



Лаура Бродбент



Англійська мова

English 5

with Bloggers



Student's Book

Dyslexia-friendly



DELTA
Publishing

Лаура Бродбент

АНГЛІЙСЬКА МОВА

(5-й рік навчання)

Підручник для 5 класу
закладів загальної середньої освіти
(з аудіосупроводом)

Laura Broadbent

ENGLISH

Year 5

A textbook for the fifth form of secondary schools
(with audio)

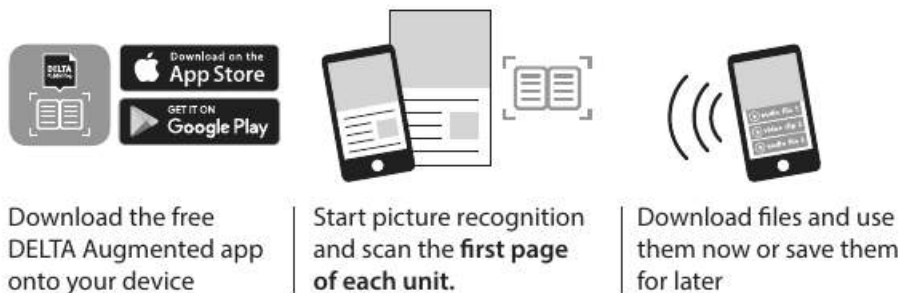
Рекомендовано Міністерством освіти і науки України



Київ
«Методика Паблішинг»
2022



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Foreword

Привіт!

Цей підручник створений із думкою про тебе. Ми наполегливо працювали, щоб зробити матеріал пізнавальним і цікавим, тому взяли до уваги твої можливі вподобання, схильності й прагнення.

Знайомся з головними героями – блогерами з різних міст світу. Це Шина з Лондона, Джон – із Лос-Анджелеса, Том – із Нью-Йорка, Кірстин – із Глазго, Тара – із Дубліна, Тимур – із Черкас. Теми, запропоновані для обговорення, допоможуть тобі потоваришувати з блогерами та з іншими дітками, дізнатися про особливості шкільного життя й цікаві місця для подорожей!



Підручник стане тобі в нагоді й подарує приємні миті, якщо ти:

- ✓ братимеш активну участь у роботі, якомога більше розмовлятимеш і слухатимеш, будеш частіше намагатися говорити англійською мовою, не боїтимешся помилятися, бо помилок не допускає той, хто нічого не робить;
- ✓ поважатимеш інших людей – свого вчителя та однокласників; ніколи не будеш насміятися з того, хто помилився; поводитимешся з іншими так, як би ти хотів, щоб поводитися з тобою;
- ✓ не боїтимешся ставити запитання, сміливо проситимеш учителя пояснити матеріал; цікавитимешся думкою інших дітей, якщо з чимось не погоджуватимешся; будеш розмірковувати, чому певної думки дотримуються автори тексту, із яким ти б подискутував;
- ✓ завжди знаходитимеш час, щоб повторити вивчений на уроці матеріал; будеш звертатися до додаткових матеріалів на сайті, що допоможуть тобі в самостійній роботі; прагнутимеш самостійно навчатися, тренувати пам'ять;
- ✓ будеш експериментувати, бо кожен міні-проект – це заклик до творчого мислення; завжди намагатимешся творчо думати та креативно розв'язувати завдання;
- ✓ не пасуватимеш перед труднощами, бо немає нічого неможливого для того, хто прагне досягти гарного результату.

Опанування знань – подібне до сходження на гору. Цей шлях подолає лише той, хто постійно рухається вперед. Щоб досконало вивчити мову, потрібні роки, а не лише дні чи місяці. Упевнені, що тобі під силу вивчити деякі особливості іноземної мови, хоч вони й відмінні від української мови.

Гарного навчального року! Натхнення й наполегливості!

Авторський колектив та видавництво

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I'm Sheena
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MINI CHALLENGE 2

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YOUR CHALLENGE

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→ Check your skills WB p. 23

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→ Check your skills WB p. 51

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- Time expressions (1)

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MINI CHALLENGE 2

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MINI CHALLENGE 3

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YOUR CHALLENGE

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- Obligation and prohibition

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I can talk about the family chores.

LEXICAL AND PHONOLOGICAL GOALS	CROSS-CULTURAL LESSONS	CULTURAL GOALS
<p>VOCABULARY</p> <ul style="list-style-type: none"> • Languages, countries and nationalities • Leisure activities (1) • Different places in school • Prepositions of place (1) <p>REVIEW</p> <ul style="list-style-type: none"> • Numbers <p>PRONUNCIATION</p> <ul style="list-style-type: none"> • Sentence stress • Different ways of pronouncing “th” 	<p>ARTISTIC AND CULTURAL EDUCATION</p> <ul style="list-style-type: none"> • The Hindu Diwali festival • Indian food • Indian political journalist Anushka Asthana <p>CITIZENSHIP</p> <ul style="list-style-type: none"> • Respect for cultural diversity 	<ul style="list-style-type: none"> • School in England • Introducing yourself • Introducing your classmates • Different countries and nationalities • London, multicultural city
<p>VOCABULARY</p> <ul style="list-style-type: none"> • Family members • Physical description <p>REVIEW</p> <ul style="list-style-type: none"> • Colours <p>PRONUNCIATION</p> <ul style="list-style-type: none"> • The contracted forms of have got and has got • The sound /ɪ/ and the diphthong /aɪ/ 	<p>ARTISTIC AND CULTURAL EDUCATION</p> <ul style="list-style-type: none"> • Family in art: Freedom from Want, by Norman Rockwell <p>CITIZENSHIP</p> <ul style="list-style-type: none"> • Different types of family 	<ul style="list-style-type: none"> • Talking about yourself • Some famous fictional American families • New York City (USA) • Thanksgiving • Little Women, by Louisa May Alcott, and Going and Coming, by Norman Rockwell
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<p>VOCABULARY</p> <ul style="list-style-type: none"> • Rooms in the house • Furniture • Prepositions of place (2) • Housework • Some leisure activities (3) <p>REVIEW</p> <ul style="list-style-type: none"> • Colours • The family • Everyday activities <p>PRONUNCIATION</p> <ul style="list-style-type: none"> • The pronunciation of “s”» • there is/there are and there isn't/there aren't 	<p>ARTISTIC AND CULTURAL EDUCATION</p> <ul style="list-style-type: none"> • Houses in Tim Burton's films <p>CITIZENSHIP</p> <ul style="list-style-type: none"> • Sharing housework between men and women 	<ul style="list-style-type: none"> • American homes • Family life at home • The city of Los Angeles • The universe of film-maker Tim Burton

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PROJECTS

MINI CHALLENGE 1

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MINI CHALLENGE 2

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MINI CHALLENGE 3

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- Expressing agreement and disagreement
- Prices

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I can talk about prices.

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This is John from
Los Angeles.

Do they play the same
sports in the United
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p. 78



MINI CHALLENGE 1

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MINI CHALLENGE 2

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MINI CHALLENGE 3

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YOUR CHALLENGE

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→ Check your skills WB p. 97

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MINI CHALLENGE 1

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MINI CHALLENGE 2

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MINI CHALLENGE 3

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YOUR CHALLENGE

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→ Check your skills WB p. 111

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- The past simple (1)

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- The past simple (2)
- Time markers for the past tense

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I can talk about adventures.

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I'm Kirstine
from Glasgow.

What are
the main attractions
in Scotland?

p. 102



MINI CHALLENGE 1

Organise a two-day tourist route.

MINI CHALLENGE 2

Organise a sightseeing day in Glasgow.

MINI CHALLENGE 3

Design the new tour.

YOUR CHALLENGE

Organise a tourist route around Scotland.

→ Check your skills WB p. 127

LESSON 1. We'll visit Loch Ness!.....118

I can talk about tourist routes and the weather in Scotland.

- will + verb

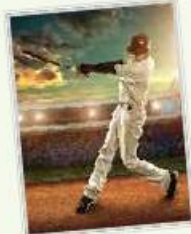
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- The first conditional (if... will)
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- Making suggestions

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LEXICAL AND PHONOLOGICAL GOALS	CROSS-CULTURAL LESSONS	CULTURAL GOALS
<p>VOCABULARY</p> <ul style="list-style-type: none"> • Clothes and accessories • The seasons • Shopping and shops • Numbers <p>REVIEW</p> <ul style="list-style-type: none"> • The colours • Physical description <p>PRONUNCIATION</p> <ul style="list-style-type: none"> • The sound /ə/ • Lengthening of vowels before an "r" 	<p>ARTISTIC AND CULTURAL EDUCATION</p> <ul style="list-style-type: none"> • London fashion and the designer Stella McCartney <p>CITIZENSHIP</p> <ul style="list-style-type: none"> • School uniforms: for or against? 	<ul style="list-style-type: none"> • Dressing styles • Clothes shopping • Dress sense • London and its markets: Brick Lane, Oxford Street... • School uniforms in England
<p>VOCABULARY</p> <ul style="list-style-type: none"> • Sports • Sports equipment • Adjectives that express ability and skills • Food and diet <p>REVIEW</p> <ul style="list-style-type: none"> • Leisure activities <p>PRONUNCIATION</p> <ul style="list-style-type: none"> • How to pronounce can and can't 	<p>ARTISTIC AND CULTURAL EDUCATION</p> <ul style="list-style-type: none"> • Baseball, a typical American sport • The artist Norman Rockwell <p>CITIZENSHIP</p> <ul style="list-style-type: none"> • Fair play 	<ul style="list-style-type: none"> • Sport and diet • Individual sports • Some famous North American sporting personalities • Some typical North American sports: curling, baseball, ice hockey
<p>VOCABULARY</p> <ul style="list-style-type: none"> • Places in town • Qualifying adjectives • Travel and feelings • Verbs in the past <p>REVIEW</p> <ul style="list-style-type: none"> • Shops and places in town <p>PRONUNCIATION</p> <ul style="list-style-type: none"> • The pronunciation of "-ed" 	<p>ARTISTIC AND CULTURAL EDUCATION</p> <ul style="list-style-type: none"> • Skyscrapers in Manhattan <p>CITIZENSHIP</p> <ul style="list-style-type: none"> • The Melting Pot 	<ul style="list-style-type: none"> • Expressing feelings • At Ellis Island: a History in Many Voices, by Louise Peacock • New York city and its most famous buildings • Some immigrants' journeys to the United States
<p>VOCABULARY</p> <ul style="list-style-type: none"> • Outdoor activities • Landscapes • The weather • Different places in town • Tourist activities • Means of transport <p>PRONUNCIATION</p> <ul style="list-style-type: none"> • The pronunciation of will • Intonation in sentences 	<p>ARTISTIC AND CULTURAL EDUCATION</p> <ul style="list-style-type: none"> • Two Scottish legends <p>CITIZENSHIP</p> <ul style="list-style-type: none"> • Planet-friendly means of transport 	<ul style="list-style-type: none"> • Organisation of leisure activities • The city of Glasgow • Some Scottish tourist spots • The Loch Ness monster and the legend of the salmon and the ring

What do the icons in your Student's Book mean?



Speaking time / Time to speak / Speaking practice



Let's speak together!



Write



Read and understand



Listen and understand



Watch and understand



Audio file



How do **you** say this?



Video-projectable / printable file

WB p. 33 Go to Workbook

How does each unit work?

The opening double page

The **main character of the unit**, who presents their city and the topic that you're going to be looking at.

The objectives of the unit and your challenge!

This is the task that you're asked to carry out, and which we're sure you'll be able to do.

A **simple question** about a specific aspect of the English-speaking world. The unit will equip you with the tools you need to respond.

Two activities to familiarise you with the subject and revise what you've learned.

A **vlog** by the teenager in the unit.

The two lessons

All kinds of **documents** (texts, videos, recordings, images...), **authentic** and always interesting!

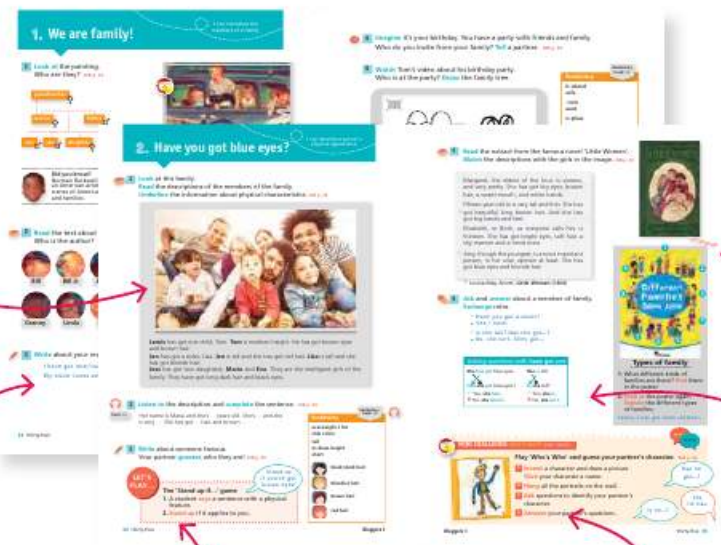
Need help to express yourself? Use the prompts or the **examples in blue**.

Games, because you always learn better when you're having fun!

A **mini challenge** to put what you've learned into practice and train you up for the final **challenge**.

Reflection to help prepare you to **become a citizen of the world...** in English, of course!

The **essential grammar** and **vocabulary** you need to remember.



My grammar My vocabulary

Simple explanations and exercises for each grammar point seen in the unit.

Make the **Workbook** your friend; it'll train you to speak English like a native!

A **mind map** to visualise all the key vocabulary in the unit. Words are easier to memorise when they're grouped in a logical, visual way!

Observation questions to find links between English and other languages that you know.

Test your memory with a **variety of exercises!**

The Culture Blog

The **blog** by the main character of the unit and all the other bloggers in the coursebook. Read their articles to get into the topic of each unit... then start the creative phase!

Your challenge

Your mission! All the stages are there in detail, and the examples are there to help you. You have all the cards in your hand to succeed!

What else is there in your Student's Book?

There are pages...

... about phonetics.

... about learning strategies.

... of exercises.

... of texts to read.

And what's so special about the Workbook?

To complement the lessons

Different ways to do each activity, one that's more challenging, and one with more support!

The documents in your Student's Book can be circled, highlighted or underlined as much as you want!

Steps to reflect on the language and work out the grammar rules for yourself.

Grids to complete for each mini challenge so you can evaluate your own work... as well as that of your classmates!

Learning strategies for you to reflect on your learning, and work out which techniques work best for you.

To memorise your vocabulary

A variety of exercises and games to memorise vocabulary and to test it!

To improve your pronunciation

Activities to train you to recognise and to pronounce the sounds, the intonation and the rhythm of English.

To prepare you for assessment

Five training activities to help you on assessment day.

Bookquest

Let's play! Here are some questions about your Student's Book. Answer them as fast as you can with a classmate. The first pair to finish are the winners!



The first pages of the Student's Book →

A

How many units are there in the Student's Book?



B

Why is it called **Bloggers**?



C

What's the name of the main character in Unit 2?

Unit 2
American family

D

Which cities in the English-speaking world will you find out about? Find at least four, from two different countries!

← The units

F

How many lessons are there in a unit?



E

What will you be able to do in English in this course? Find at least five different things!

COMMUNICATION AND GRAMMAR OBJECTIVES

Meet the Bloggers

G

What does the box below refer to on the first page of each unit?

Your challenge

Start to create the class yearbook.

H

What can you find in the **My grammar** section?

My grammar

→ Examples p. 114

I understand and I practice.

I

What's the name of the diagram that you find on the **My vocabulary** pages? What is it for?



J

What's the link between the bloggers and the **Culture Blog** page?



K

What type of activity does the icon below represent?

LET'S PLAY...

Additional resources in the coursebook

N

Where can you find extra grammar exercises?



M

What should you do when you see this note?
WB p. 24

L

In the **Vocabulary** tables, why are some letters in orange?

tall
medium-height
short

O

How many Learning Strategies files can you consult if you need guidance? Say at least four of the topics!

How to have a telephone conversation

P

What can you find after page 130?



Well done! Your Student's Book has no secrets for you! You can use it through the whole course... or you can look through the pages whenever you want.

Meet the Bloggers

Here are the five bloggers you're going to meet in this book. They are from different English-speaking countries. They all contribute to the Culture Blog, a collaborative blog where they write about what they're interested in. Let's meet them!



TOM

He's American and he lives in New York.

He's 11 years old.

He has got a big family: he's got a brother, a sister and a half-sister.

He loves TV series and art. Norman Rockwell is one of his favourite artists.

He loves the skyscrapers in his city.

In the Culture Blog, he writes about family paintings (Unit 2, p. 40) and skyscrapers (Unit 7, p. 100).



SHEENA

She's British, but her family comes from India.

She's 11 years old.

She's in Year 7 at an international school near London.

She loves sports but she doesn't like playing video games, and she hates cooking.

She likes design and fashion, too. Stella McCartney is one of her favourite designers.

In the Culture Blog, she writes about multicultural London (Unit 1, p. 28) and fashion (Unit 5, p. 76).





TARA

She's from Dublin, Ireland.

She's 11 years old.

She's in the sixth year at school, and her favourite subjects are art and drama. She doesn't like business studies.

In her free time, she does Irish dancing and she likes surfing the Net at home.

In the Culture Blog, she writes about two very Irish activities (Unit 3, p. 52).



KIRSTINE

She lives in Glasgow, Scotland.

She's 11 and a half.

She likes hiking in the mountains, especially the Highlands in the north of Scotland.

She loves telling myths and legends, like the one about Nessie, the Loch Ness monster.

In the Culture Blog, she writes about Scottish myths and legends (Unit 8, p. 112).



JOHN

He's from Los Angeles, California.

He has got a big house with a big garden. He has got a brother and a sister.

He loves cinema, especially the films by Tim Burton, and baseball. The Los Angeles Dodgers are his favourite team.

In the Culture Blog, he writes about Tim Burton's houses in films (Unit 4, p. 64) and baseball (Unit 6, p. 88).



Ready, steady, go!

1. Let's communicate!

I can communicate
in English class.





LET'S GO!

Read the comic strips and **memorise** them.
Act them **out** with a partner! WB p. 5

2. Let's celebrate!

I can talk about the days, months and national celebrations in the English-speaking world.

January

1st New Year's Day

26th Australia Day



February

6th Waitangi Day (New Zealand)

14th Valentine's Day



March



spring

1st St David's Day (Wales)

17th St Patrick's Day (Ireland)



April

21st The Queen's birthday (England)

23rd St George's Day (England)

27th Freedom Day (South Africa)



May

1st Labor Day (USA) / May Day (UK)

25th Africa Day



June



summer

On a Saturday

Trooping the Colour (England)



July

- 1st Canada Day
- 4th Independence Day (USA)



August

- 15th Independence Day (India)



September

autumn / fall

- 11th Patriot Day (USA)



October

- 31st Halloween



November

- 5th Guy Fawkes' Night (England)



- The 4th Thursday Thanksgiving (USA)

- 30th St Andrew's Day (Scotland)



December



winter

- 25th Christmas
- 26th Boxing Day
- 31st New Year's Eve



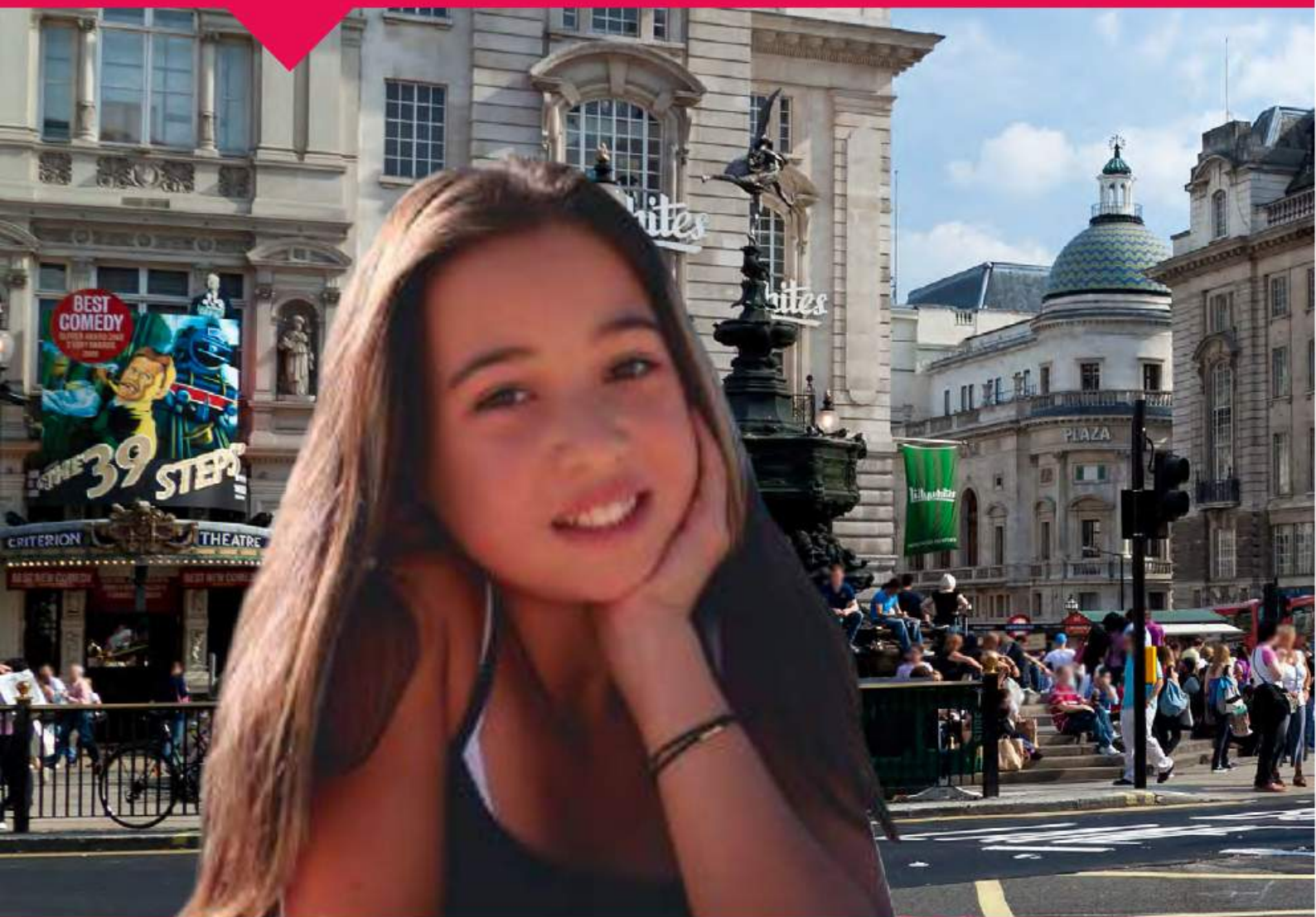
LET'S GO!

Create a calendar for your English class. Take it in turns to ask and answer about your birthdays and write it on the calendar. Now we can celebrate birthdays in class! WB p. 6

Unit 1

New school, new life

How do they spend the first day of school in England?



→ In this unit we are going to...

- introduce ourselves to our new classmates.
- talk about schools in England.
- discover the wealth of diversity in multicultural London.
- talk about cultural diversity.



Your challenge

Create the class yearbook.





Hi, I am **SHEENA**, from London (UK). I'm English, but my family is from India. In this unit you will learn about the first day of school in Year 7 in England.



↑ Piccadilly Circus, London



↑ Sheena's vlog

LET'S GO!



Track: 01

- 1 **Listen to** Sheena's conversation. **Complete** the sentences:
 - a. It's Sheena's first...
 - b. In the school, there is...
- 2 **Look** at the picture of Sheena's video. What can you see?
Tell a partner.

1. Where are you from?

I can introduce myself to my new classmates.



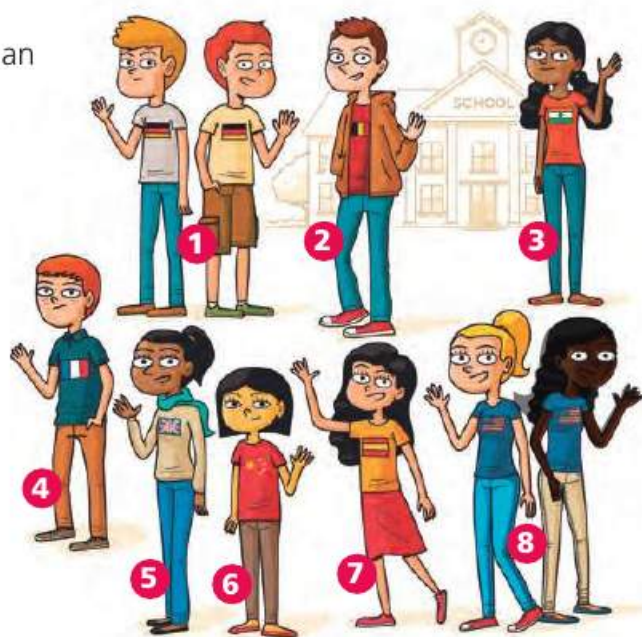
Track: 02

1 Listen to three introductions and **match** them with an illustration. **Read** three more introductions.

Match them with the correct illustrations. **WB p. 8**

- a. My name is Sheena. I am British. I am nearly twelve.
- b. I am Eva. I'm from Spain and I am eleven years old.
- c. We are Carl and Hans. We are German. We're eleven.

Write an introduction for the two remaining characters.



Did you know?

English people are from England. British people are from the United Kingdom (England + Scotland + Wales + Northern Ireland).



Track: 03

2 In Sheena's school, there is a Welcome Club. **Listen to** the dialogue and **complete** the forms. **WB p. 9**

Vocabulary track: 01



Vocabulary

COUNTRIES	NATIONALITIES
Belgium	Belgian
China	Chinese
France	French
Germany	German
India	Indian
Spain	Spanish
The USA	American
The United Kingdom	British

Question words

What is your name?
How old are you?
When is your birthday?
Where are you from?
What is your nationality?
Where do you live?
What languages do you speak?

The present tense of the verb "to be"

I am English. / I am not English.
We are English. / We are not English.
Are you English?
→ Yes, I am. / Yes, we are.
→ No, I am not. / No, we are not.



LAST NAME:
AGE:
BIRTHDAY:
NATIONALITY:
LANGUAGES SPOKEN:

REGISTRATION FORM



FIRST NAME:
LAST NAME:
AGE:
BIRTHDAY:
NATIONALITY:
LANGUAGES SPOKEN:

LET'S PLAY...

A ball game (group work)

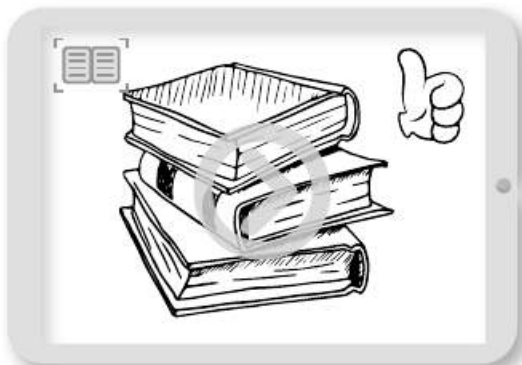
- Take** a ball and **introduce** yourself: say your name, your age, your nationality and the languages you speak.
- Pass** the ball to a person in the group.

My name is Sara.
I am eleven...



- 3 **Watch** Sheena's video about her first day at school and new friends.
Take notes about their favourite activities. **WB p. 12 Compare** your notes with your classmate. And you? What do you do in your free time? **Tell** your partner.

I love swimming.



↑ Sheena's vlog

Vocabulary
track: 02



Vocabulary

to cook
 to cycle
 to go on the computer
 to play cricket / football
 to play in the garden
 to play video games
 to read
 to swim
 to watch TV
 to write

- 4 **Read** Sheena's section in the school yearbook.
Complete your own profile in your notebook.



Did you know?

A yearbook, is a book published annually to record and celebrate the past year at a school.

Expressing likes and dislikes

like / love / hate + to + infinitive verb
 I like to swim.

like / love / hate + verb-ing
 I like swimming.

like / love / hate + noun / nominal group
 I like sports.

I like science fiction films.

I don't like + to + infinitive
 + verb-ing
 + noun / nominal group



MINI CHALLENGE: A NEW IDENTITY (pair work)

It's the first day at your new school. You play a game to get to know each other. **WB p. 13**

- 1 **Create** a new identity for yourself: a new name, an age, a birthday, a nationality, a place of residence and the language(s) you speak.
- 2 **Think about** what you like or don't like to do in your free time.
- 3 **Ask** and **answer** questions.
- 4 **Complete** your classmate's card.



2. Welcome to my school!

- 1 **Look** at the picture. What do you think the video is about? Why? **Tell** a partner.



↑ Sheena's vlog

- 2 **Watch** the video and **write** the names next to what Eva's friends think. Two phrases are true about one person. **WB p. 14**

Sheena

Jae

Raphael

Eva

- a. I don't like reading in English because it is difficult and I don't know all the words.
- b. I like London because it's so international, but I miss my friends.
- c. I like our house in England because we've got a garden. I love playing in the garden.
- d. I love the class because we play video games and explain our opinions.



- 3 **Work** in groups. **Discuss** the questions.

- Where are you from? Where is your family from?
- What do you think of reading in another language? Is it difficult/easy/important?
- Do you have friends from different countries?
- What do you think are the positive/negatives about having friends from different countries?
- Do you like the I.T. class? Why (not)?



- 4 **Complete** the table with the correct activities. **Use** the sentence starters to write sentences.

Sheena	Eva	Raphael	Jae

Sheena doesn't like ...

Jae likes ...

CITIZENSHIP

We all smile in the same language



We all smile

1. **Look at** the poster. **Find** the slogan.

2. **Rephrase** the message.

We come from different countries but...

↑ Rimidesigns, We All Smile in The Same Language

- 5 **Tell** your partner about your first day at school. **WB p. 15**

"We have assembly and I go to the classroom. I sit next to ..."

- 6 **Look** at the plan of the school. Four room names are missing. **Watch** the video again and **write** the missing rooms in the correct places. **Complete** Sheena's sentences.



This is my school.

- The cafeteria is next to the ... and the ...
- There is a lab opposite the ...
- The ... is between the girls' toilets and the boys' toilets.
- The ... is opposite the music room.

Articles

There is **a** library in our school.
This is **the** library where I study.

Vocabulary
track: 03

Vocabulary

near / next to

between

opposite



LET'S PLAY...

Find the room (pair work)

- Choose** a place in the school.
- Explain** where it is.
- Your partner **guesses**.

It's a small room next to the library. What is it?



MINI CHALLENGE: YOUR SCHOOL

It's Open Day in your school. Give the welcome speech. **WB p. 19**

- Decide** the name, location and number of students in your school.
- Complete** a school plan.
- Describe** your new school!

I go to a High School in Plymouth. We are over...

This is the hall. There is a... between the library and the...



3. Meet Tymur, a blogger from Ukraine!



- 1 **Listen** to an introduction. **Write** questions that match Tymur's information.

Track: 01

.....

.....

.....

.....

.....



MINI CHALLENGE: CREATE A BIRTHDAY FOR TYMUR

Think of Tym's last name that is common for your place.
Now complete the registration form.

REGISTRATION FORM



First name

Last name

Birthday

Nationality

Languages spoken



- 2 **Listen** to Tymur talking about his favourite activities. **Take notes.** **Compare** your notes with your classmates'. What activities from Tymur's list do you like? /love? /do not like? /hate? **Tell** your classmates.

Track: 02



- 3 **Complete** the table with the names (Sheena /Tymur).

	swimming	cycling	cooking	playing video games	washing dishes	watching TV
like						
love						
does not like						
hate						



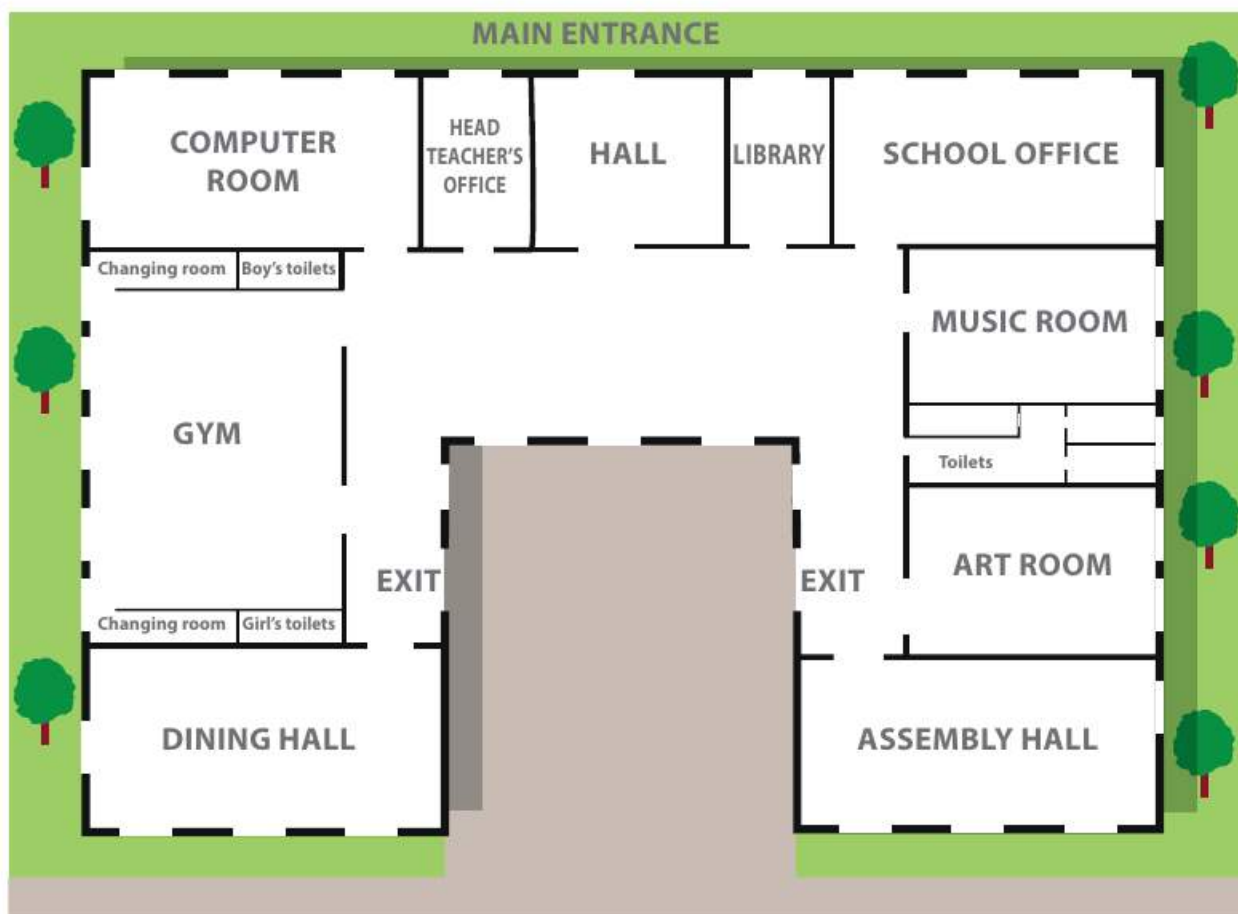
- 4 **Speak** about Sheena and Tymur. **Use** the sentence starters like in the example:
Sheena likes....Tymur loves....



- 5 **Listen** to Tymur talking about his school in Ukraine. **Write** the missing prepositions to complete Tymur's story.

