

Competences Competențe

General competences

- 1 Understand oral messages
- 2 Speak in everyday communication situations
- 3 Understand simple written messages
- 4 Write simple messages in everyday communication situations

Specific competences

- 1.1 Identify global significance of a clearly uttered message in everyday life situations
- 1.2 Identify time and quantity (prices, numbers) within a clearly and slowly articulated message students listen to
- 1.3 Explore cultural aspects
- 2.1 Say simple messages in everyday situations with the help of the interlocutor
- 2.2 Request and offer information regarding numbers, prices, time
- 2.3 Describe a person/a character
- 2.4 Participate in short social interactions
- 3.1 Identify information from banners and signs in public places to facilitate orientation
- 3.2 Identify important information about an event on a poster (including digital)
- 3.3 Identify information in a simple form (name, sir name, date of birth, address)
- 3.4 Reply to simple written messages in the foreign language
- 4.1 Fill in personal data (name, sir name, address, age, preferences, etc.)
- 4.2 Write short messages about self/ others
- 4.3 Exchange simple written messages

Competențe generale

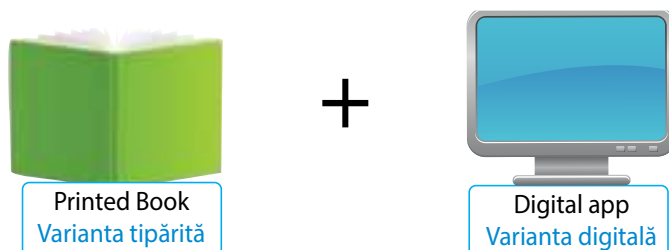
- 1 Receptarea de mesaje orale simple
- 2 Exprimarea orală în situații de comunicare uzuală
- 3 Receptarea de mesaje scrise simple
- 4 Redactarea de mesaje simple în situații de comunicare uzuală

Competențe specifice

- 1.1 Identificarea semnificației globale a unui mesaj oral clar articulat în contexte familiare
- 1.2 Identificarea orei și a cantității exprimate numeric (prețuri, numere) în cadrul unui mesaj audiat articulat clar și rar
- 1.3 Explorarea unor aspecte culturale simple
- 2.1 Formularea unui mesaj simplu în situații uzuale, cu sprijin din partea interlocutorului
- 2.2 Cererea și oferirea de informații referitoare la numere, la prețuri, la exprimarea orei
- 2.3 Descrierea simplă a unei persoane/unui personaj
- 2.4 Manifestarea deschiderii pentru a participa la scurte interacțiuni sociale
- 3.1 Identificarea informațiilor din panouri și semne aflate în locuri publice pentru facilitarea orientării
- 3.2 Identificarea unor elemente importante de reperare a unui eveniment pe un afiș (inclusiv afiș digital) sau pe un alt suport
- 3.3 Identificarea datelor cuprinse într-un formular simplu (nume, prenume, data nașterii, adresa)
- 3.4 Manifestarea deschiderii pentru receptarea de mesaje scrise simple în limba străină
- 4.1 Completarea de date personale (nume, prenume, adresă, vârstă, pasiuni etc.)
- 4.2 Redactarea de mesaje simple despre sine/despre alții
- 4.3 Manifestarea disponibilității pentru schimbul de mesaje scrise simple

Guide

Guide – How to use the course Instrucțiuni de utilizare a manualului



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

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

My answers
Rezultate exerciții

Help
Ajutor

Zoom in
Mărește

Zoom out
Micșorează

Return to the beginning
Mergi la prima pagină

Go to the previous page
Mergi la pagina precedentă

Go to the next page
Mergi la pagina următoare

Go to the end
Mergi la ultima pagină

contents
Cuprins

User's information
Informații utilizator

Full screen
Mod ecran complet

Change display mode
Afișaj digital/
Afișaj tip carte

List of activities
Listă activități

Add note
Adaugă notiță

Underline
Subliniază

Symbols:
Simboluri:



listening activities
audio



animation/video activities
activități animate/video



static activities
activități statice

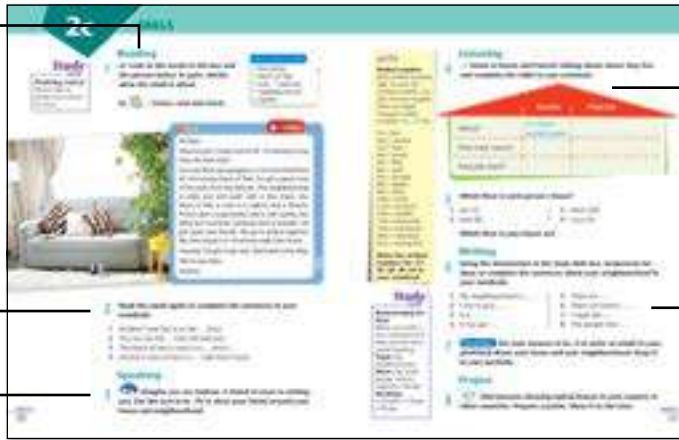


interactive activities
activități interactive

Structure of a module Structura unui modul



vocabulary presentation
prezentarea vocabularului



listening activities
activități de ascultare

reading tasks
activități de citire

realistic writing tasks
activități de scriere

critical thinking
gândire critică

Culture sections to promote
cultural individuality
Secțiuni cu informații culturale



everyday situational dialogues
dialoguri uzuale

Fun Time & Games
Jocuri



Comic story
Benzi desenate

quizzes
chestionare

songs
cântece

Revision, evaluation and systematic observation
Recapitulare, evaluare și observare sistematică



Symbols:
Simboluri:



listening
audio



game
joc



joke
glumă



pairwork
lucru în perechi



groupwork
lucru în grup







research
căutare pe internet



animation/video
animații/video

Contents Cuprins

	MODULES	Vocabulary	Grammar
	Welcome back! pp. 8-16 1.1, 2.2, 2.3, 3.3, 4.1, 4.2	<ul style="list-style-type: none"> Furniture Parts of the body Clothes Family members Numbers Telling the time 	<ul style="list-style-type: none"> The verb 'to be' Subject/Object personal pronouns The verb 'have got' Possessive adjectives – Possessive pronouns <i>there is/there are</i>
1	At work, at play pp. 17-27 Fun Time 1 p. 28 Revision 1 p. 29 My Progress 1 p. 30 1.2, 1.3, 2.1, 2.4, 3.1, 4.2	<ul style="list-style-type: none"> Routines & activities Free-time activities Days of the week Weekend activities School subjects 	<ul style="list-style-type: none"> -ing form Present Simple Adverbs of frequency Question words (<i>who, what, where, how old, when</i>)
2	Places around us pp. 31-41 Fun Time 2 p. 42 Revision 2 p. 43 Monstertrackers 1  pp. 44-45 My Progress 2 p. 46 1.1, 2.4, 3.1, 3.2, 3.3, 4.1	<ul style="list-style-type: none"> Places in a city Months & Seasons Shops & Products Ordinal numbers 	<ul style="list-style-type: none"> Countable/Uncountable nouns Quantifiers <i>some/any</i> Partitives Present Continuous
3	Sports & Chores pp. 47-57 Fun Time 3 p. 58 Revision 3 p. 59 My Progress 3 p. 60 1.1, 1.3, 2.1, 2.3, 2.4, 3.1, 3.4, 4.1, 4.2, 4.3	<ul style="list-style-type: none"> Chores Sports 	<ul style="list-style-type: none"> Plurals <i>can/may</i> Connectors Imperative/Let's Genitive
4	Legends pp. 61-71 Fun Time 4 p. 72 Revision 4 p. 73 Monstertrackers 2  pp. 74-75 My Progress 4 p. 76 1.2, 1.3, 2.1, 2.3, 2.4, 3.1, 4.2	<ul style="list-style-type: none"> Famous people Jobs & Nationalities Mythical creatures Appearance & character 	<ul style="list-style-type: none"> <i>was/were</i> <i>there was/there were</i> <i>could</i> Past simple – regular verbs (affirmative)
5	Let's have fun pp. 77-87 Fun Time 5 p. 88 Revision 5 p. 89 My Progress 5 p. 90 1.3, 2.1, 3.2, 4.1, 4.2	<ul style="list-style-type: none"> UK/USA Festivals/Celebrations Party Time Holiday greetings & wishes Music 	<ul style="list-style-type: none"> Past simple – irregular verbs (affirmative) Past simple – regular/irregular verbs (negative/interrogative & short answers)
6	Out and about pp. 91-101 Fun Time 6 p. 102 Revision 6 p. 103 Monstertrackers 3  pp. 104-105 My Progress 6 p. 106 1.2, 1.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3	<ul style="list-style-type: none"> Types of holidays & holiday activities Means of transport The weather 	<ul style="list-style-type: none"> Comparatives <i>too, very</i> Prepositions of movement Prepositions of place
	Festivities  pp. 107-111		

