush**es**, bench – bench**es**, fox – fox**es**, tomato – tomato**es**, vase – vase**s***
- **consonant + y → ies** *lady – lad**ies***
  **BUT** *toy – toy**s***
- **-f/-fe → -ves** *leaf – lea**ves***
  **BUT** *roof – roof**s***

**IRREGULAR PLURALS**

*child – children, woman – women, man – men, foot – feet, tooth – teeth, mouse – mice, person – people*

## 4 Write the plural forms.

| | | | |
|---|---|---|---|
| 1 | dishwasher – ..... | 6 | dish – ..... |
| 2 | pillow – ..... | 7 | boy – ..... |
| 3 | cooker – ..... | 8 | glass – ..... |
| 4 | lady – ..... | 9 | knife – ..... |
| 5 | child – ..... | 10 | man– ..... |

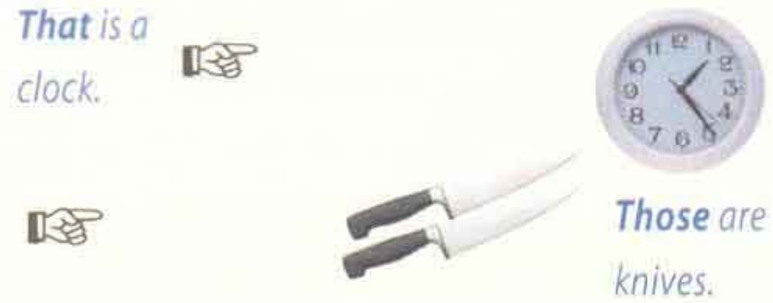
### *This/That – These/Those*

## 5 a) Read the table.

- We use **this/these** for things near us.




- We use **that/those** for things far from us.




b) Point to things near you/far from you. Ask and answer.

*A: What's this?*
*B: This is an eraser. What is that?*

## 6 Fill in: *this, that, these, those.*



1 ..... is a fork and ..... is a knife.



2 ..... is a dish and ..... are spoons.



3 ..... is an iron and ..... are kettles.

# 2b

## Prepositions of place

## 7 a) Listen and then make sentences.




*The ball is on the box.*

b) Complete the text with the correct prepositions.
Listen and check.



There's a fridge 1) ..... the counter, 2) ..... the table. There's a table 3) ..... the windows. The table is 4) ..... some chairs. There are some magazines 5) ..... the table. There are a lot of cupboards 6) ..... the wall. There's a kettle 7) ..... the toaster and the dish drainer. There are some dishes 8) ..... the dish drainer. 9) ..... the dish drainer, there's a dishwasher.

### Talking about position

## 8 Look at the kitchen. Ask and answer.

*A: Where's the sink?*
*B: It's under the cupboards.*

### Speaking & Writing

## 9 a) What's your favourite room? Ask each other questions to find out what there is in it. Draw the room.

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

b) Write a short text describing your favourite room. Include a picture. Read your description to the class.

Vocabulary Bank 2 pp. VB8-VB9 Ex. 7

# 2c Culture Corner



**Check these words**

statue, symbol of independence, ride, chance, boat, get wet, forget, horse-and-carriage, path, huge, lake, zoo, skating rink, skyscraper, flight

**A A Speedboat Ride around the Statue of Liberty**

This 43-metre statue is on Liberty Island and it's the symbol of American independence. The 30-minute ride is the best chance to take great photographs and have fun. There's a boat every hour. Be ready to get wet. Don't forget your camera!

**B A Horse-and-Carriage Ride in Central Park**

Taking a horse-and-carriage ride in a city?! Well, yes! There's a 6-mile path through beautiful trees and it's a great way to see this huge park! It's got lakes, restaurants, a zoo and a skating rink.

I ♥ NY city

## NEW YORK CITY HAS IT ALL!

### Reading & Listening

1 Look at the leaflet about New York. What do you know about this city? What is there for tourists to see?
Listen and read the leaflet to check.

2 Read again and match the texts (A, B or C) to the sentences (1-4).

1 This is a good place to take photos. .....
2 There are animals here. .....
3 You can see shows here. .....
4 It's a place to see all of New York. .....

3 Fill in: *huge*, *horse-and-carriage*, *get*, *skating*, *fantastic*, *take*. Use the phrases to make sentences about the places in the leaflet.

1 ..... park
2 ..... rink
3 ..... views
4 ..... ride
5 ..... wet
6 ..... photographs

**C A Skyride in the Empire State Building**

The Empire State Building is a skyscraper with 102 floors and fantastic views! The Skyride on the second floor is a fun flight around the city, but it isn't on a plane – it's in a huge cinema!

### Writing

4 In groups, write two paragraphs about two tourist attractions in your town/city. Tell the class.

# Everyday English 2d

## Describing your home

**1** **The following sentences are in the dialogue below. Who says each: *Kate* or *Sue*?**
**Listen and read to find out.**

- What's it like?
- It's really big.
- What floor is it on?
- It's very cosy.
- It's got a great view ...
- Is it far from ...?
- How many rooms has it got?
- Sounds great!



Kate: Hi, Sue. How's your new flat?
Sue: It's pretty cool.
Kate: That's great! What's it like?
Sue: Well, it's really big.
Kate: How many rooms has it got?
Sue: It's got a large living room, a modern kitchen, three bedrooms, two bathrooms and there's a big balcony at the front.
Kate: Really! What's your room like?
Sue: Well, it's the smallest bedroom but it's really cosy. It's perfect for me!
Kate: What floor is it on?
Sue: It's on the fifth floor so it's got a great view of the city.
Kate: Wow! It sounds amazing. Where is it? Is it far from the city centre?
Sue: It's near Forest Hill Station so not that far and it's in a really nice area.
Kate: You're so lucky!

**2** **Find sentences in the dialogue which mean:**
*Is it close to the centre? – All the other rooms are bigger than mine but it's comfortable. – How high up is it?*

**3** **Listen and repeat. Then, in pairs, act out similar dialogues using the ideas below.**

A: What's your address, please?
B: *20 Milcote Road.*
A: Can you spell it, please?
B: *M – I – L – C – O – T – E.*

- 12 Longhurst Lane.
- 17 Morrison Avenue.
- 21 Primrose Street.

## Pronunciation: /uː/, /ʌ/

**4** **Listen and tick (✓) the correct boxes. Listen again and repeat.**

| | /uː/ | /ʌ/ | | /uː/ | /ʌ/ | | /uː/ | /ʌ/ |
|---|---|---|---|---|---|---|---|---|
| much | | | dust | | | shoe | | |
| roof | | | blue | | | under | | |

## Speaking

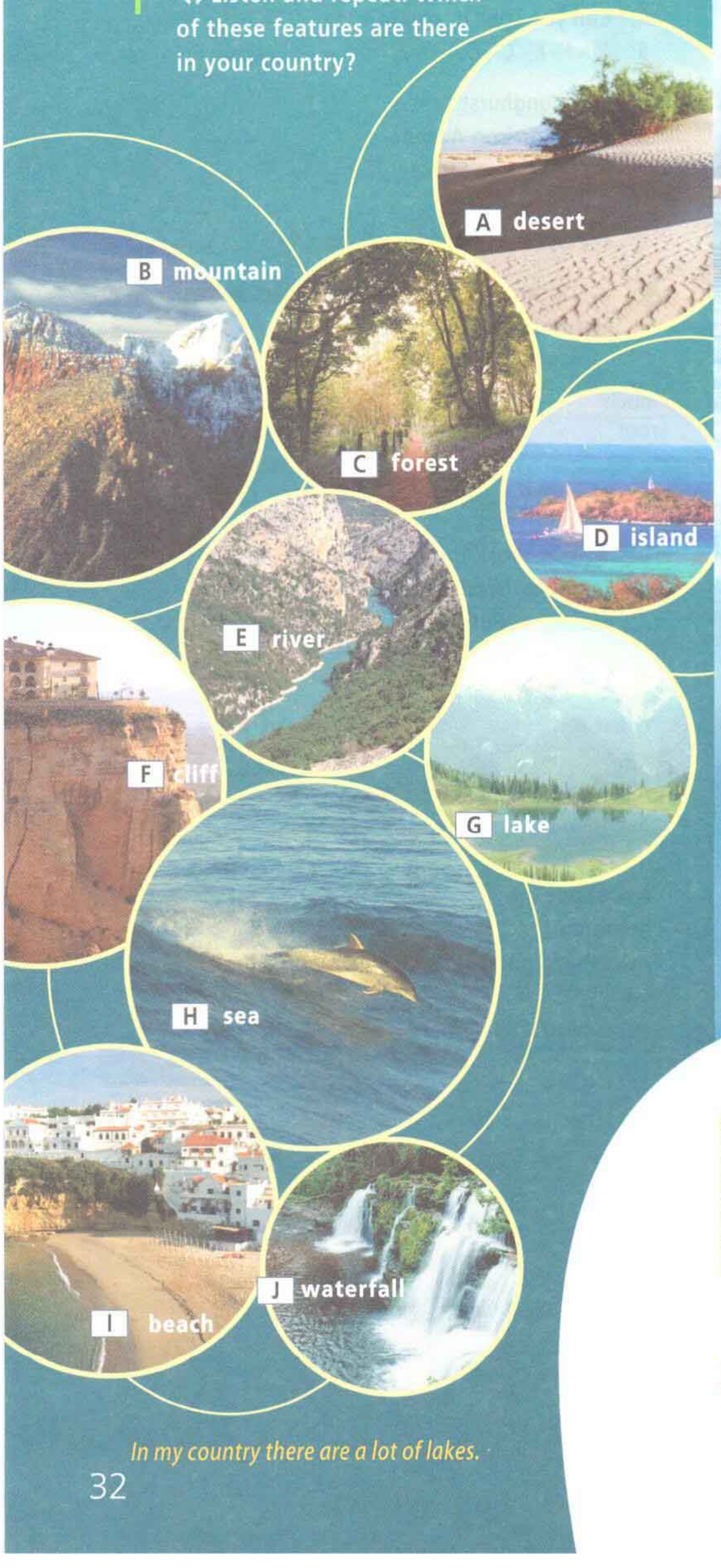
**5** **Work in pairs. You have a new flat. Tell your friend about it. Act out your dialogue. Follow the plan.**

| A | B |
|---|---|
| Greet B. | Say you've got a new flat. |
| Ask what it is like. | Answer. |
| Ask how many rooms it's got. | List the rooms. |
| Ask about the bedroom. | Describe your bedroom. |
| Ask what floor is it on. | Say which floor. |
| Ask where it is. | Say where it is. |

# 2e Special places

## *Vocabulary*
### Geographical features

1 Listen and repeat. Which of these features are there in your country?




*In my country there are a lot of lakes.*



# The Floating Islands of Lake Titicaca

What is it like having a different view from your window every day? Well, it's just like this for the Uros people of Lake Titicaca in Peru. There are over forty 'floating' islands here. Every day they are in a different place on the lake which is 3,812 metres above sea level.

These floating islands are home to about 300 people. Their surface is very soft and wet because they make the islands with totora reeds. There are small villages with three to ten families on each island.

Uros homes are small reed huts with one room. There is only one bed for the whole family. There isn't any heating and it is sometimes very cold on the lake.

Life on the islands is very simple. The men are fishermen on the lake. They have reed boats with amazing animal faces to go fishing. The women are at home with the children. There's one school for the children but there isn't a hospital or doctors nearby.

These days, the islands are very popular with tourists. It's only a 30-minute motor-boat ride from the city of Puno to the islands. Everyone is welcome to experience this unique way of life!

**Check these words**

floating islands, place, home to, surface, soft, wet, totora reeds, reed huts, heating, simple, fishermen, reed boats, school, hospital, nearby, popular with tourists, experience a unique way of life

## *Reading & Listening*

2 What is an island? What is unusual about the islands of Lake Titicaca?
Listen and read the text to find out.

**3** a) **Read the text again and mark the sentences *T* (true) or *F* (false).**

1 The Uros people live on a lake. .....
2 The islands of the Uros are man-made. .....
3 Uros homes have only two rooms. .....
4 Uros men make boats out of wood. .....
5 Uros children don't go to school. .....
6 Tourists travel to the islands by car. .....



**Study skills**

**Identifying the author's purpose**

When we read it is important for us to understand why the author wrote the text. Does he/she write to entertain, to persuade or to inform? This helps us understand the text better.

b) **What is the author's purpose?**

**4** **Use the words in the list to complete the sentences.**

• welcome • different • popular • simple

1 People on the island have a ..... life.
2 Tourists are ..... on the islands.
3 The islands are in a ..... place every day.
4 The islands are ..... with tourists.

## Speaking & Writing

**5** a) **Use words from the Check these words section to describe the picture.**

b) **Imagine you are on one of the floating islands of Lake Titicaca. Write an email to your friend. Write: *where you are, what there is there, how you like it.***

**6** THINK! **How does the Uros lifestyle differ from yours? In three minutes, write a few sentences. Read them to your partner.**

Vocabulary Bank 2 pp. VB9 Ex. 8 VB10 Ex. 9

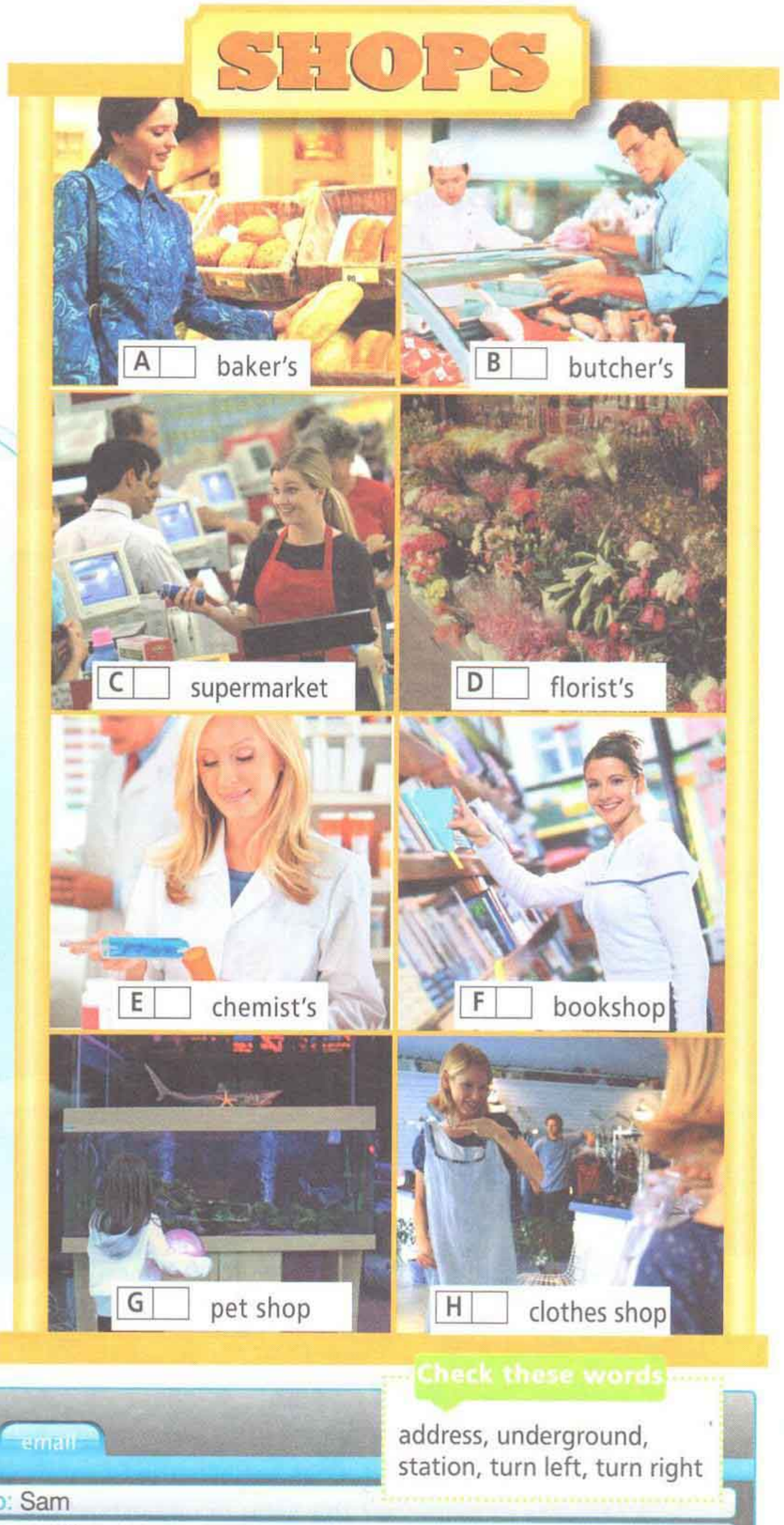
# 2f Going around

## *Vocabulary*

### Shops & products

**1** Match the shops to the products.
Listen and check, then say.




## *Reading*

**2** Look at the email. Who is it to/ from? What is it about? What shops are there in the author's neighbourhood?
Listen and read to find out.

**3** Read the email and answer the questions.

1 When is Billy's birthday?
2 What time is the party?
3 How can Sam get to Billy's house?

**Check these words**

address, underground, station, turn left, turn right

email

To: Sam

From: Billy

Subject: party

Hi Sam,

There's a party at my house for my 13th birthday. It's at 5 pm on Saturday, 20th November. My address is 22, Forest Street.

Here's how you can get there. Take the underground to Central Station, go up the stairs and come out of the station onto High Street. There is a supermarket opposite the station. Turn left at the supermarket and walk along the street. Walk past the baker's. Turn left at the pet shop, then you're on King Street. Walk across the street. Then turn right at the next street. That's my street. My house is next to the florist's.

Be there!

Billy

## Grammar

see p. GR3

### The Imperative

**4** **Read the theory. Look at the signs and write sentences.**

To give orders we use **the imperative**.
***Turn** right.* (affirmative) ***Don't turn** left.* (negative)


1 straight on (✓)
*Go straight on.*

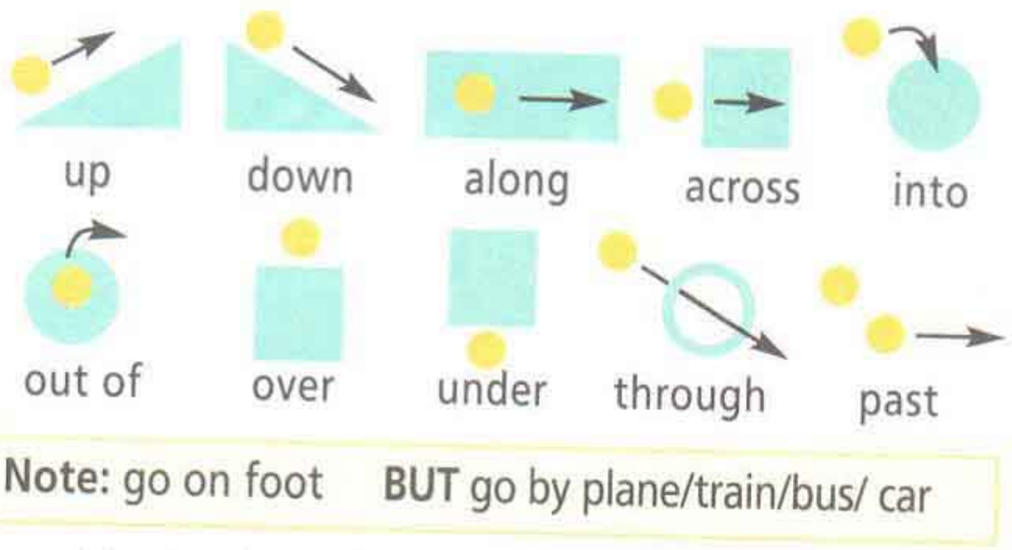

2 turn left (✗)


3 enter (✗)


4 turn right (✓)

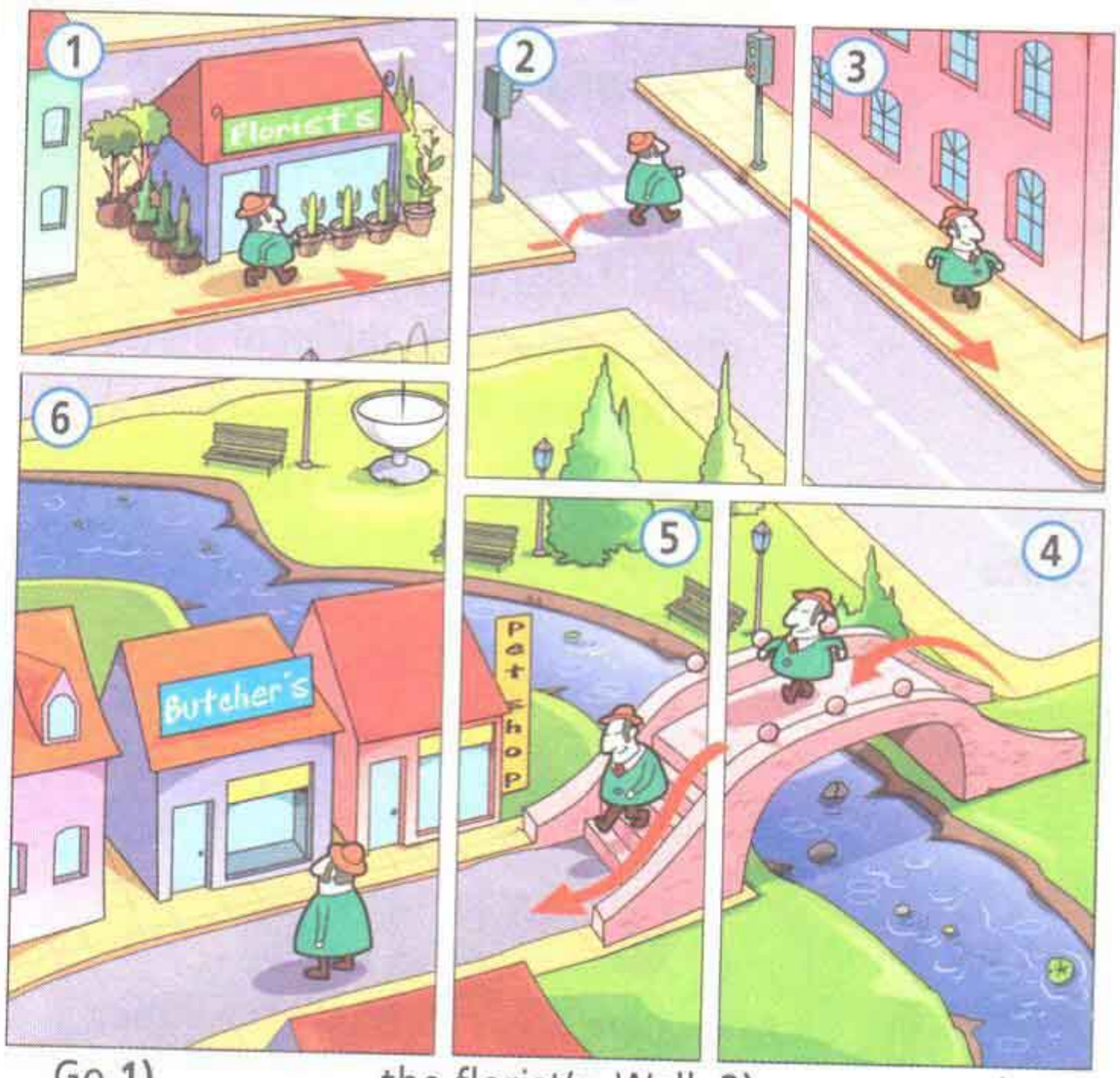
### Prepositions of movement

**5** a) **Listen and say. Find examples in the text.**




**Note:** go on foot **BUT** go by plane/train/bus/ car

b) **Look at the pictures and write the correct preposition.**
**Listen and check.**




Go 1) ..... the florist's. Walk 2) ..... the street at the traffic lights. Walk 3) ..... the road. Go 4) ..... the bridge and 5) ..... the stairs. The pet shop is on your right – next to the butcher's.

### A/An – The

**6** **Read the theory. Find examples in the text.**

We use **a/an** before countable nouns (nouns we can count, e.g. one iron, two irons) in the singular when we talk about something for the first time.
*There's **a** cup on the table.*
We use **the** to talk about something specific.
***The** cup is green. (Which cup? **The** cup on **the** table.)*
We don't use **the**:
a) before proper nouns. *John's here.*
b) with the words *this/that/these/those*. *This cup is blue.*
c) with possessive adjectives. *It is my cup.*
d) names of countries (*Spain*), cities (*Madrid*), continents (*Europe*).

**7** **Fill in *a/an*, *the* or –.**

1 There is ..... table in the dining room. ..... table is brown.
2 There's ..... florist's in my neighbourhood. ..... florist's is next to a baker's.
3 Have you got ..... washing machine?
4 ..... their house is in ..... Moscow.
5 ..... view from my balcony is great!
6 ..... my house is next to ..... baker's.
7 ..... this desk is green.
8 ..... Jason has got ..... big room.
9 ..... carpet in my room is red.
10 There's ..... vase on ..... table. ..... vase is green.

### Pronunciation: /ðə/, /ðiː/

the /ðə/ – words starting with consonant sound
***the** cup*
the /ðiː/ – words starting with vowel sound ***the** apple*

**8** **Practise reading *the*.**
**Listen and check.**

- the fridge
- the iron
- the toaster
- the spoon
- the eraser
- the sofa
- the armchair
- the bedroom

## Speaking

**9** **Draw the route you follow from your school to the nearest supermarket. Tell your partner.**

Vocabulary Bank 2 p. VB10 Exs. 10-12

# 2g Skills

## *Vocabulary*

### Places in an area

**1** Look at the map and answer the questions.

1 Which place is behind the bookshop?
2 Which place is between the clothes shop and the cinema?
3 What is opposite the butcher's?

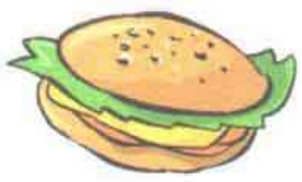
**2** Where can you ...




1 watch a film?



2 borrow books?



3 eat burgers?



4 have lunch?



5 buy stamps?



6 swim?

*1 You can watch a film at the cinema.*

## *Reading & Listening*

**3** Read and listen to the dialogue. Mark Ann's route on the map.

Ann: Excuse me, can you tell me where the post office is, please?
Bob: Sure. It's on Milton Street. Go down Merton Street, past the baker's and turn left into High Street. Walk past the library. Cross Milton Street. The post office is opposite the supermarket on your right.
Ann: Thanks!
Bob: You're welcome.

## *Speaking*

### Giving directions

**4** Use the phrases below to give directions to different places on the map. Follow the plan.

- Go down ... and turn left/right into ...
- Go straight on.
- The ... is on your left/right/ opposite/next to/between/ behind ...

| A | B |
|---|---|
| Ask where X is. | Name the street. |
| Ask for directions. | Give directions. |
| Thank B. | Say goodbye to A. |

# Writing 2h

## An email to a pen friend

**1** Read the first two sentences in the text. What is the email about?

Listen, read and check.

email

To: Karen
From: Kelly
Subject: My new house

How are you? I'm so excited about my new house and I can't wait for you to come and see it.

It's in a quiet street opposite the park and it's near my new school. It's very big with a huge garden and a garage. It's got a large living room, a modern kitchen and two bedrooms. My favourite room is my bedroom. It's got a large bed, a desk with my computer on it and a huge wardrobe. I've got posters of my favourite bands on the walls.

Next Sunday is my birthday party. Do come.

Write soon,
Kelly

**2** **Which of the following are there in Kelly's email?**

- Kelly's address • where her house is • how big it is
- what there is in each room • who is in Kelly's family

**3** **Read the theory. Is it the same in your language?**

**Writing Tip**

**Punctuation**

We use a **full stop** (.) at the end of affirmative and negative sentences. We use **question marks** (?) at the end of questions. We use a **comma** (,) to separate a list of items. We use an **exclamation mark** (!) at the end of sentences that express strong feelings.

**4** **Complete the sentences with the correct punctuation. Use:** *(.), (?), (,), (!).*

1 Where is the baker's
2 It's fantastic
3 There are two banks on Princess Street
4 The flat has got a living room a kitchen a bathroom and two bedrooms
5 Is there a sports centre in the area

**5** **Read the theory. Find examples in the email, then put the words in the correct order.** see p. GR4

Adjectives describe nouns. They can go before nouns or after the verb **to be**. *My flat is **big**. It's a very **beautiful** flat.*

1 house/my/small/is
2 got/it's/nice/garden/a
3 living room/got/has/the/furniture/modern
4 house/my/street/busy/is/a/in
5 is/there/garage/a/big

### *Writing (an informal email about your house)*

**6** **Answer the questions.**

1 Where's your house?
.....
2 What rooms are there?
.....
3 What's your favourite room? What's in it?
.....

**7** ***Portfolio:*** **Use your answers in Ex. 6 to write an email to your friend describing your house (50-70 words). Follow the plan.**

**Plan**

*Hi ...,*

**Para 1:** greeting, opening remarks *(Thanks for your email about your house!)*

**Para 2:** where your house is, what rooms there are, *(My house is ... near ... . It's ... .)* your favourite room *(My favourite room is ... . It has got ... . There is also ... .)*

**Para 3:** closing remarks *(That's all for now.)*

*Yours,*
*(your first name)*

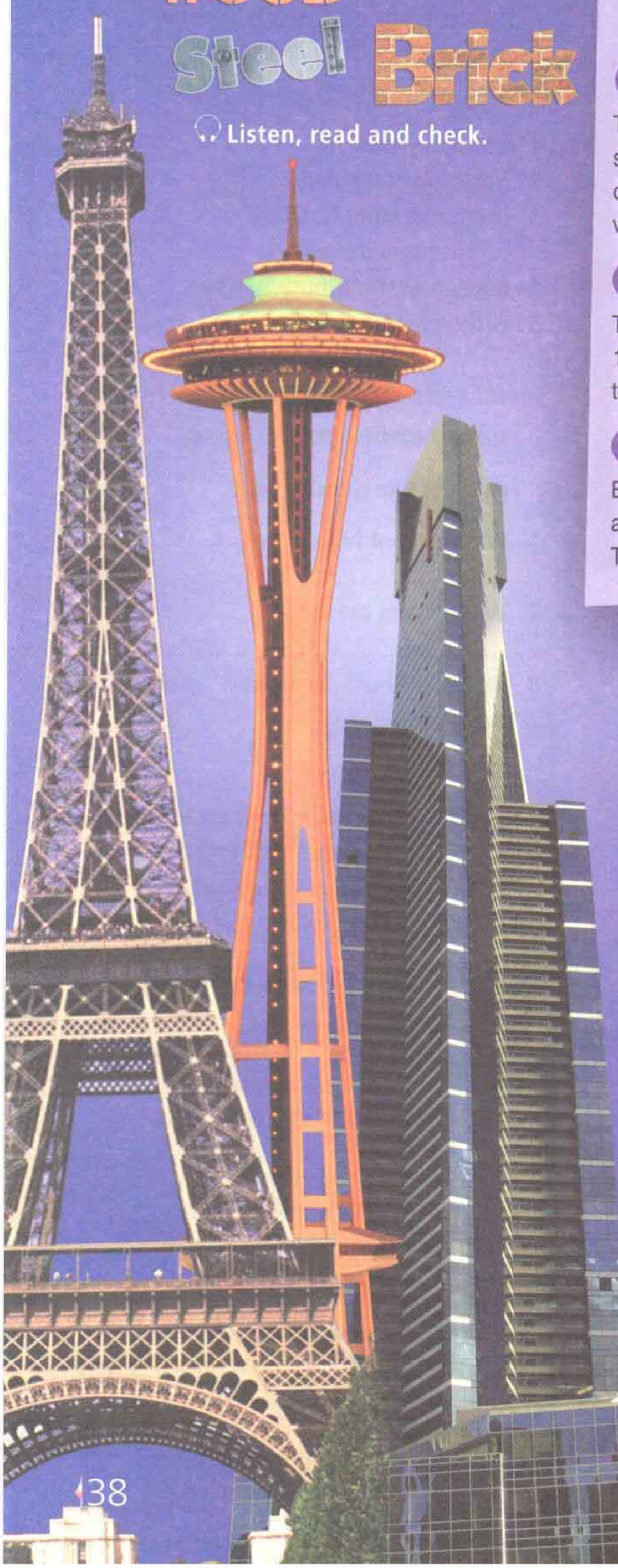
Writing Bank 2 p. WB2

# 2i Curricular: Art & Design

## Listening & Reading

1 What is each tower in the pictures made of: WOOD Glass Steel Brick

Listen, read and check.



**Check these words**

wood, glass, brick, steel tower, stand out, skyline, tonne, top, sight, cool, spaceship, second, great view, hundreds of flats, glass cube, slide out

# Towers

*Every city has its tower, but some are really amazing.*

### Eiffel Tower

The Eiffel Tower is a beautiful steel tower that stands out in the Paris skyline. It is 324 m tall and weighs over 10,000 tonnes. From the top you can see all the other wonderful sights of Paris. Over six million people visit the Eiffel Tower every year.

### Space Needle

The Space Needle is a very cool steel tower in Seattle, Washington. It is 184 m tall. The top looks like a spaceship. It only takes 43 seconds to get to the top where there is a great view of the Cascade Mountains.

### Eureka Skydeck 88

Eureka Skydeck 88 is a glass tower in Melbourne, Australia. It is 300 m tall and has got hundreds of flats. From the top there is an amazing view. There is also a glass cube that slides out with visitors inside.

2 Read the text. What do these numbers refer to: *184 m, 300 m, 43 seconds, 324 m, 10,000 tonnes, 6 million*?

3 Use words from the **Check these words** section to complete the sentences.

1 From the top there's a ..... of the city below.
2 Eureka Skydeck 88 has got ..... ..... for people to live in.
3 Tourists at the Skydeck can travel in a ..... .

4 THINK! Which tower is the most impressive to you? Why?

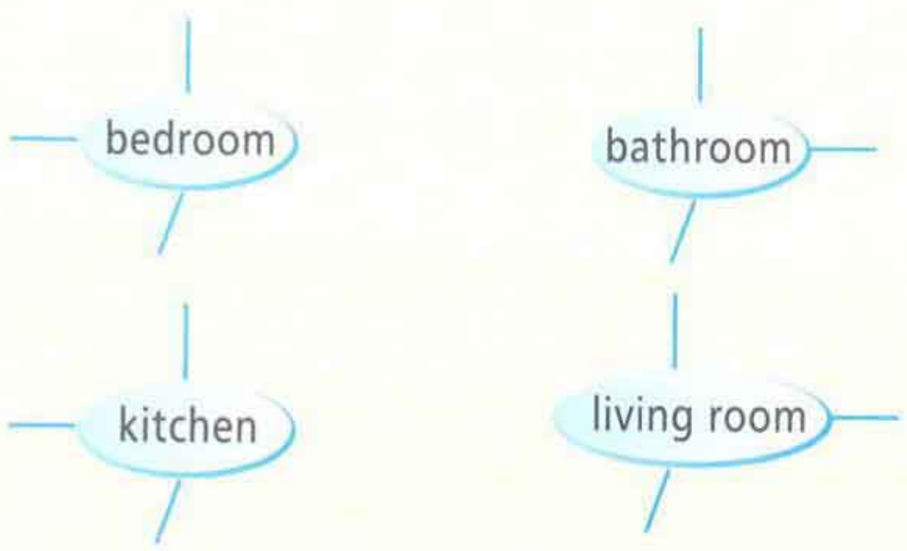
5 ICT In groups collect information about another tower or building.
*Where is it?, What is it made of?, What does it look like?*

Present it to the class.

# Language Review 2

**1** **Complete the spidergrams with these words. Add one more word.**

• fridge • cupboard • toilet • bed • sofa
• dishwasher • wardrobe • sink • washbasin
• pillow • armchair • cushion • bath




**2** **Fill in:** *quiet, earthquake, washing, skating, get, sea, estate, spiral.*

1 ..... shell
2 ..... staircase
3 .....-proof
4 ..... neighbourhood
5 ..... machine
6 ..... rink
7 ..... agent
8 ..... wet

**3** **Choose the correct word.**

1 The house has a great **site/view** of the lake.
2 The lake is high above sea **ride/level**.
3 The Uros people have a unique **type/way** of life.
4 There are **floating/popular** islands on the lake that are in a different place each day.
5 There isn't a school **nearby/straight**.
6 Their houses are small **hats/huts** of reeds.
7 We have picnics **in/at** weekends.

**4** **Choose the correct preposition.**

1 The house is **in/at** the shape of a seashell.
2 There are posters **on/in** the walls.
3 You can't walk **in/at** space.
4 There are small huts **in/on** the island.
5 The flat is **at/on** the third floor.
6 We're excited **for/about** our new house.
7 The place is popular **with/for** tourists.
8 The island is home **for/to** twenty families.

**5** **Write the correct shop:** ***There you can buy ...***


1 b .....
meat


3 p..... o.....
stamps


2 c .....
medicine

4 c..... s.....


shirt


5 f..... r.....
burger


6 b .....
bread

**GAME**

**In teams make sentences. Use words from the list. Each correct sentence gets one point. The team with the most points wins.**

• sea level • home to • go straight • turn left
• unique way of life • estate agent
• second floor • huge park • chores
• vacuum cleaner • small windows
• friendly to the environment • great view

**Quiz**

**Mark the sentences *T* (true) or *F* (false). Read through Module 2 and write a quiz of your own.**

1 The Nautilus House is like a snake. .....
2 The Space Needle is in Melbourne. .....
3 The Uros people have got reed boats. .....
4 The Empire State Building has got 100 floors. .....
5 You can't walk in space. .....
6 The Statue of Liberty is on Ellis Island. .....
7 There aren't any lakes in Central Park. .....
8 Lake Titicaca is in Peru. .....

Revision 2 p. 116

# Skills 2

## *Listening* (Multiple Matching)

1 In a minute write down as many words as possible related to flats under these headings. Compare your lists with your partner.

location
*city centre*

furniture
*sofa*

rooms
*living room*

adjectives
*cosy*

extra features
*balcony*

**Study skills**

**Multiple Matching**

Read the sentences and underline the key words. While listening, try to listen for words/phrases related to the underlined words.

2 a) You are going to listen to six people talking about their flats. Read the sentences (A-G) in Ex. 2b and underline the key words. In pairs think of words related to them.

*don't like: hate, can't stand, etc.*
*modern furniture: not old furniture, new, etc.*

b) 🎧 Listen and match the speakers (1-6) to the correct statement (A-G). There is one extra statement.