Track: 03

Welcome to my school in Ukraine. This is a school plan. The school is fantastic. There is a library _____ to the hall. The gym is _____ the dining hall and the computer room. The music room is _____ the gym. The art room is next to the assembly hall. The Head Teacher's office is _____ the hall and the computer room. There are the boys' and girl's toilets _____ the changing rooms. The school office is _____ the library and the music room. The art room is _____ the exit.



- 6 **Pair work:** **describe** Tymur's school and Sheena's school. **Agree** (I agree) or **disagree** (I disagree) with your partner. Follow the example:

A: The cafeteria is opposite the hall in Sheena's school.	B: I agree.
A: The gym is next to the hall in Sheena's school.	B: I disagree. The gym is next to the lab in Sheena's school.
A: The hall is between the girls' toilets and the boys' toilets in Sheena's school.	
A: The art room is between the cafeteria and the music room.	
Continue making statements....	

My grammar → Exercises p. 114

1. SUBJECT PRONOUNS



I	I am Sheena.
you	You are 11 years old.
he / she	She is English.
it	It is my school.
we	We go to a great school.
they	They are my friends.

In English, **you** refers both to the second-person singular and the second-person plural. Does the same thing happen in other languages?



2. QUESTION WORDS (1) WB p. 10

Question words are at the beginning of a question. Use them to ask questions about:

What...? a thing, a situation, a person's name, nationality, likes, dislikes...

What sport do you like?

When...? a date / time

When does school start?

Where...? place

Where is the canteen?

Where ...from? origin of a person or thing

Where are you from?

Who...? person

Who is the teacher?

How old ...? age

How old are you?

Notice! 4 of the question words start with 'wh-'



- 1** Use these words to create questions. Then answer them. Pay attention to capital letters and punctuation!

- name what is your
- old you are how
- are from where you
- birthday when your is
- live where you do
- nationality what your is
- speak you languages what do

3. THE PRESENT TENSE OF THE VERB TO BE (1) WB p. 8

- To be** is a verb that can be used to express...
 - identity: I **am** Sarah.
 - age: I **am** eleven.
 - place of origin: I **am** from the USA.
 - nationality: I **am** American.

POSITIVE FORM

I	am	from Scotland.
You / We	are	

- In spoken English, the first letter of the verb **to be** is often replaced by an apostrophe.

I am = I'm Sarah

you are = You're 11 years old

she is / he is = She's / He's English.

it is = It's my school.

we are = We're Scottish.

they are = They're my teachers.

These are called **contracted** verbs

I'm Sarah.

We're from the USA.

- In the question form of the verb, the subject and the verb are inverted.

QUESTION FORM

Am	I	eleven?
Are	you / we	Chinese?

- In the negative form, **not** follows the verb **to be**.

NEGATIVE FORM

I	am	not	German. from London.
You / We	are		

- In spoken English, the negative form is often contracted: **I am not** becomes **I'm not** and **you/we are not** becomes **you/we aren't**.

I'm not Sarah.

We're not from the USA.

- In short positive answers, verbs are not contracted.

SHORT POSITIVE ANSWERS

Yes,	I am. / we are.
------	-----------------

SHORT POSITIVE ANSWERS

No,	I'm not. / we aren't.
-----	-----------------------

- 2 Complete** the conversation.
Use contracted forms.

Sharon: Hi!
Paolo: Hi! What's your name?
S: My name's Sharon Cooper. And you?
P: Paolo Ramirez. How old?
S: 11.
P: That's funny. both 11!
S: Where are from?
P: Guess!
S: Italian?
P: Yes, And you?
S: from England.

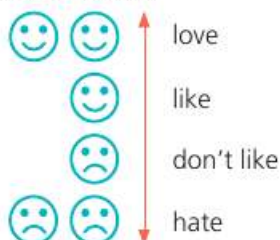


Pronunciation → WB p. 22

Different ways of pronouncing "th"
Sentence stress

4. LIKES AND DISLIKES WB p. 13

You can use different verbs to talk about what you like or dislike.



When you talk about he/she/it add an **-s** onto the verb.

Sheena **likes** cycling.

In the negative form, the auxiliary **do** changes to **does**.

Sheena **doesn't** like maths.

Use **verb + ing** to talk about the experience of an action

I like swimming fast.

Use **verb + to + pass infinitive** to talk about a habit
I like to run before school.

- 3 Talk about** what Sheena likes and dislikes (or hates). What do you and Sheena have in common?



5. ARTICLES: A / AN, THE AND THE ZERO ARTICLE WB p. 17

Articles provide us with information about noun.

- The** is used to talk about something that has already been mentioned, or something that everyone knows.

This is **the** cafeteria.

The art room is quite big.

- A/an** are used to refer to something that has not yet been mentioned. The article **a** becomes **an** when used in front of a noun that starts with a vowel sound.

There is **a** lab and **an** art room in my school.

- The zero article is used to talk about something in general terms.

I love **Ø** team sports. / I hate **Ø** classical dance.



Be careful! When talking about something in general terms in English, you do not use an article (Ø = zero article). But what happens in your language when you talk about something in general?

6. POSSESSIVE ADJECTIVES WB p. 19

Adjectives are used to describe a noun. Possessive adjectives show the relationship between a noun and a person.

I	my
you	your
we	our



This is **my** school.



This is **your** school.



This is **our** school.

- 4 Complete the sentence** with the correct possessive adjective.

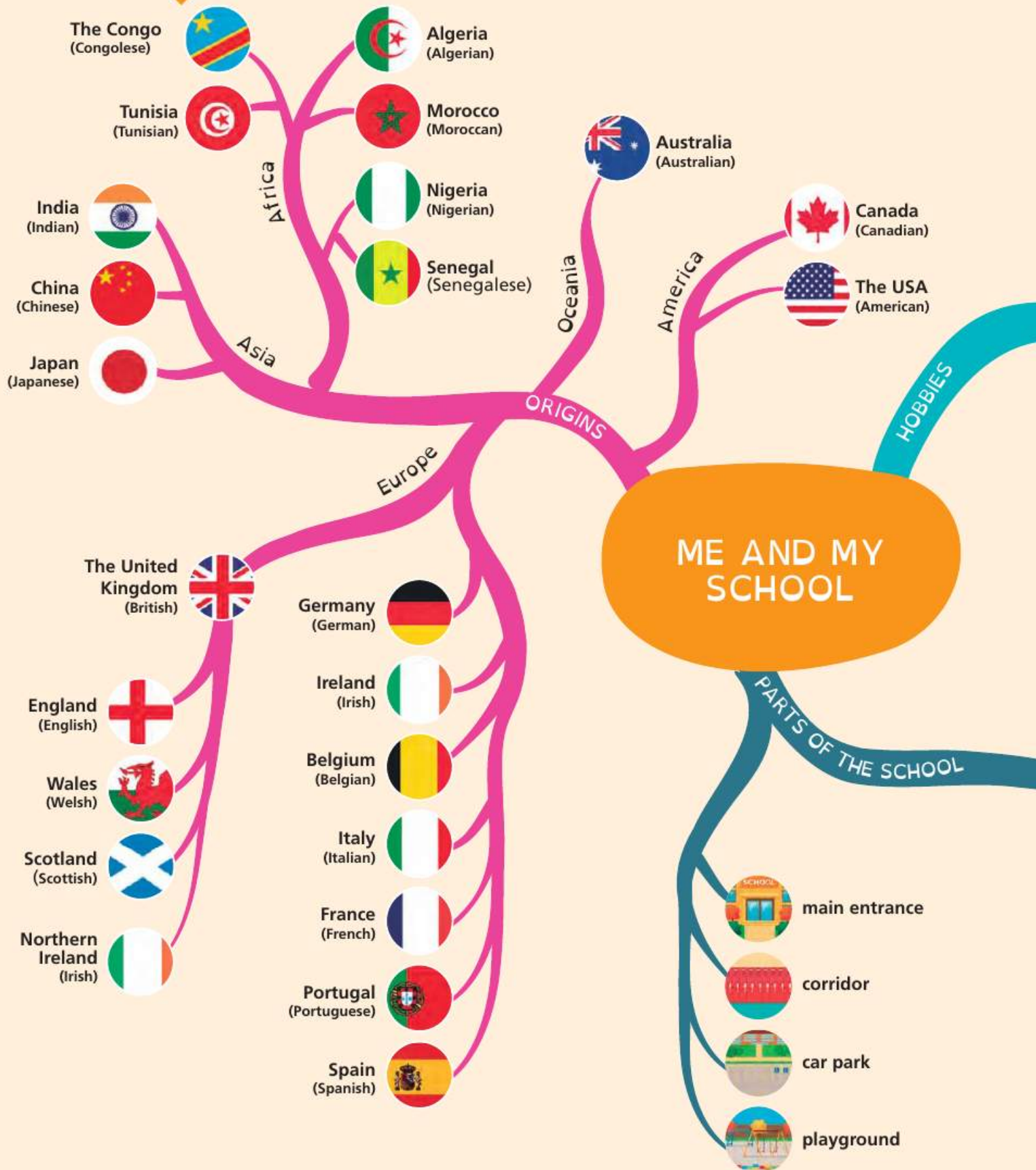
Hi! name is Peter, and this is friend Alex.
We are eleven. We love playing football on school team. And you? What's name?

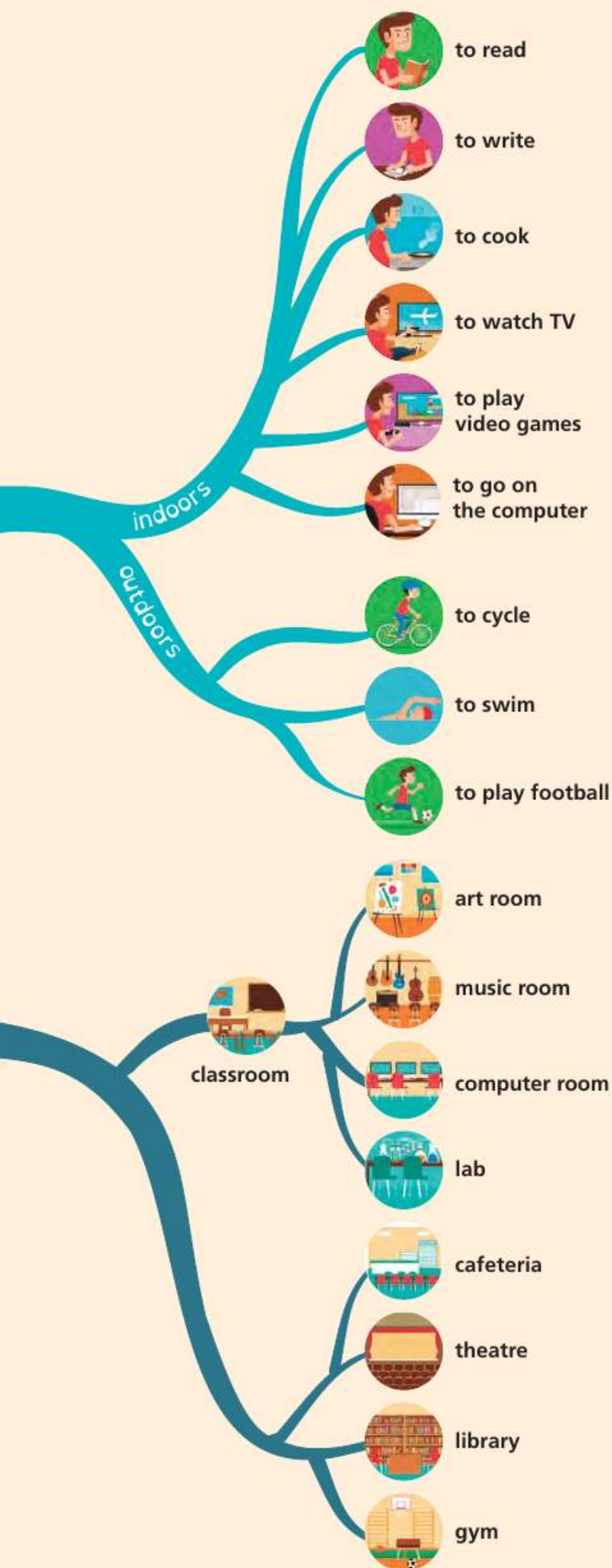


My vocabulary

→ Exercises, p. 114
→ WB p. 20

I see
and I memorise.





COUNTRIES, NATIONALITIES AND LANGUAGES

1 Look at the flags to complete the sentences below.

- Hi, I am Christian. I'm from .
I live in Melbourne.
- My name is Petra. I live in Venice. I am .
- Hello! I am Joshua. I'm from .
I speak and English.
- I am Jean. I live in Paris but I am not .
I am from . I speak and English.
- Hello everybody. My name is Said. I'm  but I
live in . I speak Arabic and

2 Find the odd one out. Explain your answers to your partner.

- The USA The United Kingdom Canada
- Australia Portugal Wales
- Belgium Germany France
- Italian Portuguese Chinese

DIFFERENT PLACES AT SCHOOL

3 Match each activity with a place at school.

- We learn to play the piano in the
- We play basketball and badminton in the
- We learn digital skills in the
- We have lunch in the
- We borrow books from the
- We make and then paint our creations in the
- We have drama lessons in the

Create your mind map!

Create your own mind map by choosing the words that you would use to describe yourself (country, nationality, languages, hobbies) and your school.



Today I'm writing about
Indian culture in London.

ARTISTIC
AND CULTURAL
EDUCATION

MULTICULTURAL LONDON: INDIA

DIWALI

In Autumn, British Indians in London celebrate the festival of Diwali, with music and dance. It's called 'the festival of lights'. It is one of the major festivals of Hinduism. It represents the victory of light over darkness, good over evil and hope over unhappiness.



INDIAN FOOD

London has something for everyone. People come from Europe, Africa and Asia to live in the city. Many people come from India or Pakistan. In London you can eat delicious Indian food like chicken tikka masala. It is a spicy dish that contains chicken, spices and yoghurt. Yummy!



↑ chicken tikka masala

ANUSHKA ASTHANA

Anushka Asthana is a journalist and newsreader. Her parents are from India and she was born in Scunthorpe, North England. She studied economics at Cambridge University and has reported for a main English newspaper, *The Times*, and *Sky News*. If you want to know anything about politics, ask Anushka!



Other Posts:

- Family Paintings
- Two Very Irish Activities
- Tim Burton's Houses
- London Fashion Design
- I Love Baseball
- New York Skyscrapers
- Scottish Legends

Contributors:



Sheena



Tom



Tara



John



Kirstine

YOUR TURN!

1 Go on the internet.

Find international festivals in London. What culture do they celebrate?

YOU ARE AN ARTIST!

Create a poster about multicultural London (festivals, areas, food, artists) in groups.





CREATE A CLASS YEARBOOK

It's your first day in a new school with new classmates.
Start the yearbook for your class.

1. **Write** a short introduction of yourself: name, age, birthday, nationality, languages you speak, hobbies, likes and dislikes, etc.
2. **Write** a brief introduction of the school: name, location, number of students, different parts...
3. **Take a photo** of yourself and of the different parts of your school.
4. **Create** a page with personal information and another one with the information about the school.
5. **Collect** all the pages to start a yearbook. You will complete it as a class during the year.
6. **Take a class vote** for the best description of the school.

↓ Digital alternative

Film your presentations, then save them. You will be able to watch them again in your last year of school.



Welcome to my school
in Versailles!
There are 900 students.
In our school, there is a
science lab, a big gym
and a beautiful library.

My name's
Laura Martin.
I'm eleven.
I'm in Year 7.



I like playing football.
I love cooking.
I don't like playing video
games.

To show you have
completed this challenge,
mark your progress in this unit on
the **CHECK YOUR SKILLS** section
of your Workbook (p. 23).

Unit 2

What are American families like?

American family



→ **In this unit, we are going to...**

- introduce family members.
- describe people's physical characteristics.
- discover American artists.
- talk about different types of families.



Your challenge

Create the family characters for a new American television series.





Hi, I'm **TOM**, from New York (USA). In this unit you will learn about American families.



↑ Tom's family

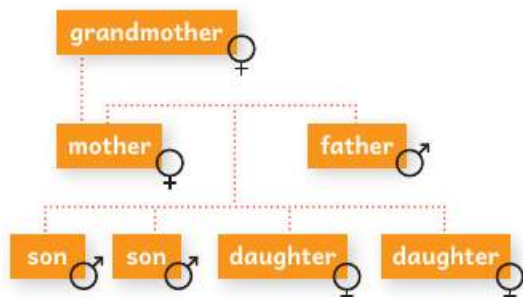
LET'S GO!

- 1 Look at** the pictures and the video still.
What do you think this unit is about?
- 2** What do you know about New York?
Make a list of things with your group.

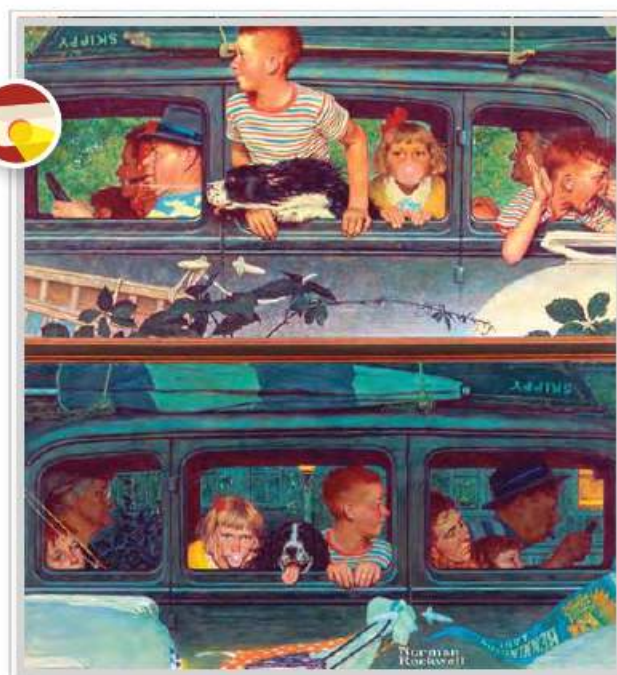
1. We are family!

I can introduce the members of a family.

- 1 **Look at** the painting.
Who are they? WB p. 24



Did you know?
Norman Rockwell (1894-1978) was an American artist. He painted scenes of American people and families.



↑ Norman Rockwell, **Going and Coming** (1947)

- 2 **Read** the text about this family.
Who is the author? WB p. 24



Bill



Bill Jr



Jenny



Sally



Granny



Linda



Todd



Pin

I have got a little sister and two brothers, Bill Jr and Todd. Bill Jr is my favourite! His dog, Pin, is very intelligent. I have got a grandmother too, she is always with us. I love my grandma! We have got a beautiful car. Pin loves the car and I love it too!

Vocabulary
track: 04

Vocabulary

mother + father = **parents**
grandmother + grandfather = **grandparents**
son + daughter = **children**
brother
sister
stepfather
stepmother
stepbrother / half-brother
stepsister / half-sister

The verbs have got and to be

I **have got** / I've **got** a sister.
We **have got** / We've **got** a beautiful car.
She **is** always with us. / She's **always** with us.

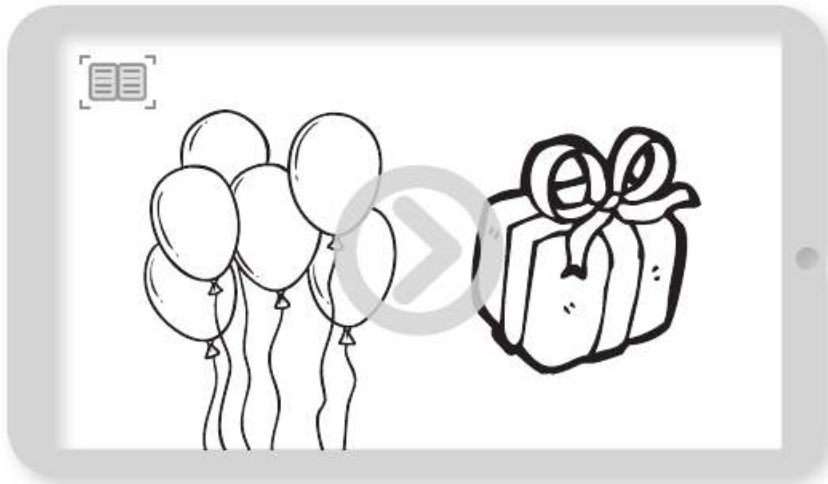
- 3 **Write** about your real or fictional family.

I have got one/two...
My sister loves animals...



- 4 **Imagine** it's your birthday. You have a party with friends and family. Who do you invite from your family? **Tell** a partner. WB p. 26

- 5 **Watch** Tom's video about his birthday party. Who is at the party? **Draw** the family tree.



↑ Tom's vlog.

Vocabulary
track: 05



Vocabulary

husband
wife
uncle
aunt
nephew
niece
cousin

Review: Possessive adjectives

I: **my**
You: **your**
He/She: **his/her**

LET'S PLAY...

The game of the family relationships (group work)

1. **Sit down** in a circle.
2. Student A **points at** student B and **invents** a family relationship.
3. Student B **answers** by saying the family relationship for him/her.

She's my
grandmother!

He's my
grandson!

MINI CHALLENGE: A FAMILY GAME (group work)

Play the family game: invent a famous family for yourself!

WB p. 28

STUDENT A:

1. **Imagine** a family with yourself and six or seven famous characters (real or fictional).
2. **Draw** the family tree.

STUDENT B:

1. **Explain** the family tree to student C.

STUDENT C:

1. **Listen** to student B and **draw** the family tree.



His father
is Lionel
Messi...

2. Have you got blue eyes?

I can describe a person's physical appearance.



1 **Look** at this family.

Read the descriptions of the members of the family.

Underline the information about physical characteristics. WB p. 29



Lewis has got one child, **Tom**. **Tom** is medium height. He has got brown eyes and brown hair.

Jen has got a sister, **Lisa**. **Jen** is tall and she has got red hair. **Lisa** is tall and she has got blonde hair.

Jess has got two daughters, **Maria** and **Eva**. They are the intelligent girls of the family. They have got long dark hair and brown eyes.



2 **Listen to** the description and **complete** the sentence. WB p. 29

Track: 04

Her name is Maria and she's ... years old. She's ... and she is very She has got ... hair and brown



3 **Write** a description of another character in this family. Your partner **guesses** who they are! WB p. 29

LET'S PLAY...

The 'Stand up if...' game

1. A student **says** a sentence with a physical feature.
2. **Stand up** if it applies to you.

Stand up if you've got brown eyes!

Vocabulary

Vocabulary track: 06



black/dark hair



blond(e) hair



brown hair



red hair



- 4 **Read** the extract from the famous novel 'Little Women'.
Match the descriptions with the girls in the image. WB p. 32

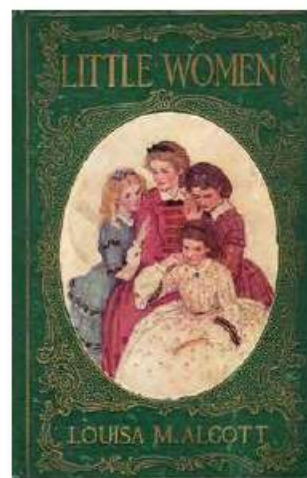
Margaret, the eldest of the four, is sixteen, and very pretty. She has got big eyes, brown hair, a sweet mouth, and white hands.

- 5 Fifteen-year-old Jo is very tall and thin. She has got beautiful long brown hair. And she has got big hands and feet.

Elizabeth, or Beth, as everyone calls her, is thirteen. She has got bright eyes, soft hair, a shy manner and a timid voice.

- 10 Amy, though the youngest, is a most important person, in her own opinion at least. She has got blue eyes and blonde hair.

↑ Louisa May Alcott, *Little Women* (1868)



CITIZENSHIP



Types of family

1. **Describe** your family.
 Who are they? What do they look like?
 The others draw a family picture.
Discuss which drawing you take home to show your family.
2. **Look at** all the other pictures.
 Are all families the same?
Explain the differences ...

Kim has got two brothers, one uncle ...



- 5 **Ask** and **answer** questions about a member of your partner's family.
Exchange roles.

- Have you got a sister?
 ◦ Yes, I have.
- Is she tall? Has she got...?
 ◦ No, she isn't. She's got...

Asking questions with have got and

She **has got** blue eyes.

Has she **got** blue eyes?

✓ Yes, she **has**.

✗ No, she **hasn't**.

She **is** tall.

Is she **is** tall?

✓ Yes, she **is**.

✗ No, she **isn't**.



MINI CHALLENGE: WHO'S WHO? (pair work)



Play 'Who's Who' and guess your partner's character. WB p. 33

- 1 **Invent** a character and draw a picture.
Give your character a name.
- 2 **Hang** all the portraits on the wall.
- 3 **Ask** questions to identify your partner's character.
- 4 **Answer** your partner's questions.

Has he got...?

Yes, he has.

Is he...?

3. Meet my family

I can introduce my family in Ukraine.



1 I can introduce my family in Ukraine.

Track: 04

Pick out all the names and numbers you hear and **complete** the sentences.



Hi! I am Tymur, from Cherkasy, Ukraine.
I can introduce the members of my family.
Listen to me and complete the sentences.

My family is friendly. I've got a little brother _____ and an elder sister _____. My little brother is _____ years old; he is in kindergarten. My older sister is _____. We are at the same school. My father's name is _____. He is _____ years old. My mother's name is _____. She is _____ years old. My father's parents' names are _____ and _____. So my grandfather Victor is _____ years old and my grandmother Svitlana is _____ years old. My mother's parents' names are _____ and _____. Grandfather Yaroslav is _____ years old and grandmother Nadiia is _____. My father has got two sisters, _____ and _____. Vira is _____ years old and Vika is _____ years old. My mother has got a brother, _____, who is 40 years old. My aunt Vira has a son _____ and a daughter _____. Oleh is _____ years old, and Olha is _____. My aunt Vika has got a son _____, who is 8 years old. Ihor has got two sons, _____ and _____. Valentyn is _____ years old and Oleksandr is _____.



MINI CHALLENGE: A FAMILY TREE

Draw the family tree for Tymur. Complete it with the family relations. You may listen to a recording several times.

Explain Tymur's family tree to students.



2 **Compare** Tymur's family tree and Tom's family tree.

Tymur's family relationship

Tom's family relationship ...

Tymur has got a sister and a brother

Tom has got ...



3 **Read** the text about the activities Tymur and his family members like doing.
Complete the sentences with the names of his family members.

I like playing computer games and cooking. My older sister _____ loves listening to music. She always listens to music! My younger brother _____ has got a pet dog, Black. He plays with his dog for hours. He feeds the dog too and cleans after Black. My father _____ is a football fan. He loves watching football on TV. On weekends, he likes playing football with his friends. My mother _____ loves sport too. She goes to the gym two times a week.



- 4 **Look** at the picture of this family. **Guess** whose family this could be. Why do you **think** so?



- 5 **Look** at the picture above. **Listen** to the description and **complete** the sentence.

Track: 05

My mother is a lovely woman. She has got _____, brown hair and _____ eyes. She is _____ and slim. My dad is _____ and strong. He's got short _____ hair and blue eyes. My sister has got _____ blond hair and blue eyes. My younger brother has got blond, short hair and _____ eyes.



- 6 **Look** at these pictures. Think of the names you like to call them. **Describe** the person and **ask** your partner to **guess** who it is. Or your partner can **ask** you questions, for example: *Is it a boy? Is it a girl? Has she got short hair?.....*

			
A _____	B _____	C _____	D _____
			
E _____	F _____	G _____	H _____



- 7 Fun activity.

Think of the activities these children might like doing. Who likes drawing? traveling? singing? dreaming? dancing? playing video games? playing football? writing poems? Why do you **think** so?

Follow the example:

Student A: Who likes drawing?

Student B: I think the girl in picture F likes drawing.

Student A: Why do you think so?

Student B: She likes to express herself. Her hair is neat.

1. THE VERB HAVE GOT WB p. 25, 32

- The verb **have got** allows you to express:
 - ownership (**I have got a computer**),
 - family ties (**I have got a brother**),
 - physical descriptions (**I have got long hair**).

POSITIVE FORM

I / You	have got	blue eyes. long hair.
He / She / It	has got	
We / You / They	have got	

- In spoken English, contract **I have got** to **I've got**. The word **have** becomes **'ve**.
He / she has got becomes **he / she's got**.
These are known as "contracted" verbs.

- In the question form, the subject and **have** change position.

QUESTION FORM

Have	I / you	got a brother?
Has	he / she / it	
Have	we / you / they	

- In short answers, **got** is not used.

POSITIVE ANSWERS (YES)

Yes,	I / you	have.
	he / she / it	has.
	we / you / they	have.

NEGATIVE ANSWERS (NO)

No,	I / you	haven't.
	he / she / it	hasn't.
	we / you / they	haven't.

When talking about your age in English,
you use **to be** instead of **have got**.
I'm 11 (years old).

Do you know what happens in any other languages?



1 Complete the sentences with the correct form of the verb have got.

a. you any brothers or sisters?

Yes, I

b. your sister blue eyes?

Yes, she

c. your cousins a dog?

No, they

d. Matt a cousin?

Yes, he

2 Rewrite the following about Lucy.

Hi! My name is Lucy. I have got a big family.
I have got three brothers, Billy, Jim and Scott,
and two sisters, Mandy and Carla. I have got a
dog and a cat, too. I've got four uncles and five
aunts. So I've got 32 cousins!

Her name is Lucy. She...



3 Write the contracted form of the verb have got.

a. My aunt has got two brothers.

b. I have got a younger sister.

c. My grandmother has got three cats.

d. My uncle has got two houses.

Pronunciation → WB p. 36

The contracted forms of **have got** and **has got**

2. THE PRESENT TENSE OF THE VERB TO BE (2)

- The form of **to be** with he/she = is

He's my brother.

Mike's my best friend.

POSITIVE FORM

He / She	is 's	my brother / my sister.
----------	----------	----------------------------

- In the negative form, add **not** after the verb **is**. In spoken English, **is not** becomes **isn't**.

NEGATIVE FORM

He / She	is not isn't	my brother / my sister.
----------	-----------------	----------------------------

- To ask a question, you should invert the subject and **is**.

QUESTION FORM

Is	he / she	your brother / your sister?
----	----------	--------------------------------

- In addition to **he** and **she**, there is also **it**. **It** is used to talk about objects, for example:
It is a bike.
It isn't a car.

4 Read the text. Who are the two boys in photos 1 and 2?



I'm Tom. I've got two best friends: Shawn and Kyle. They are my classmates. Shawn's got two stepbrothers and Kyle's got a sister. Shawn's got dark hair. Kyle's got short blond hair.

Copy out the text again, using the full verb instead of the contracted form of the verb.

3. POSSESSIVE ADJECTIVES WB p. 28

- Possessive adjectives allow you to indicate who an object belongs to and describe family relationships.

This is **my** bike.

Kev is **my** cousin.

I	my
you	your
he	his
she	her

Watch out! In the third-person singular, the possessive adjective depends on if the owner is male (**his** father) or female (**her** father).

5 Fill in the correct possessive adjective.

- I have got a cousin. name is Joe.
- My favourite actress is Emma Watson. I love films.
- family is very small. I haven't got a brother or a sister.
- Are you American? I like accent.

Translate the phrases below into your language: "my sister", "my uncle", "my grandparents". What do you notice in comparison to English?



4. ADJECTIVE POSITION WB p. 30

- Adjectives are used to describe nouns. In English, adjectives are places before the noun.

an **intelligent** girl
adjective noun

an **intelligent** boy
adjective noun

Look at the adjectives in the examples above. Do they change depending on the noun? Do they change in your language?

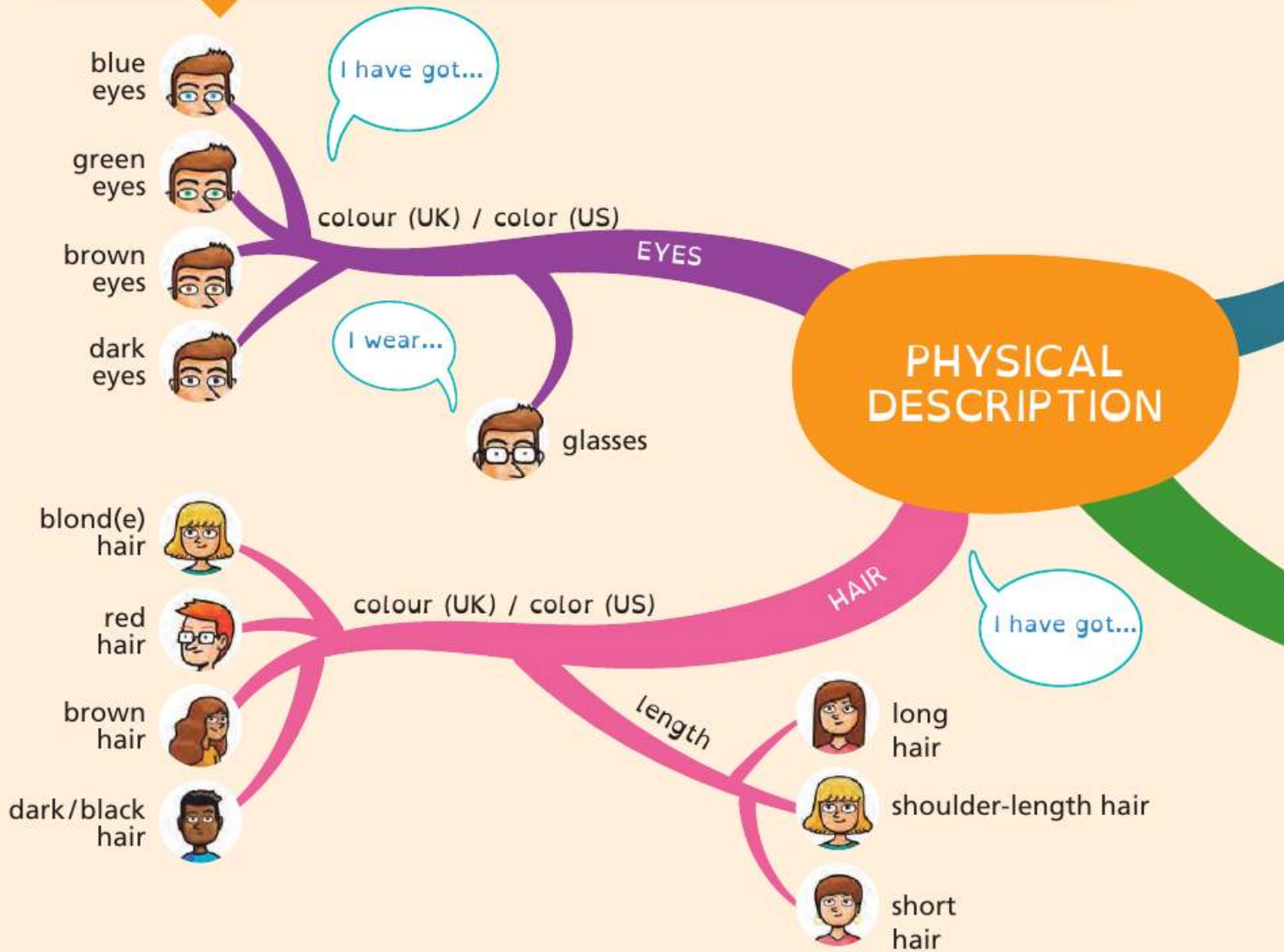




My vocabulary

→ Exercises, p. 115
→ WB p. 34

I see
and I memorise.



FAMILY MEMBERS

grandparents

a grandmother
a grandfather

parents

a mother

a father

parents' sisters
and brothers

an aunt

an uncle

After one parent
marries again

a stepmother

a stepfather

children

my sisters and brothers

a sister (or twin sister)

a brother (or twin
brother)

my uncle and aunt's
children

a cousin

a cousin

sisters and brothers, after
one parent marries again

a half-sister/step sister

a half-brother/step brother

Pronunciation → WB p. 36

The sound /ɪ/ and the diphthong /aɪ/

I am...

