

Ben Goldstein & Ceri Jones  
with David McKeegan,  
Cristina Rusu and Diana Todoran



**Limba modernă 1**

**Engleză**  
**studiu intensiv**

**Clasa a V-a**



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Ministerul Educației



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Manualul școlar a fost aprobat de Ministerul Educației prin ordinul de ministru nr. 4065/16.06.2022.

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Inspectoratul Școlar .....

Școala/Colegiul/Liceul .....

ACEST MANUAL A FOST FOLOSIT DE:

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

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

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

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# Foreword

Cambridge uses cutting-edge language and pedagogy research to create innovative materials that teachers and students will love. Discovery Education™ videos inspire students and enhance their language learning.

It is the first time that Cambridge University Press has designed a course specifically for Romanian schools.

English and Romanian teachers have created, through *Limba modernă 1 – studiu intensiv. Engleză. Clasa a V-a*, a textbook that follows the Romanian Curriculum step by step, offering:

- high-interest video from Discovery Education™ and stimulating global topics that spark curiosity and engage and motivate teenage learners;
- a careful progression of personalised language building activities that leads to greater spoken and written fluency;
- flexible teaching support for mixed-ability classes that includes graded tests and extra practice activities.

# Unit tour **Limba modernă 1. Engleză – studiu intensiv. Clasa a V-a**



The Student's book has two versions:  
**Student's Book – printed version**



**Student's Book – digital version**  
 (includes, apart from the information from the printed version, over 200 AMII – multimedia interactive learning activities)

**The Student's book contains:**

A *Starter section* to revise basic grammar and vocabulary + 8 Units + Extras

**Each unit has the following structure:**

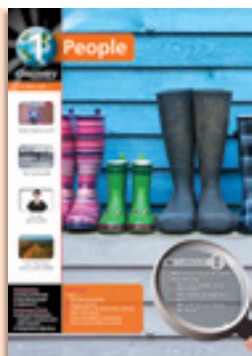
Vocabulary + Reading + Language focus 1 + Listening and vocabulary + Language focus 2 + Discover culture + Speaking + Writing + Extras

There is a *Review* and an *Evaluation test* after every two units and also a *Final evaluation test*.

**Extras:** Grammar reference, Vocabulary bank, Groupwork, Writing bank, CLIL, Holidays, Let's have fun!, Projects, Wordlist, Phonemic script

## Unit opener

Each unit starts with an impactful image designed to spark curiosity and discussion, and introduce the unit topic. Vocabulary, grammar and unit aims are clearly identified so that students and teachers can easily follow the syllabus progression and record achievement.



**Vocabulary** section focuses on a listen, check and repeat task through which students can hear how the target vocabulary is pronounced and practise it themselves.

**Reading** section features a reading text which provides a natural context for the new grammar. All reading texts are recorded.



**Language Focus 1 and 2** sections highlight examples that are contextualised in the preceding reading and listening passages. Many of the Language Focus pages include a *Get it Right* feature and a *Say it Right* feature.

**Listening and Vocabulary** section provides a natural context for the new grammar and vocabulary items.



**Discover culture** section expands on the unit topic and provides a motivating insight into a variety of cultures around the world.



**Speaking** section provides a progression of easy-to-follow activities which guide students towards written and spoken fluency.



**Writing** section includes a model text from the featured genre and follow a *Process Writing* methodology.



**Review** section provides two pages of exercises which are grouped under Vocabulary and Language focus. They come after every two units.

## Manualul are două versiuni:

### Varianta tipărită

+

### Varianta digitală

(include, pe lângă informațiile din varianta printată, peste 200 AMII – activități multimedia interactive de învățare)

## Manualul cuprinde:

*O secțiune introductivă de recapitulare a noțiunilor gramaticale și lexicale de bază + 8 Unități de învățare + Anexe*

### Fiecare unitate are următoarea structură:

*Vocabular + Lectură + Gramatică 1 + Ascultare și vocabular + Gramatică 2 + Comunicare + Redactare + Anexe*

*Există un test de evaluare la fiecare două unități și o testare finală.*

**Anexe:** *Gramatică, Vocabular, Activitate de grup, Redactare, CLIL, Sărbători, Divertisment, Proiecte, Listă de cuvinte, Tabel fonetic*

## Instrucțiuni de utilizare a manualului digital

Activitățile multimedia interactive de învățare sunt de trei feluri și sunt simbolizate pe parcursul manualului astfel:



**Static AMII** – listening and studying an image/Activitate statică, de ascultare și observare a unei imagini



**Animated AMII** – film and animation/Activitate animată (film/animație)



**Interactive AMII** – exercise with immediate feedback after solving/Activitate interactivă, de tip exercițiu, cu feedback imediat în urma rezolvării

Alte butoane folosite în varianta digitală:



Butonul CUPRINS



Butonul ECRAN COMPLET



Mod de afișare 2 pagini (tip carte)



Mod de afișare pagină lată (pagină sub pagină)



Mod de afișare digital responsive



Mod de afișare comutare automată



Butonul NOTIȚE



Secțiunea AJUTOR



Navigare către pagina precedentă



Navigare către pagina următoare

### Evaluation test

section contains two pages in which the students' knowledge is examined to determine what they have learned after every two units.



### Grammar reference

section provides more detailed examples and explanations, plus additional practice exercises.



### Vocabulary bank

section contains all the new vocabulary from each unit. Activities revise and consolidate the language.



### Portfolio

section contains projects to be done step-by-step. It is related to the topic of the corresponding lessons in the unit.



CLIL section gives students the opportunity to study other subjects through the medium of English. Each CLIL lesson is linked to the topic of the corresponding unit.



**Festivals** section contains exercises and texts describing holidays and traditions in some English-speaking countries compared to Romania.



**Reading for pleasure** section focuses on the world of literature.



**Projects** section provides eight optional projects in which students are given a clear model to guide them.

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Speaking	Writing	Extras
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## General and specific competences from the curriculum explored in the units

- Understand oral messages in different communication situations
  - Identify essential information from short oral fragments related to predictable everyday situations, when the utterances are clear and slow-paced
  - Identify the general meaning of real-time oral messages, when the utterances are clear and slow-paced
  - Identify the meaning of plain and clearly articulated oral exchanges, when the interlocutor provides assistance in order to facilitate comprehension
  - Engage with the recognition and use of specific cultural and social elements
    - Speak in different communication situations
      - Give a short presentation based on images of regular/familiar contexts
      - Give a simple presentation on a person/character
      - Give suitable answers in certain contexts using simple conversational formulas (greetings, introductions, thanks, instructions)
      - Participate in short oral interactions with the support of the others speakers
        - Show willingness to participate in a dialogue
    - Understand written messages in different communication situations
      - Identify information from panels and signs displayed in public places for navigational purposes
      - Select information from a clearly-structured text (newspaper articles, simple digital media articles, brochures), in which numbers and names play an important role
      - Identify detailed information from different text types
      - Show curiosity for guided reading
        - Write messages in everyday communication situations
          - Write short, simple messages in contexts for immediate communication
          - Present an activity in written form, using linking devices (*and, but, because*)
          - Write simple, short texts on familiar topics
        - Show willingness to exchange written messages

## Competențele generale și specifice din programa școlară, urmărite în fiecare unitate de învățare

- Receptarea de mesaje orale în diverse situații de comunicare
  - Identificarea informațiilor esențiale din fragmente scurte orale, referitoare la aspecte cotidiene previzibile, atunci când se vorbește rar și clar
  - Identificarea semnificației generale a mesajelor orale curente, clar și rar articulate
  - Identificarea semnificației unor schimburi verbale uzuale și clar articulate, în situația în care interlocutorul oferă ajutor pentru a facilita înțelegerea
  - Implicarea în recunoașterea și utilizarea unor elemente specifice de cultură și civilizație
- Exprimarea orală în diverse situații de comunicare
  - Realizarea unei expuneri scurte, exersate, pe baza unor imagini în contexte uzuale/familiale
  - Prezentarea simplă a unei persoane/a unui personaj
  - Oferirea de răspunsuri adecvate unor contexte folosind formule conversaționale simple (salut, bun rămas, prezentare, mulțumire, instrucțiuni)
  - Participarea la scurte interacțiuni verbale cu sprijin din partea interlocutorilor
  - Manifestarea implicării pentru participarea la dialog
- Receptarea de mesaje scrise în diverse situații de comunicare
  - Identificarea informațiilor din panouri și semne aflate în locuri publice pentru facilitarea orientării
  - Extragerea informațiilor dintr-un text clar structurat (articole de ziar/digitale simple, broșuri), în care numerele și numele joacă un rol important
  - Identificarea unor informații de detaliu din diferite documente
  - Manifestarea curiozității pentru lectură de orientare
- Redactarea de mesaje în diverse situații de comunicare
  - Redactarea de mesaje simple și scurte în contexte de necesitate imediată
  - Prezentarea unei activități în scris, utilizând cuvinte de legătură („și”, „dar”, „pentru că”)
  - Redactarea de texte scurte simple pe subiecte familiare
  - Manifestarea disponibilității pentru schimbul de mesaje scrise simple

# Starter Unit

## Greetings

- 1 Complete the conversation with the phrases below.

What's your name? Hi!  
Nice to meet you I'm

Jane: 1 ....  
Mark: Hello.  
Jane: 2 ....  
Mark: I'm Mark. What's your name?  
Jane: 3 .... Jane.  
Mark: 4 ...., Jane.  
Jane: Nice to meet you, too!

- 2 Listen, check, and repeat the conversation in pairs.

## The alphabet

- 3 Listen and repeat.

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

- 4 Work in small groups. Ask and answer the question and write the answers.

How do you spell your name?

M-A-R-I-A

## Numbers

- 5 Write the calculations as words.

a *one + eight = nine*

a)  $1 + 8 =$                       d)  $7 - 3 =$

b)  $4 + 6 =$                       e)  $9 \times 2 =$

c)  $8 - 5 =$                       f)  $10 \div 5 =$

- 6 Listen and check.

- 7 Put the numbers in order from low to high.

- 8 Listen and check.

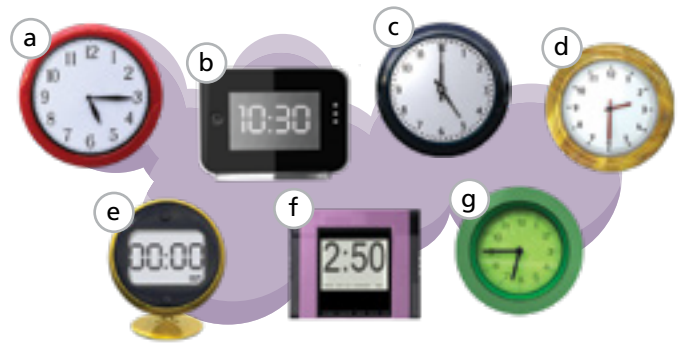
- 9 Work with a partner. Ask and answer *How old are you?*

How old are you?

I'm .... How old are you?

## Time

- 10 Match the times with the clocks.



- 1 Midnight                                      5 Five o'clock  
2 A quarter past five                      6 A quarter to seven  
3 Ten to three                                      7 Half past two  
4 Half past ten

## Your turn

- 11 Ask and answer with your partner.

- 1 What time is it now?  
2 What time is your English lesson?  
3 What time is your first lesson in the morning?  
4 What time is your last lesson in the afternoon?

## Prepositions of place

1 Match the prepositions and phrases with the pictures.

behind in in front of  
between next to on

1 *between*



## Classroom objects

2 Find the words in the box in the picture.

bag board books bookshelf desk  
dictionary laptop notebook pen  
pencil pencil sharpener rubber ruler



3 Write questions and answers about the picture in Exercise 2.

1 *Where's the notebook?*

*It's on the desk.*

- |                |          |
|----------------|----------|
| 1 notebook     | 5 books  |
| 2 white rubber | 6 laptop |
| 3 red pencil   | 7 bag    |
| 4 board        |          |

### Your turn

4 Work with a partner. Look round your classroom. Ask and answer questions about where classroom objects are.

Where's the board?

It's behind the teacher.

## this, that, these and those

5 Look at the pictures. Complete the sentences with *this, that, these* or *those*.



1 *That* is my mum.



2 ... are my books.



3 ... are my blue shoes.



4 ... is my pencil.

## Possessive adjectives and possessive pronouns

1 Complete the table with the correct words.

subject pronouns	possessive adjectives	possessive pronouns
I	my	mine
....	your	yours
he	his	his
....	her	hers
it	its	–
we	our	....
you	....	yours
....	their	theirs

➔ Grammar reference • page 118

2 🗑️ Circle the correct words.

- He / It is I / my ruler. He's / It's blue.
- It's her / she laptop. She's / It's new.
- That's not you / your phone. It's my / mine.
- They / Their are we / our books.
- It isn't him / his brother. It's her / hers.
- That is they / their dictionary.
- You're / Your my friend.

## Personal possessions and adjectives

3 Match the pictures with the words in the box.

a nice car   a new skateboard   a small bike  
a big bike   an expensive computer  
an old mobile phone

1 *an expensive computer*



## Possessive 's

Use a name or a noun + 's to show possession.  
*My brother's laptop.*

➔ Grammar reference • page 118

4 🗑️ Write sentences with the possessive 's.

1 *My sister's bike is new.*



1 My / sister / bike / is / new.



2 Jake / computer / is / great!



3 My / mum / car / is / small.



4 My / brother / skateboard / is / old.



5 Kate / new / book / is / big.

## Subject pronouns and *be*: affirmative, negative and questions

1 Complete the tables with the correct forms of the verb *be*.

	+	-	
I	am	'm not	12.
He/She/It	....	isn't	
We/You/They	are	aren't	

?		+	-	
....	I	12?	Yes, I am.	No, I'm not.
Is	he/she/it		Yes, he/she/it is.	No, he/she/it isn't.
....	we/you/they		Yes, we/you/they are.	No, we/you/they aren't.

→ Grammar reference • page 119

2 Complete the sentences with the correct form of the verb *be*.

1 *'m*

- I .... Paul.
- She .... Sara.
- We .... friends.
- You .... Tim.
- They .... Pete and Suzie.
- He .... a teacher.
- You .... the students in my class.
- It .... a dictionary.