A I don't like modern furniture in flats.
B My flat has fantastic views.
C I live in a flat next to a main shopping street.
D There is a lovely garden next to my flat.
E It is very quiet inside my flat.
F I need new furniture in my flat.
G My flat is very small.

| | |
|---|---|
| Speaker 1 | |
| Speaker 2 | |
| Speaker 3 | |
| Speaker 4 | |
| Speaker 5 | |
| Speaker 6 | |

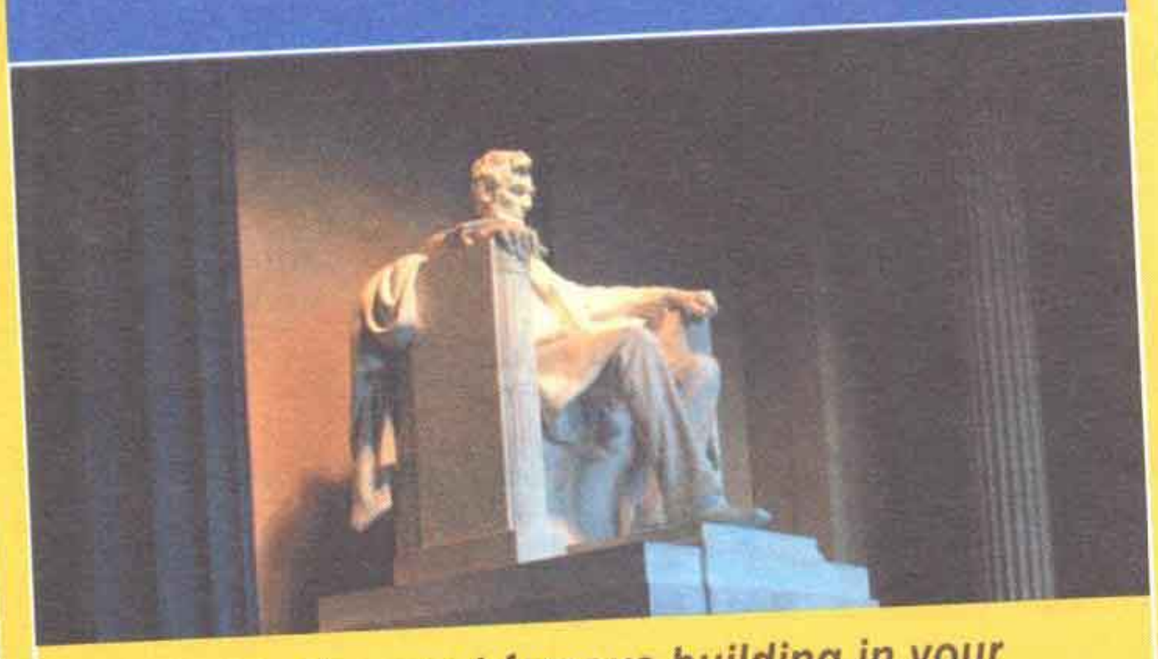
c) 🎧 Listen again with pauses. Which words helped you decide on each choice?

## *Reading* (Matching paragraphs to headings)

3 a) You are going to read a text about the White House. What do you know about it? Who lives there?

b) Read the headings (A-E) in Ex. 3c and underline the key words. Compare with your partner.

# Fit for a President



***What is the most famous building in your country? Is it a symbol that everyone can recognise? 1600 Pennsylvania Avenue is a very famous address in Washington, USA.***

1 ☐ The White House is one of the most famous symbols of America. It is the home of the President and his family. It has got a long history stretching back over two centuries to the year 1800. It is like a museum with beautiful furniture and expensive artwork and it is open to the public.

2 ☐ This impressive building is very large. It has got six floors, 132 rooms, 35 bathrooms, 3 lifts and 8 staircases. A number of the rooms are offices including the world famous Oval Office. There is also a huge kitchen and the 5 chefs there can make dinner for up to 140 people at a time.

3 ☐ The White House has got some very beautiful gardens. They are over 18 acres of gardens and they have got a number of different species of plants and trees. There is even an organic garden for the First Family to use. There are also 2 fountains. One in front of the building in the North Lawn and one in the private South Lawn at the back of the White House.

4 ☐ There are a variety of facilities for residents and guests to use. There is a cinema and a bowling alley to relax and have fun in. There is also a gym, a tennis court and a swimming pool to stay fit. And the White House is also green. It has got solar panels for its heated swimming pool.

## Study skills

**Matching paragraphs to headings**

Read the headings and underline the key words. Read the text to get the gist. Read each paragraph again separately and try to find words/phrases synonymous to the key words in the headings.

**c) Match the paragraphs (1-4) to the headings (A-F) below. There is one extra heading.**

A THE BIG PICTURE
B RESPONSIBLE FUN
C A LONG PAST
D GREEN SPACE
E AN IMPRESSIVE SIZE

**4 a) What is the author's purpose: to inform, to narrate or to entertain?**

**b) Give two reasons why people visit the White House.**

## Speaking

**5 a) Read the sentences. Who would say them: somebody asking about a house or somebody describing a new house?**

- Is it in a nice area?
- Yes, it's great.
- I've got my own room.
- Your house sounds really amazing.
- What's it like?
- What about the garden?
- It's really nice.

**b) Listen to Stuart talking to his friend, Brenda, about his new house and complete the table.**

| | |
|---|---|
| size | |
| rooms | |
| garden | |
| special features | |
| area | |
| favourite place/ room | |

**c) Listen again. What's Stuart's favourite place/room in the new house? Why?**

**6 Read the information. Then act out your dialogue. Follow the plan.**

*You have got a new house. In conversation with him/her friend, tell him/her:*

How big the house is (size, number of floor, rooms, etc.)

What the outside space is like and if there are any special features (pond, garage, etc.)

What your room is like

What your favourite thing about the new house is giving reasons

What is in the area (park, shops, etc.)

| A | B |
|---|---|
| Say hello and ask about new house. | Say hello and give details of size, floors, rooms, etc. |
| Ask about friend's bedroom. | Describe bedroom |
| Ask about the outside space. | Give details of garden and any special features |
| Ask about area. | Say what the area has got |
| Ask what their favourite thing about their new house is. Comment on it. | Respond |
| | Invite friend to visit |

## Writing (Writing Bank 2: Notices p. WB2)

### Writing Tip

Notices are short pieces of writing which we write when we want to inform others about something. We use short clear sentences and avoid being chatty.

**7 a) Read the rubric. Answer the questions.**

> You are studying English at York university. You want to rent a flat nearby. Write a short notice to put on the student noticeboard. Include:
> - what you want to rent
> - details of what size flat, rooms, etc. you need
> - the area it can be
> - how much rent you can afford

1 What are you going to write?
2 What information should you include?
3 Who is going to read it?

**b) Write your notice. Make sure you include all the points in the rubric.**



2

## Listening & Reading

**1** What is your house like? Tell your partner.

**2** Look at the picture. Where can you see this type of house: in the city or in the countryside? 🎧 Listen, read and check.

**3** Read the text and mark the sentences *T* (true), *F* (false) or *DS* (doesn't say).

1 Triumph Palace is in the city centre. .....
2 It is over two hundred and sixty metres high. .....
3 The building is the tallest skyscraper in Russia. .....
4 Each VIP room copies the look of a main city. .....
5 You can't see the city from all of the VIP rooms. .....
6 The building has got a wide range of facilities for its residents. .....

## Speaking & Writing

**4** Tell your partner three things you remember from the text.

**5** Now write a description if the Triumph Palace. Present it to the class.

**Check these words**

sky-high, luxury, the wow factor, storey, skyscraper, VIP, famous, breathtaking views, fitness centre, residents, bowling alley, medical centre

# SKY-HIGH Luxury

Triumph Palace has got the wow factor. It is a 57-storey building in Moscow and one of Russia's most beautiful buildings. At a height 264.1 metres it is one of Europe's tallest skyscrapers. It has got around 1000 luxury flats and, on the top three floors, there is a luxurious hotel. The hotel has got 15 VIP rooms, each in the style of a famous world city. Each one has got breathtaking views of Moscow. The building has got a water park with a swimming pool and fitness centre for residents. There is also a beauty salon, bowling alley, cinema, restaurants, shops, medical centre and much more. It has got everything under one roof.





**Vocabulary:** free-time activities, daily routines, animals, pets, school rules, family members

**Grammar:** present simple, prepositions of time ***(in/at/on)***, adverbs of frequency, possession, *have to/not have to*, *should*, *shouldn't*, *ought to*, *oughtn't to*, adverbs/adjectives; linkers ***(and/or/but)***

**Everyday English:** making arrangements, telling the time

**Pronunciation:** /s/, /z/, /ɪz/, /d/, /ð/

**Writing:** an email giving news

**Culture:** College Life in the USA; Russia's favourite animal

**Curricular *(Science)*:** Reptiles

# Module 3

# Day after day

## *Vocabulary*

### Free-time Activities

**1** 🎧 Listen and say.

- playing board games
- watching DVDs
- sending text messages
- snowboarding
- going to the library
- listening to music
- rollerblading
- surfing the Net
- going to the pool
- hanging out with friends
- reading books

**2** **Which activity does each person in the pictures like (☺) doing?**

*Peter likes snowboarding.*

**OVER TO YOU!**

| like ☺ | not like ☹ |
|---|---|

I like .....
and ..... .
I don't like .....
and ..... .

A

Peter

B

Mary & Adam

C

John & Becky

D

Sam

Vocabulary Bank 3 p. VB11

# 3a Daily routines

## Vocabulary

**1** a) **Fill in with:** *get, have (x4), walk (x2), do (x2), watch, brush, go.*

**Listen and check, then say.**

b) **What do you do** *in the morning* , *in the afternoon* , *in the evening* ?

*In the morning, I get up, I have ... and then I ... .*



1 ..... up



2 ..... a shower



3 ..... breakfast



4 ..... to school



5 ..... lessons



6 ..... sport



7 ..... dinner



8 ..... my homework



9 ..... the dog



10 ..... a DVD

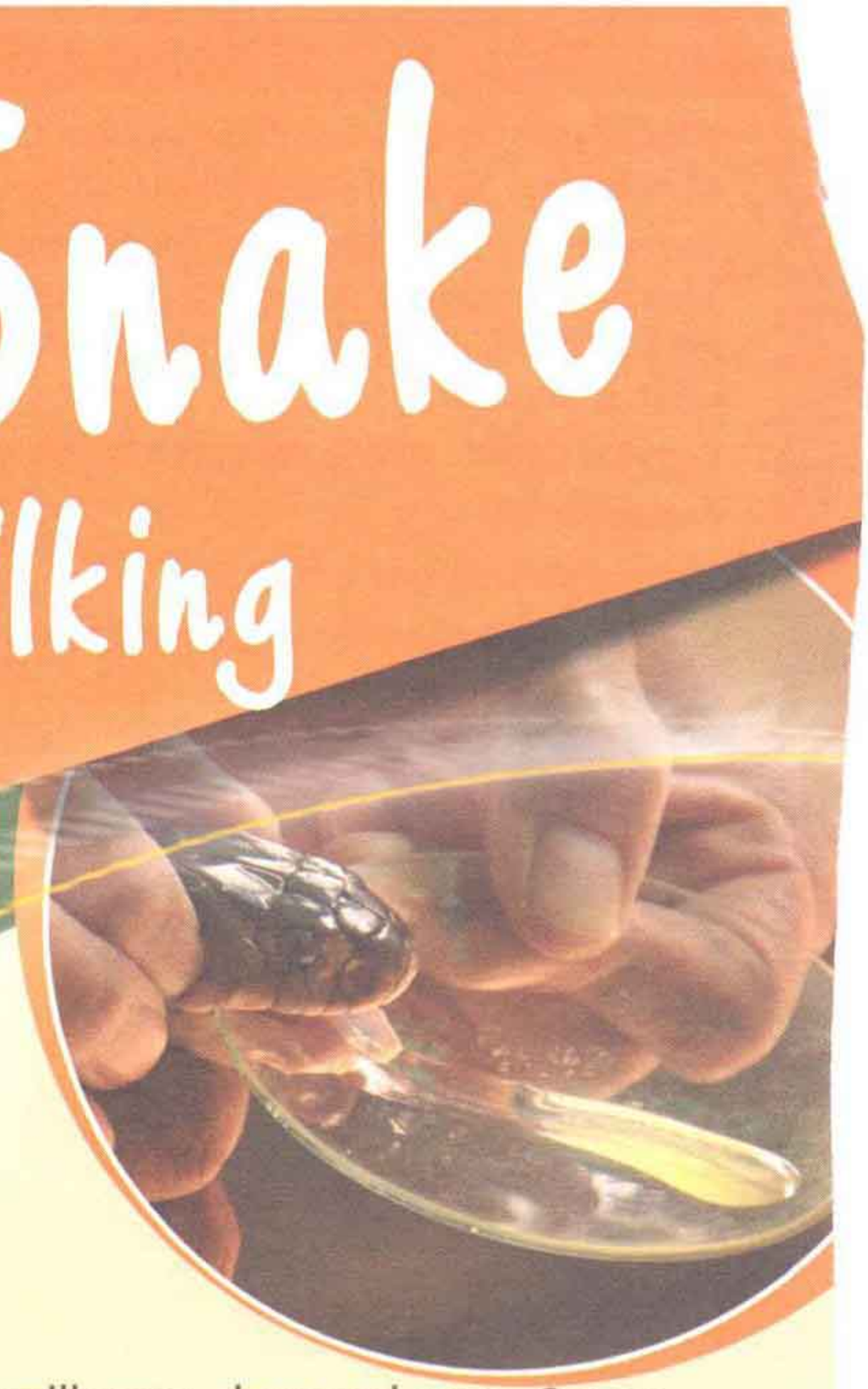


11 ..... my teeth



12 ..... to bed

# Snake Milking



## Reading

**2** a) **We usually milk cows, sheep and goats. Can we milk snakes? What does Bill do at work? Is his job dangerous?**

**Listen and read to find out.**

b) **Read and complete the sentences.**

1 Bill works at ..... .
2 In the morning, he ..... .
3 At work he ..... .
4 Bill's job is important because ..... .

## Grammar

see p. GR4

### Present simple (affirmative)

**3** **Read the table. How do we form the *present simple*? Find examples in the text.**

| SINGULAR | PLURAL |
|---|---|
| *I/You* ***walk*** *to school.* | *We/You* ***walk*** *to school.* |
| *He/She/It* ***walks*** *to school.* | *They* ***walk*** *to school.* |

We use the **present simple** to talk about:

- daily routines: *Every morning, I* ***eat*** *eggs for breakfast.*
- habits: *John* ***plays*** *tennis on Saturdays.*
- permanent states: *They* ***live*** *in London.*

**Time expressions:** every day/week, every afternoon/evening, on Mondays, etc.

**Spelling rules**

- verb + **-s** → *I run – he run**s***
- verbs ending in **-ch**, **-o**, **-sh**, **-ss**, **-x**, + **-es** → *I watch – he watch**es**, I go – he go**es**, I wash – he wash**es***
- verbs ending in consonant + **y** drop the **-y** and take **-ies** → *I stud**y** – he stud**ies***

3a

We milk cows, we milk goats, but what about milking snakes? Well, Bill Hernandez does this every day! He works at a snake farm in Florida, USA. His daily routine is dangerous. The snakes often bite Bill on his hands and arms.

Every morning, Bill gets up early and walks to the farm. He catches different types of poisonous snakes from their enclosures and 'milks' them in his laboratory. The snakes bite a special glass cup and the venom falls into it from their teeth. In the afternoons, Bill and his team make medicine or 'antivenin' from this venom. Bill knows his job is very important. "Each year, poisonous snakes bite 8,000 people in the USA. They die without antivenin," he says.

In the evenings, Bill tries to forget all about snakes! He walks his puppy, Holly, and watches a DVD before he goes to bed.

**Check these words**

milk, cow, goat, snake farm, dangerous, bite, hand, arm, early, catch, type, poisonous, enclosure, laboratory, venom, teeth, team, make, medicine, antivenin, die, puppy

**4** Put the verbs in brackets in the *present simple*. Which express: *a daily routine*? *a habit*? *a permanent state*?

1 I ..... **(listen)** to music after school.
2 Matt ..... **(like)** reading.
3 Tony and Jill ..... **(work)** in a shop.
4 Sally ..... **(walk)** to school every day.
5 We ..... **(live)** in a village.

## Pronunciation: /s/, /z/, /ɪz/

**5** Write the 3rd-person singular forms of the verbs from the text.

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

1 I do – he .....
2 I work – he .....
3 I get up – he .....
4 I catch – he .....
5 I fall – it .....
6 I know – he .....
7 I say – he .....
8 I try – he .....

| /s/ | /z/ | /ɪz/ |
|---|---|---|
| | | |
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## Speaking & Writing

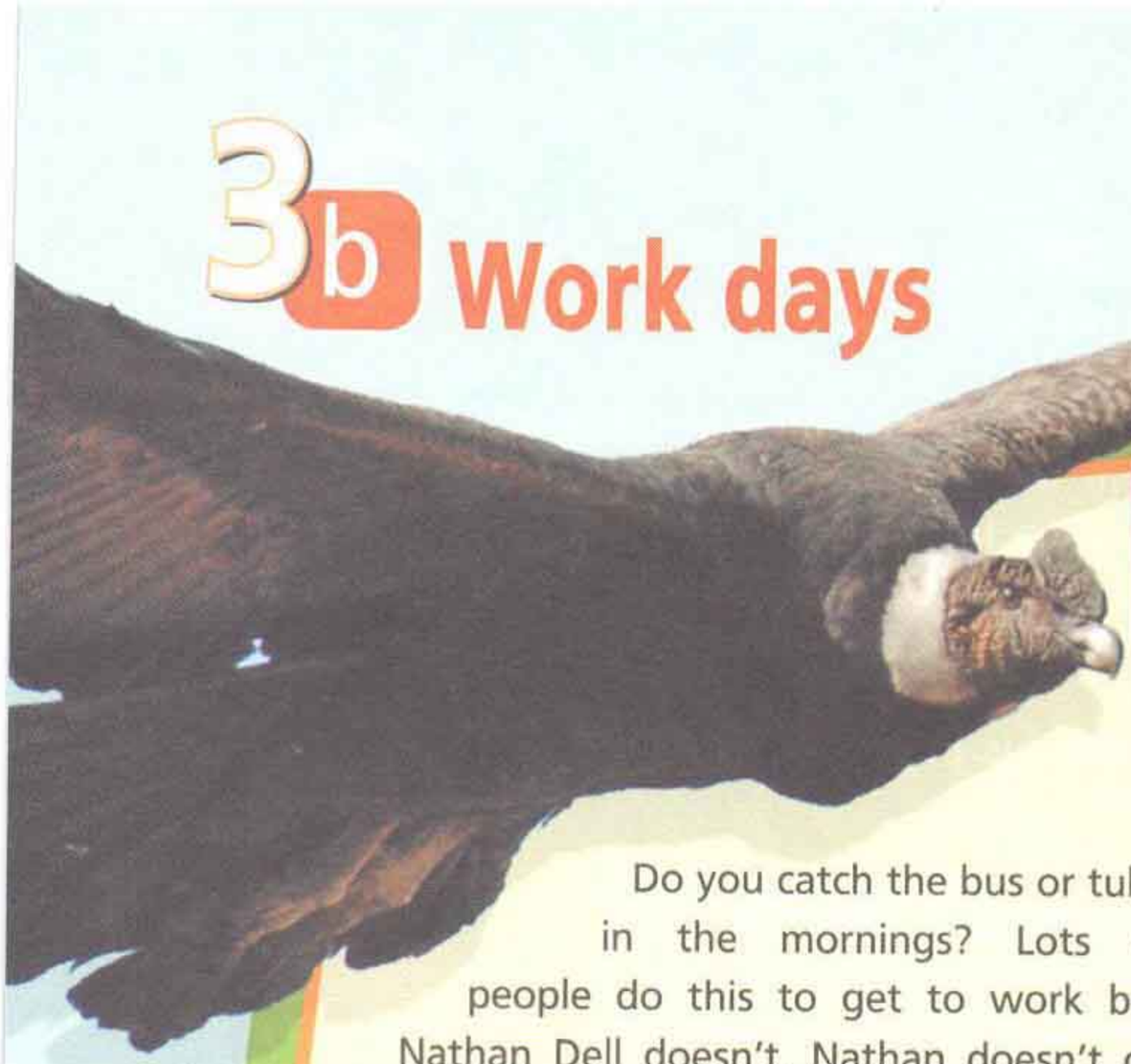
**6** Make notes under the headings. Use your notes to talk about Bill's daily routine.

Morning Afternoon Evening

**7** THINK! Compare your routine to Bill's. In three minutes write a few sentences. Tell the class.

Vocabulary Bank 3 p. VB12

# 3b Work days



## In the wild

Do you catch the bus or tube in the mornings? Lots of people do this to get to work but Nathan Dell doesn't. Nathan doesn't do office work. He works outdoors as a wildlife photographer. He often gets up before dawn, has breakfast then he gets ready to go to work. He doesn't work shifts or even 9 to 5. He hides among trees in the jungle, keeps very still and waits for a chance to photograph an animal. At the end of the day he returns to his camp. After dinner he checks the photographs on his computer. He sometimes works late to send the pictures to the magazine he works for. It's a tiring and dangerous job but Nathan is happy to share the beauty of nature with people all over the world through his photographs.

**Check these words**

office work, outdoors, wildlife photographer, dawn, get ready, work shifts, hide, jungle, keep still, wait for a chance, return, share, beauty of nature

## Vocabulary & Reading

**1** Write down as many jobs as you can think of.

**2** Look at the man in the photo. Which of the sentences (1-5) are true about him?
Listen, read and check.

1 Nathan works in a park. .....
2 He catches the tube to work. .....
3 He starts work early in the morning. .....
4 He sends his work using a computer. .....
5 He doesn't like his job. .....

**3** a) Use words from the **Check these words** section to complete the sentences.

1 Nurses work in the morning or in the evening. They ..... .
2 ..... and don't move. There's something on your head.
3 Secretaries do ....., such as sending emails or answering phone calls.
4 Police officers don't usually work indoors. They work ..... .
5 The morning shift starts very early, just before ..... .

b) **THINK!** Complete the sentence.

I admire Nathan because ...

## Grammar

see p. GR4

### Present simple (negative/interrogative)

**4** Read the table. Find examples in the text.

| NEGATIVE | |
|---|---|
| *I/You/We/They* ***don't play*** *sport.* | *He/She/It* ***doesn't play*** *sport.* |
| **INTERROGATIVE** | **SHORT ANSWERS** |
| ***Do*** *I/you/we/they* ***go*** *running on Saturday?* | ***Yes****, I/you/we/they* ***do****.* |
| ***Does*** *he/she/it* ***cook*** *on Sunday afternoons?* | ***No****, I/you/we/they* ***don't****.* |
| | ***Yes****, he/she/it* ***does****.* |
| | ***No****, he/she/it* ***doesn't****.* |



**5** Jane and Tom Smith have busy weekends. Look at their timetables and correct the sentences. Use the verbs *have, do, go, watch, play*.

| | | Jane | Tom |
|---|---|---|---|
| Saturday | 10:00 | tennis lesson | football practice |
| | 16:00 | homework | chores |
| | 18:00 | out with friends | out with friends |
| Sunday | 10:00 | chores | computer games |
| | 16:00 | violin lesson | homework |
| | 18:00 | DVD | DVD |

1 Jane and Tom have a music lesson on Saturday mornings. *Jane and Tom don't have a music lesson on Saturday mornings. Jane has a tennis lesson and Tom has football practice.*
2 Jane hangs out with her friends on Saturday mornings.
3 Tom does chores on Sunday mornings.
4 Jane and Tom watch DVDs on Saturday evenings.
5 Jane does her homework on Sunday afternoons.
6 Jane and Tom play computer games on Sunday evenings.

## Listening

**6** a) **Listen to Jack and Kate. Mark *T* (true) or *F* (false).**



| | Jack | Kate |
|---|---|---|
| go to school | | |
| like Maths | | |
| do sport | | |
| get up early | | |
| live in a flat | | |

b) **Fill in *do, does*. Then answer the questions.**

1 ..... Jack go to school? .....
2 ..... Jack get up early? .....
3 ..... Jack and Kate live in a flat? .....
4 ..... Kate like Maths? .....
5 ..... Kate do sport? .....

## Prepositions of time

**7** a) **Study the table, then fill in *at, in* or *on*.**

| | |
|---|---|
| AT | the time *(at 3 o'clock), at weekends/ the weekend, at midday/night* |
| IN | *in the morning/afternoon/evening,* months/ seasons *(in May, in the winter),* years *(in 2010)* |
| ON | days *(on Saturday(s), on Monday morning(s)),* dates *(on 8th June),* on weekdays |

1 Sue doesn't work ..... Saturdays.
2 My birthday is ..... 20th December.
3 He never works ..... the evening.
4 They go to school ..... weekdays.
5 I have a dancing lesson ..... 6 o'clock.

## Speaking

b) **Use the phrases to ask and answer.**

- watch TV/the evenings • get up/7 o'clock
- do your homework/Friday evenings
- do sport/the winter
- buy a magazine/weekends

*A: Do you watch TV in the evenings?*
*B: Yes, I do. Do you ... ?*

## Adverbs of frequency

**8** a) **Read the theory box.**

**Adverbs of frequency** tell us how often something happens. They go before the main verb, but after the verb 'to be'. *Tommy **often** goes skating. He **is never** late.*

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

b) **How often do you ...**

- read in bed? • help with chores?
- catch a bus? • go to the library?
- buy a newspaper? • do the shopping?
- send text messages?

## Writing

**9** **Write a few sentences about what you do at weekends. Use adverbs of frequency (*often, always, usually, sometimes, never*).**

# 3c Culture Corner

**Check these words**

interesting, make friends, last a lifetime, attend, GCSEs, qualifications, further studies, school uniform, catch up with, after school activities, compete with, choir, instrument, orchestra, musical events, complete, experience

**1 What is school life like in England? Mark the sentences *T* (true) or *F* (false).**
**Listen, read and check.**

1 Children go to secondary school when they are 11 years old. .....
2 Pupils leave school able to work or go to college. .....
3 All children in England wear uniforms to school. .....
4 There is school on a Saturday. .....
5 The school teams play each other. .....
6 The students can become members of various clubs. .....

**2 Choose the correct word.**

1 Some children **join/attend** the school choir.
2 Pupils **do/perform** after school activities.
3 Children **enter/go to** secondary school from the age of 11.
4 Some pupils **play/compete** on the football team.

**3 Read the text again and make notes under the headings. Use your notes to talk about schools in England.**

• Subjects • Lessons
• Breaks • Food • Clubs

**4 What is school life like in your country? Make notes under the headings in Ex. 3. Tell the class.**

# School Day

School days can be the best days of a child's life. They learn a lot of interesting things and they can make friends that last a lifetime.

## School Subjects

Children in England attend secondary school between the ages of 11 and 16. They learn a lot of different subjects like English, Maths, Science, Geography and Art. From the ages of 14 to 16 all pupils study for their GCSEs. These are qualifications that pupils can use to get a job or go on to further studies.

## School Life

Most schools in England have a school uniform. The uniform usually has the school's colours. Children go to school during the week and have up to 8 lessons a day. They have a morning break of about 15 minutes and a one hour lunch break where they can catch up with their friends. Some pupils each lunch in the school canteen but many bring a packed lunch.

## After School Activities

The day doesn't always end at 3:30 pm. A lot of pupils do after school activities. Some are members of their school's football or hockey teams and compete with other schools in their area. Other pupils are in the school choir or play an instrument in the orchestra and perform in musical events during the school year. There are other clubs that pupils can join such as the art, drama or computer club to give them the complete learning experience.



# Everyday English 3d

## Asking/Telling the time

**1** Listen and say.



*six o'clock*
*or*
*six*



*half past six or six thirty*



*(a) quarter to six*
*or*
*five forty-five*



*(a) quarter past six*
*or*
*six fifteen*

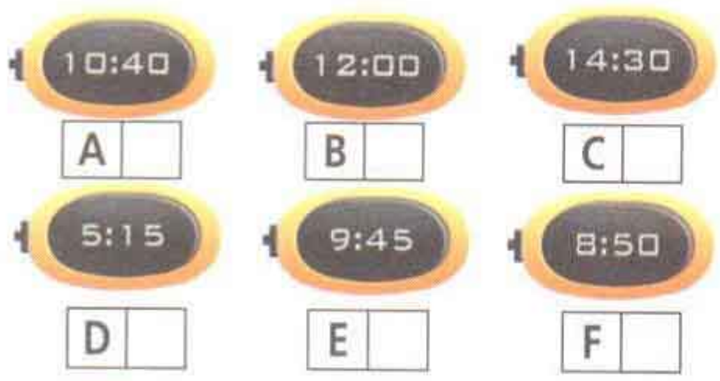


*twenty to six*
*or*
*five forty*



*twenty past six*
*or*
*six twenty*

**2** a) Listen and number the clock faces in the order you hear them.




b) In pairs, use the clock faces in Ex. 2a to ask and tell the time, as in the examples.

*A: Excuse me. Have you got the time, please?*
*B: Yes, it's ten forty/twenty to eleven.*

*A: Excuse me, please. What time is it?*
*B: It's twelve o'clock.*

## Making arrangements

**3** a) Listen and say.

- Do you want to ...?
- That sounds good.
- What time do you want to meet?
- What time is it now?
- Is 6:30 OK for you?
- Let's meet (at the tennis courts) at 7:30.
- OK, see you there.

b) The sentences are from a dialogue between two friends. Where do they agree to meet? At what time? Listen and read to find out.

Tom: Do you want to play tennis in the park later, Jamie?
Jamie: That sounds good. What time do you want to meet?
Tom: What time is it now?
Jamie: It's quarter past three.
Tom: Right. Well, is 6:30 OK for you?
Jamie: Not really. My guitar lesson finishes at 6:30.
Tom: That's not a problem. Let's meet at the tennis courts at 7:30, then. Don't be late.
Jamie: OK, see you there.

**4** Find sentences in the dialogue which mean:
*– Make sure you're on time. – That's a great idea.*
*– No, it isn't. – Do you want to meet at half past six?*
*– That's OK.*

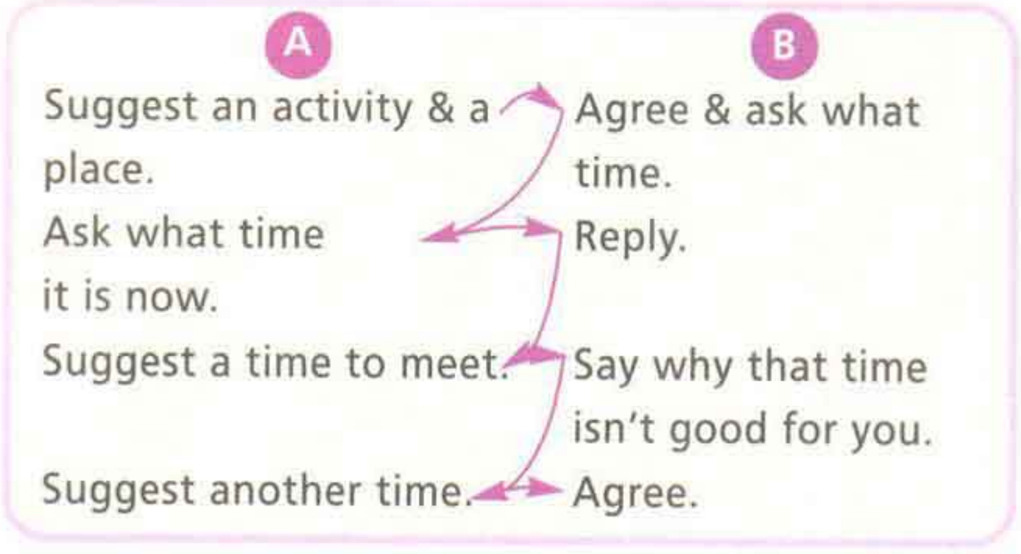
## Pronunciation: /d/, /ð/

**5** Listen and tick (✓) the correct boxes. Listen again and repeat.

| | /d/ | /ð/ | | /d/ | /ð/ | | /d/ | /ð/ |
|---|---|---|---|---|---|---|---|---|
| dad | | | dirty | | | there | | |
| that | | | then | | | dear | | |

## Speaking

**6** Arrange to meet your partner. Use the sentences from Ex. 3a to act out your dialogue. Follow the plan.



# 3e True Friends

## *Vocabulary*

### Animals

**1** a) Use words from the list to label the animals (1-9).
Listen and check.

• iguana • bear • giraffe • cat • monkey
• parrot • elephant • horse • ant
• hamster • goldfish • eagle • snake
• duck • dolphin

**Check these words**

stare, normal, leaves, twigs, slice, playful, personality, leader, treat, guests, hug, typical, conservation project, rare, in the wild, acre, estate, exotic, owner, staff, do their best, feel welcome, gentle

b) Listen and say which of the animals (1-9) in Ex. 1a you hear.

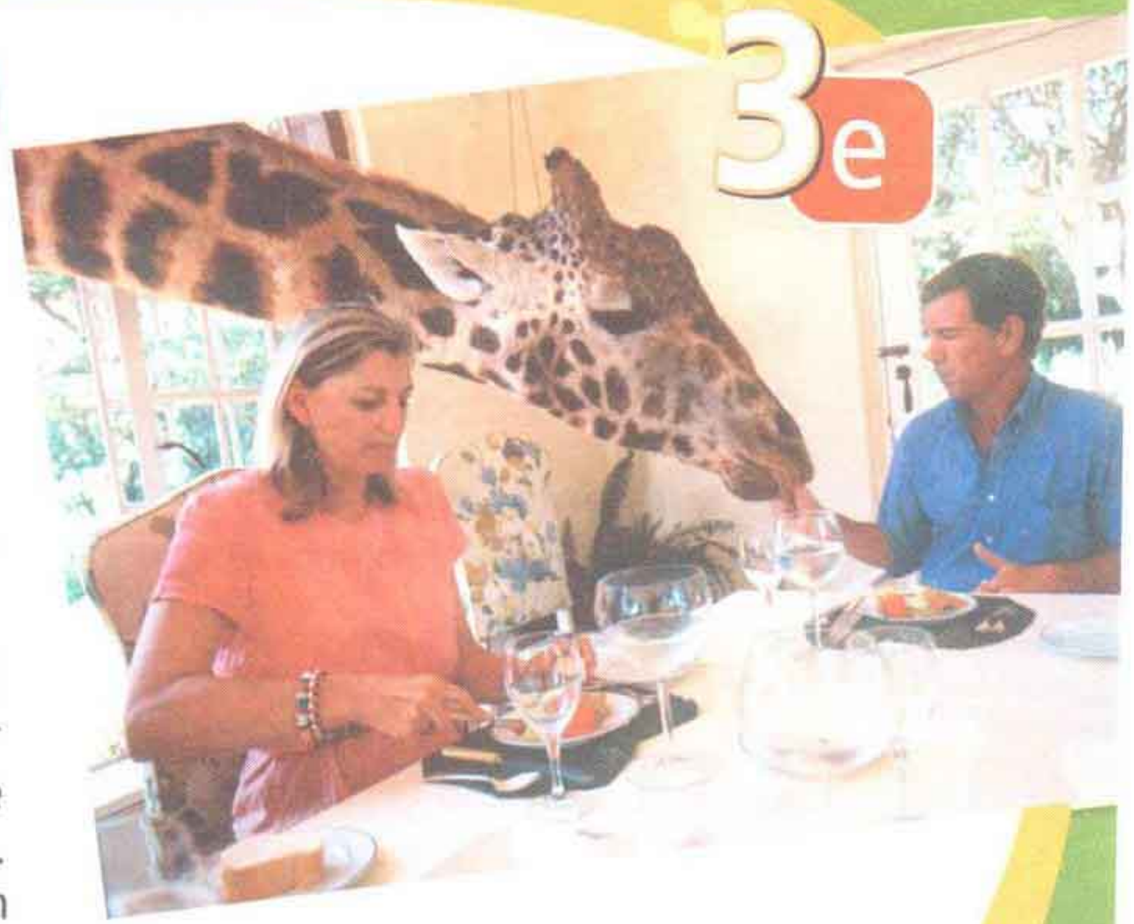
c) Which of the animals mentioned in Ex. 1a can be pets?

## *Reading & Listening*

**2** Look at the pictures in the text. What can you see? Is there such a place? Where is it?
Listen and read to find out.

3e

# What's for Breakfast?



What's it like to wake up in the morning and see Lynne, a 5-metre tall Rothschild giraffe, staring through your window? It sounds **strange**, but this is a **normal** morning at the Giraffe Manor, a hotel in Kenya, Africa.

Every morning before 9 o'clock, the giraffes walk over and put their heads through the open windows to see what's for breakfast. In the wild, giraffes eat leaves and twigs, but here at the hotel they prefer a slice of toast and some orange juice. These **playful** creatures are like members of the family. Each one has its own name and personality. Lynne is the leader and loves treats from the guests. Arlene likes hugs while Barney is like a typical teenager – even though he's only 3.

The hotel is also a conservation project. The Rothschild giraffe is a **rare** animal with only a few hundred left in the wild. On the 140-acre estate there are also exotic birds and antelope. The owners and the staff do their best to make their guests feel welcome. Giraffe Manor is a place that promises an **amazing** experience and lots of photographs with its **gentle** creatures.

**3** **Now read the text and for questions 1-4 choose the best answer (A, B, C or D). Find evidence in the text.**

1 What animals live at Giraffe Manor?
- A Only giraffes.
- B Wild animals.
- C Only rare animals.
- D Birds, giraffes and antelope.

2 What do the giraffes like doing in the morning?
- A Eating from the trees.
- B Sharing guests' meals.
- C Opening the windows.
- D Playing with the families.

3 What does Lynne enjoy?
- A Hugs.
- B Treats.
- C Kisses.
- D Leaves.

4 What is special about the Rothschild giraffes?
- A They are very tall.
- B They are exotic.
- C There aren't many left.
- D They only eat sweets.

**4** **Use words from the Check these words section to complete the sentences.**

1 Lynne, the giraffe, doesn't think it's rude to ..... at people through windows.
2 The ..... in the hotel are very friendly and always ready to help guests.
3 Chocolate is a welcome sweet ..... for everyone.
4 You can't see a Rothschild giraffe everywhere. It's a ..... animal.
5 On the ..... there are exotic birds and antelope.
6 The owners made all their ..... feel welcome.
7 Giraffes eat ..... and ..... .
8 The ..... is the head of the group that everyone else follows.
9 The staff always ..... to make sure the guests have a nice time.