HEIGHT

(very) tall
(of) medium-height
(quite) short



short medium-height tall

I am...

BUILD

slim
thin



thin/slim overweight/fat

Who am I?

I'm my grandparents'

granddaughter
grandson

I'm my parents'

daughter
son

I'm my uncle and aunt's

niece
nephew

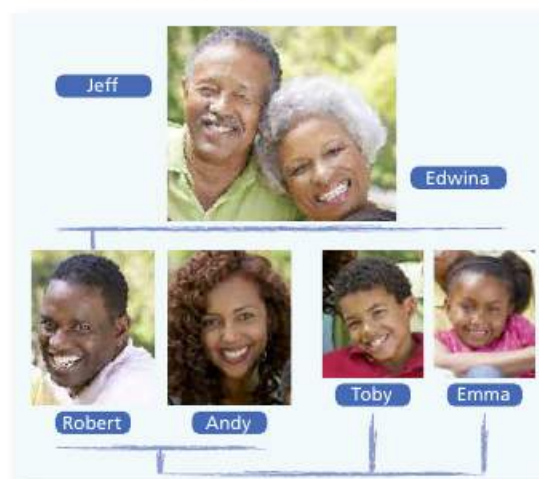
I'm my stepmother's

stepdaughter
stepson

THE FAMILY

1 Complete these sentences about this family.

- Jeff is the
- Emma has got a, Toby.
- Edwina has one, Robert.
- Robert and Andy have got two
- Jeff is Toby's
- Edwina is Robert's



DESCRIBING PHYSICAL CHARACTERISTICS

2 Who is who?

- Natasha and Sara have got long, dark hair.
- Peter has got two children and he's got brown hair.
- Meg's got short, white hair.
- Billy is short, and he's got short, brown hair.
- John is tall and he's got short, white hair.



Create your mind map!

Create your own mind map by choosing the words that best describe you: your physical characteristics, your family, etc.



Today I'm writing about a family painting by a great artist from the state of Massachusetts.

**ARTISTIC
AND CULTURAL
EDUCATION**

FAMILY PAINTINGS

NORMAN ROCKWELL

This is a famous representation of Thanksgiving, by the artist Norman Rockwell. He paints scenes of American life. He has got a realistic style.

Thanksgiving is a traditional family celebration in the USA. In the painting, you can see a grandmother and a grandfather serving a meal to a large family. Everybody is happy and they are smiling.



↑ Freedom from Want (1943)

Other Posts:

- Multicultural London: India
- Two Very Irish Activities
- Tim Burton's Houses
- London Fashion Design
- I Love Baseball
- New York Skyscrapers
- Scottish Legends

Contributors:



Sheena



Tom



Tara



John



Kirstine

YOUR TURN!

- 1 **Read** the text. **Look at** the painting. What do you like about the painting? How does it make you feel?
- 2 **Imagine** you are a member of this family. **Describe** your family to your partner.

YOU ARE AN ARTIST!

Look for a parody of this painting on the Internet.

Invent your own parody with photos of your family and friends.

Your challenge



CREATE THE CHARACTERS FOR A NEW AMERICAN TV SERIES

You are a TV scriptwriter for a new American comedy series.

1. **Think about** the characters and **draw** the family tree.
2. **Write** a description for each member of the family.
3. **Think about** a title for your series.
4. **Present** your characters. You can use pictures or drawings.
5. The class **chooses** the funniest family.

↓ Digital alternative

You can create a slideshow to introduce the members of the family and the title of the TV series.

This is Sally Dog.
She's got a sister,
Molly Dog, and a
brother, Mike Dog.
She's got brown eyes
and a big nose.
She loves reading!

And he's Dad Dog.
His wife is Mum Dog.
He's tall and thin.
He's got green eyes
and white hair.
He loves computers.

Dog family



To show you have completed this challenge, mark your progress in this unit on the **CHECK YOUR SKILLS** section of your Workbook (p. 37).

Unit 3

My week

What is a normal day like for Irish teenagers?



→ In this unit, we are going to...

- talk about our everyday activities and how we spend our time.
- talk about our hobbies.
- discover two typically Irish activities.
- talk about physical and mental health.



Your challenge

Present a slideshow of your typical day.





I'm **TARA**, from Dublin (Ireland). In this unit you will learn about the everyday life of Irish students.



↑ colourful doors in Dublin



↑ Tara's vlog.

LET'S GO!

1 Read the conversation.

Answer these questions:

- What subjects does Tara have tomorrow?
- Does Tara like drama?
- What subject does John like?

2 Look at the picture from Tara's video. What does she have for breakfast? What do you have for breakfast?

Tell a partner.

1. Wake up!

I can talk about my everyday activities.

- 1 What do you do in the morning?

Tell your classmates.

Include one activity you don't do.

In the morning, first I get up, then...

Afterwards, I...

But I don't...

- 2 **Watch** part 1 of the video about Tara's day. Then discuss with a partner.

- Is your routine similar or different to Tara's routine?
- How do you feel when you haven't got much time in the morning?



↑ Tara's vlog

- 3 **Put** the activities in the right order. **Identify** three activities Tara doesn't mention.

- 4 **Write** two things that your classmates do and one thing they don't.

Paul gets dressed first and then...

Isabelle has a shower first...

LET'S PLAY...

The fortune teller game (pair work)

1. **Make** a paper fortune teller.
2. **Draw** daily activities.
3. Student A **says** a number.
4. Student B **shows** him/her the picture for that number.
5. Student A **says** what activity the picture shows.



have a shower

do my hair

get up

pack my bag

wake up

wash my face

brush my teeth

make my bed

leave home

check my phone

get dressed

eat / have breakfast

Vocabulary track: 07

Vocabulary

first
then
afterwards
finally

The present simple tense

I **make** my bed.
≠ I **don't make** my bed.
She **makes** her bed.
≠ She **doesn't make** her bed.





- 5 **Watch** part 2 of the video about Tara's day.
Do you think her school week is busy or easy?
Talk to a partner.



Did you know?

In home economics we learn how to do practical activities like cooking, sewing, etc.



- 6 Look at Tara's timetable. **Write** the missing lessons.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08:40-09:20	History	Religious Education	Spanish	b) ...	Maths
09:20-10:00	Business Studies	a) ...	History	Civic, Social & Political Education	Science & Natural Studies
10:00-10:40	Music	Maths	Religious Education	English	English
BREAK					
11:05-11:45	c) ...	Home Economics	English	Art	Social, Personal & Health Education
11:45-12:25	Science & Natural Studies	Home Economics	English	Art	Geography
12:25-13:00	English	Business Studies	Music	Geography	English
LUNCH					
13:40-14:20	English	Geography	PE	History	PE
14:20-15:00	Maths	English	Business Studies	Drama	d) ...
15:00-15:40	Maths	Science & Natural Studies		Maths	IT

- 7 **Compare** your timetable with Tara's. WB p. 41

Tara starts school at..., but we start at...
She has business studies, but we don't.
She doesn't have...

- 8 What are Tara's favourite subjects?

Guess her favourite school day. WB p. 40

Vocabulary
track: 08



Vocabulary

- art
- drama
- IT (Information Technology)
- PE (Physical Education)

Time expressions

- On Mondays
- Fridays...
- At seven o'clock
- eight thirty...
- In the morning
- the afternoon
- the evening...

LET'S
PLAY...

The timetable game (pair work)

1. Look at your timetable.
2. Student A says a day and an hour.
3. Student B guesses the subject.

On Wednesdays
at 10 we have...

Maths!

MINI CHALLENGE: A PERFECT DAY AT SCHOOL

You present a new timetable for your class. WB p. 42

- 1 List your favourite subjects (at least five).
- 2 Invent your perfect timetable for a day.
- 3 Present your timetable.



I start at 10 am.
First, I have 2
hours of...
Then...

2. I play Gaelic football

I can talk
about my hobbies.



- 1 **Watch** part 2 of Tara's video again.
Read the texts and fill in the gaps.
Look at the logos of the schools clubs in Dublin.
Match each student with the correct club.
 Tara doesn't mention 2 logos. **WB p. 43**



Did you know?

Irish, or Gaelic, is an official language of the Republic of Ireland, in addition to English.



I love literature and films. On a) ... evenings, I go to a drama club with my brother. We want to be professional actors!



Callum

I love reading books and writing poems. On b) ..., I always go to a club to learn how to write.



Sophie

In my free time, I do c) ... twice a week. I love it! I also like surfing the Net at home.



Tara

In the d) ..., I usually play e-sports, and once a week, I practise with my Gaelic football team.



Aidan



- 2 Do you have anything in common with them?
Talk about what you do in your free time.

In my free time, sometimes I play rugby...
 I usually surf the Net, like Tara.

LET'S PLAY...

The truth game

1. **Write** three activities you do in your free time: two are true but one is false.
2. **Read** them aloud.
3. The others **guess** the false one.

I play the guitar,
I learn Greek
and...

False! You
don't play the
guitar. You
play the piano!

Adverbs of frequency

always	sometimes
usually	never

Vocabulary track: 09



Vocabulary

to chat with my friends
 to cook
 to do football/tennis training
 to draw
 to go to dance/drama classes
 to listen to music / the radio...
 to play the violin /
 the guitar...
 to play video games
 to read a book
 to sing
 to speak a foreign language
 to surf the Internet
 to watch films/TV/videos
 to write



- 3 **Read** an interview with a young Irish dancer.
What do you learn about Jean? **WB p. 45**

A SUCCESSFUL GIRL

From the outside, Jean Kennedy seems like an ordinary girl, but the medals (she placed third in the Irish Dancing World Championship) tell a different story. In this interview, we chat about

- 5 normal teenage things: friends, college (Jean is studying biology and teaching PE in Dublin City University), family and boyfriends.

I: How often do you practise?

- 10 J: I go to dance classes every week, but when I prepare for a championship it's much more than that. I spend hours just on one dance.

I: Does performing stop you from doing other things?

- 15 J: Yes, it does, a little, but to be honest, I like it that way. My social life is based around my dancing friends, because we're often together
20 and share the same interests.

I: What advice do you have for young dancers?

- J: I think young people spend too much time on social networks and the Internet.
25 You should focus on yourself, and build on your character to be a nicer person.



↑ Siún Lennon, Interview: Jean Kennedy, Irish Dancing World Champion



healthy
body



healthy
mind



= happy
life

A happy life

1. **Look at** the picture.
a. **Name** three activities you can do to have a healthy body.
b. **Name** three activities you can do to have a healthy mind.

Question words

What...?
What time...?
When...?
How...?
How often...?

Questions

Do you...?
✓ Yes, I **do**. / ✗ No, I **don't**.
✓ Yes, he **does**. / ✗ No, he **doesn't**.
✓ Yes, we **do**. / ✗ No, we **don't**.



MINI CHALLENGE: A CLASS SURVEY (pair work)

You do a class survey to find out if your class is more sporty or more artistic. **WB p. 47**

- 1 **Ask** and **answer** questions about sports and art. **Take notes.**
- 2 **Draw** a table and **fill** it in with the information about the sports/artistic activities that your classmates do, and how often.
- 3 **Explain** your findings to the class.
- 4 Is the class more sporty or more artistic?

Do you do any sport?

Yes, I do. I play tennis.



3. Good morning! It's time to wake up!

-  **1** My music alarm always wakes me up with an English song! (Tymur)

Wake up! Wake up! Wake up, my child!
Welcome to the dawn that is so bright!
The sun is rising and spreading its light!
It's time to enjoy this beautiful sight!



What or who wakes you up in the morning?



- 2** What does Tym do in the morning?

Track: 06

Listen to Tymur talking about his routine in the morning. Use the clues to describe Tymur's morning. Arrange them in order.

				
A _____	B _____	C _____	D _____	E _____

What activities are missing? **Add** them to have a complete story. **Think** of the clues for the missing activities and draw them.



- 3** Tymur's school timetable.

Look at Tymur's timetable. Do you have a similar timetable?

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 – 9:15	Ukrainian	Ukrainian	Ukrainian Literature	Maths	Maths
	10				
9:25 – 10:10	Maths	Foundation of Safe & Healthy Lifestyle	Art	Ukrainian	Ethics
	20				
10:30 – 11:15	English	English	History	Home Economics	Ukrainian
	10				
11:25 – 12:10	Spanish	Maths	English	Home Economics	PE
	10				
12:20 – 13:05	IT	PE	Maths	Natural Studies	Foreign Literature
	10				
13:15 – 14:00	Ukrainian Literature	Foreign Literature	Natural Studies	PE	Spanish
	10				
14:10 – 14:55	History				Music
	5				
15:00 – 15:45					



- 4** **Describe** Tymur's timetable with your partner.

Follow the example:

Student A: Tymur has got English three times a week.

Student B: Yes, you are right. Thank you.

Student A: You are welcome. Tymur has got Maths four times a week.
 Student B: I don't think so. Tymur has got Maths every day, five times a week.
 Student A: Thank you.
 Student B: You're welcome



- 5 Compare** Tymur's timetable with Tara's in terms of subjects without looking at them. **Check** how well you remember their timetables. **Fill** in the chart.

Subjects	Tara's timetable	Tymur's timetable
Business Studies		
Ukrainian		
History		
Music		
Maths		
Music		
Science and Natural Studies		
Natural Studies		
Ukrainian Literature		
Spanish		
Foreign Literature		
Religious Education		
Home Economics		
English		
Spanish		
Geography		
PE		
IT		
Drama		
Art		
Foundation of Safe & Healthy Lifestyle		
Ethics		
Civic, Social & Political Education		
Social, Personal & Health Education		



- 6 Compare** your grid with your partner's. **Follow** the example:

Student A: Business Education is on Tara's timetable.
 Student B: Yes, it is. You are right. Thank you.
 Student A: Spanish is on Tymur's timetable.
 Student B: I don't think so. It is on both timetables, Tara's and Tymur's.
 Student A: Thank you.
 Student B: You're welcome.



- 7 Summary.** Similar or different? Work with your partner and agree or disagree with your partner's statement. Follow the example:

Student A: Tara starts school at 8:40 but Tymur starts school at 8:30.
 Student B: Yes, you are right. They start school at different time.
 Student A: Thank you.
 Student B: You're welcome.
 Student A: Both Tara and Tymur have got breaks after every lesson.
 Student B: I don't think so. Tara has got two breaks, but Tymur has breaks after every lesson.
 Student A: Thank you.
 Student B: You're welcome.

My grammar → Exercises p. 116

1. THE PRESENT SIMPLE WB p. 39

The present simple tense expresses actions happening now and regular actions.

- To make the simple present, use the infinitive verb (without *to*). Remember in the third-person singular add an **-s**.

I sing in a choir. → She sings in a choir.

- If the verb root ends in **-o, -s, -z, -ch, -sh** or **-x**, then we add **-es**.

Tara goes to tap dance once a week.

- If the verb root ends in **-y (study)**, then the **y** becomes **i + es**.

She studies Irish at school.

Use **do/does** for:

- questions
- negative answers
- short responses

I / you / we / they do.

He / she / it does.

POSITIVE FORM

I / You / We	dance	on Mondays.
He / She	dances	

NEGATIVE FORM

I / You / We	don't	dance on Mondays.
He / She	doesn't	

QUESTION FORM

Do	I / you / we	dance on Mondays?
Does	he / she	

POSITIVE ANSWERS (YES)

Yes,	I / you / we	do.
	he / she	does.

NEGATIVE ANSWERS (NO)

No,	I / you / we	don't.
	he / she	doesn't.

Pronunciation → WB p. 50

"-s" and "-es" in the third-person singular
Sentence stress

- The word order in a sentence depends on the type of sentence:

- In the affirmative:

She surfs the Net.

subject + verb + complement

- In the negative:

She doesn't surf the Net.

subject + auxiliary + not + verb + complement

- In the question form:

Does she surf the Net?

auxiliary + subject + verb + complement

- When there is a question word:

When does she surf the Net?

question word + auxiliary + subject + verb + complement



In the present simple, the verb only changes form in the third-person singular: **he/she/it**. In question and negative forms, the auxiliary verb changes form: **do/does**. What happens in your language?

1 Write the verbs in brackets in the present simple tense.

- You at six o'clock in the morning. (*get up*)
- Tara home economics at school. (*study*)
- We school at 4:30 pm in France. (*finish*)
- You TV in the evening. (*watch*)
- Tara Irish dancing. (*do*)
- Megan Gaelic football. (*play*)

2 Rewrite the sentences above in the negative form, then in the question form.

-
-
-
-
-
-

2. TIME EXPRESSIONS WB p. 42

To talk about when an action happens, we use prepositions: **on**, **at** and **in**.

- **on** + day of the week:
On Wednesdays, I play rugby with my friends.
- **at** + time:
Tara gets up **at** 7 o'clock.
- **in** + time of day:
I usually do my homework **in** the evening.

3 Complete these sentences with the correct prepositions.

At school, Tara has lunch one o'clock.
.... Wednesday, she finishes 3 o'clock
.... the afternoon. She studies French
Wednesday and Thursday 8:40 am.

3. ADVERBS OF FREQUENCY WB p. 43

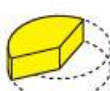
Adverbs of frequency express **how often** something happens. They are placed *before* the verb (except for the verb **to be**, when they are placed *after* the verb).



always



usually



sometimes



never

I **always** chat with my friends.
I **usually** listen to music on my way to school.
I **sometimes** do my homework in the evening.
I **never** watch TV.

4 Place the adverbs correctly in the following sentences.

(**always**) On Tuesdays after school, Sean has extra coaching in maths. (**usually**) After that, he plays the saxophone. (**sometimes**) In his free time, he surfs the Net. (**always**) During the week, Sean is with his friend Tom. They get on very well!

4. QUESTION WORDS (2) WB p. 46

Question words are always placed at the start of a question.

What?

What time?

When?

How often?

Where?

- We use **what time** to provide information about time.
- We use **when** to talk about the time of day:

What time do you get up in the morning?

At 7 o'clock.



- **When** do you go to the acting club?
◦ In the afternoon, on Mondays.
- We use **how often** to talk about the frequency of an activity:
◦ **How often** do you play rugby?
◦ Never.

5 Write the questions.

1.? I do my homework every day.
2.? I finish school at 4:30 pm on Tuesday.
3.? I go to the cinema on Sunday.
4.? I have lunch at school on Friday.
5.? I usually do my homework in my room.



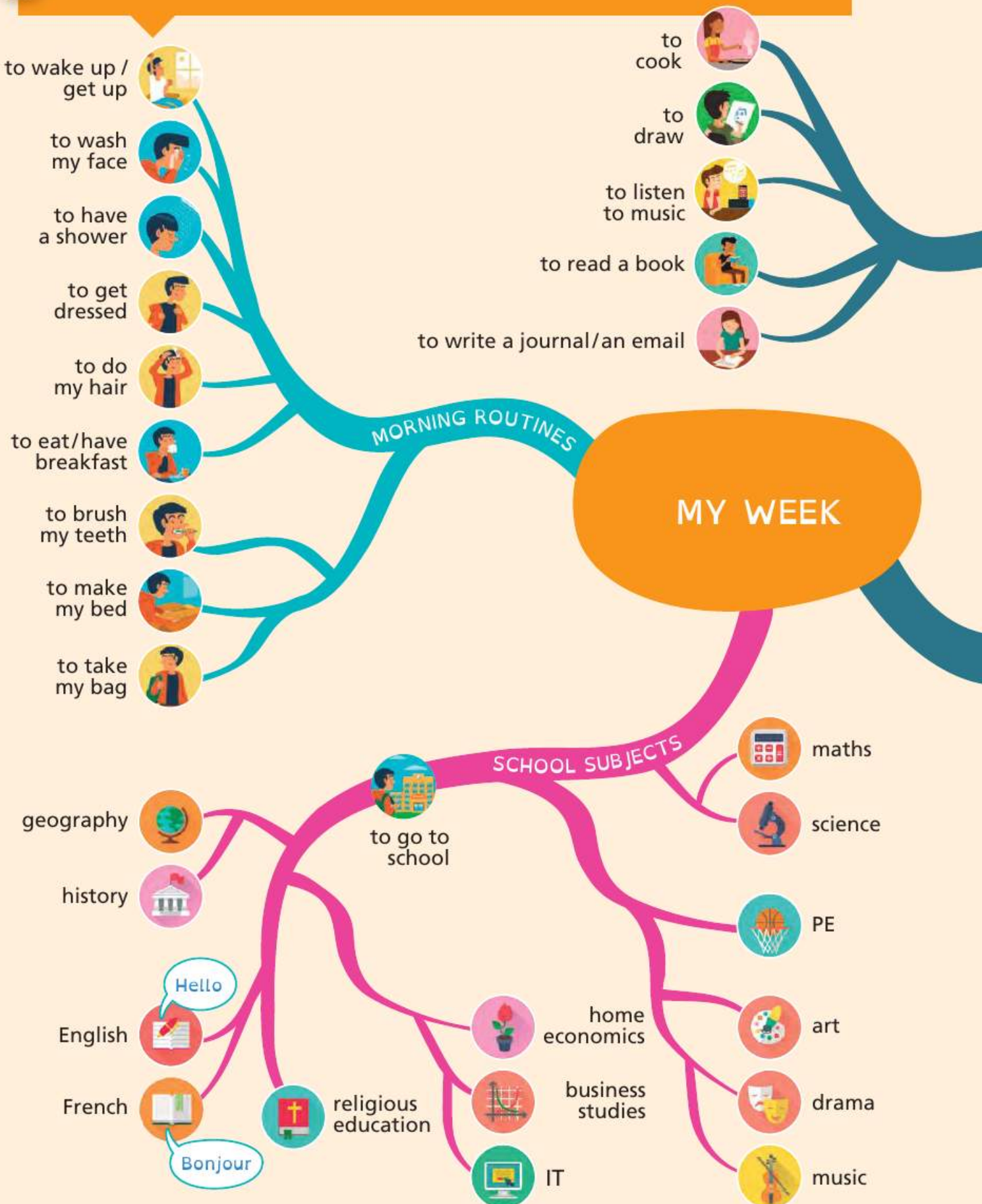
In English, question words contain the letters **wh** (**when**, **what**). Which letters are normally found in question words in your language?



My vocabulary

→ Exercises, p. 116
→ WB p. 48

I see and
I memorise.



Pronunciation → WB p. 50

How to pronounce "ea"



to speak
a foreign
language



to go to
dance classes



to do football
training



to sing



to play
the violin



to chat with
my friends

FREE TIME ACTIVITIES



to watch
films/TV/videos



to play
video games



to surf
the Internet

SCHOOL SUBJECTS

1 Match the subjects to the photos.

geography

IT

home economics

PE

music

art

maths



HOBBIES AND ACTIVITIES

2 Think about the activities you can do...

- a. with a computer:
- b. in the kitchen:
- c. with a friend:
- d. alone:
- e. with a tablet:
- f. with a pen:
- g. with headphones:

3 Say three things you always do, sometimes do and never do.

- a. always:
- b. sometimes:
- c. never:

Create your mind map!

Create a mind map by choosing the words that describe your school, subjects, daily activities and hobbies.



Today I'm writing about two very Irish activities. Ireland is a country where traditions are very important.

TWO VERY IRISH ACTIVITIES



↑ Gaelic football

GAELIC FOOTBALL

Gaelic football is one of the most popular sports in Ireland. This game is played between two teams of 15 players with a round ball.

The aim is to score by kicking or punching the ball into the other team's goals (3 points) or between two posts above the goals (1 point). Girls can play too! Join the #Gaelic4Girls team!



↑ Irish dancing shoes

IRISH DANCING

Irish dancing is a Celtic tradition. In Ireland, people like to invite friends to play music, dance and tell stories. Today, Irish boys and girls carry on the tradition of Irish step dancing. In this dance, the feet make quick and precise movements but the arms don't move. You can dance solo or in groups. The costumes are usually very colourful and bright. There are national and international championship competitions.



And I found this really cool video. Watch it to find out more about what's going on in Dublin!

Other Posts:

- Multicultural London: India
- Family Paintings
- Tim Burton's Houses
- London Fashion Design
- I Love Baseball
- New York Skyscrapers
- Scottish Legends

Contributors:



Sheena



Tom



Tara



John



Kirstine



YOUR TURN!

1 Read the texts. Look at the pictures. What's your favourite Irish activity?

YOU ARE AN ARTIST!

Create a logo to represent a new Gaelic football team or an Irish dancing club.



Your challenge



PRESENT YOUR DAY TO YOUR IRISH FRIEND

Tara wants to know about a typical school day in your country.

1. **Think about** what you do on a normal school day.
2. **Find** pictures representing the activities.
3. **Create** a slideshow with pictures to illustrate your day.
4. **Prepare** a short text for each picture.
5. **Present** your day. The class will **choose** the best presentation for Tara.

↓ Digital alternative

Create a video to show what you normally do in your daily routine.

This is a typical
school day for me in Portugal.
I usually get up at 7...
Then I...



WHAT TIME DO YOU GET UP?

To show you have completed this challenge, mark your progress in this unit on the **CHECK YOUR SKILLS** section of your Workbook (p. 51).

Unit 4

What are houses and home life like in America?

My friend's home and chores



→ **In this unit, we are going to...**

- describe an American house.
- talk about our rooms and housework.
- talk about gender equality.
- discover an American director.



Your challenge

Imagine an unusual house and family for Tim Burton's next film.





Hi, I'm **JOHN**, from
Los Angeles, California.
In this unit you will learn
about American houses.



↑ Residential Neighborhood in Los Angeles, California



↑ John's vlog

LET'S GO!



Track: 05

1 Listen to the Skype conversation.

Complete the sentences.

- John has a big ... in front of his house.
- His house is very ...
- There are ... bedrooms.

2 Look at the picture from John's video. What do you think of his bedroom?

Tell a partner.

1. Welcome to my house!

I can describe a house.

1 Look at the ground floor plan of John's house.

Label the rooms you can see.

Then **identify** objects you can see.

kitchen living room garden toilet
hall bathroom bedroom study



Did you know?

In the UK, it's ground floor and first floor.
In the US, it's first floor and second floor.



Vocabulary track: 10

Vocabulary

- an **armchair**
- a **bathtub**
- a **bed**
- a **chair**
- a **couch**, a **sofa**
- a **chest of drawers**
- a **desk**
- a **fireplace**
- a **lamp**
- a **mirror**
- a **nightstand**
a **bedside table**
- a **TV**
- a **wardrobe**
a **closet**
- a (wash) **basin**
a **sink**

2 **Watch** John's video. **WB p. 52**

Discuss John's question at the end with your partner.
Can you remember the objects he talks about?

Work with a partner.

In the
kitchen, there
are ...

In the living
room, there
is a ...

3 **Imagine** you are in John's house.

Describe the room you are in. Your partner **guesses** the room.

You are in ...!

There is a bed
near the window.
In front of it ...

there is / there are

There is a bathroom.
There are three bathrooms.

The possessive ('s)

Lisa's room.
The room of Lisa.



- 4 a. Look at John's room. Listen to the locations of four objects. Identify the objects. WB p. 55

Track: 06

- b. John can't find his backpack, his skateboard or his pencil case. Help him find them. WB p. 55

The backpack is under the...



Vocabulary

- behind
- between
- in front of
- near/next to
- on
- under

Vocabulary track: 11



The negative form of have got

We **have got** a couch. (UK)
We **haven't got** a garden. (UK)
We **have** a couch. (US)
We **don't have** a garden. (US)

The question form of have got

Have you got a mirror? (UK)
Do you have a mirror? (US)
How many mirrors have you got?



- 5 In pairs, ask and answer questions about your own bedroom.

- How many lamps have you got?
- I have got... And you? Have you got posters on the wall?
- No, I haven't. I...

LET'S PLAY...

The 'Go fish' game

1. Each player **receives** four cards. On each card, there is a piece of furniture on one side and a room on the other side.
2. The aim is to **collect** furniture to **complete** a room. Player A **asks** player B for a piece of furniture.
3. If player B has the piece of furniture, they **give** the card to player A and player A can **ask** again. If not, player B **says** "Go fish!" and player A **takes** another card from the pack.

Marion, have you got a mirror for my bedroom?

No, sorry.
Go fish!

I have!
Here you are.

MINI CHALLENGE: HOME FOR SALE

This house is for sale. Write the advert. WB p. 56

- 1 **Draw** the house plan.
- 2 **Write** a description of the house (rooms, furniture).
- 3 Don't forget to **include** the price.



2. Home rules

I can talk about my room and housework.

Vocabulary track: 12



Vocabulary

to cook
to do my homework
to eat my meals
to go on the computer
to hang out with friends
to have a bath
to have breakfast
to listen to music
to read
to sleep
to study
to watch TV

1 Look at these people at home.

Describe what they are doing and where they are. WB p. 57

The boys... and... in the...



2 a. Describe this room.

b. Read the poem. What is there in Edwina's favourite room? What does she do there?

c. Write the first stanza of a poem about your favourite room. WB p. 59

My favourite place is my desk because
I love drawing...



My favourite room is where I write.
I spend many hours there.
Morning, mid-day, even at night
in my favourite rocking chair.

5 My piano and my PC friends
I also occupy.
There's just one window in the room
that allows me a view of the sky.
(...)

I would not trade this little room for a
castle or a suite.
10 For the comfort this room gives to me
makes me feel complete.

↑ Edwina Reizer, **My Favorite Room**

3 Look at the vocabulary list. Tell your partner where you usually do the activities.

- I usually study in my room. What about you?
- Sometimes in my bedroom, sometimes...



4 Read the board in John's house. What mustn't he do at home?

Track: 07

Listen to the audio about the chores in John's house.

What do John and Ann have to do this week? WB p. 60

John has to... and he mustn't...

CHORES		Mom	Dad	John	Ann
	wash the dishes				
	cook				
	do the laundry				
	take out the trash				
	sweep the floor				
	feed the pets				
	set the table				
	do the gardening				

HOUSE RULES for everybody

- ✓ Be kind to each other.
- ✗ Don't tell lies.
- ✓ Respect everybody.
- ✗ Don't say bad words.

CITIZENSHIP



Equality of men and women

- Do you think the picture is controversial?
- Do you think it is strange when girls want to play with toy cars?
- In your home, who does the laundry? Who cleans the floor? Do you think these are women's jobs or men's jobs?



5 Read these sentences from the video.

Look at the words in purple. Who or what do they refer to?

- It's my turn to do **them**.
- Nobody cooks like **me**.
- I hang out with **him**.
- It's up to **us**.
- He always copies **her**.
- Tonight it's **you**.

Object pronouns

Nobody cooks like **her**.

Obligation and prohibition

I **have to** wash the dishes.
I **must** respect everybody.
I **don't have to** cook.
I **mustn't** tell lies.



6 What do you have to do at home? What don't you have to do? Is there anything that you mustn't do? Tell a partner.

I have to wash the dishes and I mustn't tell lies...

MINI CHALLENGE: CRAZY HOME RULES (group work)

Invent crazy house rules. WB p. 61

- Imagine you have a new house and live together.
- Write five chores and activities that you have to / don't have to do.
- Present your rules to the class. Vote for the craziest home.

In our house, we have to play video games at least one hour every day.

And we don't have to...



3. Welcome to my flat!

I can describe my flat.



- 1 **Look** at the floor plan of Tymur's family's flat. **Label** the rooms you can see. Then identify the objects you can see.

Did you know?

In the UK, people say a flat if it is located in a multi-storied building. In the USA, it is an apartment.



Track: 07

- 2 **Listen** to Tymur talking about his flat. Can you remember the rooms he talks about? Can you remember details about his flat? **Read** the statement and identify if it is true or false.

There are two bedrooms in the flat.

There are two toilets in the flat.

There is a bathroom in the flat.

There are five windows in the flat.

There is a window in a bathroom.

Mariia shares a bedroom with Nazar.

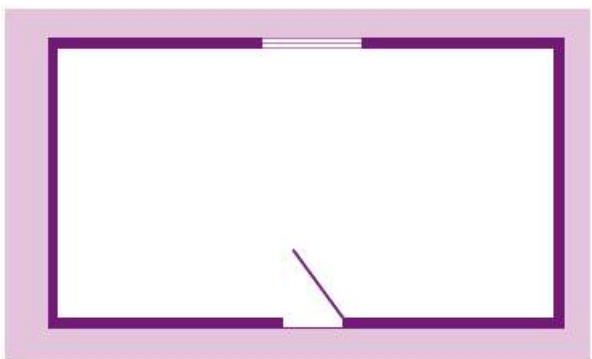
My parents don't have a bedroom.

There are also two balconies in the flat.



Track: 08

- 3 **Listen** to Tymur talking about his bedroom. **Listen** to the locations of the furniture in his room. **Draw** a picture.



MINI CHALLENGE: A LIVING ROOM

- 1 **Write** a description of a living room.
- 2 **Read** it to your partner.
- 3 Have your partner **draw** the living room with the furniture in it.



4 Listen to Tymur talking about the family chores. Fill in the chore chart with the family members' names.

Tr.: 09-13

CHORES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
feed the pet					
walk the pet in the morning					
walk the pet in the evening					
clean after the pet					
be responsible for a pet's water bowl					
mop the floor					
vacuum the floor					
take out the rubbish					
do the laundry					
sort colors for the laundry					
hang up towels in the bathroom					
hang out clothes					
match socks after clothing is washed					
put clean clothes into piles for each family member					
cook					
do the dishes after supper					
water the indoor plants					
take Nazar from kindergarten					
take Nazar to kindergarten					
set the table for supper					
clean the bathroom sink					
help with meal preparation and serving					
clean mirrors					
help with grocery shopping and putting away groceries					
write a grocery list					
wash windows					
pick up toys					



5 Look at the chore chart and **describe** every family member's chores.

1. THERE IS / THERE ARE WB p. 53

There is / there are indicates something exists.

- **There is** is followed by a singular noun.
There is a table in the kitchen.
- **There are** is followed by a plural noun.
There are plates on the table.



In English, **there is** and **there are** refer to one or several things. Is it the same in your language?

There is an armchair, and there are four chairs...



2. THE POSSESSIVE WB p. 54

- The possessive form expresses possession. The name of the person is followed by 's and then the object.

John's house
belongs to John

"The house of John" makes an assumption the student's first language is structured this way.

- When the names are plural or end in an s, add an apostrophe to show possession.

My parents' bedroom is very big.
My cousins' house has got a swimming pool.

Pronunciation → WB p. 64

The pronunciation of "s"
There is / there are and **there isn't / there aren't**

1 Place 's in the correct place in the sentences below.

- John bedroom is really cool.
- I don't like John couch.
- Emily loves John garden.
- I love Andy room.

3. THE NEGATIVE FORM OF HAVE GOT

Haven't got is the negative form of **have got**. It allows you to talk about something that the subject does not have.

I haven't got a big house.
He hasn't got a garage.

NEGATIVE FORM

I / You	haven't got	a playroom.
He / She	hasn't got	
We / You / They	haven't got	

British and American people both speak English, but with some small differences. For example, Americans generally do not use **got**, and instead make the negative form of **have** with the auxiliary verb **do/does**:

I don't have a big house.
He doesn't have a garage.

2 Write these sentences in the negative.

- Emily has a big room.
- Emily's family has a nice house.
- My aunt has a fireplace in her house.
- John has two brothers and two sisters.
- John has a computer in his room.
- John's parents have a nice bedroom.

4. HOW MANY?

How many is used to ask about quantity. It is always at the beginning of a question. It is always followed by a plural.

We can use it as follows:

- **Have got:**
How many brothers and sisters **have** you **got**?
- **There is / there are:**
How many bathrooms **are there** in your house?
- With other verbs:
How many people **do** you usually **invite** to your parties?