Reading & Listening	Everyday English	Writing	Across Cultures/ Project
	<ul style="list-style-type: none"> Greetings & Introductions Asking for/Giving personal information 		
<ul style="list-style-type: none"> Mary's Blog The Flying Fruit Fly Circus School a monologue 	<ul style="list-style-type: none"> Talking about likes & dislikes Talking about your school Answering questions about yourself Talking about free-time activities Pronunciation 	<ul style="list-style-type: none"> A blog entry about your typical weekend A short text about your school A short text about sports your classmates do 	Favourite Pastimes
<ul style="list-style-type: none"> Twin Cities Different Worlds Shops & products an email about Andrew's new flat a dialogue 	<ul style="list-style-type: none"> Talking about your house and your neighbourhood Buying clothes Word Stress: three-syllable words 	<ul style="list-style-type: none"> a short text about your town your shopping list an email about your house and your neighbourhood a paragraph about a market or a shopping centre in your town/city 	Markets Around the World
<ul style="list-style-type: none"> Help along the way How to cycle safely a dialogue 	<ul style="list-style-type: none"> Making invitations – accepting/refusing Making requests Asking for information Giving instructions Pronunciation: linking sounds 	a leaflet about how to be a safe pedestrian	School rules around the world
<ul style="list-style-type: none"> Mythical creatures Hua Mulan Linda's family 	<ul style="list-style-type: none"> Talking about past abilities Describing a film Pronunciation: strong and weak forms; <i>-ed</i> ending 	<ul style="list-style-type: none"> a short presentation about mythical creatures a short paragraph describing yourself a short paragraph about a famous artist or writer in your country 	J.K. Rowling & Omar Sharif
<ul style="list-style-type: none"> A world of parties Come to a party An invitation 	<ul style="list-style-type: none"> Talking about what you did/didn't do yesterday Holiday greetings & wishes Describing a music event Intonation: high rising tone to express disbelief & great surprise 	<ul style="list-style-type: none"> A text describing an experience A leaflet/invitations A survey & a paragraph analysing results 	The Joys of Spring
<ul style="list-style-type: none"> Destination London, UK Going to Xtremes dialogues 	<ul style="list-style-type: none"> expressing preferences talking about the way you like to travel talking about two places in your country giving instructions giving directions buying a train ticket Pronunciation: silent letters 	<ul style="list-style-type: none"> postcard to a friend a short text about your two favourite places for your school magazine 	Natural Wonders of the World

Welcome back!

• The verb 'to be' (affirmative & negative)

1 Read the table, then complete the text with: *am, is, are*. Write in your notebook.

Affirmative	Negative
I am /'m	I am not /'m not
You are /'re	You are not /aren't
He/She/It is /'s	He/She/It is not /isn't
We are /'re	We are not /aren't
You are /'re	You are not /aren't
They are /'re	They are not /aren't



Hi! My name 1) ... Paul. I 2) ... 12 years old. I 3) ... from Scotland. This 4) ... Stacy. She 5) ... 11 years old. She 6) ... from the USA. We 7) ... best friends.

2 Look at the pictures and the prompts and complete the sentences in your notebook.

Write your profile and your friend's. Write your name, age, where you are from. Stick photos. Tell the class.



1 I ... thirteen. (X)
I ... twelve. (✓)



2 Ann and Jim ... cousins. (X)
They ... friends. (✓)



3 Suzie ... a teacher. (X)
She ... a student. (✓)



4 We ... sad. (X)
We ... happy. (✓)

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

Note

- We do not repeat the whole question in short answers. We only use **Yes** or **No**, the subject pronoun and the appropriate verb form.
- We use the long form of the verb **to be** in positive short answers. *Is Jill your sister? Yes, she is.* (NOT: ~~Yes, she's.~~)



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

3 Complete the questions and answer them. Write in your notebook.

- | | |
|---|-----------------------------------|
| 1 <i>Are</i> you from Italy?
<i>No, I'm not. I'm from Romania.</i> | 3 ... your parents tall? |
| 2 ... your best friend from France? | 4 ... your dad thirty-five? |
| | 5 ... you thirteen? |
| | 6 ... your favourite colour blue? |

4 Listen to Amy and decide if the sentences are T (true) or F (false). Write in your notebook.

- | | |
|--------------------------------|--------------------------|
| 1 Amy is eleven years old. | 4 Emily is from the UK. |
| 2 She is from the USA. | 5 They are best friends. |
| 3 Emily is thirteen years old. | |

• **Subject/Object personal pronouns**

Subject pronouns	Object pronouns
I you he she it we you they	me you him her it us you them

Note

- We use **subject pronouns** before verbs instead of nouns or names. *Chris is 13 years old. He is from Australia.*
- We use **object pronouns** after a verb or a preposition. *Look at her! She's beautiful.*

5 Choose the correct answer. Write in your notebook.



- | | | | | |
|------------------------------|--|---|---|-------------------------------------|
| 1 I/Me am ten. Look at I/me. | 2 Look at he/him. He/Him is a student. | 3 She/Her is American. Look at she/her. | 4 They/Them are happy. Look at they/them. | 5 Look at we/us. We/Us are friends. |
|------------------------------|--|---|---|-------------------------------------|

Welcome back!

Note

We use the verb

have got:

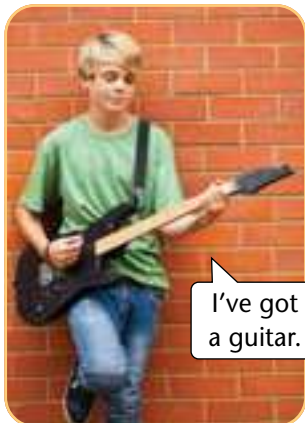
- to show that something belongs to somebody. *They've got a blue car.*
- to describe characteristics of people. *She's got long hair.*
- to talk about relationships. *Pete's got two sisters.*

- The verb 'have got' (affirmative & negative)

6 Read the table.

Affirmative	Negative
I/You have/'ve got	I/You have not/haven't got
He/She/It has/'s got	He/She/It has not/hasn't got
We/You/They have/'ve got	We/You/They have not/haven't got

7 a) Fill in: *have got, has got, haven't got, hasn't got*. Write in your notebook.



- 1 Sue ... a TV.
- 2 They ... a CD player.
- 3 Ben ... a guitar.
- 4 Sue ... a bike.
- 5 They ... a mobile phone.
- 6 Ben ... a laptop.

b) Which of these things have/haven't you got? Write sentences in your notebook.

