

# whats

# up?

3<sup>rd</sup> edition

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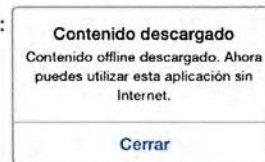
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# What's Up?

3<sup>rd</sup> edition

STUDENT'S BOOK  
+ WORKBOOK

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## Let's wrap it up! Self-assessment activities - Units 5 & 6

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# Let's warm up!



## Vivian

About me · Friends (150)

### PROFILE

I live in London.  
I am in Year 7.  
I am 15.  
I study at Brighton School.  
I play the guitar.



Vivian

Hey Festival! Here we are! Let's dance!



Vivian

Welcome summer holidays!  
Rocky at the beach with my cousin.  
My dog is adorable!:]



## PHOTOS



Vivian

Yes! Tickets in my hands!  
An unforgettable moment. Hurray!

**1** Look at the profile. Complete the sentences.

1. Her name is \_\_\_\_\_.
2. She is \_\_\_\_\_.
3. She lives in \_\_\_\_\_.
4. She studies at \_\_\_\_\_.
5. She has \_\_\_\_\_ friends.

### WORK in PAIRS

**2** Ask and answer the following questions with your classmate.

1. What's your name?
2. How old are you?
3. Where do you live?
4. How many friends do you have on social networks?

**3** Vivian is going to a music festival. Imagine the moment when she buys the tickets and complete the dialogue. Work with your classmate. Then, act the conversation out.

**Vivian:** Hi!

**Assistant:** Good <sup>1</sup>\_\_\_\_\_. Can I help you?

**Vivian:** Yes, <sup>2</sup>\_\_\_\_\_ you got any tickets for the Green festival?

**Assistant:** Yes. How many do <sup>3</sup>\_\_\_\_\_ want?

**Vivian:** Four. How much are <sup>4</sup>\_\_\_\_\_?

**Assistant:** 30 pounds each. It <sup>5</sup>\_\_\_\_\_ a hundred a twenty pounds.

**Vivian:** That's a lot of money, but I love all the bands. Here you <sup>6</sup>\_\_\_\_\_.

**Assistant:** Enjoy the <sup>7</sup>\_\_\_\_\_.

**Vivian:** Bye!



Vivian

Happy New Year! New year, new sport.  
Hello everyone. I'm a footballer now!



**4 Discuss in pairs.**

1. Do you like music festivals?
2. What is your favourite band or artist?
3. What is your favourite song?

**5 Look at the picture of the dog and complete the paragraph.**

Vivian <sup>1</sup>\_\_\_\_\_ got a <sup>2</sup>\_\_\_\_\_ dog. Its name  
<sup>3</sup>\_\_\_\_\_ Rocky. He has got short  
<sup>4</sup>\_\_\_\_\_ fur. Rocky's ears are <sup>5</sup>\_\_\_\_\_.  
 She always <sup>6</sup>\_\_\_\_\_ with him in the park.  
 They <sup>7</sup>\_\_\_\_\_ run in the living room. That is  
 not allowed.

**6 In groups of four, make a list of all the names of animals in English that you know. Which ones can be pets?**

**7 Look at the picture of Vivian playing football. True or false?**

1. She is playing with her friend.
2. She is wearing grey shorts.
3. The football is black and white.
4. She is focused.

**8 Answer in your notebook.**

1. Do you play football?
2. What do you do in your free time?

Go to **PAIRWORK ACTIVITIES.**



**Student A:** turn to page 72.

**Student B:** turn to page 74.

**In this book you will find the following features:**

**WORK** in **PAIRS**

Activities to do with your classmate



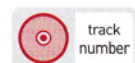
Questions or activities involving your personal experience



Content and Language Integrated Learning



Social Emotional Learning  
Download any free QR code Reader App on your mobile to discover our Social Emotional Learning section, thought and written for you ONLY!