3 Make the sentences in Exercise 2 negative.

1 *I'm not Paul.*

4 Write questions with *be*.

1 *Are you David?*

- you / David?
- we / in English class?
- it / cold today?
- the school / big?
- you / eleven?
- the teachers / children?

### Your turn

5 Work with a partner. Ask and answer the questions in Exercise 4.

Are you David?

No, I'm not. I'm John.

## Days of the week

6 Put the days of the week in the correct order. Listen and check.

Friday Monday Saturday Sunday  
Thursday Tuesday Wednesday

## Months and dates

7 Complete the months with the missing letters. Listen, check and repeat.

J \_ n \_ \_ ry      J \_ ly  
F \_ bru \_ ry      A \_ g \_ st  
M \_ rch      S \_ pt \_ mb \_ r  
Apr \_ l      Oct \_ b \_ r  
M \_ y      N \_ v \_ mb \_ r  
J \_ ne      D \_ c \_ mb \_ r

## Ordinal numbers

We usually form ordinal numbers by adding *-th* to cardinal numbers.

*one – first two – second three – third*

*four – fourth*

*First, second and third are irregular forms.*

→ Grammar reference • page 119

8 Match the dates. Listen and check.

1 *c*

- |         |               |
|---------|---------------|
| 1 24/7  | A January 24  |
| 2 1/5   | B September 1 |
| 3 1/9   | C July 24     |
| 4 24/1  | D March 8     |
| 5 17/8  | E May 1       |
| 6 17/12 | F February 12 |
| 7 8/3   | G December 17 |
| 8 12/2  | H August 17   |

### Your turn

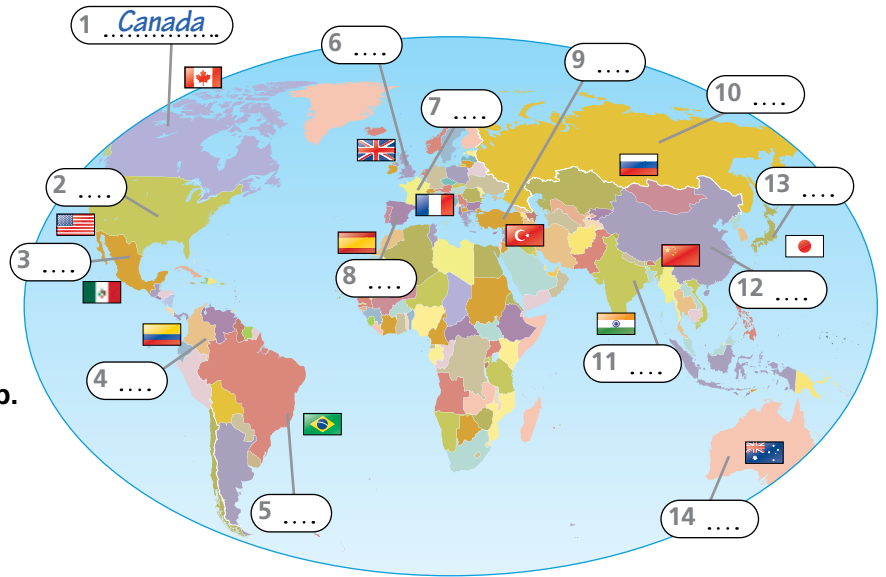
9 Ask and answer the questions with your partner, following the example.

- What's the date today?
- What month is it?
- When's your birthday?
- When are your parents' birthdays?

What's the date today?

It's the first of September.

# Countries, nationalities and languages



**1** 🗺️ Label the countries on the map.

Australia Brazil the UK  
 Canada China Colombia  
 France India Japan Mexico  
 Russia Spain Turkey the USA

**2** 🔊 Listen, check and repeat.

**3** 🗺️ Complete the table with the correct nationalities.

Country	Nationality	Country	Nationality
America	American	Russia	4 ....
Australia	Australian	UK	British
Brazil	1 ....	Turkey	Turkish
Canada	Canadian	Spain	5 ....
Colombia	2 ....	China	Chinese
India	3 ....	Japan	6 ....
Mexico	Mexican	France	French

**4** 🔊 Listen, check and repeat.

**5** Write sentences about the people below.

- 1 *Yuki's from Japan. She's Japanese.*
- 2 *Michel and Nicole are from France. They're French.*
- 1 Yuki ... Japan
- 2 Michel and Nicole ... France
- 3 Sarah ... Australia
- 4 Li Ping ... China
- 5 Vlad and Oksana ... Russia
- 6 Raj and Sanjeet ... India
- 7 Harry ... America
- 8 Leticia and Pedro ... Mexico

**6** 💬 Where are you from? Ask and answer with your partner.

**7** Do the quiz.



1 What nationality is Harry Styles?



2 What country is this from?

3 What are the two official languages of Canada?



4 Where is this city?



5 What language is this?

6 Where is Beijing?

**8** Compare your answers with your partner.

# Speaking Asking for clarification



## Real Talk: What's your name? Where are you from?



Name	Nationality	Parents' nationality
Rachel	British	British
Binnie	British	British
Steven	....	Mum: .... Dad: Israeli
Emily	....	Mum: American Dad: ....
Courtney	....	Mum: .... Dad: ....
Freddie	....	Mum: .... Dad: English

- 1 Watch the teenagers in the video. Complete the chart on the right.
- 2 What's *your* name? Where are *you* from?

- 3 Listen to the conversation. When is Janek's birthday?

### Useful language

So, your name is (Janek), is that right?                      Sorry, Can you repeat that please?  
 Yes, that's right.                      Of course.  
 How do you spell that?

- 4 Look at the *Useful language* box and complete the conversation.

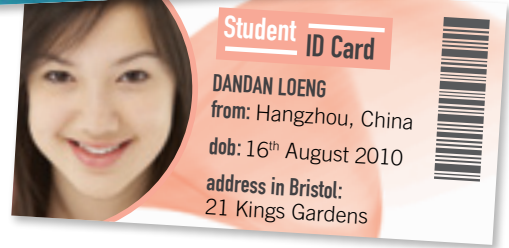
repeat   right   course   Sorry   spell

1 right

**Teacher:** So, your first name is **Janek** and your surname is **Czerwinski**, is that <sup>1</sup>....?  
**Janek:** Yes, that's right.  
**Teacher:** How do you <sup>2</sup>.... that?  
**Janek:** It's **C Z E R W I N S K I**.  
**Teacher:** OK, thanks. And where are you from?  
**Janek:** **Katowice**, in **Poland**. That's **K A T O W I C E**.  
**Teacher:** And what's your date of birth?  
**Janek:** **12<sup>th</sup> April 2010**.  
**Teacher:** <sup>3</sup>...., can you <sup>4</sup>.... that please?  
**Janek:** Yes, of <sup>5</sup>.... It's **12<sup>th</sup> April 2010**.  
**Teacher:** Thanks. And what's your address here in Bristol?  
**Janek:** **24 Walton Street**.

- 5 Listen, check and practise the conversation with your partner.

- 6 Change the words in bold in the conversation in Exercise 4. Use the information on the cards. Practise the conversation.





# People



In this unit ...



Robot fighters p17



My family p20



On the phone p22



CLIL The land down under p160



## BE CURIOUS



What can you see in the photo?

Start thinking

- How many people are in this family?
- How old do you think they are?
- When do you wear boots like these?

### Vocabulary

- Family and friends
- Describing people
- Adjectives 1

### Language focus

- *have got* affirmative, negative, questions and short answers
- Comparative adjectives

### Unit aims

I can ...

- talk about my family.
- compare people.
- understand a text about other cultures.
- talk on the phone.
- write a description of someone.
- write an email about my school.



# Vocabulary Family and friends



- 1 Look at the family tree. Where is Sarah?
- 2 Complete the text with the words in the box. Then listen, check and repeat.

uncle brother aunt teammates wife dad cousin sister classmates  
grandma granddad mum best friend parents **grandparents**

Here's a picture of my family and friends. At the top are my <sup>1</sup> grandparents. My <sup>2</sup> ...'s name is David and his <sup>3</sup> ... is Betty. She's my <sup>4</sup> .... My <sup>5</sup> ...'s name is Helen and my <sup>6</sup> ... is Richard. They are my <sup>7</sup> .... Paul is my <sup>8</sup> ... and Kate is my <sup>9</sup> .... Jessie is my <sup>10</sup> .... Our <sup>11</sup> ...'s name is Tony. I've got one <sup>12</sup> ... – his name is Charlie. At the bottom of the picture is my <sup>13</sup> ..., Jade, my <sup>14</sup> ... (we play netball for our school), and my <sup>15</sup> ... – I just call them 'the guys'!

- 3 Look at the family tree again and complete the sentences with the words in the box.

son daughter grandson granddaughter

1 Sarah is David and Betty's granddaughter.

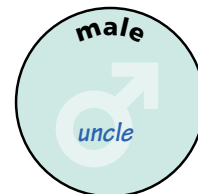
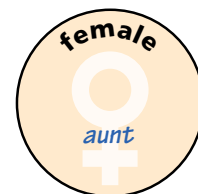
- |                                     |                                    |
|-------------------------------------|------------------------------------|
| 2 Sarah is David and Betty's ....   | 3 Kate is Richard and Helen's .... |
| 2 Charlie is Jessie and Tony's .... | 4 Paul is David and Betty's ....   |

- 4 Copy and complete the circles with the words in Exercise 2.

## Your turn

- 5 Draw your family tree. Tell your partner who the people are.

These are my grandparents. Their names are Manuel and Carla.  
That's my dad ...



# A VERY **BIG** FAMILY!

Have you got a brother or a sister?  
How many have you got? One?  
Two? Maybe more?

Damien Baxter is very lucky. He's got fourteen brothers and sisters!

The family lives in a big house in Western Australia. The house has got seven bedrooms, and lots of beds. It isn't a quiet house. It's a very noisy house with lots of children in it.

Three of Damien's brothers and sisters are adults. They've got children too. Damien is a baby, but he's an uncle to those children!

The Baxter family is very busy. There's lots of work to do in the Baxter house. When a child is eight years old, they help with the work. Damien is only three months old, so he hasn't got jobs to do yet.

They haven't got a car. Damien's dad's got a bus! It's got sixteen seats.

The Baxters are a very happy family, and the kids are all good friends.



**FACT!** The average number of children per family:  
UK 1.6, USA 1.7,  
Romania 1.8,  
Australia 1.7 (2019)

## Reading An online article

- 1 Look at the photo and the title of this article. What is special about this family?
- 2 Read the article. Is this a happy family? Why? Give at least three reasons for your answer.
- 3 Read the article again. Are the sentences true (T) or false (F)? Correct the false ones.
  - 1 Damien is not a baby. *F - Damien is a baby.*
  - 2 There are fifteen boys in the family.
  - 3 Three of his brothers and sisters aren't children.
  - 4 Damien's house is very quiet.
  - 5 The children aren't very good friends.



## Explore adjectives 1

- 4 Find the opposites of these adjectives in the text.

- |           |              |           |       |
|-----------|--------------|-----------|-------|
| 1 unlucky | <i>lucky</i> | 3 quiet   | 5 bad |
| 2 small   |              | 4 unhappy |       |

## Your turn

- 5 Write notes about your family and Damien's family.

My family	Damien's family
<i>small</i>	<i>big</i>

- 6 Tell your partner about how your family is different from Damien's family.



**3 Look at the pictures of James and Alice. Write questions and answers.**

1 *Has James got a book about sport?*

*Yes, he has.*

- 1 James / a book about sport?
- 2 Alice / a computer?
- 3 James / black trainers?
- 4 Alice / a skateboard?
- 5 James / blue headphones?
- 6 Alice / a CD?
- 7 James / a hat ?



**Language focus 1 have got**

1 Complete the examples from the text on page 16.

	I / We / You / They	He / She / It
+	They .... fifteen children.	The house <b>has got</b> seven bedrooms.
-	They haven't got a car.	Damien .... jobs to do.
?	Have you got a brother or a sister?	<b>Has</b> he <b>got</b> a house?
+	Yes, I have.	Yes, he <b>has</b> .
-	No, I haven't.	No, he .....

Grammar reference • page 120

2 Complete the text about Nicole's family. Use the correct form of *have got*.



This is me and my family. I <sup>1</sup>.... two brothers. I <sup>2</sup>.... (not) a sister. Those are my parents. We <sup>3</sup>.... a big garden. My dad <sup>4</sup>.... one brother, my Uncle Matt. My uncle <sup>5</sup>.... three boys. That's their dog, Lady. It loves our big garden. We <sup>6</sup>.... (not) a dog. And my cousins <sup>7</sup>.... (not) a big garden.

4 Work with a partner. Ask and answer the questions from Exercise 3.

**Your turn**

5 Work with a partner. Ask and answer questions about what you have got. Complete the chart and add your own ideas.

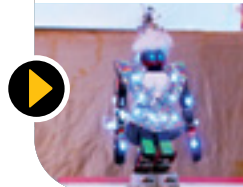
	You	Your partner
a brother		
a sister		
a cat		
a computer		
a skateboard		
....		
....		

Have you got a brother?

Yes, I have.

**Learn about another unusual family in Japan.**



- How many robots has the Suni family got?
- What colour is Arina's robot?



**Discovery**  
EDUCATION


1.1 Robot fighters

## Listening A conversation

- 1 Look at the picture. What things have the avatars got?
- 2  Listen to the conversation between Connor and Suzi. Which is Connor's avatar?
- 3  Listen again. Correct the sentences.
  - 1 The game is called 'My 3D house'.
  - 2 Connor is on level 15.
  - 3 Connor has got ten stars.
  - 4 Suzi's avatar has got a blue skateboard.