I have/'ve got an MP3 player, but I have not/haven't got a skateboard.

Note

We do not repeat the whole questions in short answers. We only use **Yes** or **No**, the subject pronoun and **have/haven't** or **has/hasn't**. We do not use **got** in short answers.

- The verb 'have got' (interrogative & short answers)

8 Read the table.

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

9 Put the words in order to form complete questions. Then answer them. Write in your notebook.

- | | |
|--|------------------------------------|
| 1 you/got/bedroom/big/a/have?
<i>Have you got a big bedroom?</i>
<i>Yes, I have.</i> | 3 brother/you/have/a/got? |
| 2 got/parents/have/car/a/your? | 4 house/garden/a/got/has/your? |
| | 5 best/got/friend/bike/has/your/a? |
| | 6 a/you/got/have/dog? |

Note

We use **possessive pronouns** to show that something belongs to someone. We put possessive pronouns **after the verb**. *These glasses are hers.*

- Possessive adjectives – Possessive pronouns

Possessive adjectives	Possessive pronouns
my your his her its our your their	mine yours his hers its ours yours theirs

10 Complete the sentences with the correct possessive adjective or possessive pronoun. Write in your notebook.



- 1 Hi! I'm Mary. This is ... dog. It's
- 2 This is Mark. This is ... bike. It's
- 3 This is Mandy and Susan. This is ... laptop. It's
- 4 We are Stacy and Paul. These are ... mobile phones. They are

Note

- We use **there is/there's** to list things in the singular. *There is/There's a bed, a bookcase and a desk in my room.*
- We use **there are** to list things in the plural. **There are** hasn't got a short form. *There are two pillows on the bed.*
- In short answers we use **Yes, there is/are.** or **No, there isn't/aren't.** We do not repeat the whole question. *Is there a table in the kitchen? Yes, there is.* (NOT: ~~Yes, there is a table in the kitchen.~~)

• Furniture – There is/There are

11 Read the table.

	Singular	Plural
Affirmative	There is/There's a book in the bedroom.	There are some books in the bedroom.
Negative	There isn't a book in the bedroom.	There aren't any books in the bedroom.
Interrogative	Is there a book in the bedroom?	Are there any books in the bedroom?
Short Answers	Is there ...?	Yes, there is. /No, there isn't.
	Are there ...?	Yes, there are. /No, there aren't.

12 Look at the picture and complete the sentences with *there is, there isn't, there are or there aren't.* Write in your notebook.

- 1 ... a lamp on the desk.
- 2 ... some books on the shelf.
- 3 ... any paintings on the wall.
- 4 ... a mobile phone on the floor.
- 5 ... some balls on the floor.
- 6 ... a computer on the desk.



13 In pairs, ask and answer questions about your bedroom.

- A: *Is there a desk in your bedroom?*
 B: *Yes, there is.*
 A: *Are there any books on your desk? etc.*



Say something that we can find in a house. Your partner says the room it is in.

- A: *bed*
 B: *bedroom – sofa*
 A: *living room etc.*

Note

We use **hair** with a singular verb form.
His hair is short.

Write the opposites in your notebook.

- long ≠ ...
- tall ≠ ...
- big ≠ ...
- young ≠ ...
- plump ≠ ...

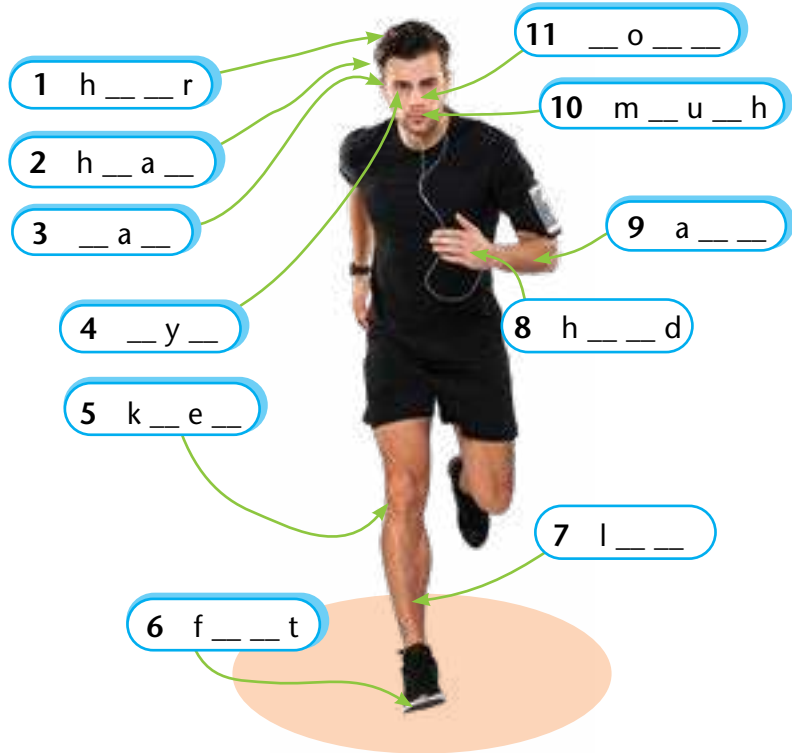
Use the adjectives to describe two of your friends.

Describe a person in the class. Your partner names the person.

Write a short description of your friend (physical features, clothes etc.)

• Parts of the body

14 Look and complete the words. Write in your notebook.



• Clothes

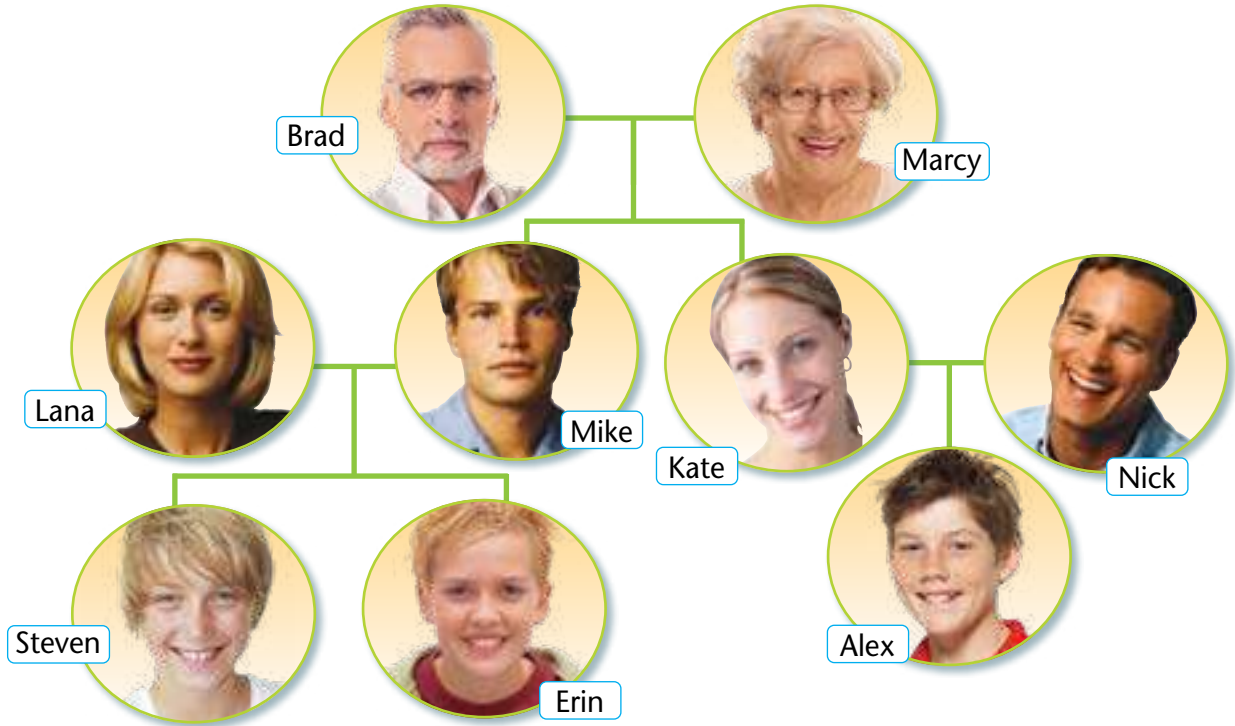
15 Label the pictures. Write in your notebook.