Tracks to master your listening skills

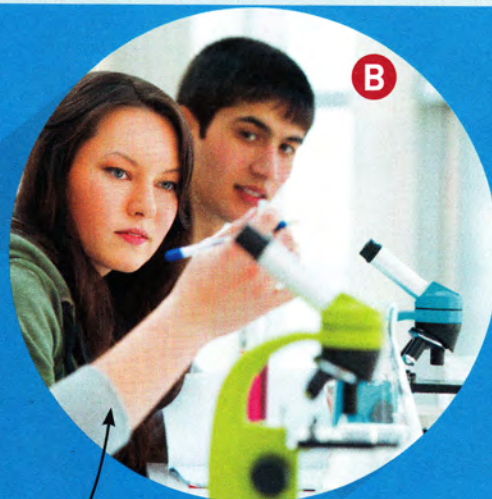
# 1

# WE are the school

## Unit Goals

- > Introduce yourself
- > Talk about schools
- > Talk about timetables
- > Ask and tell the time
- > Ask personal questions and answer them
- > Ask for permission and make requests
- > Write about a friend

1 Observe these pictures of Jennifer's school life.



**C**

	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 - 10:00	Maths	PE	History	Maths	English
10:00 - 11:00	English	Maths	Geography	Italian	Italian
BREAK					
11:30 - 12:30	Science	Italian	Maths	Science	History
12:30 - 13:30	Italian	English	Science	English	ICT
LUNCH					
15:00 - 16:00	Music	Geography	ICT	Art	PE
AFTER SCHOOL CLUBS					
16:00 - 17:00	Guitar	Basketball	Guitar	Basketball	



## 2 Find in the pictures ...

- |                        |                       |                  |                       |
|------------------------|-----------------------|------------------|-----------------------|
| 1. a lab               | <input type="radio"/> | 5. a guitar club | <input type="radio"/> |
| 2. a Geography teacher | <input type="radio"/> | 6. a uniform     | <input type="radio"/> |
| 3. a school playground | <input type="radio"/> | 7. a clock       | <input type="radio"/> |
| 4. a timetable         | <input type="radio"/> | 8. a canteen     | <input type="radio"/> |

## 3 True or false?

- Jennifer goes to school from Monday to Friday.
- She has lunch at school.
- She cooks her lunch.
- She has Science lessons in the lab.
- Her school day is from 9 a.m. to 5 p.m.
- There are 12 obligatory subjects at school.
- There are optional subjects.



CLIL **SOC  
SCI**

### PROJECT

**Let's create a PowerPoint presentation about special people at school!**

You will create a presentation of a person in your school you consider to be special.

Look for tips on how to build your project on p. 11. You will complete the project on p. 15.

### Preview

# 1

## VOCABULARY

### School subjects

#### 1 a. Choose the correct option.

- French
- ICT (Information and Communication Technology)
- Geography
- Science
- PE

- My classmate does excellent cartwheels in our PE lesson.
- In \_\_\_\_\_ we work with different kinds of maps.
- I love working in the lab. \_\_\_\_\_ is my favourite subject.
- Our \_\_\_\_\_ teacher is from France.
- Our \_\_\_\_\_ lessons are in the computer room on Mondays.

#### b. Complete the following sentences. What's your teacher's name?

- My Art teacher is \_\_\_\_\_.
- My Music teacher is \_\_\_\_\_.
- My English teacher is \_\_\_\_\_.
- My History teacher is \_\_\_\_\_.
- My Maths teacher is \_\_\_\_\_.

### Time

#### 2 Match the times to the clocks.



- |                                      |                |                         |                     |
|--------------------------------------|----------------|-------------------------|---------------------|
| 1 <input checked="" type="radio"/> c | half past four | 4 <input type="radio"/> | quarter to two      |
| 2 <input type="radio"/>              | half past ten  | 5 <input type="radio"/> | quarter past twelve |
| 3 <input type="radio"/>              | nine o'clock   | 6 <input type="radio"/> | midnight            |

#### 3 Look at the timetable and answer the questions.

	MONDAY
9:00	ICT
10:00	English
10:30	BREAK
11:00	Science
11:45	History
13:00	LUNCH
14:00	PE

- What time is Science? at eleven o'clock
- What time is PE? \_\_\_\_\_
- What time is History? \_\_\_\_\_
- What time is break? \_\_\_\_\_

### WORK in PAIRS

#### 4 Discuss.

- What are your favourite subjects?
- Where are the lessons?
- What time are your English lessons?
- What time are your Science lessons?
- Where do you go at break?

#### 5 a. Ask and answer questions about your timetable.

A: *What time is Science?*

B: *At eleven o'clock.*

b. Write true and false sentences about your timetable. Ask your classmate to identify the wrong ones. Then, switch roles.