**5** **Match the adjectives in bold in the text to their synonyms:** *exceptional, typical, uncommon, kind, lively, fantastic.*

## Speaking & Writing

**6** THINK! **In three minutes write some reasons why someone should go to Giraffe Manor. Tell the class.**

**7** **Imagine you are at Giraffe Manor. Send your English pen friend an email. In your email write: *where you are, what the place is like, what is special about it* and *what you like the most*.**

Vocabulary Bank 3 p. VB13-VB14 Ex. 9

# 3f An amazing school



## *Vocabulary*

### School & school rules

**1** a) In a minute write down as many school subjects as you can. Which is your favourite?

b) 🎧 Listen and say.



1 switch off your MP3 player



2 be on time



3 wear a school uniform



4 bring a packed lunch



5 take part in sports

## *Reading & Listening*

**2** Look at the pictures with the text. What is unusual about this school? What subjects do you think students study here? Read to find out.

## The Flying Fruit Fly Circus School

1 ☐

Imagine a school where the students don't play football and basketball in their sports lessons. Instead, they learn to juggle and fly fast through the air on a trapeze! Well, a school like this really exists. It's called the Flying Fruit Fly Circus School and it's in Wodonga, Australia.

2 ☐

The students at this school study circus skills such as acrobatics, clowning, trapeze, and tightrope walking. They also study dance, theatre and music and take part in many performances and tours.

3 ☐

Students don't spend all day flying through the air though! They have to work hard at all the normal subjects, like Maths and Science, too. There are also rules like at an ordinary school. Students have to be on time, wear a school uniform and switch their mobile phones off in class (they sometimes don't have to switch off their MP3 players, though!). Also, they don't get into the school easily. They have to do a circus skills course and then the school chooses its students.

4 ☐

After leaving the circus school, some students become performers, and others don't. But all the students have a unique experience at the school. It's a place where ordinary students can do extraordinary things!

**Check these words**

juggle, trapeze, exist, circus skills, acrobatics, tightrope walking, performance, course, performer, unique experience



The Flying Fruit Fly Circus has videos of its performances on YouTube! You should take a look. They're amazing!

**3** a) Read the text again. Match the headings (A-E) to the paragraphs (1-4). There is one extra heading.

A Not All Fun and Games
B An Unforgettable Time
C Special Studies
D Be Famous
E A Special School

b) 🎧 Listen and check. How similar is this school to yours? Write sentences.

*In my school we don't study circus skills, but in the Flying Fruit Fly Circus School students study acrobatics, clowning, trapeze and tightrope walking.*

## Grammar

see p. GR5

### Have to

**4** Read the theory. Find examples in the text in Ex. 2.

| AFFIRMATIVE/NEGATIVE |
|---|
| I/You/We/They **have to/don't have to** work.<br>He/She/It **has to/doesn't have to** work. |
| **Do** I/you/we/they **have to** work? **Yes**, I, etc **do**./**No**, I, etc. **don't**.<br>**Does** he/she/it **have to** work?**Yes**, he, etc. **does**./**No**, he, etc. **doesn't**. |
| • We use **have/has to** to express obligation/duty. *We **have to** wear a uniform at school.* (It's the rule./It's a duty.)<br>• We use **don't/doesn't have to** to express lack of obligation. *She **doesn't have to** work on Saturdays.* (It isn't necessary.) |

**5** a) Fill in: *have to, has to, don't have to, doesn't have to,* as in the example.

1 Jane *doesn't have to* sign in every morning. (✗)
2 Jane and Steve ..... respect their teachers. (✓)
3 Jane and Steve ..... be silent in the school library. (✓)
4 Jane and Steve ..... wear a uniform. (✗)
5 Steve ..... show an ID card. (✗)
6 Jane ..... study acrobatics. (✓)

b) **Use the phrases to ask and answer questions, then tell the class what your partner** *has to/doesn't have to* **do.**

• do sport at school • do the washing-up every day
• walk to school • do homework every evening
• share your bedroom with a brother/sister

*A: Do you have to do sport at school?*
*B: Yes, I do. Do you have to ... ?*

### Should/Ought to

**6** **Read the theory, then fill in** *should/ought to* **or** *shouldn't/oughtn't to*.

We use **should/shouldn't** to give advice/make a suggestion. *You **should** go to the circus! It's great!* (It's a good idea.) *You **shouldn't** smoke.* (It's not a good idea.) We use **ought to/oughtn't to** to give advice. *You **ought to** be polite.* (It's a morally right.)

In class ...
1 You ..... always listen to the teacher.
2 You ..... talk to others.
3 You ..... ask questions if you don't understand.
4 You ..... chew gum.

## Adjectives/Adverbs

**7** **Read the theory and find examples in the text in Ex. 2.**

| |
|---|
| • **Adjectives** describe nouns. They usually go before nouns but after the verb *to be*. *He's a **good** teacher.* They are the same in the singular and plural. *The students are **great**.* |
| • **Adverbs** describe verbs. *He speaks Russian **well**.* (How does he speak Russian? Well.) |
| **Formation**<br>adjective + -ly *quiet → quiet**ly***; adjective ending in ~~-e~~ + -ly *terrible → terrib**ly***; adjective ending in ~~-y~~ + -ily *happy → happ**ily***; irregular forms: *good → **well***; *fast → **fast***; *hard → **hard***; *early/late → **early/late*** |

**8** **Choose the correct word.**

1 Max juggles really **good/well**.
2 Angie walks **quickly/quick**.
3 She's a **careful/carefully** driver.
4 Sam is really **badly/bad** at Maths.
5 My teacher speaks **softly/soft**.
6 Tina sings **bad/badly**.

**9** **Complete the sentences with the correct adverbs formed from the adjectives in the list.**

• polite • late • happy • quiet
• good

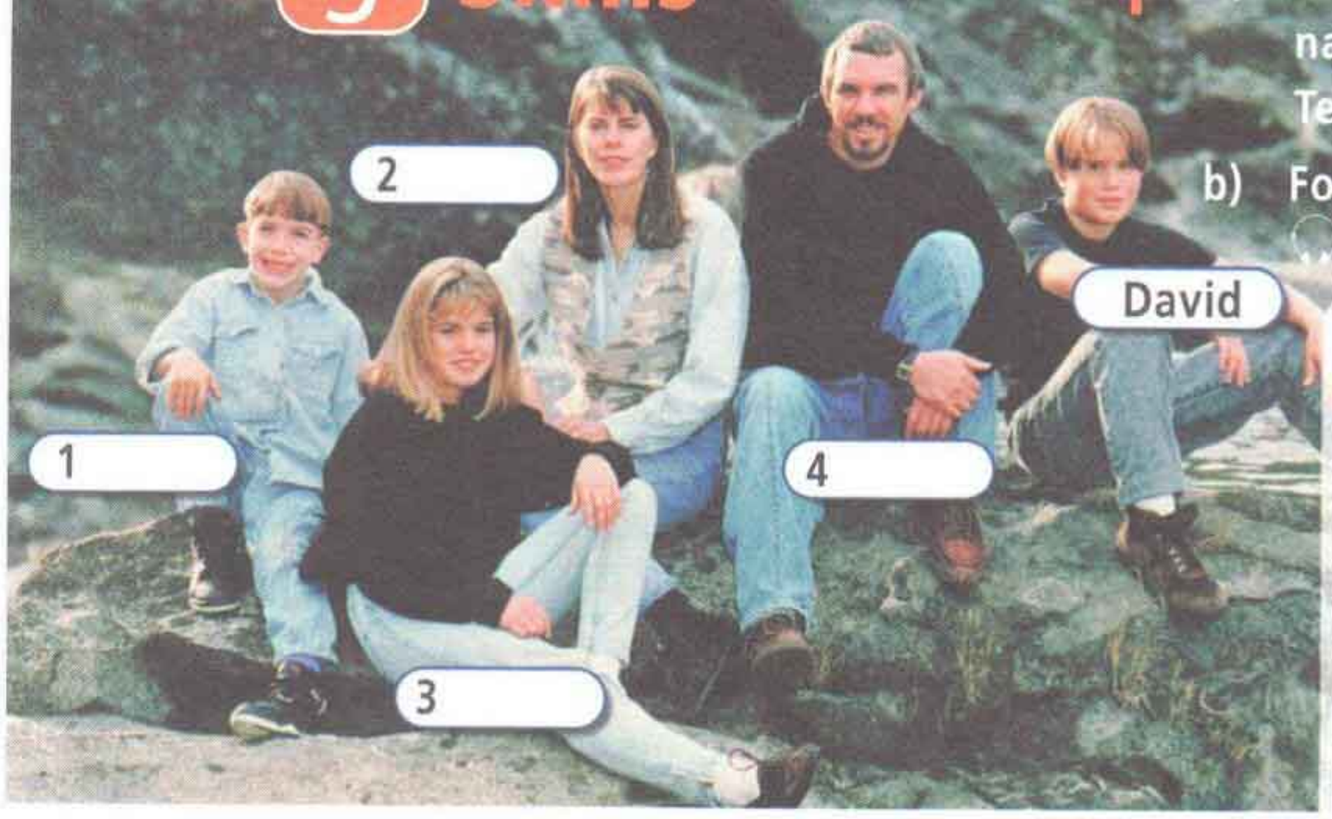
1 The children play ..... in the playground.
2 I think Ellie sings really .....!
3 He sat ..... and waited.
4 He often leaves work ..... .
5 Speak to your teachers ..... .

## Speaking & Writing

**10** **Write what you** *have to/don't have to do* **at your school. Tell the class.**

Vocabulary Bank 3 p. VB14 Exs. 10-12

# 3g Skills




**1** a) Listen and label the people with their names. Who's David's *father, mother, brother, sister*? Tell the class.

b) Form pairs.

Listen and check, then repeat.

father (dad) → mother (mum)
son
husband
sister
daughter
brother
uncle
wife
aunt
grandson
cousin
grandmother/grandma
grandfather/grandad
granddaughter
nephew
cousin
niece

**2** a) Look at Lisa's family tree. Complete the sentences.




1 Mark is Lynn's .....
2 Lynn is John and Stella's .....
3 Mary is Lisa and Karla's .....
4 John is Peter's .....
5 Larry is Peter's .....
6 Karla is Peter's .....
7 Mark is Peter's .....
8 Stella is John's .....
9 Karla is John's .....
10 Stella is Lisa's .....

b) **Fill in:** *married, twins, single, only, divorced.*

1 Peter hasn't got a wife. He's .....
2 Mark and Lynn are .....
3 Mary and Larry aren't married now. They're .....
4 Peter hasn't got any brothers or sisters. He's a(n) ..... child.
5 Lisa and Karla look the same. They're .....

**3** Ask and answer questions. Use *who's* or *whose*.

Possession see p. GR5
- singular noun + **'s**. *John's mum*
- plural noun + **'**. *the girls' aunt*
- irregular plural + **'s**. *the men's house*

Who's ...? Who is ...? *Who's Lynn? She's Mark's wife.*
Whose ...? (ask who the possessor is) *Whose daughter is Lynn? John and Stella's.*

*A: Who's Karla?*
*B: She's Lisa's sister. Whose cousin is Peter?*
*A: He's Lisa and Karla's cousin. Who's Larry?*

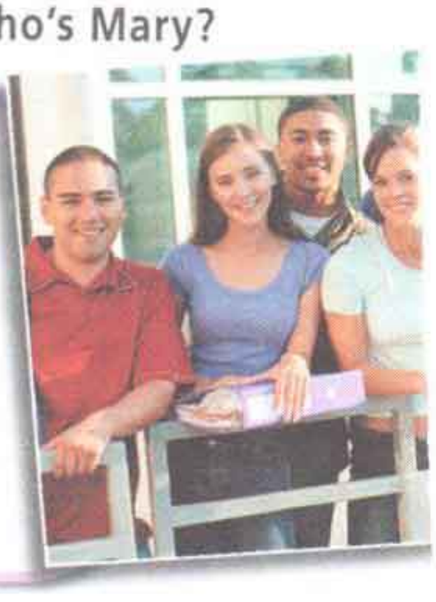
**4** Listen to Amy and Nick talking about their families and tick (✓) True or False.

| | True | False |
|---|---|---|
| 1 Amy is Nick's cousin. | | |
| 2 Nick is an only child. | | |
| 3 Amy has got a big family. | | |
| 4 Amy's mum is a doctor. | | |
| 5 Nick's parents are divorced. | | |
| 6 Nick lives with his grandparents. | | |

## Identifying people

**5** a) Read the dialogue. Who's Mary?

A: Who's that girl with you, Sandy?
B: Which one?
A: The one with the long brown hair.
B: That's my cousin, Mary.
A: She's very pretty.
B: Thanks.



b) Bring family photographs. Act out similar dialogues to find out who each person is.


Vocabulary Bank 3 p. VB15

# Writing 3h

## An email giving news

**1 a) Read the rubric and answer the questions.**

This is part of an email you received from your cousin Stella.

*"How are things there? Are your parents OK? Write back and tell me all about you."*

Write an email to Stella giving her your news.

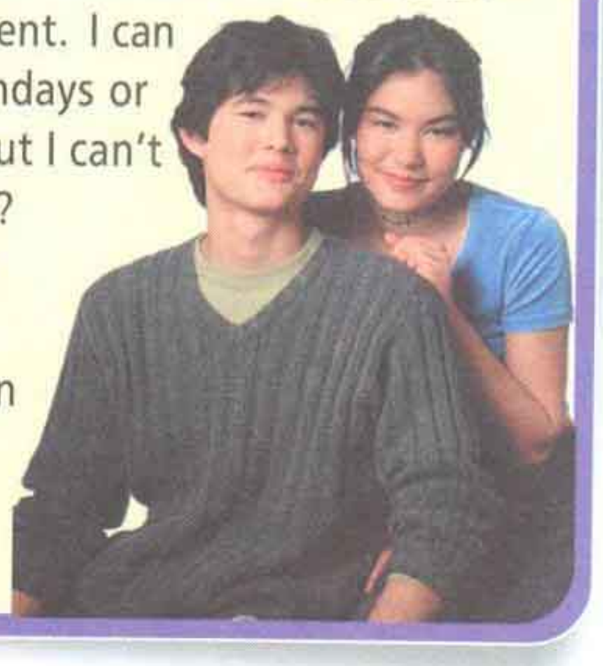
1 What does the rubric ask you to write?
2 Who is the reader?
3 What is it about?

**b) Read the email. Name the people in the photograph.**

Dear Stella,

1 Hi! I'm glad you're OK! Everything's fine here. I've only got good news to tell you.

2 Mum's got a new job. She works as a teacher at a primary school three blocks from home. She likes it a lot. The only problem is that she gets up very early. She has to be at school at 7:30 every morning. Dad wants to learn Spanish! He has lessons every afternoon. Sam and I go swimming. We go to the pool five times a week. Sam finds it tiring, but I'm really keen on it. I think it's fun. I also want to learn to play a musical instrument. I can have guitar lessons on Mondays or piano lessons on Fridays, but I can't decide. What do you think?



3 Have to go now. Mum wants me to help her with the housework. Write again soon.

Love,
Julia

**2 Match the paragraphs to the headings.**

| | |
|---|---|
| A ☐ | closing remarks – request to write back |
| B ☐ | opening remarks; comment on last email |
| C ☐ | family news |

**3 a) Read the theory box. Find examples in Julia's letter.**

**Linking ideas** see p. GR5

We use **and** for things that are similar. *Emma likes skiing **and** snowboarding.* We use **but** for things that are different. *I enjoy PE, **but** I don't like Maths.*

We use **or** to give a choice. *You can have cola **or** orange juice.*

**b) Fill in:** *and, but, or.*

1 Jane likes music, ..... she doesn't like Maths.
2 Do you want to go to the cinema ..... watch a DVD?
3 I love surfing the Net ..... sending emails.
4 PE is really fun, ..... it's sometimes tiring.
5 Geography is interesting ..... fun.

## *Writing (an email giving news)*

**4 Answer the questions.**

1 How many people are there in your family?
2 What are their names?
3 What do they do?
4 What extra activities do you do?

**5** ***Portfolio:*** **Use your answers in Ex. 4 to write an email to your English friend giving your news (80-100 words). Follow the plan. You can use Julia's email as a model.**

**Plan**

*Dear (your friend's first name),*
**Para 1:** opening remarks *(Hi! How are you?)*
**Para 2:** write your news *(what your parents/ brothers/sisters do; how often)*
**Para 3:** closing remarks; ask your friend to write back. *(Have to go now ... Write back ...)*
*Yours,*
*(your first name)*

Writing Bank 1 p. WB1

# 3i Curricular: Science

**1** a) **Match the animals to the names.**
**Listen and check.**

1 ☐ alligator
2 ☐ snake
3 ☐ lizard
4 ☐ iguana
5 ☐ turtle
6 ☐ Komodo dragon

b) **What do you know about these animals? How do they make you feel?**

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




**Check these words**

reptile, poisonous, exist, tortoise, cold, dry, hot, backbone, warm blood, meat, vegetables

1 Which well-known reptiles don't exist anymore?
A crocodiles B dinosaurs C tortoises

2 Which reptiles are poisonous?
A iguanas B alligators C tiger snakes

3 Where do most reptiles live?
A in cold places B in dry places C in hot places

4 What haven't reptiles got?
A a backbone B ears C warm blood

5 How many legs do most reptiles have?
A six B four C eight

6 What do most reptiles eat?
A meat B vegetables C plants

**3** **Listen and check your answers.**

**4** **Tell the class three things you learnt about reptiles.**

***Did you know?***

The largest lizard is the Komodo dragon, which reaches a length of more than 3 metres.
Reptiles are cold-blooded which is why they lie in the sun.

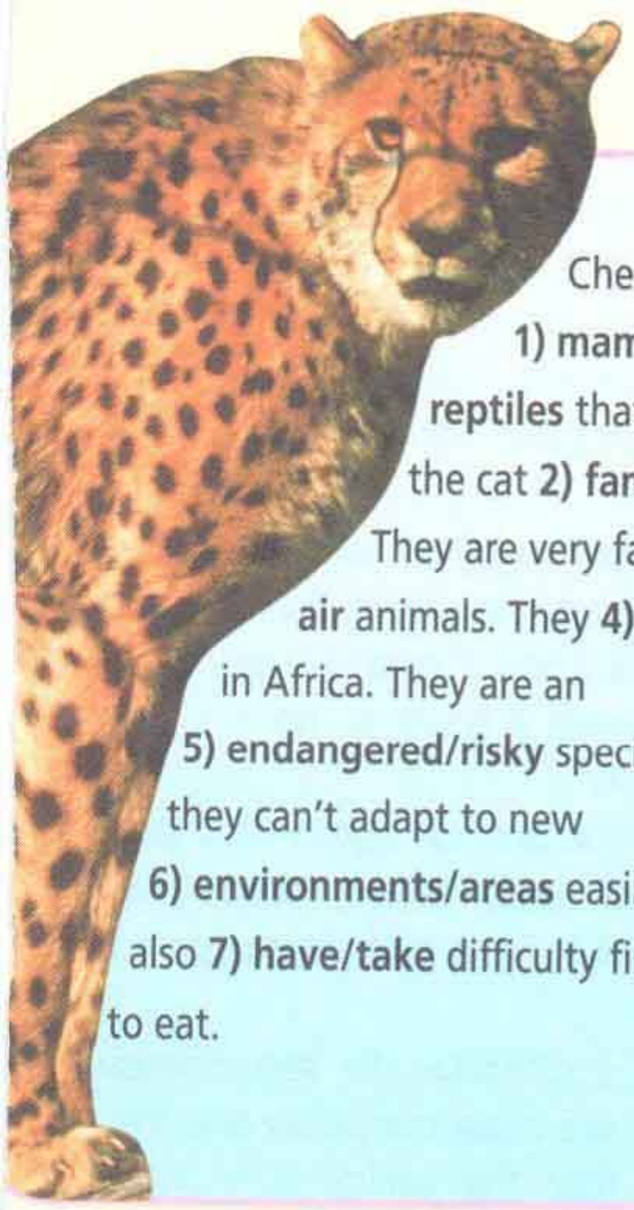
**5** ICT **Do some Internet research about another animal category *(e.g. mammals, insects, birds)* and write a quiz like the one in Ex. 2.**

# Language Review 3

## 1 Match the words.

| | | | |
|---|---|---|---|
| 1 ☐ | send | A | a shower |
| 2 ☐ | do | B | work |
| 3 ☐ | catch | C | with friends |
| 4 ☐ | have | D | the dog |
| 5 ☐ | start | E | my homework |
| 6 ☐ | walk | F | text messages |
| 7 ☐ | go | G | the Internet |
| 8 ☐ | hang out | H | the bus |
| 9 ☐ | surf | I | a musical instrument |
| 10 ☐ | play | J | to bed |

## 2 Choose the correct words.



Cheetahs are **1) mammals/reptiles** that belong to the cat **2) family/course**. They are very fast **3) land/air** animals. They **4) live/stay** in Africa. They are an **5) endangered/risky** species because they can't adapt to new **6) environments/areas** easily. They also **7) have/take** difficulty finding food to eat.

## 3 Write the times.

1 10:30 .....
2 9:15 .....
3 20:45 .....
4 8:30 .....
5 12:00 .....
6 3:10 .....

## 4 Write the correct word.

1 My mum's sister is my ..... .
2 My aunt's husband is my ..... .
3 My dad's parents are my ..... .
4 My mum's mum is my ..... .
5 My parents' son is my ..... .

## 5 Choose the correct prepositions.

1 He listens **to/at** music while he does his homework.
2 Snakes can bite you **in/on** your hands.
3 How do you get **at/to** work?
4 She starts work **in/at** 9 o'clock.
5 Let's look at the photographs **on/in** the computer.
6 He takes photographs **of/from** wild animals **in/into** the jungle.
7 Sue is **in/on** the school choir.

## 6 Fill in: *daily, office, do, conservation, brush, take, work, feel, hours, poisonous.*

1 ..... outdoors
2 ..... routine
3 ..... snake
4 ..... my teeth
5 ..... work
6 ..... medicine
7 ..... welcome
8 ..... project
9 ..... my best
10 work long .....

## GAME

**In teams use the words below in sentences. Each correct sentence gets a point. The team with the most points wins:** ***exotic birds, aunt, uncle, grandmother, study hard, typical teenager, keep still, work shifts, work late, go shopping, have dinner, go to bed, free time, have lunch, dining hall, take part in, catch up with, get up, niece, office work.***

## Quiz

**Mark the sentences *T* (true) or *F* (false). Read through Module 3 and write a quiz of your own.**

1 Some snakes are poisonous. .....
2 Snakes haven't got legs. .....
3 Snakes are cold-blooded. .....
4 Reptiles haven't got a backbone. .....
5 Kenya is in Europe. .....
6 The Rothschild giraffe is an endangered species. .....
7 People can make antivenin from snakes' venom. .....

Revision 3 p. 117

# Skills 3

## *Listening* (True/False statements)

**1** **Work in pairs. Answer the questions.**

1 What do the people in your family look like?
2 How old are the people in your family?
3 What are your parents' jobs?

**Study skills**

**True/False statements**

Read the rubric, then the statements to familiarise yourself with the content of the recording.

**2** a) **Read Ex. 2b and the statements (1-6). Answer the questions (1-4) below.**

1 Are you going to listen to a monologue or a dialogue?
2 What is James talking about?
3 Which family members do you think James mentions?
4 Which jobs can you find in the statements?

b) **You're going to listen to James talking to a friend of his about his family. Listen and tick (✓) the correct box. Compare with your partner.**

| | True | False |
|---|---|---|
| 1 James's aunt, Anna, is an actress on TV. | | |
| 2 James's sister, Katie, can speak several languages. | | |
| 3 James looks like his brother Sam. | | |
| 4 James's father, Lucas, is in his late forties. | | |
| 5 Emma wants to become a biologist. | | |
| 6 James wants to be an actor. | | |

**Study skills**

**Multiple choice reading**

Read the text quickly to get the gist. Read the questions and possible answers. Find the part in the text that contains the answer to the question. Read carefully trying to find synonymous phrases. Remember the questions follow in the order they appear in the text.

## *Reading* (Multiple Choice)

**3** a) **Look at the title of the text and read the first sentence in each paragraph. What do you expect to read about? Read through and check.**



# Cool Jobs:

**Veterinarian – Sam Martin**

It's fun being a vet. I like it because although it is hard work, every day is different! It all depends on what is wrong with the animals that come in.

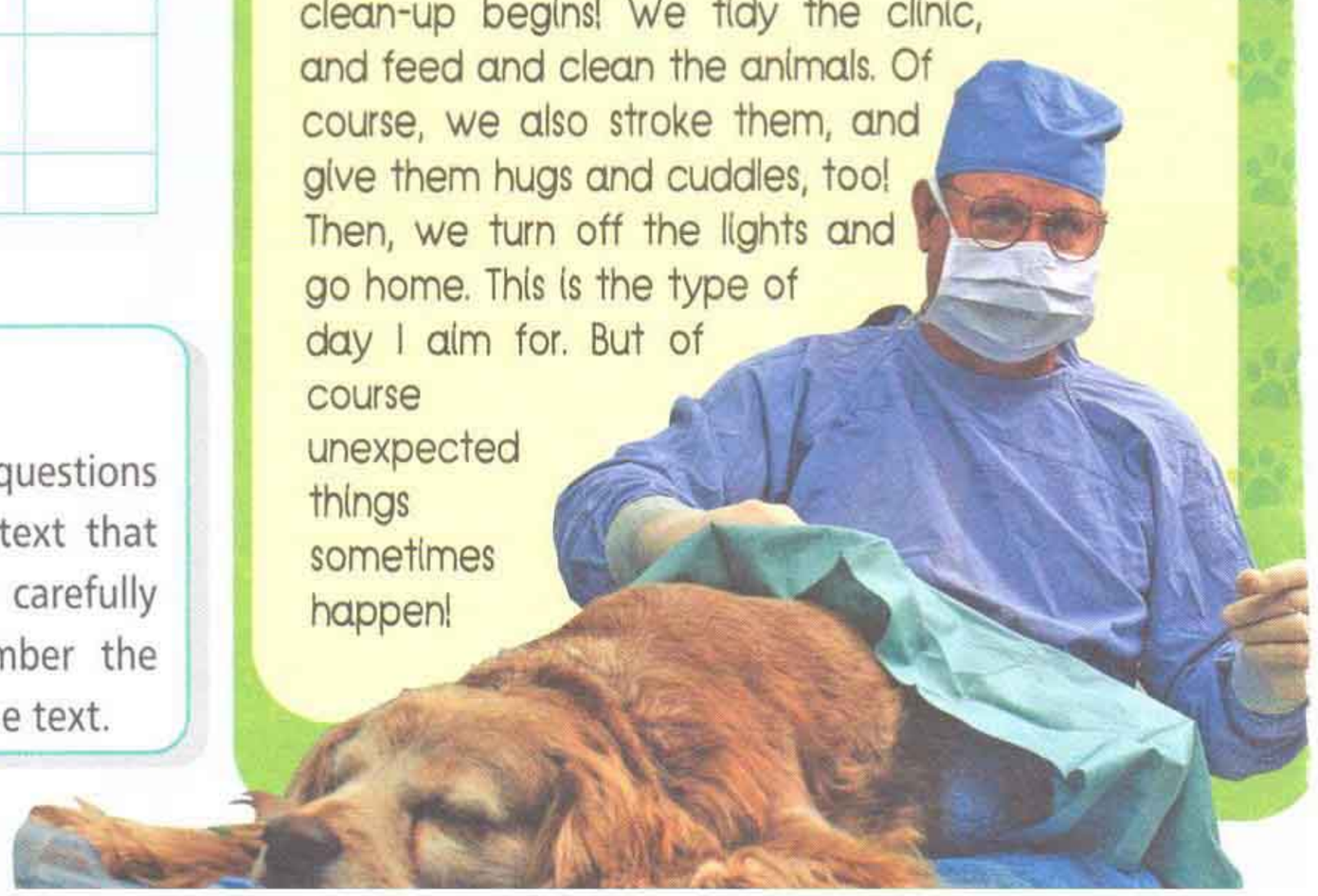
At my clinic, I work long days on Mondays, Wednesdays and Fridays, and short days on Tuesdays, Thursdays and Saturdays. Sunday is my day off so I can spend some time with my family.

My day at my clinic begins at 7 am. My receptionist opens the door, turns on some music, and makes everyone a cup of tea or coffee. My assistant cleans and feeds the animals. The phones start to ring, and people make appointments. This is a very busy time of day!

At 9 am, pet owners start to arrive with their sick pets. Appointments take up the whole morning. At midday, I stop for 2 hours. I don' t examine any new animal patients. I use these 2 hours to have lunch and do all my paperwork.

At 2 pm, I start to see sick animals again. At 5 pm, three students from a local school who love animals arrive to help out. I am always happy to see their smiling faces!

From 5 pm to 7 pm, I continue to see animal patients. Then, at 7 pm, we close our doors and the clean-up begins! We tidy the clinic, and feed and clean the animals. Of course, we also stroke them, and give them hugs and cuddles, too! Then, we turn off the lights and go home. This is the type of day I aim for. But of course unexpected things sometimes happen!



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

1 Sam says he likes his job because
A there is a lot of variety.
B he likes hard work.
C he likes to make animals better.
D he sees lots of different animals.

2 Sam works
A seven days a week.
B different hours every day.
C full days only on some days.
D even when he is at home.

3 At the start of the day, people in Sam's clinic
A let the staff into the clinic.
B play with the animals.
C make a lot of phone calls.
D have a lot to do.

4 During the day, Sam
A has to do administration work.
B sometimes gives talks at local schools.
C often has no time for lunch.
D teaches students who want to be vets.

5 Sam examines sick animals
A all day.
B between 9 am and 5 pm.
C all day except 12 pm-2 pm.
D 9 am-12 pm & 5 pm-7 pm.

6 The text is about
A why Sam is a vet.
B Sam's daily routine.
C a special day in Sam's clinic.
D Sam's love of animals.

c) Complete the sentences.

1 Sam likes his job because ..... .
2 He works long days in the week, but not ..... .
3 He starts work ..... .
4 There's a break at ..... .
5 In the afternoon, they've got help from ..... .

## *Speaking* (Describe a picture)

4 Listen to someone describing the photograph and complete the gaps.



The photograph shows a family having 1) ..... . There's the father, mother and two 2) ..... . They are at the table in the 3) ..... . They are in casual 4) ..... On the 5) ....., there are cornflakes, fruit and orange juice. The parents look happy.

### Study skills

**Describing photographs**

When you describe a photo, imagine you are describing it to a person who can't see it. Be as detailed as possible. Talk about **people** and their **clothes**, **time of day**, **place**, **weather**, **other things/objects** you can see and **people's feelings**.

5 Look at the photo and make notes under the headings in the *Study Skills* box. Use your notes to describe the photo.



## *Writing* (Writing Bank 1: Informal letters p. WB1)

6 a) Read the rubric. Think of vocabulary related to the points in the rubric. Write it down under the headings: *morning activities – afternoon activities – evening activities*

You have received a **letter** from your **English pen friend**, Kim.

*What is a typical weekday routine for you? When does your day start? What do you do in the morning, at noon, in the afternoon and evening?*

Write her a letter and answer her questions.

b) Use the activities listed to write your letter. Follow the plan.

**Plan**

*Dear Kim,*
**Para 1:** opening remarks, reason for writing
**Para 2:** describe your typical weekday routine
**Para 3:** closing remarks, ask about friend's typical weekday routine
*(your first name)*

**Remember!**

**Informal style**
- short forms
- everyday vocabulary
- everyday expressions



# 3

## Reading & Listening

**1** a) **Look at Misha, the Moscow Olympics 1980 mascot. What animal is it?**

b) **What do you know about this animal? How do the Russians feel about it?**
**Listen, read and check.**

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

1 Where do brown bears live?
2 What do they look like?
3 What do they eat?

**3** **Use words from the text to label the picture.**

## Speaking

**4** **Complete the table. Use the completed table to present the brown bear to the class.**

| | |
|---|---|
| Name: | |
| Lives in: | |
| Looks like: | |
| Eats: | |

## Writing

**5** ICT **Find information on the Internet about two other animals in your country. Write short paragraphs. Present them to the class.**

# Russia's Favourite Animal




Russia is a big country and lots of animals live there. One animal, the common brown bear, has a special place in the hearts of the Russian people though.

The brown bear lives in the mountains and forests of Russia. It is a very large animal with a large round head, small round ears, and a long mouth with 42 teeth. It's fur is thick and it has large paws with long claws that can grow up to 10 cm long. It eats berries and nuts, roots, grasses, insects and fish.

This big and beautiful animal is a favourite character of Russian fairytales and cartoons. In fact, the brown bear is so popular that it is the national symbol of Russia.

**Check these words**

common, special place, in the hearts of, mountains, forests, fur, paws, claws, grow, berries, nuts, roots, grasses, insects, fish, fairytales, cartoons, national symbol




***Did you know?***

The brown bear can run as fast as 55 kmph.

# Module 4

## Come rain or shine

**Vocabulary:** seasons, weather & climate, holiday activities, clothes, drinks & snacks, market products, festivals & celebrations, food & drinks

**Grammar:** present continuous, present simple vs present continuous, stative verbs, ***must – can***, object pronouns; *some/any/a lot of/a few/a little/much/many; going to*, countable/uncountable nouns/quantifiers, *be going to*

**Everyday English:** buying drinks & snacks

**Pronunciation:** *-ing* ending; /aɪ/, /eɪ/

**Writing:** a postcard describing a festival

**Culture:** Mall of America; National dishes: Borsch

**Curricular** ***(Geography)***: Climate

### *Vocabulary*
### Weather & Seasons

**1** Match the descriptions (1-5) to the pictures (A-E). Listen and check.

1 It's **freezing cold** and **snowy**.
2 It's **boiling hot** and **sunny**.
3 It's **windy**, **cold** and **rainy**.
4 It's **chilly** and **foggy**.
5 It's **warm**, but it's **cloudy**.

**OVER TO YOU!**

**What is the weather like in your city in *winter, spring, summer, autumn*?**

*In winter it's freezing cold and ...*

**Complete the sentence.**

*My favourite season is ... because ...*




Vocabulary Bank 4 pp. VB16-VB17 Ex.3
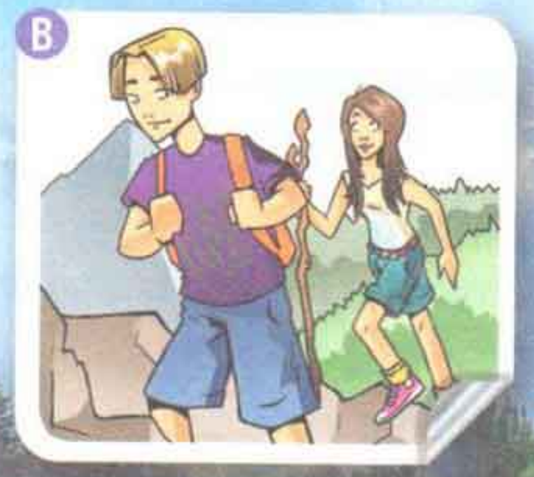
# 4a On the go

## *Vocabulary*
### Holiday activities

**1** Match the sentences to the pictures.
Listen and check, then say.

1 ☐ They're **sightseeing** on a tour bus.
2 ☐ He's **shopping** for souvenirs.
3 ☐ He's **swimming**.
4 ☐ She's **sunbathing**.
5 ☐ They're **eating** local dishes.
6 ☐ They're **hiking**.



















## *Grammar* see p. GR 5
### Present continuous (affirmative)

**2** Read the table and complete the rule. Find examples of the spelling rules in the sentences in Ex. 1.

| LONG FORM | SHORT FORM |
|---|---|
| *I **am** walking.* | *I'**m** walking.* |
| *You **are** walking.* | *You'**re** walking.* |
| *He/She/It **is** walking.* | *He'**s**/She'**s**/It'**s** walking.* |
| *We/You/They **are** walking.* | *We'**re**/You'**re**/They'**re** walking.* |

We use the **present continuous** for **actions happening now/at the moment/today**.
**Form:** noun/pronoun + ..... + verb -ing form
**Time expressions with the present continuous:** now, at the moment, today

**Spelling rules**

- most verbs: + ***-ing*** → *fly – fly**ing**, eat – eat**ing***
- verbs ending in consonant + -e → ~~-e~~ + ***-ing***
  *come – com**ing***
- verbs ending in a **vowel** + **a consonant: double the consonant and take *-ing***
  *sho**p** – sho**pping***

## *Pronunciation*

**3** a) Write the *-ing* form of the verbs.

1 play .....
2 wear .....
3 swim .....
4 make .....
5 do .....
6 send .....
7 stop .....
8 write .....
9 run .....
10 read .....
11 have .....
12 sit .....

b) Listen and say. Pay attention to the pronunciation of the *-ing* ending.