- a T-shirt • trousers • a skirt • a hat • gloves • socks • trainers
- a belt • a dress • a jumper • boots • a coat • a jacket • a shirt
- shorts



• Family members

16 Look at Steven's family tree and complete the sentences with: *mum, grandfather, son, cousin, dad, uncle, husband, sister, grandmother, brother, aunt, daughter, wife.* Write in your notebook.



Think of a TV family. Draw their family tree. Stick photos. Present the family to the class.

- 1 Brad is Steven's
- 2 Mike is Lana's
- 3 Lana is Alex's
- 4 Alex is Steven's
- 5 Erin is Steven's
- 6 Marcy is Erin's
- 7 Nick is Steven's
- 8 Lana is Steven's
- 9 Brad is Kate's
- 10 Mike is Marcy's
- 11 Kate is Nick's
- 12 Erin is Lana's
- 13 Mike is Kate's

• Numbers

17 Find the numbers. Write in your notebook.

	8 MORE	8 LESS
25
32
43

	10 MORE	10 LESS
27
80
34

• **Greetings & Introductions**



18 a) Listen to and read the dialogues and match them to the pictures. One picture is extra. Write in your notebook.

1 A: Hi, you must be new. I'm Sally. What's your name?
 B: I'm Emma.
 A: Nice to meet you. Where are you from?
 B: I'm from Brighton.
 A: This is my best friend, Alison.
 B: Hi, Alison. How are you?
 C: Hi. I'm fine, thanks.



2 A: Hello, my name is Samuel Jones, but please call me Sam.
 B: It's a pleasure to meet you, Sam. I'm Daniel Briggs. And this is Laura Smith.
 A: Nice to meet you, Laura.
 C: Nice to meet you, too.



b) In groups of three, act out similar dialogues.

• **Asking for/Giving personal information**

19 Listen and repeat.

- What's your name? • How do you spell it?
- What's your date of birth? • How old are you? • Where are you from?
- What's your address? • What's your phone number?

20 a) Listen and complete the library card. Write in your notebook.



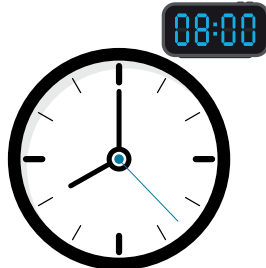
Offerton Library

Name:	Jessica 1) ...
Address:	14 Orchard Grove, 2) ...
Date of Birth:	14 th 3) ...
Phone Number:	0779 4) ...
Membership Number:	34987

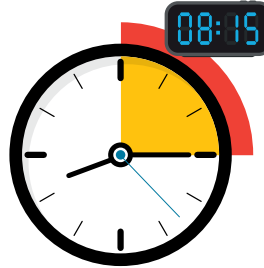
b) In pairs, ask and answer the questions in Ex. 19. Prepare a library card for your partner.

• Telling the time

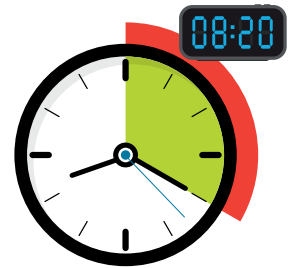
21 Listen and repeat.



eight o'clock



(a) quarter past eight/
eight fifteen



twenty past eight/
eight twenty



half past eight/
eight thirty



(a) quarter to nine/
eight forty-five

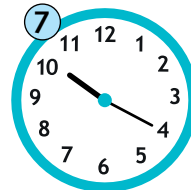
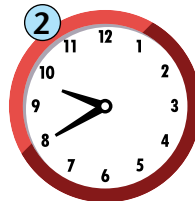


ten to nine/
eight fifty

Note

There is an imaginary line across the Earth from north to south. Time zones to the east of this line are ahead, so we add hours. Time zones to the west are behind, so we subtract. Most countries have one time zone. Other countries have more.

22 Ask and answer.



23 It's 3:00 in the morning in London. What time is it in your country?

At work, at play

►► What's in this module?


- routines & activities
- days of the week
- weekend activities
- school subjects
- -ing form
- present simple (affirmative/negative/interrogative)
- adverbs of frequency
- question words
- talking about free-time activities


Find the page numbers for

- a blog entry
- strange school
- a dialogue

Vocabulary


• Routines & Activities

1  List the activities in the pictures under the correct heading in your notebook.

 Listen and check.

Daily routine

Free-time activities

2  Use the phrases in Ex. 1 to talk about your daily routine and free-time activities.

- What time do you ...?
- What do you do in the morning/afternoon/evening/at weekends?

A: I get up at 7:30.



1 play sports



2 catch the bus to school



3 get up



4 watch TV



5 eat breakfast



6 do homework



7 surf the Net



8 have lessons



9 hang out with friends




10 go to bed

Reading

1 a) Look at the text. Where can you see it: on the Internet? in a magazine?

Check these words

- delicious • pancake
- vegetable • relax

b)  What do you think Mary does on Sundays?
 Listen and read to check.



Mary's Blog

14th November

 Video

Sundays are the best! 

Sunday is my favourite day. I usually get up late and I have breakfast. My dad sometimes makes delicious pancakes! Then, I often go and play football. I'm in a girls' football team. That's my friend Lucy and me at a game in the picture. After that, I help my mum in the kitchen. She usually cooks a traditional Sunday lunch with lots of meat, potatoes and vegetables. It's yummy!

In the afternoon, I sometimes visit my grandparents with my family. In the evening, I go to the cinema with my friends or I stay home and watch a DVD. I never do any homework on Sundays. I just have fun and relax! Hope you do the same!





Study Skills

Using graphic organisers

Graphic organisers help us understand the content of a text.

Days of the week

Complete in your notebook.

Sunday
 M...
 Tuesday
 W...
 Thursday
 F...
 Saturday

2 Read the text again and decide if the sentences 1-6 are T (true) or F (false). Write in your notebook. What is the main idea of the text?

- 1 Mary always wakes up early on Sundays.
- 2 Her dad sometimes makes breakfast.
- 3 She's in a girls' basketball team.
- 4 Mary helps her mum cook lunch.
- 5 She visits her grandparents in the evening.
- 6 She sometimes goes to the cinema with her friends.

3 Copy the table in your notebook and complete it with information from the text.

Morning	Afternoon	Evening
<i>get up late</i>		

4 Use the completed table in Ex. 3 to talk about Mary's Sunday. How similar is it to a typical Sunday of yours?



1 playing computer/video games



2 eating out



3 fishing



4 listening to music



5 going to parties



6 painting



7 reading a magazine



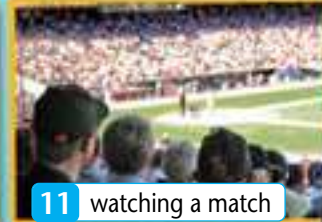
8 going to the cinema



9 playing football



10 watching a DVD



11 watching a match



12 going swimming

Weekend activities



13 going sailing

Study Skills

Checking pieces of writing

When you write a text, check it for the following:

- correct spelling of words
- punctuation:

fullstop (.) at the end of statements

comma (,) to separate items

exclamation mark (!) to emphasise an idea

Note: We always use capital letters for days of the week (**M**onday), proper names (**A**nita), countries & nationalities (**R**omania, **R**omanian) and the pronoun **I** (**I**'m Tony).