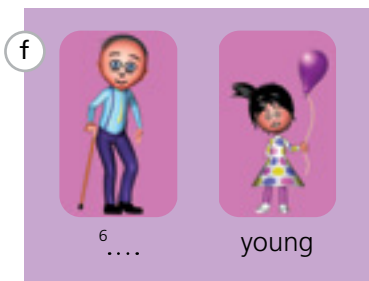
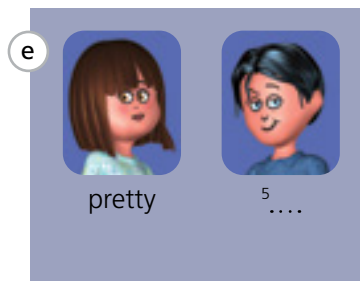
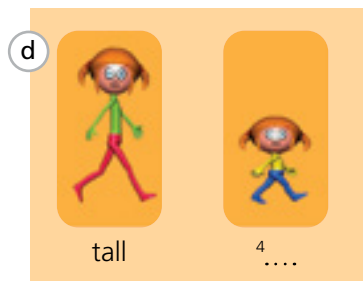
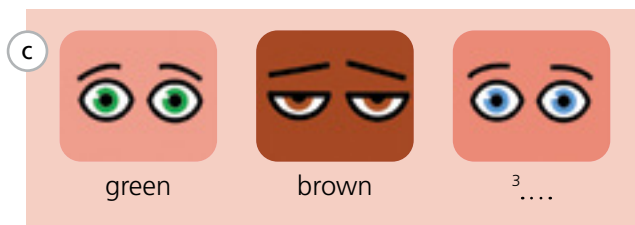
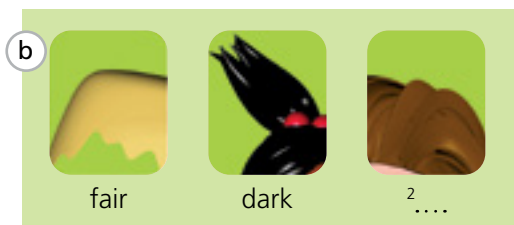


## Vocabulary Describing people

- 4  Choose the correct words from the box. Then listen, check and repeat.


funny brown intelligent short  
blue straight good-looking old

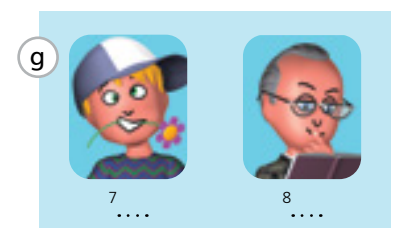
1 *straight*



### Your turn

- 5 Invent an avatar. Write a description. Read it to the class.  
*My avatar is tall. She's got spiky hair. It's green. She's got brown eyes.*

 Vocabulary bank • page 136



# Language focus 2

## Comparative and superlative adjectives

1 Complete the examples from the listening on page 18.

Comparative	
<b>long</b>	<b>longer</b> ( <i>than</i> ) It's .... your hair.
<b>tall</b>	<b>taller</b> ( <i>than</i> ) You're .... me

→ Grammar reference • page 121

### Get it right!

One-syllable adjectives ending in a single consonant: double the consonant.  
*big – bigger red – redder*

2 Complete the table with the correct form of the adjectives.

Adjective	Comparative	Superlative
1 short	....	the shortest
2 ....	curlier	....
3 dark	....	....
4 ....	better	....
5 beautiful	....	....
6 young	....	....
7 ....	older	....
8 ....	more intelligent	....
9 pretty	....	....

3 Complete the sentences. Use the comparative form of the adjectives in brackets.

- My hair is .... (curly) your hair.
- My dad is .... (old) my mum.
- You are .... (intelligent) your brother.
- His story is .... (funny) my story.
- Are you .... (tall) me?
- Her hair is .... (straight) your hair.

4 Now rewrite the sentences using the superlative form of the adjectives in brackets.

- My hair is the curliest.*



### Say it right!

/pən/

Listen and repeat the sentences.

- My hair is shorter than your hair.  
*My hair is the shortest.*
- My mum is older than my dad.  
*My grandpa is the oldest in my family.*
- Are you taller than me?  
*Are you the tallest in your class?*
- Fred is more intelligent than Josh.  
*Is Fred the most intelligent pupil in this school?*

5 Look at the picture. Write sentences with the comparative form of the adjectives below.

big small straight pretty long noisy quiet



- Patch is bigger than Libby.*

### Your turn

6 Work with a partner. Write sentences about yourselves using the comparative and the superlative form of these adjectives. You may use other adjectives as well.

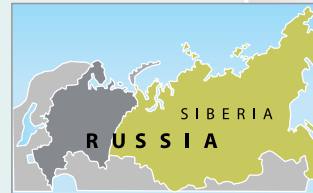
young old funny tall short intelligent

- I'm younger than Silvia.*
- I'm the youngest in my family.*





# Discover Culture



**1** Look at the map and the pictures. Where's Siberia? Find **six** of these things in the photos. Check the meanings of the other words.

bear boat dancing fire forest Khanty people  
reindeer singing sleigh snow snowmobile sunshine

**2** Which of the things in Exercise 1 do you think are in the video?

**3** Watch the video without sound and check your answers to Exercise 1.



Find out about a Siberian boy.



**1.2** My family, by Boris Moldanov

**4** Watch the video up to 0.58 with sound. Choose the best summary for the first part of the video.

- A small town in Siberia
- Siberian weather and wildlife
- Fun in Siberia

**5** Watch the video from 1.18 to the end. Put the events in order.

- They ride on a sleigh with reindeer.
- They travel on a snowmobile.
- They dance around a fire.

**6** Watch the video again. Are the sentences true (T) or false (F)?

- Boris' grandparents' house is smaller than Boris' house.
- They've got about 500 reindeer.
- The town has one shop and two roads.
- Boris' father and sister visit his grandparents.
- The trip takes three hours.
- It's hard work and fun at his grandparents' house.
- The film finishes with a sleigh ride.

## Your turn

**7** Compare Boris' town, shops and family with yours. Complete the table.

	Weather	Towns	Shops	Family
Me				<i>two sisters</i>
Boris	cold	small	1	one brother

**8** Work with a partner. Talk about your answers to Exercise 7.

My family is bigger than Boris'.  
I've got two sisters.

Our town is bigger than Boris' town.



# DIWALI

## A family festival



Diwali is an important time in the Hindu calendar. Raj, 14, from Mumbai, celebrates it every year with his family in India.

1 ....

Diwali is a family festival. It's called the 'Festival of Lights'. It's a celebration of the victory of 'good' over 'bad' with special lights or 'diyas', and candles. The family is important in traditional Diwali activities.

2 ....

We usually celebrate Diwali in October or November at the start of the Hindu New Year. The festival is five days of celebrations.

3 ....

It's an international festival, but India's got a bigger Hindu population than any other country, so it's very important there. Other countries with Hindus also celebrate it, for example, Nepal, Sri Lanka, Malaysia, Singapore and parts of Europe.

4 ....

It's important for people and their houses to be clean. We also wear more colourful clothes than usual: yellow, red and green. Diwali is a festival of colour! Family is always important to Hindus, but during Diwali it's even more important. People celebrate with their families at home and they eat special meals. It's a wonderful time!



**FACT!** Hindus celebrate a lot of festivals. About 40 every year!

## Reading An online interview

1 Look at the picture. Where is Raj from?

2 Read the interview. What is Diwali?

3 Complete the text with the questions.

- a) Where is it?      c) What's important in Diwali?  
b) When is it?      d) What is Diwali?

4 Read the text again. Choose the correct answers.

- 1 Diwali is a celebration of the family / good.
- 2 'Diyas' are special lights / candles.
- 3 People celebrate for two months / five days during Diwali.
- 4 People all over the world / Only Indian people celebrate Diwali.
- 5 Colourful clothes / houses are very important at Diwali time.

### Explore adjective suffixes *-ful*

5 Find two adjectives in the text which end in *-ful*.

Vocabulary bank • page 136

6 Complete the sentences with the adjectives from Exercise 5.

- 1 This is a ... book – I love it!
- 2 My room is all white. I want it to be more ....

7 Change the nouns into adjectives by adding *-ful*.

beauty .... use ....

### Your turn

8 Write notes about a festival in a country of your choice. Use these headings:

- Activities
- Clothes
- Food
- Time of year

9 Tell your partner about your festival.

The Barranquilla Carnival is a folk festival in Colombia. ...

Portfolio • page 137

# Speaking On the phone



**Real Talk:** What's your phone number? What's your email address?



- 1 Watch the teenagers in the video. Write their phone numbers and email addresses.

	Phone number	Email address
1 Petra	....	petraiscool@....
2 Stephen	....	...@schoolmail.com
3 Rachel	....	racheljane@....
4 Freddie	....	bertie13@....

- 2 What's *your* phone number? What's *your* email address? Ask and answer with your partner.

- 3 Listen to the conversation. What does Raj want to do?

- 4 Complete the conversation with the phrases in the *Useful language* box.

## Useful language

Just a minute. Hello?  
Can I call you back? Hi, it's Raj.



**Lydia:** 1....?  
**Raj:** 2.... How are you?  
**Lydia:** Hi Raj. OK, thanks. And you?  
**Raj:** Fine, thanks. Listen, have you got Pablo's phone number?  
**Lydia:** Um, yes. 3.... It's 0273 270 895.  
**Raj:** Thanks. I want to invite him to my Diwali party. Have you got his email, too?  
**Lydia:** I think so. Oh wait. Someone's at the door. 4....?  
**Raj:** Sure. Talk to you later. Bye.  
**Lydia:** Bye.

- 5 Listen again and check your answers.

- 6 Work with a partner. Practise the conversation in Exercise 4.

- 7 Change the words in bold in the conversation in Exercise 4. Use the information below. Practise the conversation.

**Maria:** 0899 307 491  
Email: mdulce10@netmail.net

---

**Ramon:** 0711 456 789  
Email: imramon5@anon.net

---

**Alex:** 0565 171 806  
Email: alex01@telefonika.com

---

**Victoria:** 0217 222 517  
Email: vbrava@mymail.net



# Writing A description of a person

1 Look at the photo and read the text. Who is writing the description?

## MY BEST FRIEND

**THIS WEEK:** Javier Ramos from Cuenca, Spain.

My best friend is my brother, David. He's 20. He lives with me, my mum and my dad. David is taller than me. He's got dark hair and green eyes. He's very intelligent, and quite funny, too!

My brother's great, and he's a very good friend.



2 Copy and complete the table for Javier.

	Javier's best friend	Your best friend
Name	David	
Age		
Home	with Mum and Dad	
Description		

### Useful language

#### Modifiers

not very                      quite                      really/very

3 Find examples of modifiers in Javier's description.

4 Complete the sentences with modifiers so they are true for you.

- I'm ... tall.
- My dad is ... intelligent.
- My best friend is ... good-looking.
- My English teacher is ... funny.



### Get Writing

#### PLAN

5 Make notes about your best friend in the table in Exercise 2.

#### WRITE

6 Write a description of your best friend. Use your notes and the language below.

*My best friend is ...  
He/She's not very / quite / really / very ...  
He/She's got ...  
He's/She's taller/shorter than ...*

#### CHECK

7 Can you say YES to these questions?

- Have you got information from Exercise 5 in your description?
- Have you got modifiers?
- Are your spelling, grammar and vocabulary correct?

# 2

# It's your life

Discovery  
EDUCATION

In this unit ...



Ali's day p27



Chinese  
gymnast p30



After school  
activities p32



CLIL Mars p161

## Vocabulary

- Daily routines and time expressions
- After school activities
- Prepositions of time
- Expressions with *have* 1

## Language focus

- Present simple: affirmative and negative
- Adverbs of frequency
- Present simple: Yes/No and *Wh-* questions

## Unit aims

I can ...

- talk about daily routines.
- read and understand a text about time zones.
- have a conversation about after school activities.
- ask questions about routines and activities.
- understand about schools in other countries.
- ask for and give information about timetables.
- write a blog post about my typical day.
- use basic conjunctions.

## BE CURIOUS



What can you see in the photo?

Start thinking

- Where are the children?
- Why are the girls clapping?
- Can you play a musical instrument?

# Vocabulary Daily routines

1 Match the pictures with the phrases. Then listen, check and repeat.



a. do some exercise  
 .... have lunch  
 .... get dressed  
 .... get up

.... go to bed  
 .... brush my teeth  
 .... have a shower  
 .... go to school

.... have breakfast  
 .... do my homework

2 Complete the text with phrases from Exercise 1.

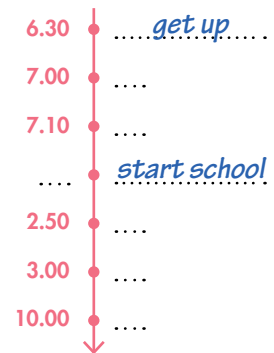
## A day in my life

Hi, I'm Cecilia and I'm from Chile. I <sup>1</sup> *get up* at 6.30 in the morning on schooldays. I <sup>2</sup> ..... a shower and then I <sup>3</sup> ..... dressed. At 7.00, I <sup>4</sup> ..... breakfast. After breakfast I <sup>5</sup> ..... my teeth, then I go to school with my brother at 7.15. We start school at 7.45. At 2.50 we go home and we <sup>6</sup> ..... lunch with Mum. Then I <sup>7</sup> ..... my homework in my bedroom, usually at about 3.00. I <sup>8</sup> ..... some exercise or sport every day – basketball is my favourite sport. I <sup>9</sup> ..... to bed at 10.00 on school nights, and 11.00 at the weekend.



3 Listen and check.

4 Complete Cecilia's timeline.



### Your turn

5 Make your own timeline. Use the phrases from Exercise 1.

*get up* 7.30  
*have a shower* 7.35

6 Work with a partner. Report your partner's answers to the class.

Shilan gets up at 7.30.

Mika has breakfast at ...

Vocabulary bank • page 138

# Times around the world



**FACT!** The first country in the world to see a new day is the Republic of Kiribati – an island in the Pacific Ocean.

## Reading An online forum

- 1 Look at the time zone map. When it's 12 (noon) in London, what time is it in Sydney?
- 2 Read the online forum. Match the people to the cities on the map.
- 3 Read the texts again. Complete the sentences with Marta, Renata, David or Michelle.

- 1 *Renata* and .... are at school.
- 2 .... and .... are at home.
- 3 .... does homework at this time.
- 4 .... has lunch at this time.
- 5 .... doesn't like school.
- 6 .... goes to school with a friend.

### Explore prepositions of time

- 4 Find examples of prepositions of time in the reading texts.  
*at lunchtime*

- 5 Write the correct preposition, then complete the sentences for you.