3 Use the words to make questions.

- how / bathrooms / you / got ?
- many / hours / you / normally / sleep?
- many / rooms / there / your house?
- how / computers / are / your house?

5. OBJECT PRONOUNS WB p. 60

Object pronouns are used to replace nouns.

He loves **Jane**. → He loves **her**.

I like **fireplaces**. → I like **them**.

SINGULAR	PLURAL
I → me	we → us
you → you	you → you
he → him	they → them
she → her	
it → it	

4 Complete the sentences below.

- Who is this boy? Do you know?
- She wants to invite Lola, Paul and Adam.
She likes a lot.
- Mum is a great chef. Nobody cooks like
- I don't like this city. I hate

6. OBLIGATION AND PROHIBITION

WB p. 61

Obligation can be expressed using **must** or **have to**. Both options are placed before the verb.

I have to work.

You **must** buy him a present.

Make the negative form by adding **not to (n't)**.

- **Mustn't** shows something that is prohibited.
You **mustn't** tell lies.
- **Don't have to** shows something that is not obligatory.
You **don't have to** come.

You **have to** wash the dishes before going out!



5 Complete the sentences with must or mustn't.

- You arrive late. They are waiting for you!
- You listen to your teacher, John.
- I eat French fries and hamburgers every day or I'll get fat.
- Your children jump on the bed!
- I haven't got a lot of money. I waste it.

6 Choose the correct form for the sentences below.

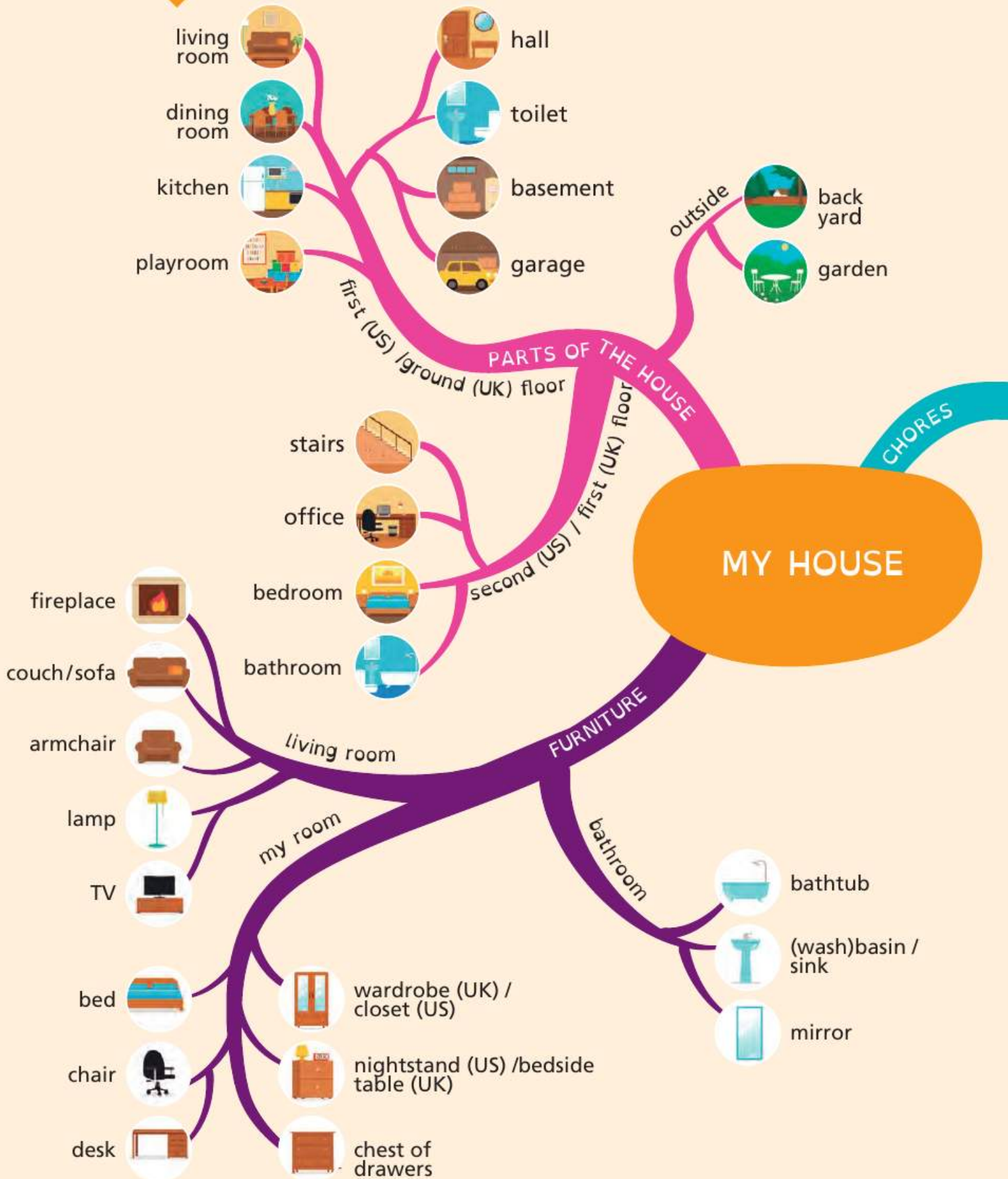
- Are you quiet in class? You **have to/don't have to** be quiet in class.
- Do you wear uniforms in France? You **have to/don't have to** wear uniforms in France.
- Do you have to turn off your phones in theatres? You **have to/don't have to** turn off your phones in theatres.
- Do you have to bring food to school in your country? You **have to/don't have to** bring food to school in your country.



My vocabulary

→ Exercises, p. 117
→ WB p. 62

I see
and I memorise.



-  to do the cooking / to cook
-  to set the table
-  to wash the dishes
-  to take out the trash (US) / to take out the rubbish (UK)
-  to sweep the floor

-  to do the laundry
-  to do the ironing
-  to fold my clothes

-  to make my bed
-  to tidy my room / to clean my room

-  to feed the pets

ROOMS IN A HOUSE

1 Name each room in a house.



FURNITURE

2 Say which piece of furniture, room or object in the picture above corresponds to each description.

- a. It's under the bathroom mirror.
- b. It's next to the couch.
- c. It's in front of the desk.
- d. It's next to the bathroom sink.
- e. It's in front of the couch.
- f. It's between the two bedside tables.

CHORES AND ACTIVITIES IN THE HOME

3 Identify the activities below.

- a. Sometimes I for my family. They love my spaghetti carbonara.
- b. I always in my room. I have a big desk.
- c. My sister always She loves animals.
- d. I always the table before dinner.
- e. I like to recycle. I always in the evening.
- f. All my clothes are dirty! I must
- g. I my bedroom every day. I hate it when my room is dirty.

Create your mind map!

Create a mind map by choosing the words that correspond to your house, what you do there, and the chores you have to do...

Today I'm writing about two famous fictional houses by Tim Burton.

ARTISTIC
AND CULTURAL
EDUCATION

TIM BURTON'S HOUSES

TIM BURTON

I love cinema, and Tim Burton is one of my favorite filmmakers! In his films, the houses are always interesting.

In **Charlie and the Chocolate Factory**, the house is poor and dark, but inside it's warm and inviting. There is a strong connection with Charlie's character. The house is different from the rest of the city, just like Charlie is different from the other kids.



↑ This style of house reflects Charlie's poor family on the outside



↑ Tim Burton's **Alice in Wonderland** is full of magic. This castle shows the magic Alice experiences.



↑ In the film **Edward Scissorhands**, Edward lives on a street similar to this one. The houses are identical, but they each have a personality.

Other Posts:

- Multicultural London: India
- Family Paintings
- Two Very Irish Activities
- London Fashion Design
- I Love Baseball
- New York Skyscrapers
- Scottish Legends

Contributors:



Sheena



Tom



Tara



John



Kirstine

YOUR TURN!

- 1 **Read** the texts and **identify** the adjectives used to describe the houses.
- 2 **Match** these adjectives to one of the images.
Explain your choices.

new

colourful

peculiar

conventional

lonely

spacious

small

YOU ARE AN ARTIST!

Invent your own house that fits your personality. **Draw** it.





Your challenge



DESIGN AN UNUSUAL HOUSE

Tim Burton is looking for ideas for unusual houses and characters for a new film. You decide to send him some ideas.

1. Your teacher will give you a template of a house.
2. **Name** the different rooms and pieces of furniture. Remember it has to be a bit strange!
3. **Imagine** the members of the family who live in the house. **Give** them names.
4. **Write** what each member does in each room (favourite activity or household chores).
5. **Think of** unusual house rules.
6. **Present** your house and your family to the class.
7. **Record** each presentation and send the best one to Tim!



Digital alternative

Make a video that shows your house and explains what you and your family members do in each room.

This is the skateboard house. On the first floor, there is a living room and...



Mike



Gloria, the mother, usually reads on the sofa and Mike, the father, feeds the cat on his skateboard every day. I...

To show you have completed this challenge, mark your progress in this unit on the **CHECK YOUR SKILLS** section of your Workbook (p. 65).

Unit 5

Looking good!

How do London teenagers dress and where do they shop?



→ In this unit we are going to...

- talk about dress codes.
- learn how to communicate in a shop.
- discover a famous London stylist.
- give our opinion on wearing school uniforms.

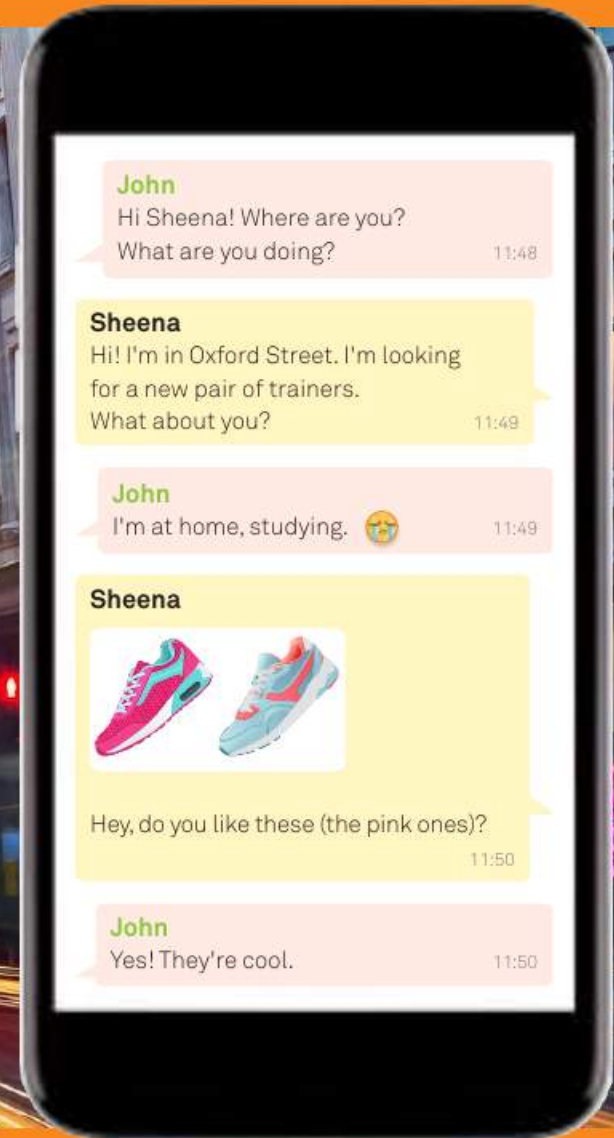


Your challenge

Design and present a new collection of school uniforms for Marks & Spencer.



Hi, this is **SHEENA**, from London (UK). In this unit you'll learn about clothes and shopping in London.



↑ Sheena's vlog

LET'S GO!

- 1 **Read** the conversation. What are Sheena and John doing? **Complete** the sentences.
 - a. Sheena is...
 - b. John is...
- 2 **Look** at the picture from Sheena's video. What do you think it's about? **Tell** a partner.

1. What are you wearing?

I can talk about outfits.

1 **Identify** the different items of clothing in the photos. WB p. 66

Watch part 1 of Sheena's video.

Draw lines to match the school uniform that boys and girls must wear. Why do you think boys and girls have a different uniform?

Discuss in a group.



ST. SWITHIN'S HIGH SCHOOL

Uniform

All students are encouraged to be proud of their appearance and their uniform.



School uniform

- Green blazer with school badge
- Green and white tie
- White shirt
- Grey jumper (optional)
- Grey or white socks
- Grey leather shoes
- Grey skirt and black tights
- School trousers (classic style)



- caps
- hoodies
- trainers
- boots
- jeans
- piercings
- jewellery

2 **Look at** Sheena's clothes. **Say** if she can wear these items of clothing at school or not. WB p. 66

Track: 08

At school, she can wear... but she can't wear...



shirt



dress



jeans



tights



trainers



shoes



skirt



hoodie



blazer



tie



flip-flops



cap



boots



socks

Vocabulary track: 13



Vocabulary

- black
- blue
- green
- grey
- orange
- pink
- purple
- red
- yellow
- white

Expressing permission: can

- ✓ You **can** wear leather shoes.
- ✗ You **can't** wear trainers.

- 3 **Watch** part 2 of Sheena's video.
Write the names of the people she interviews under each photo.
Read Sheena's article about fashion in the 'London Teens' mag.
Match the texts and the images. **WB p. 69**
 Ada is wearing...

LONDON TEENS

A

They are sixteen and they live in Notting Hill. They are wearing casual clothes: jeans, shirts and hoodies. Jack is wearing a cap too. Here, they are walking around their neighbourhood.



3) ...

B



2) ...

She is fourteen. She lives in Hackney, in the East End. She is wearing a long grey jacket and a purple skirt with long white socks and black shoes. Here, she's taking a picture.

C

1) ...

She is fifteen. She lives in Greenwich. Here, she is on her bike. She's wearing a summer look: jeans and a long top with black and white stripes.

LET'S PLAY...

The outfit game

1. **Describe** what a classmate is wearing.
2. Your partner **guess** who it is.

He is wearing blue jeans, white trainers...

It's Mathieu!

MINI CHALLENGE: TEENS TODAY

'Teen Vogue' wants you to write an article about teen fashion in your country **WB p. 71**

- 1 **Find and print** photographs to illustrate the article called 'Local Teens Today'.
- 2 **Write** a caption for each describing what teens are wearing.
- 3 **Add** a paragraph to **explain** what students can or can't wear at school.
- 4 The class will **decide on** the best article to send to 'Teen Vogue'.



School uniforms

Do you think school uniforms are a good or a bad idea? Why/ Why not? You can **use** these words to give your opinion.

beautiful smart

ugly original the same

a symbol of equality fair

elegant expensive

↑ Charles Beyl, CartoonStock

Vocabulary track: 14

Vocabulary



spring



autumn



summer



winter

The present continuous

I **am wearing** a white cap.
 He/ She **is wearing** a white cap.

2. A shopping day

I learn how to express myself in a shop.

- 1 **Look at** this map from Sheena's video of a famous shopping street in London. **Identify** all the types of shops on the map. **WB p. 72**



↑ Josh Hurley, Camden High Street

- 2 **Read** these sentences about Zoe, from Sheena's video. **Explain** what the best presents for her birthday are. **Write** how much each item costs. **Vote** for the best present Sheena can buy. **WB p. 73**



Zoe

- Zoe loves hats. She doesn't wear any jewellery. She likes winter sports.
- She has got two baseball caps, but she hasn't got a beanie. She hasn't got a scarf.
- Her favourite colours are red and purple, and she hates yellow.

Vocabulary
track: 15

Vocabulary

an antique shop
a bookshop / bookstore
a clothes shop
a department store
a gift shop
a market
a shopping centre (UK) =
a mall (US)
a sporting goods shop
a toy shop

flip-flops £

gloves £

rucksack £

bracelet £

scarf £

beanie £

earrings £

baseball cap £

How much?

How much is this?
It's £15.

How much are these?
They're £12.



Track: 09

- 3** It's time to listen to Sheena's final task at London Teens Mag. Sheena and Tessa are looking for a present for their friend Zoe in Camden High Street. **Listen to** the conversation with the shop assistant. What do they finally buy? **WB p. 75**



↑ John Kellerman, Camden High Street, London

Did you know?

In the United Kingdom, the official currency is the pound sterling (£).
one pound = 100 pence
1 pence is a penny.

Vocabulary
track: 16

Vocabulary

Can I help you?
I'm **looking** for a **beanie**/hat...
I love these shoes!
Do you have it in red/blue...?
Here you are.

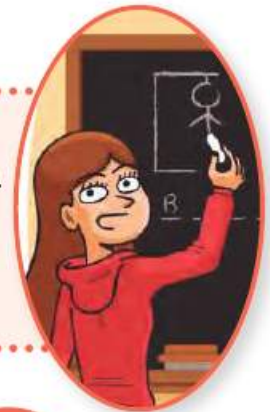
Agreeing and disagreeing

These shoes are cool.
I **agree**. They're nice!
These shoes are horrible.
I **disagree**. / I **don't agree**.
I like them.

LET'S PLAY...

The Hangman game (pair work)

1. **Think about** a piece of clothing, an accessory or a type of shop.
2. **Tell** your partner the category that you have chosen.
3. Your partner **says** a letter of the alphabet. If your word doesn't contain that letter, then **draw** one part of the hangman.



MINI CHALLENGE: SHOPPING IN LONDON (group work)

Role play a shopping situation in London. **WB p. 77**

- 1 STUDENT A:** You work as a shop assistant in London.

Use the cards that your teacher gives you.

For each product, **write** the available colours and the price on the back. **Place** the cards on your table.

- 2 STUDENTS B & C:** You are in a shop in London.

You **want** a gift for one of your classmates.

You don't want to **spend** more than £30.

Can I
help you?

We are looking for...
I think that she
hasn't got...

3. Kids' clothing in Ukraine

What can 11 year old children in Ukraine wear?



1

Tymur and his friends are in the park. **Listen** to Tymur talking about what his friends are wearing today. **Draw** the items of clothing that Tymur and his friends are wearing. **Discuss** in a group why five children are wearing different clothes?

Track: 14



2

Look at Tymur's friends, Vlad, Lana, Katia and Artem. **Describe** what they are wearing. Why are they wearing such clothes?



Vlad



Lana



Katia and Artem



3

What to do to look good? **Listen** to Tymur giving some tips to his friends that he learned from his mother. **Match** the pictures to his tips. **Discuss** Tymur's tips with a partner.

Track: 15

A	B	C	D	E

What pictures can you add to illustrate Tymur's tips?



4

Why are you wearing these clothes?

Listen to Tymur asking his friends why they are wearing their clothes. **Write** Tymur's friends' names who are wearing these items of clothing.

Track: 16

A	B	C	D



- 5 Listen** to Tymur again talking about his clothing. Complete the sentence with words you hear.

Track: 17

I am wearing an oversized _____, baggy _____, and boots.

I think I look like Jungkook from BTS, a Korean band.



- 6 Shop** with us.

Read the dialogue. **Role play** a situation in the shop.

Mariia Hi, Veronica, what do you think about going shopping today? I want to buy some new clothes. You know, there is a party at school tonight.

Veronica Hi, Mariia, oh, yes, that's a good idea. Let's meet at the clothes shop at 9 o'clock.

In the shop.

Veronica Oh, look, I want to buy some new shoes. What about you?

Mariia I don't know... maybe some new skirt and a t-shirt to go to the party.

Veronica Ok, let's go and find some new clothes for the party.

Mariia Oh, look, there are some beautiful t-shirts.

Veronica Oh, yes and they are on sale! They are discounted.

Mariia It means they are cheap. I want to buy them.

Veronica It's plenty of beautiful shoes. Do you like these shoes, Mariia?

Mariia Yes, Veronica, I like them. And what about these trousers? They look tight. Do you like tight trousers? I want to try them.

Veronica You can try them with the jacket. Do you like this jacket? Look there is a beautiful skirt. But it's 1000 hryvnias. It is expensive.

Mariia Look, this dress is beautiful. I really want it. Excuse me? Can I buy this dress? How much is it?

Shop assistant Oh, that dress is just two thousand hryvnias.

Mariia Two thousand hryvnias? That is so expensive. How much is this jumper?

Shop assistant This jumper is just five hundred hryvnias, do you want to buy it?

Mariia Oh, I don't think so. Five hundred hryvnias is just too much for a jumper.

Veronica There are so many clothes in this shop, but they are so expensive. Now let's see all the prices. T-shirt – 300 hryvnias; trousers – 750 hryvnias; shoes – 900 hryvnias; jacket – 1200 hryvnias; skirt – 1000 hryvnias; dress – 2000 hryvnias; jumper – 500 hryvnias. Too expensive!!!

Mariia Oh, no, everything is so expensive. We don't have enough money. Who buys these clothes, anyway?

My grammar → Exercises p. 118

1. EXPRESSING PERMISSION WITH CAN

WB p. 68

- The auxiliary verb **can** expresses possibility.
You **can** wear jeans.
- The negative form of the verb, **can't** (cannot), expresses something that is not possible.
You **can't** wear trainers.
- Can** never changes form. It is followed by the verb root.

POSITIVE FORM

I/You He/She We/They	can / can't	wear trainers.
----------------------------	--------------------	----------------

QUESTION FORM

Can	I / you / he / she we / they	wear trainers?
------------	---------------------------------	----------------

POSITIVE ANSWERS (YES)

Yes,	I / you / he / she we / they	can.
-------------	---------------------------------	-------------

NEGATIVE ANSWERS (NO)

No,	I / you / he / she we / they	can't.
------------	---------------------------------	---------------

1 Write these sentences in the negative form.

- You can wear jeans.
- We can wear trainers.
- Yes, she can wear a cap.

2 Write if you can/can't wear these items to a party.



Pronunciation → WB p. 80

The sound /ə/

2. THE PRESENT CONTINUOUS WB p. 71

The present continuous gives information about what is happening in the present / now.

Oh, she **is wearing** blue trousers!

- To make the present form of **to be** + verb **-ing**, change the auxiliary verb **to be** but not the main verb, which only takes **-ing** at the end.
- The structure is: **am / is / are** + verb + ing

POSITIVE FORM

I	am wearing	a T-shirt.
He / She	is wearing	
You / We / They	are wearing	

NEGATIVE FORM

I	am not wearing	a T-shirt.
He / She	is not wearing	
You / We / They	are not wearing	

QUESTION FORM

Am	I	wearing a T-shirt?
Is	he / she	
Are	you / we / they	

- In short answers, we do not repeat the **-ing** form of the verb.

POSITIVE ANSWERS (YES)

Yes,	I	am.
	he / she	is.
	you / we / they	are.

NEGATIVE ANSWERS (NO)

No,	I	am not ('m not).
	he / she	is not (isn't).
	you / we / they	are not (aren't).

• What **are** you **wearing** now?

I'm **wearing** a pair of jeans and a T-shirt.

Are you wearing jeans?
Yes, I **am**. / No, I'm **not**.

3 Complete the sentences below with to be + verb-ing.

- I for a new dress. (look)
- She a new pair of shoes. (wear)
- What film they? (watch)
- Now I my homework. (do)

4 Write the correct questions and answers.

- you / look / for a new pair of trainers?
- Yes
- What / your classmate / wear?
-
- What / you / wear / today?
- I

5 Choose the present simple or the present form of the verb in brackets.

- Look! Joe a blue scarf. (wear)
- She usually a uniform at school. (wear)
- But today is Sunday and she jeans. (wear)
- Joe is at the clothes shop. She for a pair of trainers. (look)

3. HOW MUCH? WB p. 74

To ask how much something costs, use **how much** with the verb **to be** or with the verb **cost**.

How much is this bracelet?

How much does this bracelet **cost**?

It is £16.50. / It **costs** £16.50.

How much are these gloves?

How much do these gloves **cost**?

They **are** £25. / They **cost** £25.

6 Ask a friend for the price of these items of clothing. **Write down** the answers in full. Use letters not numbers.

T-shirt ?

trainers ?

skirt ?

shoes ?

4. AGREEING AND DISAGREEING WB p. 76

• Those shoes are really beautiful.

• I **agree** (with you)! I love the colour!

• Two forms of the negative:

• I **disagree** (with you)! I don't like the colour.

• I **don't agree** (with you)! I don't like the style.

7 Respond to these statements.

- This suit is too big. ✗
- These trainers are awful. ✓
- I think the red scarf is perfect for her. ✗
- This T-shirt is really funny. ✓

Watch out! In English, when we want to express agreement, we do not use the verb **to be** (~~I am agree~~), but the verb **agree** by itself (I agree).

8 Write a conversation between two friends visiting Camden Town in London. They want to buy a birthday present for a friend and they do not agree.





My vocabulary

→ Exercises, p. 118
→ WB p. 78

I see and
I memorise.



NUMBERS

1 one
2 two
3 three
4 four
5 five
6 six
7 seven
8 eight
9 nine
10 ten

11 eleven
12 twelve
13 thirteen
14 fourteen
15 fifteen
16 sixteen
17 seventeen
18 eighteen
19 nineteen
20 twenty
21 twenty-one
22 twenty-two
23 twenty-three
24 twenty-four
25 twenty-five
26 twenty-six

27 twenty-seven
28 twenty-eight
29 twenty-nine
30 thirty
40 forty
50 fifty
60 sixty
70 seventy
80 eighty
90 ninety
100 one hundred
101 one hundred and one
200 two hundred
1,000 one thousand



Pronunciation → WB p. 80

Lengthening of vowels before an "r"

CLOTHES AND COLOURS

- 1** The stylist at Bigstore has taken notes for the new winter collection.
Design the clothes described by the stylist.

- pink dress + pink and blue tights
- red dress with white and yellow stripes
- orange skirt + blue and orange jumper
- grey jeans + green t-shirt with "Good morning!" on it

ACCESSORIES

- 2** Place these accessories in the correct column(s).

flip-flops cap

beanie scarf

gloves

sunglasses

SUMMER	WINTER

COLOURS

- 3** Write the missing colour.

a.  +  =

d.  +  =

b.  + = 

e.  + = 

c.  + = 

f.  +  =

SHOPS

- 4** In which shop can you find these items?



a. earrings



b. a comic



c. headphones



d. trainers

- 5** Give the answers to these sums in words.

a. $13 + 45 = \dots$

b. $8 + 28 = \dots$

c. $99 + 1 = \dots$

d. $76 + 15 = \dots$

Create your mind map!

Create your own mind map with your favourite shops, colours, clothes and accessories.



Today I'm writing about London teens and fashion. Do you want to find out about a popular designer from London?

ARTISTIC AND CULTURAL EDUCATION

LONDON FASHION DESIGN

I love design and fashion, and in London there are fantastic designers.

Look at this suit for this summer: red, orange and blue with an African print. I think it's fun and elegant. And the white shirt is very cool too.

How much is it? Very expensive, certainly!



STELLA MCCARTNEY

The outfits are created by a London fashion designer called Stella McCartney. She is very famous in London, and internationally. Her father is famous too. He's Paul McCartney, one of The Beatles. I'm sure you know The Beatles!

She has an original style. Her clothes are often casual and relaxed, and she creates sports outfits too. She wants to protect animals, so she doesn't use animal products (fur or leather) in her creations.

Other Posts:

- Multicultural London: India
- Family Paintings
- Two Very Irish Activities
- Tim Burton's Houses
- I Love Baseball
- New York Skyscrapers
- Scottish Legends

Contributors:



Sheena



Tom



Tara



John



Kirstine

YOUR TURN!

- 1 **Read** the text and **look at** the models. **Close** your books.
 - a. What's the name of the designer Sheena talks about?
 - b. What does she want to protect?
 - c. Use your memory to describe one of the outfits on the page.

YOU ARE AN ARTIST!

You are Stella McCartney's new assistant designer. **Design** two pieces of clothing that fit with her style and **write** a short paragraph to present them.



Your challenge



NEW SCHOOL UNIFORM

M&S

EST. 1884

Marks & Spencer's wants you to create a new school uniform.

1. **Decide** if boys and girls wear the same or different uniforms.
2. **Draw** the winter school outfit you want (boys' and girls') in groups of four.
3. **Think about** the accessories, the price, the colours.
4. **Decide** what English students can / can't wear in summer with your outfit.
5. **Present** your collection to the rest of the class.
6. The class **chooses** the best outfit to sell at Marks & Spencer's.

↓ Digital alternative

You can scan in your designs and project them, so that they look more professional.

This is the new uniform.
As you can see, this girl is wearing...
In summer, students can also wear...
but they can't wear...

Wow! How much
are these shoes?

I don't like this shirt in
blue. Do you have it in red?

I don't agree!
I love this colour.



To show you have
completed this challenge,
mark your progress in this
unit on the **CHECK YOUR
SKILLS** section of your
Workbook (p. 81).

Unit 6

Let's play ball!

Do they play the same sports
in the United States as we do?



→ In this unit, we are going to...

- look at typical American sports.
- talk about sporting talents and a sports diet.
- discuss American enthusiasm for baseball.
- talk about the values of "fair-play".



Your challenge

Create a poster to promote
a new American sport.





Hi, this is **JOHN**, from
Los Angeles, California.
In this unit you'll learn
about American sports.

Los Angeles



LET'S GO!

- 1 **Look at** the photograph. What sport can you play in this stadium?
- 2 **Look** at the video still. What sports can you see?
List the sports you know.
Compare with a partner.

↑ John's vlog

1. You mustn't kick the ball!

I can talk about typical American sports.

1 Look at the poster backgrounds.

What sports can you see?

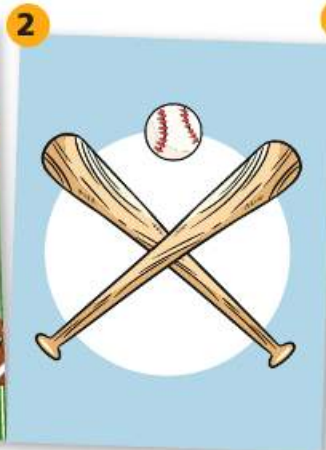
What equipment do you need to play these sports? WB p. 82

To play American football, you need...



Did you know?

In the USA there is an intense rivalry between some teams on the east and west coasts.



Vocabulary track: 17

Vocabulary

a (foot / basket / base)ball
a bat
a cap
a facemask
a glove
a helmet
a jersey
a net
a racket
shorts
shoulder pads
a stick
trainers (UK) / sneakers (US)



2 Watch part 1 of John's video.

Memorise the rules of baseball.

Close your book and write or draw the rules in your notebook.

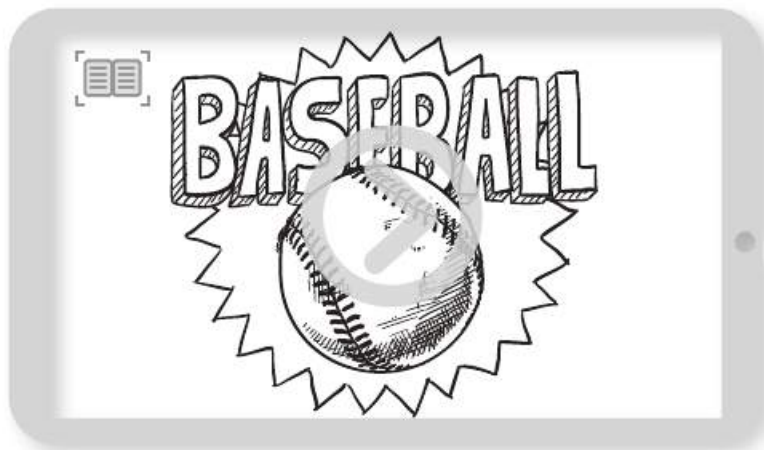
Compare with a partner. WB p. 83

How can I memorise things?
Go to p. 133 to find out!

Vocabulary track: 18

Vocabulary

to bounce = to dribble
to catch
to hit
to jump
to kick
to pass
to push
to run
to score
to shoot
to sweep = to brush
to throw



↑ John's vlog: how to play ...

3 Write some basic rules of baseball. WB p. 84

To play baseball, you need two teams of...
Players must...

need / need to and must / mustn't

To play basketball you need a sleeveless shirt, shorts and sneakers.

You need to be fast.

You must throw the ball but you mustn't kick it.

4 **Watch** part 2 of John's video and **make** notes about ice hockey:

- Equipment and clothes
- Number of players on a team
- The name of the player in goal
- How to win



Did you know?
Americans love competing with Canadians in winter sports, especially ice hockey!

5 **Match** these the sentence halves to complete the rules of ice hockey.

Write similar sentences about the sport of your choice. **WB p. 86**

To play..., you need...
Players must... but they mustn't...

ICE HOCKEY RULES

- | | |
|---|---|
| 1. To play ice hockey, you need a puck: | a. for your safety, like a helmet and gloves. |
| 2. Each player needs a hockey stick | b. a small black disk, made of rubber. |
| 3. To score a goal, players | c. must shoot the puck into their opponent's net. |
| 4. When you commit a foul | d. you must go to the penalty box for 2 minutes. |
| 5. You must wear protective equipment | e. to control, pass and shoot the puck. |

6 **Complete** the table. **Compare** your answers with a partner.
Explain your answers.

	Baseball	Hockey
I think John prefers ...		
I prefer ...		

Vocabulary

Vocabulary
track: 19



American football
baseball
basketball
boxing
curling
(ice/field) hockey
lacrosse
soccer
tennis

7 Time to find out the sport John chooses!

Read the clues and **guess** the sport.

- You sometimes need gloves.
- You don't need a helmet.
- You mustn't wear ice skates

MINI CHALLENGE: A NEW SPORT

The NCAA (National Collegiate Athletic Association) has launched a worldwide competition to create a new American sport. **WB p. 87**

- 1 **Invent** a new sport (a combination of different American sports).
- 2 **Ask yourself** questions like: Is it a team sport or individual?
Do you play it indoors or outdoors?
- 3 **Give** it a name.
- 4 **Write down** the rules and the equipment you need.
- 5 **Present** it to the class in 30 seconds max!



My sport is called...
You need two teams of...
Players must...
but...

2. Becoming a champ

I can talk about sporting talent and diets for athletes.



1 Read and take the quiz.

What American sport is more appropriate for you? **WB p. 88**

Quiz your partner. **Report** to the class.

Léa likes team sports.

She is active and... She can...

WHICH SPORT IS FOR YOU?



1. What sports do you like to play?

- individual sports
- ▲ indoor sports
- ◆ team sports
- ◆ outdoor sports
- ✖ none!

2. What are you like? Circle what best describes you.

- ▲ very active
- ◆ very fast
- ▲ tall
- ◆ very strong
- ◆ skilful
- quite active
- ▲ fast
- medium-height
- ◆ strong
- a bit clumsy
- ✖ lazy
- ✖ I hate running
- small
- weak
- ✖ very clumsy

3. Do you like sports that require strategy and thinking?

- ◆ Yes, I do!
- ✖ No, I don't.

If most of your answers are...

◆ You are fast and skilful.

You really can throw, hit and catch a ball. Baseball is the best sport for you!

▲ You are agile and active.

You can run up and down the court. You are skilful, so shooting the ball into the basket is not a problem for you. Basketball is your sport.

◆ You are tough and fast.

You are not afraid of contact. American football is for you!

● You are quite fit and active

but baseball, basketball and American football are not for you. There are so many other sports. Find one that corresponds to your personality and your abilities.

✖ You are not active and competitive at all.

I guess you have other talents. Maybe you can draw, play an instrument... Find your way!



Vocabulary
track: 20



Vocabulary

athletic
active ≠ lazy
competitive
fast ≠ slow
fit ≠ unfit
healthy
skilful ≠ clumsy
strong ≠ weak
tough

can + degrees of ability

I **can** throw a ball **very well**.
I **can** throw a ball **quite well**.
I **cannot (can't)** throw a ball **at all**.