Vocabulary

• Weekend activities

5 Listen and repeat.

Speaking

6 Use the phrases in Ex. 5 to say what you like/don't like doing.

1 😊 love ...

3 😐 don't mind ...

5 😡 hate ...

2 😊 like ...

4 😐 don't like ...

6 😡 can't stand ...

Writing (a blog entry about your typical weekend)

7 **Portfolio** Write a short blog entry about your typical weekend (30-40 words). Include: morning, afternoon, evening activities. Follow the plan. Use ideas from Ex. 6. Keep it in your portfolio.

Para 1: Saturday activities

Para 2: Sunday activities

Note

Spelling – 3rd person singular

- Most verbs take **-s** in the 3rd person singular.
I walk – he walks.
- Verbs ending in **-ss, -sh, -ch, -x** and **-o** take **-es**.
*I miss – he misses,
I push – he pushes,
I catch – he catches,
I fix – he fixes,
I go – he goes*
- Verbs ending in a consonant + **y** drop the **-y** and take **-ies**.
I try – he tries
- Verbs ending in a vowel + **y** take **-s** only. *I play – he plays.*

Pronunciation

- /s/ after unvoiced or silent sounds /f/, /k/, /p/, /t/, /θ/.
- /z/ after voiced sounds /b/, /d/, /g/, /R/, /m/, /n/, /r/, /v/, /w/, /ð/.
- /ɪz/ after /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/.

• Present simple (affirmative)

1 Read the theory.

Affirmative

I **walk**.
You **walk**.
He **walks**.
She **walks**.
It **walks**.
We **walk**.
You **walk**.
They **walk**.

We use the **present simple** for habits, daily routines and general truths.

I listen to music every night. (habit)

I always walk to school. (routine)

Water boils at 100°C. (general truth)

We also use the **present simple** for timetables, schedules and programmes.

Classes finish at 2:30. The bus leaves at 7:15.

Time expressions with present simple: *every day/ week/month/year, once/twice a week/year, usually, often, etc.*

2 Copy the table in your notebook. Write the third person singular of the verbs: tidy, read, do, enjoy, eat, walk, watch, have, get up, help, play, start, finish.

Listen and check. Listen again and repeat. Pay attention to the pronunciation.

/s/	/z/	/ɪz/

3 Complete the text with the verbs in Ex. 2. Write in your notebook.



Fran Taylor is a nurse. When she works the morning shift, she 1) ... very early, at 5:30. She 2) ... work at 6:00, and she is very busy all day. It's an important job. Fran 3) ... the doctors and looks after the patients. When she 4) ... work, she 5) ... back home. She never gets the train or the bus. She 6) ... dinner and 7) ... TV or 8) ... a book.

• **Present simple (negative & interrogative)**

Note

Prepositions of time

at + hours (*at 4 o'clock, at noon, at night, at midnight, at Christmas, at Easter*)

in + months (*in May*), seasons (*in the spring*), years (*in 2008*), parts of the day (*in the morning/afternoon/evening*)


on + days (*on Friday*), dates (*on 12th September*)

Negative	Interrogative	Short answers
I do not/don't walk	Do I walk?	Yes, I do./No, I don't.
He/She/It does not/doesn't walk	Does he/she/it walk?	Yes, he/she/it does./No, he/she/it doesn't.
You do not/don't walk	Do you walk?	Yes, you do./No, you don't.

- We form the **negative** with **do not (don't)/does not (doesn't)** and the verb in the infinitive. *I do not/don't read magazines. She does not/doesn't read magazines.*
- We form the **interrogative** with **do/does** at the beginning of the sentence and the verb in the infinitive. *Do you read magazines? Does she read magazines?*
- We answer the questions in short form with **Yes/No**, the subject and the auxiliary verb **to do**. *Yes, I do./No, I don't. Yes, she does./No, she doesn't.* (NOT: ~~Yes, I read. / No, I don't read.~~)

4 Write the sentences in the negative in your notebook, as in the example.

- | | |
|--|---|
| 1 I come from the USA.
<i>I do not/don't come from the USA.</i> | 4 Meg and Nat play tennis every Monday. |
| 2 Jake walks to school. | 5 Eric and I watch a DVD on Saturdays. |
| 3 Amy lives in a big house. | |

5  **This is Kevin. Ask and answer questions about him. Use the information below. Use prepositions of time.**

- | | |
|--|---|
| 1 come from New York X
come from Chicago ✓ | 4 get up/7:00 X
get up/8:00 ✓ |
| 2 play tennis X
play football ✓ | 5 speak French X
speak Italian ✓ |
| 3 watch TV/the morning X
watch TV/the evening ✓ | 6 go sailing/Sundays X
go swimming/Sundays ✓ |

- 1 A: *Does Kevin come from New York?*
B: *No, he doesn't. He comes from Chicago. etc.*




Use the ideas to find out what your partner does at the weekend. Tell the class.

- go fishing
- eat out
- listen to music
- watch a DVD
- play football
- read a magazine
- watch a match

Vocabulary

• School subjects

- 1 a)  Match the pictures to the school subjects. Which is your favourite school subject?



- | | | | | |
|-------------------------|-----------|-------|---------|------------|
| 1 Design and Technology | 3 Maths | 5 PE | 7 Music | 9 Science |
| 2 Geography | 4 English | 6 Art | 8 ICT | 10 History |



- b) Which of these subjects do you do at school? How often?

Check these words

- perform
- typical
- break
- put on

- 2  Look at the pictures and the title of the text. Which of the school subjects in Ex. 1 do you think students do there?
 Listen and read to find out.



The Flying Fruit Fly Circus School

The Flying Fruit Fly Circus School is the only circus school in Australia. The students do subjects like English, Maths and Science, but they also do Drama, Music and Visual Arts classes. The children also train to perform in a circus. A typical school day at this school starts at 9:00 am and ends at 3:15 pm. During the day, there is a 20-minute break in the morning, and a 55-minute break for lunch. Every year, the school puts on a show for students to perform their tricks in front of people of all ages.



Note

School subjects that end in **-s** take a verb in the singular.


Maths is my favourite school subject.

- 3** Read the text again and complete the form in your notebook.

JOIN US


Name: ... Where: ...
Subjects: ...
School day: starts ...
 ends ...
Breaks: ...
Special events: ...

Speaking

- 4**  Compare the school in Ex. 2 to your own school. Talk about school subjects you learn, a typical school day and any special events that take place during the school year.

In my school, we study English, Maths, Geography We don't learn Drama.

Listening

- 5**  Listen to Jane talking about her school. For questions 1-5, circle the correct answer A, B or C. Write in your notebook.

- 1 How is Jane?
A She's fine. B She's great. C She's OK.
- 2 How big is her new school?
A It's huge. B It's small. C It's big.
- 3 What time do lessons begin?
A at 8:30 B at 9 o'clock C at 8:15
- 4 How many lessons are there in a day?
A 3 B 5 C 2
- 5 What special subject does Jane do?
A Visual Arts B Music C Drama



Writing

- 6** **Portfolio** Write a text about your school. Use your ideas in Ex. 4 and the text in Ex. 2 as a model. Keep it in your portfolio.

My school

My school is We learn A typical day at my school starts ... and We've got ... breaks at my school and



Samantha is my best friend.