- 1 *In the morning, I do some exercise.*
- 1 .... the morning, ....
- 2 .... lunchtime, ....
- 3 .... the weekend, ....
- 4 .... the afternoon, ....
- 5 .... night, ....

➔ Vocabulary bank • page 138

**Marta** Hello! I'm at school with my friend, May. We're in the dining hall. We walk to school together in the morning and at lunchtime we always eat together. Sometimes we study together.

*the UK*

**Michelle** It's night here and I'm in my bedroom. I do my homework at this time during the week. At the weekend, I don't do homework. We often go to the park or have barbecues in our garden – and I go to bed late. :-)

**Renata** Wow, is it really night there, Michelle? Amazing! I start school at this time. I'm in the school library now. I don't like school. :( My dad teaches at my school, so we go there together.

**David** Hi Renata! Hi Marta! Hi Michelle! I'm at home. I usually eat with my mum and my brother at this time. My brother is two years old. He doesn't go to school. I love playing with my brother – he's funny! We sleep in the afternoon and we go out at night because it's very hot here.

### Your turn

- 6 Look at the times in the cities below. What time is it in Romania? Tell your partner where you are at that time.
  - 1 It's 12 noon in London.  
*It's midnight here. I'm in bed.*
  - 2 It's 3 am in Rio.
  - 3 It's 6 pm in Dubai.
  - 4 It's 2 pm in Sydney.

# Language focus 1 Present simple

1 Complete the examples from the texts on page 26.

	I / We / You / They	He / She / It
+	I <b>start</b> school at this time. We .... to school together.	David <b>goes</b> to school.
-	We <b>don't walk</b> to school together.	He .... go to school.

➔ Grammar reference • page 122

2 Look at the examples, then write the *he/she/it* forms of the verbs.

- |                 |         |      |
|-----------------|---------|------|
| walk – walks    | 1 brush | .... |
| go – goes       | 2 start | .... |
| teach – teaches | 3 love  | .... |
| study – studies | 4 sleep | .... |
|                 | 5 watch | .... |
|                 | 6 do    | .... |

**Say it right!**

a Listen and complete the table with the words from Exercise 2.

/s/	/z/	/z/
walks	goes	teaches
....	....	....
....	....	....

b Listen, check and repeat.

3 Complete Murat's blog entry with the correct form of the present simple. Then listen and check.

I <sup>1</sup> .... (live) with my family in Istanbul. My father <sup>2</sup> .... (work) at home, and my mother <sup>3</sup> .... (teach) at my school. They <sup>4</sup> .... (work) very hard. My brother Boran is 19. He <sup>5</sup> .... (go) to university. He <sup>6</sup> .... (study) Spanish and Chinese. He <sup>7</sup> .... (speak) very good Spanish and <sup>8</sup> .... (watch) films in Chinese! We <sup>9</sup> .... (do) my Spanish homework together. He's great!



4 Read the texts on page 26 again. Correct the sentences below. One of them is correct.

- 1 *Renata's dad doesn't work at home. He works at her school.*
- Renata's dad works at home.
  - Marta walks to school with her friend.
  - David has lunch at school.
  - Michelle does her homework at the weekend.
  - David's brother goes to school.
  - Renata likes school.

**Your turn**

5 Make a list of things you do and don't do during the week, at weekends and every day.

During the week, I ...	At weekends, I ...	I ... every day.
+	+	+
<i>do my homework.</i>	-	-
-	<i>don't go to school</i>	

6 Tell your partner about the things you do and don't do.

During the week, I do my homework.

Find out about Ali's daily routine in Cairo.

- When does Ali wake up?
- What does Ali do during the day?
- What does he do in the evenings?



**Discovery**  
EDUCATION

2.1 Ali's day



## Vocabulary After school activities

1 Match the words to the pictures. Then listen, check and repeat.

- |                  |                  |                         |
|------------------|------------------|-------------------------|
| 5. play football | .... play tennis | .... have dance classes |
| .... play music  | .... go swimming | .... have art classes   |
| .... do karate   | .... do drama    | .... play chess         |

## Listening A conversation

2 Listen to Clara and Lucas talking to their teacher. What activities do Clara and Lucas do?

3 Listen again. Choose the correct answers.

- 1 Lucas plays ...  
a tennis                      **b** chess
- 2 He plays with ...  
a his teacher                **b** his friends
- 3 Clara has tennis lessons ...  
a at school                    **b** at the tennis club
- 4 She has lessons on ...  
a Mondays and Thursdays  
**b** Mondays and Wednesdays
- 5 Clara's dad ...  
a is good at tennis    **b** isn't good at tennis

**Get it right!**

Use *go* for activities ending in *-ing*.  
*go swimming, go running*

### Your turn

4 What after school activities do you do?  
Complete the sentences.

On Fridays, I ....  
I .... at the weekend.  
On ...., in the evening, I ....  
I .... in the morning on ....

5 Work with a partner. Ask and answer the questions in Exercise 4.

What do you do at the weekend?

At the weekend, I have dance classes.

Vocabulary bank • page 138



## Language focus 2 Present simple questions

1 Complete the examples from the listening on page 28.

	I / We / You / They	He / She / It
Yes/No	.... you <b>do</b> any sports? ...., I <b>do</b> . / No, I <b>don't</b> . <b>Do</b> Carla and her dad <b>play</b> tennis? Yes, they .... / ...., they <b>don't</b> .	<b>Does</b> your dad .... tennis? Yes, he .... / No, he <b>doesn't</b> .
Wh-	Where .... you <b>play</b> ? What <b>do</b> they <b>play</b> ?	Where <b>does</b> Lucas <b>play</b> chess? He <b>plays</b> at school and at home.

➔ Grammar reference • page 123

2 Choose the correct form of **do**. Ask and answer the questions with your partner.

- Do / Does you play tennis?
- Do / Does your friends have dance classes?
- Do / Does your friend play football?
- Do / Does you do karate?
- Do / Does your sister play music?

### Your turn

3 Copy and complete the table. Write a tick (✓) or a cross (x). Ask your partner and complete the table for him or her.

Activities	You	Your partner
play tennis		
play chess		
do karate		
have dance classes		
play music		

Do you play tennis?

No, I don't.

### Wh- questions

4 Look at the grammar table in Exercise 1 and complete the questions.

- Who .... you live with?
- Where .... your family live?
- What time .... you get up in the morning?
- What .... you and your friends do after school?
- When .... you do sport?

➔ Grammar reference • page 123

5 Work with a partner. Ask and answer the questions in Exercise 4.

### Adverbs of frequency

always usually often sometimes never

I **often** play tennis with my dad.  
I **sometimes** play tennis at school.  
I'm **never** late for school.

Adverbs of frequency come after the verb **be** but before other verbs.  
We ask questions about frequency with **How often ...?**  
*How often do you play chess?*

➔ Grammar reference • page 122

### Your turn

6 Add adverbs of frequency to the sentences below to make them true for you.

- I brush my teeth after breakfast.  
*I always brush my teeth after breakfast.*
- I get up early at the weekend.
- I play sports after school.
- I watch TV in bed.
- I am late for school.
- I do my homework in the morning.

7 Ask and answer **How often** questions with your partner. Use the information in Exercise 6.

How often do you watch TV in bed?

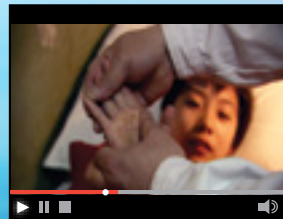
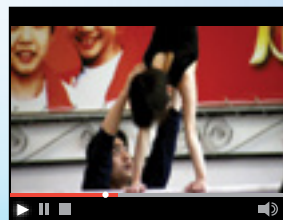
I never watch TV in bed.



# Discover Culture

**1** Look at the pictures of the schoolgirl, Jin Yang, and answer the questions.

- 1 Where is she from?
- 2 What sport do you think it is?
- 3 Do you think the sport is easy or difficult?



Find out about a specialist school in Beijing.

**2.2 Chinese gymnast**

**2** Watch the video up to 0.30 without sound and check your answers to Exercise 1.

**3** Watch the whole video with sound. Put the events in order.

- 1 Jin Yang smiles on the roller coaster.
- 2 She runs in the park.
- 3 She visits the doctor.
- 4 She shows us her bedroom.
- 5 She walks into the school.
- 6 She practises in her room.

**4** Watch the video up to 1.27 and complete the paragraph about Jin Yang.

Jin Yang is <sup>1</sup>... years old. She goes to a special gymnastics <sup>2</sup>.... She lives in Beijing, but she doesn't live with her <sup>3</sup>.... She studies gymnastics <sup>4</sup>... days a week, <sup>5</sup>... hours a day. Once a week, the <sup>6</sup>... visits to check she's healthy.

**5** Watch the second part of the video (from 1.28). Are the sentences true (T) or false (F)? Correct the false ones.

- 1 On Saturday afternoons, Jin Yang's mother visits her.
- 2 Jin Yang loves roller coasters.
- 3 She always walks in the park.
- 4 She goes back to school on Saturday evening.
- 5 She gets up at 8 o'clock on Sunday.

## Your turn

**6** Make a list of ways that Jin Yang's life is different from yours. Use the ideas in Exercise 4 to help you.

<i>Jin Yang</i>	<i>Me</i>
<i>She doesn't live with her parents.</i>	<i>I live with my parents.</i>
<i>She sleeps at her school.</i>	
<i>She gets up at ...</i>	<i>I ...</i>

**7** Work with a partner. Ask and answer questions using your notes.

Do you live with your parents?

Yes, I do.



# Reading A blog



1 Look at the pictures. Where does the boy come from? What do you think he does in his free time? Read the blog and check your answers.



## Hello from Bogotá!

blog

contact

### SCHOOL OF THE MONTH

Hi, my name is Paco and I'm from Bogotá in Colombia. I'm eleven years old and I go to San Cristóbal Secondary School. Bogotá is the capital of Colombia, and over 7 million people live there. Colombia has a population of 51million. We speak Spanish here.

I get up at 5.30 in the morning and have a shower. Then I have breakfast with my family. I've got one brother and one sister. My brother is sixteen and he goes to the same school as me. My sister is nineteen. School starts at 7.30, so I leave my house at 6.30. I always walk to school.

We study in the morning and break time is at 9.30. I love break times! I usually play football with my friends then.

I don't have lunch at school because school finishes at 11.30. That's when I go to the park with my friends to play football again! My mum comes to the park and walks home with me.

We have lunch at 1.30 at home. I love Colombian food – my mum cooks really good *arepas* – corn bread. We eat them with soup or meat. We have mango juice too – my favourite!

What do you do on a schoolday? Please tell me!



2 Read the blog again and answer the questions.

- 1 How old is Paco?
- 2 What time does he get up in the morning?
- 3 Where does he have lunch?

3 Find these numbers in the text. What do they mean?

- a) 7,000,000    b) 16    c) 51,000,000    d) 19

Explore expressions with **have** 1

4 Read the article again. Find three phrases with **have** in the reading text.

5 Complete the sentences with **have** and the words below.

a shower    a snack    dinner    a drink

- 1 I .... at 7.30 then I go to school.
- 2 I .... with my parents at 7 pm.
- 3 My brother .... when he comes out of school.
- 4 When I'm hot, I .... a .....

Vocabulary bank • page 138

### Your turn

6 Work with a partner. One of you is Paco. Ask and answer the questions.

- 1 How many people live in your city?
- 2 When does school start in your country?
- 3 What do you do in your break time?
- 4 Do you eat lunch at school?
- 5 When does school finish?

How many people live in your city?

7 million.

7 Compare Jin Yang and Paco's lives. Write sentences.

*Jin Yang's schoolday starts at... but Paco's...*

Portfolio • page 139

# Speaking Asking for information



## Real Talk: What do you do after school?



- 1 Watch the teenagers in the video. Tick the activities you hear.**

  - play chess
  - dance
  - play tennis
  - do homework
  - read a book
  - have art classes
  - watch TV
  - play video games
  - go swimming
  - do karate
  - play the violin
  - do drama
  - play basketball
- 2 What do you do after school? Ask and answer with your partner.**



- 3 Listen to the conversation. What sport does Tom do?**
- 4 Complete the conversation with the phrases in the Useful language box.**
- 5 Listen again and check your answers.**
- 6 Work with a partner. Practise the conversation in Exercise 4.**
- 7 Change the words in bold in the conversation in Exercise 4. Use the information below. Practise the conversation.**

- 3 Listen to the conversation. What sport does Tom do?**

- 4 Complete the conversation with the phrases in the Useful language box.**

### Useful language

Do you know about ...?      How much does it cost?  
 What days are the classes?      Meet me  
 What time is the class?

**Tom:** Hi. Are you lost?  
**Gemma:** Yes, I am. I'm new at this school. .... karate classes?  
**Tom:** Yes, sure! I do karate. It isn't on today.  
**Gemma:** Oh! ....?  
**Tom:** We have a class on **Wednesdays**.  
**Gemma:** OK. And ....?  
**Tom:** It's from 7 pm to 8.30 pm.  
**Gemma:** ....?  
**Tom:** It's **£20** a month.  
**Gemma:** I'd really like to come. Can I come with you?  
**Tom:** Yes, of course you can! .... at the sports centre at **6.45** on **Wednesday**.

## WHAT'S ON AT SOUTHDOWN SPORTS AND LEISURE CENTRE?

Gymnastics	Monday 5.30–6.30 pm	£12
Karate	Wednesday 5.30–6.45 pm	£20
Dance	Monday 6.30–7.30 pm	£15
Swimming	Thursday 6.15–7.15 pm	£18
Tennis	Friday 5.30–7.30 pm	£15



# Writing A blog post

- 1 Look at the photo of Madison Finsey, 13, a champion swimmer, and read her blog. Do you think her daily routine is easy or difficult?

## Madison Finsey – CHAMPION SWIMMER



Hi Madison! My question is: What's your routine before a competition?  
*Chloe*

*Ask me a question!*

Hi Chloe  
I always get up at 6.45 and I have a big breakfast. I start school at 8.00 and finish at 2.15. I usually have lunch with the other swimmers. I swim in the pool and do exercises for four hours in the afternoon. I always get home about 7.30. After dinner, I do my homework. I haven't got a lot of free time, but I sometimes watch TV or chat online with my friends. Then I go to bed at 10.30. At the weekend, I go to the pool for six hours.

