

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



Limba modernă 1

Engleză
studiu intensiv

Clasa a V-a



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 +

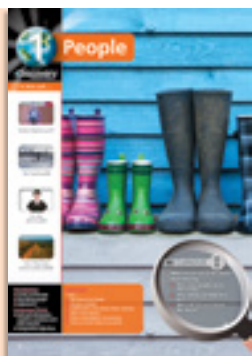
Discover culture + Speaking + Writing + Extras

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

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.

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



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2 It's your life 1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.4; 2.5; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4	p25 Daily routines	p26 An online forum Explore prepositions of time	p27 Present simple Say it right! /s/ /z/ /ɪz/ Ali's Day	p28 After school activities A conversation Get it right! activities ending in -ing	p29 Present simple questions, Adverbs of frequency	p30 Chinese gymnast p31 A blog Explore expressions with have 1
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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/familiare
 - Prezentarea simplă a unei persoane/a unui personaj
 - Ofertarea 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.

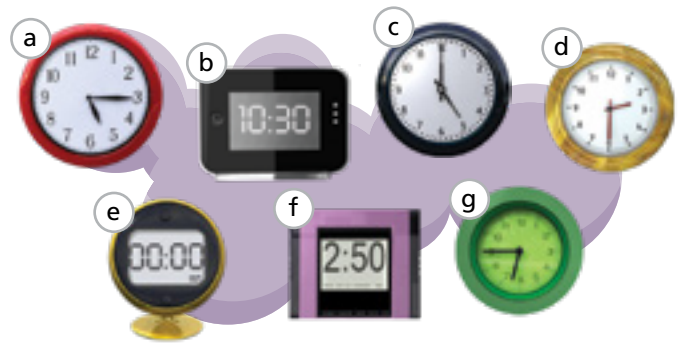
- 9 Work with a partner. Ask and answer *How old are you?*

How old are you?

I'm How old are you?

Time

- 10 Match the times with the clocks.



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

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

2 1/5

3 1/9

4 24/1

5 17/8

6 17/12

7 8/3

8 12/2

A January 24

B September 1

C July 24

D March 8

E May 1

F February 12

G December 17

H August 17

Your turn

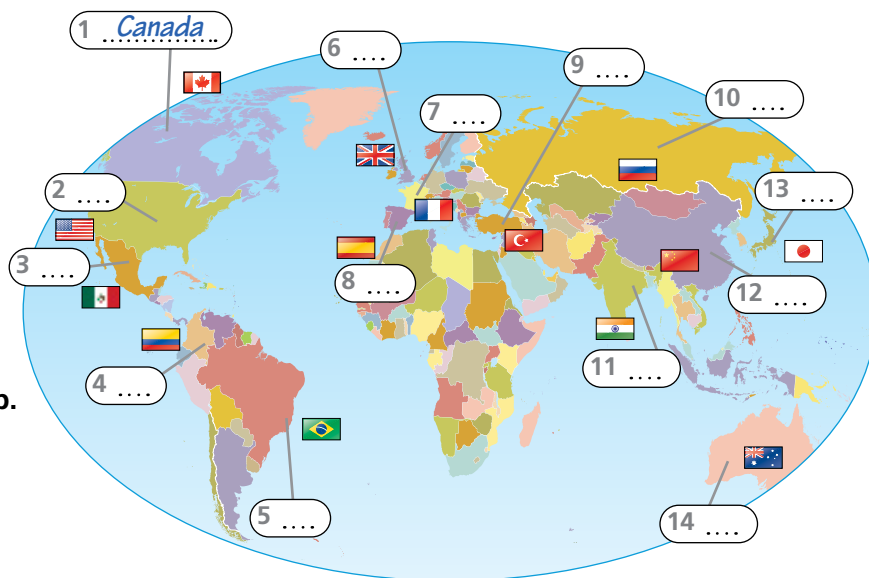
- 9 Ask and answer the questions with your partner, following the example.

- 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?



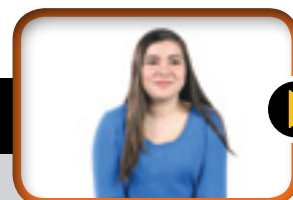
5 What language is this?

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?
Yes, that's right.
How do you spell that?