- She always gets up early. ◆◆◆◆
 She usually walks to school. ◆◆◆◆
 She often listens to music. ◆◆◆◆
 She sometimes eats out. ◆◆◆◆
 She is never late for school. ◆◆◆◆

• Adverbs of frequency

1 Read the sentences and the theory.

- Adverbs of frequency can be used with the **present simple** to show how often something happens. *He **always plays** football on Fridays.* (How often? always.). Some adverbs of frequency are: always (100%), usually (75%), often (50%), sometimes (25%), never (0%).
- Adverbs of frequency are placed **before the main verb**, but **after** the verb **to be**. *I **often eat** fish for dinner. We **never go** sailing. They **are usually on** time.*

Leave a message to your friend.

In your message invite him/her to the cinema with you. Say when the film starts.

Tom, how about going ...? The film starts at ... Do come.

2 Complete the sentences with the verb in the correct form and the adverb of frequency in brackets. Write in your notebook.

- 1 Maria *is always* happy. (be, always)
- 2 Simon ... his homework after school. (do, often)
- 3 We ... a DVD on Sundays. (watch, never)
- 4 I ... late for school. (be, sometimes)
- 5 Ben ... a glass of milk for breakfast. (drink, always)
- 6 Anita ... video games before dinner. (play, usually)

3 Write the words in the correct order in your notebook.

- 1 Tony/apples/eats/never *Tony never eats apples.*
- 2 books/sometimes/Lyn/reads/at night
- 3 Jenny/for tests/studies/always
- 4 usually/Harry/TV/in the morning/watches
- 5 work/on Saturdays/often/Tom and I

4 Write answers to the questions in your notebook.

How often do you ...

- | | |
|---------------------------------|----------------------------|
| 1 watch silly programmes on TV? | 4 go to the park? |
| 2 listen to music? | 5 help with the housework? |
| 3 eat out? | 6 surf the Net? |



• Question words

5 a) Read the theory.

Note

Whose to ask about possession.

*Whose bag is this?
Ann's.*

Who: to ask about people *Who's he? Paul.*

What: to ask about things *What's this? It's a pencil.*

Where: to ask about places *Where's Ann from? Ireland.*

How: to ask about manner *How are you? I'm fine.*

How old: to ask about age *How old are you? 10.*

When: to ask about time *When's your birthday? In May.*



b) Complete the questions in your notebook.

- 1 "...s he?" "Mark."
- 2 "... are you?" "11."
- 3 "...s he from?" "The UK."
- 4 "...s your birthday?" "In June."
- 5 "...s their favourite subject?" "Maths."
- 6 "... are you?" "I'm OK."

6 Read the answers and write the questions in your notebook.

- | | |
|---|--|
| 1 <i>What's your name?</i>
My name's <u>Jill</u> . | 4 Paul's from <u>Italy</u> . |
| 2 Bob is my <u>brother</u> . | 5 I'm <u>10 years old</u> . |
| 3 My birthday's in <u>March</u> . | 6 My address is <u>24 Maple Street</u> . |

Speaking

7 Answer the questions about yourselves in your notebook.

- | | |
|---------------------|----------------------------------|
| 1 What's your name? | 3 What's your favourite subject? |
| 2 How old are you? | 4 Where are you from? |

A: *What's your name?*

B: *My name's Ann. What's your name?*

A: *My name's Tracy. How old ...?*



• **Talking about free-time activities**

1 a)  **Listen and repeat. Pay attention to the pronunciation.**

- Do you like fishing? • I like going swimming with my friends.
- Well, I love painting. • I go sailing with my dad.

b) The sentences are from a dialogue between two friends.

What is the dialogue about?

 **Listen and read to find out.**



Tim: Hurray! It's Friday!

Emily: I know! What do you usually do at the weekend?

Tim: I like going swimming with my friends. Sometimes, I go sailing with my dad.

Emily: Do you like fishing?

Tim: Not really. What about you?

Emily: Well, I love painting.

Tim: That sounds interesting. How about painting a picture of me?

Emily: Oh, I'm not sure. I like painting flowers and animals.

Tim: All right then – what about painting my dogs?

Emily: Cool. Give me a ring tomorrow to arrange something.

2 **Read the dialogue and answer the questions in your notebook.**

- 1 What does Tim usually do at the weekend?
- 2 Does he like fishing?
- 3 What does Emily like doing at the weekend?

3  **Take roles and act out the dialogue.**

4 **Find phrases in the dialogue which mean:**

Call me.

That's true!

Oh, I don't know.

Pronunciation

5  **Listen and repeat.**

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 Do you like playing football? 2 I love painting. | <ol style="list-style-type: none"> 3 Let's go sailing! 4 Is it Friday already? |
|---|--|

Study
Skills

Sound natural in English

Listen to and mimic the way native English speakers speak.

Favourite Pastimes



UK: Football

From informal matches in the park to professional leagues, kids are crazy about football in the UK. Children – boys and girls – play indoor and outdoor football all through the year. Children start playing football from as young as three years old. Matches for kids take place at the weekends, both Saturdays and Sundays. Most schools in the UK have football teams and they usually play on a Saturday morning.



Philippines: Patintero

Patintero is a popular street game in the Philippines. The players are in two teams, runners and guards. The runners must run across the guards' area without getting tagged. Both teams take turns to be runners and guards. The losers carry the winners on their backs!

- 1** What do you know about the games in the pictures? Think about two questions for each.
 Listen and read the texts. Can you answer your questions?

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

Check these words

- league • runner
- tag • guard • loser
- winner

- 1 Children in the UK hate football.
- 2 Some children start playing football when they are three years old.
- 3 Children play Patintero in two teams.
- 4 In Patintero, winners carry the losers on their backs.

Project & Investigation

- 3** **ICT** What sports do your classmates play? Collect information, then create a class album with a page for each student. Add photos and write a few personal details.

Fun Time 1



- 1 Read the text and complete the gaps in your notebook. What does Mark do in his free time? Use the letters over the stars to find out.



Every morning, I get up at 7:45.
I eat b _ _ _ _ _ with my family
and then I c _ _ _ _ the bus to school.
I have l _ _ _ _ until 2 pm. After
school, I do my h _ _ _ _ _ and then
I play s _ _ _ _ before I go to bed.

Mark w _ _ c _ e _ _ V in his free time.

Game

- 2 Mime a free-time activity. The class in teams tries to guess what you are doing.

Quiz



- 3 Do the quiz. Answer the questions in your notebook.

- 1 What's Mary's favourite day?
- 2 What does Mary's mum usually cook on Sundays?
- 3 Where is the Flying Fruit Fly Circus School?
- 4 What is the favourite pastime of children in the UK?
- 5 What is Patintero?

- 4 **THINK!** Look at Module 1 and write a quiz of your own in your notebook.

- 5 Listen to the song. Which school subjects do you hear?

Video



School's the coolest



*School's a place for work and play
A place to learn in every way
Pick a subject, find things out
Learning's what it's all about*

*Science, Art, Geography
Whole new worlds for us to see
English, Maths and History
School's the coolest place for me*

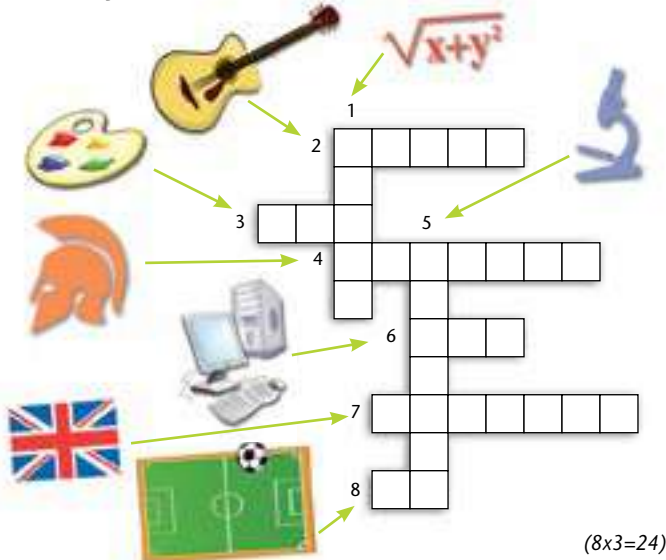
*School's got everything I need
Friends to meet and books to read
Things to learn and facts to find
Great ways to improve your mind*

*School can help your mind grow
There's so much useful stuff to know
Lots to learn and lots to do
Every day there's something new*



- 6 Sing the song. Use toy instruments to play the music.