- 2 Cover Madison's blog in Exercise 1. What does she do at these times?  
6.45 am                      2.15 pm                      10.30 pm  
8.00 am                      7.30 pm

- 3 What time do you do the things in Exercise 2?  
**Useful language**  
**Connectors**  
• Use **and** and **but** to put two ideas together in a sentence.  
• Use **and** when one thing happens after another.  
*I get up **and** I have a big breakfast.*  
• Use **but** when you contrast two ideas.  
*I haven't got a lot of free time, **but** I sometimes watch TV.*

- 4 Find examples of **and** and **but** in the text in Exercise 1.
- 5 Complete the sentences with **and** or **but**.  
1 I get up .... have a shower.  
2 I get up at 6.30 during the week .... at the weekend, I get up at 8.00.  
3 I have lunch at school .... I don't like it.  
4 I do my homework .... then I go to bed.  
5 I like chocolate .... my sister doesn't.

### Get Writing

- PLAN**
- 6 Make notes about your daily routine. Include information from Exercise 2.

- WRITE**
- 7 Write a blog post about your daily routine. Use your notes and the language below.  
What  
*I get up / start school ... /*  
When  
*... at 8.30. / In the morning ... /*  
*On Wednesdays ... / After school ...*  
How often  
*I always / usually / often / sometimes ...*

- CHECK**
- 8 Can you say YES to these questions?  
• Have you got examples of connectors in your blog?  
• Is the information in your blog in chronological (time) order?  
• Are your spelling, grammar and vocabulary correct?

## Vocabulary

1 Complete the sentences with the words in the box.

cousin grandma classmate aunt  
granddad uncle parents

- 1 Your mum's sister is your aunt.
- 2 Your dad's dad is your .....
- 3 Your aunt's daughter is your .....
- 4 Your dad's brother is your .....
- 5 Your mum's mum is your .....
- 6 A student in your class is your .....
- 7 Your mum and dad are your .....

2 Choose the correct words to describe the pictures.

My brother is <sup>1</sup>tall / short.  
His hair is <sup>2</sup>spiky / curly  
and <sup>3</sup>dark / fair. His eyes  
are big and <sup>4</sup>brown / blue.



My sister is <sup>5</sup>short / tall.  
Her hair is <sup>6</sup>short / long  
and <sup>7</sup>brown / red. Her  
eyes are <sup>8</sup>green / brown.



3 Write the phrase for each picture.

1 get up



2



3



4



5



4 Complete the after school activities.

1 music



1 do ...

2 go ...



3 have ... classes

4 play ...



5 play ...

6 have ... classes

## Explore vocabulary

5 Complete the sentences with the adjectives in the box.

big happy lucky wonderful  
colourful good noisy

- 1 I'm very lucky because I've got four sisters.
- 2 You're very .... Be quiet!
- 3 She likes .... clothes in the summer – especially yellow, orange and green.
- 4 Thank you for this .... meal. I love it!
- 5 Steven isn't a bad boy – he's a .... boy.
- 6 There are nine people in my family, so we live in a .... house.
- 7 We're .... because we haven't got school today.

6 Complete the text. Choose the correct preposition of time and write the correct form of *have*.

I usually get up <sup>1</sup> at / in 7.30 <sup>2</sup> at / in the morning and <sup>3</sup> .... a shower. Then we all <sup>4</sup> .... breakfast. At school, I <sup>5</sup> .... lunch <sup>6</sup> at / in 1 o'clock. My sister sometimes <sup>7</sup> .... a snack <sup>8</sup> at / in the afternoon, but I usually just <sup>9</sup> .... a drink <sup>10</sup> at / in that time. <sup>11</sup> At / In night we all <sup>12</sup> .... dinner quite late, and then go to bed.

## Language focus

### 1 Look at the pictures. Complete the sentences with the correct form of *have got*.



I <sup>1</sup> *'ve got* (✓) two avatars. One avatar is Esmeralda. She <sup>2</sup> .... (✓) green hair. She <sup>3</sup> .... (✗) green eyes, she <sup>4</sup> .... (✓) blue eyes. My second avatar is RocketBoy. He <sup>5</sup> .... (✓) purple hair. He <sup>6</sup> .... (✗) blue eyes, he <sup>7</sup> .... (✓) green eyes. In real life, I <sup>8</sup> .... (✓) a sister and a brother. They <sup>9</sup> .... (✗) green hair! They <sup>10</sup> .... (✓) brown hair, like me.



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

1 *I have got three sisters.*

- got / have / three / sisters / I
- haven't / I / a brother / got
- a big house / Have / got / you?
- got / My grandmother / an old car / has
- James / a dog / Has / got?
- bicycles / got / have / All my friends
- got / haven't / We / a computer

### 3 Complete the conversation.

- A: My dad is tall.  
B: My dad *is taller than* your dad!
- A: Our house is big.  
B: Our house .... your house!
- A: My grandparents are young.  
B: My grandparents .... your grandparents!
- A: My uncle is funny.  
B: My aunt .... your uncle!
- A: I'm very intelligent.  
B: My baby sister .... you!
- A: I'm a good singer.  
B: I .... you!

### 4 Complete the text about Luis's cousin. Use the correct form of the verbs in brackets.

My cousin Alex <sup>1</sup> *lives* (live) in England. English school children <sup>2</sup> .... (have) a different daily routine. A typical school day <sup>3</sup> .... (start) between 8.30 and 9.00. Pupils <sup>4</sup> .... (not have) lunch at home, they <sup>5</sup> .... (eat) at school. In my country, we <sup>6</sup> .... (not eat) at school. They <sup>7</sup> .... (finish) school at about 3.30. We <sup>8</sup> .... (finish) at 2.00. My cousin usually <sup>9</sup> .... (have) dinner at about 5.00. Finally, he <sup>10</sup> .... (go) to bed at about 9.30. I think that's very early! I <sup>11</sup> .... (not go) to bed until about 11.00!

### 5 Complete the questions about the text in Exercise 4 with *do* or *does*.

- Does* Alex live in Spain?
- What time .... English school children start school?
- Where .... English school children have lunch?
- .... children at Alex's school finish at 3:30?
- What time .... Luis finish school?
- .... Alex go to bed before Luis?

### 6 Write the words in the correct order.

- I always play tennis at the weekend.*
- always / I / tennis / play / at the weekend
- sometimes / I / am / late for school
- watches / TV in her bedroom / Rosie / never
- happy on Saturdays / She / usually / is
- after school / often / play football / They
- in her bedroom / is / My sister / always

## Language builder

### 7 Choose the correct words to complete the conversation.

- A: Hi Rosie. Hey, you <sup>1</sup> *'ve* / *'s* got new rollerblades! They look great.
- B: Thanks. They're <sup>2</sup> *better* / *gooder* than my old pair. They're <sup>3</sup> *expensiver* / *more expensive*, too! <sup>4</sup> *Have you got* / *Have got you* rollerblades?
- A: No, I <sup>5</sup> *hasn't* / *haven't*. My sister <sup>6</sup> *has* / *have* got a pair, and she <sup>7</sup> *love* / *loves* them. But I <sup>8</sup> *like* / *likes* skateboarding.
- B: Really? How often <sup>9</sup> *do* / *does* you go skateboarding?
- A: I <sup>10</sup> *never* / *usually* go to the skate park on Saturdays with my cousin. What about you? <sup>11</sup> *Who* / *What* do you go rollerblading with? <sup>12</sup> *Do you* / *Are you* go with your brother?
- B: No, I <sup>13</sup> *don't* / *'m not*. I <sup>14</sup> *never* / *sometimes* go with him! He <sup>15</sup> *don't* / *doesn't* like rollerblading.

## Speaking

### 8 Match the sentence pairs.

- |                                       |                             |
|---------------------------------------|-----------------------------|
| 1 Hello.                              | a) Hi, it's Steve.          |
| 2 How are you?                        | b) Sure. Talk to you later. |
| 3 How much does this cost?            | c) From 5pm to 6.30pm.      |
| 4 What day is the dance class?        | d) It's £15.                |
| 5 Have you got Olivia's phone number? | e) Fine, thanks.            |
| 6 What time is the class?             | f) It's on Thursdays.       |
| 7 Can I call you back?                | g) Yes, it's 980390.        |



# Evaluation test

## Language focus



### 1 Complete the sentences with the correct form of *have got*.

- I ve got a new computer. It's very good.
- We .... a big garden at our home. It's very small.
- Harry .... a new skateboard. He really likes it!
- .... you .... brothers and sisters?
- Sam .... fair hair. His hair is very dark.
- .... Jack .... a dog? \_\_\_/5



### 2 Match the questions (1–6) with the answers (a–f).

- Have you got a sister? f
  - Have Tim and Jane got a big family? ....
  - Has Sarah got a bicycle? ....
  - Have we all got skateboards? ....
  - Has Jack got a computer? ....
  - Has your house got three bedrooms? ....
- a Yes, she has.  
b No, he hasn't.  
c Yes, they have.  
d No, it hasn't.  
e Yes, we have.  
f No, I haven't.



\_\_\_/5

### 3 Complete the sentences with the correct form of the words in brackets.

Hi! My name's Luke. There are four people in my family – my parents, my brother Harry and me. Harry is <sup>1</sup> older (old) than me, and I'm <sup>2</sup> .... (short) than him. We've both got blue eyes, but Harry's hair is <sup>3</sup> .... (long) and <sup>4</sup> .... (curly) than mine. I think he's <sup>5</sup> .... (intelligent) in my family. He's <sup>6</sup> .... (good) than all his classmates on the computer, and I'm <sup>7</sup> .... (good) at maths. People say I'm <sup>8</sup> .... (funny) than him, but I think he's <sup>9</sup> .... (funny) of us two!

\_\_\_/8

### 4 Choose the correct answer: a, b or c.

- I .... a big family with three brothers and four sisters.  
a 've got      b 's got      c haven't got
- .... Luke got a skateboard?  
a Does      b Have      c Has
- A: Have you got a dog?  
B: Yes, I ....  
a have      b do      c has
- We .... got an MP3 player.  
a hasn't      b haven't      c don't
- I'm .... than my sister. I'm 1.5 m and she's 1.6 m.  
a older      b bigger      c shorter
- I am the .... in my family.  
a young      b younger      c youngest

\_\_\_/5

## Vocabulary

### 5 Choose the correct answer.

- My dad is my granddad's son / uncle.
- My uncle's wife is my **cousin** / aunt.
- My mum's mum is my **granddad** / grandma.
- Steven and I have all our school lessons together. He's my **classmate** / teammate.
- My cousin's father is my **uncle** / brother.
- My mum and dad are my **grandparents** / parents. \_\_\_/5

### 6 Complete the words. The first letter is there to help you.

- My baby brother has got blue eyes. They're b eautiful.
- Ben's grandma is 75. She's quite o \_\_\_.
- My friend Laura is 1.75 m. She's t \_\_\_.
- Jack's brother is two years old. He's y \_\_\_\_\_.
- My hair isn't straight. It's w \_\_\_\_\_.
- My brother can do lots of clever things. He's very i \_\_\_\_\_.



\_\_\_/5

### 7 Choose the correct answer: a, b or c.

- My mum's parents are my ....  
a grandma      b granddad      c **grandparents**
- My uncle and .... have got three children.  
a sister      b aunt      c mum
- George has got .... eyes.  
a short      b fair      c blue
- My hair's quite .... and curly now.  
a long      b spiky      c straight
- My new computer is very .... for my school work.  
a careful      b useful      c lucky
- David's really .... . He's 1.95 m.  
a tall      b usual      c funny

\_\_\_/5

## Writing

### 8 Write about your best friend. Use the questions to help you.

- How old is he/she?
- Where is he/she from?
- Where does he/she live?
- What does he/she look like?

#### Write 25–35 words.

\_\_\_/12

\_\_\_/50

## Language focus

### 1 Complete the sentences with the correct form of the verbs in brackets. Use the present simple.

- Jack *goes* (go) to school at 7.30 in the morning.
- Peter .... (not like) football. He likes tennis.
- My mum .... (teach) at my school.
- I .... (not have) lunch at school. I go home to eat.
- My brother .... (study) Spanish at university. He's got a good teacher.
- My dad .... (watch) TV in the evenings.

\_\_\_\_ / 5

### 2 Choose the correct answer.

- A:** Does Adam study English?  
**B:** Yes, he *does* / is.
- What / When** do you do your homework?
- A:** Do you like school?  
**B:** No, I *doesn't* / *don't*.
- Where / What** does Stephen do at school?
- What time / What** does our art class start?
- Does / Do** your sister walk to school with you?

\_\_\_\_ / 5

### 3 Write the sentences with the adverbs in the correct place.

- I'm *always* busy at the weekends. (always)
- I do my homework in the mornings. (sometimes)
- Tom is happy at school. (always)
- We go out at the weekend. (often)
- My parents are tired on Friday evening. (usually)
- My brother does sport on Saturdays. (never)

\_\_\_\_ / 5

### 4 Choose the correct answer: a, b or c.

- Where .... your older sister study?  
a do                      b is                      **c does**
- Ben .... do his homework every day.  
a don't                  b doesn't                  c isn't
- .... does our lesson start in Room B15?  
a Where                  b How often                  c What time
- A:** Does Emily live in a big city?  
**B:** Yes, she ....  
a does                      b do                      c is
- .... do you usually have lunch with?  
a What                      b Who                      c Where
- My parents .... to work very early.  
a doesn't go              b goes                      c go

\_\_\_\_ / 5

## Vocabulary

### 5 Complete the verbs. The first letter is there to help you.

- I g *e t* up at 7 o'clock.
- I usually h \_\_\_ breakfast at 7.10.
- I b \_\_\_ my teeth after I have breakfast.
- I w \_\_\_ to school with my friend.
- I s \_\_\_ school at 8 o'clock in the morning.
- I g \_ to bed at 9.30 pm in the evening.

\_\_\_\_ / 5

### 6 Choose the correct answer.

- I often *play* / go music on Saturday mornings.
- Where do you *play* / do karate?
- I sometimes *go* / *play* swimming at the weekend.
- I don't *play* / *go* chess.
- We all *do* / *play* drama on Thursdays after school.
- I *go* / *have* a dance class every Friday.