Qualifying adverbs

I am **very** fit.
I am **quite** fit.
I am **a bit** unfit.
I am **not** fit **at all**.



- 2 Look at the photo. What can you see?**
Read. What do the speakers recommend? **WB p. 91**

Erik: Hi everyone, I'm Erik Spoelstra of the Miami Heat basketball team and a member of the NBA Fit Team. I'm here with two top basketball players to find out why eating healthy food can help you perform like a champion.

Dwain: Well, I eat fruit and vegetables every day because it gives me the energy I need to play really well and move better than the other players.

Erik: Thanks, Dwain. What about you, Ray?

Ray: Water is a really important part of my pre-game routine. I need it to stay focused and refreshed. Seriously, eating the right food can make you a better athlete. You can't eat junk food and play sports well.



Fair play

1. Identify the values that are fundamental in fair play.

loyalty	tolerance	cheating
honesty	disrespect	sadness
solidarity	injustice	violence

2. What values do you see in the photo?

3. Write a slogan to promote fair play in American sports.



- 3 Match** these foods with the categories from the vocabulary box. **WB p. 92**

Track: 10



Vocabulary
track: 21

Vocabulary

dairy
drinks
fruit
grains
proteins
vegetables



- 4 Write** sentences to explain what you need to eat or drink in your opinion to be a champion. **WB p. 93**

To be a champion, you need to eat...
because...

LINKING WORDS

You **need to** eat fruit **and** vegetables, **but** you **mustn't** eat junk food **because** it isn't healthy.

MINI CHALLENGE: A SPORTS CLUB ADVERT

Your favourite sports club wants you to create an advert to promote it. **WB p. 93**

- Choose** a sport you like. What qualities are important for this sport?
- Associate** one of these qualities with an animal.
- Think of** what you need to eat or drink to perform well in this sport.
- Write** three or four sentences to promote your sport. **Follow** the example.
- Design** the advert.



Are you fast?
Can you swim like a fish?
To be a swimming
champion you need
to eat dairy foods.
Join the swimming club!

3. Let's play dodgeball

I can talk about dodgeball and other ball games.



1 Look at the picture. What do you call this game?

What equipment do the children need to play this game? Where are the children?



DID YOU KNOW?

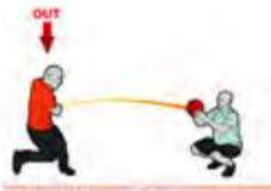
This game has got a lot of variations. Your grandparents played this game. Children in kindergarten like this game too. In Ukraine the most popular variation of this game is «вибивний»



2 Listen to Tymur talking about the rules of dodgeball.

The pictures help you to understand the rules.

Track: 18

				
A. a softball	B. a playground ball	C. a rectangle	D. to throw a ball	E. players hit the girl
				
F. a thrower is someone who throws a ball	G. balls are spaced evenly	H. a catcher is someone who catches a ball	I.?	



3 Listen again and **decide** if the statement is true or false. **Mark** true with T and false with F.

Track: 18

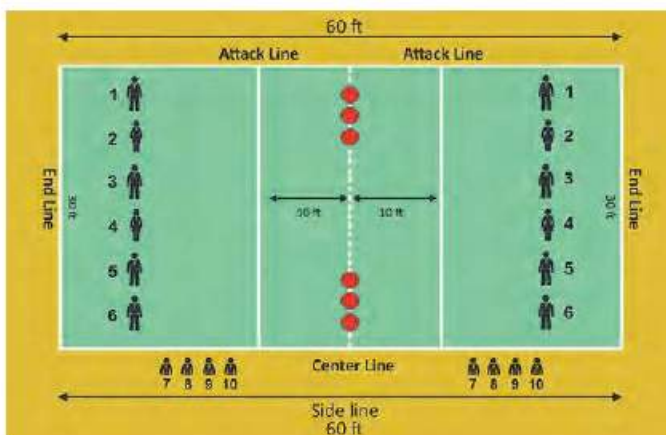
- You need a maximum of 4 players to play dodgeball.
- If the ball hits you, you are out of the game.
- We play this game indoors.
- Players may cross the middle (center) line.
- If you catch a ball before it hits the ground then the thrower is out.



4 Listen again and take notes.

Track: 18

Then **explain** the dodgeball rules. **Play** this game with your friends in PE class.



5 Do you want to win in dodgeball? Read what Tymur **recommends**.

Work as a team. If your team stays close together, you are one large target to your opponents. Instead, spread out along the back wall for defence. Move forward when you need to throw, but try not to get in the way of your teammate's line of sight. Practice playing with the team. Always cheer each other and smile! It is fun to play together.

Dodgeball is a rather simple game; hit your opponents with the ball to eliminate them and avoid being hit with balls. These are the basic rules of the game, but there are a number of tricks and strategies you can use to improve your chances of winning.

Learn the tricks for throwing the ball. It's much more difficult for your opponents to catch the ball if you throw low. Throw from as close to the line as you can. Whether you have a ball in your hands or not, hide your hands behind your back. This move gives less information to the opposing team about your intention.

Learn to catch the ball. Stand as close to the back wall as possible. This gives you more time to see the balls coming and more time to react. This makes it easier to catch or dodge incoming throws. If you've already got a ball, you can hit incoming balls rather than dodging them. This is especially useful for low balls.



6 Read Tymur's tips again. Write down his recommendations about how to win in dodgeball.



7 Lunch box.

To be fit, Tymur takes a lunch box to school. Look at his food. What food do you like? What food do you dislike? Write the name of each food below its picture.

egg muffins, celery, broccoli, cucumber, zucchini, cherry tomatoes, olives, sun-dried tomatoes, strawberries, blueberries



MINI CHALLENGE: A NEW GAME

Your PE teacher has announced a competition to create a new ball game for 11 year old children.

- 1 Choose a ball game you like.
- 2 Think of the possible variation of the game.
- 3 Think of the new rule(s) for this game.
- 4 Draw a uniform for your team.
- 5 Write a slogan for your team.
- 6 Think of a club emblem.
- 7 Introduce your ideas to the class.

1. NEED / NEED TO MUST / MUSTN'T

WB p. 84

To say that we need something, use:

need + noun (or nominal group)

To play American football you **need** a helmet and protective gear.

need + to + verb

To become a champion, you **need to** eat healthy food.

To express obligation, use **must**:

To play sports, you **must** wear trainers.

To express prohibition, use **mustn't**:

You **mustn't** kick other players.

1 Answer one of the questions below.

- What do you need to play baseball?
- What do you need to play basketball?

2 Use the prompts to write sentences with **need**.

- American football / helmet / protect your head
- basketball / be fit and agile
- eat a lot of fruit and vegetables / be fit

3 Choose one sport and **describe** what you need to / play it.

.....

.....

.....

4 Complete the sentences below with **must** or **mustn't**.

- You respect all players in a game.
- To be a sports champion, you eat junk food.
- In American football protective gear is essential. You wear a helmet, a facemask and shoulder pads.
- In American football, you run with the ball, you dribble it.

2. CAN / CAN'T

WB p. 89

- The auxiliary verb **can** expresses possibility or ability.
- The negative form of the verb, **can't** (**cannot**), expresses something that is not possible or a lack of ability (something we are not able to do).
- Can** and **can't** do not change. They are followed by the verb.

I can run fast.

I can't jump high.

POSITIVE FORM

I/You	can	swim.
He/She		
We/They		

NEGATIVE FORM

I/You	can't (cannot)	swim.
He/She		
We/They		

In the question form of the verb, invert the verb **can** and the subject.

QUESTION FORM

Can	I/you	handle a ball?
	he/she	
	we/they	

SHORT ANSWERS

Yes,	I/you/ he/she/ we/they	can.
No,		can't.

What is the corresponding word for **can** in your language?
Does it change form or not?



Pronunciation → WB p. 96

How to pronounce **can** and **can't**

3. LEVEL OF ABILITY WB p. 90

To express level of ability, use...

- in affirmative sentences:

can + verb + very/really/quite well

I **can** play basketball **very / really / quite well**.

- in negative sentences:

can't + verb + at all

I **can't** play basketball **at all**.

5 Write sentences about people's abilities. **Specify** the level of ability.

- Peter / cycle 🍌🍌🍌🍌
- Emma / swim 🍌🍌
- Liz and Alison / play badminton 🍌🍌🍌🍌
- you / play football 🍌🍌

6 Place the words in the right order to ask questions. Then, **answer** them. Pay attention to punctuation.

- play / you / curling / can ?
- throw / can / a / you / football ?
- mother / fast / your / run / can ?
- short / basketball / players / can / people / great / be ?

4. ADVERBS OF DEGREE WB p. 90

- An adverb modifies the meaning of a verb or an adjective.
- Some adverbs modify the level or degree of the situation: a little, a lot, very much.

+

I am **very / really** agile.

I am **quite** agile.

I am **a bit** slow / lazy.*

I am **not** agile **at all**.

* **A bit** is normally used with negative adjectives.

- They are placed before the adjective they qualify, except **at all**, which is used in negative phrases and is placed at the end of a sentence.

7 Write sentences using the adjectives below to describe yourself. **Include** adverbs.

athletic	healthy
active	fit
skilful	lazy
strong	competitive



5. LINKING WORDS WB p. 93

A linking word connects two parts of a sentence. It can add information, contrast two ideas or give a reason.

- To add information: **and**
You need to eat a lot of fruit **and** vegetables.
- To contrast two parts of a sentence: **but**
You can eat a little butter **but** you can't eat a lot of chips.
- To give an explanation: **because**
Apples are healthy **because** they contain a lot of vitamins.

8 Link the two statements with the correct conjunction.

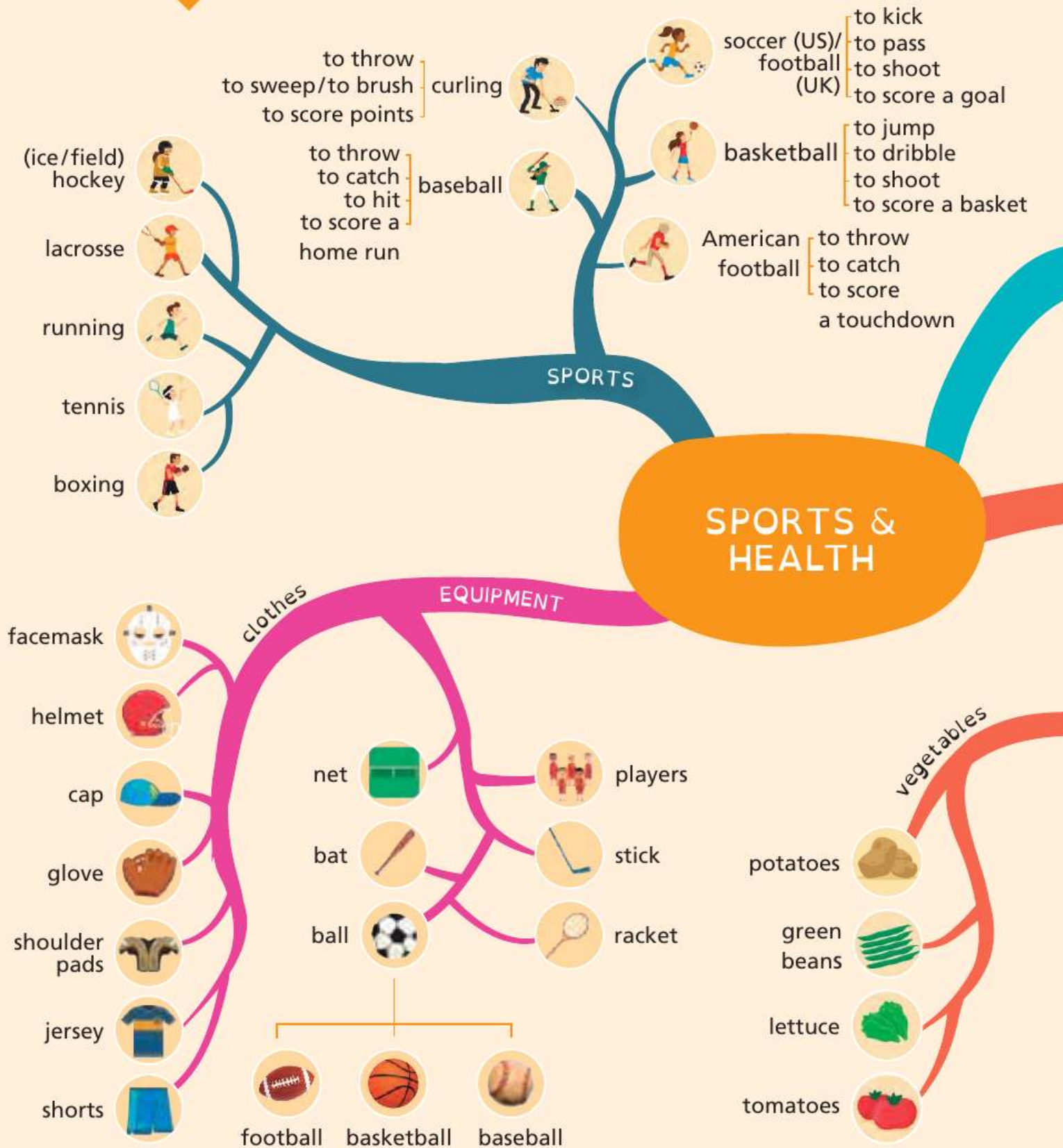
- You can eat a lot of lettuce, carrots ... tomatoes.
- Rice and pasta are necessary ... they are full of fibre.
- You can't eat a lot of biscuits ... you can eat a few.

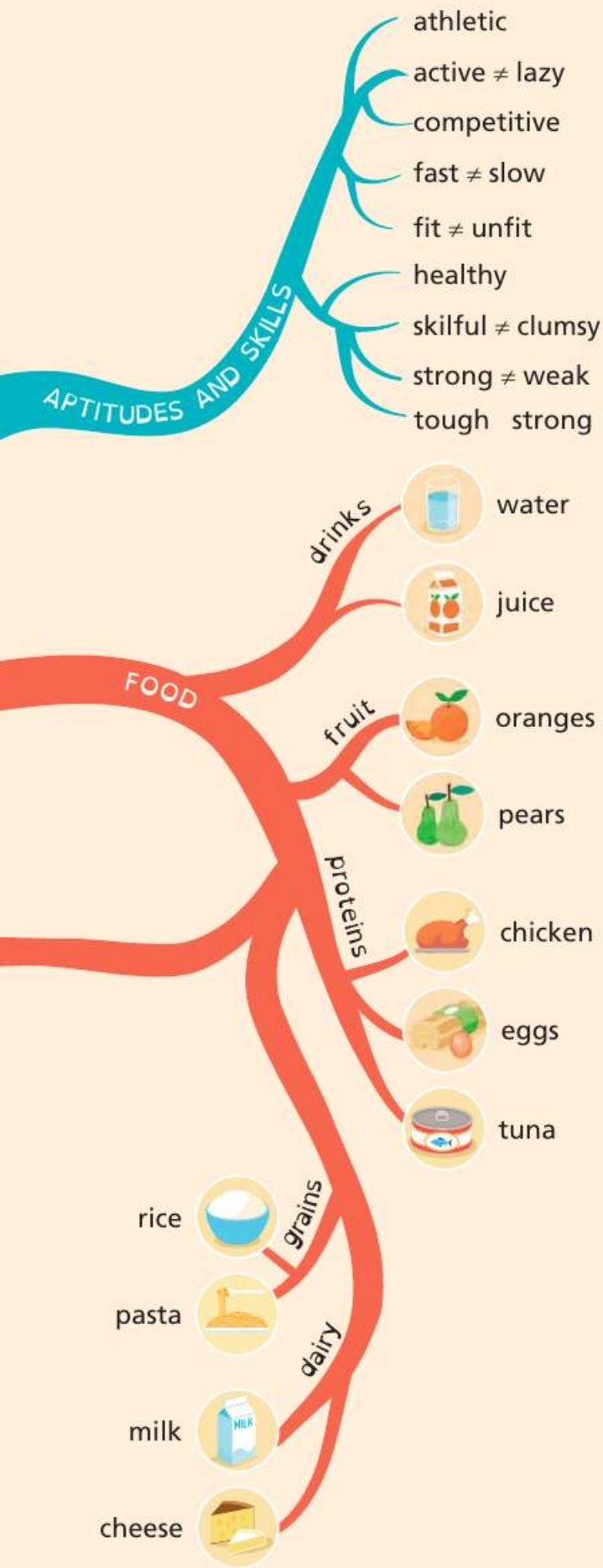


My vocabulary

→ Exercises, p. 119
→ WB p. 94

I see
and I memorise.





SPORT AND SPORTS EQUIPMENT

1 Read the riddles and identify the equipment.

- It is a piece of clothing that covers the top of your body. Your name and number are usually on the back: ...
- You use this piece of wood to hit a baseball: ...
- It protects your head, nose and eyes: ...
- It is a small black disk made of rubber: ...
- You use it to hit the ball, in tennis: ...

ABILITIES

2 Link each adjective to its opposite.

lazy

clumsy

strong

slow

skilful

active

fast

weak

FOOD

3 Prepare a balanced diet for an athlete.

MONDAY	TUESDAY

Create your mind map!

Create your own mind map by choosing the sports, foods and adjective that best correspond to you.



Today I'm writing about
a typical American sport.

ARTISTIC
AND CULTURAL
EDUCATION



I ♥ BASEBALL!



I play baseball at school. I love it! Baseball is a national passion in the USA. Baseball is played in other countries too, like Japan and Cuba. My favourite team is the L.A. Dodgers but I also really like the Chicago Cubs.

ERNIE BANKS

Ernie Banks played for the Chicago Cubs from 1953-1971. Some people say he was the best baseball player of all time. This statue is near the entrance of the Cubs stadium. I think it's great!

In the United States, many people like to collect baseball cards with the names and statistics of famous players. Some baseball cards are very rare and they can cost thousands of dollars!



↑ Ernie Banks



Other Posts:

- Multicultural London: India
- Family Paintings
- Two Very Irish Activities
- Tim Burton's Houses
- London Fashion Design
- New York Skyscrapers
- Scottish Legends

Contributors:



Sheena



Tom



Tara



John



Kirstine

YOUR TURN!

- 1 **Read** the text and **find** three countries where people play baseball.
- 2 What do you collect? Sports cards or something else? **Tell** your partner.

YOU ARE AN ARTIST!

Create your own version of a baseball card: **use** a picture of yourself and **invent** a name, a team, and some statistics (number of games won and lost, number of home runs).

Your challenge



CREATE A POSTER TO PROMOTE YOUR SCHOOL CLUB

Invent a new sport for your American school and look for students to join in.

1. **Write about** your sport: give it a name, explain the rules, the equipment you need.
2. **Invent** a mascot and **choose** your school colours.
3. **Explain** the qualities that your players need to have (tall, fast). **Give** some food recommendations to be a champ.
4. **Include** details about the person to contact, the place where you practise, the days and the time.
5. **Illustrate** your poster. **Make** it attractive, you need to encourage other students to join in!

↓ Digital alternative

You can also create a digital brochure, by using publishing software.

WELCOME TO THE STICKBALL CLUB!



EQUIPMENT

- You need a stick and a ball.

RULES

- There are two teams of eight players each.
- Players must hit the ball into the basket with the stick.

REQUIREMENTS

To play stickball, you need to be fast and strong.

TIPS

To be a stickball champ, you need to eat fruit and vegetables.

CONTACT: Deborah at deb@hotmail.com for more information. We practise on Tuesdays from 5 to 7 pm and the games are on Saturday mornings.

This brand new sport is for you!

To show you have completed this challenge, mark your progress in this unit on the **CHECK YOUR SKILLS** section of your Workbook (p. 97).

Unit 7

New York, New York

What is it that defines
New York city?



Tom

Hey Kirstine! Are you ready for the trip?
I can't wait for you to come. 8:23

Kirstine

Hi Tom! I'm packing my bag right now.
I'm so excited! 8:24

Tom

Me too. I've already prepared an itinerary
for you. It includes a visit to the Empire
State Building, the Guggenheim
Museum, the New York Public Library,
Grand Central Station... 8:26

Kirstine

Wow! But hey, I want to relax too!
It's my holiday! 8:26

Tom

Ok, don't worry, we can just go to
Central Park and sunbathe on the grass
with an ice cream. 8:27

Kirstine

Great! 😊 See you soon! 8:27

→ In this unit, we are going to...

- talk about a trip to Manhattan.
- discover the history of Ellis Island.
- find out more about New York skyscrapers.
- discover the concept of a "melting pot".



Your challenge

Talk about your trip
to New York...
playing with dice!



Hi, this is **TOM**, from New York City (USA). In this unit you'll learn about the history of NYC.



↑ Central Park in New York City



↑ Tom's vlog

LET'S GO!

- 1 **Read** Tom and Kirstine's conversation. **Identify** the place names.
- 2 **Look** at the video still. What do you think it's about?
Imagine a friend is coming to visit you.
Write 4 places you can visit and 4 things you can do.
Compare your list with your partner.

1. Come to NYC!

I can describe my trip to Manhattan.

Vocabulary track: 22



- 1 Watch** Tom's video about Kirstine's trip to New York.
Find the places they mention on the map.
Write 3 places from the video that you want to visit.
Tell your partner and **explain** your choices. WB p. 98

LET'S PLAY...

- 1. Listen** to Tom's video and **close** your eyes. **Imagine** a picture that represents the information Tom gives about the 5 places they visit.
- 2. Cut** up 5 cards and **write** one place name on the front of each card.
- 3. Draw** the picture you imagined on the back of each card.
- In a group, put all of the cards in a pile. Take it in turns to **take** a card and **show** the group.
- Each group member **says** the information they think the picture represents.

Vocabulary

amazing = great = awesome =
 astonishing
 classy
 charming
 famous = popular
 fun
 iconic
 inspiring
 interesting
 an avenue = a boulevard
 a bridge
 a building
 a cathedral
 a ferry
 a harbour
 an island
 a library
 a market
 a museum
 a park
 a restaurant
 a skyscraper
 a train station



↑ Mila Studio, New York Map



2 **Cover** the postcard Kirstine sent to her family.

In pairs, take it in turns to **read** a paragraph and **imagine** the places.

Cover the postcard again. Take it in turns to **remember** and **say** the places mentioned. **WB p. 100**

First they went to... Then... Finally...

Post Card

Dear Mum,

This is my first day in New York. It's an amazing city! In New York, there are lots of tall buildings, called skyscrapers. My favourite is the Chrysler Building (you can see it on the postcard). NY has lots of sights like the Statue of Liberty (it was a present from France!).

Tom and I went to Manhattan today. First we visited the American Museum of Natural History (we saw the famous Tyrannosaurus Rex!). It was really awesome. Then we walked around Central Park. There was a zoo in the park! Finally we went to the iconic Fifth Avenue. There were a lot of people, taxis and shops... it was fun! Tomorrow we want to visit Ellis Island.

Miss you, xxx

Kirstine



Did you know?

New York is famous for its cheesecake, bagels, cupcakes, and more... One of my favourite restaurants is Katz's Delicatessen, on the Lower East Side. It is famous for its pastrami sandwich. The place opened in 1888 and they still use the same recipe!



The past simple

We **went** to Manhattan.
We **visited** the museum.
We **saw** the Tyrannosaurus Rex.
It **was** awesome/fun...

There was a zoo.
There were a lot of people.

MINI CHALLENGE: A TOURIST EXPERIENCE

Friendly Earth is looking for information about different destinations for their world-famous travel guides. **WB p. 102**

- 1 **Think about** a tourist experience (it can be real or imaginary).
- 2 **Take notes** about where you went, what you visited, what it was like.
- 3 **Record** your presentation and **send** it to Friendly Earth.



Last year, I went to Portugal.
It was great. We visited
Lisbon and ...
We went to...

2. The island of hope

I discover the history of Ellis Island.



1 Read the texts and match them with the sentences.

WB p. 103

- a. He arrived in America with no family.
- b. She was very sick on the boat.
- c. She arrived in America five years after her father.
- d. She arrived in Ellis Island in 1910.
- e. The journey was awful.

My father went to America in 1906. Then he saved up money for the tickets to get us over here. He wanted his family. It took five years for him to save up enough money to take us over.

Sonya Kevar,
arrived from Russia in 1911, age 13.

1

We spent eleven days on board ship. The first four days we were deathly sick, seasick, because we were down in the hold*. The cheapest possible ticket... I was so sick, and I wanted to die. I was seven years old.

Rota Fichbach,
arrived from Germany in 1926, age 7.

2

The trip from Europe was rough. The food was bad. We used to eat like beggars there, we ate sitting on the floor, with our plates next to us. White tin plates.

Tessie Croce,
arrived from Italy in 1912, age 15.

3

Do you know how I felt when I left my home, my father and my mother? Terrible, terrible. That's how I felt. I was the first in my family to come.

Theodore Spake,
arrived from Greece in 1911, age 16.

4

When we got to America, we saw the Statue of Liberty, and Mother said to me, "That means we are free." I remember her saying that. And to this day I think I'm a better American than a lot of them born here, because when I sing 'God Bless America' I'm in tears.

Margaret Wertle,
arrived from Hungary in 1910, age 7.

5



Vocabulary

Vocabulary
track: 23



happy ≠ sad

lonely

rough

sick

a beggar

a ship = a boat

tears

a trip = a journey

to arrive in = to get to (→ got)

to be seasick

to come (→ came)

to eat (→ ate)

to feel (→ felt)

to leave (→ left)

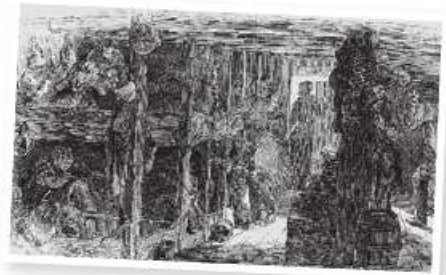
to save up money

to say (→ said)

to spend (time) (→ spent)

to take (→ took)

to want



* down in the hold –
in a storage area, below-decks



↑ Louise Peacock, *At Ellis Island: A History in Many Voices*

↑ Statue of Liberty, New York City



- 2 Watch** part 2 of Tom's video about their visit to the old immigration station.

Identify the different parts of the journey. WB p. 104



Melting pot

Look at the picture.
Can you explain it?

Vocabulary
track: 24

Vocabulary

dangerous
difficult
poor ≠ rich

a bag ≈ a piece of baggage
belongings = personal
objects

an immigrant
a prison
to be free
to be married
to become (→ became)
to have money
to interview
to return

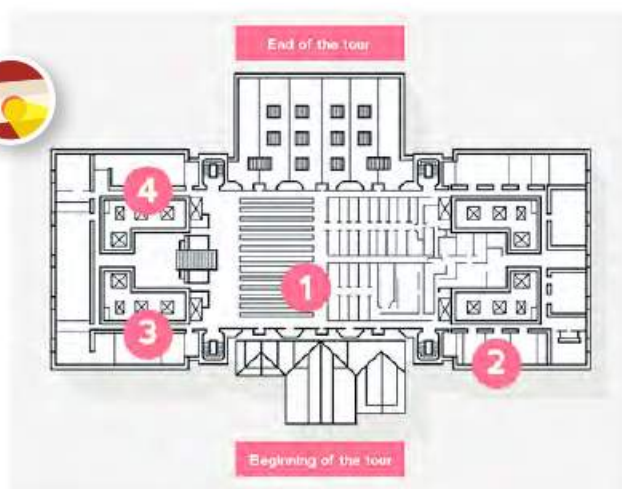


- 3 Listen to** the Ellis Island audio guide.
Find the names of rooms 1, 2, 3, 4

Track: 11

Take notes about each step of the visit.

WB p. 105



Time markers

In 1906... / From 1880 to 1930...
100 years ago...
In the past...
In those days...

MINI CHALLENGE: AN IMMIGRANT'S STORY

Write about an immigrant's story. WB p. 107

- 1 Read** the information about an immigrant's voyage to Ellis Island.
- 2 Imagine** her name, her country of origin, the people she travelled with, her feelings.
- 3 Write** a text about her experience in the first person (I...). You can **add** information.



- leave her village (March 1900)
- board the boat (April 1900)
- cross the ocean (2 weeks)
- see the Statue of Liberty (26th June morning)
- arrive in Ellis Island (26th June afternoon)

I left Italy
five months ago...

3. Welcome to Cherkasy and Chyhyryn!

I can describe the places to see in Cherkasy and Chyhyryn.



1 **Listen** to Tymur talking about Cherkasy, his hometown.

Track: 19

Identify the places he mentions in his description.

Write three places from the description you want to visit in Cherkasy.

Tell your partner and explain your choices.



the longest dam in Ukraine



Sosnivka park



kayaking



Shevchenko Boulevard



the Blue Palace



the Wedding Palace



Cherkasy Zoo



the high ropes city «Monkey Forest» in Sosnivka



the Dnipro River boat trip



2 We **discovered** the history of Chyhyryn! **Look** at these pictures! What can they tell you about

Track: 20

Chyhyryn? What do you know about the first capital of Ukraine? **Listen** to Tymur talking about the family trip to Chyhyryn. Use the information from his story to describe the pictures.



The former Hetman's capital (the roadside monument and the sign welcome visitors)



Illinska Church in Subotiv In memory of Bohdan Khmelnytsky



The Chyhyryn fortress, Bohdan Khmelnytsky's residence



The memorial of the Zamkova Hora



The view of Chyhyryn from Zamkova Hora



Maksym Zalizniak's thousand year old oak



- 3 **Look** at the pictures. What are they about? **Listen** to Tymur talking about his adventure. **Find** the pictures Tymur mentions in his story. **Arrange** the pictures in order.

Track: 21

A



B



C



D



E



F



G



What picture do you want to add?

H



I



J



K



MINI CHALLENGE: A PLACE IN CHYHYRYN

- 1 **Look** at the picture and name as many items as you can.
- 2 **Explain** why people decorated this place in such a way. Do you like it? Why? Why not?
- 3 **Make** a list of meals you can order there.
- 4 **Present** your information in class.



1. THE PAST TENSE OF TO BE

Use the past simple tense to talk about the past.

- **To be** is the only verb that has two forms in the past tense (singular and plural).

POSITIVE FORM		
I / He / She	was	very poor at the time.
You / We / They	were	very poor at the time.

- Use it with **there** to talk about something in the past tense.
there was / were indicates that something existed in the past.

There was a zoo.

There were a lot of people.

2. FORMING THE PAST SIMPLE TENSE

WB p. 100

In English, regular verbs are different from irregular verbs.

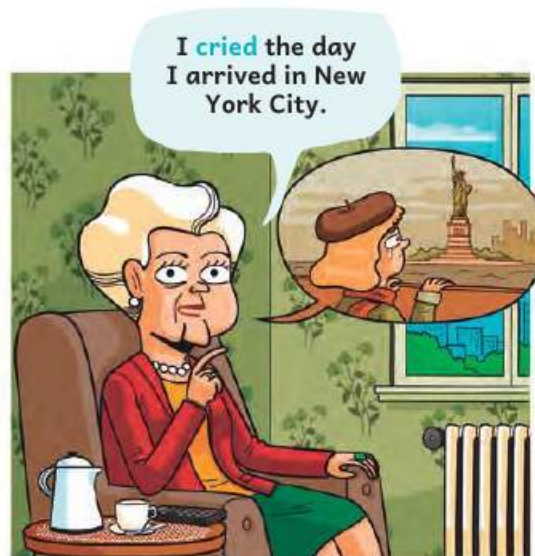
- To make the past tense with a regular verb, add **-ed** to the verb root.
visit → **visited**
- For verbs that end in **-e**: add **-d** to the verb root.
arrive → **arrived**
- For verbs that end in a consonant + **-y**:
y is replaced by **i**.
cry → **cried**
- For verbs that end in a vowel and a consonant, repeat the final consonant.
stop → **stopped**

Pronunciation → WB p. 110

The pronunciation of “-ed”

Irregular verbs that need to be learnt by heart.

become → became	have → had
come → came	leave → left
do → did	make → made
eat → ate	say → said
feel → felt	see → saw
get → got	spend → spent
go → went	take → took



1 Write these verbs in the past simple tense.

- | | |
|------------------------|------------|
| a. like → liked | f. cross |
| b. carry | g. board |
| c. play | h. believe |
| d. wait | i. marry |
| e. dance | j. look |

2 Complete the sentences below by writing the verbs in the past simple tense.

- My uncle (**visit**) us last weekend.
- Yesterday I (**listen**) to Italian music.
- We (**study**) hard for the history exam.
- I (**wait**) for the school bus for 20 minutes.
- Yesterday night, somebody (**knock**) at the door.
- The bus (**be**) full so we (**walk**) to the museum.
- Her father (**be**) sick when they (**arrive**) in Ellis Island.

3. TIME MARKERS FOR THE PAST TENSE WB p. 106

Time markers are words (or phrases) that specify when an action takes place. Here are some time markers for the past tense:

(day / week / month / year) + ago

I went to New York **two years ago**.

yesterday

Yesterday I visited the MoMa, the Museum of Modern Art.

last + noun (week / night / month / year)

Last year I went to New York.

in + date/period of time

In 1910, a lot of people arrived in New York.

In those days / In the past, New York was a rough city.

from... (date/period of time) to... (date/period of time)

From 1880 to 1930, 12 million immigrants arrived in the USA.

first / then / finally

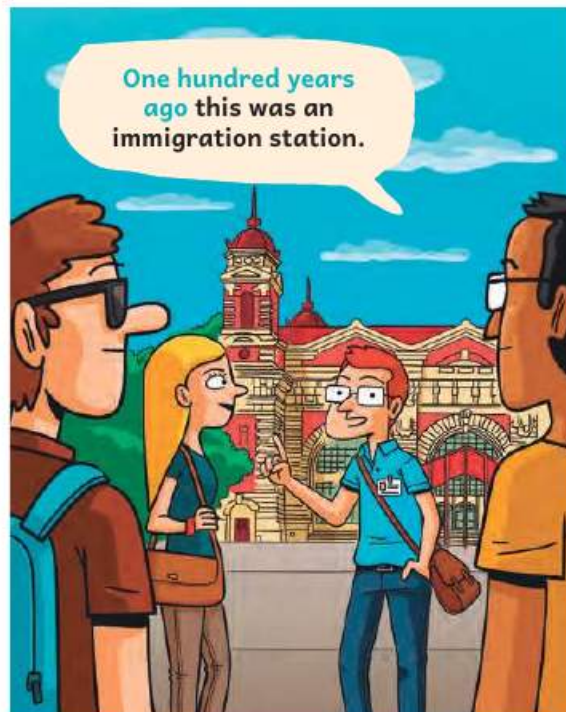
First, we visited the American Museum of Natural History.

Then, we walked around Central Park.

Finally, we went to the Fifth Avenue.



Think about the word **ago**. Is there an equivalent time marker in your language? Where is it placed in the sentence?



3 Complete these sentences with the appropriate time markers.

- He lived in Washington 1998 2016.
- 1980 there were fewer people in NYC.
- week I went to the American Museum of Natural History.
- I was in Brooklyn two years
- My grand-parents lived in the United States 1973 1984.
- 1984, they left the United States and settled in Europe.