## *Listening*

**4** Listen to the sounds and circle what you hear. Then write sentences, as in the example.

1 Tony: **watch TV** / **play tennis**
2 Stella: **swim** / **sleep**
3 Mike & Tom: **play computer games** / **play the guitar**
4 Dan: **ride a bike** / **ride a horse**

*Tony is **playing** tennis.*

## Reading

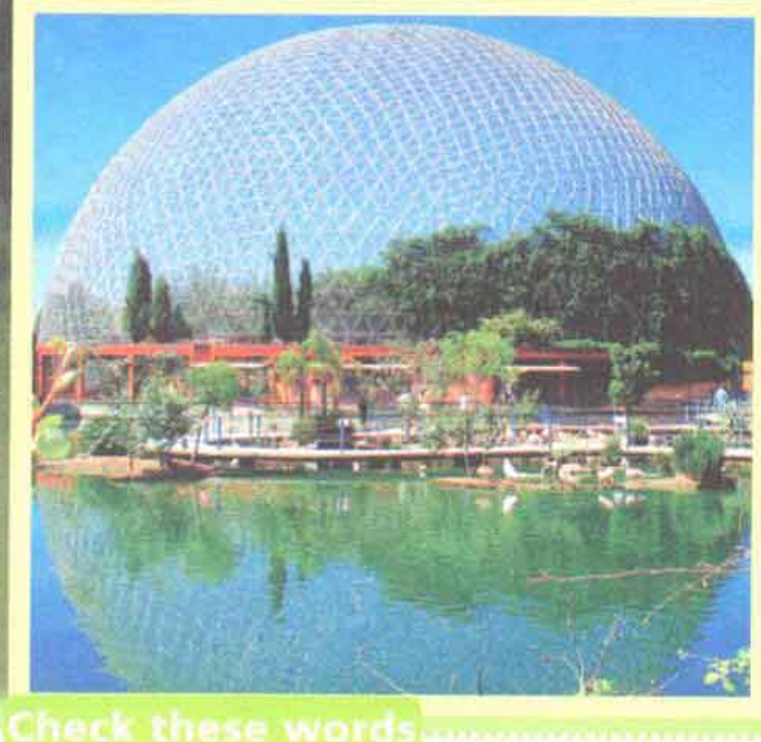
**5** a) **Peter is on holiday with his family. Read the first sentence in Peter's postcards. Where is he? What is he doing there? Listen and read to find out.**

b) **Read the postcards and mark the sentences *T* (true), *F* (false) or *DS* (doesn't say).**

Friday, 10th September
Hi John,
After three days in Mexico City we're leaving for Puebla. It's hot and sunny today. The guide says the route is fantastic. The coach goes past snow-capped mountains and volcanoes. As for Puebla, everyone says it's beautiful with lots to do. I can't wait.
Peter

*Saturday, 11th September*
*Dear Jenny,*
*Hi from Puebla. We're staying at a hotel near the centre. It's a bit chilly today. We're going on a tour around the city now. The bus stops along the route so we can visit lots of sights. I want to see the forts. Andy isn't coming with us. He wants to walk around the city centre and photograph the houses there. It's a pity you aren't here. See you soon.*
*Peter*

Sunday, 12th September
Mike,
Greetings from Los Sapos. We're having a great time here. We're back from Parque Ecologico. It's a beautiful place with lots of animals and plants. Right now we're shopping for souvenirs. There's a flea market here with lots of crafts. The only problem is it's raining now so we are having a snack at a café and waiting for the rain to stop. Talk to you soon.
Peter



**Check these words**

guide, route, coach, snow-capped, mountain, volcano, can't wait, tour, sights, fort, it's a pity, flea market, crafts, snack

1 Puebla is near Mexico City. .....
2 Peter is travelling alone. .....
3 There are beautiful buildings in Puebla. .....
4 You can buy souvenirs at Los Sapos. .....
5 The weather is the same during Peter's visit. .....

**6** **List all the present continuous forms in the text. Write their corresponding *present simple* forms.**

## Speaking & Writing

**7** **Use these words to write sentences about Mexico. Tell the class.**

• snow-capped mountains & volcanoes • sights • forts
• city centre • animals & plants • flea market • crafts

**8** **Imagine you are in a place in your country. Write a postcard to your pen friend. Say:**

• where you are
• who else is with you
• what the city is like
• what you are doing now

Dear ...,
Greetings from ... . I'm with ... . Right now ... .
See you soon,



Vocabulary Bank 4 p. VB17 Ex.4

# 4b Shopping time




## *Vocabulary*

### Clothes

**1** Listen and say. What do you usually wear: *at school? at a party? on a hot and sunny day? when it's raining and it's cold?* Tell your partner.

*I usually wear ... at a party. Etc.*

## *Reading*

**2** Sandy, Ann's big sister, is at a department store. What is she doing there? What does she buy? Listen and read to find out.

**Check these words**

look for, present, success, together, expensive, guess, top, gorgeous, half-price, match

Sandy: Hi, Ann. How are you?

Ann: Oh, hi Sandy. What are you doing here? Are you shopping for clothes?

Sandy: No, I'm not. I'm looking for a present for Angela but I'm not having much success.

Ann: Let's find her something together.

Sandy: OK. Any ideas?

Ann: How about a bag?

Sandy: Good idea. She likes bags. What do you think of this blue one?

Ann: It's nice but I think it's a bit expensive.

Sandy: I guess you're right. What about these scarves?

Ann: She doesn't wear scarves. Wait! Here! These tops are gorgeous. Oh, and they are half-price. Do you like this one?

Sandy: That's great. Green matches the colour of her eyes.

Ann: Buy this, then.

**3** Read and complete the sentences.

1 Sandy wants to buy ..... .
2 Ann offers to ..... .
3 They aren't buying the blue bag because ..... .
4 Angela doesn't wear ..... .
5 Sandy decides to buy ..... because ..... .

# 4b

## Grammar

see p. GR 5

### Present continuous (negative & interrogative)

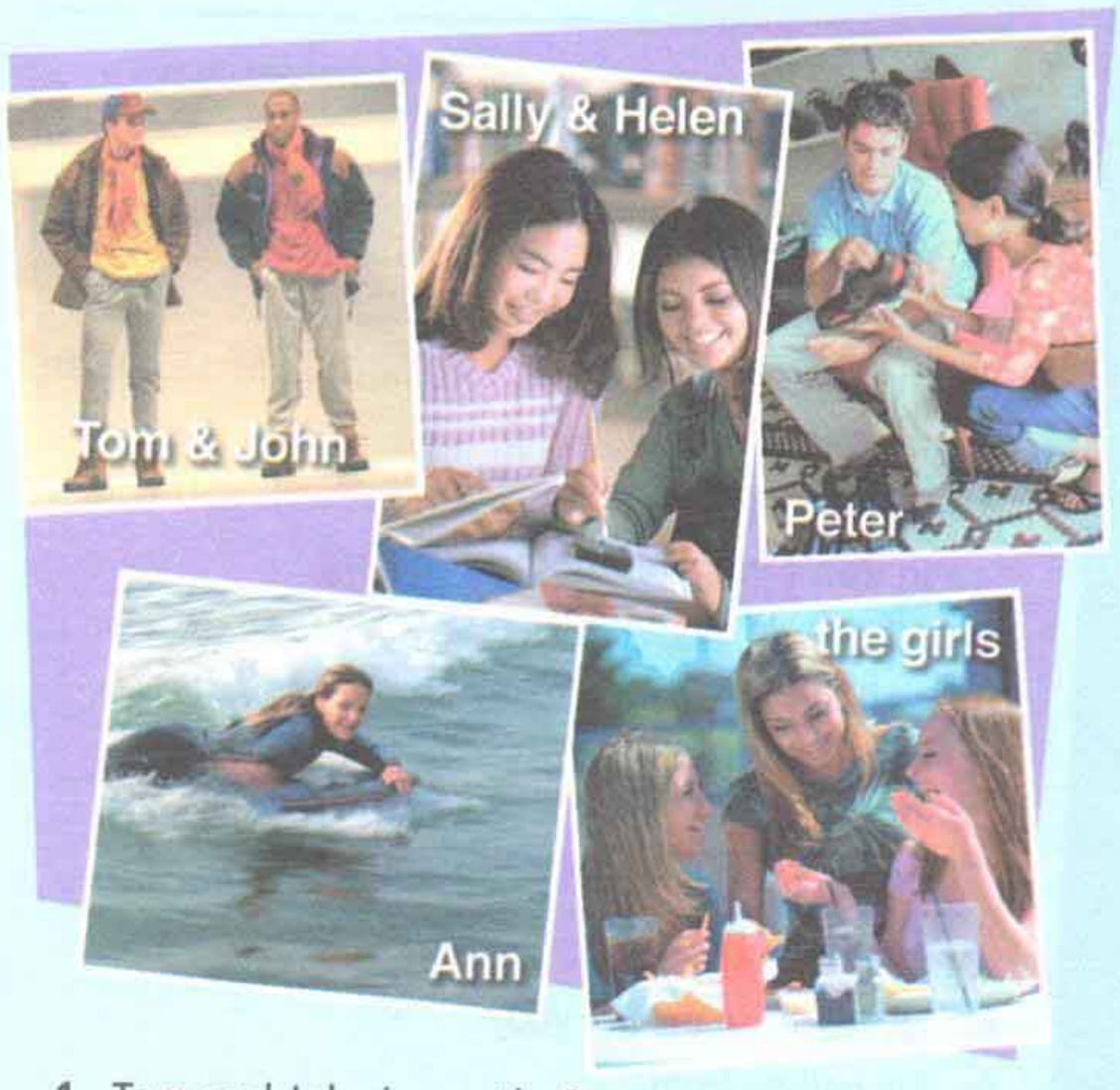
**4** Read the table. How do we form the negative/ interrogative of the *present continuous*? Find examples in the dialogue in Ex. 2.

| NEGATIVE | |
|---|---|
| *I* ***am not/'m not*** | *wearing a scarf.* |
| *You/We/They* ***are not/aren't*** | |
| *He/She/It* ***is not/isn't*** | |

| INTERROGATIVE | SHORT ANSWERS |
|---|---|
| ***Am*** *I winning?* | ***Yes****, I* ***am****./****No****, I'm not.* |
| ***Are*** *you/we/they winning?* | ***Yes****, you/we/they* ***are****./* ***No****, you/we/they* ***aren't****.* |
| ***Is*** *he/she/it winning?* | ***Yes****, he/she/it* ***is****./* ***No****, he/she/it* ***isn't****.* |

**5** Look at the pictures. Ask and answer questions. Use the phrases.

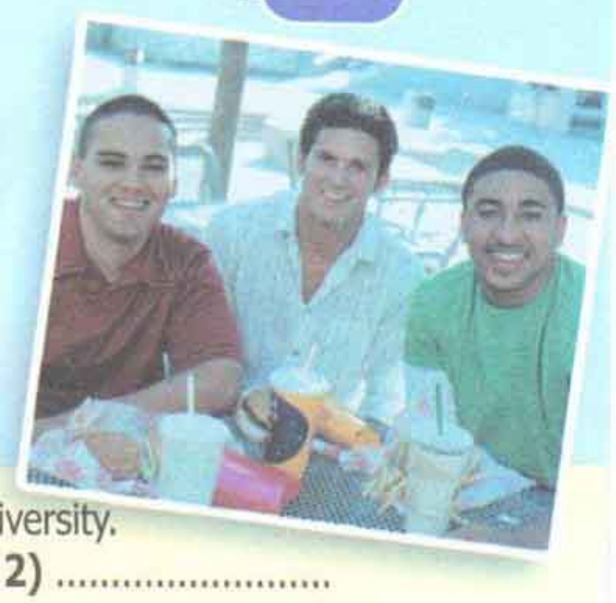
- try on shoes • do their homework
- have lunch • surf • wear scarves




1 Tom and John/wear ties?
*Are Tom and John wearing ties? No! They aren't wearing ties. They are wearing scarves.*
2 Sally and Helen/listen to music? .....
3 Peter/try on a sweatshirt? .....
4 Ann/swim? .....
5 The girls/look for a present? .....

**6** Use the verbs in the list in the *present continuous* to complete the gaps.

- not rain • eat • have (x2)
- drink • sit • wear (x2)



These are my big brother's friends at university. They **1)** ..... at a café and **2)** ..... lunch. They **3)** ..... burgers and fries and **4)** ..... cola. It **5)** ..... today. It's quite hot actually. Jason and Jeff **6)** ..... shirts. Mike **7)** ..... a T-shirt. They **8)** ..... a great time.

### Present simple vs present continuous

**7** a) Read the table.

We use the **present simple** to talk about habits & routines. *She often* ***wears*** *boots.*
We use the **present continuous** to talk about actions happening now. *I'm* ***wearing*** *my new dress today.*
**Note:** Some verbs don't have continuous forms because they express a state (e.g. *want, believe, like,* etc.).
*I want to go out now.* (*NOT: ~~I'm wanting~~.*)

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

1 A: We ..... **(go)** shopping. ..... **(you/want)** to come?
B: I can't. I ..... **(help)** Mum.
2 A: Why ..... **(you/take)** the umbrella?
B: It ..... **(rain)** outside.
3 A: What ..... **(you/wear)** at school?
B: I usually ..... **(wear)** a school uniform, but today I ..... **(wear)** my jeans and a T-shirt.
4 A: What ..... **(they/talk)** about?
B: I ..... **(not/know)**. I ..... **(think)** they ..... **(try)** to decide what to do tonight.

## Speaking & Writing

**8** Find pictures of your friends & family. Write sentences describing *where they are, what they are doing* and *what they are wearing*. Tell the class.

Vocabulary Bank 4 pp. VB18-VB19

# 4c Culture Corner

**Check these words**

skyscraper, appear, shopping mall, biggest, accessories, electronics, toys, travel, get tired of, food court, serve, variety of dishes, snack, dinosaur museum, indoor, roller coaster, aquarium, sea creature, shark

## MALL OF AMERICA



The USA is famous for its skyscrapers that appear in most big cities and its huge shopping malls. Americans love shopping there.



The Mall of America, or MOA, in Minnesota with over 520 shops is the biggest mall in the USA. About 40 million people from many countries visit it every year. You can find everything there from accessories and books to electronics, toys and travel agents. When you get tired of shopping, you can eat in two big food courts. 20 fast food restaurants serve a variety of dishes and snacks. After that you can watch a film in a 14-screen cinema, visit a dinosaur museum, have fun at the indoor amusement park with roller coasters or play golf. There is even an aquarium with over 4,500 sea creatures including sharks! MOA has got something for everyone!

***Did you know?***

- The Mall of America can hold 32 Boeing 747s. You can even fit 258 Statues of Liberty in it.

**1** **Where do your parents/you go shopping? How often? Are there shopping malls in your city? What can you buy there? Tell the class.**

**2** a) **Which of the following can you do in the Mall of America?**
**Listen, read and check.**

- shop for clothes • book tickets • have lunch
- watch a film • stay in a hotel
- visit a museum • see sharks
- go on a roller coaster • dance

b) **Read again and complete the chart.**

| | |
|---|---|
| Name: | |
| Location: | |
| Shops: | |
| Things to do: | |

**3** **Use words from the Check these words section to complete the sentences.**

1 You can see fish in a(n) ..... .
2 You can eat at a(n) ..... .
3 There are ..... at an amusement park.
4 There is a(n) ..... golf course so don't worry if it starts raining.
5 When you get ..... walking you can relax at one of the cafés.

**4** a) **Imagine you are at the Mall. Call your friend to tell him/her about it.**

*A: Hi, Bob. It's Mark.*
*B: Hi, Mark. Where are you?*
*A: I'm calling from ... .*

b) THINK! **Would you like to visit this mall? Why/Why not? Tell the class.**

**5** **Where do people in your city go shopping? What is the place like? Write a few sentences about it. Tell the class.**




## Buying drinks & snacks

**1** How often do you eat out? What do you usually eat/drink? Do you buy any of these drinks or snacks on the menu above?

**2** a) Listen and say.

- What can I get you? • I'd like a hot dog, please.
- Anything else? • Can I have a cola, please?
- That's £5.15, please. • Here you are.
- Here's your change.

b) The phrases in Ex. 2a are from a dialogue at a snack bar at a food court. Who says each phrase, the cashier or the customer?
Listen and read to find out.

A: Next please. What can I get you?
B: Hi. I'd like a hot dog, please.
A: OK. Anything else?
B: Can I have a cola, please?
A: Sure. Here's your hot dog ... and your cola. That's £5.15, please.
B: OK. Here you are.
A: Thank you. Here's your change.
B: Thanks. Bye.

**3** Find sentences in the dialogue which mean:
– *What would you like? – Of course.*
– *They cost £5.15.*

## *Pronunciation:* /aɪ/, /eɪ/

**4** Listen and tick (✓) the correct boxes. Listen again and repeat.

| | /aɪ/ | /eɪ/ | | /aɪ/ | /eɪ/ | | /aɪ/ | /eɪ/ |
|---|---|---|---|---|---|---|---|---|
| buy | | | wait | | | I | | |
| pay | | | my | | | late | | |

## *Speaking*

**5** Take roles. You are a customer and your partner is a snack bar cashier. Order something to eat and drink. Use the menu in Ex. 1 to act out your dialogue. Follow the plan.

| A | B |
|---|---|
| Ask how to be of help. | Order food. |
| Ask if customer wants something to drink. | Order a drink. |
| Give customer's order & say cost. | Offer money. |
| Give change. Thank customer. | Reply and say goodbye. |

# 4e Marvellous markets

## *Vocabulary*

### Market products

**1** a) Listen and say.






b) Are there any street markets in your area? Which are market days? Which of the items in Ex. 1 can you find there? Tell the class.

**2** THINK! Listen to the sounds. Imagine you are at a street market. What are you doing? Who else is with you? What can you see? What are the people around you doing? How do you feel? Tell the class.

## *Reading*

**3** a) The pictures show two different markets. Where is each one? What products do you think you can find there?
Listen and read to find out.

*Hi Jane!*

*Greetings from London! I'm at the world famous Camden Market. We're shopping in the largest part of it, Camden Stables Market. There are hundreds of shops and stalls here. You can find some great second-hand shoes and clothes at bargain prices plus beautiful antiques and furniture. They have also got food from all over the world in their food courts. Right now, my parents and I are having lunch at a Mexican food stall. We're having such a good time! I can't imagine this place in Victorian times full of stables for the horses pulling the barges along the canal, but that's where the name comes from. Can you believe it? You'd love it here!*

*See you soon,*

*Fiona*

**Check these words**

stables, stalls, second-hand, at bargain prices, food courts, barges, follow, map, get lost, delicacy, fried insects, delicious, pineapple juice

b) Read again and write the name of the market, Camden or Chatuchak.

1 None of the areas are as big as this one. .....
2 People can find used goods there. .....
3 There are some strange foods there. .....
4 It gets its name from animal homes. .....
5 You can lose your way easily there. .....

**4** Fill in: *get, second-hand, fried, bargain, food, follow*. Use the phrases to write sentences about Camden Stables and Chatuchak Markets.

| | | | |
|---|---|---|---|
| 1 | ..... clothes | 4 | ..... insects |
| 2 | ..... prices | 5 | ..... lost |
| 3 | ..... a map | 6 | ..... stall |

*You can buy second-hand clothes at the Camden Stables Market.*



5 flowers

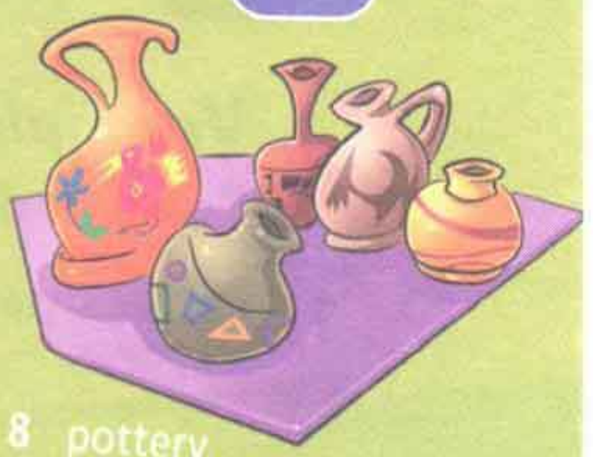


6 fruit & vegetables

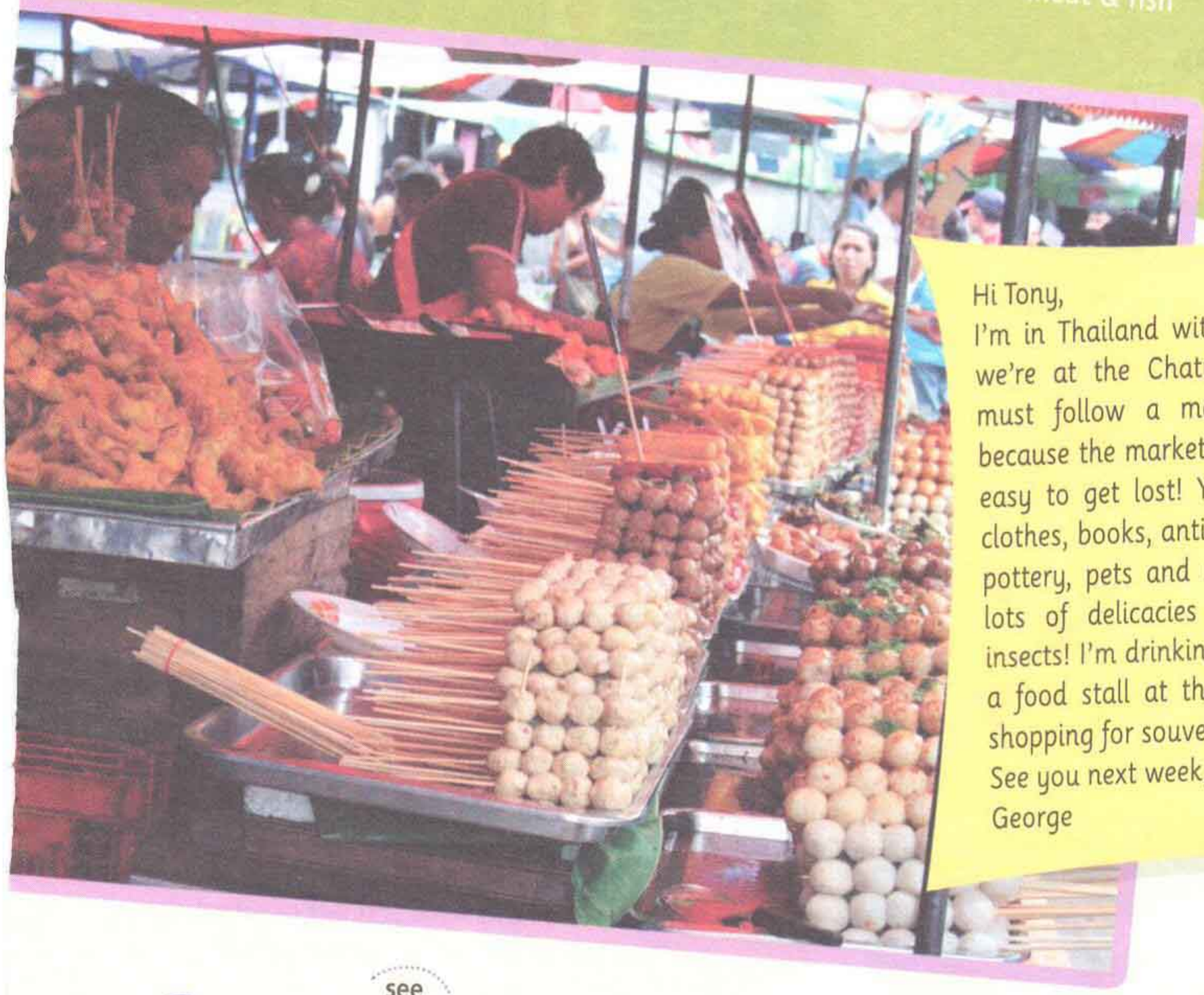


7 meat & fish

# 4e



8 pottery



Hi Tony,
I'm in Thailand with my classmates. Right now we're at the Chatuchak Weekend Market. You must follow a map when you walk around because the market has got 15,000 stalls and it's easy to get lost! You can find everything here: clothes, books, antiques, jewellery, shoes, flowers, pottery, pets and many other things. There are lots of delicacies to choose from, even fried insects! I'm drinking a delicious pineapple juice at a food stall at the moment while my friend is shopping for souvenirs. We're having a great time!
See you next week,
George

## Grammar

see p. GR 6

### Can – Must

**5** Read the theory. Find examples in the postcards in Ex. 3.

*You **can** visit the market on Mondays.* (It's possible./It's allowed.)
*You **can't** visit the market on Fridays.* (It isn't possible.)
*You **must** use the litter bins.* (It's necessary./It's the rule.)
*You **mustn't/can't** bring pets here.* (It isn't allowed.)

**6** Rewrite the sentences using *can, can't, mustn't, can't.*

1 It's possible to buy flowers there.
You *can buy flowers there.*
2 It isn't allowed to ride through the stalls.
You .....
3 It's possible to eat fried insects there.
You .....
4 Throw empty cans in the bins. It's the rule.
You .....
5 It's possible to have lunch there.
You .....

## Listening

**7** Listen to four short exchanges at the Chatuchak Weekend Market. What does each person want to buy?

A Sonya .....
B Peter .....
C George .....
D Alfred .....

## Speaking & Writing

**8** a) Choose a picture and describe it to the class. Talk about: place, people, clothes, activities, feelings.

b) THINK! Which of the two markets in Ex. 3 do you want to visit? Why? In three minutes, write a few sentences about it. Read your sentences to the class.

# 4f Food & drinks

## *Vocabulary*

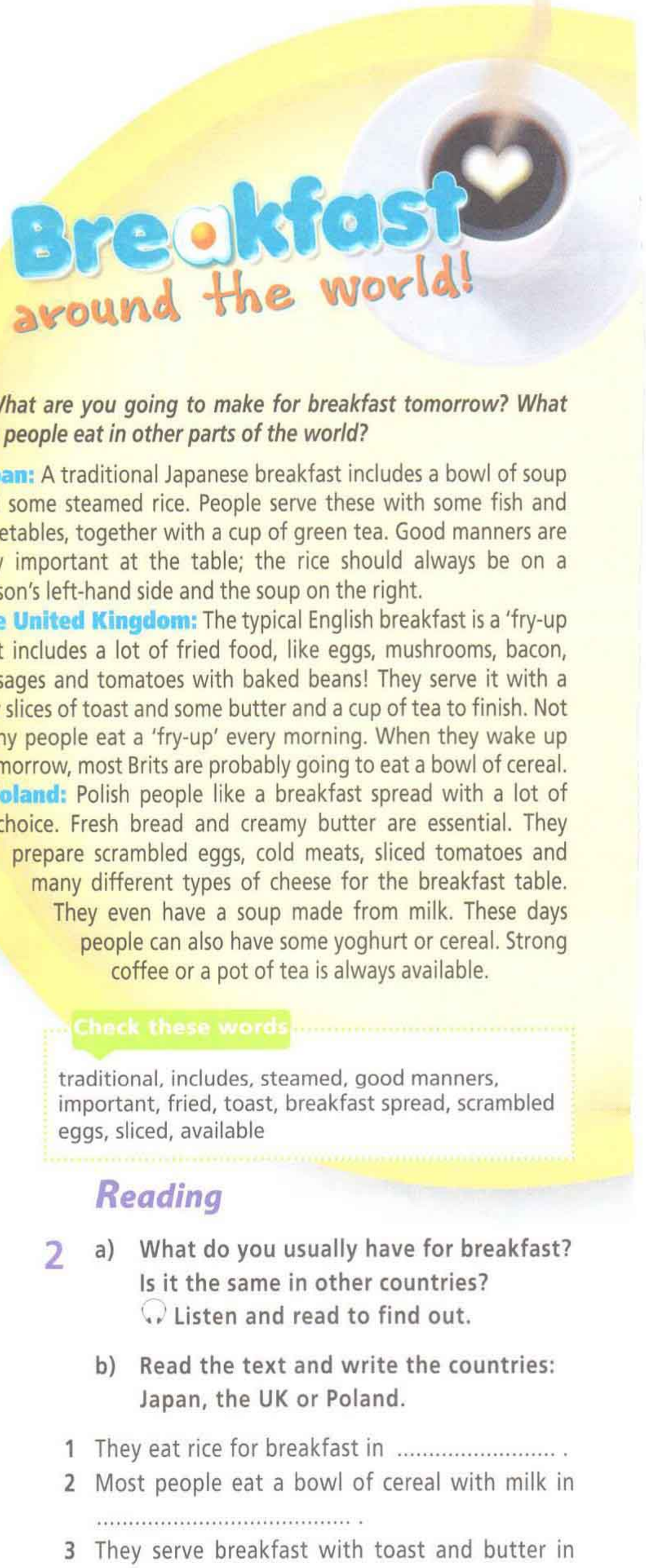
### Food & drinks

**1** a) Listen and say.




b) Complete the sentences about you.

1 I eat ..... every day.
2 I never eat ..... .
3 I never drink ..... .
4 I sometimes eat ..... .




*What are you going to make for breakfast tomorrow? What do people eat in other parts of the world?*

**Japan:** A traditional Japanese breakfast includes a bowl of soup and some steamed rice. People serve these with some fish and vegetables, together with a cup of green tea. Good manners are very important at the table; the rice should always be on a person's left-hand side and the soup on the right.

**The United Kingdom:** The typical English breakfast is a 'fry-up that includes a lot of fried food, like eggs, mushrooms, bacon, sausages and tomatoes with baked beans! They serve it with a few slices of toast and some butter and a cup of tea to finish. Not many people eat a 'fry-up' every morning. When they wake up tomorrow, most Brits are probably going to eat a bowl of cereal.

**Poland:** Polish people like a breakfast spread with a lot of choice. Fresh bread and creamy butter are essential. They prepare scrambled eggs, cold meats, sliced tomatoes and many different types of cheese for the breakfast table. They even have a soup made from milk. These days people can also have some yoghurt or cereal. Strong coffee or a pot of tea is always available.

**Check these words**

traditional, includes, steamed, good manners, important, fried, toast, breakfast spread, scrambled eggs, sliced, available

## *Reading*

**2** a) What do you usually have for breakfast? Is it the same in other countries?
Listen and read to find out.

b) Read the text and write the countries: Japan, the UK or Poland.

1 They eat rice for breakfast in ..... .
2 Most people eat a bowl of cereal with milk in ..... .
3 They serve breakfast with toast and butter in ..... .
4 Table manners are important at breakfast in ..... .
5 Fresh bread and butter are important for breakfast in ..... .

## Grammar see p. GR 6

### Countable/Uncountable nouns/ Quantifiers

**3** Read the theory. Find examples in the text.

- Countable nouns are nouns we can count. They have plural forms.

*an apple*  *two apples* 

- Uncountable nouns are nouns we can't count. They don't have plural forms. *milk* 

| Countable nouns | Uncountable nouns |
|---|---|
| *I eat* ***a lot of*** *oranges.*<br>***How many*** *oranges do you eat?*<br>• ***too many*** *oranges* (more than I need)  <br>• ***a lot of/lots of*** *oranges*  <br>• ***a few/some*** *oranges*  <br>• ***few*** *oranges*  | *I drink* ***a lot of*** *milk.*<br>***How much*** *milk do you drink?*<br>• ***too much*** *milk* (more than I need)  <br>• ***a lot of/ lots of*** *milk*  <br>• ***a little/some*** *milk*  <br>• ***little*** *milk*  |

**4** Write *a/an* or *some*. Then mark the nouns C (Countable) or U (Uncountable).

| | | | | | |
|---|---|---|---|---|---|
| 1 | ..... bread | ..... | 6 | ..... potatoes | ..... |
| 2 | ..... chicken | ..... | 7 | ..... peppers | ..... |
| 3 | ..... milk | ..... | 8 | ..... beans | ..... |
| 4 | ..... carrots | ..... | 9 | ..... apple | ..... |
| 5 | ..... rice | ..... | 10 | ..... tea | ..... |

**5** Choose the correct word.

1 A: Can I have **a few/a little** onions, please?
B: OK. Anything else?
2 A: **How much/How many** cheese do we need?
B: Very **few/little**.
3 A: Here's your coffee.
B: There's **too many/too much** milk in it.
4 A: We've got **a few/a little** cherries.
B: Great! We can make a cherry pie.
5 A: **How much/How many** peppers are there?
B: There are **too many/lots of**. Don't buy any.

### *Be going to*

**6** Read the table. Are there similar structures in your language?

| Affirmative | Negative |
|---|---|
| I'**m going to** eat pasta.<br>He/She/It'**s going to** eat pasta.<br>We/You/They'**re going to** eat pasta. | I'**m not going to** eat pasta.<br>He/She/It **isn't going to** eat pasta.<br>We/You/They **aren't going to** eat pasta. |
| **Interrogative** | |
| **Am** I **going to** eat pasta?<br>**Is** he/she/it **going to** eat pasta?<br>**Are** we/you/they **going to** eat pasta? | |
| We use **be going to** to talk about plans and intentions in the future. *What* ***are*** *you* ***going to*** *do tomorrow?* | |
| **Time expressions:** tomorrow, next week/month/year, etc. | |

**7** Complete the sentences with the verbs in brackets. Use the affirmative or negative of *going to*.

1 Next Sunday we ..... **(visit)** the Real Food Festival.
2 Joanna ..... **(not/buy)** any apples today.
3 The girls ..... **(have)** a birthday party next weekend.
4 Mum ..... **(cook)** pasta for lunch.
5 They ..... **(not/eat)** pizza tonight.

## Speaking & Writing

**8** Find out what your partner *is going to/isn't going to* do this weekend. Use these ideas. You can use your own ideas as well.

• visit the aquarium • do homework • cook chicken • play the guitar • book tickets for theatre • shop for clothes • buy a birthday present • go hiking • have dinner with friends • make a cake

*A: Are you going to visit the aquarium?*
*B: Yes, I am./No, I'm not.*

**9** Write six sentences about what you are going to do and what you aren't going to do this weekend.

Vocabulary Bank 4 p. VB20

# 4g Skills




## Vocabulary
### Festivals & celebrations

**1** Match the phrases to the pictures.
Listen and check.

| | | |
|---|---|---|
| 1 | ☐ | play music in the streets |
| 2 | ☐ | dance in the streets |
| 3 | ☐ | watch a parade |
| 4 | ☐ | watch a fireworks display |
| 5 | ☐ | crown the queen |
| 6 | ☐ | paint their faces |

**2** Imagine you are at the place in picture F. Describe the scene. Think about:

- place • weather • people
- clothes • activities • feelings

*It's ... . People ... . They are wearing ... . They are ... . Everyone is having ... .*

## Listening

**3** Read the advert. What kind of information is missing in each gap?
Now listen and complete the gaps.

**CINCO DE MAYO** Be there!
Omaha, Nebraska

30th April – **1)** ..... May

- crown the **2)** .....
- carnival rides and a **3)** .....
- live **4)** ....., food, fun
- Burrito **5)** ..... contest
- 5K Run/Walk

SPECIAL fireworks display

## Speaking
### Making suggestions

**4** You and your friend are at the town carnival. Use the phrases in Ex. 1, your own ideas and the language in the table to act out exchanges, as in the example.

| Suggesting | Replying |
|---|---|
| • Let's ... . | • That sounds good. |
| • Shall we ... ? | • Great idea! |
| • Do you feel like (watching etc.) ... ? | • Sure, why not! |
| | • I'd rather not. Let's ... instead. |

*A: Let's dance in the streets.*
*B: I'd rather not. Let's watch the fireworks display instead.*
*A: Sure, why not!*


Vocabulary Bank 4 p. VB21

# Writing 4h

## A postcard from a festival

**1** **Read the postcard. Who is writing it? Where is she? What is happening there?**

**2** **Which of the following does Erica mention in her postcard?**

1 the weather
2 the name of the festival
3 when the festival takes place
4 where Erica is staying
5 how people usually celebrate the festival
6 when the festival ends
7 what Erica is doing now
8 what other people are doing now

**3** **Which of the sentences (1-5) are *O* (opening remarks), *C* (closing remarks)? What opening & closing remarks does Erica include in her postcard?**

1 Well, here I am in India.
2 Bye for now!
3 I'm having a great time here in India.
4 See you when I get back.
5 That's all for now!

## Object pronouns see p. GR 7

**4** a) **Read the theory. Find examples in the postcard.**

| | | |
|---|---|---|
| me | us | Object pronouns go **after** the main verb and in prepositional phrases. |
| you | you | |
| him, her, it | them | *I love **this festival**. I love **it**.* |
| | | *Give this to Sue. Give this to **her**.* |

b) **Replace the words in bold with appropriate object pronouns.**

1 Look at **these elephants**.
2 He's taking a photo of **the parade**.
3 Give this to **your aunt**.
4 She is dancing with **John**.

Hi Amy,
Greetings from Jaipur! It's hot and sunny and we're having a wonderful time! We're staying at my aunt and uncle's house. It's Holi here in India now – the festival of colours. People celebrate it every spring. They light bonfires and dance and sing around them. They also throw coloured powder at each other. At the moment we're watching a parade of painted elephants! It's really exciting here. People are dancing in the streets. I'm taking lots of fantastic photos! Give your parents my love.
See you next week,
Erica



**5** **Rewrite the sentences. Use short forms or omit the pronoun.**

**Writing Tip**

When writing postcards to friends, use short forms *(We're staying)* and omit subject pronouns (e.g. *See you soon, NOT: ~~I'll see you soon~~*). This helps you write in a friendly, informal style.

1 It is a bit cloudy today.
2 I can't wait to see you.
3 We miss you.
4 We are watching the parade now.
5 I do not want to leave!
6 I hope you are OK.

## *Writing (a postcard from a festival)*

**6** *Portfolio:* **Imagine you are at a festival in your country. Write a postcard to your English pen friend. Follow the plan.**

**Plan**

*Hi ... ,*

Write your opening remarks, describe the weather, & say where you're staying. *(Greetings from ... . It's ... . We're staying ... .)*
Write the name of the festival, say when it is & what usually happens. *(It's ... here now. People celebrate it every ... . They ... and ... .)*
Describe what's happening now/what you are doing *(At the moment people are ... . I'm/We're ... . )*
Write your closing remarks. *(See you next week,)*
*Yours,*
*(your first name)*

Writing Bank 3 p. WB3

# 4i Curricular: Geography

**Check these words**

low temperature, characterise, exist, last, reach, shine, midnight sun, dark, drop, survive, dry, below freezing, hold in

**1** a) **Read the dictionary entry. What is the climate in your country?**

climate /klaɪmət/ (n) the typical weather conditions of a particular place
*e.g. wet, humid, etc.*

b) **What characterises tundra and hot desert climates?**
**Listen and read to find out.**

**2** **Read the text again and mark the sentences *T* (for tundra climate) or *HD* (for hot desert climate).**

1 It doesn't rain very often. .....
2 It's very cold even during summertime. .....
3 Several kinds of plants can live there. .....
4 There's no sun during the winter. .....
5 It can be hot in the morning but freezing cold in the evening. .....

## TUNDRA CLIMATE

Cold weather and low temperatures characterise the tundra climate all year round. The winter season is long and hard. A short summer season exists. It lasts about 6 to 10 weeks and temperatures reach -1° C. The sun shines almost 24 hours a day during this season so people call the tundra "the land of the midnight sun". During the long winter months it is dark most of the day and temperatures drop to -35° C. No plants can survive in the tundra.

## HOT DESERT CLIMATE

Deserts are usually very hot all year round with temperatures over 46° C. They get very little rain and have very long dry periods. At night temperatures drop to below freezing. Only plants that hold in a lot of water can survive in hot desert climates.

**3** **Complete the sentences with words from the Check these words section.**

1 Not many plants ..... in deserts.
2 Winters in the tundra climate are very long, they can ..... ten months.
3 It's so cold, the temperature is ..... .
4 It's very difficult for plants to ..... without water.
5 High temperatures ..... the hot desert climate.

**4** ICT **In groups collect information about different types of climate. Use textbooks, encyclopaedias or the Net. You can use the key words: *climate types*. Present them to the class.**

# Language Review 4

## 1 Label the pictures.

• freezing cold • snowing • sunny • windy
• raining • foggy


1 .....


2 .....


3 .....