\_\_\_\_ / 5

### 7 Choose the correct answer: a, b or c.

- We sometimes go .... at the weekend.  
**a** swimming              b dance classes              c football
- My mum .... music classes at the local college.  
a goes                      b plays                      c has
- I don't .... breakfast every day.  
a have                      b go                      c do
- I sometimes play .... with my friends after school.  
a drama                      b karate                      c chess
- I usually eat with my classmates .... lunchtime.  
a in                      b at                      c at the
- Do you have a .... in the afternoons after school?  
a dinner                      b snack                      c lunch

\_\_\_\_ / 5

## Writing

### 8 Write about what you do on a school day. Use the questions to help you.

- What time do you get up?
- What time do you have breakfast?
- Where is your school?
- Where do you have lunch?
- When do you do your homework?

**Write 25–35 words.**

\_\_\_\_ / 15

\_\_\_\_ / 50

**TOTAL** \_\_\_\_ / 100



# Schooldays



In this unit ...



Kung Fu school p41



South African schoolgirl p44



Using your phone at school p46



CLIL Da Vinci's design p162

## Vocabulary

- Places in a school
- School subjects
- Nouns and verbs
- Adjectives 2

## Grammar

- *can* for ability and permission
- Object pronouns
- *like/love/hate/don't mind + -ing*

## Unit aims

I can ...

- describe my school and school subjects.
- talk about what I like and don't like.
- understand about schools in other countries.
- talk about things we can and can't do.
- ask and answer questions about personal information.
- write an email about my school.

## BE CURIOUS



What can you see in the photo?

Start thinking

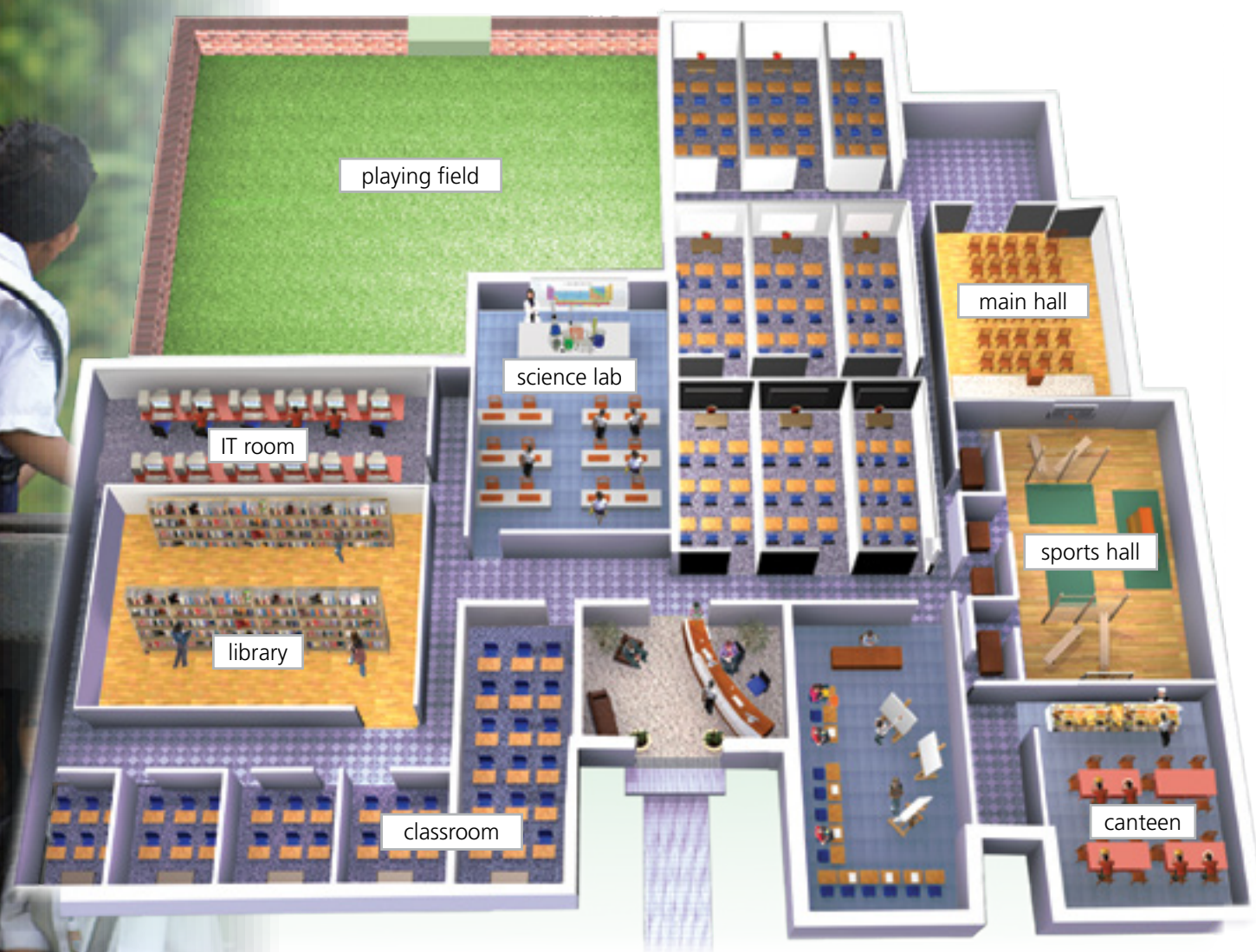
- What country is it?
- Who are the children?
- Where are they going?






# Vocabulary Places in a school

1 Look at the plan of a secondary school. Which places have you got in your school?



2  Match the sentences 1–8 with the places in Exercise 1. Then listen, check and repeat.

- 1 We have lunch here. *canteen*
- 2 The whole school meets here.
- 3 We do outdoor sports here.
- 4 This is where we do indoor sports and exercise.
- 5 We work with computers in this room.
- 6 This is where we do experiments.
- 7 We read and study here.
- 8 This is where our main lessons are.


## Your turn

- 3 Draw a map of a school. Write the names of the places.
- 4 Use the map to ask and answer questions about the school.

This school is very big. This is the sports hall, and this is the main hall.

What's this?

It's the science lab. It's got ...

 Vocabulary bank • page 140



DRAGON



SNAKE



FROG

# KUNG FU SCHOOL

**Kung Fu is a 'martial art'. It's also a great Chinese tradition. Chinese children can go to special schools and study Kung Fu every day!**

After they finish their studies, the students can get good jobs in the army or the police force.

Li Zheng, from Shanghai, is thirteen years old. She practises Kung Fu in the playing field every day with hundreds of other students. She wants to be a police officer in the future. Every morning and evening, Li does her exercises and practises her Kung Fu moves and positions for hours. The training is difficult and Li can't live at home. She can only see her family in the holidays. Li can do a lot of different moves like the frog, the dragon and the snake. Her teacher is an expert in Kung Fu. He can break a brick with his hand! Can Li break a brick with her hands? No, she can't!



**FACT!** Some martial arts are at least two thousand years old!

## Reading A magazine article

**1** Look at the title and pictures. Where do you think the school is? Why do you think the students are there? How old is the girl in the picture? Read the article and check your answers.

**2** Read the article again. Are the sentences true (T) or false (F)? Correct the false ones.

- Li Zheng practises Kung Fu with other people. T
- Li Zheng lives at home.
- Li Zheng wants to work in a school.
- Li Zheng doesn't see her parents very often.

**3** Answer the questions.

- What does she want to do in the future?
- When does she see her parents?

## Explore nouns and verbs

**4** Find the verbs and nouns in the article. Copy and complete the table. Then complete the sentences.

Verb	Noun
a study	....
b ....	practice
c train	....
d exercise	....

- There are a lot of grammar .... in this book.
- I get up at 6 o'clock every day and .... the piano.
- After I finish my ...., I want to go to university.
- My sister wants to be a teacher. She's at teacher .... college.

Vocabulary bank • page 140

## Your turn

**5** Ask and answer the questions.

- Would you like to go to Li Zheng's school? Why/Why not?
- Would you like to learn a martial art? Why/Why not?



# Language focus 1

## can for ability

1 Complete the examples from the text on page 40.

	I / You / He / She / It / We / They
+	He ... <b>break</b> a brick with his hand! Chinese children ... .. to special schools and <b>study</b> Kung Fu every day!
-	Li ... live at home. They <b>can't</b> see their parents during the week.
?	... Li <b>break</b> a brick with her hands? Yes, she <b>can</b> . / No, she ... <b>Can</b> they <b>break</b> a brick with their hands? Yes, they <b>can</b> . / No, they <b>can't</b> .

Grammar reference • page 124

**Get it right!**

Notice that *can* doesn't change in the third person.  
*He can play the guitar.*  
*He cans play the guitar X*

2 Write sentences with *I can* and *I can't*. Use the ideas below and add your own ideas.

- do a handstand
- write an email in English
- do Kung Fu
- ride a bike
- play the guitar
- speak French

*I can ride a bike.*  
*I can't speak French ...*



5 Write about things you can and can't do at home and at school. Use the ideas below and your own ideas.

- use my mobile phone in the classroom
- go to bed late on school nights
- wear what I want at home

*I can't use my mobile phone in the classroom but I can ...*

### Say it right!

a Listen and choose the option you hear.

- 1 I can / can't hear you.
- 2 She can / can't come for dinner.
- 3 Pablo can / can't help you with your homework.
- 4 They can / can't count to 20 in French.
- 5 Can / Can't you wear jeans at school?

b Listen and repeat the sentences.

## can and may for permission

We use *can* or *may* to ask for and give permission to do things. *May* is more formal than *can*.

**Can** > *I go out tonight?* (= do you allow me?)  
**May**

Grammar reference • page 124

6 Work with a partner. Ask and answer questions using the ideas below and *can* or *may*.

- 1 You ask the school librarian to borrow you a dictionary.
- 2 You ask your neighbour for permission to use his bike.
- 3 You ask your teacher for permission to open the window.
- 4 You ask a friend for permission to use her phone.

May I please borrow this dictionary?

Yes, you may.

### Your turn

3 Work with a partner. Ask and answer the questions in Exercise 2.

Can you do a handstand?

No, I can't. Can you ...?

4 Write sentences about your partner's abilities.  
*Marta can ride a bike but she can't ...*

Learn about a different Kung Fu school in China.

- What do students learn at the school?
- How many boys study at the school?



**Discovery**  
EDUCATION

# Listening A podcast

- 1 Look at the New Bank School website. How is it different from your school?
- 2 Listen to Tom talking about the school. What's his favourite lesson?
- 3 Listen again. Complete the information.
  - 1 Tom thinks his teachers are ...  
1 *great*
  - 2 The school day starts at 9 am and finishes at ...
  - 3 They have three lessons in the morning and ... lessons in the afternoon.
  - 4 On Saturday, they only have lessons in the ...
  - 5 Tom wants to be a professional ... when he leaves school.

# Vocabulary School subjects

- 4 Match the school subjects in the box with the pictures (a-i). Then listen, check and repeat.

a *History*

Science Geography Maths ICT  
PE History French English Music

a  


b  
 je  
parle  
français

c  


d  


e  
 $7 \times 9 = 63$

f  


g  


h  


i  


Vocabulary bank • page 140

New Bank School of Performing Arts

## THE NEW BANK

### SCHOOL OF PERFORMING ARTS

TRAINING PERFORMERS FOR THE FUTURE!

HOME
ABOUT
EVENTS



Click [here](#) and listen to Tom talking about his life at New Bank.







## Your turn

- 5 Complete the sentences for you. Then work with a partner. Ask and answer questions.

My favourite subjects are *Maths and Science*  
 I don't like ...  
 I don't study ...  
 I'm good at ...

What are your favourite subjects?

Maths and Science. What about you?

- 6 Write sentences about you and your partner.

*My favourite subjects are ... I don't like ...  
 I'm good at ... My partner likes ...*

## Language focus 2 Object pronouns

1 Complete the examples from the listening on page 42.

- That's ... in the blue shorts!
- It's a really good school and I love ...!
- I like ... but I prefer Dance.
- I practise with ... on Saturday afternoons.
- Our teachers tell ... it's really important to do our academic schoolwork.

2 Match the object pronouns in the box with the subject pronouns.

me us him it her you them you

I - *me* you - .... it - .... he - ....  
she - .... we - .... they - .... you - ....

➔ Grammar reference • page 125

### (don't) like, don't mind, love, hate + -ing

3 Look at the sentences from the listening on page 42. What do you notice about the form of the second verb in a-c?

- I don't mind working this hard.
- I *really* don't like getting up early on Saturday mornings!
- I love dancing.
- I like the lessons, but I'm really tired at the end of the week.

Use verbs ending in *-ing* after *(don't) like, don't mind, love, and hate*

love	like	don't mind	don't like	hate

➔ Grammar reference • page 125

4 Write complete sentences that are true for you.

- I / watch / sport on TV.  
*I love watching sport on TV.*
- My best friend / play / computer games.
- I do / my homework.
- My teacher / stay / up late at weekends.
- My friends / go / to the cinema.

5 Read the quiz. Choose the correct answers for you. Write one more example for each section.

## DO YOU LIKE IT?

Do our quiz and tell us what you think about these things.

### SCHOOL



#### DO YOU LIKE ...

break times?

doing homework?

*Maths*?

### SPORT



#### DO YOU LIKE ...

playing tennis?

watching football?

...?

### PEOPLE



#### DO YOU LIKE ...

Mo Farah?

Dakota Fanning?

...?

- KEY:**
- Yes, I love **it/them/him/her**.
  - I don't mind **it/them/him/her**.
  - No, I don't like **it/them/him/her**.

### Your turn

6 Work with a partner. Ask and answer the questions in the quiz. Use the phrases in the key.

Do you like break times?

Yes, I love them!

Do you like doing homework?

No, I hate it!

7 Write sentences from Exercise 6. Use object pronouns.

*I hate doing homework but my partner doesn't mind it.*



# Discover Culture

**1** Look at the map and the picture. Who is the man in the photo? Where is he from?

**2** Look at the pictures of Tobilay and answer the questions.

- 1 Where is she?
- 2 How old is she?
- 3 Where is she from?



Find out about a school in South Africa.