1 Copy and complete the crossword in your notebook.



2 Fill in: catch, play, watch, have, go, do. Write in your notebook.

- | | |
|-----------------|--------------|
| 1 ... homework | 4 ... sports |
| 2 ... breakfast | 5 ... to bed |
| 3 ... the bus | 6 ... TV |

(6x1=6)

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

- Marc ... (live) in London.
- We ... (not/play) tennis on Tuesdays.
- ... (Pat/watch) TV in the evening?
- Vicky ... (not/get up) at 7:30.
- ... (you/read) magazines at night?

(5x4=20)

4 Write sentences in your notebook, as in the example.

- I/play/tennis/. (always) *I always play tennis.*
- you/not/read/magazines/. (often)
- she/surf/the Net/? (sometimes)
- they/watch/TV/. (never)
- he/do/homework/at school/? (usually)

(5x4=20)

5 Fill in: who, what, when, where, how old. Write in your notebook.

- A: ... are you?
B: I'm 12.
- A: ...'s that?
B: She's my mum.
- A: ...'s your name?
B: My name is Jane.
- A: ...'s your birthday?
B: It's in May.
- A: ...'s Eric from?
B: He's from the UK.

(5x2=10)

6 Complete the dialogue in your notebook.

- I like playing video games.
- I usually go swimming with my mum.
- Do you like painting? • What about you?

A: What do you usually do at the weekend?

B: 1) ...

A: 2) ...

B: Not really. 3) ...

A: 4) ...

B: Cool!

(4x5=20)

TOTAL: 100





MY PROGRESS

Write in your notebook.

My favourite activity



ICT

Project



ACROSS CULTURES



Self-evaluation

- I can talk about routines & activities. ★★★
I get up at 7:00. I like going to the cinema.
- I can talk about school subjects.
I'm good at Maths.
- I can discuss weekend activities.
What do you usually do at the weekend?
- I can write a blog entry about a typical weekend.
- I can write a text about my school.

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Observation grid

- 1 I work well with my group. ★★★
- 2 I follow classroom rules.
- 3 I participate in all pairwork activities.
- 4 I interact with others.
- 5 I come in time for class.
- 6 I ask for help when I need.
- 7 I am willing to participate in activities.
- 8 I work well on my own.
- 9 I follow my teacher's instructions.
- 10 I have useful ideas.

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Places around us

►► What's in this module?



- places in a city
- months & seasons
- shops & products
- countable/uncountable nouns
- quantifiers
- *some/any*
- partitives
- present continuous (affirmative/negative/interrogative)
- buying clothes


Find the page numbers for

- a street map
- a shopping basket
- an email

Vocabulary

• Places in a city

- 1  Look at the map.
- 1  Listen and repeat.

- 2  Look at the map and ask and answer questions. Use *there is/there are* and the words in the list.

- florist's • school • bank
- bookshop • bakery • park • circus
- houses • trees



A: *Is there a florist's?*

B: *Yes, there is. Is there a school?*

A: *No, there isn't.*



Reading

- 1  Look at the title and the pictures. What is the text about?
 Listen and read to check.

TWIN CITIES Different Worlds

Verona is a very small city in the south of the state of Wisconsin. There are a lot of parks to relax in. There aren't any tall buildings, just pretty houses with big gardens! In the summer, people go swimming in the lakes near the town and in the winter, they can go ice-skating. There are also nice restaurants and cafés around the town.



 Video

A Verona, Wisconsin, USA

B Verona, Italy



The ancient city of Verona is a large city by the Adige River in the north of Italy. It is famous for its ancient city walls, bridges and palaces. Thousands of tourists visit Verona every summer and shop in the fashionable boutiques. There are also a lot of restaurants, nightclubs and cafés.

Check these words

- tall building
- café
- city wall

- 2 Read the text again and decide which place (A or B) each sentence (1-4) is about. Write in your notebook.

A Verona, Wisconsin, USA

B Verona, Italy

- | | |
|--------------------------|--|
| 1 It is an ancient city. | 3 It's famous for its bridges and palaces. |
| 2 It is a small city. | 4 There aren't any tall buildings. |

- 3 Complete the sentences in your notebook.

- A 1 In Verona, USA, people live in
 2 People's favourite free-time activities are
- B 3 Verona, Italy, is well known for its
 4 Tourists can buy things

- 4  Which city do you want to visit? Why? Tell the class.

I want to visit ... because

Months & Seasons!

Write the months in your notebook.

winter	spring
summer	autumn

Collect advertisements of your favourite shops. Present them to the class.



Work in groups. Act out short dialogues. The third person says where you are.

- A: *Can I see this ring, please?*
- B: *Certainly.*
- C: *You are at a jeweller's.*

Vocabulary

• Shops & products

5 Match the sentences (1-9) to the shops (A-I).

- 1 Tissues are in aisle 12.
- 2 Can I have a bunch of roses, please?
- 3 Does this shirt come in blue?
- 4 Can I have some aspirin, please?
- 5 Is this today's paper?
- 6 How much is that necklace in the window?
- 7 Can I have a loaf of bread, please?
- 8 Do you want milk with your coffee, sir?
- 9 Can I have this CD, please?

- A café
- B music shop
- C newsagent's
- D clothes shop
- E baker's
- F florist's
- G supermarket
- H jeweller's
- I chemist's



Listening

6 a) Name the places in the pictures (A-C).

b) Listen and match dialogues 1-3 to the pictures. Write in your notebook.



Dialogue 1

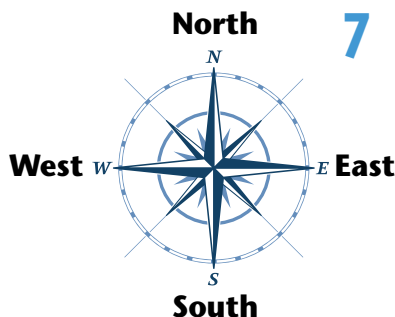
Dialogue 2

Dialogue 3

Writing

7 **Portfolio** Complete the text about your town or another town in your country on your computer. Find a picture. Add it to your text. Print it and present your town to the class. Keep it in your portfolio.

... is a ... (small, big, quiet, beautiful) town/city in the north/east/south/west of There are/aren't There are also It's a great place to live in.



Note

a few = not many but enough
few = not enough, almost no
a little = not much but enough
little = not enough, almost no
a lot of/lots of + countable nouns in the plural or uncountable nouns in affirmative sentences.

Note

Singular & plural nouns

Nouns such as *trousers, glasses, people* are plural in English. *These trousers are very expensive.*

BUT *sugar, milk, flour, homework* are always singular. *There isn't any sugar.*

Countable/Uncountable nouns & quantifiers

Countable nouns are nouns we can count.

an/one apple – two apples

I eat a lot of apples.

How many apples do you eat?

- *too many (more than I need)*



- *a lot of/lots of*



- *some/(a) few*



- *not many/ (very) few*



- *none/not any*



Uncountable nouns are nouns we cannot count. *(some) rice*

(NOT: ~~one rice – two rices~~)

I drink a lot of milk.