4 Put these events in the right order.

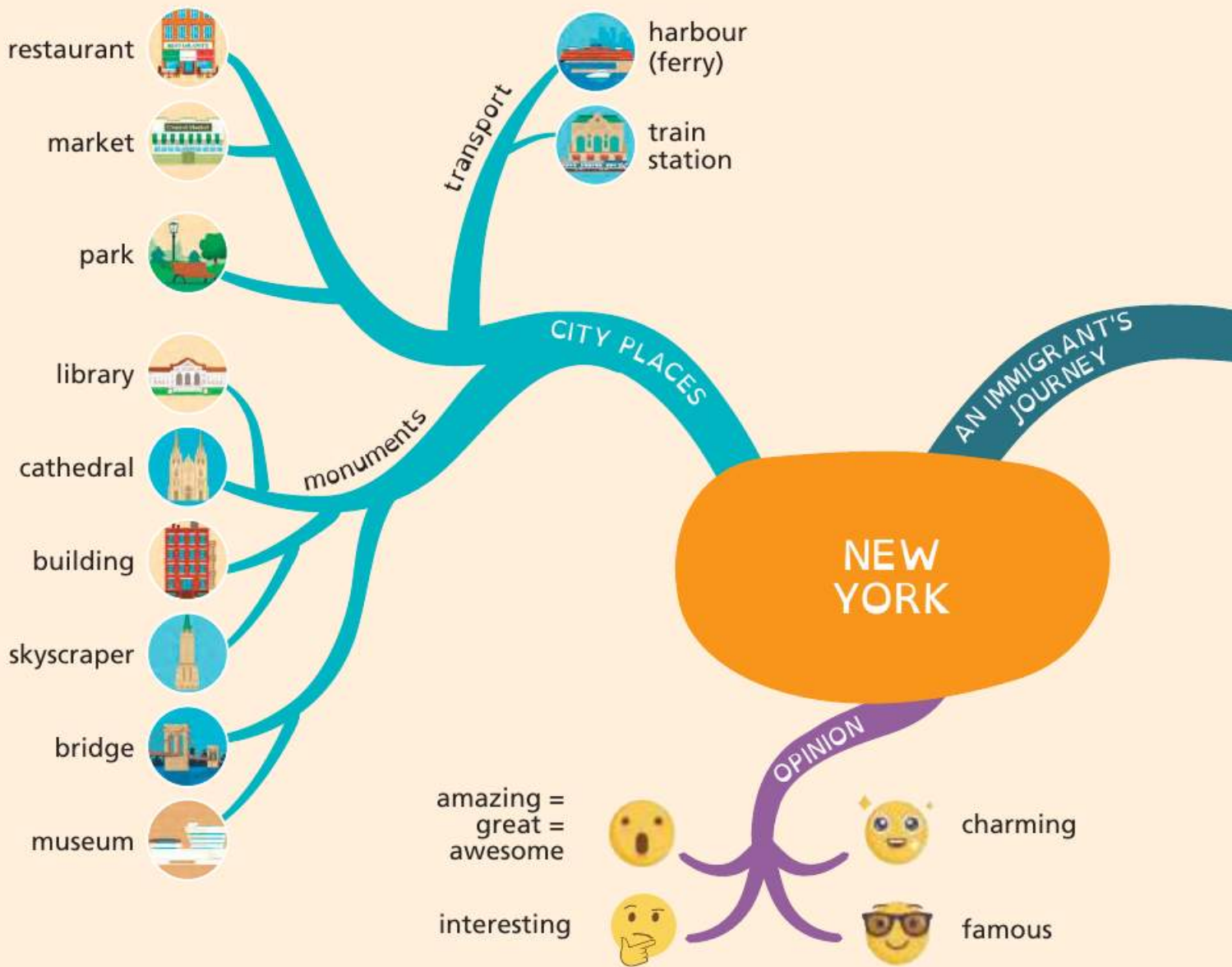
- We went to our hotel in Manhattan.
- We left home.
- We arrived in New York.
- We visited Grand Central Station.
- We went to the airport.
- It was great!



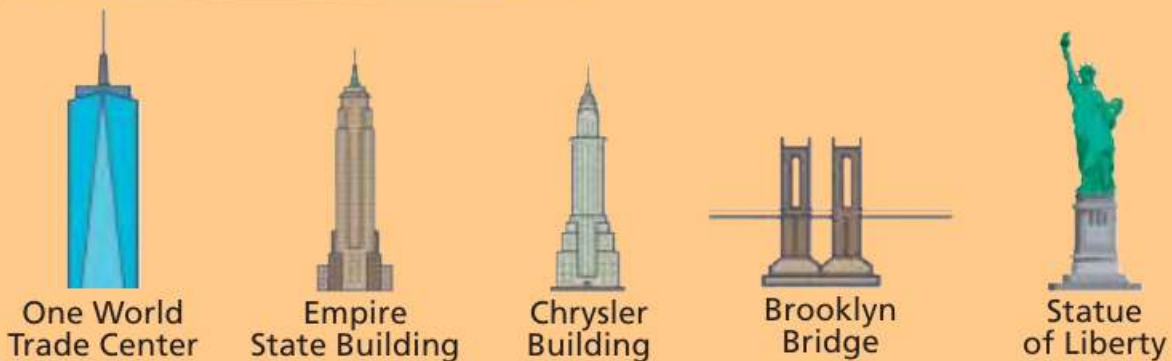
My vocabulary

→ Exercises, p. 120
→ WB p. 108

I see
and I memorise.



SOME FAMOUS PLACES





PLACES IN A CITY

1 Match each action with the corresponding place.

take a train

museum

walk around

train station

take a boat

hospital

cross a river

bridge

see a doctor

harbour

learn about history

park

TRAVELLING AND FEELINGS

2 Complete each sentence with an adjective. There are many possible answers.

- I really liked the trip to NYC; it was!
- I was to leave the country after such good holidays.
- I was alone at home, I felt before coming to this big city full of people everywhere.
- I was really to come and meet you for the first time, you're so nice.
- It was quite at the beginning to find my way in this country.

3 Find the odd one out. **Justify** your choice.

a. poverty freedom

oppression war

b. library cathedral

museum park

c. interesting charming

rough awesome

Create your mind map!

Create a mind map for the different places in your town/village and explain what you think about the place.



Today I'm writing about
skyscrapers, a symbol of
New York City!

ARTISTIC
AND CULTURAL
EDUCATION

NEW YORK SKYSCRAPERS



People worked in very dangerous situations to build skyscrapers!

I love the skyscrapers in New York! They are tall buildings (more than 50m high) with multiple floors, at least 40 to 50 floors! Can you imagine? A lot of people work in there. Some especially tall skyscrapers (300 metres high) are called 'supertall'.

The most famous skyscrapers in the United States are on the island of Manhattan: the Empire State Building, the Chrysler Building and the One World Trade Center (or 1WTC). They are very popular destinations. The 1WTC was finished in 2013, and it is the tallest building in North America.



Other Posts:

- Multicultural London
- Family Paintings
- Two Very Irish Activities
- Tim Burton's Houses
- London Fashion Design
- I Love Baseball
- Scottish Legends

Contributors:



Sheena



Tom



Tara



John



Kirstine

YOUR TURN!

- 1 **List** the different New York City skyscrapers in the text.
Do you know any other skyscrapers that are in another city?
- 2 The 1WTC replaced another famous building that disappeared in 2001.
Do you know its name? What happened in 2001?

YOU ARE AN ARTIST!

Create a poster to compare the sizes of famous buildings.

Look for information on the Internet: how tall are the skyscrapers in Tom's text? And how tall is the Eiffel Tower?

Now you can **present** your information in a visual form.





Your challenge



TELL YOUR STORY ABOUT NEW YORK

Imagine that you went to New York...
Roll the dice and tell your story!

1. **Divide** the class into three groups.
2. Each group **cuts out** four dice shapes and **writes**:
 - a. places you visited in New York.
 - b. when you went.
 - c. who you went with.
 - d. your opinion about the trip.
3. **Glue** the four dice into cubes.
4. Each group **picks** two students to be judges.
5. Each student **rolls** the full set of dice and **tells** their story.
6. The judges **give** points (1 to 5) to each student.
7. The first team to **reach** 25 points is the winner!



↓ Digital alternative

Record your story about New York with audio editing software.



On Monday I visited the Empire State Building. I remember the views from the top were awesome. It was great!

To show you have completed this challenge, mark your progress in this unit on the **CHECK YOUR SKILLS** section of your Workbook (p. 111).

Unit 8

A trip to Scotland

What are the main attractions in Scotland?



→ In this unit, we are going to...

- talk about tours and the weather in Scotland.
- organise holiday activities in Glasgow.
- discover two Scottish legends.
- talk about environmentally friendly means of transport.



Your challenge

To organise a four-day tour around Scotland.





Hi, I'm **KIRSTINE**, from Glasgow (Scotland). In this unit you'll learn about my country.



↑ Castle in ruins on the shore of Loch Ness



↑ Kristine's vlog

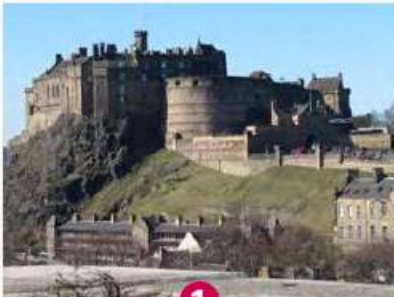
LET'S GO!

- 1 **Read** Kirstine's conversation.
Correct these sentences with a partner.
 - a. It's raining in Glasgow.
 - b. Tom will go to California in the summer.
 - c. The Highlands are in the south of Scotland.
- 2 **Look** at the picture from Kirstine's video.
Choose words to describe Scotland.

1. We'll visit Loch Ness!

I can talk about tourist routes and the weather in Scotland.

-  **1** Watch part 1 of Kirstine's video. Complete the names of the tours. Match the texts to the correct photo. WB p. 112



1

MAGIC a) ... TOUR

This five-day Scotland tour through the **Highlands** will take you to spectacular scenery where you'll have some unforgettable experiences.

- 5 You'll go monster hunting in **Loch Ness**, ride the Jacobite train to the capital, **Inverness**, and explore the impressive mountains around **Glencoe**. Get ready to connect with
10 nature!



2

PEACE & b) ... TOUR

Take this three-day tour to explore the romantic **Isle of Skye**. You'll hike a 50-mile-long path among spectacular moors, mountains, lochs, waterfalls and sea cliffs. You'll also find many castles, museums, and art galleries. But mostly, you'll enjoy the peace and quiet of this island of colourful houses.



3

CULTURE & c) ... TOUR

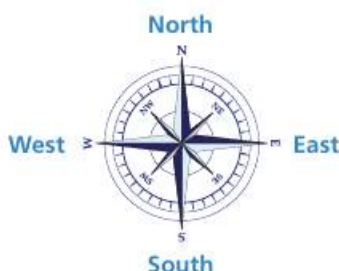
This tour will start in the wonderful city of **Edinburgh**, a wonderful city. We'll spend three days visiting the castle, the Scottish National Gallery, and the Princess Street Gardens. Then we'll continue up to **Stirling Castle**. On day five, we'll get to **Loch Lomond** to enjoy some water activities such as swimming and kayaking. We'll
10 travel back south to finish our tour in **Glasgow**, the city of culture and architecture.

-  **2** Watch part 1 of Kirstine's video again. Say which tour you think Jim and Lisa will choose and why. WB p. 113

I think that they will
take the... tour because...

-  **3** Imagine you have decided to visit Scotland. Choose one tour and justify.

Personally, I would love to take...



Vocabulary

Vocabulary
track: 25

impressive	a mountain
romantic	a river
spectacular	a waterfall
unforgettable	to enjoy
wonderful	to explore
a castle	to go kayaking
a cliff	to go sightseeing
an island	to hike
a loch (lake)	to ride a train
a moor	

Future: will

We **will** (we'll) visit a castle.
You **will not** (won't) miss the famous castle.



- 4 Listen to a weather forecast. Place the symbols and the temperatures on the map. WB p. 116

Track: 13



↑ Mila Studio, Map of Scotland

Vocabulary
track: 26



Vocabulary

- cloudy
- rainy ≠ dry
- snowy
- sunny
- windy
- a shower
- a thunderstorm
- the temperature

LET'S PLAY...

The secret word game

- Two contestants **stand** in front of the board.
- Another student **writes** a word from this unit on the board so the contestants can't see.
- Contestants **take turns** to ask classmates for clues to the secret word.
- The contestant who **guesses** the secret word **stays** in front of the board.
- The student who **gives** the last clue **replaces** the other contestant.



MINI CHALLENGE: A LEAFLET ABOUT YOUR COUNTRY (group work)

WORLDTOURS4U IS LAUNCHING TWO-DAY TOURS IN YOUR COUNTRY.

DESIGN THE LEAFLET FOR A TOUR. WB p. 117

- Choose** a type of tour (nature, adventure, history).
- Look for** four places to visit / things to do. **Look** this lesson and on the Internet.
- Organise** the activities across two days.
- Find** some great pictures.
- Each student in the group **writes** a text for each place to explain what visitors will do and see on one day. **Include** information about the weather.
- Design** your leaflet and include the pictures and the texts.



↑ a leaflet

2. Let's go to Glasgow!

I can organise holiday activities in Glasgow.



- 1** Watch part 2 of Kirstine's video.
Find the places they visit on the map.
Write the missing information. **WB p. 118**
Answer the questions.

- Where will you go if you want to see great paintings?
- Where can you go on a Saturday at 9:30 am?
- What can you visit every day from 9.45 am to 5.15 pm?
- Where will you go if you like vehicles?
- What will you see if you visit the Lighthouse?
- Where will you go if you want to go shopping?

Vocabulary

an art gallery
a cathedral /
the city centre
an entrance fee
an exhibition

a lighthouse /
a museum /
opening hours /
a shopping area /

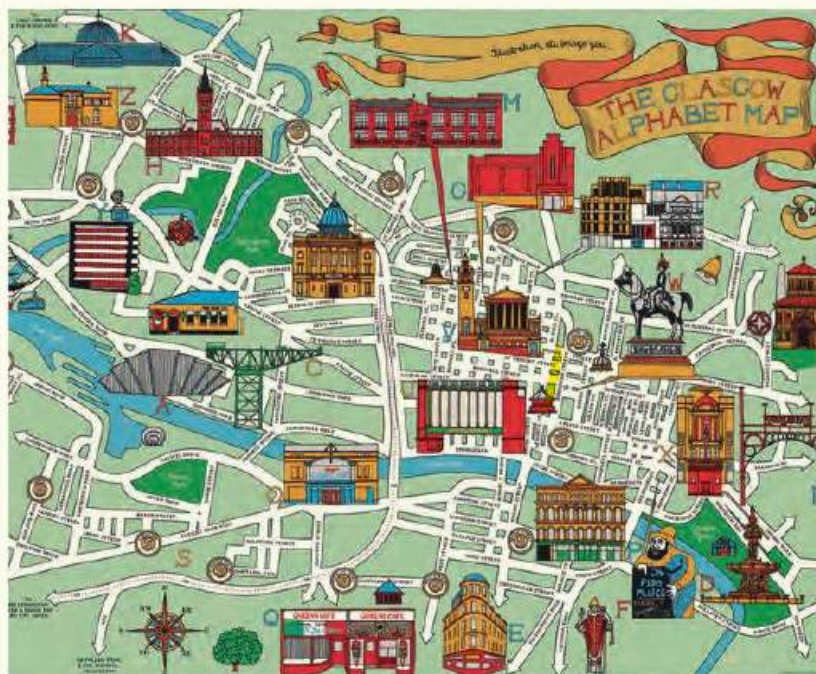
Vocabulary
track: 27



If... will

If you go to Kelvingrove,
you will see great art.

Rosemary Cunningham, The Glasgow Alphabet Map



School of Art



Glasgow cathedral



Buchanan Street



Kelvingrove Museum



Riverside Museum



Lighthouse



Botanic Gardens



1 The **Lighthouse** is a centre for design and architecture. It contains original objects, interactive touch screens and architectural models.

Opening hours: Monday-Saturday 10.30am-5pm / Sunday 12pm-5pm
Entrance fee: **a) ...**

2 **Kelvingrove Art Gallery and Museum** is one of Scotland's most popular free attractions. It houses one of Europe's best art collections (Dali, Rembrandt, Van Gogh, Gauguin and more).

Opening hours: Monday-Thursday & Saturday 10am-5pm / Friday & Sunday **b) ...**
Entrance fee: **free entry**

3 At the **Glasgow School of Art**, one of the masterpieces of Charles Rennie Mackintosh, Scotland's most famous architect, you will discover Glasgow's creative past and present through design.

Opening hours: 7 days 9.45am-5.15pm
Entrance fee: **c) ...**

4 The **d) ...** houses some of the world's finest vehicles, including boats, cars, skateboards and bikes.

Opening hours: Monday-Thursday & Saturday 10am-5pm / Friday & Sunday 11am-5pm
Entrance fee: **free entry**

5 The **Glasgow cathedral** is one of Scotland's most magnificent medieval buildings and a fantastic way to travel back in time.

Opening hours: Monday-Saturday 9.30am **e) ...** / Sunday 1pm-5pm
Entrance fee: **free entry**

6 The **Botanic Gardens** is located in the West End of Glasgow. It's the best garden in the city, and it houses the national collection of tree ferns.

Opening hours: 7 days 7am-6pm
Entrance fee: **free entry**

7 **Buchanan Street** is a pedestrian boulevard lined with beautiful buildings and some of the city's finest shops.



- 2 Listen to Naomi, an American tourist, calling the Tourist Information Office in Glasgow. Write her itinerary and the transport she will take.

Track: 14

WB p. 119

Naomi will visit...



School of Art



Glasgow cathedral



Lighthouse



Botanic Gardens



Buchanan Street



Riverside Museum



Kelvingrove Museum



Did you know?

The name 'Glasgow' comes from a Gaelic phrase meaning 'green valley' or 'dear green place'. Scottish Gaelic is an old Celtic language, very different from English.

LET'S PLAY...

The future tense chain game (group work)

1. A student **invents** a sentence about the future.
2. The next student **says** a new sentence that includes the last part of the previous one, and so on.

If I go on holiday, I will go to Scotland.

If I go to Scotland, I will...



MINI CHALLENGE: 24 HOURS IN GLASGOW (pair work)

STUDENT A: You are a tourist in Glasgow. WB p. 123

- 1 Choose two places from the list of places in Glasgow.
- 2 Tell student B your choices.
- 3 Prepare questions to ask about: the price, the opening hours, the means of transport, what you will be able to do or see there.

STUDENT B: You work at Glasgow's Tourist Information Office.

- 1 Read the leaflet about Glasgow.
- 2 Write down information for each place: the price, the opening hours, the exact location, what you can do or see there.
- 3 Prepare your answers to student A.
- 4 Role play!

Hello! Can I help you?

Yes, please! I want to go to...

Vocabulary track: 28

Vocabulary

What are the opening hours?
How much does it cost?
How can I get there?
Is it worth going?
Is it worth visiting?

Time expressions

She will visit the Cathedral **before** she goes to the Riverside Museum.

Making suggestions

Why don't we...?
What about...?
How about...?
Let's...!

Eco-friendly transport

1. Look at the picture. What can you see?
2. Which means of transport are more eco-friendly?

↑ Visit Scotland, Sustainable Tourism



CITIZENSHIP

Visit Scotland
Sustainable
TOURISM

Greater Glasgow and Clyde Valley

Take the bus...
for a walk



Greater Glasgow and Clyde Valley

Take the bus... for a walk

Greater Glasgow and Clyde Valley

Take the bus... for a walk

Greater Glasgow and Clyde Valley

Take the bus... for a walk

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Greater Glasgow and Clyde Valley

Take the bus... for a walk

3. We'll visit Zakarpattia!

I can talk about tourist routes and the weather in Zakarpattia

DO YOU KNOW

that a coat of arms is a symbol used to identify a family, town, organization, and country? The coat of arms is designed in the form of a shield.

Can you design a coat of arms for your family? What symbols would you include?



Uzhhorod



- 1 **Listen** to Tymur talking about some major attractions in Zakarpattia that are interesting for children.

Track: 22

Write the words that help you to describe the pictures below.



Karpatia water park in Mukachevo

indoor and outdoor awesome



The Dinosaur Theme Park near Mukachevo

dinosaur lovers



Palanok Castle in Mukachevo

a fortification



- 2 A tour full of magic!
Guess which trip I liked best? You remember that I like history, right? My favourite place in Mukachevo is Palanok Castle.

Track: 23

Listen to the track and draw a picture to illustrate a story.

Retell the story as if you were a knight on a beautiful white horse. Which image of a knight do you like more? Why?



- 3 Inside the castle.
Listen to Tymur talking about the things you can see in the castle.
Look at the pictures and find those that Tymur did not mention.
Tell your partner what things you want to see and explain why.

Track: 24



A. medieval fashion



B. coins



C. a medieval knight helmet

		
D. a sword	E. a drawbridge	F. a medieval wooden shield
		
G. a medieval bow with arrows	H. medieval furniture	I. Palanok Castle water well



4

More to hear!

Look at the pictures. What can you say about these pictures?

Listen to Tymur talking about Countess Ilona Zrinyi.

Note down the important facts about her life story. Share your impressions with your partner.

Track: 25

		
The monument to Ilona Zrinyi and her son, Ferenc II Rakocsy	Ilona Zrinyi	Her son, Ferenc II Rakocsy. Zakarpatsky Uhorsky Instiute in Berehove is named after Ferenc II Rakocsy.



5

Imagine you have decided to visit Zakarpattia. Which place would you like to visit first? Why? What places and whose faces do you want to see on Ukraine's currency? Why?

MINI CHALLENGE: YOUR TOUR

- 1 **Think** of the place where you live.
- 2 **Find** something special about the place that you would like to share with people.
- 3 **Think** of the activities for people to do in your place. Describe them.
- 4 **Design** your leaflet. Introduce your leaflet to the class.

1. WILL + INFINITIVE WB p. 115

Use *will* for these situations:

- Decision in the moment: *I'm hungry. I think I will buy a sandwich.*
- Offer: *That looks heavy. I will help you carry it.*
- Promise: *You will love the castle.*
- Prediction: *There are a lot of clouds. It will rain soon.*
- Refusal: *He won't listen to anything you say.*

Note! You can use contractions:

I will = I'll	It will = it'll
You will = you'll	We will = we'll
She will = she'll	They will = they'll
He will = he'll	

1 Answer the questions below.

- Will it rain tomorrow? ...
- Do you think you will have pizza for dinner? ...
- What **won't** you do when you're tired? ...

2 Say what the weather will be like in Britain tomorrow.



Pronunciation → WB p. 126

The pronunciation of **will**
Intonation at the phrase level

2. THE FIRST CONDITIONAL (IF... WILL) WB p. 121

Structure:

if + present simple + will / won't + infinitive verb

Situation: To talk about possibility **now** or in the **future**.

Example: *If I visit Scotland, I will go to Glasgow.*
If we go to the loch, we won't have time to see the lighthouse.

Notice! You can invert first conditional sentences, just remove the comma!

Example: *If I visit Scotland, I will go to Glasgow.*

I will go to Glasgow if I visit Scotland.

3 Complete the sentences below with the correct form of the verb shown in brackets.

- If I ... (go) to Scotland, I ... (visit) Loch Ness.
- I ... (not be) happy if I ... (not see) Edinburgh Castle.
- If he ... (come) to Glasgow, I ... (take) him to Loch Lomond.
- If it ... (rain), they ... (not go) to the Isle of Skye.
- If I ... (visit) Scotland this summer, I ... (have) two weeks to see the country.
- She ... (take) a taxi if she ... (be) tired after the visit.

4 If you have £500, what will you do? Look at the drawings and write a sentence for each one.



3. TIME EXPRESSIONS WB p. 122

Use time expressions to talk about **when** actions happen.

Structure: **will** + infinitive verb + **time expression** + **present simple**

Example: *I'll go to Glasgow **before** she goes to Edinburgh.*

1 Glasgow roadsign **2 Edinburgh roadsign**

Example: *We'll visit the loch **after** they see the castle.*

1 castle

2 a lake

5 Choose the correct form of the verb.

- I'll prepare the picnic before you come/'ll come.
- When you get up, we go/'ll go kayaking.
- After we visit the Botanic Gardens, Kirstine's dad **drives/will drive** us to the lake.
- Don't worry! I'll watch you carefully when you **go/will go** for a swim in the lake.

4. SUGGESTIONS WB p. 122

To suggest an activity... you can use these options:

• *Let's...*

Let's + infinitive verb

Let's go to the mall today.

• Using a question:

How about + verb-ing?

What about + verb-ing?

How about watching a movie this weekend?

Why don't we + infinitive verb

Why don't we go to the park this afternoon?



6 Write the suggestions below with phrases from the Suggestions box.

- We can relax in Victoria park.
- We can taste some traditional Scottish food.
- We can discover wonderful landscapes in the Highlands.
- We can write a travel blog to share our experiences.
- We can take a picture in front of the castle.

7 You go on a trip to Scotland with some friends. Suggest the four activities below.

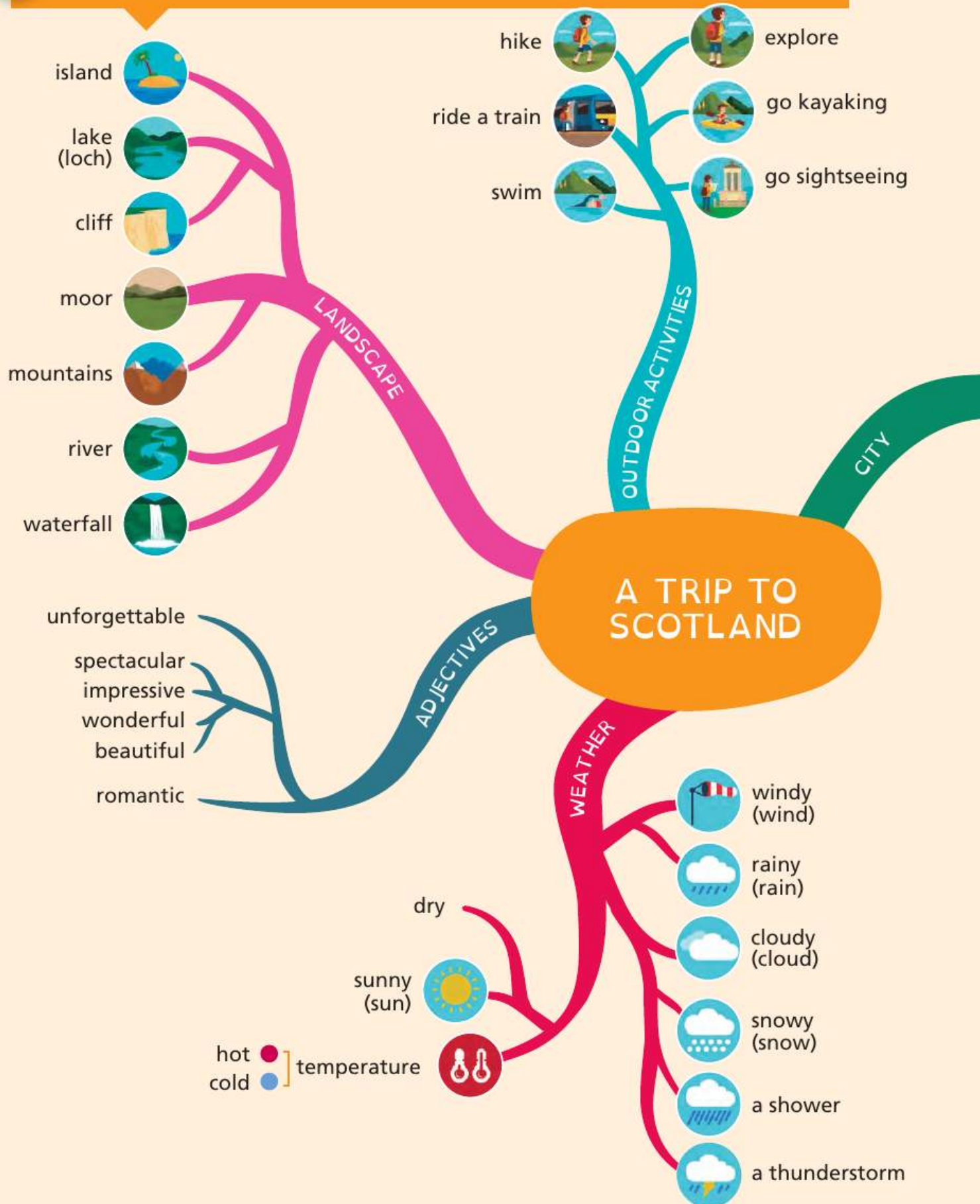




My vocabulary

→ Exercises, p. 121
→ WB p. 124

I see
and I memorise.





OUTDOOR ACTIVITIES AND THE LANDSCAPE

1 Find the odd one out in each list.

a. lake moor waterfall river

b. go kayaking swim hike

ADJECTIVES

2 Which adjectives would you use to describe these places?

a. a place you will always remember:

b. a place you choose to tell someone you love him/her:

THE WEATHER

3 Complete the sentences below.

a. Kirstine is wearing sunglasses because it is

b. Tomorrow, it will be very ..., the temperature will be around -5°C.

c. It is very ... today, I hope it doesn't rain.

d. Don't forget your umbrella, it will be ... all day.

e. There are high temperatures, the weather will be

THE CITY

4 Complete the sentences below.

a. If you visit the ..., you will see beautiful paintings.

b. Kings and queens lived in this ... before.

c. I have to buy a ..., I am completely lost.

d. You can have a picnic in the

e. Very often, the tourist information office is in the

f. You don't have to pay an ... to visit the cathedral.

MEANS OF TRANSPORT

5 Find 4 means of transport and 3 landmarks.

BAYWUS DREHACLAT RODUEDRGUNN

RALYGLE RTIAN CLESAT ARC

Create your mind map!

Create a mind map for your perfect holiday: choose the words that correspond to your favourite activities, your perfect weather, your favourite places, etc.



Today I'm writing about two Scottish legends.

ARTISTIC
AND CULTURAL
EDUCATION

SCOTTISH LEGENDS

Scotland is a land of myths and legends. Here are two examples I like!

THE SALMON AND THE RING

The city of Glasgow is represented by a coat of arms. There is a salmon with a ring in its mouth. Can you guess why?

A long time ago, a Scottish queen gave a ring to a soldier. The king discovered this and he was furious! He met the soldier by a river, took the ring and threw it in the water. The legend says that St Mungo caught a salmon and miraculously found the ring in its stomach. Today, St Mungo is the patron saint of Glasgow. Some people think that he protects the city!



↑ Glasgow's Coat of Arms, as featured on the Kelvin Bridge

THE LOCH NESS MONSTER

Loch Ness is a huge, beautiful lake, but the reason so many people come to visit the place is... the Loch Ness monster!

The legend of a monster that looks like a dinosaur the lake is very well-known. Many explorers and scientists have tried to find scientific evidence of the monster. Some people say that they have photographs of it! In reality, it is only a legend, but in Scotland we like our "monster"... It even has a nickname: Nessie.



Other Posts:

- Multicultural London: India
- Family Paintings
- Two Very Irish Activities
- Tim Burton's Houses
- London Fashion Design
- I Love Baseball
- New York Skyscrapers

Contributors:



Sheena



Tom



Tara



John



Kirstine

YOUR TURN!

- 1 **Look** at the pictures, **read** the texts and **answer** the questions.
 - a. What part of each legend shows that nature is very important in Scotland?
 - b. Does the Loch Ness monster really exist?
 - c. Who was St Mungo?

YOU ARE AN ARTIST!

Create your own Nessie: **draw** it, **paint** it or **make** it with parts of a magazine.



PLAN A TRIP TO SCOTLAND

Student A: You decide to go to Scotland this summer for four days.

1. **Take notes** about the activities you would like to do (culture, adventure) and the places you'd like to see (cities, lakes, castles).
2. **Give** your notes to student B.
3. **Call** your penfriend on Skype and **agree** on an itinerary.
4. Don't forget to **make** your own **suggestions** and to **ask questions** about the places.

Student B: You are Scottish. Help your penfriend organise their four-day trip to Scotland.

1. **Read** your penfriend's notes.
2. **Prepare** a tour for them based on their preferences.
3. **Call** your penfriend on Skype and **suggest** the itinerary.
4. Be ready to **give information** about the weather, the means of transport, etc.

↓ Digital alternative

Use your mobile phones, or talk on Skype or a similar app for long distance communications. It will make your conversation more realistic.

I'll meet you at the airport and then we'll go to the city centre by train. There, we'll...

If the weather is good, we will...

That's fine but do you think we'll go to see "Nessie"?

To show you have completed this challenge, mark your progress in this unit on the **CHECK YOUR SKILLS** section of your Workbook (p. 127).

Exercises

Unit 1 New school, new life

SUBJECT PRONOUNS

1 Complete the phrase with the correct subject pronoun.

- a. • Where are from? o am from Belgium.
- b. Hi, are Samuel and David.
- c. • Kate and Brian, are 12? o Yes, are.

QUESTION WORDS (1)

2 Write the questions for each answer

- a.? I speak French of course but I also speak English.
- b.? I live in Spain.
- c.? I'm 11 years old.
- d.? My birthday is on 10th July.

3 An English-speaking student arrives in your class. Write questions to ask her.

- a. You want to know her name.
- b. You think she is twelve years old but you are not sure.
- c. You think she is British.
- d. You want to know where she is from exactly.

THE PRESENT SIMPLE TENSE OF THE VERB TO BE (1)

4 Complete the sentences below with the full form of the verb to be, or the affirmative or negative form.

- a. We from the USA. ✗
- b. You Australian. ✓
- c. I 13 years old. ✗
- d. We Todd and Simon. ✓
- e. You a headteacher. ✗
- f. I bilingual. ✓

EXPRESSING LIKES AND DISLIKES

5 Write down two activities that you:

- love doing
- like doing
- don't like doing
- hate doing

ARTICLES: A / AN, THE AND THE ZERO ARTICLE

6 Complete the sentences below with a / an, the or Ø.

Welcome to my school! This is (1) playground. (2) computer room is next to (3) hall. (4) cafeteria is between (5) lab and (6) theatre. There is also (7) art room and (8) big library. It's fantastic. I love to read (9) books.

POSSESSIVE ADJECTIVES

7 Complete the sentences below with a subject pronoun (I, you...) or a possessive adjective (my, your...). **Check** if the word that follows is a verb or a noun.

Hello! (1) 'm Sara and this is (2) friend Amanda. (3) are both eleven. (4) are British. (5) love to play sports in (6) school club. Tell us about yourself. What's (7) name? How old are (8)? What sports do (9) like?

COUNTRIES, NATIONALITIES AND LANGUAGES

8 Complete the sentences below with the correct country, nationality or language.

- a. I am from I am British. I speak
- b. We are from France. We are
- c. They are from China. They are
- d. I am from I am Algerian.
- e. We are from Germany. We are
- f. You are from You are American. You speak

Unit 2 American family

THE VERB HAVE GOT

1 Choose between **have** and **has**.

- We have / has got two cars: a Ford and an Audi.
- Sometimes our teachers haven't / hasn't got a lot of patience with us!
- Have / Has you got a mobile phone?
- My sister have / has got a strange boyfriend; I don't like him.
- We have / has got a long holiday in summer.
- I haven't / hasn't got a TV in my bedroom.
- My best friend have / has got an exam tomorrow.
- Have / Has he got a girlfriend?

THE PRESENT SIMPLE TENSE OF THE VERB TO BE (2)

2 Complete the sentences about Ding.

he's are they (x2) his (x2) is he

This (1) Ding. (2) 12 years old. And this is (3) father. (4) are from China but now (5) live in England. (6) bilingual, he speaks Chinese and English. He and (7) father love football. Their favourite team is Manchester United. They (8) big fans of Barcelona too.