## 3.2 South African schoolgirl



**3** Watch the video up to 0.38 and check your answers to Exercise 2.

**4** Are the sentences true (T) or false (F)? Correct the false ones.

- 1 The school children wear white shirts.
- 2 They have pasta for lunch.
- 3 The children sing and dance in a field.
- 4 Both boys and girls play netball.
- 5 Tobilay does her homework at school.

**5** Watch the video again and complete Tobilay's profile.

**6** Look at the pictures. Complete the captions about South African culture.

- a) Today we celebrate Nelson Mandela's ....
- b) The national anthem has words from .... different South African languages.
- c) They learn traditional South African .... and ....

**7** Watch the video again to check your answers to Exercise 6.

### Your turn

**8** Work with a partner. Compare your school day to Tobilay's school day. Use the topics below.

- How I get to school
- Time my school starts
- Activities I do in the morning
- Activities I do in the afternoon
- Homework

Tobilay walks to school but I go to school by car. What about you?


**9** Write a description of your usual day at school. Compare it to Tobilay's.


*I don't walk to school, I go by bus.  
Our school doesn't start at 8am, it starts at 8.30 am.*



Tobilay is <sup>1</sup>.... years old. She walks <sup>2</sup>.... kilometres to school every morning. School starts at <sup>3</sup>.... o'clock. Every morning she <sup>4</sup>.... the national song with her classmates. In the afternoon she studies Zulu <sup>5</sup>.... and learns traditional South African <sup>6</sup>.... and <sup>7</sup>.... She loves <sup>8</sup>....! In the evening she does her <sup>9</sup>...., writes in her <sup>10</sup>...., and reads her <sup>11</sup>.... from class. This evening she's got a lot of <sup>12</sup>....!

## Reading A profile

**1**  Look at the map and photos. Where's Wales? What extra activities do you think students do in Wales? Read Gareth's blog and check your answers.


**2**  Read the profile again and complete the sentences about Gareth and his friends. Listen and check.

- Gareth speaks two languages, .... and .... He speaks .... with his family. He goes to the .... club. He can .... He loves .....
- Isabel goes to the .... club. She loves .....
- Darren goes to the .... club. He can .....


### Explore adjectives 2

**3** Find these adjectives in the text. Which ones mean 'very good'? Which one means 'very bad'?

- |                |             |
|----------------|-------------|
| a) interesting | e) terrible |
| b) great       | f) fast     |
| c) boring      | g) slow     |
| d) brilliant   |             |

**4**  Find the opposites for these adjectives in Exercise 3.

- interesting *..boring..*
- brilliant .....
- fast .....

 Vocabulary bank • page 140

## A Welsh school

Hi! My name's Gareth and I'm a student at Penglais Comprehensive School in Aberystwyth, a small town in Wales. In my school we study both English and Welsh. At home, Welsh is our first language so I usually speak Welsh with my parents and grandparents. I like listening to my grandfather tell interesting stories in Welsh.

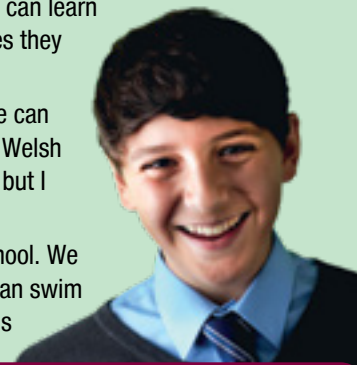
Our school is great because we've got lots of different clubs.

There's a guitar club on Thursdays. Students can learn how to play the guitar. My friend Isabel goes to this club. She really loves playing music and singing and she's really good. I'm terrible at singing!

We also have a hip-hop group. Students can learn hip-hop music and dance and sometimes they have concerts.

My friend Darren goes to Rugby Club. He can run very fast but I'm really slow! Lots of Welsh people love playing and watching rugby but I think it's boring!

I go to Surf Club every Tuesday after school. We can surf and swim. I love surfing and I can swim fast. Our teacher is an expert surfer. He's brilliant but he shouts a lot!



**FACT!** The Welsh alphabet doesn't have the letters K, Q, V or Z.

### Your turn

**5** Compare your school with Tobilay's and Gareth's schools. Copy and complete the chart.

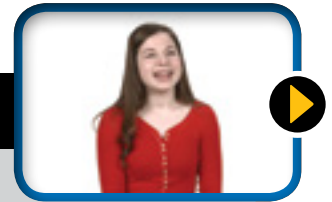
	Tobilay's school	Gareth's school	My school
Languages			
Activities / Clubs			
Likes / Loves			

**6** Write sentences. Then work with a partner and compare your sentences.

*In Tobilay's school they speak a lot of languages.  
In Gareth's school they speak ... In my school ...*



# Speaking Asking for and giving permission



## Real Talk: Can you use your mobile phone at school?



- 1 Watch the teenagers in the video. How many of the teenagers ...
  - a) can use their phones anywhere in school?
  - b) can only use their phones in class to surf the internet?
  - c) can't use their phones anywhere in school?
- 2 Can you use your mobile phone at school? Ask and answer with your partner.



- 3 Listen to the conversation. When can Fran and Bella go to the cinema?
- 4 Complete the conversation with the phrases in the *Useful language* box.

### Useful language

Great, thanks ... Why not? Yes, you can.  
Can I / we ...? ... sorry, I'm afraid you can't.

Fran: Hi Dad. .... go to the cinema with Bella this evening?  
Dad: No, ....  
Fran: ....?  
Dad: Because your uncle and aunt are here this evening.  
Fran: .... go on Saturday then, please?  
Dad: ....  
Fran: ...., Dad!

- 5 Listen again and check your answers.
- 6 Work with a partner. Practise the conversation in Exercise 4.
- 7 Change the words in bold in the conversation in Exercise 4. Use the information below. Practise the conversation.

You want to ...  
... have breakfast in bed  
... borrow pencil  
... wear your new trainers to school  
... play in the playground  
... go swimming on Sunday afternoon.

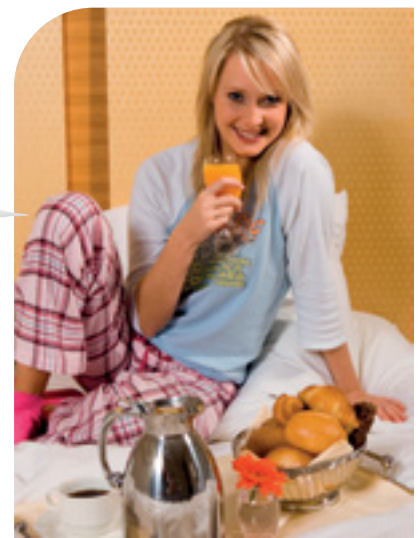
Mum, can I have breakfast in bed?

No, sorry ...

- 8 Now make the conversation in Exercise 7 more polite. Imagine you are asking for permission to someone you don't know very well or your teacher. Practise the conversation.

May I borrow your pencil, please?

No, I'm sorry, you may not.





# Writing An email



Hi,  
Please send me an email with information about your school for my school project. Thanks!

Günter ▶

Hey Günter,

Here's some info about my school for your project. I go to Humphrey Davy School in Penzance, England. It's a big school! It's got about 50 teachers and 900 pupils, from 11 to 16 years old. We have six classes in each year, with about 30 pupils in each class. We have a school uniform 😞. You can see it in the photo (we can't wear jeans or trainers). The school day starts at 9 o'clock and finishes at 3.30 pm.

In my year, we study a lot of subjects – 12!!! 😞. My favourite subject's Maths. Every teacher's got a different room, so we go to a different classroom every lesson. All the classrooms are big and we have posters on the walls with our projects 😊.

That's all for now. Write back if you need more info! Bye!

Anna ▶

**1 Read Anna's reply to Günter. Where's her school? How many pupils are there?**

**2 Answer questions about Anna's school.**

- |                                  |   |
|----------------------------------|---|
| 1 What's the name of the school? | 5 What time does school start and finish? |
| 2 Is it big or small?            | 6 How many subjects does Anna do?         |
| 3 How old are the pupils?        | 7 What's her favourite subject?           |
| 4 Do they have a uniform?        |   |

**3 Find examples of informal language in Anna's email.**

## Useful language

### Informal language

In an email to a friend, use informal language ...

- to start: *Hi, ...*
- to end: *That's all for now. Bye! ...*
- contractions: *Here's ...*
- abbreviations: *info*

**4 Complete the Useful language box with the phrases below.**

Hello! Bye for now! How are you? How's it going?

**5 Make these sentences informal. Use the Useful language box to help you.**

- |  |                              |
|--|------------------------------|
| 1 Dear Anna,                                       | 4 We have got a new teacher. |
| 2 My class teacher is great.                       | 5 Best wishes, Günter        |
| 3 My school is very big – it has got 1,500 pupils. |                              |



## Get Writing

### PLAN

**6 Make notes about your school. Include information from Exercise 2.**

- The name of your school
- The size (big, small?)
- Pupils' age
- Uniform?
- Time school starts and finishes
- Subjects

### WRITE

**7 Write an email to Günter. Use your notes and the language below.**

- I go to ...*
- It's a ... school with ...*
- The pupils are ...*
- We have / haven't got ...*
- The school day ...*
- The classrooms are ...*

### CHECK

**8 Can you say YES to these questions?**

- Have you got information from Exercise 6 in your email?
- Have you got informal language?
- Are your spelling, grammar and punctuation correct?



# Food!



In this unit ...



Fishing in Japan p51



Dabbawalas p54



Your lunch p56



CLIL Mountains of rice p163



## Vocabulary

- Food
- Snacks and takeaways
- Meals and courses
- Expressions with *have* 2
- International words

## Language focus

- Countable and uncountable nouns
- *a/an, some/any*
- *There is/are*
- *much/many/a lot of*

## Unit aims

### I can ...

- identify different kinds of food.
- use simple expressions with *have*.
- talk about meals and courses.
- talk about countable and uncountable nouns.
- understand about food in the UK and other countries.
- order food and drink in a restaurant.
- write a report about a celebration.
- use basic time connectors.

## BE CURIOUS



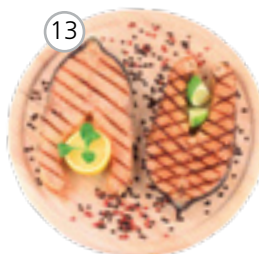
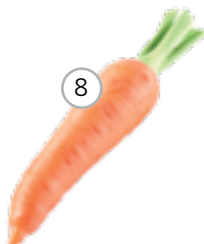
What can you see in the photo?

Start thinking

- How many of the foods in the picture can you name?
- Which are healthy?
- Which ones do you like/dislike?

# Vocabulary Food

1 Look at the picture. Match the pictures with the food and drink words in the box. Then listen, check and repeat.



.... apples    .... banana    1 beans    .... bread    .... butter    .... carrot    .... cheese  
 .... chicken    .... eggs    .... fish    .... pizza    .... pasta    .... rice    .... meat    .... milk

2 Copy and complete the table. Which food in the pictures is healthy? Which is not very healthy?

Dairy	Fruit	Vegetables	Meat and fish	Other
<i>cheese</i>				<i>bread</i>

## Your turn

3 Ask and answer questions about the food you like and don't like. Write your partner's answers.

Do you like beans?

Yes, I do. Do you like ...?

4 Work in small groups. Tell your friends about your partner.

Ana likes ... but she doesn't like ...

# LUNCHES AROUND THE WORLD!

**A** Simon is from England. He takes a packed lunch to school. In his lunch box there are usually two sandwiches, some fruit, a chocolate bar and some juice. In the summer, Simon eats his lunch with his friends in the playground. Today, Simon has got some cheese sandwiches, an orange and some apple juice, but he says, 'I'm not happy because I haven't got a chocolate bar!'



**B** Juliette is from France. She has a hot lunch in the school canteen with her friends. They usually have soup, then some meat or fish with vegetables and a salad. For dessert, they have some ice cream or a piece of fruit. Juliette says, 'Today I've got tomato soup, chicken with salad, an apple and some ice cream.'



**C** Kazuyo is from Japan. She takes a Bento Box to school. In it there is usually some rice, vegetables and fish or meat. It's healthy and fun. Japanese parents make the rice into different shapes: popular

into different shapes: popular cartoon characters, animals, flowers and buildings! The children have fun eating them. Kazuyo says, 'I've got some rice and some fish, but I haven't got any meat today. My rice is in the shape of a panda. It's really cute!'



## Reading A magazine article

**1** Look at the photos. What food can you see?

**2** Read the article about school lunches. Match the people with their lunches.

**3** Read the article again. Choose the correct answers.

- 1 There are sandwiches / vegetables and fish in a Bento Box.
- 2 Simon usually has / never has chocolate in his lunch box.
- 3 Juliette usually has / never has soup for lunch.
- 4 There is some / isn't any chocolate in Simon's lunch box today.
- 5 The food in Bento Boxes is unusual because it's fun to eat / unhealthy.
- 6 Juliette eats with her friends in the school playground / canteen.

Explore expressions with **have 2**

**4** Read the article again. Find two phrases with *have*.

**5** Complete the sentences with the words below.

lunch problem fun

- 1 We always have ... in the canteen at 1 o'clock.
- 2 I usually have ... when I'm with my friends.
- 3 Do you have a ... with this exercise?

**Vocabulary bank** • page 142

### Your turn

**6** Work with a partner. Ask and answer the questions.

- 1 Where do you usually have your lunch?
- 2 Do you have a school lunch or a packed lunch?
- 3 Who makes your lunch?

# Language focus 1 Countable and uncountable nouns

1 Complete the examples from the text on page 50.

Countable nouns	Uncountable nouns
two sandwiches, an orange, a ....., an .....	fruit, rice, ....., .....