4 .....


5 .....


6 .....

## 2 Fill in: *sights, sightseeing, malls, chilly, boots, map, survive, parade, tired.*

1 It's ..... and foggy today. Take a coat with you.
2 There are a lot of ..... to visit in Puebla.
3 It's raining. Put on your....., please.
4 They are ..... on a tour bus.
5 Most Americans do their shopping at shopping ..... .
6 You need a ..... to find your way.
7 We are watching the carnival ..... now.
8 Plants can't ..... in very low temperatures.
9 I'm ..... of shopping; let's have a snack.

## 3 Circle the odd word out.

1 boots – trainers – sandals – socks
2 market – beach – mall – stalls
3 trousers – shorts – shoes – jeans
5 chilly – hot – warm – display

## 4 Fill in: *fireworks, snow-capped, flea, half, traditional, high, amusement, below, fried, roller.*

1 ..... market
2 ..... coasters
3 .....-price
4 ..... park
5 ..... insects
6 ..... heels
7 ..... costumes
8 ..... display
9 ..... freezing
10 ..... mountains

## 5 Choose the correct preposition.

1 The weather in Ireland **at/in** winter is often cold and windy.
2 There are thousands of stalls **at/to** the Chatuchak Market!
3 People are dancing **on/in** the streets.
4 Many people dance **at/in** the Rio Carnival.
5 Let's go **on/at** a tour around the city.
6 I'm tired **for/of** walking. Let's go for a coffee.
7 There are lots of souvenirs to choose **of/from**.

## GAME

**In teams, make sentences. Use words from the list. Each correct sentence gets one point. The team with the most points wins.**

• second-hand clothes • tour bus • get lost
• snow-capped mountains • roller coaster
• tired of • follow a map • low temperatures
• freezing cold • watch a parade
• dance in the streets • paint their faces

## Quiz

**Answer the questions. Look at Module 4 and write a quiz of your own.**

1 Is it cold in deserts at night?
2 Does the Chatuchak Weekend Market take place in London?
3 What is Holi?
4 Can plants survive in the tundra?
5 What is Los Sapos?
6 Is the Camden Stables Market in Thailand?
7 What do people call 'the land of the midnight sun'?
8 Is there an aquarium in the Mall of America?

Revision 4 p. 118

# Skills 4

## *Reading* (True/False statements)

**Study skills**

**True/False statements**

Be very careful when a sentence contains a negative word e.g. *hardly* as this changes the meaning of a sentence completely.

**1 a) Read the rubric.**

You are going to read a text about honey. Read the text and mark the statements *T* (true) or *F* (false).

**b) Read the text and mark the sentences *T* (true) or *F* (false). Which of the sentences contain a negative word?**

1 Honey comes from a non-human maker. *T*
2 Eating honey can help you stay in shape. .....
3 Honey causes problems with sleep. .....
4 Sportsmen use honey so they don't tire too easily. .....
5 There are hardly any medical uses for honey. .....
6 You shouldn't eat too much honey. .....

**Now do the task.**



# Natural Goodness

*Honey is a natural sugar. It is the only sweetener that is not man-made and it contains all the ingredients our bodies need. In short, it is a super food. Read on to find out why.*

**Healthy Option**

Sugar is bad for us because it can upset our stomach and make us fat. But, because honey is natural it can actually make an upset stomach better. It is sweeter than sugar too so you don't have to use as much of it. It can also help us fall asleep and burn fat. In fact, eating honey means that you can burn fat while you sleep.

**Instant Energy**

Honey gives us an instant energy boost, too. Athletes use it when they train because it stops them getting tired after exercise. People who can't get going in the morning should have some honey on their toast instead of jam or another sugary spread to give them some added energy to start the day.

**Natural Doctor**

When you are ill or hurt maybe you should check your kitchen cupboard before calling the doctor. It can help a sore throat and stop coughing better than most medicines. Also, believe it or not, it can heal wounds and burns and stop the itching of insect bites. Plus eating a little honey every day can actually stop you getting infections.

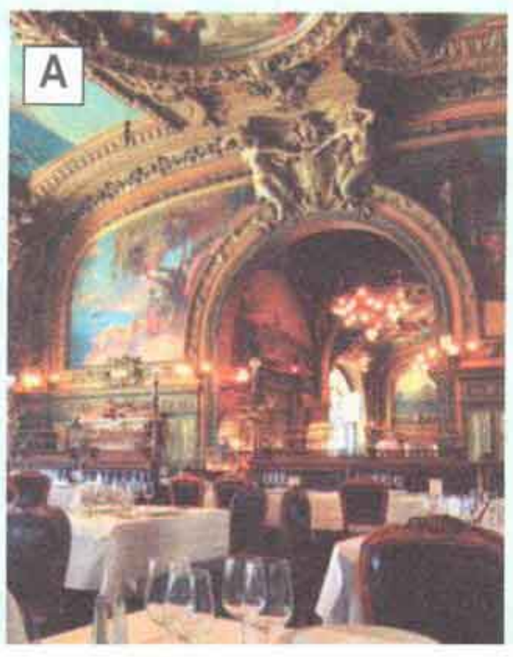
*It's no wonder then that so many people use this gift from nature but remember a little goes a long way. Because of its sweetness you don't have to use very much to still get all that natural goodness.*

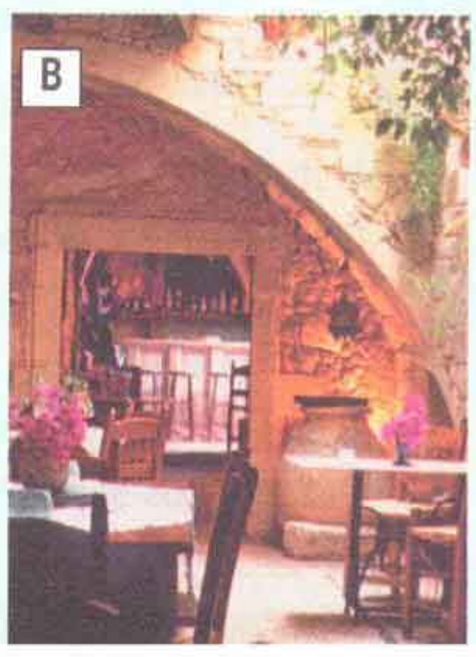
***Did you know?***

- *Honey bees never sleep.*
- *A jar of 2000 year old honey from an Egyptian tomb still tastes good today.*
- *One bee only produces about 1/12th of a teaspoon of honey in its lifetime.*

**2 a) Read the rubric. What is the situation?**

Look at pictures A-C. Your English-speaking friend is visiting you. You want to take him/her out to dinner. Choose one of the three places. Explain why the other two places aren't appropriate.







## *Speaking* (Based on a stimulus)

**Study skills**

**Making decisions & justifying choices**

Read the rubric carefully and look at the visual prompts. Think about the pros and cons for each situation and make your decision. Always justify your answers.

**b) Listen to someone answering the task and complete the paragraph.**

I'd take him/her to the restaurant in Picture **1)** ..... . The place is **2)** ..... with young people because it's **3)** ..... and **4)** ..... . The service is **5)** ..... and it's got a **6)** ..... atmosphere. It might be a bit **7)** ..... and the music is **8)** ..... but I'm sure he/she'll love it. I wouldn't take him/her to the other two restaurants because although they look **9)** ..... I'm sure they are very **10)** ..... and suit **11)** ..... people's taste.

**c) What reasons does he give to support his choice? Why does he reject the other two places?**

## *Listening* (Multiple Choice)

**3** **a) Underline the key words in the statements (1-5) and in pairs think of synonyms.**

You will hear a talk titled *'The climate where I live'*. Choose the correct statements (*A*, *B*, *C* or *D*) according to the information you hear.

1 The speaker says that in the summer
- A temperatures are usually over 35°C.
- B it is never cold at night.
- C it often rains.
- D daytime temperatures are between 30°C and 35°C.

2 In the speaker's country the summer
- A does not last a long time.
- B is quite warm.
- C isn't her favourite time of the year.
- D is too hot.

3 The speaker says autumn and spring
- A are too cold.
- B last about a month.
- C don't really happen.
- D aren't warm.

4 Right now it is
- A summer.
- B spring.
- C hot inside.
- D cold outside.

5 It doesn't rain very much there, so people
- A don't have gardens.
- B have very small gardens.
- C plant special plants in their gardens.
- D only have grass in their gardens.

**b) Read the extract from the recording. Answer the questions for statement 1.**

"In my country, we have long, hot summers with very few showers. The temperature during the day is usually around 35°C. Sometimes though, on really hot days, temperatures can reach 45°C. Nights in summer are always hot, too."

1 Which is the correct answer? Why?
2 Why are the other options wrong?
3 Which words in the script are synonyms to the key words in the four choices.

**c) Do the listening task.**

## *Writing* (Writing Bank 1: emails p. WB1)

**4** **a) Read the rubric, underline the key words then in pairs, brainstorm for ideas under the headings:**

You have received this email from your English friend, Paul.

*Summers in my country are hot sometimes it rains. What is the weather like in your country in summer? What do people like doing in summer? What do you like doing in summer?*

Write him an email and answer his three questions (60 - 100 words).

weather — *boiling hot*

activities — *go to the beach*

reasons — *spend time with friends/family*

**b) Use your ideas in Ex. 4a to write your email. Follow the plan.**

**Plan**

*Dear ...,*

**Para 1:** opening remarks, reason for writing *(Hi! How are you? Let me tell you ...)*

**Para 2:** describe the weather, activities you do, reason you like them *(The weather is ... It's ... we often go ... I like it because ...)*

**Para 3:** ask friend about summer in his/her country, closing remarks *(What's the weather like in ...? Write back soon.)*

*(your first name)*



# 4

## Reading

**1** a) Look at the pictures. What dish can you make using these ingredients?




b) Listen, read and check.

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

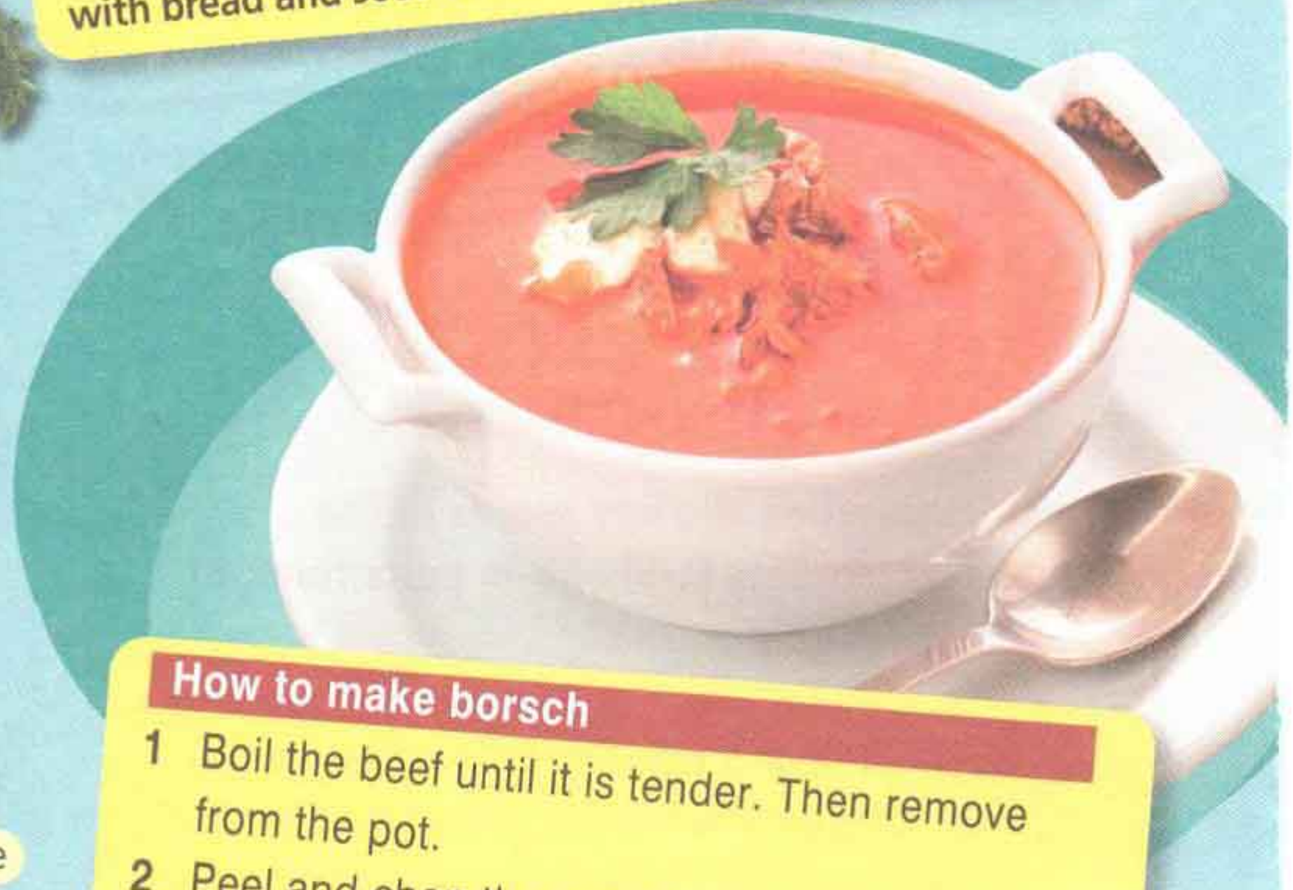
1 What is borsch?
2 What does it contain?
3 What do people eat it with?
4 How can you make it?

**3** Complete the sentences Use the words from **Check these words** section.

1 Borsch is the ..... of Russia.
2 It is a very ..... meal.
3 Borsch usually contains meat but you can also make a borsch with ..... .
4 You can serve borsch with bread and ..... .

## National dishes

Borscht is a Ukrainian national dish which has become so popular in Russia that many Russians consider it one of their national dishes too. It is a delicious soup that Russian people eat cold or hot depending on the season. Borscht contains meat, tomato juice, beetroot, and vegetables such as carrots, cabbage, potatoes, parsnips, celery, onions and garlic. It usually has either beef or sausage but people can also make borscht using vegetables only. People often eat it with bread and sour cream called smetana.



### How to make borsch

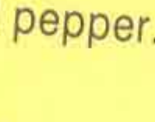
1 Boil the beef until it is tender. Then remove from the pot.
2 Peel and chop the vegetables. Place them in the pot and cook in the beef broth.
3 Flake the beef and add to the vegetables. Add salt and pepper. Cover and let it simmer for an hour.
4 Serve the soup in large bowls with sour cream.

**Check these words**

national dish, delicious, depend on, season, contain, sour cream, boil, tender, remove, pot, peel, chop, broth, flake, simmer

## Speaking & Writing

**4** Imagine your English pen friend asks you how to make borsch. Use the information in the text to tell him/her.

**5** ICT  What other traditional dishes are there in your country? Choose a dish you like and write a recipe for it.
Write:

• Ingredients • How to make it

Present it to the class.

# Module 5

## Life in the past

**Vocabulary:** places in a town, ancient civilisations, past activities, personal memories, types of films, famous figures
**Grammar:** ***was/were***, ***had***, ***could***, past simple of regular/irregular verbs
**Everyday English:** talk about early childhood memories
**Pronunciation:** ***-ed*** ending; /æ/ – /ɑ:/, /ʌ/ – /ɜ:/, /ɒ/ – /ɔ:/
**Writing:** an email to a friend recommending a film
**Culture:** Life in the UK: The Swinging 1960s; Catherine the Great
**Curricular *(History)*:** Native Americans

### *Vocabulary*

### *Places*

**1** Read the box. Which of the places *can/can't* you see in the pictures?

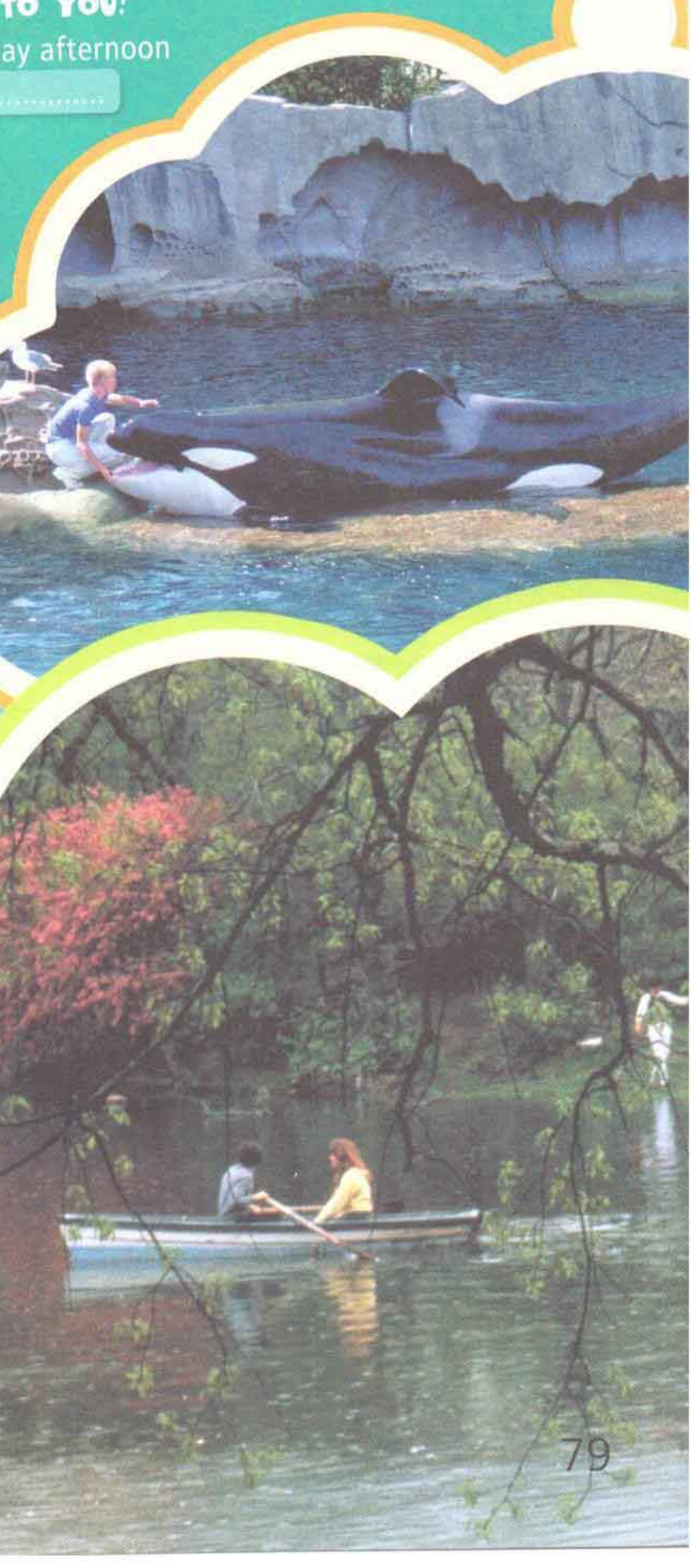
pool/theatre/beach/park/zoo/
gym/library/fast food restaurant/
opera house/aquarium/supermarket

*I can see a zoo, but I can't see a school or a supermarket.*
*I can see ..., but I can't see ... or ... .*

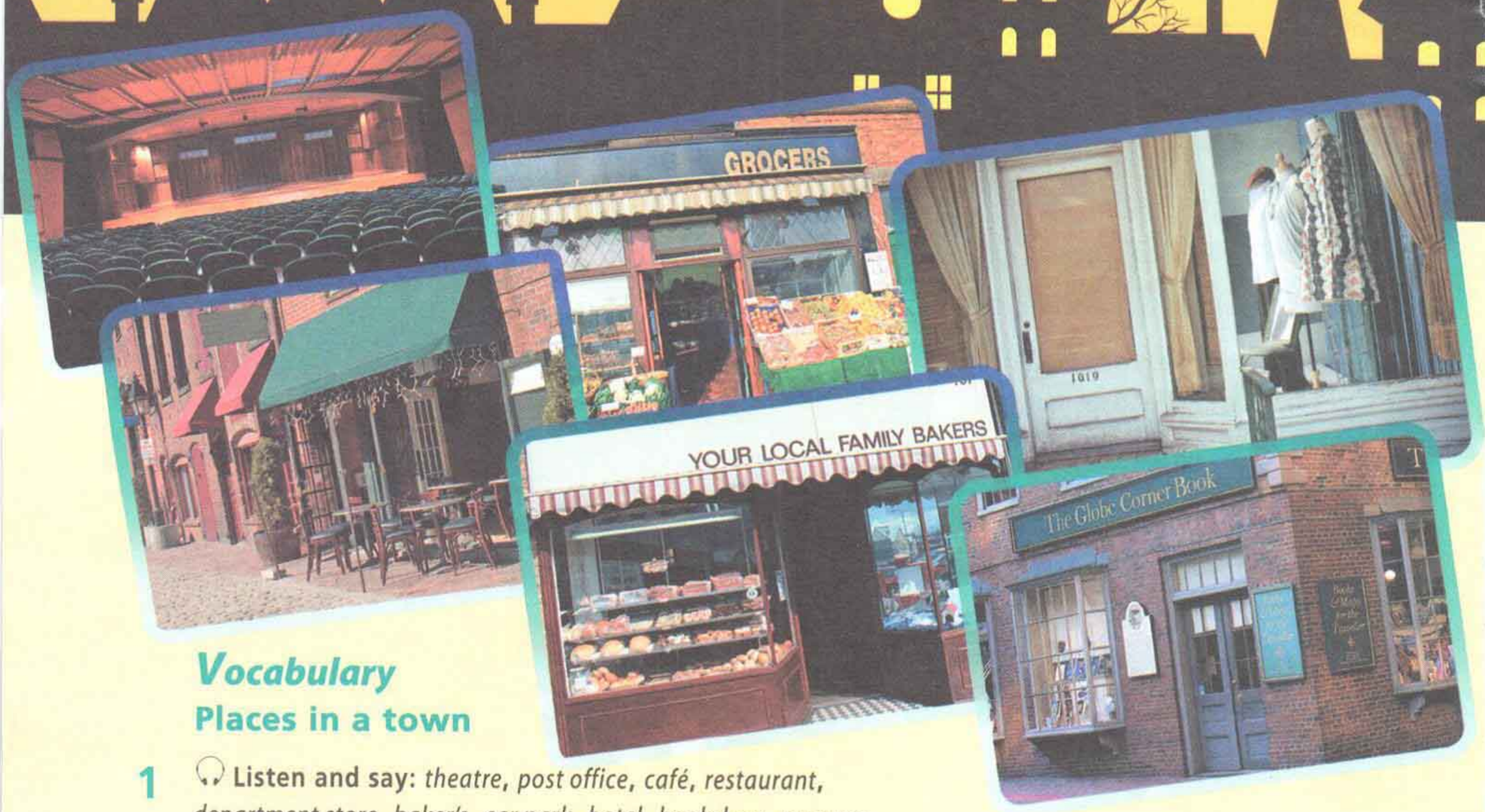
**2** Listen and circle.

1 Jane was at the **pool/zoo/park**.
2 Tony was at the **library/theatre/aquarium**.
3 Sandy and Mark were at **work/home/school**.

**OVER TO YOU!**
Yesterday afternoon
I was .....



# 5a Long Ago




## Vocabulary
### Places in a town

**1** 🎧 **Listen and say:** *theatre, post office, café, restaurant, department store, baker's, car park, hotel, bookshop, museum, hospital, block of flats, clothes shop, grocer's.*

## Grammar see p. GR7
### *was/were*

**2** **Read the exchange. Use the verbs in bold to complete the table.**

A: **Were** you at the gym yesterday afternoon?
B: No, I **wasn't**. I **was** at the zoo.

| AFFIRMATIVE | | NEGATIVE | |
|---|---|---|---|
| *I/He/She/It* **1)** ..... *We/You/They* **were** | *at the museum yesterday.* | *I/He/She/It* **wasn't** *We/You/They* **weren't** | *at the zoo last Saturday.* |
| **INTERROGATIVE** | | **SHORT ANSWERS** | |
| **Was** *I/he/she/it* **2)** ..... *we/you/they* | *at the theatre last night?* | **Yes**, *I/he/she/it* **was**. **No**, *I/he/she/it* **3)** ..... . **Yes**, *we/you/they* **were**. **No**, *we/you/they* **weren't**. | |

**3** **Fill in:** *was, were, wasn't, weren't.*

- A: Where **1)** ..... Steve last night?
  B: He **2)** ..... at home.
  A: **3)** ..... Bob with him?
  B: No, he **4)** ..... . He and Kelly **5)** ..... at the theatre.
- A: **6)** ..... you at the gym yesterday afternoon?
  B: No, we **7)** ..... . We **8)** ..... at the zoo. Where **9)** ..... you?
  A: I **10)** ..... at the library.

**4** **Look and say what *there was/ there wasn't* on Kingsley Street 50 years ago. Make sentences.**

*There was a theatre on Kingsley Street 50 years ago. There wasn't a post office.*

5a

# Pompeii

## Listening & Reading

**5** What do you know about Pompeii? Why do they call it *The Lost City*?
Listen and read to find out.

**6** Match the underlined adjectives in the text to their opposites: *empty, wide, modern, private, unlucky, small.*

**Check these words**

ancient city, volcano, busy, narrow street, full of, forum, temple, public baths, running water, eruption, destroy, bury, ash

Pompeii was an ancient Roman city near Naples and Mt Vesuvius, a volcano in Italy. It was a busy city and its narrow streets were often full of people. In the centre of the city there was a large marketplace and a forum. There was a large amphitheatre and two smaller theatres where people watched performances. There were also temples and public baths and many buildings had running water. The town had bakers', restaurants and even a hotel. Unfortunately, it wasn't a very lucky city and in 79 AD the eruption of Mt Vesuvius destroyed it and buried it under ash.

## Grammar

see p. GR7

### *Had* (past simple of *to have*)

**7** a) Read the table. Find examples in the text.

| AFFIRMATIVE | NEGATIVE |
|---|---|
| *I/You/He, etc.* ***had*** *a bike at the age of five.* | *I/You/He, etc.* ***didn't have*** *a car.* |
| **INTERROGATIVE** | **SHORT ANSWERS** |
| ***Did*** *I/you/he, etc. have a bike?* | ***Yes****, I/you/he, etc.* ***did****./* ***No****, I/you/he, etc.* ***didn't****.* |

b) Now make true sentences about Pompeii. Use *was, wasn't, were, weren't, had, didn't have.*

1 Pompeii ..... a Spanish town.
2 There ..... cinemas in ancient Pompeii.
3 There ..... a hotel.
4 There ..... a lot of people in the city.
5 There ..... restaurants.
6 The town ..... running water.
7 The town ..... wide streets.
8 They ..... public baths.
9 They ..... supermarkets.

## Speaking & Writing

**8** THINK! Read the text again. Imagine you are an archaeologist. In three minutes write what Pompeii had and what it was like before the eruption. Tell the class.



Vocabulary Bank 5 p. VB22

# 5b Ancient Civilisations













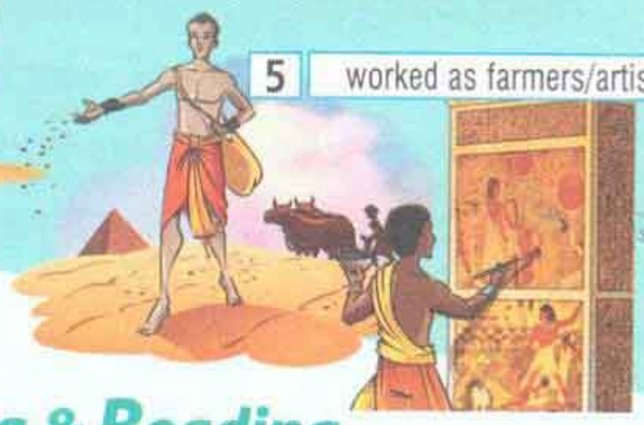
## ANCIENT EGYPTIANS

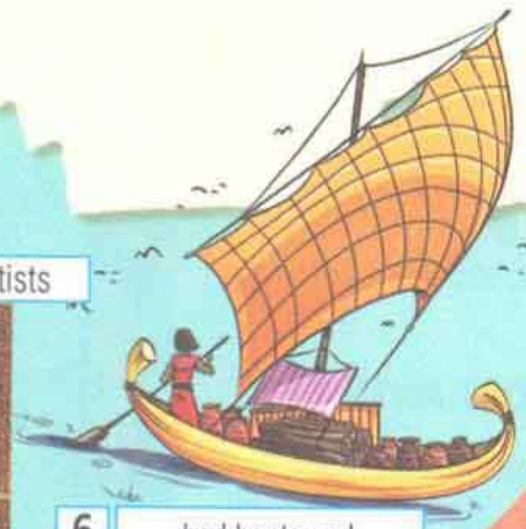
Ancient Egyptians lived along the banks of the River Nile in northeast Africa. Pharaohs ruled this great and powerful empire for more than 2,500 years.

The ancient Egyptians lived in houses made of mud bricks, but they also built houses and gigantic pyramids from stone. They worked as farmers and artists. They hunted for animals and went fishing on the River Nile. They also had boats and transported food and other goods along the river. In their free time they played music or board games. Only wealthy boys could attend school. They studied hieroglyphics*.

Ancient Egypt had a great civilisation which many people still study and admire today.

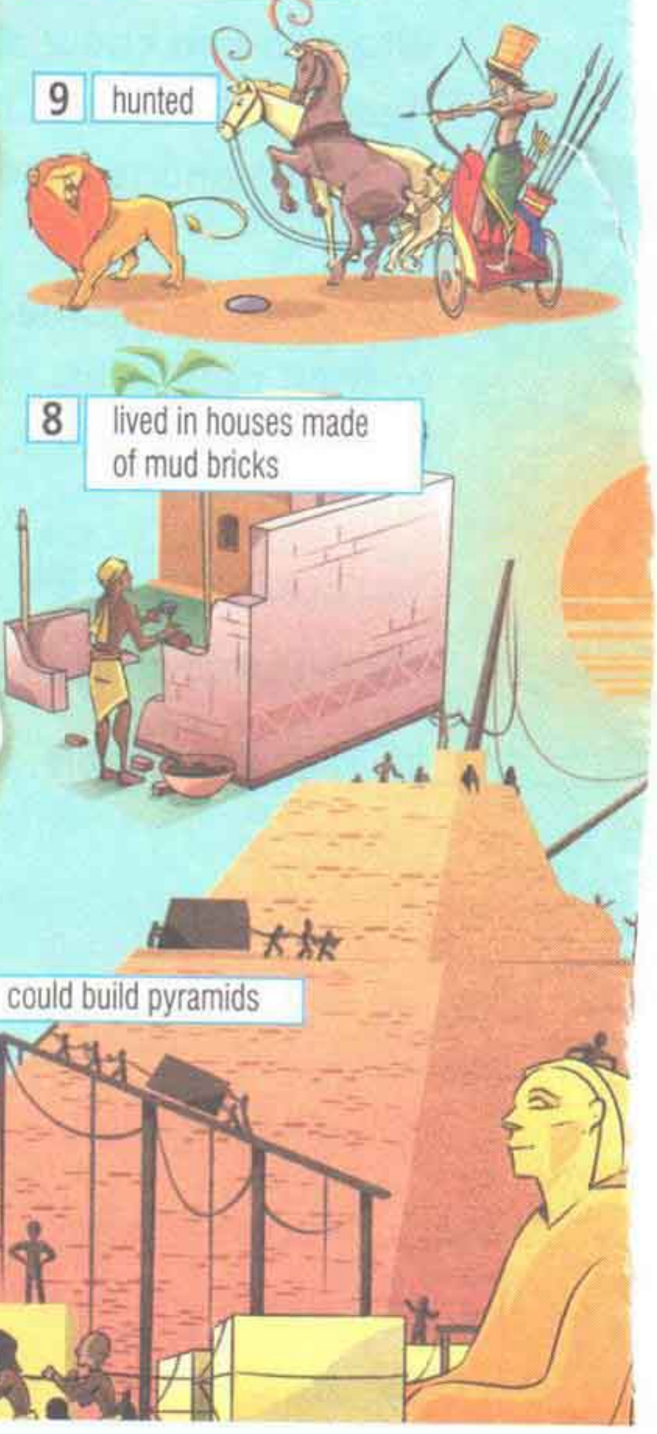
* ancient Egyptian writing










## Listening & Reading

**1** Listen and say. Say the phrases (1-10) in your language.

**2** The pictures show the lifestyle of the ancient Egyptians. Which sentences below are true about them?
Listen and read the text to find out.

1 They were farmers. .....
2 They fished on the River Nile. .....
3 They played football. .....
4 Only boys attended school. .....

see p. GR7

### Grammar *Could* (past simple of *can*)

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

| AFFIRMATIVE | NEGATIVE |
|---|---|
| *I/You/He, etc.* ***could*** *walk at the age of five.* | *I/You/He, etc.* ***couldn't*** *talk at the age of two.* |
| **INTERROGATIVE** | **SHORT ANSWERS** |
| ***Could*** *I/you/he, etc. write at the age of five?* | ***Yes****, I/you/he, etc.* ***could****.* ***No****, I/you/he, etc.* ***couldn't****.* |

b) Use the text to complete the sentences with *had*, *didn't have*, *could* or *couldn't*.

1 Ancient Egyptians *could* build huge pyramids.
2 They ..... boats.
3 They ..... transport things by boat.
4 They ..... blocks of flats.
5 They ..... travel by plane.
6 They ..... cars.

### Listening

**4** Listen and tick (✓) what the ancient Romans could do. Write complete sentences.

| | | | |
|---|---|---|---|
| 1 play football | ..... | 4 write | ..... |
| 2 swim | ..... | 5 play the piano | ..... |
| 3 read | ..... | 6 ride bikes | ..... |

*The ancient Romans could play football.*

**5** What about you? Use the verbs in Ex. 4 to ask and answer questions.

*A: Could you play football at the age of six?*
*B: Yes, I could./No, I couldn't.*

## Past simple (regular/irregular verbs)

see p. GR7

**6** a) Read the table. How do we form the affirmative/negative of the *past simple*?

| AFFIRMATIVE |
|---|
| *I/You/He, etc.* ***played*** *tennis/****swam*** *yesterday.* |
| **NEGATIVE** |
| *I/You/He, etc.* ***didn't play*** *tennis/****didn't swim*** *yesterday.* |
| **INTERROGATIVE** |
| ***Did*** *I/you/he, etc.* ***play*** *tennis/****swim*** *yesterday?* |
| **SHORT ANSWERS** |
| ***Yes****, I/you/he, etc.* ***did****./****No****, I/you/he, etc.* ***didn't****.* |
| We use the **past simple** for actions which happened at a certain time in the past. *He* ***phoned*** *his friend last Monday.* |
| **Irregular verbs** have irregular past forms. See list at the back of the book. |
| **Time expressions:** last week/month/year, etc., a week/two days ago, yesterday afternoon/evening, etc. |

b) Read the theory box. Find examples in the text.

**Spelling rules**

- verb + **-ed** → *start – start**ed***
- verb ending in **e** + **-d** → *dance – danced*
- verb ending in consonant + ~~-y~~ + **-ied** → *carry – carried*
- verb ending in one stressed vowel between two consonants double the last consonant + **-ed** → *travel – travelled*

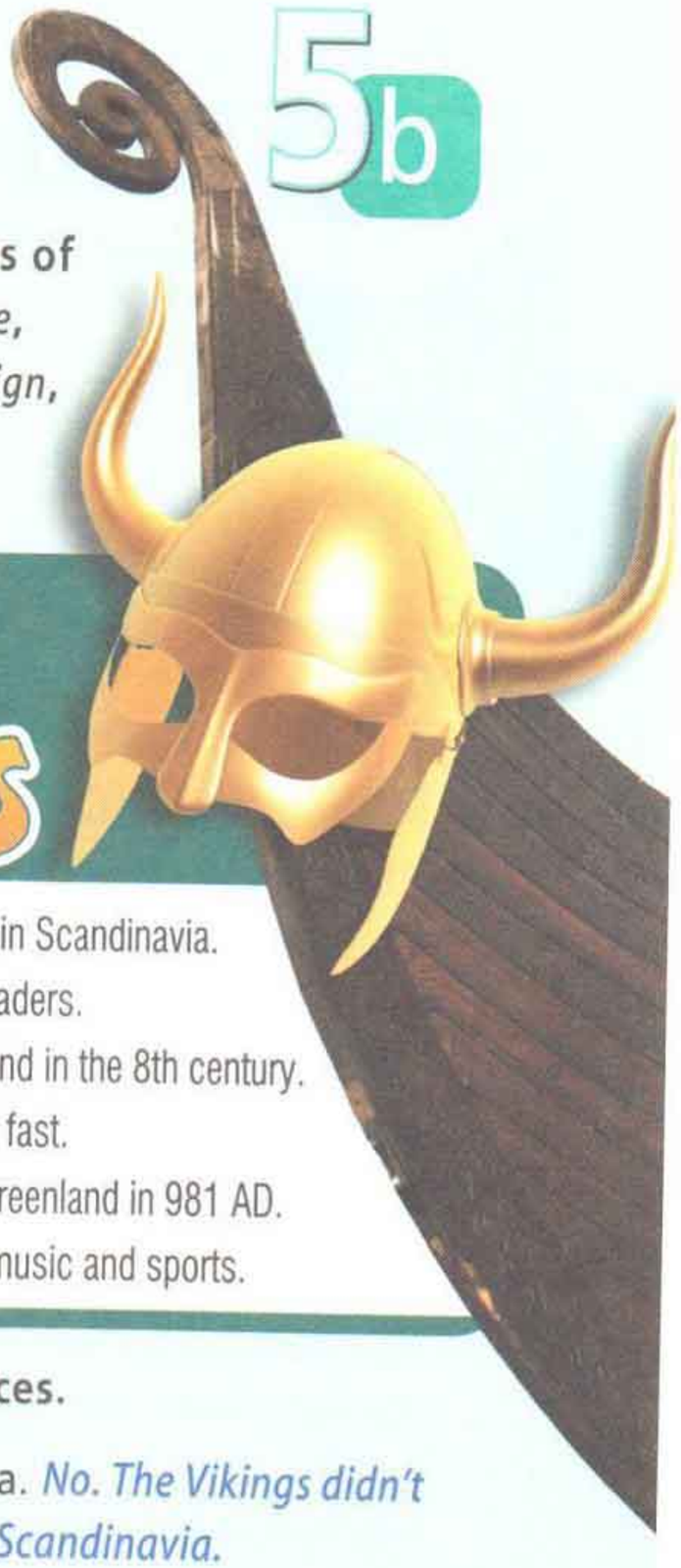
## Pronunciation: /t/, /d/, /ɪd/

c) Now write the *past simple* forms of the verbs below.
Listen and tick (✓) the correct boxes. Listen again and repeat.

| | | /t/ | /d/ | /ɪd/ |
|---|---|---|---|---|
| 1 | arrive – ..... | | | |
| 2 | exist – ..... | | | |
| 3 | play – ..... | | | |
| 4 | design – ..... | | | |
| 5 | ask – ..... | | | |
| 6 | hurry – ..... | | | |
| 7 | want – ..... | | | |
| 8 | stop – ..... | | | |
| 9 | travel – ..... | | | |
| 10 | discover – ..... | | | |

# 5b

**7** a) Use the past forms of the verbs *work, live, discover, travel, design, play* to complete the sentences.



## The Vikings

1 The Vikings ..... in Scandinavia.
2 They ..... as traders.
3 They ..... to England in the 8th century.
4 They ..... ships to sail fast.
5 Erik the Red ..... Greenland in 981 AD.
6 They ..... games, music and sports.

b) Correct the sentences.