ADJECTIVE POSITION

3 Rewrite the sentences below. Put the adjective in brackets in the correct place.

- Her / voice / is / . (beautiful)
- We / live / in / a / house / . (new)
- Our / dog / is / so / ! (intelligent)
- My / mother / has / got / eyes / . (brown)
- We / have / got / two / cats / . (black)
- He / has / got / hair / . (long)

THE FAMILY

4 Find the odd one out in each group. **Explain** your choice.

- | | | | |
|----|--------------|----|-------------|
| a. | sister | b. | uncle |
| | brother | | daughter |
| | wife | | grandfather |
| | aunt | | nephew |
| c. | half-sister | d. | father |
| | cousin | | sister |
| | stepmother | | brother |
| | half-brother | | cousin |

DESCRIBING PHYSICAL CHARACTERISTICS

5 Complete the descriptions by using the adjectives below.

blonde blue hair long
pretty soft eyes thin

Margaret, the eldest of the four, is sixteen, and very (1) She has got big (2), brown (3), a sweet mouth, and white hands.

Fifteen-year-old Jo is very tall and (4) She has got beautiful (5) brown hair. And she has got big hands and feet.

Elizabeth, or Beth, as everyone calls her, is thirteen. She has got bright eyes, (6) hair, a shy manner and a timid voice.

Amy, though the youngest, is a most important person, in her own opinion at least. She has got (7) eyes, and (8) hair.



Exercises

Unit 3 My week

THE PRESENT SIMPLE TENSE

1 **Complete** the text with the following words.

wash

drink (x2)

brush

have

get up

leave

check

In the morning I (1) at 7 o'clock. I (2) my face and (3) my teeth. Then, I (4) breakfast. I usually (5) milk or fruit juice, but I never (6) tea. After breakfast I (7) my schoolbag and say 'Have a good day' to my parents. I (8) home at 8 o'clock.

2 **Rewrite** the sentences in exercise 1 with she as the subject. Remember to change the form of the possessive adjectives.

3 **Match** the words in each column to ask questions. Then, **answer** them.

- | | |
|-----------------------------|--------------------------------|
| a. Do you sometimes cook... | 1. have a mobile phone? |
| b. Does your mother play... | 2. tea for breakfast? |
| c. Do your parents drink... | 3. dinner at home? |
| d. Do you... | 4. video games in the evening? |

TIME EXPRESSIONS

4 **Choose** the correct preposition for each example.

Sean always goes to his judo club (1) **in/on/at** Wednesday. The club opens (2) **in/on/at** the afternoon and the lesson starts (3) **in/on/at** two o'clock. (4) **In/On/At** Sunday, Sean has competitions. He has to get up (5) **in/on/at** seven thirty because the competitions are always (6) **in/on/at** the morning. Poor Sean! No lie-in (7) **in/on/at** Sunday.

ADVERBS OF FREQUENCY

5 **Rewrite** the sentences below by putting the frequency adverb in brackets in the correct place.

- We go to Corsica for our holidays but not this year. (usually)
- When there's a birthday in my family we have lunch together. (sometimes)
- My mother helps me with my homework. (never) I do it alone. (always)
- My parents get up at 6.30 am – even at the weekend! (always)

QUESTION WORDS (2)

6 **Complete** these questions with the correct question word.

how

when

what

what time

who

- does the first lesson begin? ◦ At 8 o'clock.
- does he usually have for lunch? ◦ Rice and fish.
- do you have the longest holidays? ◦ In summer.
- do you go to school? ◦ By bus.
- wants to sing this song? ◦ Tamara.

SCHOOL SUBJECTS

7 **Put** the letters in the correct order to **find** 6 school subjects.

T SMAH

TAR

ESINCEC

HYROSTI

IMSUC

NEILGHS

8 **Complete** the sentences below with a school subject.

- In class, I learn to play the flute.
- In class, I work with numbers.
- In class, we learn to draw and paint.
- We study plants, animals and life in class.
- We learn about the past in class.
- Our teacher helps us learn this language.

Unit 4 Home, sweet home

THERE IS / THERE ARE

1 Complete the sentences below.

- There two kitchens in our new house.
- There a sofa in my bedroom.
- There two dogs in the garden.
- There five chairs in the dining room.
- There a big garage too!

THE POSSESSIVE FORM

2 Underline the possessive 's.

Hello, I'm Marie. I live in Los Angeles. I live with my parents and my sister, Alice. We have a dog. In fact, it's Alice's dog, but I take care of him too.

His name is Bin.

Bin's a very cute dog.

He's always sleeping or playing with us.

I like Alice's dog a lot.



THE NEGATIVE FORM OF THE VERB HAVE GOT

3 Write these sentences in the negative form.

- I have got a big bedroom.
- They have got three bathrooms in their house.
- We have got a computer in our bedroom.
- She has got a new friend.

HOW MANY?

4 Ask questions for these answers.

- I have three bedrooms in my house.
- They have two bedrooms in their house.
- She has two best friends.
- We have two little brothers.

OBJECT PRONOUNS

5 Complete the sentences below with an object pronoun.

- I like swimming with my friends.
I like swimming with
- They always play football with my father.
They always play football with
- I like going to school with my mother.
I like going to school with

OBLIGATION AND PROHIBITION

6 Place these phrases in the correct table column.

take out the trash clean my room play in the kitchen

watch TV all day do the washing up clean the table

AT HOME I MUST...	AT HOME I MUSTN'T...

ROOMS IN A HOUSE

7 Complete the sentences below with the correct location.

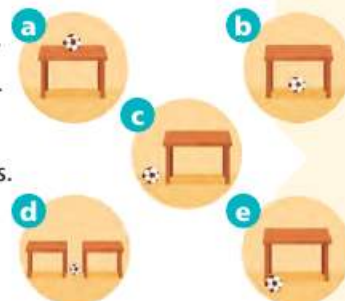
bathroom kitchen garden living room

- Tom plays football in the
- Dad cooks in the
- Donna watches TV in the
- My parents have a inside their bedroom.

PREPOSITIONS OF PLACE

8 Complete the sentences below with the correct preposition.

- The ball is the table.
- The ball is the table.
- The ball is the table.
- The ball is the tables.
- The ball is the table.



Exercises

Unit 5 Looking good!

EXPRESSING PERMISSION WITH CAN / CAN'T

1 Write sentences to say if you can/can't wear these items of clothing to school.



EXPRESSING AGREEMENT AND DISAGREEMENT

4 Say if you agree with the following statements, and why.

- a. School uniforms are a good idea.
- b. Rap music is great.
- c. Winter is the best time of year.
- d. Black and blue clothes look really bad together.

NUMBERS

5 Answer the questions below. Write the numbers out in full.

- a. How many days are there in December?
- b. How many students are there in your English class today?
- c. How many countries border France?
- d. How many days are there in a year?

THE PRESENT CONTINUOUS

2 Complete the sentences below with the present simple or present continuous form of the word in brackets.

- a. We can't go to the park today because it (rain).
- b. I'm sorry I can't talk now. I (help) to make dinner.
- c. On Saturday, we (get up) quite early, usually at 8 o'clock.
- d. My mother (work) for the City Council. She's a lawyer.
- e. Can't you see us? We (stand) outside the ticket office.

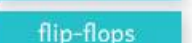
COLOURS

6 Complete the sentences below with the correct colours.

- a. If you mix red and white you get
- b. and are the colours of the Spanish flag.
- c. Old photos and old films are in and
- d. The Moroccan flag has a star.

CLOTHES

3 Find the odd one out in each list. Justify your answers.

- a.    
- b.    
- c.    
- d.    

Unit 6 Let's play ball!

CAN / CAN'T AND ABILITY

- 1** Say if you play the following sports. Describe your level of ability.



- 2** Write the questions and answers to complete the dialogue.

- a. Mr Jones:?
James: Yes, I can. I run very fast.
- b. Mr Jones:?
James: I kick a ball quite well.
- c. Mr Jones:?
James: I'm very active and tough.
- d. Mr Jones:?
James: Yes, I am. I'm really skilful.



ADVERBS OF DEGREE

- 3** Complete this conversation using the correct adverbs.

Norah: What are your best subjects?

Helen: Well, I'm **really/a bit** good at physics, chemistry and technology. I always get more than a 9 out of 10.

Norah: Wow! Me, I'm not good at science subjects **at all/quite**. And I'm **at all/a bit** worried about the maths exam next week.

Helen: Well, maybe I can help you. I'm **quite/a bit** good at maths too. I want to study architecture at university and those subjects are **a bit/very** important.

NEED / NEED TO

- 4** Choose two sports and write the equipment and skills you need to play them.

LINKING WORDS

- 5** Complete the sentences below using **and** or **but**.



I am fit (1) competitive, (2) I am not skilful. I can run fast (3) I can catch a ball quite well, (4) I can't throw it at all.

My favourite food is fish (5) chips. Well, I do like chips, (6) not fish. So actually I prefer chicken (7) chips.

SPORT AND EQUIPMENT

- 6** Read these rules and write the sport.

- a. You must hit the ball with a bat:
- b. To score points you must put the ball through the hoop:
- c. Players must shoot the puck with the stick into the opposing team's net:
- d. Players must throw stones down a sheet of ice. Each team must throw eight stones

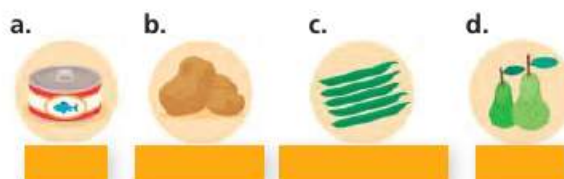
ADJECTIVES THAT DESCRIBE CHARACTERISTICS

- 7** Are you very sporty? Use four adjectives below to describe yourself.



FOOD

- 8** Complete each label with the correct food.



Exercises

Unit 7 New York, New York

THE PAST SIMPLE OF TO BE

1 Complete the sentences with the past simple form of the verb **to be**.

- I in London two days ago.
- We happy to see him again.
- She sad to hear the news.
- Yesterday the weather really bad.
- she Maria's sister?

FORMING THE PAST SIMPLE

2 Place the verbs in the correct column.

be	have	arrive	visit	cry
spend	make	take	stop	eat

REGULAR VERBS	IRREGULAR VERBS

3 Write sentences in the past simple, using the verbs from exercise 2.

4 Rewrite the phrases below in the past simple.

- I go to school.
- I have a good day.
- She eats doughnuts everyday.
- They spend a lot of money.

TIME MARKERS FOR THE PAST TENSE

5 Write sentences with the prompts.

before ... week(s) ago last week

in the past in those days in 2012

6 Complete the sentences below with the time markers in exercise 5.

- she came, I was ready to go.
- Sally O'Connor came from Ireland to New York in 1924. She was very poor
- I did my last exam, now I am on holiday.
- They went to New York two, and they loved it.

PLACES IN A CITY

7 Complete the sentences below.

- If I am ill, I go to the
- If I want to eat, I sometimes go to a
- If I want to go from one side of the river to the other, I take the
- The boats are in the
- If I want to see an art exhibition, I go to the

TRAVELLING AND EXPRESSING FEELINGS

8 Choose the correct answers.

When I **left/came/were** France for New York, I took a **boat/cold/river**.
I **crossed/walked/drove** the ocean.
I was ill and **lonely/difficult/rough**.
But I was very **sick/happy/painful** to arrive in this country.



Unit 8 A trip to Scotland

WILL + VERB

- 1** You visit a fortune teller.
Read her answers and write the questions.

- a. You:?
The fortune-teller: No, you will live in a small village.
- b. You:?
The fortune-teller: Yes, you will have an interesting job.
- c. You:?
The fortune-teller: You will have three children.
- d. You:?
The fortune-teller: Yes, you will be very happy.

- 2** Look at the picture and guess where Tom and Kate are going and what they will do during their holidays.



CONDITIONAL SENTENCES

- 3** Write four sentences that describe which activities you will do depending on the different weather conditions.

Weather conditions

rainy
sunny hot
cold

Activities

go to a museum
go kayaking swim in a lake
take a tourist bus
hike in the mountains
go sightseeing in the city centre

If it's rainy, I'll go to the museum.

TIME EXPRESSIONS

- 4** Write after, before or when.

Craig: Can I speak to Xavier, please?
This is Craig.

Beth: He's not here at the moment.

Craig: Do you know he'll be home?

Beth: At about 8 pm.

Craig: Hmm, I have to leave 8. Can you ask him to phone me 10 pm, please?

Beth: Sure. I'll give him your message he gets home.

SUGGESTIONS

- 5** Your pen pal is in town this week. Suggest some places to visit and some activities to do.

THE WEATHER

- 6** Complete the sentences below with the help of the following words.

snow cold wind sunny rain shower(s)

- a. We can go skiing this weekend! There's a lot of
- b. When there's a hurricane, you can expect extreme
- c. It's not unusual in Britain and Ireland to have three or four in one day.
- d. Tomorrow will be a beautiful day – we can expect weather.
- e. You don't need to take your umbrella tomorrow because it won't

MEANS OF TRANSPORT

- 7** Answer the questions below with four different types of transport.

- a. How do you go to school?
- b. If you go to New York, how will you travel?
- c. How do you go to the Isle of Skye?
- d. You are an eco-tourist. How do you visit a city? (Give 2 possibilities.)

PUBLIC SCHOOL SUPERHERO

by James Patterson



Did you know?

James Patterson (1947-) is an American author known for his thrillers and his young adult fiction books.

5 Okay, in my neighborhood, my school is known as Fort Union. That's because of the crazy-strict military base rules there.

No kids get inside until 7:50 a.m., sharp.

No kids get inside without a student ID.

10 No kids get inside without opening their backpacks for the security guards.

And that's just the front door. I'm sure it'd take you less time to get through the airport's high-tech security with explosives tied to your calves. It's crazy man. This is what I go through, every stinkin' day.

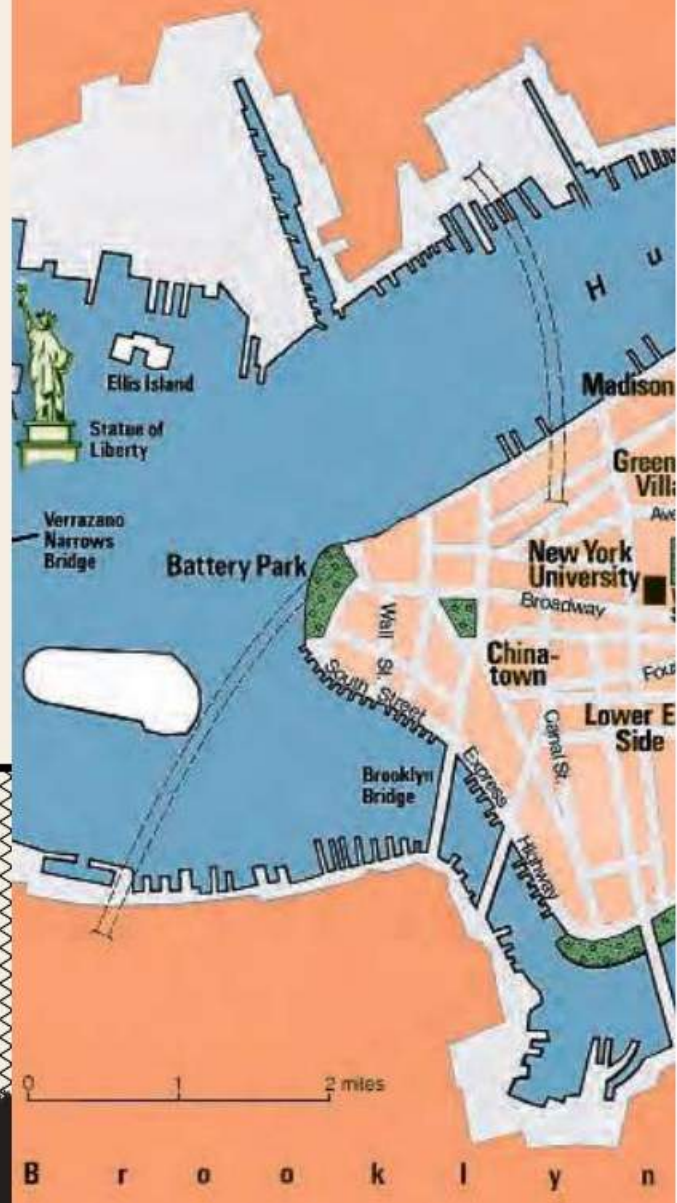
15 When I get past security, I find that my homeroom doesn't even have real windows. It's just metal screens where someone broke out the glass over the summer.

Also, it's kind of crowded in here. "Overcrowded" would be an understatement. For real.

20 After attendance, my homeroom teacher, Ms. Green, takes us around the school and shows us where everything is.

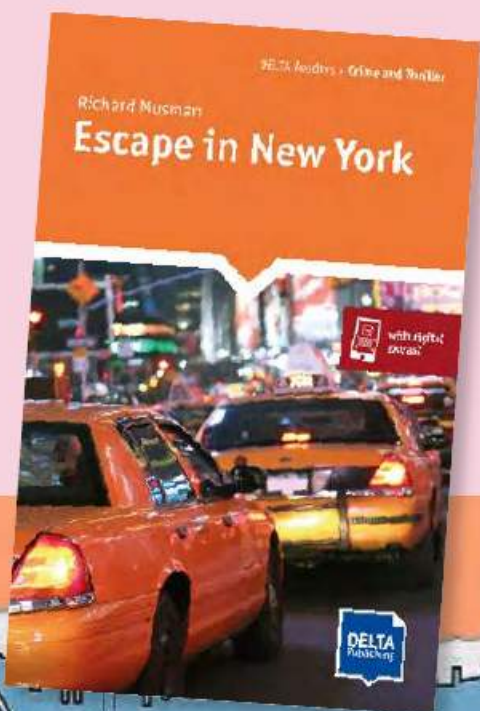
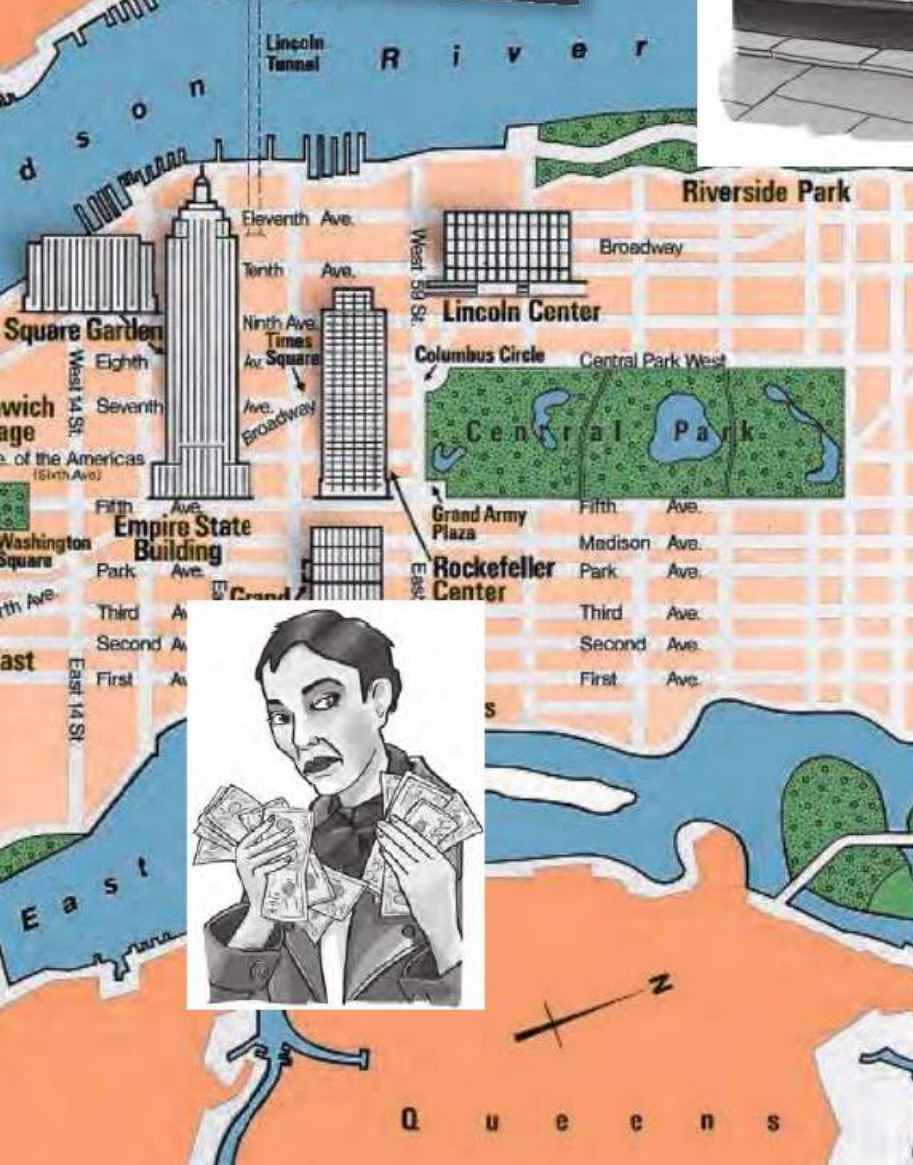
Downstairs on the first floor, the library's about the size of a closet. There's one rolling computer cart with two computers for the whole school.

New York - Manhattan Island



ESCAPE IN NEW YORK

Richard Musman



She sat down at her desk. Kevin admired his aunt and her enthusiasm. There were so many different ethnic groups in New York. There were whole streets where Italians lived together. In fact, more Italians lived in New York than in Rome, more Jews than in Tel Aviv. There were the Irish Americans, who still called themselves Irish and still hated the English.

He sat on the couch for a while, dreaming. Then he fetched the telephone book which had names beginning with "O". He soon shut the book. It was hopeless. There were hundreds of O'Briens. He shut the book with such a bang that Aunt Bella looked up from her desk.

"What's the matter, Kev? Who are you looking for in that telephone book? A girlfriend?"

"Well, sort of."

The Story of Saint Patrick

James A. Janda

A little boy liked to sit on a hill and watch the boats come and go in and out of the harbor. His name was Patrick.

He liked to run down to the pier. He liked to watch the fishermen bring in their boats loaded with fish.

Patrick lived on the shore of England facing the Irish Sea. He wore a toga and sandals, because he was a citizen of Rome. He lived there a very long time ago—in the fifth century.

Patrick had to learn his prayers just as you and I. But, to tell the truth, young Patrick was more interested in playing than in learning. He liked to climb trees, pick apples, and play with his dog.

Patrick had a happy time until he turned sixteen. Then something happened that made him very sad.

From the top of the hill, he saw it all coming. Nial, the Celtic warrior, and his enemy boats were coming into the harbor.

Nial's warriors attacked the town. They killed many people. They burned the homes. They stole horses, pigs and sheep. They captured Patrick, forced him into a boat, and sailed across the sea to Ireland. In Ireland, Patrick was sold as a slave.



Did you know?

Saint Patrick is the patron saint of Ireland. Saint Patrick's Day is a very important celebration, held on 17th March.



If I Built a House

CHRIS VAN DUSEN

Did you know?

Chris Van Dusen (1960-) is an author and illustrator from Portland, Maine, in the US. He writes children's books.

Jack, in the backyard, said to his mother,
This house is OK, but it's like any other. It's
boxy and boring and basically bland. It's
nothing at all like the house I have planned.

5 My house will be different. It can't be the norm.
I'll think about traffic flow, function, and form.

Oh, it may include shapes like a tower or
dome, but I'll focus on what makes a building
a home.

10 It's the rooms on the inside that make it unique,
so step through the door and let's take a peek.

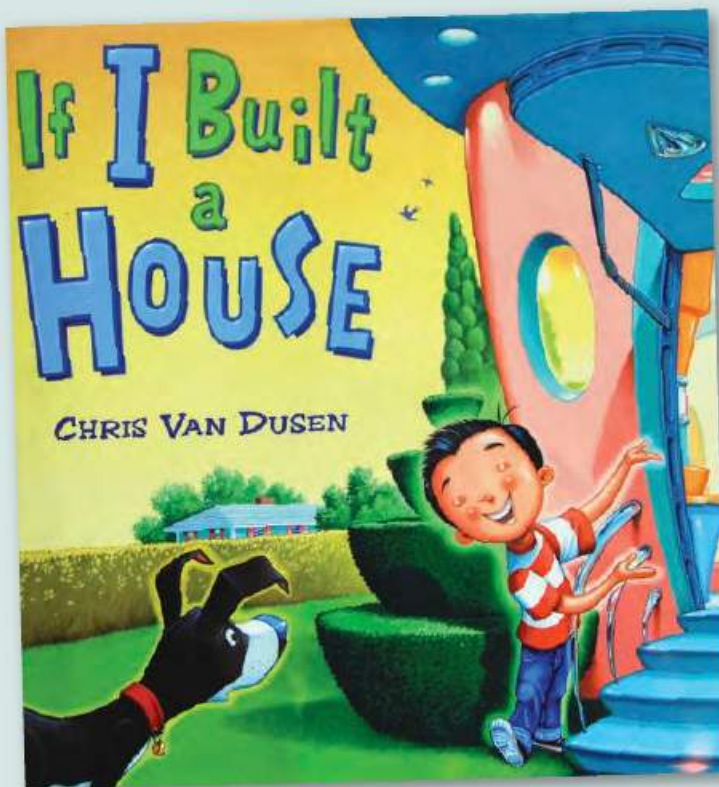
We'll start with the basics, right off the bat.
Check out my new Kitchen-o-Mat!

15 You don't have to cook and you don't have
to clean, it's done by a space-age robotic
machine.

It makes all the meals and the food is deeeelish,
then it washes and puts away every last dish.

20 The living room's next. It's fun! Come on in!
The chairs and the table and the sofa all spin!

And trampolines lead to a giant ball pit. It's a
pretty neat room, you have to admit.



BACK TO SCHOOL SHOPPING

**KENN
NESBITT**

My sleeves are too short
and my jeans are too tight.
My shirt is so small
that it doesn't fit right.

5 My hat is too snug
and my socks all have holes.
My shoes are worn out
on the sides and the soles.

10 My mom says it's time
to go shopping for more.
She wants me to get
some new clothes at the store.

15 She begs and cajoles,
but I simply say, "No."
I want to stay home.
I would rather not go."

20 While new ones may fit
in the sleeves and the toes,
the old ones I have
are my favorite clothes.



Did you know?
Ken Nesbitt (1962-) is an American children's author named Children's Poet Laureate by the Poetry Foundation.

MY WEIRD SCHOOL DAZE

#4



Dan Gutman

I love Pee Wee Football.

In the fall I play football every Saturday. Football is cool because you get to push and shove and yell and knock kids on their butts. And the best part is, you don't even get punished!

At school, if you push and shove and yell and knock kids on their butts, you have to go to the principal's office. But in football you're supposed to push and shove and yell and knock kids on their butts.

That's why I hate school and I love Pee Wee Football. If you ask me, the world would be a better place if they closed all the schools and turned them into Pee Wee Football camps.

The only problem is, my team stinks! We're called the Moose, and we lost every game last season. Every game!

The good news is, we're getting a new coach this year named Coach Hyatt. I bet he'll be a lot better than our old coach, Mr. Boozer. Mr. Boozer was a loser.

I put on my uniform and shoulder pads to get ready for our first practice. Shoulders pads are cool because they make it look like you have big muscles. Our uniform is red, and we have red helmets with a lightning bolt down the middle.



Did you know?

Dan Gutman (1955-) is an American writer, primarily of children's fiction, famous for his *My Weird School* series.

New York City

HISTORY

for Kids



Did you know?
Richard Panchyk is an American author, editor and translator from Queens, New York.

From New Amsterdam to the Big Apple adapted from **Richard Panchyk**

I often try to imagine what life was like for my great-great-grandfather, Carl Friedrich. He was the first of my ancestors to arrive in New York City. He got to Manhattan Island in 1866 as a young man of 18. There were people everywhere, endless streets and stone buildings. [...]

Carl had little money. He took whatever job he could find, and he lived on the Lower East Side. There was only one shared bathroom and there were bugs and mice everywhere.

Carl worked hard. After some years, he became a US citizen, moved uptown to a better neighborhood, found a wife and started his business. [...] Life wasn't easy. But he stayed and made it work.

Carl and millions of others like him are the people who made New York great. This is Carl's story. The story of New York.



Glasgow

William McGonagall

Beautiful city of Glasgow, with your streets so neat and clean,
Your stately mansions, and beautiful Green!
Likewise your beautiful bridges across the river Clyde,
And on your bonnie banks I would like to reside.

- 5 Then away to the West — to the beautiful West!
To the fair city of Glasgow that I like the best,
Where the river Clyde rolls on to the sea,
And the lark and the blackbird whistle with glee.

- 'Tis beautiful to see the ships passing to and fro,
10 Laden with goods for the high and the low;
So let the beautiful city of Glasgow flourish,
And may the inhabitants always find food their bodies to nourish.

- And as for the statue of Sir Walter Scott that stands in George Square,
It is a handsome statue — few can with it compare,
15 And most elegant to be seen,
And close beside it stands the statue of Her Majesty the Queen.



Did you know?

William McGonagall (1825-1902) was a Scottish poet. When he wrote this poem, Glasgow was an industrial desert.



How can I make sure I understand the instructions correctly?

Here are some tips to help you understand instructions.

1. Find the verb!

In the instructions, the verbs are the most important part.

It can help to create a mini notebook with instruction verbs. You can draw pictures to help you memorise the words.

Look at the "Instructions in your textbook" page at the beginning of this book for ideas.

Keep your mini notebook with your school books so you can look at it when you need!

2. Listen closely and ask if you don't understand!

It's normal if you don't understand everything. When you don't understand something, ask your teacher. You can ask when your classmates are doing a task if you're shy or embarrassed.

Remember, if you don't understand, some of your classmates probably don't!

Drink a lot of water and sleep 8 hours per night to help you concentrate in class.

3. Think about it from another perspective

Think about the main objective.

Is there a project to do at the end of the school year?

If you understand the objective, you can organise the process!



NOW IT'S YOUR TURN!

1 Create a notebook with "instruction verbs"!

a. To start with, **note down** all the verbs below in your notebook. You can **add** more verbs when you find them.

look tick complete choose pick highlight listen underline match copy draw
circle glue stick reorder count colour read find fill in answer the question
write speak

b. Next to each verb, **note down** the meaning in your own language.

c. To finish off, think about **illustrating** each of the verbs!

How can you tell if something is true or false?

It's easy to believe new information. Sometimes it's just a person's opinion. How can you know? Here's how!

1. Stay alert!

Question sources of information. This includes texts, videos and the internet.

2. Who is providing the information? Investigate the author.

Imagine a car. The person selling the car says it's **incredible**. A person who worries about nature says a car is **awful**. They are talking about the same object! Think about the author's purpose.

3. Rephrase the information!

Repeat information and then say it with your own words. If you can, then you understand the information! Indicate where the information comes from.

4. Reflect and evaluate

You have understood. But **can you tell the difference between opinion and fact?** A fact is objective, it is the same for everyone. An opinion is subjective, it varies according to people's opinions. Is the information subjective or objective?

1. Beware of simplification!

Summarising a complex idea can be a good task. But be careful! **Simplifying means reducing** and choosing the most important aspects, but it also means **removing some information**. This can encourage generalisations.

2. Think outside the box!

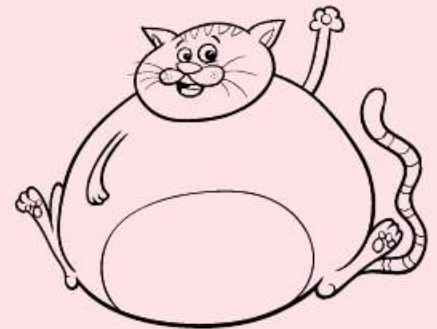
When you share these ideas, you are responsible for their consequences. **Check that you really know about the topic**. Be open to other people's opinions.



How does it work? The human brain likes logic, it tries to find immediate explanations. But reality can be complex. Some things are complicated to explain and that's fine!

The cat of the family

Can you believe the size of this cat?! Snowball is a monster! Snowball's mother (a normal-sized cat) was found near a nuclear laboratory. She later gave birth to Snowball, who weighed more than 40kg!



NOW IT'S YOUR TURN!

- 1 **Take a look** at the photo. What is your initial reaction?
- 2 After **reading** the text, how would you **explain** the size of the cat?
- 3 Think about it for a while. Where does the image come from? Where does the text come from?
- 4 Can you **verify** that it is true? One suggestion: **type** "Snowball monster cat hoax" in a search engine to check if it is a **hoax**.

How do I make a slide show presentation ?

Spoken presentations can generate a lot of interest with your classmates! Follow these tips to give a great slide show presentation.

1. To prepare:

On paper, plan the information for each slide.
Include one idea per slide.

On the slides:

Write max. 6 words per line.

Write max. 6 lines per slide.

2. Plan your presentation!

Open a new slide show and write these titles:

- the **introduction**: slide show topic + names of the authors + year made + a picture that matches the topic
- the **titles and subtitles** for the slides that follow,
- the **conclusion slide**: summary + conclusion + references / sources.

 **How does it work?** The brain likes receiving information that is categorised. Include categories in your slide show so your classmates understand!

3. Choose the right pictures!

Just because you find a picture on the internet doesn't mean you can use it! Use an image bank such as Pixabay, Freepik or FreeImages. **Cite the author of the picture or the website** where you found it.

4. Adapt your text

Your objective is to create a slide show that is **easy to see and easy to read**. It needs to be **simple**:

- **Max. three** main colours,
- use fonts **arial, verdana or calibri**, and **make sure there is colour contrast** (black on a light background),
- fonts in **size 38 for titles** and minimum **size 24 for the text**,
- **use bullet points for lists**. It makes the information clear.

 **How does it work?** Illustrations are important for a slide show. It is easier to remember an idea when it is associated with an image.

5. Add the finishing touches to your presentation

Add **transitions** and **animations**, but not too many or you will make your audience dizzy.

 **How does it work?** To understand and memorise information, the brain needs time and tranquillity. The brain needs clear information, lots details.

NOW IT'S YOUR TURN!



- 1** In the **challenge** for Unit 3, you **create** a slide show about Tara's daily routine.
Do the activities on the worksheet.

Go further!

If you are comfortable with basic slide shows, you can create personal videos or presentations using online software like PowToon.

How can I memorise new information?

Vocabulary, grammar rules, dates, ... Here are some tips to help you remember everything.

1. Participate in class

Listen, participate, highlight important information and copy the lesson with colours.



How does it work? In class, you use your "short-term memory". This part of your brain understands new things but it doesn't remember them.

2. Read out loud

When you are at home, close your textbook and write or say the words and expressions you have learned during class out loud.

3. Check

Read your textbook and note down anything you have forgotten in your rough workbook.



How does it work? Your brain forgets information that does not seem important. Look at your book. What things can you remember? Think about why.

4. Write

Read, re-read and write down any new words, expressions or phrases from your class. Use different colours to categorise new words.



How does it work? To remember something for a long period of time, your brain needs to make associations: a word with a colour, for example. Important information will then be stored in your "long-term memory".

5. Make flashcards

Make cards and draw pictures to illustrate new words. Write the new word on the back. Carry your cards around or play card games to practice your vocabulary.

6. Recite

Read new words out loud using the pronunciation guides in your coursebook. You can also film yourself, and watch the video back!



How does it work? When someone listens to you, your neurones work twice as hard!

NOW IT'S YOUR TURN!

- Here is a list of some of the different counties in England. What categories can you think of to classify the names? Look your ideas. Which do you think is the best for memorising the names? Compare your answers with a classmate.

Kent	Buckinghamshire	Dorset	West Sussex
Surrey	Warwickshire	Derbyshire	Somerset
Norfolk	East Sussex	Suffolk	



- Memorise the two first verses of the poem **Daisy the Snail** by following the tips on the worksheet provided by your teacher.

Go further!

Do you want a more difficult challenge? Memorise these eight cards in the right order. You can train yourself to memorise even more cards!



How can I use my notebook to work comfortably?