→ Grammar reference • page 126

2 Copy and complete the table. Which words are countable and which are uncountable? Add some more words.

banana meat milk ice-cream vegetables  
water cheese sandwich carrots apple

countable	uncountable
<i>banana</i>	<i>ice cream</i>

## a/an, some and any

3 Complete the examples from the text on page 50.

<p><b>Singular countable</b></p> <p>I've got <b>an</b> orange. I haven't got .... chocolate bar. Have you got .... orange?</p>
<p><b>Plural countable</b></p> <p>I've got <b>some</b> sandwiches. I haven't got <b>any</b> sandwiches. Have you got <b>any</b> sandwiches?</p>
<p><b>Uncountable</b></p> <p>I've got <b>some</b> rice. I haven't got .... meat. Have you got .... rice?</p>

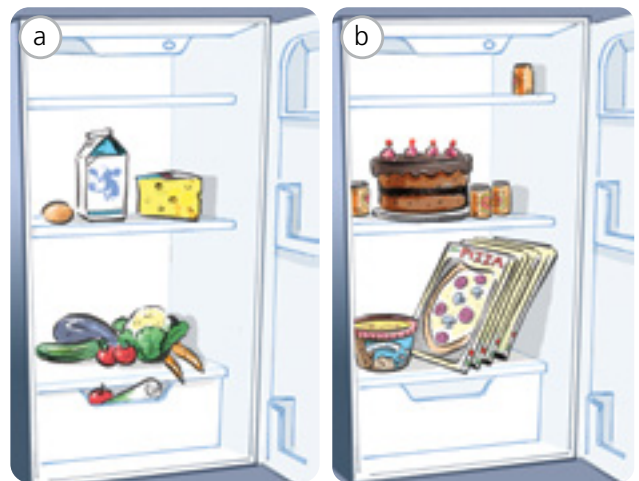
→ Grammar reference • page 126

4 Circle the correct words.

- I'm a vegetarian. I don't eat **some** / **any** meat.
- Have you got **a** / **any** fruit in your lunch box?
- I need **any** / **some** water – I'm really thirsty.
- They haven't got **any** / **some** apples.
- Do you eat **an** / **any** orange every day?
- I've got **some** / **a** chocolate bar.

5 Read and match the texts with the correct fridge. Then complete the text with *a, an, some* or *any*.

- Our fridge isn't very full. We've got <sup>1</sup>.... egg, <sup>2</sup>.... milk and <sup>3</sup>.... cheese. We haven't got <sup>4</sup>.... fish and we haven't got <sup>5</sup>.... meat, but we've got <sup>6</sup>.... vegetables.
- In our fridge we've got <sup>7</sup>.... big cake. We've got <sup>8</sup>.... ice cream too, and <sup>9</sup>.... drinks. We haven't got <sup>10</sup>.... sandwiches. My brother doesn't like sandwiches. But we've got four big pizzas!



### Your turn

- Draw a fridge with five food and drink words from this unit.
- Work with a partner. Ask and answer questions about what's in your fridges.

Have you got any milk in your fridge?

Yes, I have.

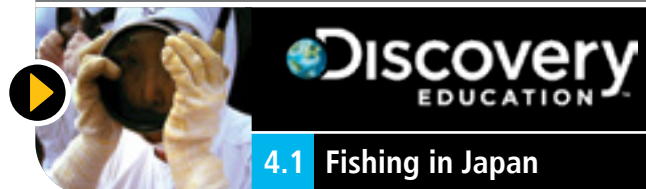
Have you got any sandwiches?

No, I haven't.

8 Draw your partner's fridge.



### Learn about fishing in Japan.

- Which ocean is Japan in?
- Why is the sea so important to Japanese people?
- What do the women find in the sea?



### 4.1 Fishing in Japan

## Listening A conversation

- 1 Look at the picture. Where are the teenagers?  
What do you think they are talking about?
- 2  Listen to the conversation between Tim and Michelle. Who has got food? What does Tim want?
- 3  Listen again. Are the sentences about Michelle (M) or Tim (T)?
  - 1 ... has got a packed lunch. M
  - 2 ... has got some money for presents. ...
  - 3 ... is hungry now. ...
  - 4 ... always has a big breakfast. ...
  - 5 ... asks for a sandwich. ...
  - 6 ... wants to buy a burger. ...
  - 7 ... has got £20. ...




## Vocabulary Meals and courses

- 4 Copy and complete the table. Put the words from the listening into the correct column. There is one extra word. What is it?

breakfast    dessert    dinner    lunch  
main course    snack    starter

Meal	Courses (parts of a meal)
<i>breakfast</i>	....
....	....
....	....

- 5  Listen, check and repeat.  
➔ Vocabulary bank • page 142

### Your turn

- 6 Work with a partner. Ask and answer questions about meals.

What time do you usually have breakfast?

I usually have breakfast at 7.30.

What do you have for a snack at school?

I sometimes have ...

# Language focus 2

## there is / there are

1 Complete the examples from the listening on page 52.

- There .... a lot of cool places to eat in London.
- .... there a fast food place near here?
- .... there any sweets?
- There .... a fast food place on the way home.
- There .... a great fast food place on the way home.

➔ Grammar reference • page 126

2 Circle the correct option. Are the sentences true for your town and school?

- There is / are a supermarket in my town.
- There isn't / aren't any pizza places.
- There is / are a sports centre in my town.
- There isn't / aren't a café in my school.

3 Look at the picture. Complete the questions with *is* or *are*. Write some more questions.



- .... there any fruit?
- .... there any vegetables?
- .... there any chocolate bars?
- .... there any juice?

**Say it right!**

### Intonation in questions

a When we ask *yes/no* questions in English, our voice goes up. In answers, our voice goes down.



b Match the questions with the answers.

- |                           |                     |
|---------------------------|---------------------|
| 1 Are there any olives?   | a Yes, I do.        |
| 2 Is there a supermarket? | b No, there aren't. |
| 3 Do you like milkshakes? | c Yes, there is.    |
| 4 Does he like oranges?   | d No, he doesn't.   |

c Listen, check and repeat.

4 Work with a partner. Ask and answer the questions in Exercise 3.

Is there any fruit?

Yes, there is.

## *much / many / a lot of*

5 Complete the examples from the listening on page 52.

- There are .... cool places to eat.
- I haven't got .... money.
- How .... food have you got?
- I've got .... food.
- How .... sandwiches have you got?

➔ Grammar reference • page 127

6 Complete the sentences with the words below.

How much   ~~How many~~   a lot of (x2)  
many   much



- How many apples are there?
- There are .... apples.
- There aren't .... apples.
- .... water is there?
- There isn't .... water.
- There's .... water.



**Your turn**

7 What's in your bag? Write two things that you've got in your bag today. Try to use one countable and one uncountable thing.

*I've got some pens.*  
*I've got some water.*

8 Work with a partner. Ask what's in his/her bag. Then ask *How much* or *How many*.

What have you got in your bag?

I've got some pens.

How many pens have you got?



# Discover Culture



**1** Look at the map and picture 1. Where's Mumbai? What do you know about it?

**2** Match the countries to the pictures (2–5). What food or drink do they deliver?

a) 2 - ice cream

- a) The UK ....
- b) Italy ....
- c) Brazil ....
- d) Mexico ....



**3** Look at the picture of Arvind (1) and answer the questions.

- 1 What is his job?
- 2 What food do you think he delivers?
- 3 How does he do it?
- 4 Is his job easy or difficult? Is it safe or dangerous?

**6** Watch the video again and complete the paragraph about Arvind.

Arvind is Aruna's <sup>1</sup> *cousin*. He is a dabbawala in Mumbai. He takes <sup>2</sup> ... to people. The food goes in a <sup>3</sup> ... lunch box. There are <sup>4</sup> ... thousand dabbawalas in Mumbai, and they take lunches to <sup>5</sup> ... thousand people. It is a dangerous job because there is always a lot of <sup>6</sup> ... in the city.

**7** Test your memory. Which of these places do you see in the video?

- kitchen
- busy street
- airport
- restaurant
- station
- office
- beach

Find out about lunches in Mumbai.



## 4.2 Dabbawalas

**4** Watch the video and check your answers to Exercise 3.

**5** Watch the video again. Are the sentences true (T) or false (F)? Correct the false ones.

- 1 The trains in Mumbai are very empty.
- 2 The dabbawalas put the boxes into coloured bags.
- 3 Then they put the boxes into a truck.
- 4 They don't deliver the food by hand.

### Your turn

**8** What kind of food deliveries or street food is there in your town?

*In my town there are pizza deliveries.*

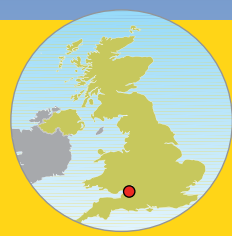
**9** How often do you:

- eat street food?
- get a takeaway?

How often do you eat street food?

Not very often. What about you?





# TYPICAL ENGLISH FOOD

People all over the world say that English food is bad. Thirteen-year-old Rupa Remy doesn't agree. We interview her in her house in Bristol, England, to ask why.



## TELL US ABOUT YOUR FAMILY, RUPA.

Well, my dad is French and my mum is Indian. They are both chefs in different restaurants in town. They are very good at cooking.

**1** ....  
Sometimes it's my dad, sometimes it's my mum. Dad makes meals with a lot of courses. There's always a starter and a dessert – and there are usually four or five main courses, too! It's fantastic.

**2** ....  
She cooks traditional Indian food. We eat a lot of rice, and some lovely meat with sauces. Oh, and she makes great sweets.

**3** ....  
No, it's good for the same reason. People from all over the world live in England and they bring their food with them. There are a lot of different restaurants here.

**4** ....  
Yes! Here in Bristol is Za Za Bazaar. It's the biggest restaurant in the UK. They serve Mexican tacos, Japanese sushi, Italian pizza, American burgers – everything, really. Even typical British food.

**5** ....  
My favourite is fish and chips, of course. I'm English!

**FACT!** 1847 – the world's first chocolate bar in Bristol, made by Joseph Fry

## Reading A magazine interview

### Explore international words

**1** Look at the pictures. What do you think 'typical English food' is? Who are the people in the picture? Read the text and check your answers.

**2** Put the questions in the correct place in the text.

- 1 And what about your mum?
- 2 Do you have a favourite restaurant?
- 3 What do you like to eat when you go there?
- 4 So who cooks in your house?
- 5 OK, so the food in your house is excellent. But what do you think about English food? Is it bad?

**3** Read the interview with Rupa again and answer the questions.

- 1 Where are Rupa's parents from?
- 2 What do Rupa's parents do?
- 3 What's Rupa's favourite food?
- 4 What kind of food can you eat in Za Za Bazaar?

**4** Find the words below in the text.

sushi pizza taco burger

Are they the same in your language? Can you think of any other international food words?

Vocabulary bank • page 142

### Your turn

**5** Answer the questions for you. Then ask and answer with your partner.

- 1 What kind of food do you eat at home?
- 2 Who cooks in your house?
- 3 What kind of restaurants are there in your town?
- 4 What country does your favourite food come from?

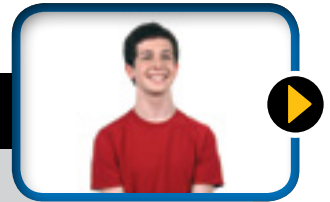
What kind of food do you eat at home?

We eat Chinese and American food.

Groupwork • page 143

# Speaking Ordering food

## Real Talk: What do you usually have for lunch?



1 Watch the teenagers in the video. How many of the teenagers talk about ...

- a) chicken
- b) pasta
- c) rice
- d) vegetables
- e) fruit?



2 What do you usually have for lunch? Ask and answer with your partner.

3 Listen to the conversation. What does Katy choose?

4 Complete the conversation with the phrases in the *Useful language* box.

### Useful language

- I'd like ...
- May / Can I have ..., please?
- How much is that?
- What can I get you?
- Here you are.
- What ... would you like?
- Anything else?

**Waiter:** Hi there. <sup>1</sup>.... you?  
**Katy:** <sup>2</sup>.... a sandwich, please?  
**Waiter:** Of course. What filling <sup>3</sup>....?  
**Katy:** <sup>4</sup>.... **spicy chicken**, please.  
**Waiter:** Do you want it hot or cold?  
**Katy:** Hot, please.  
**Waiter:** Right. <sup>5</sup>....?  
**Katy:** Yes, please. A cola.  
**Waiter:** OK. <sup>6</sup>.... you <sup>7</sup>....?  
**Katy:** <sup>8</sup>....?  
**Waiter:** £3.35, please.  
**Katy:** Here you are.  
**Waiter:** Thank you.

7 Change the words in bold in the conversation in Exercise 4. Use the information below. Practise the conversation.



Hi there, what can I get you?

May I have a sandwich, please?

5 Listen again and check your answers.

6 Work with a partner. Practise the conversation in Exercise 4.



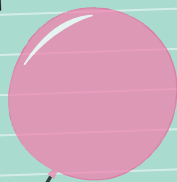
# Writing A report

1 Look at the photo. What is Eva's celebration?

1 ....  
I celebrate my birthday every year with a big birthday dinner at my house. My birthday is in June, so we usually have dinner in the garden. Before dinner, I always open my presents.

2 ....  
First we have a starter. That's usually soup. After that, we have the main course. That's always fish, because fish is my favourite. Then we have ice cream and some lovely birthday cake.

3 ....  
After that, we play games in the garden, and sometimes we go out to the cinema to watch a film. I love my birthday!



2 Read Eva's report. What do they eat on her birthday?

## Useful language

### Time connectors

Use time connectors *before*, *then* and *after that* when you describe the order of events.

*Before dinner, I always open my presents. After that, we have the main course. Then we have ice cream.*



3 Find examples of time connectors in Eva's report.

4 Complete the text with the time connectors from the *Useful language box*.

<sup>1</sup> *Before* ... we go to the canteen for lunch, we put our bags in the classroom. <sup>2</sup> ... we wait for hot or cold food. We choose what we want to eat and <sup>3</sup> ... we go and sit down at a table with our friends. <sup>4</sup> ... we eat our lunch and talk to our friends. <sup>5</sup> ... we put our plates away and go back to class.

5 Read Eva's report again. Put the paragraph headings in the right place.

- What we eat
- And after that
- When, where and who

## Get Writing

### PLAN

6 Make notes about a celebration meal. Include information about the things below.

celebration	time	activities
people	food	place

### WRITE

7 Write your report. Use your notes and the language below.

#### When

*It's in ...*

#### Where and who

*We always ... at ...*

*We have dinner in ... with ...*

#### What

*First, we have ... Then ...*

#### Other activities

*Before dinner, ... After that ..., we ...*

### CHECK

8 Can you say YES to these questions?

- Have you got information from Exercise 6 in your report?
- Have you got time connectors from the *Useful language box*?
- Are your spelling, grammar and vocabulary correct?