Sorry,
Can you repeat that please?
Of course.

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

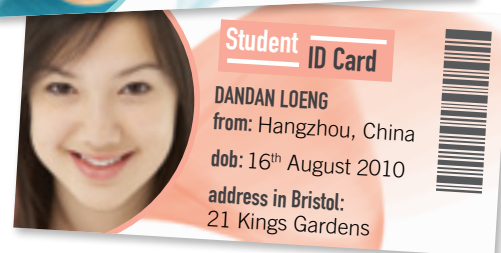
repeat right course Sorry spell

1 right

Teacher: So, your first name is **Janek** and your surname is **Czerwinski**, is that ¹....?
Janek: Yes, that's right.
Teacher: How do you ².... 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: **12th April 2010**.
Teacher: ³...., can you ⁴.... that please?
Janek: Yes, of ⁵.... It's **12th 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

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.



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



- 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 ¹ grandparents. My ² ...'s name is David and his ³ ... is Betty. She's my ⁴ My ⁵ ...'s name is Helen and my ⁶ ... is Richard. They are my ⁷ Paul is my ⁸ ... and Kate is my ⁹ Jessie is my ¹⁰ Our ¹¹ ...'s name is Tony. I've got one ¹² ... – his name is Charlie. At the bottom of the picture is my ¹³ ..., Jade, my ¹⁴ ... (we play netball for our school), and my ¹⁵ ... – 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.

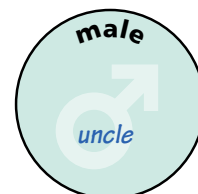
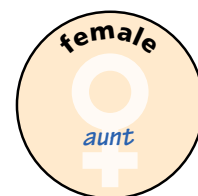
- 2 Sarah is David and Betty's
- 3 Kate is Richard and Helen's
- 4 Charlie is Jessie and Tony's
- 5 Paul is David and Betty's

- 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.



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 has got seven bedrooms.
-	They haven't got a car.	Damien jobs to do.
?	Have you got a brother or a sister?	Has he got a house?
+	Yes, I have.	Yes, he has .
-	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*.



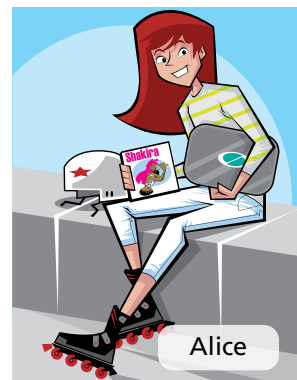
This is me and my family. I ¹ two brothers. I ² (not) a sister. Those are my parents. We ³ a big garden. My dad ⁴ one brother, my Uncle Matt. My uncle ⁵ three boys. That's their dog, Lady. It loves our big garden. We ⁶ (not) a dog. And my cousins ⁷ (not) a big garden.

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

1 *Has James got a book about sport?*

Yes, he has.

- James / a book about sport?
- Alice / a computer?
- James / black trainers?
- Alice / a skateboard?
- James / blue headphones?
- Alice / a CD?
- James / a hat?



- 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*

a

short spiky curly long and
1

b

fair dark 2

c

green brown 3

d

tall 4

e

pretty 5

f

6 young

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

g

7 8

Language focus 2

Comparative and superlative adjectives

- 1 Complete the examples from the listening on page 18.

Comparative	
long	longer (than)
It's your hair.	
tall	taller (than)
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.

- 1 *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



- 1 *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.

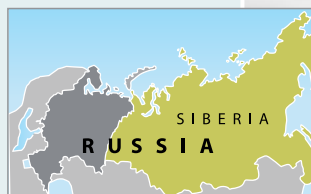
young old funny tall short intelligent

*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.



Discovery
EDUCATION



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.

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

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

- 1 Boris' grandparents' house is smaller than Boris' house.
- 2 They've got about 500 reindeer.
- 3 The town has one shop and two roads.
- 4 Boris' father and sister visit his grandparents.
- 5 The trip takes three hours.
- 6 It's hard work and fun at his grandparents' house.
- 7 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

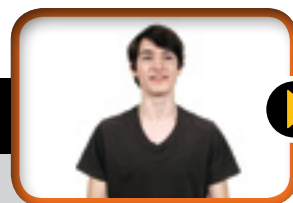
9 Tell your partner about your festival.