How much milk do you drink?

- *too much (more than I need)*



- *a lot of/lots of*

- *some/(a) little*

- *not much/ (very) little*

- *none/not any*



1 Decide if the following nouns are C (countable) or U (uncountable), then fill them: a/an or some. Write in your notebook.

- | | | | |
|----------------------|------------|----------|------------|
| 1 <i>some</i> milk U | 4 cherries | 7 rice | 10 cheese |
| 2 money | 5 sugar | 8 orange | 11 meat |
| 3 bread | 6 egg | 9 tea | 12 biscuit |

2 Choose the correct item. Write in your notebook.

A: Can you buy me 1) a few/a little bananas?

B: Sure. 2) How much/How many do you need?

A: 3) Not much/Not many. Six is enough.

B: OK! Is that all?

A: Oh! Can you get me some bread? There's very 4) few/little left.

B: Sure, no problem.

A: Can you also get me 5) a little/a few sugar?

B: 6) How much/How many do you need?

A: 500 gr is OK.

B: OK! Bye for now.




• **some/any**



- **some** + countable nouns in the plural or uncountable nouns in affirmative sentences or questions to make an offer or a request.
*We'll take **some** bananas. There's **some** milk in the fridge. Would you like **some**?*
- **any** + uncountable nouns or countable nouns in the plural in negative sentences or questions.
*There isn't **any** butter. Are there **any** apples in the fridge?*



3  **Fill in: some or any. Write in your notebook.**

- A: Can you buy me 1) ... milk, 2) ... cheese and 3) ... carrots, please?
B: Sure. Do you need 4) ... rice?
A: No, thanks.
- A: I want 1) ... juice, please.
B: Sure. Do you want 2) ... biscuits?
A: No, thanks.
- A: Do we have 1) ... eggs?
B: Yes, but there isn't 2) ... milk.
A: OK, I'll go and buy 3)

• **Partitives**

4 **Fill in: box, bag, can, jar, loaf, bottle, packet, carton. Write in your notebook.**



- | | | |
|-------------------------|--------------------|----------------------|
| 1 a ... of cereal | 4 a ... of ketchup | 7 a ... of bread |
| 2 a ... of flour | 5 a ... of coffee | 8 a ... of spaghetti |
| 3 a ... of orange juice | 6 a ... of cola | |



5  **In pairs, decide on your shopping list. Use Ex. 3 as an example. Write your shopping list in your notebook.**

Study Skills

Predicting content

Photos help us predict the content of a text.



Reading

1 a) Look at the words in the box and the picture below. In pairs, decide what the email is about.

b)   Listen, read and check.

Check these words

- five-storey
- block of flats
- view
- balcony
- neighbourhood
- nearby



Hi Peter,

How are you? I hope you're OK. I'm writing to you from my new room.

Our new flat is just gorgeous. It is on the third floor of a five-storey block of flats. It's got a great view of the park from the balcony. The neighbourhood is really nice and quiet with a few shops. Our block of flats is next to a baker's and a florist's. There's also a supermarket and a café nearby, but there isn't a cinema. Everyone here is friendly. I've got some new friends. We go to school together. My new school is a 10-minute walk from home.

Anyway, I've got to go now. Dad needs some help.


Talk to you later,

Andrew

2 Read the email again to complete the sentences in your notebook.

- 1 Andrew's new flat is on the ... floor.
- 2 You can see the ... from the balcony.
- 3 The block of flats is next to a ... and a
- 4 Andrew's new school is a ... walk from home.

Speaking

3  Imagine you are Andrew. A friend of yours is visiting you. Use the text in Ex. 1b to show your friend around your house and neighbourhood.

Note

Ordinal numbers

Most ordinal numbers take *-th* onto the cardinal number. 1st, 2nd, 3rd are irregular. There are slight changes in other numbers *5th, 9th* etc.

- 1st = first
- 2nd = second
- 3rd = third
- 4th = fourth
- 5th = fifth
- 6th = sixth
- 7th = seventh
- 8th = eighth
- 9th = ninth
- 10th = tenth
- 11th = eleventh
- 12th = twelfth
- 13th = thirteenth
- 14th = fourteenth
- 20th = twentieth
- 21st = twenty-first

Write the ordinal numbers for: 27, 30, 42, 56, 64 in your notebook.

Study Skills

Brainstorming for ideas

Before you write a text, brainstorm for ideas and list them under headings.

Topic: My neighbourhood

Ideas: big, quiet, people, houses, chemist's, friendly

Headings

- Location
- Shops
- People

Listening

- 4 Listen to Karen and Patrick talking about where they live and complete the table in your notebook.

	Karen	Patrick
Where?	<i>in a house outside London</i>	
How many rooms?		
Favourite room?		

- 5 Which floor is each person's house?

- | | |
|------------|-------------|
| 1 Ian (1) | 3 Mark (20) |
| 2 Jane (8) | 4 Lucy (4) |

Which floor is your house on?

Writing

- 6 Using the information in the *Study Skills* box, brainstorm for ideas to complete the sentences about your neighbourhood in your notebook.

- | | |
|-----------------------------|----------------------------|
| 1 My neighbourhood is | 5 There are |
| 2 I live in a(n) | 6 There isn't/aren't |
| 3 It is | 7 I really like |
| 4 It has got | 8 The people here |

- 7 **Portfolio** Use your answers in Ex. 6 to write an email to your penfriend about your house and your neighbourhood. Keep it in your portfolio.

Project

- 8 **ICT** Find pictures showing typical houses in your country or other countries. Prepare a poster. Show it to the class.

• **Present continuous (affirmative)**

Affirmative

I **am/'m eating**
 You **are/'re eating**
 He **is/'s eating**
 She **is/'s eating**
 It **is/'s eating**
 We **are/'re eating**
 You **are/'re eating**
 They **are/'re eating**

We use the **present continuous** for:

- actions that are happening now, while we are speaking.
He is listening to music now.
- temporary actions. *Sandra is visiting London these days.*

Note: Stative verbs do not appear in a continuous form, as they express a state rather than an action. They express: feelings and emotions (*like, love, hate, etc*); thoughts and opinions (*think, believe, etc*); senses and perceptions (*remember, forget, understand, etc*); possessions and measurements (*have, weigh, etc*).

Spelling

- Verbs ending in **-e** drop the **-e** and add **-ing**. *take – taking, dance – dancing*
- Verbs ending in a stressed vowel between two consonants double the consonant and add **-ing**. *begin – beginning, shop – shopping*
- Verbs ending in a vowel+ **-l** double the **-l** and add **-ing**. *travel – travelling*
- Verbs ending in **-ie**, drop the **-ie** and add **-y + -ing**. *tie – tying*

Time expressions with the **present continuous**: *now, at present, these days, for the time being.*

1  **Complete the sentences with the verb in the correct form. Write in your notebook.**

- wear • have • play • lie

- | | |
|---|--|
| <p>1 Owen and Mark ... computer games.</p> <p>2 They ... fun.</p> | <p>3 Owen and Mark ... on the bed.</p> <p>4 Owen ... casual clothes.</p> |
|---|--|

2 **Put the verbs in brackets into the present continuous. Write in your notebook.**

Dear Janet,

Hi! How are you? I **1) am/'m writing (write)** to you from Cluj. We **2) ... (have)** so much fun. There are so many exciting things to see and do. I **3) ... (sit)** in a café with my sister now and we **4) ... (drink)** juice. She **5) ... (eat)** a sandwich. Our mum **6) ... (shop)** for a new dress at a clothes shop and dad **7) ... (buy)** some shoes. Talk to you soon.

Kim