1 The Vikings lived in Africa. *No. The Vikings didn't live in Africa. They lived in Scandinavia.*
2 They worked as sailors. .....
3 They designed aeroplanes. .....
4 Eric the Red discovered China in 981 AD. .....

**8** a) Read the table. How do we form the interrogative form of the *past simple*?

b) Use the phrases to ask and answer questions about the ancient Egyptians.

- live on boats? • work as farmers?
- fish on the river? • sail boats?
- play music? • play football?
- girls attend school?

*A: Did they live on boats?*
*B: No, they didn't.*

## Speaking

**9** Use the pictures on p. 82 to tell your partner about the ancient Egyptians.

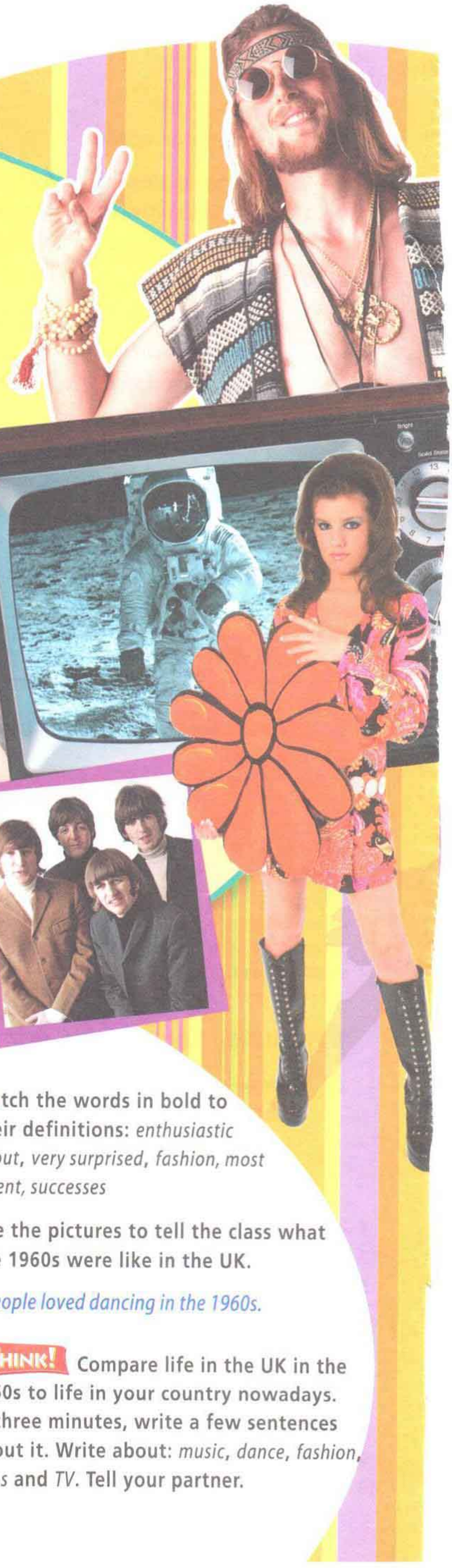
*The ancient Egyptians lived along the banks of the ...*

**10** ICT Collect information about the Aztecs. Write six T/F sentences about them. Exchange your sentences with another group. You can do some research on the Internet using these key words: *the Aztecs*.

Vocabulary Bank 5 p. VB23 Ex. 2

Life in the UK

# The Swinging 1960s



## MUSIC & DANCE

Music was very important to teenagers in the 1960s. They were **crazy about** music and they listened to their favourite rock and roll bands, like *The Beatles* and *The Rolling Stones*, on the new radio station, BBC Radio 1. Young people also enjoyed dancing in the '60s. They wore the **latest** fashions at the dance halls and danced all night long.

## FASHION

The 1960s fashion fads were cheap and colourful. Teenagers made their own clothes. Girls wore short mini skirts and tall boots. A lot of people were **shocked** when long hair became fashionable for boys. The colourful, floral prints of the 'hippy' style were also popular.

## FILMS & TELEVISION

Spy films and TV shows, like *James Bond* and *The Avengers*, were big **hits** in the cinema and on TV. Most people had a television at home in the '60s. Programmes like *Top of the Pops*, which showed live pop music, were the **craze**. In 1969, families all over the UK watched Neil Armstrong walk on the moon!

**Check these words**

crazy about, band, radio station, latest fashion, dance hall, fad, shocked, fashionable, floral print, hippy style, popular, big hit, craze, moon

**1** **What do the pictures tell us about life in the 1960s?**

**2** **Read the text and complete the sentences.**

1 In the 1960s, teenagers listened to .....
2 Their favourite music bands were .....
3 They liked dancing at .....
4 The girls wore .....
5 The boys wore their hair .....
6 In the 1960s, most homes had a .....
7 *Top of the Pops* showed .....
8 In 1969 Neil Armstrong .....

**Listen, read and check.**

**3** **Match the words in bold to their definitions:** *enthusiastic about, very surprised, fashion, most recent, successes*

**4** **Use the pictures to tell the class what the 1960s were like in the UK.**

*Young people loved dancing in the 1960s.*

**5** THINK! **Compare life in the UK in the 1960s to life in your country nowadays. In three minutes, write a few sentences about it. Write about:** *music, dance, fashion, films* **and** *TV*. **Tell your partner.**

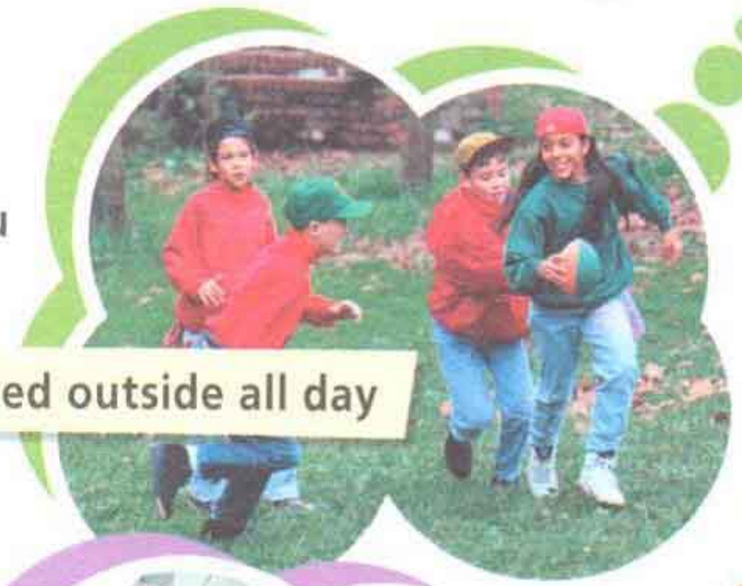
# Everyday English 5d

## Talking about early childhood memories

**1** Listen and say. Which of these activities did/didn't you do as a child?



had fancy dress parties



played outside all day



walked the dog



delivered newspapers



helped my parents with chores

**2** a) Listen and repeat.

- It looks great.
- What was it like?
- It was a lot of fun.
- It sounds like a great place to grow up.
- Do you miss it?

b) **The sentences above are from a dialogue between a boy and his mother. Where did the boy's mother live when she was young?**
**Listen and read to find out.**

Paul: Mum, is this a picture of you and Uncle Peter when you were kids?
Mum: Yes, that's us at our old house in the country.
Paul: It looks great. What was it like?
Mum: It was a lot of fun. We had a large garden and your uncle and I played outside every day after school.
Paul: Cool! What about at the weekend?
Mum: Well, your uncle had a paper round in the morning. He delivered newspapers in the village and I helped our parents with the chores. Then on Sundays we walked our dog in the woods next to the house.
Paul: It sounds like a great place to grow up.
Mum: It was.
Paul: Do you miss it?
Mum: Yes, I was sorry when your Granddad started his new job in the city.
Paul: At least you have some good memories.

**3** **Find sentences in the dialogue which mean:**
*Do you wish you could go back? – It must be a good life for children. – Yes, I didn't want to move.*

## Pronunciation – minimal pairs

**4** Listen and tick (✓) the correct boxes. Listen again and repeat.

| | /æ/ | /ɑ:/ | | /ɪ/ | /i:/ | | /ɒ/ | /ɔ:/ |
|---|---|---|---|---|---|---|---|---|
| hat | | | sit | | | pot | | |
| heart | | | seat | | | port | | |
| park | | | sheep | | | spot | | |
| pack | | | ship | | | sport | | |

## Speaking

**5** Imagine you are speaking to your parent about where they grew up. Take roles and act out a simlar dialogue. Use the sentences in Ex. 2 and the the plan below.

| A | B |
|---|---|
| Ask B where they grew up. | Say where you grew up. |
| Ask B what it was like. | Respond & say what you did there. |
| Comment & ask what they did at weekends. | Tell A what you did at weekends. |
| Comment on B's description and ask if they miss those days. | Respond. |

Vocabulary Bank 5 p. VB23 Ex. 3

# 5e Lost Cities

## *Listening & Reading*

1 a) Look at the picture. What do you know about this place? What would you like to know about it? Write two questions.

b) Listen, read and see if you can answer your questions.

2 Read the text and match the headings (A-D) to the paragraphs (1-3). One heading does not match.

A Culture
B Architecture
C History
D The people

**Study skills**

**Matching headings to paragraphs**
The title of a paragraph gives the main idea of that paragraph. Read the paragraph once to get the main idea. Then look for words related to the title. This will help you match the paragraph to its title.

# Machu Picchu

*It was 24th July, 1911. Hiram Bingham, an American archaeologist, was in the Andes Mountains in Peru. Suddenly he saw walls of stone in front of him. He couldn't believe it! Was this the lost city of Machu Picchu?*

1 |

Machu Picchu is an ancient Inca site in the Andes Mountains in Peru. It **dates back** to 1436. But what was it exactly and why did the Incas build it so high in the mountains? No one is really certain.

2 |

Bingham found amazing things in Machu Picchu. He discovered stone buildings with thick walls, homes for the people and a beautiful palace for the **emperor**. There was even a huge pyramid. The city also had a tall tower, temples, storage rooms, baths, about 150 houses and a park. It had running water and water fountains. All the buildings were very strong. Even **earthquakes** didn't **destroy** them!

3 |

The Incas were clever people and they knew how to do many things. They weren't only great builders and **astronomers**. They were also good farmers. They **constructed terraced** fields around the city and they **grew** potatoes, corn and cocoa.

Machu Picchu was a great city. Hundreds of people lived there. Then, one day, they left, and no one really knows why.

***Did you know?***

The name Machu Picchu means 'old mountain'.

## Study skills

**Using dictionaries to explain words**

A dictionary presents words in alphabetical order. For each word there is information about the type of word and its meaning, spelling, pronunciation and use.

pronunciation — type of word — meaning

**castle** /ˈkɑːsᵊl/ noun a large building with thick high walls

*The king has a beautiful castle on the hill.* — example sentence (use)

**3** **Use your dictionaries to explain the words in bold in the text.**

# Vocabulary

## Structures

**4** **Match the words to the structures (1-11). What are these words in your language? Use them to make true sentences about Machu Picchu.**

*baths* ☐, *fountain* ☐, *storage rooms* ☐, *palace* ☐, *park* ☐, *temple* ☐, *tower* ☐, *wall* ☐, *bridge* ☐, *pyramid* ☐, *houses* ☐

*There were baths in Machu Picchu.*




## Adjectives

**5** a) **Complete the opposites. Use:** *small* x2, *modern*, *thin*, *weak*, *ugly*.

1 **thick** walls ≠ ..... walls
2 **strong** buildings ≠ ..... buildings
3 **beautiful** palace ≠ ..... palace
4 **tall** tower ≠ ..... tower
5 **huge** pyramid ≠ ..... pyramid
6 **ancient** town ≠ ..... town

b) **Fill in:** *ancient*, *thick*, *storage*, *stone*, *terraced*, *running*.

1 ..... rooms
2 ..... fields
3 ..... walls
4 ..... site
5 ..... water
6 ..... buildings

**6** **Ask and answer questions as in the example.**

1 Where/Hiram Bingham/travel to?
*A: Where did Hiram Bingham travel to?*
*B: He travelled to Peru.*
2 What/he/discover?
3 Who/live/there?
4 When/the Incas/build Machu Picchu?
5 What/buildings/survive?
6 Earthquakes/destroy them?
7 What/Inca farmers/construct?

# Speaking & Writing

**7** **Make statements using the prompts. Your partner agrees or disagrees.**

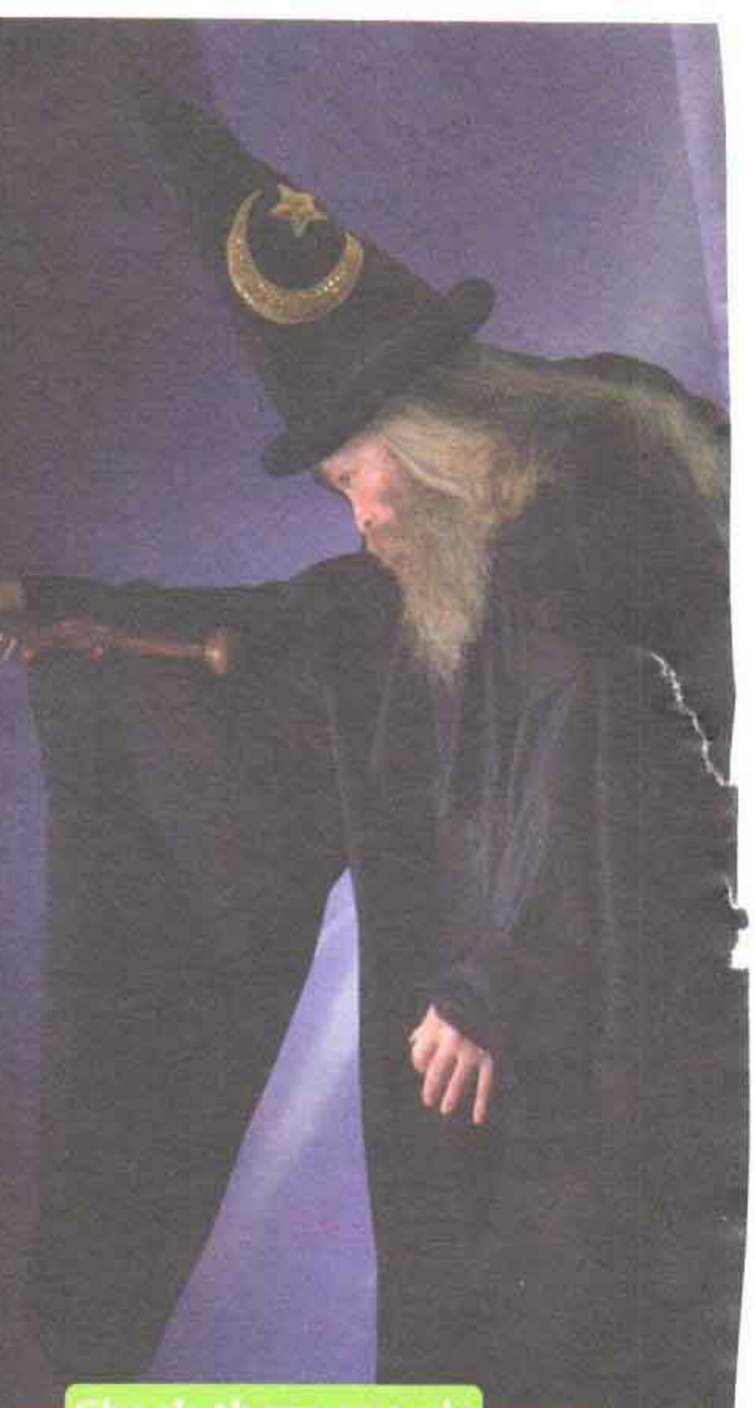
1 Hiram Bingham/a scientist ✗
*A: Hiram Bingham was a scientist.*
*B: Wrong! He was an archaeologist.*
2 He/American ✓
*A: He was American.*
*B: Correct! He was American.*
3 Hiram Bingham/discover/Machu Picchu/1912 ✗
4 The Incas/live/there ✓
5 Earthquakes/destroy buildings ✗
6 Many buildings/survive ✓
7 Farmers/construct/terraced fields ✓
8 The Incas/be clever people ✓

**8** THINK! **Imagine you are Bingham. In three minutes write a few sentences about Machu Picchu. Read them to the class.**

*I found amazing things in Machu Picchu.*

# 5f Legendary Figures

# Merlin the magician



*Merlin is one of the most fascinating figures in British mythology. He was a wizard, a poet, a teacher and an advisor to kings. His story is full of mystery and magic.*

Today, we think of Merlin as a wise old man with a beard and a cloak who had magical powers. Ancient myths describe him as being half human; the son of a woman and a demon, and they say he could turn into a bird or cloud!

In the 6th century the Kings of Britain were fighting great battles with foreign enemies. News of Merlin's intelligence and magical abilities reached King Uther and he became the King's advisor. One day, Merlin had a vision that the King's son, Arthur, was in great danger. Merlin advised the King to send his son to live in the forest. As the young Arthur was growing up in the forest Merlin became his guardian and teacher.

When Uther died, the noblemen of the country started fighting each other for the throne. To put an end to the fighting Merlin created a contest to choose the new king. He stuck the magic sword, Excalibur, into a large stone and said whoever pulled it out was the true King. All the strongest men in the land tried to free the sword but failed. Then Arthur, who was looking for a sword for a local tournament, saw the sword and lifted it out easily. He became king and made Merlin his special advisor.

Even today, people wonder if Merlin was more than just a character of medieval stories. Real or not, Merlin continues to fascinate people whenever they hear his story.

**Check these words**

fascinating figures, mythology, wizard, advisor, cloak, magical powers, ancient myths, turn into, fight battles, foreign enemies, intelligence, had a vision, guardian, noblemen, stuck, free, sword, local tournament, medieval stories

## Listening & Reading

**1** What do you know about Merlin? What was he: *a knight*? *a king*? *a magician*?

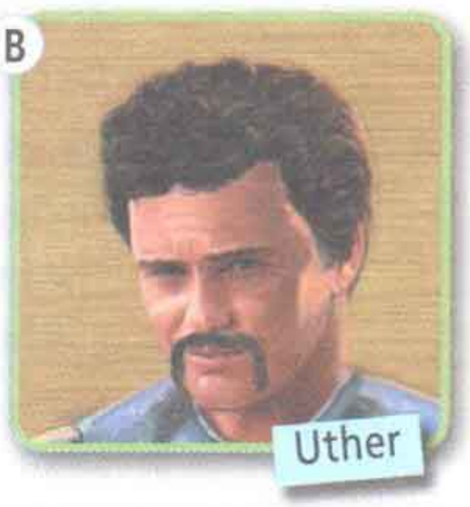
**2** a) How are the people in the pictures related to him?
Listen and read to find out.

A



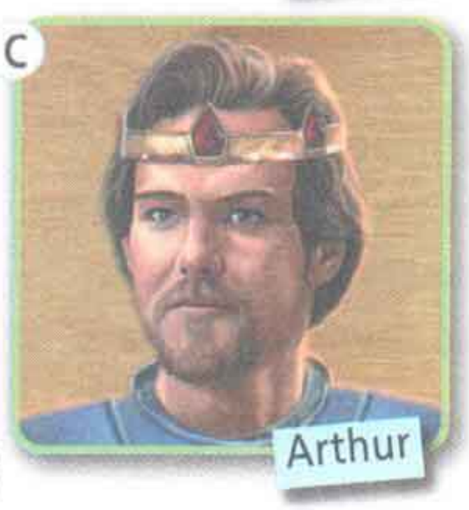
Merlin

B



Uther

C



Arthur

D



Excalibur

b) Read the text and answer the questions (1-4). Justify your answers.

1 In the 6th century, Britain
- A wasn't a very a dangerous place.
- B wasn't a very safe place.
- C was full of demons.
- D was full of magicians.

2 Merlin helped Britain by
- A fighting the Kings of Britain.
- B advising foreign enemies.
- C advising the Kings of Britain.
- D fighting foreign enemies.

3 Merlin wanted to hide the king's son because he
- A was afraid of him.
- B thought he was dangerous.
- C wanted to protect him.
- D didn't want the king to have a son.

4 Merlin organised a contest to find
- A an advisor to the king.
- B the strongest man in the country.
- C a magic sword.
- D the next king.

c) Which sentence from the text best describes picture D?

**3** a) Match the two columns to form phrases, then use the phrases to fill in the gaps.

| | | | |
|---|---|---|---|
| 1 ☐ | local | A | stories |
| 2 ☐ | ancient | B | powers |
| 3 ☐ | magical | C | enemies |
| 4 ☐ | foreign | D | myths |
| 5 ☐ | medieval | E | tournament |

1 Wizards in mythology have got ..... .
2 Arthur needed a sword for a(n) ..... .
3 The Kings of Britain were fighting ..... ..... .
4 ..... tell stories of magic and wizards.
5 Some mythical characters from ..... ..... could be real.

b) **Fill in:** *fight, put, had, choose.*

1 Merlin ..... a vision that Arthur was in danger.
2 In the stories knights ..... battles with each other.
3 Merlin used a competition to ..... the new king.
4 Merlin created a contest to ..... an end to the battles between the noblemen.

see p. GR8

## Grammar
### Past continuous

**4** Read the table. Find examples in the text.

| AFFIRMATIVE | NEGATIVE |
|---|---|
| *I **was** reading* | *I **wasn't** reading* |
| *You **were** reading* | *You **weren't** reading* |
| *He/She/It **was** reading* | *He/She/It **wasn't** reading* |
| *We/You/They **were** reading* | *We/You/They **weren't** reading* |
| **INTERROGATIVE** | **SHORT ANSWERS** |
| ***Was** I reading?* | ***Yes**, I **was**./**No**, I **wasn't**.* |
| ***Were** you reading?* | ***Yes**, you **were**./**No**, you **weren't**.* |
| ***Was** he/she/it reading?* | ***Yes**, he/she/it **was**./**No**, he/she/it **wasn't**.* |
| ***Were** we/you/they reading?* | ***Yes**, we/you/they **were**./**No**, we/you/they **weren't**.* |

We use the past continuous for actions: a) which took place at a specific time in the past. *They **were sleeping** at 7 am yesterday.* b) which were happening at the same time in the past. *He **was listening** to music while she **was watching** TV.*

**5** Put the verbs in brackets into the *past continuous* to complete the sentences.

1 The wind ..... **(blow)** softly.
2 He ..... **(play)** tennis at 6 pm yesterday.
3 Mum ..... **(cook)** dinner while Dad ..... **(do)** the gardening.
4 He ..... **(fish)** all afternoon yesterday.
5 Julia ..... **(sleep)** at 6 pm yesterday.

**6** What were you doing:

- at 5 o'clock yesterday afternoon?
- this time yesterday?
- at 10 o'clock last Sunday morning?
- at 8 o'clock yesterday in the evening?

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

1 He ..... **(get)** a job on a ship when he was 14.
2 The boys ..... **(find)** a wooden box in the garden.
3 The sailors ..... **(clean)** the boat while the officers ..... **(have)** a meeting.
4 He ..... **(walk)** in the forest when he heard a strange noise.
5 The men ..... **(drive)** to Madrid at 9 o'clock last night.

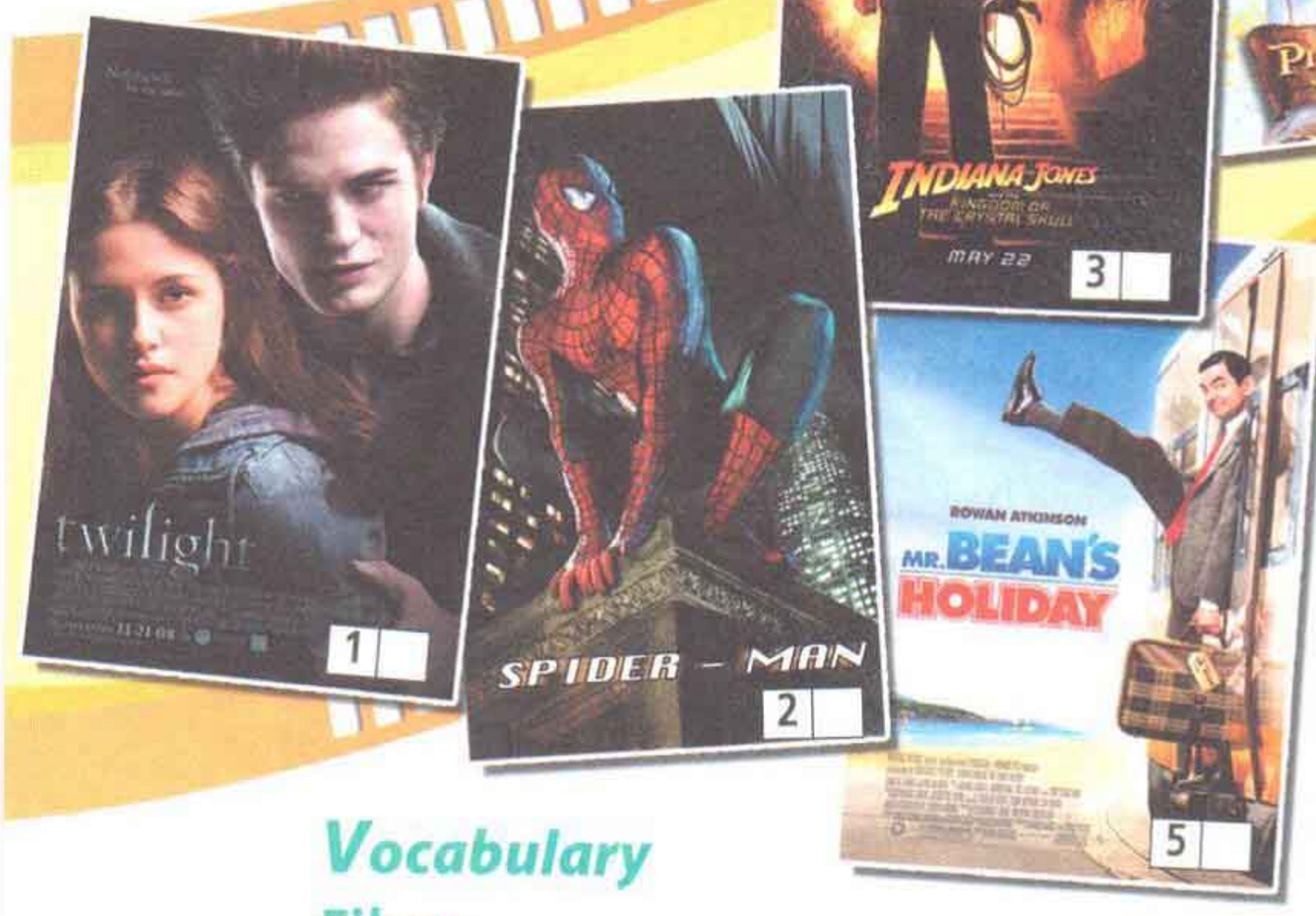
## Speaking & Writing

**8** Read the text again and write three things about Merlin. Tell the class.

**9** THINK! Why is Merlin a popular legendary figure? In three minutes write a few sentences. Tell the class.

**10** Write a paragraph about a legendary figure. Include: *name, description, what their legend is about*. Tell the class.

# 5g Skills




## Vocabulary
### Films

**1** a) **Look at the film posters (1-5). What type of films (A-L) do you think they are?**

| | | | |
|---|---|---|---|
| A | fantasy | G | animated |
| B | action | H | comedy |
| C | thriller | I | superhero |
| D | adventure | J | musical |
| E | science fiction | K | horror |
| F | romance | L | western |

*Indiana Jones is a ...*

b) **Listen to two musical extracts. Which type of film (A-L) does each match?**

**2** **What types of films do you like/ dislike? Use the adjectives to discuss, as in the example.**


*boring*


*interesting*


*sad/depressing*


*funny*


*exciting/ amazing*


*frightening/ scary*

*A: What type of films do you like?*
*B: I like comedies because they are funny. How about you?*
*A: I don't like comedies. I think they are boring. I prefer science fiction films. I think they're exciting.*

## Study skills

**Listening for specific information**
Read the rubric then go through the sentences and underline the key words. They'll help you do the task.

## Listening

**3** **You will hear five people talking about films.**
**Listen and match the sentences to the speakers. One sentence *DOES NOT* match.**

A I spend all my money at the cinema.
B I only go to the cinema at weekends.
C I like all types of films.
D I find it hard to stay awake during films.
E I never go to the cinema.
F Going to the cinema is an important part of my life.

| | |
|---|---|
| Speaker 1 | |
| Speaker 2 | |
| Speaker 3 | |
| Speaker 4 | |
| Speaker 5 | |

## Speaking
### Talking about films

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

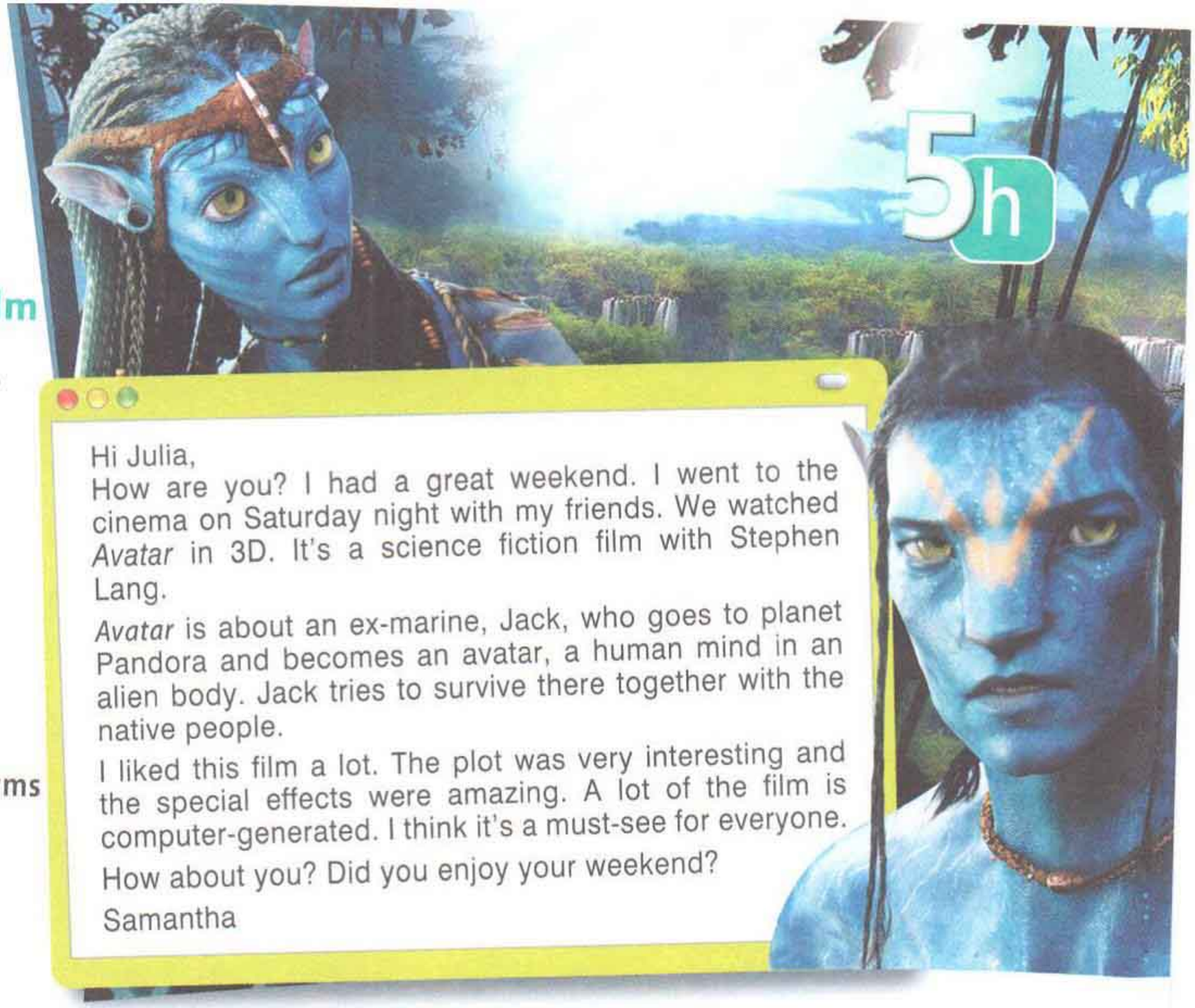
A: What **1)** ..... **(you/do)** last night?
B: I **2)** ..... **(watch)** a film on TV.
A: Which one?
B: *17 Again*. It's a comedy.
A: What **3)** ..... **(it/be)** like?
B: It **4)** ..... **(be)** great.
I **5)** ..... **(love)** it. Make sure you watch it.

**5** **Use the language in the table to talk about a film you saw. Use the dialogue in Ex. 4 as a model.**

| **Asking** | |
|---|---|
| What was ... like? | |
| **Expressing likes/dislikes** | |
| • It was great/amazing/ fantastic, etc.<br>• I loved it.<br>• I quite liked it. | • It wasn't very good.<br>• It was boring/tiring/ frightening, etc.<br>• I didn't like it. |


Vocabulary Bank 5 p. VB24

# Writing




## An email about a film

**1** **Read an email about a film. Which of the following are in it?**

- title of the film
- type of film
- names of actors
- main points of the plot
- recommendation

Hi Julia,
How are you? I had a great weekend. I went to the cinema on Saturday night with my friends. We watched *Avatar* in 3D. It's a science fiction film with Stephen Lang.

*Avatar* is about an ex-marine, Jack, who goes to planet Pandora and becomes an avatar, a human mind in an alien body. Jack tries to survive there together with the native people.

I liked this film a lot. The plot was very interesting and the special effects were amazing. A lot of the film is computer-generated. I think it's a must-see for everyone.

How about you? Did you enjoy your weekend?

Samantha

**2** **Fill in the table with synonyms from the list:**

- amusing • dull
- depressing • scary
- great • thrilling
- terrible

| | |
|---|---|
| good | *great* |
| bad | |
| boring | |
| sad | |

| | |
|---|---|
| funny | |
| frightening | |
| exciting | |

**3** **Rewrite the extract using positive adjectives.**

The story was **boring** and the acting was **awful**. The special effects were **terrible** and the music was **dull**. I think it was a **bad** film.

## Recommending

**4** **Complete the reviews with:** *you'll love it, It's a bore to watch, should see it, a must-see, miss it.*

A *Journey to the Centre of the Earth* was full of action and great special effects. It's **1)** ..... . Don't **2)** ..... .

B *Target* was too long. The story was confusing and the acting was terrible. **3)** ..... .

C *Indiana Jones* was a great film. The acting was great and the plot was thrilling. You **4)** ..... . I'm sure **5)** ..... .

## *Writing* (an informal email)

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

This is part of an email you received from your English pen friend, Sally, in which she asks:

- Did you enjoy the cinema on Saturday night and why?
- What was the title of the film you saw and what type of film was it?
- Who starred in it and what was it about?
- What did you like most about it and why?

Write an email in reply.

1 What are you going to write about? To whom?
2 What's the name of the film?
3 What type is it?
4 Who stars in it?
5 What is the film about?
6 What did you like most?

***Portfolio:*** **Use your answers to write your email. Follow the plan.**

**Plan**

*Dear ...,*
**Para 1:** opening remarks, reason you are writing *(How are you? I had ... . I went ... and I saw ... . It's a ... movie ... with ... .)*
**Para 2:** main points of the plot *(The film was about ... .)*
**Para 3:** your comments & recommendation *(I liked/didn't like it because ... .)*
**Para 4:** closing remarks *(How about you?)*
*Yours,*
*(your first name)*

Writing Bank 1 p. WB1

# 5i Curricular: History

# NATIVE AMERICANS

When the Europeans arrived on the continent they called America in the 15th century, many different native tribes already lived there. These people respected the environment and their ways of life can still teach a lot to the modern world.



A

**The Kwakiutl** were fishermen. They had large wooden houses. Seven families could live in one house. They had canoes for fishing, hunting and trading. They used animal skin and even wood to make their winter clothes.

B

**The Navajo** were farmers and grew crops. They lived in houses made of earth and wood. They travelled on foot. Sometimes dogs pulled them on sleds. The women farmed, looked after the children and did the housework. The men hunted and protected the tribe.

C

At first, **The Cheyenne** lived like the Navajo. When the Europeans brought horses to America, they left their farms and moved from place to place. The men hunted buffalo. The women built their houses called 'tepees'. They used buffalo skin. They could take them down and move the village in an hour!

## *Listening & Reading*

**1** Close your eyes and listen to the music. Travel back in time. Now open your eyes. • *Where were you?* • *Who were you with?* • *What did you do there?*

**2** Who are Native Americans? Listen and read to find out.

**3** Write *N* (Navajo), *C* (Cheyenne) or *K* (Kwakiutl).

Which tribe(s) ...

1 made houses out of skin? .....
2 used animals to travel? .....
3 used parts of trees as clothes? .....
4 didn't live in one place? .....
5 lived near the sea? .....
6 grew their own food? .....

**Check these words**

arrive, continent, native tribe, respect, wooden, canoe, hunting, trading, animal skin, sled, look after, protect, buffalo

**4** Make notes in the table about each tribe. Choose one tribe and use your notes to tell your partner about it.

| | Kwakiutl | Navajo | Cheyenne |
|---|---|---|---|
| homes | *wooden houses* | | |
| transport | | | |
| work/clothes | | | |

**5** ICT Collect more information about these tribes. You can do some Internet research using these key words: Native American tribes. Present your information to the class.