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		...@schoolemail.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.

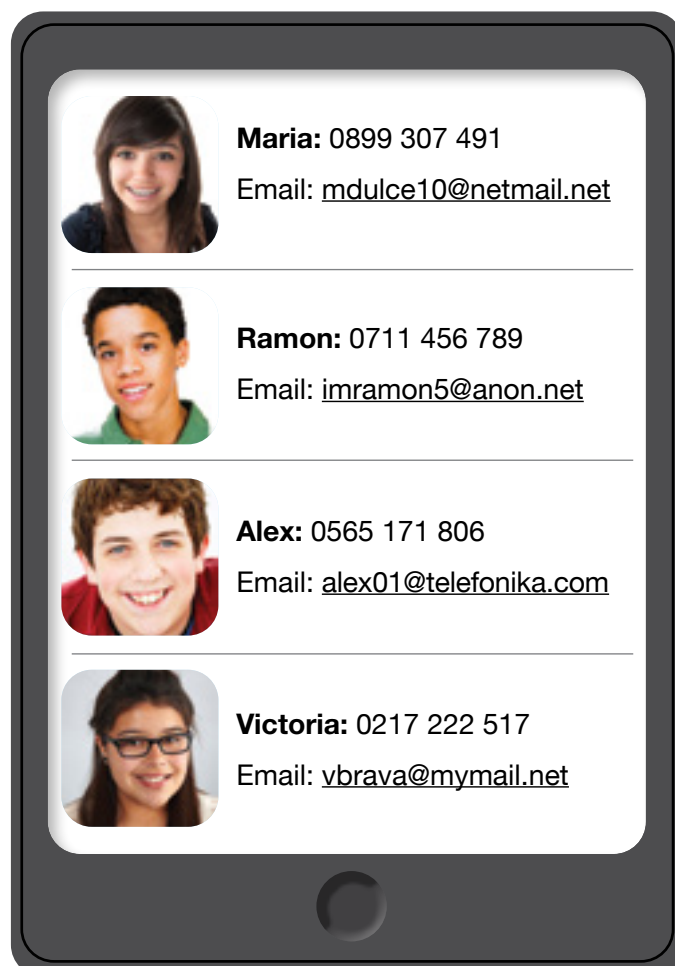


Lydia: 1....?
Raj: 2.... How are you?
Lydia: Hi Raj. OK, thanks. And you?
Raj: Fine, thanks. Listen, have you got **Pablo's** phone number?
Lydia: Um, yes. 3.... It's **0273 270 895**.
Raj: Thanks. I want to invite him to my Diwali party. Have you got his email, too?
Lydia: I think so. Oh wait. Someone's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



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?



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.

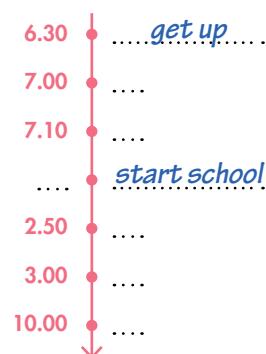
A day in my life

Hi, I'm Cecilia and I'm from Chile.
I ¹ *get up* at 6.30 in the morning on schooldays. I ² a shower and then I ³ dressed. At 7.00, I ⁴ breakfast. After breakfast I ⁵ 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 ⁶ lunch with Mum. Then I ⁷ my homework in my bedroom, usually at about 3.00. I ⁸ some exercise or sport every day – basketball is my favourite sport. I ⁹ 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



Rio, Brazil 8.00 AM

London, the UK 12.00 PM

Bucharest, Romania, 2.00 PM

Dubai, UAE 3.00 PM

Sydney, Australia 10.00 PM

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.



the UK

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.



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.

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,

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 start school at this time. We to school together.	David goes to school.
-	We don't walk 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 – walk s	1 brush
go – go es	2 start
teach – teach es	3 love
stud y – stud ies	4 sleep
	5 watch
	6 do

Say it right!

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

/s/	/z/	/ɪz/
walk s	go es	teach es
....		
....		

- b Listen, check and repeat.

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

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

- play tennis
.... go swimming
.... do drama

- have dance classes
.... have art classes
.... 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.