If you write things down, it helps you. You can organise new information and remember it. Your notebook can help you!

1. Categorising your notes can improve your grade!

It's good to take notes... It's also important to be able to find your notes when you need them! To do this, you can:

- Number the pages of your notebook so you can find things quickly.
- Note the date at the top of the pages so you can see when you were studying each topic.
- Colour in the page corners in different colours depending on the topic, or note the chapter number at the bottom of each page.

2. How can I copy down the information I need?

- Copy words or phrases your teacher writes on the board. You can read the words by placing them in groups of 4 or 5 and repeating them in your head while copying them down.
- If you cannot read the board properly, tell the teacher.

Excuse me, but I can't read this!

3. Words need to breathe!

Follow these tips to review new words:

- Write titles in the centre of the page and underline them.
- Leave a line empty or separate different topics by lines with a ruler.

4. Words: are they all the same?

In Year 6 you will learn many new words. To learn you can use different colours for groups of words. For example: nouns are blue, verbs are orange.

5. Personal expression? In the margin!

Use the margin to:

- Highlight interesting words.
- Note down the translation of words in your language.
- Note down a synonym, a short definition, a word that summarises the topic of a paragraph, a personal illustration or a mnemonic expression... anything you like!

6. Don't forget the decoration!

It is important to illustrate and decorate your notebook. It's a good way to enjoy your work.

NOW IT'S YOUR TURN!

1 Create a contents table for your English notebook!

- a. Number the pages in your notebook and take a single sheet.
- b. Write the page numbers, their title and their main topic on each line. You can also copy some of the most important words on the page.
- c. When your contents table is complete, stick it in at the beginning or end of your notebook.
You can check it just before exams.

Go further !

There's nothing like a post-it! You can write down questions you want to ask in the next class. You can also note down information, definitions or an interesting fact to share with the class. What could you explain or ask in your next class? Write it on a post-it and stick it in your notebook!

How can I improve my writing when working as a team?

Do you need to produce written work? Team work is a great way to share ideas for your final assignment.

1. How do you divide tasks?

There are three essential elements for a group to work well:

Organisation (leading the group work), ability (the expertise of each member) and atmosphere (respect for each group member).

Some students enforce the rules. Others do specific tasks. Everyone shares information!

2. What steps do I need to follow?

a. Team work (5 min.):

The **group leader** will rephrase the instructions to make sure everyone understands. They can see who understands and can explain again if necessary.

b. Individual work (5 min.):

Each member of the group completes personal research outside the classroom and thinks about how to present the results to the group.

c. Team work (30 min.):

Guided by the **group leader**, the members of the group share their information. The **timekeeper** controls the time. The **speech master** controls the volume!

The **expert** chooses the best ideas. One student writes down the key words.

The **referee** makes sure the group members interact well with each other: listening to each other, finding agreements when group members give different opinions, and making sure everyone is polite.

d. Individual work (10 min.):

Each group member notes down the result of the discussion in their notebook. You can use the **expert's** notes.

Everyone has everything they need to complete the written task!

NOW IT'S YOUR TURN!

- 1 The **challenge** in Unit 6 is to **create** a **poster** about an American sport (p. 93). To create the poster, there are three jobs: an artist to illustrate the poster, a writer to write the text and a computer expert to find useful websites. Which of these roles would you like? Why?
- 2 The **challenge** in Unit 1 involves creating a **yearbook** for your class (p. 29).
Imagine that you are working in groups of 5.
 - a. **Write a list** of the 5 roles you need to complete the challenge.
 - b. **Choose** one of these roles and **explain** why.

Go further!

The American Howard Gardner described eight forms of intelligence. Of these, interpersonal intelligence is the type of intelligence that allows us to guess the intentions and feelings of others, and to interact with them in an appropriate way. In your class, who do you think has the most interpersonal intelligence? What does this person do to get the group to understand each other and to resolve any conflicts?

How can I improve my cultural knowledge?

You will learn about different parts of the world/ For example: Ireland, Scotland and the United States. You can learn about different cultures!

1. Find out more!

Unit 7 includes tourist sites, food and architecture in New York. You can choose a topic and find out more about it.

If you like sport, search for "sports in New York" on the internet.

2. Work on your memory!

When you find information on the internet, test your memory. Read it out loud or write it down. Then the information stays in your brain!

3. Share with others!

In the **Culture Blog** in Unit 7, **You are an artist** you research famous buildings in New York and make a poster to compare their sizes. **Exchange information with your classmates!** This will help you memorise the information.

4. Take an interest in current affairs!

You have lots of sources of information: newspapers, podcasts, TV programmes and websites.

Access the news in English. You will learn about the world and improve your English!

5. Read magazines!

Have a look in your school library for magazines in English for your age group and level of English.

You can make flash cards to help you remember the articles you have read. Note down any new vocabulary you have learned.

6. Watch cartoons in their original language!

Watch cartoons in their original language to help you improve your English skills. You can put on subtitles in English to help you understand.

You will also learn about the culture. For example, if you are working on unit 7, watch **The Secret Life of Pets**. It's set in Manhattan!



NOW IT'S YOUR TURN!

- 1 Do you want to speak perfect English? **Ask** your teacher for a list of websites to look at. This will allow you to practice in a fun way, while improving your pronunciation and reading skills while learning about English-speaking countries.

How can I understand an audio?

Understanding a listening exercise is like a puzzle: you need to put the pieces together so that they make sense. Here's how.

1. Think positive!

If your teacher plays you a listening exercise, it will be **related to the chapter you are studying**. This means you can be sure that you will find information you already know. Be confident in your abilities!

2. Be ready to listen!

Your teacher will suggest one or two **pre-listening activities** that will prepare you. For example, a picture can help you to think about the words in the listening exercise.

3. Listen to understand the context

Listen to the exercise **without taking notes**.

- Listen for all the **audio cues** (music, background noise, etc.) to imagine the scene.
- Pay attention to the **voices** (are they children? men? women?) to identify the people and their names.

These clues will help you decide what kind of recording it is: a film, radio show, weather report, news report, interview.

4. Listen to the keywords

Listen again and write down the important words. These are the key words.

Write down names and numbers.

Don't write down grammatical words. For example: a / the.

If you're working in a group, share your words!



How does it work? Your brain cannot process and categorise all of this information at the same time. Notes can help you concentrate, understand and remember.

5. Listen to the emotions

Listen to the **intonation and tone of voice**: the tone indicates emotions. You can hear if people are angry, disappointed or happy.

NOW IT'S YOUR TURN!



Track: 15

- 1 You will listen to an audio. To prepare, **look** at the picture and **make a list** of words to describe it.
- 2 **Listen to** the recording. Try closing your eyes to help you focus. What is the name of the person speaking? Who is talking? What can you understand about what kind of recording it is?
- 3 **Listen again**. **Choose** the keywords from the words and expressions below.

is the cat home have rabbit haven't got kitchen the
living room I playroom a bedroom they Statue of Liberty
bathroom house my bedroom big laundry room swimming pool fast



Go further!

You can practice alone and make progress outside of your English classes. Always watch your favourite TV shows or films in the original version, to help train your ears.

Check the examples on the website <http://www.ello.org>, which has a number of listening activities at a "beginner" level.

How to have a telephone conversation

It's easy to talk on the phone. But it's difficult in another language! Don't panic: with these tips, you will soon be able to call anyone you want!



1. Here are some expressions you can use to say the right thing in every situation:

- At the start of a conversation...

Hello! This is Enzo.
I'd like to speak with Mia / Oliver, please.

Hello?
Yes, this is Mia / Oliver speaking.

- If you need to think about it...

Let me see...

Let me think...

Er... Well...

- If you haven't understood the caller...

I'm sorry,
I don't understand.

I'm not English.
Can you speak slowly?

Can you repeat,
please?

So, you said, '...',
right?

- Before ending the call...

All right. Thank
you and goodbye!

You're welcome.
Have a nice day!

2. If the person you are calling doesn't answer the phone, leave a message:

- Introduce yourself:

Hello, this is Enzo.

- Give the reason for your call

I would like to invite
Mandy to my party.

- Leave your telephone number:

Call me back on
33 1 23 61 45 67.

- Say goodbye before hanging up:

Thank you! Goodbye!

3. Don't forget:

- Speak clearly and put the right intonation in your sentences. Just because you can't see the other person, it doesn't mean that you have to stay still. You can understand everything over the phone, even a smile!



NOW, LET'S CALL!

The telephone labyrinth

Stand back to back with a classmate. One of you starts the call and **chooses** a conversation starter.

Take it in turns to start the call.

Try to speak for 30 seconds, then 1 minute!



How to understand a text

Oh no... your teacher has given you a text to read and you panic. You think you don't understand it. Take a deep breath and follow these tips. You'll get there!



1. Look around!

- The texts in your manual are often accompanied by illustrations and a title on the same topic. **Use what you can see** to identify the general topic of the text.

2. Look inside!

- Even if you don't understand everything, **you can still identify some elements of the text:**
 - **Names** (people and places) always start with a capital letter.
 - **Subject pronouns** (**I**, **you**, **him**, **us**, etc.) provide information about the characters.
 - **Dates** indicate the time period in question.
- If possible, **underline** these elements in different colours. Otherwise, take notes. This will allow you to answer these questions:
WHO? WHERE? WHEN?

- Linking words **and** and **but** can help you understand a sentence.

- **and** adds a similar idea: **My sister has black and big trousers.** → You can understand that this is another detail about his trousers.

- **but** introduces an opposing idea: **I enjoy baseball but not lacrosse.** → Baseball is a sport, so there is a high chance that lacrosse is also a sport.

- **Even if you are missing a piece in a jigsaw puzzle, you can still see the final picture.** The same thing happens with a text! What do you think **jewellery** means?

There is a beautiful necklace in this jewellery shop!

- **Try drawing** some elements of the text to better visualise them.



3. Look again!

- Some English words can be similar to words in other languages. If you see a word similar to a word in your language, see if it makes sense.

hello / hola / óla / hallo

4. Look for more!

- When you have a text to read at home, **check the meaning of words in your dictionary.** Create your own personal vocabulary list.

- **Practice your reading** with the Reading sections of your manual!

NOW, LET'S START READING!

1. **Look** at pages 23, 35 and 47 of your Student's Book. **Look** at the pictures and **identify** the topic of each text.

Compare your ideas with those of your classmates.

2. **Read** the text that your teacher gives you and **answer** the questions, using the tips given on this page.



How to improve your written work



Short sentences are fine.
Rich sentences are better!
Here are some tips to help
you get closer to the level
of an English-speaker of
the same age!

1. Work on details!

- Readers are always curious. **They love more information!**

My sister is 15. → very short!

My sister is 15. She has long hair. She has two hamsters, and she loves skateboarding.

→ Much more interesting!

- Add adjectives to make your descriptions more visual!

My sister has long hair. → My **big** sister has **long brown wavy** hair.

To remember the order of adjectives in a sentence, think about a **TACO!**

Tallness (big, small)

Age (old, young)

Colour (blue, red)

Oorigin (American, French)

- Use different verbs so you don't repeat the same ones.

I like pancakes. → I **love** pancakes.

I like sports. → I **enjoy** sports.

I don't like spiders. → I **hate** spiders!

- Does what you are talking about happen often, rarely, or never? **Use adverbs of**

frequency (**usually, often, always, never**).
Remember to use them **before the verb**.

I eat breakfast at 7 o'clock. → I **always** eat breakfast at 7 o'clock.

2. Work on logic!

- What is the secret to a well-written text?

Linking words (like **but, and, because**)!

Use them to make your ideas and event clear.

This is my new school. This is my classroom.

I like it. It is comfortable.

→ This is my new school, **and** this is my classroom. I like it **because** it is comfortable.

- If your story is chronological, use **time expressions** (**First..., Then..., Afterwards...**) to better explain the different stages in the story.

I have mathematics. I go to history class.

It is time for a break.

→ **First**, I have mathematics. **Then**, I go to history class. **Afterwards**, it is time for a break.

NOW, LET'S CAPTIVATE THE READER!

1. **Make** these sentences **more interesting** by adding as many adjectives as possible.

a. My pet is a dog.

b. I like cake.

c. My friend is a girl.

2. Tom has the same routine every morning. **Write** the most interesting paragraph possible to explain his routine, using the words given by your teacher. Don't forget **to use** time expressions and adverbs of frequency.

3. **Write** a single sentence with a linking word.

a. I have a brother. I have two sisters.

b. I love this sweater. It is a beautiful colour.

c. My house is big. We have a small garden.

4. Longest sentence contest! **Follow** the instructions given by your teacher.

How to make a poster

A poster is the perfect way to give a message to many people at the same time. Here are some key points for creating perfect posters!



1. Make it visual!

Title: Short and written in bold so it can be seen from far away. The title presents the subject of the poster in a lively and eye-catching way.

Layout: Make sure to leave enough space on the page.

ARE YOU MAN ENOUGH...



....FOR THE JOB?

Subtitle: A short sentence that gives more details about the subject of the poster.

Picture(s): One or several colour pictures that fit with the topic and are big.

Format: Use a large sheet of paper, so your poster is easy to see.

2. Make it interesting!

- The **title** is the **main feature** of your poster as it attracts attention and explains the topic. It should be **short and catchy**. To do this, you can: repeat the same word, repeat the same sound, ask a question, use an exclamation.
- **Subtitles** provide **more information on the topic** of the poster. It tells the reader to do something. For example, you can:
 - use an action verb in the imperative: **discover...**, **learn...**, **watch...**, **come...**
 - use the imperative in the negative form: **don't do this!**

NOW, LET'S BE CREATIVE!

1. Use one of these techniques for each title.

- WHAT'S YOUR TALENT?**
- COOL SCHOOL**
- SPORTS, SPORTS, SPORTS!**
- LET'S GO!**

1. A repeated word
2. A repeated sound
3. Question
4. Exclamation

2. With a classmate, **imagine** the title and subtitle for three posters that your teacher has given you.



How to write an email or a letter



You are lucky, you have found an English-speaking pen pal! To get to know each other and start a discussion by letter or by email, use the examples below for help!

3	Date:	5 September 2017
1	From:	Maxime <maxime@yahoo.fr>
2	To:	Payton <payton@yahoo.co.uk>
4	Subject:	Hello from France!

5 Dear Payton,

6 My name is Maxime and I am your new penfriend.

7 I am 11 years old. I live in a nice house in Pornic and I have two big brothers and a dog.

8 What about you? Tell me about your family.

9 See you soon!

10 Maxime

1. Sender (the person who sends the letter)
2. Recipient (the person who receives the letter)
3. Date
4. Email subject
5. Opening the letter
6. Objective of the letter (to introduce yourself, send a thank you)
7. Explanation and details
8. Introducing another topic
9. Closing the letter
10. Signature

• Choose the greeting you use depending on the person you are writing to!

RECIPIENT	OPENING THE LETTER	CLOSING THE LETTER
Family or friends	<ul style="list-style-type: none"> • Dear Uncle Joe • My dear Mitchell 	<ul style="list-style-type: none"> • See you soon! • Hugs and kisses! • XXX (kisses) • Love
Someone you don't know	<ul style="list-style-type: none"> • Dear Mr Hurley • Dear Mrs Lawrence 	<ul style="list-style-type: none"> • Best regards • Yours

1 Maxime Dupuis
2 rue de l'océan
44 210 Pornic
FRANCE

3 26 December 2017

5 Dear Uncle Joe,

6 Thank you for the Christmas present. It's beautiful and I love it!

7 I am sending you a picture of the family!

8 When are you coming to France?

9 Love,

10 Maxime

NOW, LET'S GET WRITING!

1. Write the following letters. They should include all the necessary information but be very short (two sentences maximum).
 - a. An email to your cousin in New York to thank her for the postcard from Los Angeles
 - b. A letter from your pen pal in London talking about your favourite sport
 - c. A letter to Mr. McRae from the tourist office in Glasgow to tell him you would like a map of the city



How to prepare for and act out a scene

Do you have to act out a scene in English with a classmate? Don't panic! Use these tips to impress the audience!



1. Get into character!

- Read the instructions properly to find out:
 - **who your character is:** an English student, a journalist, or an animal?
 - **who you are writing to:** a friend, a salesperson, or a teacher?
 - **where you are:** in a shop, in a house, or in a tourist agency?
 - **your objective:** to get information or to organise a trip?
- If you need more information, **imagine what you need** so you can visualise the scene. To help you, **fill in the table** below. To make it more realistic **use props** and **create a set!**

Name: Alex

Age: 12

Job: pupil

Personality: shy, friendly

Feelings at the moment of the conversation: hungry

Place of the conversation: school cafeteria

Goal of the conversation: have information on the school menu

Who the character is speaking to: the cook

2. Get ready!

- The scene should look natural. Imagine what you would say in a certain situation and **note down any vocabulary and expressions that will be useful**. Don't write down everything and **don't memorise everything!** For a scene in the canteen, you could note down the following, for example:
 - Vocabulary: **food** / **meal** / **dessert** / **fruit...**
 - Expressions: **I'd like...** / **Can you...?**

3. Be natural!

Good morning!

Good afternoon!

Hello!

Thank you!

Have a nice day!

Goodbye!

- Don't forget to greet the other person at the start and say goodbye at the end!
- A conversation is more than just words! Think about **your tone of voice** happy or angry. **Hand gestures** and even **imitating** your partner!



Track: 16

NOW, LET'S PLAY!

1. This sentence is recorded with a different intonation every time. **Listen** and **identify** the person's emotion.

My name is Cameron.

happy

sad

shy

angry

2. In groups of 2 or 3 people: every person should **choose** an emotion. Then **say** the sentence in exercise 1 with that tone of voice. The others guess the emotion. Then **repeat** with your own sentences. Who is the best actor?



How to give a talk or a speech

Does speaking in public make you nervous? Don't panic! Follow these tips and take a deep breath. You'll see that it's not too difficult!



1. Understand the job!

- First of all, **carefully** read the instructions given by your teacher:
 - **What** will you be talking about (your family, school, hobbies, etc)?
 - **Who** will you be talking to (your classmates, your English pen pal, a group of tourists, etc)?
 - What is your **objective** (to explain, present, convince, etc)?
 - Are there any **guidelines** to follow (comment on pictures, make a video, use a certain tense, etc)?

2. Organise yourself!

- So that your audience can follow your thoughts, **make sure to structure your speech** in several parts:

- 1. Welcome and introduction to the topic,

My subject is sports.

Hello everyone! Today, my presentation is about my family.

I want to talk about New York City.

- 2. Presenting the different ideas to be covered, in order,

First, ... Secondly, ...
Thirdly, ... Finally, ...

- 3. Conclusion and goodbye.

That's all. Thank you and goodbye.

- When preparing your speech, **don't write everything down!** Only write down the **main ideas** for each one of the parties.

NOW, YOU'RE ON!

1. **Place** these sentences in the correct order to **create** a structured talk.

- a. Second, I don't like sports. I am terrible at basket-ball.
- b. Today, my presentation is about... me!
- c. My name is Nora and I am French.
- d. Finally, my favourite subject at school is History.
- e. First, I love movies! My favourite movie is **Hunger Games**.
- f. Good afternoon everyone!
- g. That is all. Thank you and goodbye!

3. Use keywords!

- **Only memorise the keywords:** the most important words in your presentation so your audience can understand your speech. These words should be **emphasised in spoken English**.

For example, in the sentence **Music is very important for me**, the keywords are **music** and **important**.

- If you can't remember what to say, **use short words like er... or well...** while you find your place again.

NOW, YOU'RE ON!

2. **Note down** the keywords in this extract from a talk.

In the morning, I wake up at 7 o'clock. I always take a shower before breakfast. I take the bus to school on Monday and Tuesday. I don't take the bus on Wednesday.



Track: 17

3. Now, **listen** to the talk. **Identify** the words that the person stresses. This will help you confirm that you found the right keywords.

4. Using the same keywords as in the previous exercises, **give** your own speech.

4. It's a question of attitude!

- Even if you are not comfortable with public speaking, **act like you are!**
- **Look at your classmates.** Look at some of your friends in class to give you courage.
- **Talk loudly, slowly and clearly** so that everyone can understand you.
- **Stand up straight and use hand gestures and facial expressions** to illustrate what you are saying.
- **Feel free to move** around the room and, if you are using pictures during your talk, **point out** the things you are talking about to your classmates.
- When preparing for the talk, **practise in front of a mirror** and/or with your family.



NOW, YOU'RE ON!

5. To help improve your self-confidence, **play** the game **Truth or Lie?** with your classmates. Each person should **give information** (true or false) with the most confidence possible. The goal is to **make the others believe** the most ridiculous things!

5. Shakespeare, my dear!

- To make sure you are understood, you must **pronounce things correctly!** Always learn new words **by listening to and repeating their pronunciation.**



- **Think about sentence stress.**

Remember: when a word ends in a consonant and the next word starts with a vowel, **the two words should be pronounced like one word.**

On the other hand, when a word ends in a letter and the next word starts with the same letter, **the repeated letter is only pronounced once.**

NOW, YOU'RE ON!

6. **Say** these sentences with the correct stress.

- I'm the king of the world! (**Titanic**)
- Winter is coming! (**Game of Thrones**)
- I don't want to forget. (**Finding Dory**)

7. **Say** the phrases below:

- This is a pretty bedroom!
- What time is it?
- I hate ants.
- She's eating a banana.
- I need a new coat.

When listening to you talk, we should know whether you are enthusiastic, angry, happy. **Express your emotions** by using the correct intonation!



How to read over your homework

Did you finish your English homework? Make sure everything is correct by checking over the following points before handing your homework to your teacher!



1. Everything in its place!

• A simple sentence is: a **subject**, a **verb** and, often, an **object**. Don't forget anything!

I like chocolate.
subject verb object

My mother loves cakes.
subject verb object

• **Adjectives** (words that describe a noun) are placed **before nouns**.

a blue car
adj. noun

2. Let's agree

• In the simple present tense, verbs have an **-s** at the end in the third person singular (**he, she, Tom...**).

I play basketball. Jason plays tennis.

• All modal verbs are used in the same way: **can / must** + verb root (= verb in the infinitive without **to** and without **-ing**).

They must work. She can be very funny.

• **Adjectives never have an -s** at the end in their plural form in English.

My best friends are Emily and Pam.

• Use the article **an** and not **a** in front of words that start with a vowel, to make pronunciation easier: **an aunt, an arm...**

3. Pay attention to the details!

- Take a few minutes to make sure your **punctuation and spelling are correct!**
- Remember that **some nouns are always written with a capital letter**: **countries** and their **inhabitants, languages, nationalities, days** of the week and **months**.

4. Don't confuse them!

- **there is** + singular
there are + plural

If you know you need to count, you have to use **there are**.

- Pay attention so **you don't get confused**:

- **you're (you are) / your**:

You're my friend. ≠ Your pen is on the table.

- **they're (they are) / their / there**:

They're sad. ≠ Their life is great. ≠ Look over there!

- **it's (it is) / its**:

I love your house: it's very pretty! ≠ I like its style.

NOW, LET'S REVISE!

1. These sentences were written by an absent-minded student. **Correct them!**

- I love chocolate! What is you're favourite food?
- I doesn't think its true.
- My best friend have eyes blues.
- There is three books english on the table.
- New York? Its a amazing city!



TIP

Every time your teacher gives you back a homework task, **look** at the mistakes you made and **note them down** in a workbook or on a sheet of paper. Before your next homework, **re-read** them to avoid making the same mistakes!

CULTURE IN SOUNDS



Track: 16

English vowels



a black cab /æ/



a smart guard /ɑ:/



a delicate elephant /ə/



a purple purse /ɜ:/



a red dress /e/



a green queen /i:/



a pink kilt /ɪ/



a small door /ɔ:/



an odd bulldog /ɒ/



a blue moon /u:/



a good book /ʊ/



a funny bus /ʌ/



a grey cupcake /eɪ/



a noisy paperboy /ɔɪ/



white china /aɪ/



a brown crown /aʊ/



a rare teddy bear /eə/



a pure tourist /ʊə/



a yellow raincoat /əʊ/



a severe deer /ɪə/



Track: 17

English consonants



English shoes /ʃ/



a Chinese chair /tʃ/



orange jam /dʒ/



a worthy father /ð/



three thieves /θ/



a hot bowler hat /h/



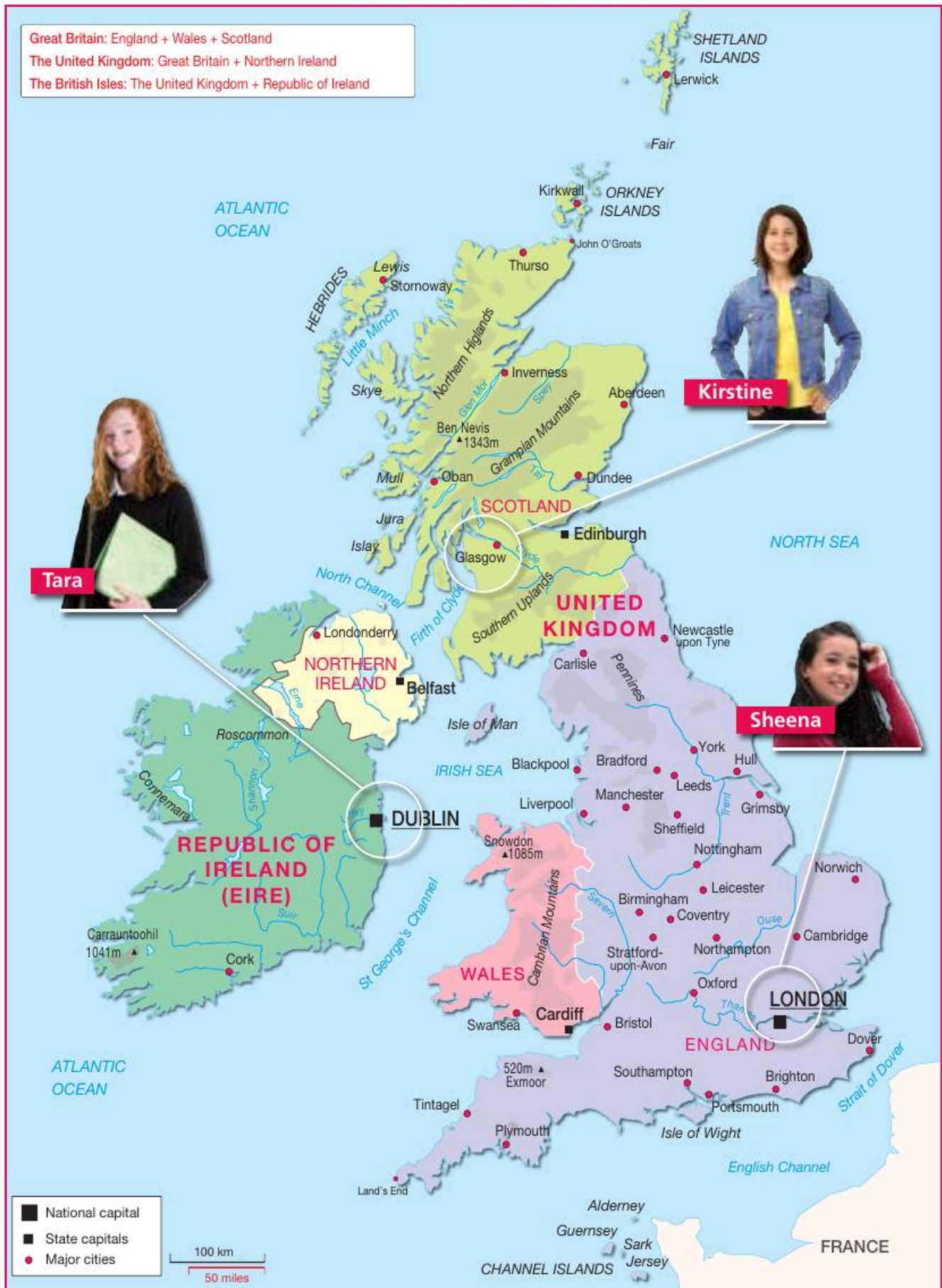
a loving song /ŋ/

The British Isles

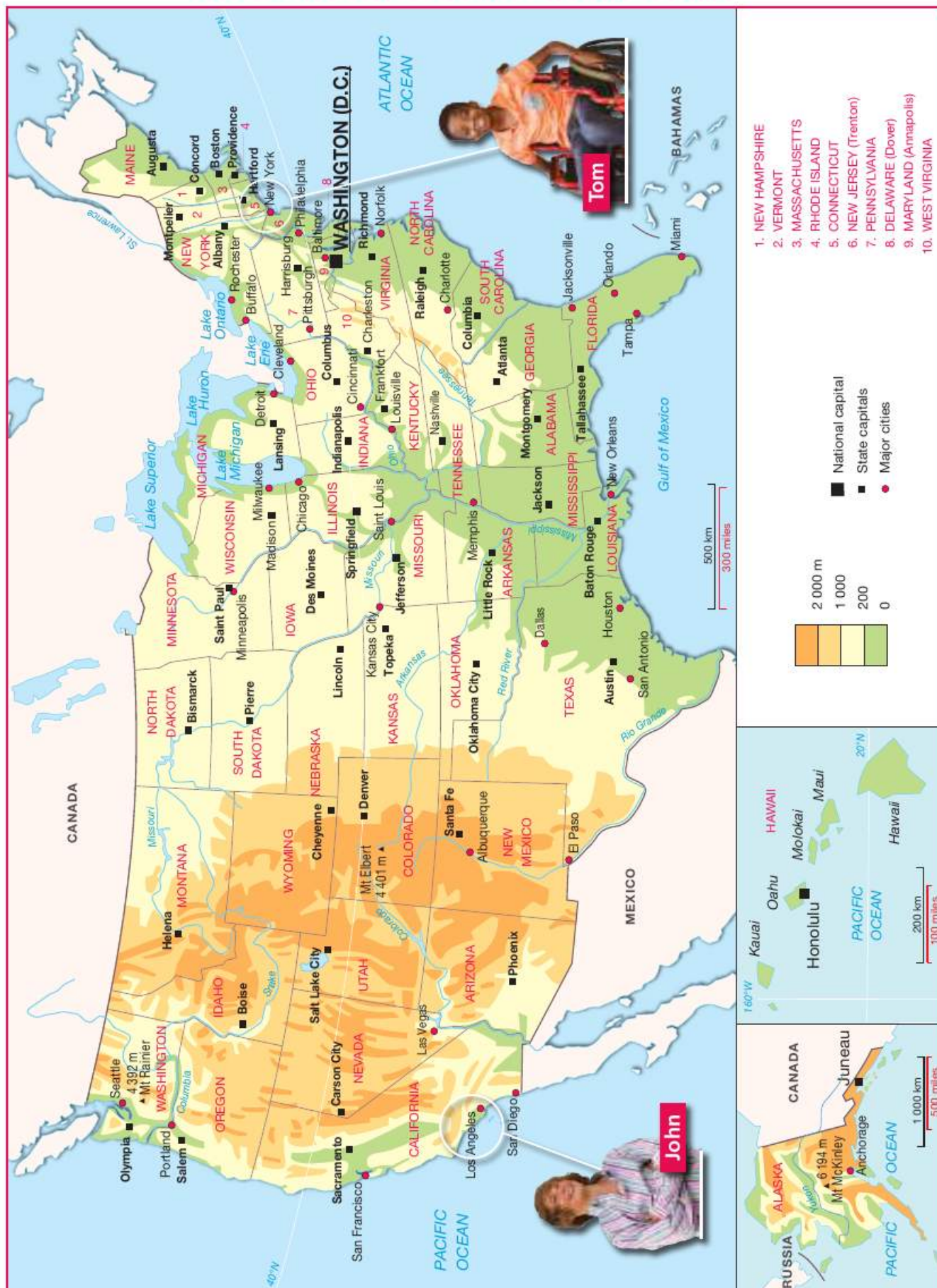
Great Britain: England + Wales + Scotland

The United Kingdom: Great Britain + Northern Ireland

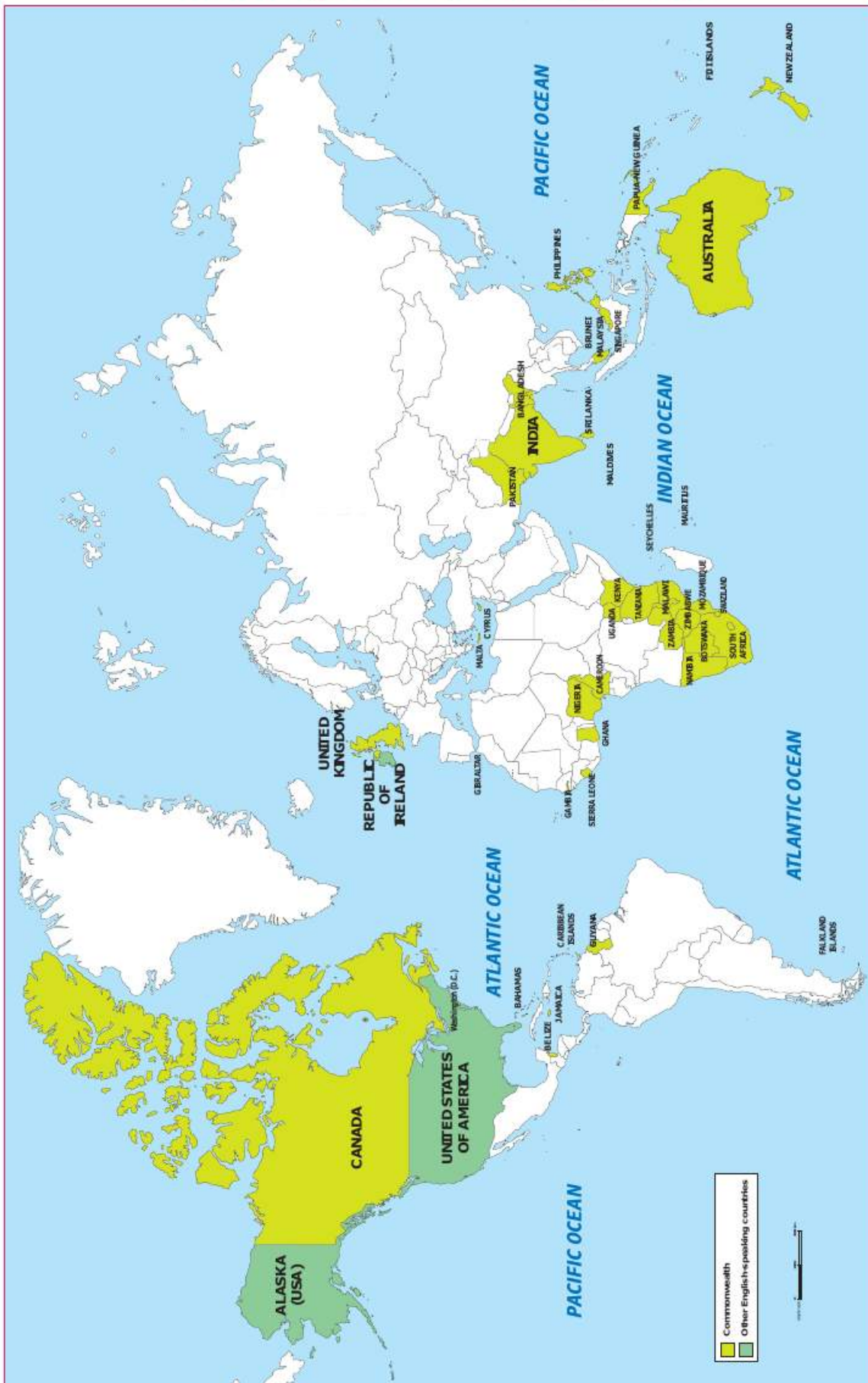
The British Isles: The United Kingdom + Republic of Ireland



The United States of America



The English-speaking world



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