# Language Review 5

## 1 Match the words to the descriptions.

1 amphitheatre
2 marketplace
3 temple
4 eruption
5 baker's
6 aquarium
7 bridge
8 forum

a You can see performances there.
b A square in Roman cities where people met to discuss business or politics.
c Explosion of a volcano.
d You can buy bread there.
e A small area in a town where people buy and sell goods.
f A building to worship gods in.
g A place where you can see fish.
h A structure over a river that people can cross.

## 2 Choose the correct words.

Inishmore is a beautiful little island off the west coast of Ireland. At first, it seems exactly as it **1) was/were** eighty years **2) ago/before**, but in fact it isn't.

Back then, only a few tourists **3) went/go** to the island. There **4) wasn't/weren't** any ferryboats or an airport in those days. Life was **5) thin/difficult**. People didn't **6) have/had** much money. They **7) lived/stayed** in small stone cottages. They didn't even have electricity or **8) moving/running** water. Inishmore is very **9) boring/busy** today. There **10) are/were** guesthouses, restaurants and a lot of shops. People have got **11) ancient/modern** houses and fast cars. There is electricity in every house. There is even an airport. Inishmore is still beautiful, though.

## 3 Choose the correct preposition.

1 The streets were full **with/of** people.
2 The ancient Egyptians lived **across/along** the banks of the River Nile.
3 The Navajo had houses made **with/of** earth.
4 They travelled **by/on** foot.
5 Teenagers were crazy **about/for** *The Beatles*.
6 We lived **in/on** the country ten years ago.
7 We had picnics **in/at** weekends.

## 4 Fill in: *animal, opera, attend, help, hunt, transport, deliver, native, running, special.*

1 ..... tribes
2 ..... skin
3 ..... house
4 ..... for animals
5 ..... water
6 ..... school
7 ..... goods
8 ..... newspapers
9 ..... with chores
10 ..... effects

## GAME

**In teams make sentences. Use words from the list. Each correct sentence gets one point. The team with the most points wins.**

• ancient city • busy city • narrow street
• public baths • running water • destroyed
• powerful empire • hunted for animals
• transported goods • science-fiction film
• thick walls • buried • grew potatoes
• dates back to • a must-see • thrilling plot
• looked after • respected the environment
• protected

## Quiz

**Read through Module 5 and answer the questions. Now write a quiz of your own. Give it to your partner. Check his/her answers.**

1 Where was Pompeii?
2 How did Pompeii disappear?
3 Where did the Vikings live?
4 Who ruled the ancient Egyptians?
5 Which rock bands were popular in the UK in the 1960s?
6 What did Neil Armstrong do?
7 Where is Machu Picchu?
8 What does 'Machu Picchu' mean?
9 What is special about *Avatar*?
10 What are tepees?

Revision 5 p. 119

# Skills 5

## Reading

**1** a) **Read the text quickly. What is it about?**

b) **Read the statements 1-5 and underline the key words. Now do the task. Underline the words in the text and in the sentences that helped you decide. Compare with a partner.**

You are going to read a text about an ancient civilisation. Read the text and for questions 1-5 choose the best answer A, B, C or D.

### The Ancient Phoenicians

The ancient Phoenicians were a great civilisation that inhabited the east coast of the Mediterranean Sea. The Phoenician civilisation lasted over 1,000 years. It began about 1550 BC and ended about 300 BC.

The Phoenicians were the best shipbuilders and sailors of the ancient world. For more than 400 years, they ruled the seas! They were the first people to learn how to sail using the stars at night.

The Phoenicians were brilliant traders too. They sailed their ships around the Mediterranean, and sold things like wood and glass to the Greeks, Romans, and Egyptians. One special item that they traded made them very rich. It was a purple-coloured dye. Purple was the colour of royalty in ancient times. No one in the ancient world knew how to make purple clothes except the Phoenicians.

Historians think the Phoenicians were the first civilisation in the world to use an alphabet. They also think that all the alphabets in the world today come from the Phoenician alphabet. The Phoenicians invented an alphabet and a writing system around 1400 BC because they wanted to communicate with their trading partners in Greece, Rome and Egypt. It consisted of only 22 letters based on sound.

Once the Greeks and Romans saw the Phoenicians had an alphabet, they learnt it. They wanted to make sure the Phoenicians didn't cheat them out of money! Soon afterwards the Greeks developed their own alphabet. That consisted of 24 letters. The Roman alphabet evolved from the Greek alphabet in the 7th century BC.

1 The Phoenicians lived
- A on an island.
- B at high altitudes.
- C in cold climates.
- D beside the sea.

2 The Phoenicians used the stars to
- A give them light while sailing at night.
- B guide them in the right direction.
- C rule the seas.
- D trade on their ships.

3 The Phoenicians traded mainly
- A raw materials.
- B food.
- C ships.
- D clothes.

4 The Phoenician alphabet
- A was only for the royalty.
- B evolved from the Greek alphabet.
- C had letters based on what they could hear.
- D had only sounds no letters.

5 The Greeks created their alphabet
- A so they could cheat the Romans.
- B with fewer letters than the Phoenician alphabet.
- C before the Romans did.
- D around 7th century BC.

**2** **Read again and complete the sentences.**

1 The Phoenician civilisation lived on ..... .
2 The Phoenicians used to work as ..... .
3 They sailed around the Mediterranean selling ..... .
4 The first alphabet was the ..... .
5 The Phoenicians needed the alphabet so that ..... .
6 The Greek alphabet was a model for ..... .

## Listening

**Study skills**

**T/F statements**

Read T/F statements very carefully. It is often **one word** that determines if a statement is T (true) or F (false).

**3** a) **Read the rubric and the sentences. What do you expect to listen to?**

You will hear an interview with an archaeologist. Listen and say whether statements 1-7 are *T* (true) or *F* (false) by putting a tick (✓) in the correct box.

| | true | false |
|---|---|---|
| 1 Emma and her students discovered some ancient buildings in London. | | |
| 2 Some locals told Emma and her students about the buildings. | | |
| 3 Emma believes the buildings are important because of their size. | | |
| 4 Emma says it isn't unusual to find Roman ruins in Britain. | | |
| 5 Emma once discovered a pot full of Roman gold coins. | | |
| 6 The Romans stayed in Britain for 40 years. | | |
| 7 The Romans left Britain because they had to defend their homes in Italy. | | |

b) **Do the task. Which word(s) in each statement determined whether the statement was true or false?**

## Speaking

**Study skills**

**Sound natural:** When you speak English don't translate the words from your mother tongue. The word order can be different. Also, learn phrases, not isolated words, and use them without thinking of your native language equivalents.

**4** a) **Read the rubric.**

You travelled abroad last month. Your friend wants to find out more about it. Talk to him/her about: – *place you went to – what you saw/did – why someone should visit the place – invite friend to go there next summer*

b) **Listen to two people doing the task and tick (✓) the correct box.**

| | Anna | Paul |
|---|---|---|
| includes all points | | |
| seems to translate from mother tongue | | |
| uses English phrases | | |
| sounds confident and fluent | | |
| uses correct English grammar structures | | |

**5** **Brainstorm for ideas and phrases for the points in Ex. 4a. Use your ideas to do the task. Your partner evaluates your performance as in Ex. 4b.**

## Writing (Writing Bank 3: Postcards p. WB 145)

**Writing Tip**

**Postcards**

Postcards are short pieces of writing we send to people we know very well to tell them our news.

**6** **Read the rubric and underline the key words. Make notes under the headings.**

You are on holiday. It's your last day. Send your English friend Laura a postcard. In your postcard:

- write where you are
- write when you arrived
- mention the place you liked most
- write when you are coming back

Place *Saint Petersburg* Favourite place *museum*

Accommodation *hotel* Date you return

Date of arrival *family* Feelings *happy*

**7** a) **Which of these sentences can you use in your postcard?**

• Greetings from ... • The weather's just fine. • I'm staying at a beautiful ... • It's the best holiday in my life. • To get there take bus No. 7. • My family and I wanted to visit the art gallery but it was closed. • Every morning we go sightseeing. • Give me a call later • Everyone can come.

b) **Which set can you use to start and end your postcard?**

A *Dear friend, Yours,*

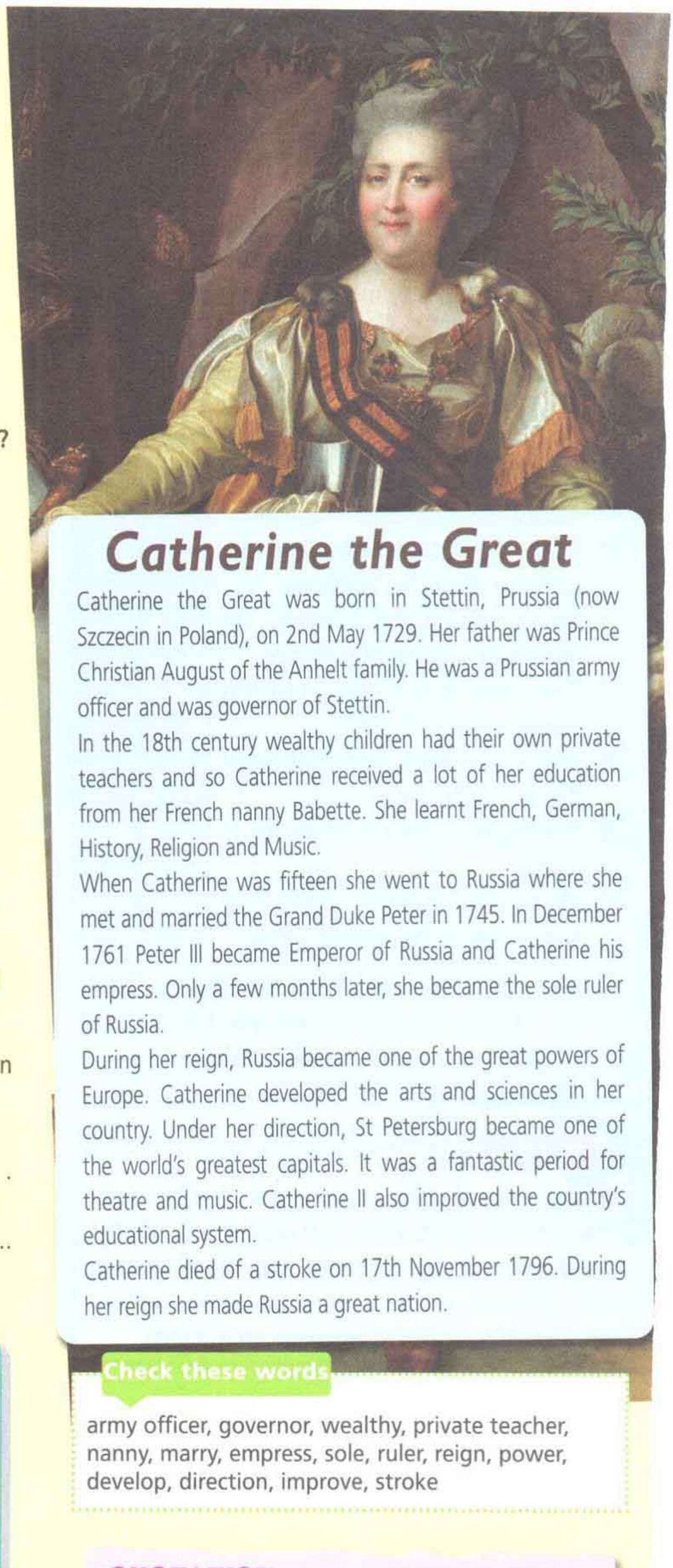
B *Dear Laura, See you,*

C *Dear Laura Smith, Love,*

**8** **Write your postcard.**



# 5



## Catherine the Great

Catherine the Great was born in Stettin, Prussia (now Szczecin in Poland), on 2nd May 1729. Her father was Prince Christian August of the Anhelt family. He was a Prussian army officer and was governor of Stettin.

In the 18th century wealthy children had their own private teachers and so Catherine received a lot of her education from her French nanny Babette. She learnt French, German, History, Religion and Music.

When Catherine was fifteen she went to Russia where she met and married the Grand Duke Peter in 1745. In December 1761 Peter III became Emperor of Russia and Catherine his empress. Only a few months later, she became the sole ruler of Russia.

During her reign, Russia became one of the great powers of Europe. Catherine developed the arts and sciences in her country. Under her direction, St Petersburg became one of the world's greatest capitals. It was a fantastic period for theatre and music. Catherine II also improved the country's educational system.

Catherine died of a stroke on 17th November 1796. During her reign she made Russia a great nation.

**Check these words**

army officer, governor, wealthy, private teacher, nanny, marry, empress, sole, ruler, reign, power, develop, direction, improve, stroke

## Reading & Listening

**1** What do you know about Catherine the Great? Think of three questions.
Listen and read. Did the text answer your questions?

**2** **Read the text and mark the sentences *T* (true) or *F* (false). Correct the false statements.**

1 Catherine the Great was born in Russia. .....
2 Catherine studied at home. .....
3 Catherine got married when she was a teenager. .....
4 Catherine's reign was a good period for Russia. .....
5 Catherine made Moscow a great city. .....

**3** **Use the words from the Check these words section to complete the sentences.**

1 Catherine's father was the ..... of a city in Prussia.
2 Babette was Catherine's ..... .
3 Catherine did not have a very happy ..... .
4 Catherine became ..... of Russia in 1761.
5 Catherine wanted to create a better ..... system in Russia.

**Study skills**

**Reading years:** In English we write years as four-digit numbers but we usually read them as two sets of two digit numbers.
1964 = nineteen sixty four
1901 = nineteen oh one
BUT
2011 = two thousand and eleven

## Speaking & Writing

**4** a) **Say the years.**

1729 1645 1761 1796

b) **Make notes under the years, then present the information about Catherine the Great to the class.**

**QUOTATION**

*I praise loudly, I blame softly.*

*Catherine the Great*

## Writing

**5** ICT **Collect more information about Catherine the Great. Write a paragraph. Present it to the class.**

**Vocabulary:** experiences, means of transport, charity/volunteer activities, gestures & body language, accidents & injuries, technology

**Grammar:** present perfect, present perfect vs past simple, *yet*, *already*, *ever*, *never*, *just*, *since*, *for*, the passive

**Everyday English:** volunteering/offering to help

**Pronunciation:** /ɪə/, /iː/, /eɪ/

**Writing:** a short story describing an experience

**Culture:** VSO (Volunteering Overseas); Tsiolkovksy Museum

**Curricular (Science):** Mobile Phone Network

# Module 6

# Have you ever ...?

## *Vocabulary*

### Exciting experiences

**1** Listen and say.

**2** Listen to John describing a photograph. Which one is he describing? What does he say about: *the place*? *the time of year*? *the weather*? *the people*? *people's clothes*? *the activity*? *people's feelings*?

**3** Choose a photograph and make notes under the headings in Ex. 2. Use your notes to describe the photograph to the class.

**OVER TO YOU!**
Have you ever done any of these activities? If yes, when did you do it? If not, which would you like to do?

1 fly over a place in a helicopter

2 go camping

3 travel in a camper van

4 cycle across country

5 sail on a yacht

6 ride an elephant

7 drive a quad bike

8 go sightseeing on an open-top double-decker bus

# 6a Amazing Adventures

## *Vocabulary*

### Activities

**1** Match the phrases to the pictures.
Listen and check, then say.

| | | |
|---|---|---|
| 1 | | climb a volcano |
| 2 | | ride a camel |
| 3 | | go bungee jumping |
| 4 | | dive with sharks |
| 5 | | ski down a mountain |
| 6 | | jump out of a plane |
| 7 | | swim with dolphins |
| 8 | | try ice climbing |




## *Listening & Reading*

**2** **a) Look at the postcards. Where is each person?**

**b) Which of the activities in the pictures do you think each person has done?**
**Listen and read to find out.**

**c) Read the postcards again and choose *A*, *B*, *C* or *D* to complete each statement.**

1 Paul liked, more than anything,
- A the city skyline.
- B swimming with dolphins.
- C the ferry ride.
- D taking photographs.

2 Sarah thinks she will always remember
- A the helicopter ride.
- B the river cruise.
- C the camel ride.
- D the Pyramids.

3 James is spending most of his time
- A climbing.
- B swimming.
- C walking.
- D cycling.

**3** **Match the words to make phrases. Use the phrases to make sentences based on the postcards.**

| | | | |
|---|---|---|---|
| 1 | | dream | A a ferry ride |
| 2 | | never | B comes to life |
| 3 | | go on | C of the trip |
| 4 | | highlight | D forget |
| 5 | | history | E come true |

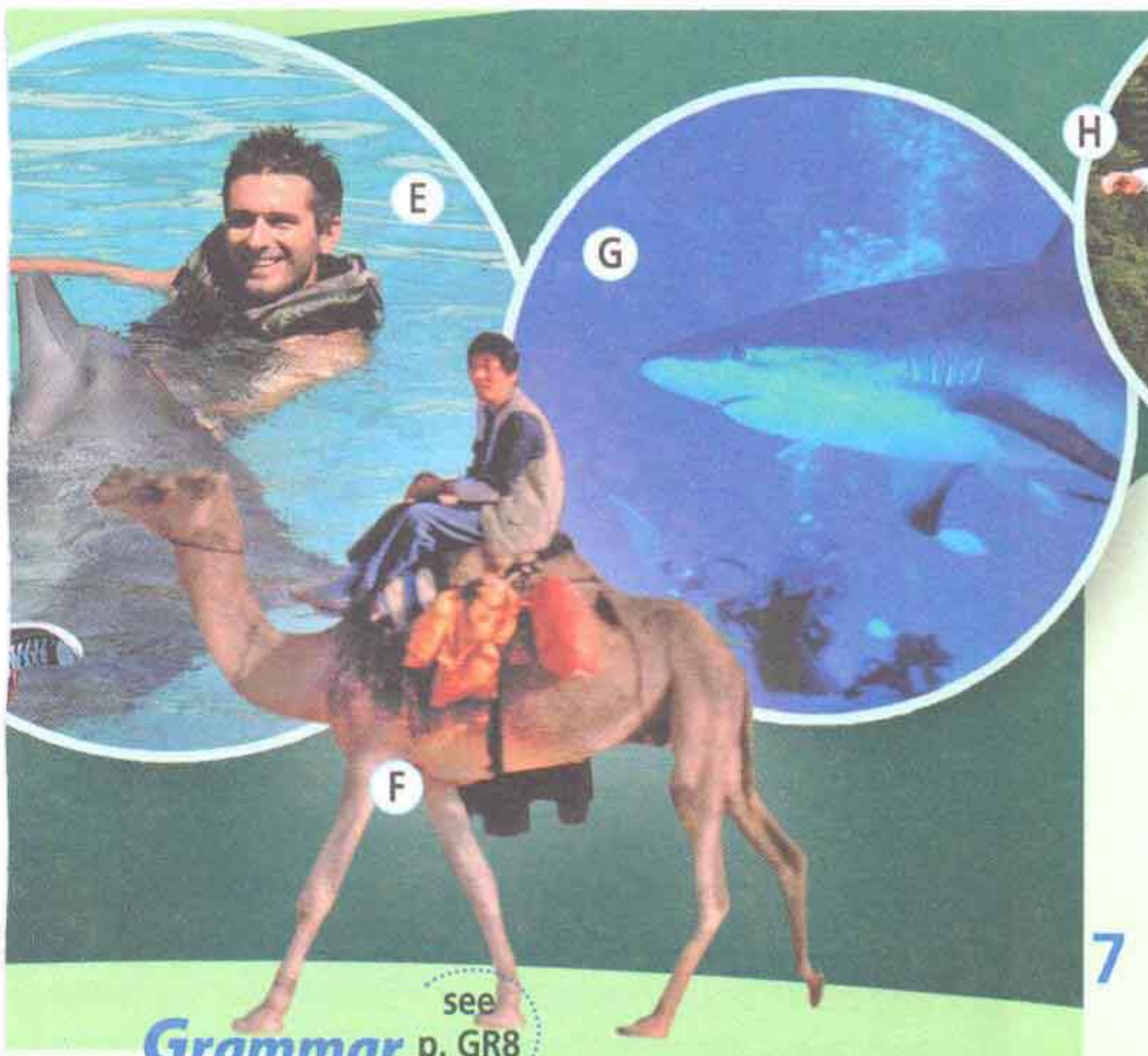
Hi Anna!
I'm having a brilliant time here in Perth, Australia! I've been here for a few days now and I've already taken a ferry ride to see the city skyline. I took some great photographs. I've also made a dream come true because I've swum with dolphins! It was an amazing experience! The water was so clear, and the dolphins swam really close to me. They were really happy and friendly. It was the highlight of my trip!
Best wishes,
Paul

*Hello David,*
*Greetings from Egypt! What a country! There's so much to see and explore; history really comes to life here. I've already been sightseeing and taken loads of photos, but you'll never guess what I've done today! I've ridden a camel! We were in the desert with the Pyramids behind us. What an experience! I'll never forget it. Tomorrow, we're going on a river cruise down the Nile, travelling south. After that, we're taking a helicopter ride over the source of the Nile. I'm so excited!*
*Speak to you soon,*
*Sarah*

Hi Mark,
It's really beautiful here in Sicily, Italy. It's a really interesting island, with a great climate and beautiful coastlines. I'm cycling around the island in order to experience as much of it as possible. I've seen some fantastic ancient ruins, and have gone swimming on beautiful beaches. I've also climbed up Mount Etna. It's the largest active volcano in Europe and it can get pretty hot up there! It was a thrilling climb. Sicily has been a fantastic experience, I definitely won't forget it.
Bye for now,
James

**Check these words**

ferry ride, skyline, make a dream come true, clear, highlight, explore, desert, river cruise, source, climate, coastline, ancient ruins, active volcano




## Grammar

see p. GR8

### Present perfect (affirmative)

**4** **Read the table and find examples in the texts.**

**Form *have/has + past participle***

| AFFIRMATIVE | | |
|---|---|---|
| I/You<br>He/She/It<br>We/You/They | *have*<br>*has*<br>*have* | *(just/already) flown to Rome.* |

We use the **present perfect** for:

- experiences. *He **has travelled** abroad.*
- actions which started in the past and continue up to the present. *He **has lived** here **for** ten years/**since** May.* (He still lives here.)

**Note:** *He **has gone** to London.* (He is still there.)
*He **has been** to Edinburgh.* (He has come back.)

**5** **Match the *infinitives* to the *past participles*.**

• go • work • sleep • walk • read • swim • see • tell • give • eat • make

• eaten • worked • gone • told • read • given • seen • walked • slept • made • swum

**6** a) **Put the verbs in brackets into the *present perfect*.**

1 Karen ..... **(sail)** solo around Britain twice and is planning to sail to Iceland soon.
2 Ken and Paula ..... **(fly)** in a helicopter over New York and say it is an amazing experience.
3 We ..... **(drive)** quad bikes on the highlands in Scotland once and we loved it.
4 Tony ..... **(already/ride)** a camel in the desert and would like to try riding an elephant through a jungle.
5 Phil's dad ..... **(travel)** across Alaska on a dogsled. He's a real adventurer.

b) **Which of these have you done today? Write sentences.**

• walk the dog • do your homework
• watch TV • play football • eat breakfast

### Have been/Have gone

**7** **Complete the sentences with: *have/has been* or *have/has gone*.**

1 A: Where are Lyn and Tim?
B: They ..... on a ferry ride.
2 I don't live in Liverpool. I ..... only ..... there once.
3 Tina is alone in the house. Her parents ..... ..... on holiday.
4 A: Is Henry at home?
B: No, he ..... to work.
5 Craig wants me to go on holiday to Paris this summer, but I ..... already ..... there.
6 Lisa has just come home. She ..... at the sports centre.

## Speaking & Writing

**8** a) **Read the texts again and complete the table. Use the table to say what each person has done while on holiday.**

| Name | Place | Activities |
|---|---|---|
| *Paul* | *Perth* | *- take a ferry ride*<br>*- swim with dolphins* |
| | | |
| | | |

b) **Which holiday do you think is the most exciting? In three minutes write a few sentences. Tell the class.**

c) **Imagine you are on holiday. Write a short email to your English pen friend. Write:**

• where you are • where you are staying
• what activities you have done
• how you like it

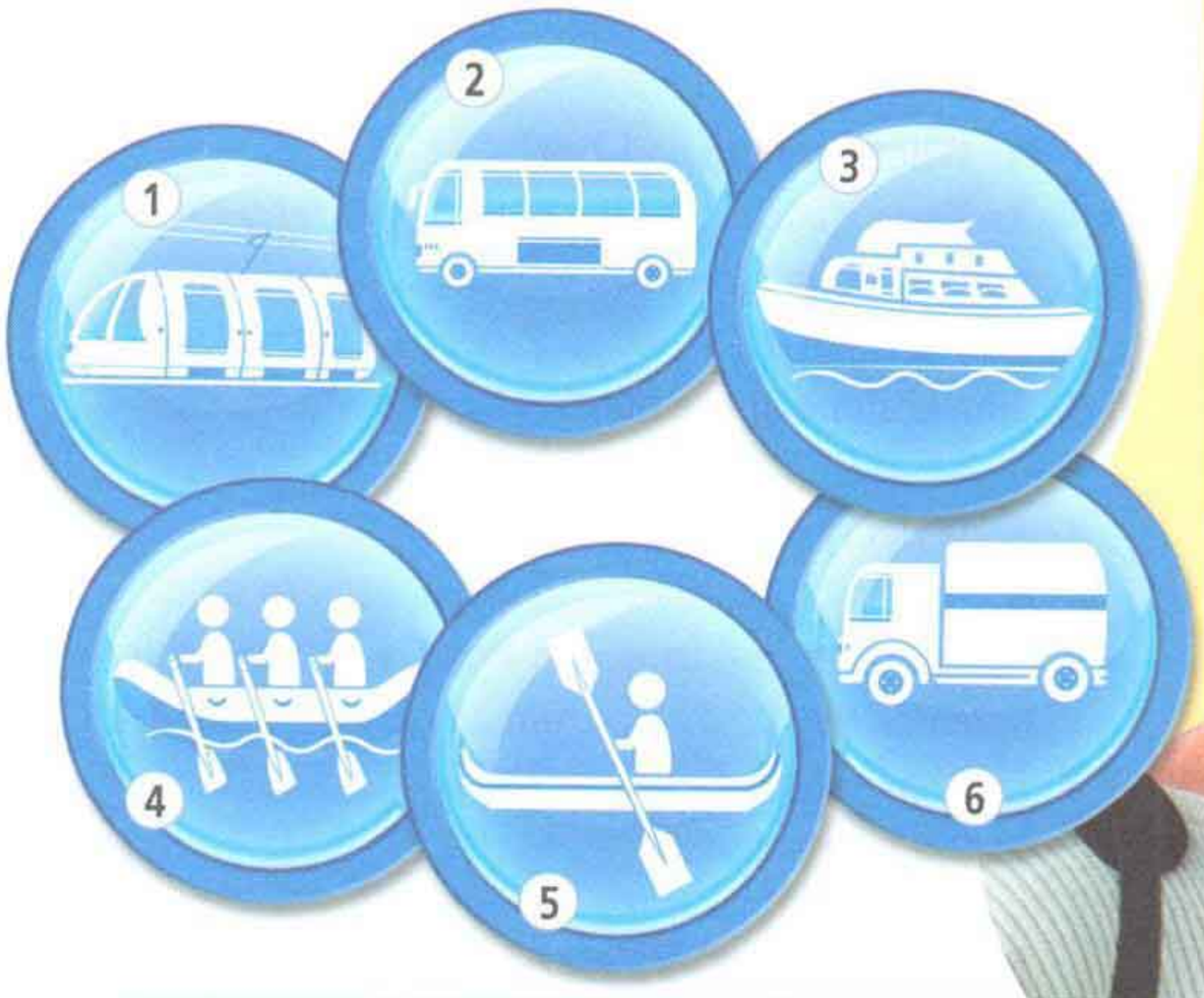
# 6b Travel Experiences

## *Vocabulary*

### Means of transport

**1** 🎧 **Listen and say. Which of the following can you see in the photographs?**

• tram • boat • bus • car • cable car
• coach • lorry • helicopter • raft • van
• scooter • gondola • ship • taxi • ferry
• train • bike • canoe




**Note:** **in** a car/taxi **BUT on** a plane/bus/boat/bike/ferry/coach;
**by** car/taxi/bus/plane/ship **BUT on** foot

## *Listening & Reading*

**2** a) **Look at the text. What is a blog? Where can you see it?**

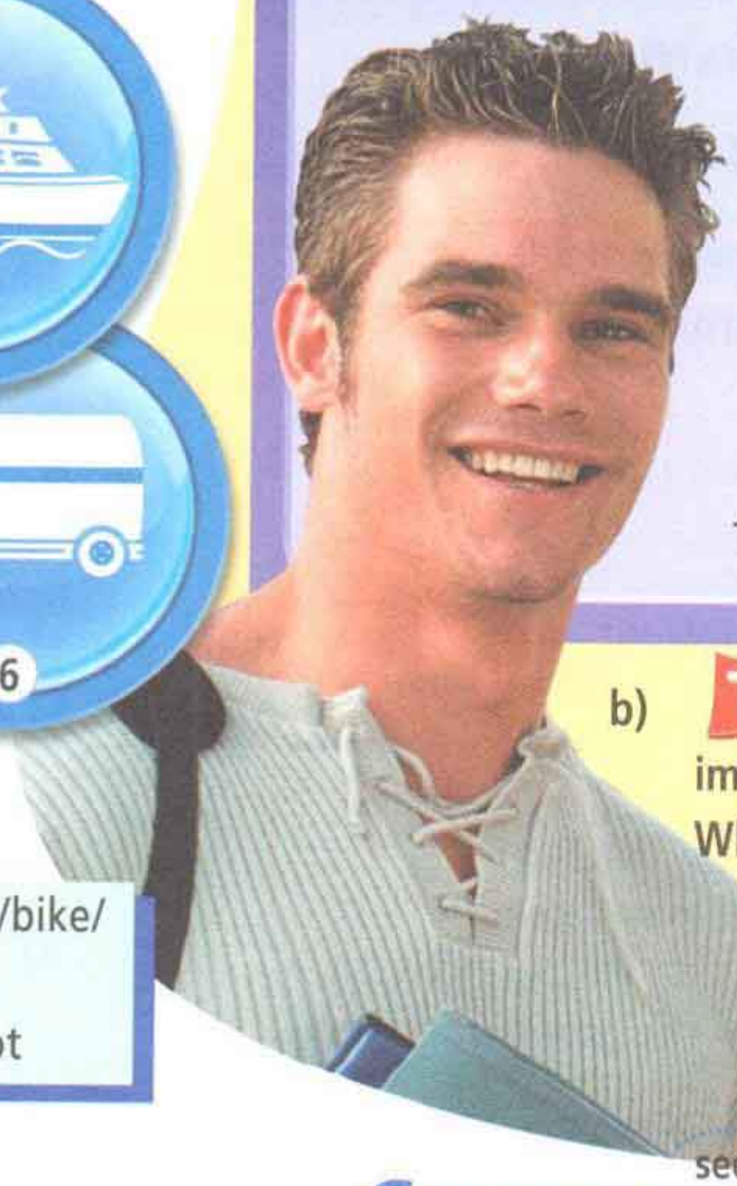
b) **What can Nick's blog be about?**
🎧 **Listen and read to find out. What means of transport does it mention?**

**3** a) **Read the text and mark the sentences *T* (true) or *F* (false).**

1 Nick lives in London. .....
2 The bus was full when Nick got on. .....
3 The number 7 bus stopped running years ago. .....
4 The woman on the cable car was old. .....
5 John didn't see the woman. .....

# Strange experiences

I've just come back from Europe. I really enjoyed it! But something very weird happened in London. One day, I was at Marble Arch and I decided to get on a London bus. Seconds later, a bus arrived. I was so excited; it was an old-style, red, double-decker bus! It was also a number 7, my lucky number, so I jumped on board. There were only two elderly ladies travelling; one smiled at me. The bus went through a strange part of London. There were very few cars around and all the streets, houses and even the people looked old-fashioned. The bus didn't stop anywhere. Ten minutes later we were back at the Marble Arch again. I got off the bus and went to my hotel. The receptionist gave me my room key. "Have you been anywhere nice today?" she asked. I told her about my tour on the number 7 bus. She looked surprised. "That's very strange," she said, "the number 7 bus hasn't run since 1958!"



b) **THINK! Which experience impressed you the most? Why? Tell the class.**

## *Grammar*

see p. GR9

### Present perfect (negative & interrogative)

**4** **Read the table and find examples in the text.**

| NEGATIVE | | |
|---|---|---|
| I/You | ***haven't*** | |
| He/She/It | ***hasn't*** | ***flown*** *to Milan* ***yet.*** |
| We/You/They | ***haven't*** | |

| INTERROGATIVE | SHORT ANSWERS |
|---|---|
| ***Have*** *I/you* ***ever travelled*** *abroad?* | ***Yes,*** *I/you* ***have.*** <br> ***No,*** *I/you* ***haven't.*** |
| ***Has*** *he/she/it* ***ever travelled*** *abroad?* | ***Yes,*** *he/she/it* ***has.*** <br> ***No,*** *he/she/it* ***hasn't.*** |
| ***Have*** *we/you/they* ***ever travelled*** *abroad?* | ***Yes,*** *we/you/they* ***have.*** <br> ***No,*** *we/you/they* ***haven't.*** |

## Nick's blog:

**Check these words**

weird, on board, elderly, old-fashioned, get off the bus, ghost, wear my hair in a bun, bouquet, lost in thought, puzzled look

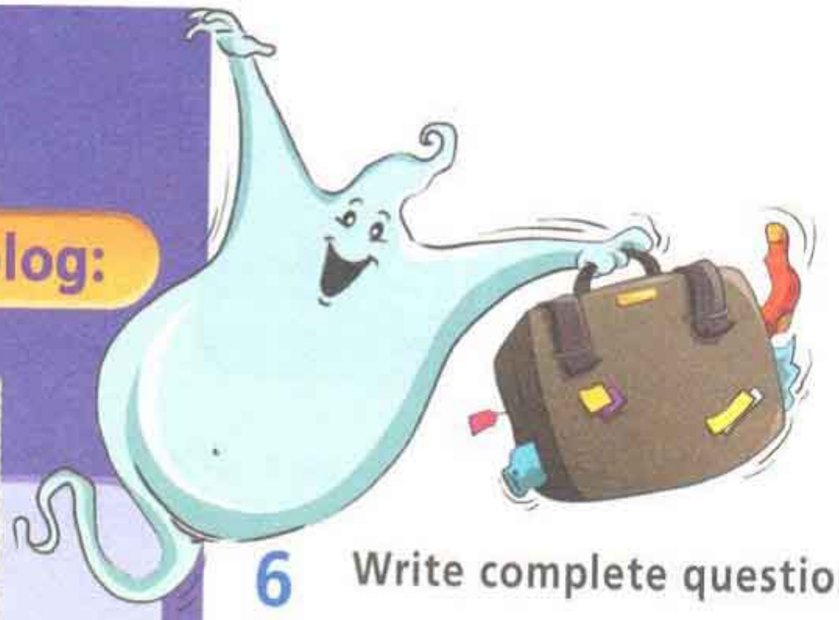
**Post a comment**

Wow! That's so strange. Have you ever seen a ghost? I think I have! I was in San Francisco. My friend John and I took a ride on one of the famous cable cars. We were the only people travelling when a beautiful woman of our age got on. She was dressed in a very old-fashioned grey suit. She wore her blonde hair in a bun and she carried a small bouquet of roses. She looked like someone from an old photograph. She was very still and lost in thought. John asked me to take some photographs because the view was amazing. I only looked out of the window for a moment, but when I turned back, the woman wasn't there. I asked John about her. John gave me a very puzzled look. "What woman?" he asked. But I know I saw her.

Posted by Judy (25)

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

1 A: ..... **(you/ever/ride)** a camel?
B: No, but I ..... **(fly)** on a plane.
2 A: Sarah ..... **(never/be)** snorkelling.
B: No, she hasn't but she ..... **(be)** bungee jumping once.
3 A: How was your holiday? ..... **(you/do)** anything special so far?
B: We ..... **(swim)** with dolphins and ..... **(climb)** up a volcano so far.
4 A: How's Tony?
B: I don't know. I ..... **(not/see)** him lately.
5 A: ..... **(they/reach)** London?
B: Yes, they ..... **(just/arrive)**.
6 A: ..... **(he/be)** on a plane before?
B: No, this is the first time he ..... **(travel)** by plane.
7 A: ..... **(you/hear)** from Jenny?
B: Yes, she's in Spain. She ..... **(be)** there a week now.



# 6b

**6** **Write complete questions. Answer them.**

1 you/ever/drive a lorry?
*Have you ever driven a lorry?*
*Yes, I have./No, I haven't.*
2 your parents/ever/travel to San Francisco?
3 you/ever/ride a scooter?
4 your teacher/ever/see a ghost?
5 you/ever/be on a double-decker bus?
6 your friends/ever/spend a night in a castle?

**7** **Study the table. Find examples in the text.**

**already – yet – since – for – just – ever – never**

- We use **already** in affirmative sentences to say that sth is now finished. *He has **already** bought the tickets.*
- We use **yet** with negative and interrogative sentences to show that we expect sth to happen. *He hasn't arrived **yet**. Have they called **yet**?*
- We use **just** in affirmative sentences to say that sth happened recently. *She has **just** arrived.*
- We use **since** to say when sth started. *I've lived here **since** 2009.*
- We use **for** to say how long sth lasted. *He's lived here **for** ten years.*
- We use **ever** in the interrogative. *Have you **ever** travelled abroad?*
- We use **never** instead of the negative form to say that sth has not happened. *He has **never** ridden an elephant. = He hasn't ridden an elephant.*

**8** **Choose the correct word. Write sentences using the words you didn't use.**

1 I have **ever/never** visited San Francisco.
2 Janet has lived in London **since/for** 2008.
3 She has **already/yet** booked the hotel room.
4 I haven't been abroad **since/for** years.
5 Have you **ever/never** ridden a bike?
6 John has **just/yet** missed the bus.
7 The Smiths have **just/yet** reached Sicily.
8 They haven't been on a cable car **already/yet**.

## *Writing*

**9** **Have you ever had a strange experience? Post your comment to Nick's blog. Write:** ***where you were – who was with you – what happened – how you felt.***

Vocabulary Bank 6 pp. VB25-VB26 Ex. 2

# 6C Culture Corner

# Join Us

VSO

## Sharing skills
## Changing lives

1 Voluntary Service Overseas (VSO) is a charity organisation that organises many aid programmes around the world. The programme started in London in 1958 and today it is one of the largest volunteer organisations.

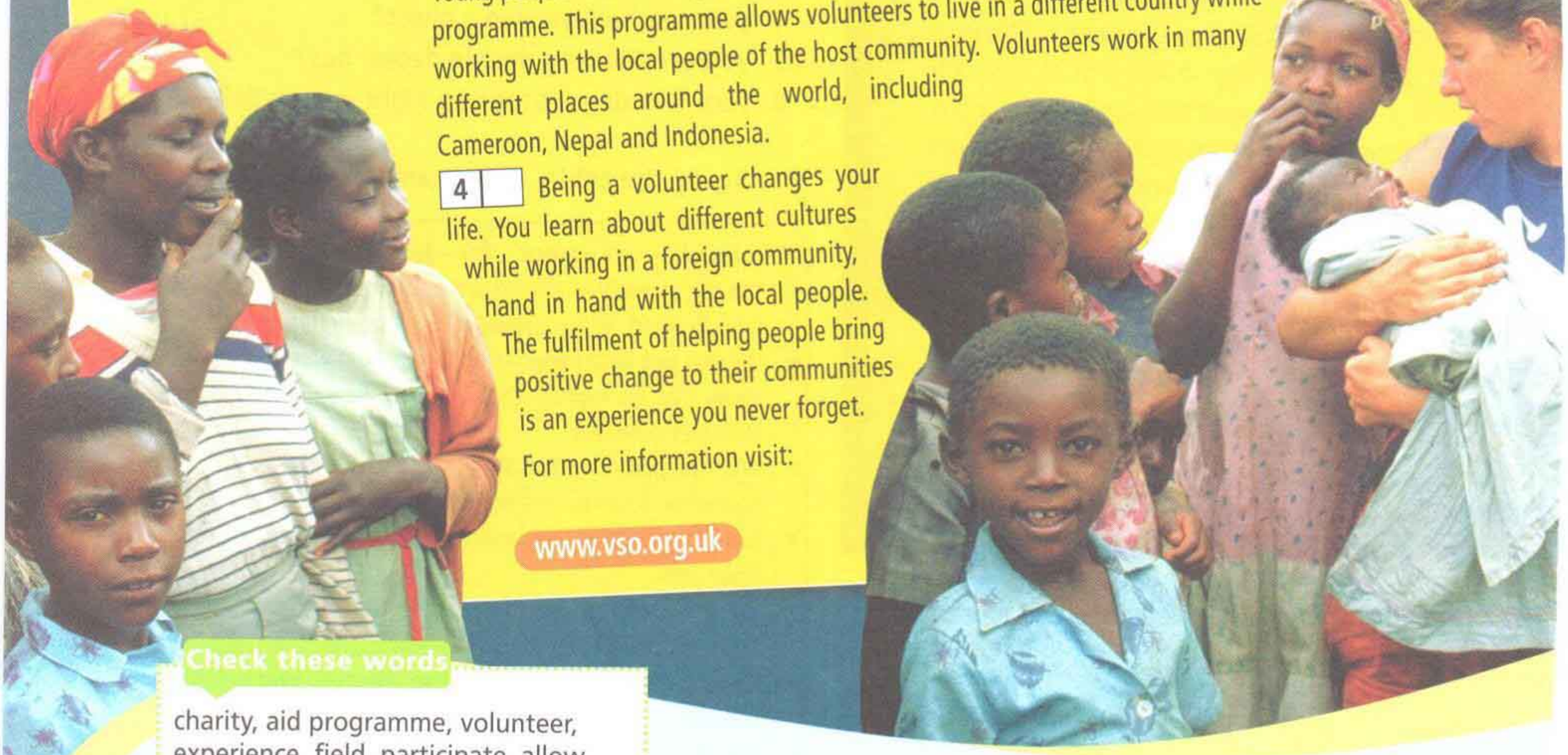
2 Volunteers must be between 18 and 75 years old. Long-term volunteers must have at least five years of experience in their field. There are many different types of professionals, from doctors to teachers, who volunteer for VSO.

3 If you want to volunteer, but don't have enough experience yet, you can still participate. Young people from 18-25 years old can be part of the six-month-long Global Xchange programme. This programme allows volunteers to live in a different country while working with the local people of the host community. Volunteers work in many different places around the world, including Cameroon, Nepal and Indonesia.

4 Being a volunteer changes your life. You learn about different cultures while working in a foreign community, hand in hand with the local people. The fulfilment of helping people bring positive change to their communities is an experience you never forget.

For more information visit:

www.vso.org.uk



**Check these words**

charity, aid programme, volunteer, experience, field, participate, allow, host community, hand in hand

**1** Look at the pictures. What is the woman on the right doing there? How do you think she is feeling?

**2** a) What do you think VSO is? How can it help people like the children in the picture?
Listen and read to find out.

b) Match the paragraphs (1-4) with their correct headings (A-E). One heading does not match.

A BEING A VSO VOLUNTEER
B UNSKILLED VOLUNTEERS
C HOW TO MAKE DONATIONS
D EVERYONE CAN HELP
E WHAT IT IS

**3** Think of a different heading for each paragraph.

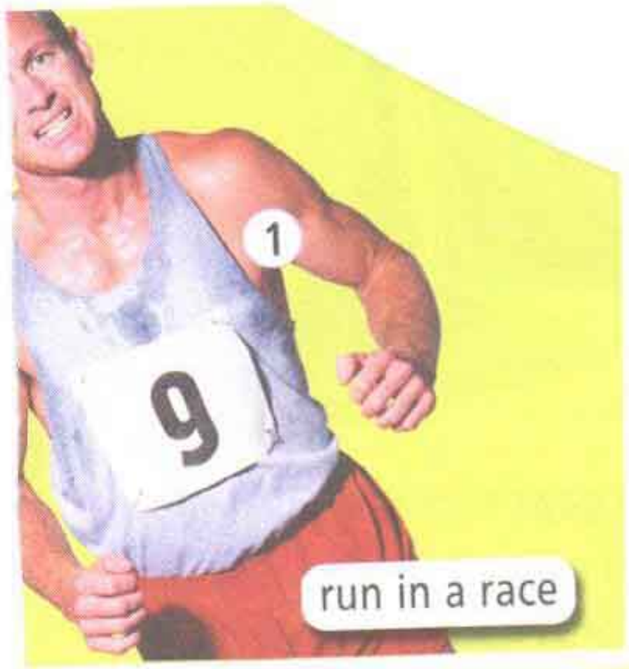
**4** Use the words from the Check these words section in the correct form to complete the sentences.

1 We are searching for ..... to help clean up the beach this weekend.
2 You can work ..... with the local people to help rebuild houses.
3 Jeff and Carol ..... in the tennis match last Friday.
4 The ..... organised a concert to raise money to help the homeless.
5 Doctors Without Borders accepts volunteers who work in the ..... of medicine.
6 My trip to the Amazon was an unforgettable ..... .

**5** What type of voluntary work would/wouldn't you like to do? Why (not)? Tell the class.

**6** What sort of charity organisations are there in your country that young people can do voluntary work for? Write a short paragraph. Present it to the class.

# Everyday English 6d

























## Volunteering/Offering to help

**1** Listen and repeat. Which of these have you done in aid of a charity?

**2** a) Listen and repeat.

- I'm interested in volunteering.
- When are you available?
- I'm free on Monday mornings.
- We could use someone to walk the dogs.
- You can start on Saturday if you like.

b) **The sentences above are from a dialogue between two people. Who do you think the speakers are and what are they talking about?**
Listen and read to find out.

A: Good morning, Avondale Animal Shelter.
B: Hello, I'm interested in volunteering for the shelter.
A: Well, we are always looking for new volunteers. When are you available?
B: I'm free on Saturday afternoons.
A: Fantastic. We could use someone to walk the dogs. We are also looking for someone to help with fundraising. Are you interested?
B: I can definitely walk the dogs. As for fundraising, I can help to collect donations.
A: Great! You can start on Saturday if you like. Just come in around 2 pm and ask for Maria.
B: OK, I will be there. Goodbye.

**3** **Find sentences in the dialogue which mean:**
*When are you free? – I can make it on Saturday afternoons. – How does that sound to you? – Is Saturday OK with you? – I'll see you there.*

## *Pronunciation* (diphthongs)

**4** Listen and say. Find words with these sounds in the dialogue in Ex 2. Can you add one more word for each sound?

/ɪə/ ear, near, hear, dear, cheer, .....
/iː/ eat, each, clean, keep, feed, .....
/eɪ/ pain, sail, main, mail, .....

## *Speaking*

**5** You want to help out in a(n) animal shelter/charity shop/home for the elderly. Take roles and act out a similar dialogue. Use the sentences in Ex. 2 and the plan below. Make sure to:

- say the reason you are calling & offer to volunteer,
- say the days/times you are available & ask how you could help,
- say what you can do,
- agree on suggested day to start.

| A | B |
|---|---|
| Greet, saying the name of the charity. | Offer to volunteer. |
| Ask when he/she is available. | Say which days/times you are free. |
| Suggest volunteer activities. | Agree to help. |
| Say where and when he/she can start. | Agree. Say goodbye. |

# 6e Technology

## Vocabulary

### Gadgets

**1** a) Listen and say.

- text friends
- instant message someone
- send an email
- share photos
- write a blog
- chat online
- play video games
- look up maps
- listen to music
- download music/films, etc.
- browse web pages
- use a social networking site, e.g. Twitter, Facebook, Flickr, etc.
- use a search engine, e.g. Google, Searchalot, Yahoo, etc.

**b) Use the phrases in Ex. 1a to say how we use these gadgets.**

- smartphone • MP3 player
- tablet computers • laptop
- GPS receiver
- video games console

*We can text friends with a smartphone.*

## Reading

**2** a) **Look at the text. Where can you see forums: *on the Internet, in a newspaper, in a magazine*?**

b) **What is this forum about? Read through and check.**

**3** a) **Read the text and fill in the gaps with the missing sentences (A-F). There is one extra sentence. Compare with your partner. Which words helped you decide?**

**FORUM:**

# Embarrassing moments

*A lot of us just can't live without our gadgets. In fact, we are so caught up in texting, tweeting, surfing and updating our Facebook statuses that we are unaware of what is happening in the world around us. Although gadgets are very useful, sometimes they can get us into trouble.*

**Post 7 of 36 Lauraloo** 21:50

I've had a few awkward moments while using some of my gadgets. [1] Last year I moved to London to go to university. My dad bought me a GPS receiver so I could find my way around town easily. One evening I decided to use it to walk to a restaurant with my new friends. [2] Everyone followed me eagerly. But after walking half an hour we found ourselves at the same spot. I was puzzled. Suddenly one of my friends pointed across the square. There was the restaurant. [3] Then I understood. The GPS receiver was on driving mode and took us through all the one-way streets to reach the restaurant!

**Post 8 of 36 Darioti** 22:16

I think the most embarrassing moment I've ever had with a gadget was with my new smartphone. I bought this really cool smartphone one day when I was out shopping. [4] I took it out of its box and started playing around with it. It has an excellent menu and loads of applications but it was all new to me then. I was so busy going through the menu when suddenly I walked smack-bang into someone and their ice cream went all over me. Everyone around laughed at me standing there like a circus clown with ice cream all over my face. [5] I had a good laugh about it with my parents later that day though.

A I couldn't wait to try it out.
B I felt so stupid in front of the others.
C I threw my old phone away.
D The worst was with my GPS receiver.
E I was so embarrassed.
F I took it out of the car and entered the name of the restaurant.

**Check these words**

gadget, awkward, mode, spot, puzzled, can't wait, application, smack-bang

b) **Listen and read the text. Which story do you think is the most embarrassing? Tell the class.**

## Grammar see p. GR9

## Past simple vs present perfect

**4** Read the theory. Find examples in the text.

We use the **past simple** for:
- an action which happened at a stated time in the past. *Peter **bought** a new CD last week.* (When? Last week.)
- an action that started and finished in the past. *Sue **had** the flu for two weeks.* (She hasn't got the flu anymore.)

**Time expressions used with past simple:** ago, yesterday, last week/month, etc.

We use the **present perfect** for:
- an action which happened at an unstated time in the past. *David **has bought** a lot of CDs.* (When? We don't know. The time is not stated.)
- an action which started in the past and is still continuing in the present. *Lisa **has had** a cold for three days.* (She has still got a cold.)

**Time expressions used with present perfect:** since, already, for, just, yet, ever, never, etc.

**5** Choose the correct verb.

1 Julie **has sent/sent** Mary several text messages last night.
2 Dave is going to recycle his old computer. He **has had/had** it for over 10 years.
3 **Have you ever used/Did you ever use** Flickr to share photographs?
4 We **have had/had** a great time playing video games at Paul's house last night.
5 Jane **bought/has bought** a new mobile phone yesterday.
6 I **haven't received/didn't receive** a reply from the university yet.
7 Tara **was/has been** on the Internet since this morning.
8 How many emails **have you sent/did you send** so far today?
9 **Have you ever had/Did you ever have** an accident while text messaging?
10 Last Monday I **have left/left** the library at about 4:30 pm.

**6** Complete the sentences with the verbs in brackets in the *past simple* or the *present perfect*.

1 A: Lisa ..... **(win)** a new laptop on the quiz show last night.
B: Yeah. I ..... **(just/hear)**. Isn't she lucky?
2 A: ..... **(you/see)** my new profile picture on Facebook?
B: Yes, I ..... **(be)** on Facebook last night. It's a cool photo.
3 A: I ..... **(have)** this laptop for years. I need to get a new one.
B: You can get cheap ones now. My brother ..... **(buy)** a new one last month.
4 A: Tony ..... **(not/visit)** us for ages. Is he all right?
B: Yeah. I ..... **(chat)** with him online the other day.
5 A: Owen ..... **(tell)** me you got a new smartphone.
B: Yes, it's great.

**7** Complete the sentences with the correct *adverbs* from the list.

• always • never • since • already • ago • just • yet • ever

1 My dad has had the same mobile phone ..... 2006.
2 I've ..... had a GPS receiver. I prefer to use maps.
3 Karen only bought her MP3 player yesterday and she's ..... broken it.
4 Have you ..... thought about creating your own website?
5 Liam has ..... loved video games. He plays almost every day.
6 Martha is delighted. She has ..... won an iPad.
7 She hasn't left ..... .
8 John bought a new laptop a week ..... .

## Speaking & Writing

**8** Think of an embarrassing moment you had using any of your favourite gadgets. Write a short paragraph about it. Write: *where you were, who with, what happened, how you felt.*

Vocabulary Bank 6 p. VB26 Ex. 3-Ex.5

# 6f Cultural Habits

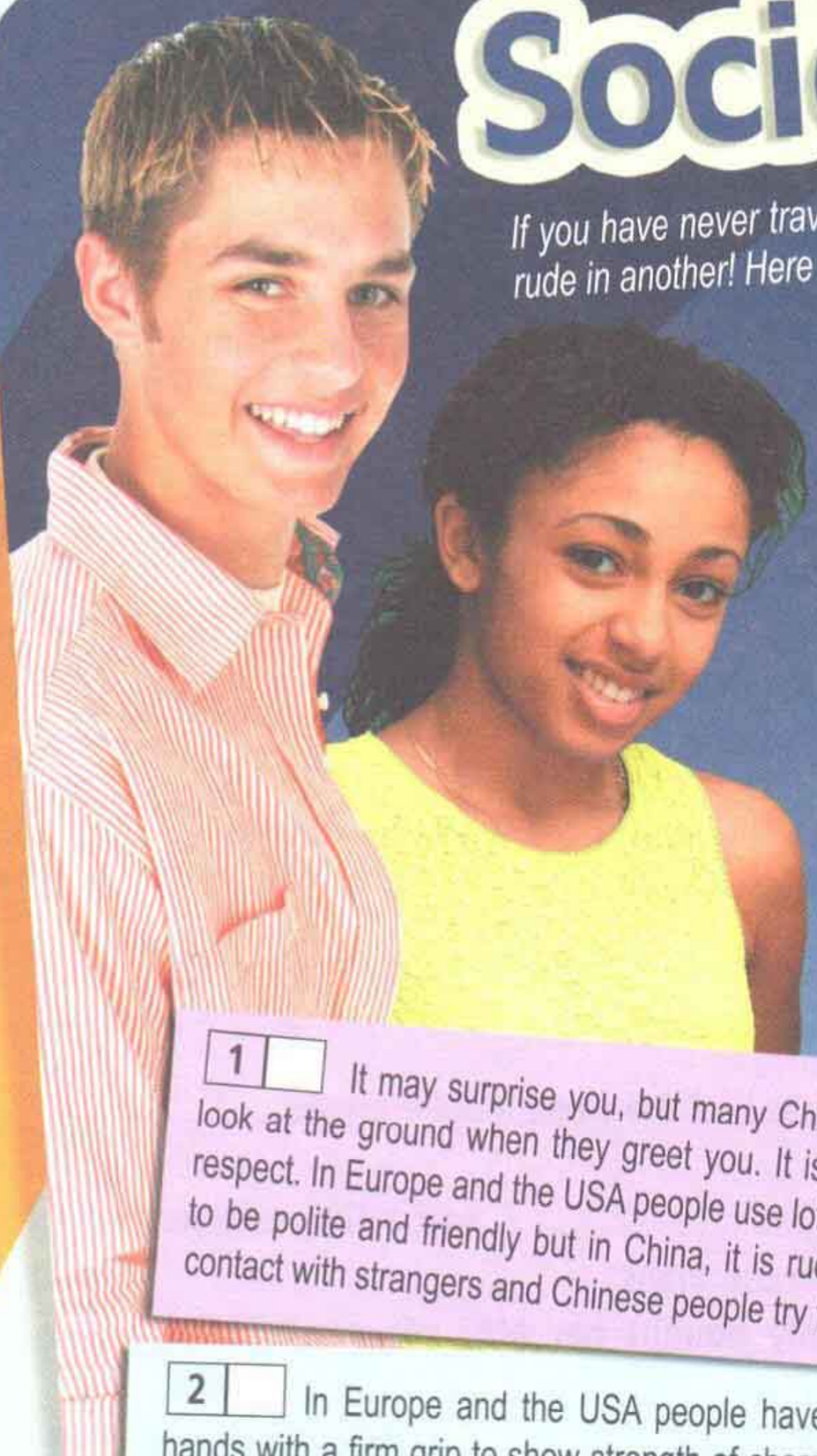
## *Vocabulary*
### Social etiquette

**1** Listen and say.




# Social Etiquette Around the World

*If you have never travelled abroad you may not know that what is polite in one country could be very rude in another! Here are a few things you might like to know about social rules around the globe.*



**1** It may surprise you, but many Chinese people will look at the ground when they greet you. It is a way to show respect. In Europe and the USA people use lots of eye contact to be polite and friendly but in China, it is rude to make eye contact with strangers and Chinese people try to avoid it.

**2** In Europe and the USA people have always shaken hands with a firm grip to show strength of character. If you have ever visited Turkey, you will know that for Turkish people, a firm handshake is very rude and it is seen as a sign of anger.

**3** Flowers are a very thoughtful gift, but here's some advice. If you are going to Poland don't arrive at a party with yellow flowers known as chrysanthemums. They are used at funerals! In Italy, people have long believed that yellow flowers indicate jealousy, and red ones show secrecy!

**4** Be careful what you do with your feet! In Thailand it has always been very disrespectful to point your feet, particularly the soles of your feet, at another person, or to show your feet in any way. So remember, if your host tells you to make yourself comfortable that doesn't mean you should put your feet up on the coffee table!

**5** Has anyone ever told you it's impolite to point at people? In Malaysia it is rude to point at someone with your index finger. People use the whole fist and thumb to show direction. In the Philippines, people only point by moving their eyes towards a person or thing, or even by pursing their lips and pointing with their mouth.

**6** Thinking about visiting Bulgaria? If so, then it can really help to remember the following: in Bulgarian body language, nodding your head up and down means no, while shaking your head from side to side means 'yes'! So be careful how you move your head.

**7** Don't get confused! In some parts of the world it's polite to eat all of the food on your plate at dinner but in China and Korea you should leave something. This shows that you were given enough food by your host. If you eat everything, your Chinese host feels obliged to offer you more. That is because he thinks you are still hungry!



**Check these words**

etiquette, polite, rude, globe, ground, respect, make eye contact, avoid, shake hands, strength, firm handshake, thoughtful, advice, jealousy, secrecy, disrespectful, sole, host, index finger, purse your lips, nod your head, side to side, confused, appreciate, obliged

**2** **Which of the actions in Ex. 1 do people in your country consider impolite?**

*In my country it's impolite to burp after a meal.*




6f

## Listening & Reading

**3** a) Look at the title of the text on p. 106 and the headings (A-H). What do you think the text is going to be about? Listen, read and check.

(A) DON'T USE YOUR HANDS

(B) CHOOSE YOUR COLOURS CAREFULLY

(C) KEEP YOUR SHOES ON THE GROUND

(D) BE CAREFUL DURING MEALS

(E) DON' T TALK WITH YOUR MOUTH FULL

(F) EYES DOWN (G) A NOD IN THE RIGHT DIRECTION

(H) SHAKE LIGHTLY

b) Read paragraphs (1-7) in the text. What is the main idea in each?

c) Read the text and match the paragraphs (1-7) to the headings (A-H). There is one extra heading. Which words helped you decide?

**4** Fill in: *show, social, to make eye, firm, thoughtful, index, body, nod.* Then use the phrases to write sentences about social etiquette based on the text.

| | | | |
|---|---|---|---|
| 1 | ..... contact | 5 | ..... respect |
| 2 | ..... my head | 6 | ..... finger |
| 3 | ..... rules | 7 | ..... language |
| 4 | ..... handshake | 8 | ..... gift |

*Americans make eye contact when they greet people to show politeness.*

**5** Read the text. Make a list of dos and don'ts for the countries: • China • USA • Turkey • Poland • Thailand • Malaysia • Philippines • Bulgaria • Korea

Use the list to tell the class about social rules in these countries.

## Grammar see p. GR9

### The passive

**6** Read the theory. Find examples in the text.

Form: **to be + past participle** of the main verb
We use the **passive** when we don't know who carried out an action or when the action is more important than the person who carries it out.

**Present Simple**
Active: *People send chrysanthemums to funerals.*
Passive: *Chrysanthemums are sent to funerals.*

**Past Simple**
Active: *Peter painted the portrait.*
Passive: *The portrait was painted by Peter.*

The object of the active sentence becomes the subject of the passive sentence. We use **by** in the passive sentence to introduce the person who did the action.

**7** Rewrite the sentence in the passive.

1 In many countries, people offer handshakes as a greeting.
2 People give sweets and flowers as gifts to their host in Malaysia.
3 They kissed him three times on the cheek.
4 They serve dinner at 7 o'clock.
5 He offered flowers to the hostess.

## Speaking & Writing

**8** THINK! Do any of the social rules in the text apply in your country? Tell the class.

*In my country people shake hands to greet each other.*

**9** What other social rules are there? Write a short paragraph about social etiquette in your country (60-70 words).

Vocabulary Bank 6 p. VB26

# 6g Skills

## *Vocabulary*

### Minor injuries/ ailments

**1** Listen and say, then match the phrases to the pictures.

















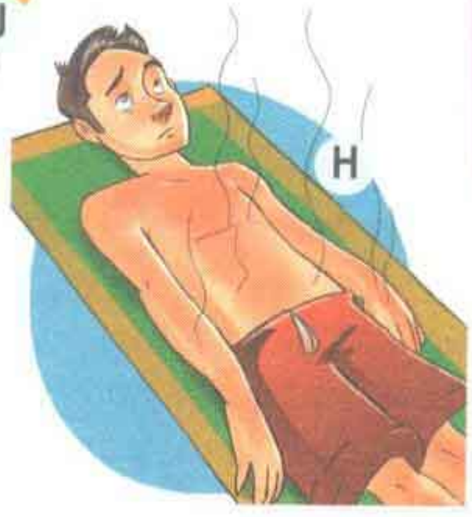














| | | |
|---|---|---|
| 1 | ☐ | cut your finger |
| 2 | ☐ | have a fever |
| 3 | ☐ | sprain your wrist |
| 4 | ☐ | have a toothache |
| 5 | ☐ | twist your ankle |
| 6 | ☐ | have a cold/the flu |
| 7 | ☐ | have a headache |
| 8 | ☐ | have a nosebleed |
| 9 | ☐ | have a sore throat |
| 10 | ☐ | have a stomach ache |
| 11 | ☐ | get sunburn |

**2** Ask and answer questions as in the example.

*A: Have you ever cut your finger?*
*B: Yes, I have. /No, I haven't.*

## *Listening*

**3** Listen and match the speakers to the injuries. There is one extra sentence.

A The speaker ruined their new clothes.
B The speaker had a high temperature.
C The speaker ate too much.
D The speaker fell down.
E The speaker had to get professional help.
F The speaker wasn't able to walk.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |

## *Speaking*

### Giving advice

**4** Listen to a dialogue between a doctor and a patient. Who says these phrases? What is the problem? What should the patient do?

- What are the symptoms?
- You can also take this to get your temperature down.
- What seems to be the problem?
- I think you should stay in bed for a couple of days.

**5** Work in pairs. You have a runny nose and a cough and you can't stop sneezing. Your partner is a doctor. Use the language below to act out your dialogue. Follow the diagram.

| Give advice |
|---|
| Why don't you ...? |
| I think you should/shouldn't ... |
| My advice is to ... |
| If I were you, I would ... |

***Have you got the flu?***

Drink lots of fluids.
Take cough medicine.
Get lots of sleep.
Wash your hands.

| A | B |
|---|---|
| Greet patient. Ask what the problem is. | → Say what the problem is. |
| ← Ask about symptoms. | → Describe the symptoms. |
| Say the patient has got the flu. → | ← Ask what you should do. |
| Give the patient some advice. → | ← Thank doctor. |


Vocabulary Bank 6 p. VB28

# Writing 6h

# Close Encounters

by Jim Hewit

Last summer my brother Travis and I decided to go camping. The mountain trail was not easy.
An hour later we found the perfect spot and put up our tent. Then we both looked for firewood. Suddenly we heard a strange noise. It was a low moaning sound, as if a creature was in pain. We froze. The noise became louder so we dropped the wood and ran as fast as we could back to our tent. Unfortunately, Travis tripped on a rock and twisted his leg. I dragged him back into the tent and then I called for help.
Thirty minutes later a ranger came to pick us up. We felt relieved. Travis ended up with a sore ankle. We never found out what that noise was.

## A story

**1** **Read the rubric. Answer the questions.**

A teens magazine has asked its readers to send in stories that end with *We never found out what that noise was* for its annual story competition. The best story wins a week's holiday. (120-150 words)

1 What are you going to write?
2 Who is going to read it?
3 Is it a first person narrative or a third person narrative?
4 How many main characters can there be?
5 Should the story be true or imaginary?
6 What tense should you mainly use?

### Study skills

**Sequencing**
When you write a story, present the events in the order they happened. This helps the reader follow your story.

**2** **Read the story and put the events in the order they happened.**

A ☐ We put up our tent.
B ☐ We heard a noise.
C ☐ Travis tripped on a rock.
D ☐ Travis and I went camping.
E ☐ We went to get firewood.
F ☐ We started running.
G ☐ I called for help.
H ☐ I pulled him to the tent.
I ☐ A ranger picked us up.

**3** **Find all the words in the story that show the sequence of events.**

### Writing Tip

When you write a story you should start by setting the scene. Describe the place (where), the time (when), the main characters (who), the weather and what happened first.

**4** **How does the writer set the scene in the story?**

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

Your teacher has asked you to write a story about a(n) exciting/scary/embarrassing experience you had for the school's English magazine. Write your story (120-150 words).

1 What are you going to write?
2 Who is going to read it?
3 What can the story be about?

**6** *Portfolio:* **Listen to Jane narrating her experience and take notes to answer the questions in the plan. Now use your notes and the plan below and write the story.**

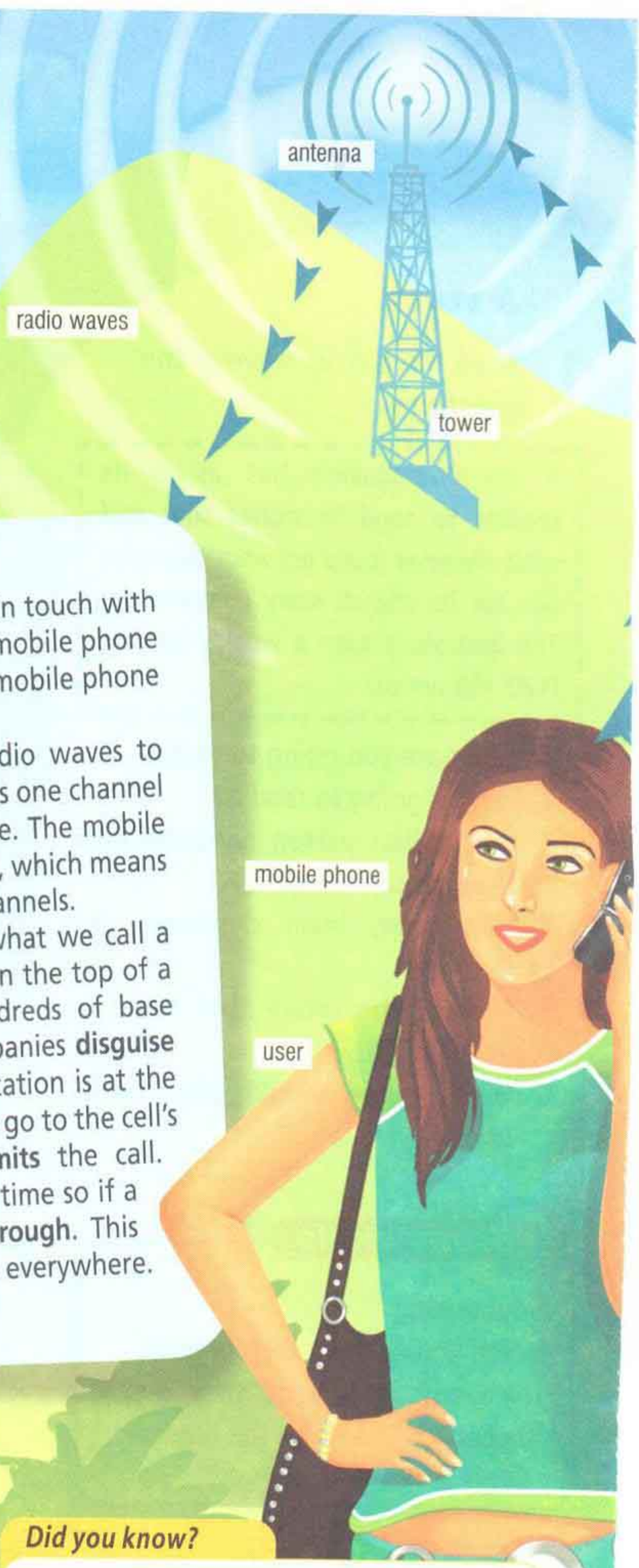
### Plan

| | |
|---|---|
| Introduction | (set the scene) |
| Para 1: | Who? Where? When? What? |
| Main body | (events in the order they happened) |
| Paras 2-3: | What happened? What was the main event? |
| Conclusion | (end of the story, how people felt) |
| Para 4: | What happened in the end? How did you feel? |

Writing Bank 4 p. WB4

6i Curricular: Science

# Mobile Phone Network




Millions of people around the world use mobile phones to keep in touch with friends and family, and there is an 80% chance that you've got a mobile phone in your pocket or bag. Have you ever wondered, though, how a mobile phone **network** works?

A mobile phone is actually a sophisticated radio that uses radio waves to communicate, like a really good walkie-talkie. A walkie-talkie uses one channel and one **frequency** so only one person can talk at the same time. The mobile phone uses two frequencies, one for talking and one for listening, which means both users can talk at the same time; and it can use over 1600 channels.

When your mobile phone is on, the phone communicates to what we call a base station. A base station is a special antenna which can be on the top of a building or a communications tower. There are usually hundreds of base stations in cities all over the world. Sometimes telephone companies **disguise** their base stations so you don't even notice them. Each base station is at the centre of an area called a cell. All calls and messages in that area go to the cell's base station where a special base station controller **transmits** the call. Controllers can only take a certain number of calls at the same time so if a lot of people call, some of them may not be able to **get through**. This doesn't happen very often though because there are antennas everywhere. Keep an eye out for them!

**Check these words**

keep in touch, sophisticated, frequency, base station, antenna, cell, transmit

***Did you know?***

*It is possible to locate a mobile phone user to a couple of metres anywhere on the planet.*




**1** **Look at the picture. How do you think a mobile phone network works?**
**Listen and read the text to find out.**

**2** **Read the text and mark the sentences *T* (true) or *F* (false).**

1 A mobile phone uses radio waves to communicate. .....
2 Mobile phones use three frequencies. .....
3 All base stations are clearly visible. .....
4 There is a base station in every cell. .....
5 Controllers can usually take all calls. .....

**3** **Match the words/phrases in bold in the text to their meaning.**

1 to manage to connect
2 to hide or cover sth so you can't see it
3 sends (a signal)
4 a radio signal
5 a system that joins things

**4** ICT **How does a GPS system work? Collect information from the Internet. Make notes and present the information to the class.**

# Language Review 6

**1** **Fill in:** *ruins, donation, handshake, active, thought, contact, charity, burp, cruise, climate.*

1 In Japan it is rude to make eye ..... with strangers.
2 When I was in Egypt, I saw lots of ancient ..... .
3 Etna is one of the world's ..... volcanoes.
4 Because of its warm ....., Greece is a nice place to visit during the autumn.
5 He was lost in ..... so he didn't notice the car approaching.
6 In the UK, men often greet new people with a firm ..... .
7 VSO is a ..... organisation that helps people in need.
8 Last year we went on a river ..... down the Nile.
9 It's not polite to ..... after a meal.
10 You can make a ..... to help charity.

**2** **Fill in the correct word from the list:** *purse, animal, firm, radio, social, blow, index, puzzled, donate, disabled.*

1 ..... etiquette
2 ..... your nose
3 ..... waves
4 ..... grip
5 ..... finger
6 ..... your lips
7 ..... look
8 ..... money
9 ..... people
10 ..... shelter

**3** **Fill in:** *on, in,* **or** *by.*

1 ..... a bus
2 ..... a car
3 ..... foot
4 ..... plane
5 ..... a boat
6 ..... a ferry
7 ..... a coach
8 ..... train
9 ..... ship
10 ..... a bike

**4** **Choose the correct words.**

1 I've **twisted/cut** my finger.
2 Riding a camel in Egypt would make my dreams come **alive/true**.
3 Last year I had a great holiday in a camper **lorry/van**.
4 Keep in **hand/touch** when you move to Poland.
5 Just **nod/contact** your head if you agree.
6 Jeff volunteered for a(n) **aid/host** programme in China.
7 Rachel **looked/cared** after my cat while I was away.

**5** **Choose the correct preposition.**

1 Lucy always eats everything **on/in** her plate.
2 He cares **of/for** the elderly.
3 A dolphin came close **at/to** us while we swam.
4 A young man jumped **in/on** board the bus.
5 I'm free **on/in** Sunday mornings.
6 Darren couldn't get **off/through** on the telephone.
7 She was **by/on** a plane to Rome.
8 We're interested **to/in** helping to collect money for the shelter.

**GAME**

**In teams make sentences. Use words from the list. Each correct sentence gets one point. The team with the most points wins.**

• volunteer • elderly people • gadget • raise money • fundraising event • raffle tickets • animal shelter • browse a web page • point at people • text someone • chat online • write a blog • twist your ankle • have a cold • have a stomach ache • awkward

**Quiz**

**Mark the sentences *T* (true) or *F* (false). Read through Module 6 and write a quiz of your own.**

1 The Nile is in China. .....
2 Marble Arch is in London. .....
3 Yellow flowers mean secrecy in Italy. .....
4 Shake hands gently in Turkey. .....
5 San Francisco has got cable cars. .....
6 You shouldn't point your finger in Malaysia. .....
7 Mount Etna is in Sicily. .....
8 The Chinese look at the ground when they greet people. .....
9 Perth is in Australia. .....
10 In Bulgaria, nodding your head up and down means 'yes'. .....

Revision 6 p. 120

# Skills 6

## *Listening* (Multiple matching)

**1 a) Work in pairs. Answer the questions.**

1 Have you ever volunteered before?
2 Do you think volunteers make a difference?
3 What kind of people do you think volunteer?

**b) In pairs, brainstorm for two minutes for ideas under the following headings.**

| Positive things about volunteering | Negative things about volunteering |
|---|---|
| • meet like-minded people<br>• make new friends | • can make you feel sad<br>• many volunteer programmes are expensive |

**Study skills**

**Multiple matching**

Before listening, read the rubric and quickly try to paraphrase the sentences. This will give you an idea of what to listen for.

**c) You are going to hear five students talk about volunteering. Read the sentences (A-F) in Ex. 1d. In pairs, paraphrase each sentence.**

*e.g. A = had a good time but was ready to leave / had fun but didn't want to stay longer ...etc.*

**d) Now listen and match the speakers (1-5) to the sentences (A-F) There is one extra sentence.**

A The speaker enjoyed the experience but didn't want more.
B The speaker didn't expect to meet people from all over the world.
C The speaker was surprised they made so many good friends.
D The speaker originally planned to stay for a shorter time.
E The speaker stays in touch with the children.
F The speaker says you experience a country in a different way when you volunteer.

## *Speaking*

**Study skills**

**Talking about a picture**

Start by describing the picture as a whole (e.g. where, what), then go into more detail (who, how, what kind, how many, etc.). End by speculating about the scene. This will show you can go beyond a simple description.

**2 a) Look at the picture and complete the gaps. Listen and check. Underline the sentence which speculates on the scene.**

The picture shows a group of teenagers on a **1)** ..... . There are three girls near the front and a boy sitting **2)** ..... them. Others are sitting at the back. The girls are wearing bright **3)** ..... clothes and smiling. They and the boy are **4)** ..... texts or playing games on their mobiles. They all seem to be enjoying themselves so they are probably on a school trip somewhere. I personally find days out like this a welcome **5)** ..... from the dull routine!



**b) In pairs, make your own speculations about the scene.**

*e.g. Where are they going? What are they thinking? How do they feel?*

**c) Describe the photo.**



**Now answer the questions:**

1 Do you think the people in the photo are enjoying their travel experience? Why (not)?
2 What was your favourite travel experience? Why?
3 What is your least favourite means of transport? Why?