A: *On Thursdays English is at 10 o'clock in the gym.*

B: *False! On Thursdays English is at 11 o'clock in the classroom.*

Education corner!

# Juan Mantovani School

by Marina Alonso

Hil I'm Marina Alonso and I'm 13 years old. I'm in year 1 at the Juan Mantovani Art School in Santa Fe (Argentina).

In the future, I want to be a painter and a sculptor, so I go to this special school. It is for students who want to be creative and learn a lot about art.

The school day starts at 7:00 and finishes at 4:30. It is long, but I like it. Some days, there are special activities. We visit museums, decorate hospital walls or have workshops on different artistic productions.



We enjoy our Drawing lessons.

Our school subjects are Spanish, English, Social Studies, Science, Maths and Citizenship. They are obligatory subjects, and so are Drawing, Painting and Pottery.

We have some optional subjects too. This year I'm studying Colonial Art History. It's hard but it's really interesting! Luckily Miss Arnau, the librarian, always gives me the books I need or helps me to find information in the computer.

We don't have PE lessons because in the afternoon there are a lot of extracurricular activities. We visit children or elderly people in hospitals and nursing homes.



We love our caretaker, Mr Forni.

Every month, we go to different clubs where local artists teach us different things. It's awesome! This month I'm going to the Living Statues Club and next month I want to go to the Tiles Club.

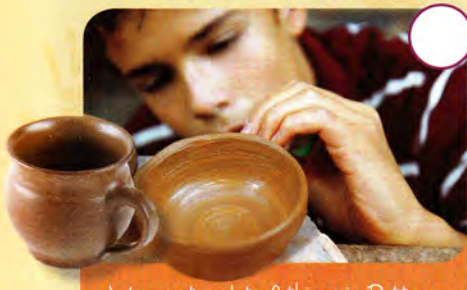
Sometimes, we leave the classroom a bit untidy. Mr Forni, the caretaker never complains and tidies up. We love him!

And sometimes we help him with the cleaning.

We work really hard, but we are more and more creative each day. That's ART!



We love to be creative!



We create a lot of things in Pottery.

8

1 Look at the pictures. What can you see? Do you do these activities in your school?

2 Read the text and number the pictures in order.

3 Read the article and answer.

1. What is the name of the school?
2. When does the school day start? When does it end?
3. What do students do in the afternoon?
4. Who are the teachers in the clubs?
5. Who is an important person for Marina? Why?

4 Correct the following information.

1. Marina is <sup>13</sup>~~16~~.
2. Juan Mantovani is a typical school.
3. Marina wants to go to the Clown Club.
4. Students help the teachers with the cleaning.
5. Students at Juan Mantovani School do solidarity activities in the morning.

What about you?

5 What is your school like?

6 Compare your school with Juan Mantovani School. What is the same? What is different?

# 1

## GRAMMAR

### Verb to be

Study and complete the table.

Affirmative	Negative	Questions	Short answers
I'm a student.	I'm not a French teacher.	Am I _____ ?	Yes, I <b>am</b> . / No, I'm <b>not</b> .
You're my classmate.	You aren't a caretaker.	_____ you _____ ?	Yes, you _____. / No, you <b>aren't</b> .
He's our PE teacher.	He isn't in the gym.	Is he _____ ?	Yes, he <b>is</b> . / No, he <b>isn't</b> .
She's in grade 6.	She _____ a teacher.	Is she _____ ?	Yes, she <b>is</b> . / No, she _____.
It's half past four.	It isn't break time.	_____ it _____ ?	Yes, it _____. / No, it <b>isn't</b> .
We're in year 9.	We _____ in year 9.	Are we _____ ?	Yes, we _____. / No, we <b>aren't</b> .
They're in the lab.	They _____ in the classroom.	Are they _____ ?	Yes, they <b>are</b> . / No, they _____.

> See Grammar Reference 1, Extra Practice book, p. 2

### 1 a. Complete the sentences with the affirmative of *to be*. Use contracted forms where possible.

- My name is Jenny.
- I \_\_\_\_\_ in year 1.
- The school headmaster \_\_\_\_\_ English.
- My new school \_\_\_\_\_ great.
- My class teacher \_\_\_\_\_ Ms Stevens.
- She \_\_\_\_\_ very nice.
- We \_\_\_\_\_ really happy in our new school.



### b. Complete the text about Imran with the affirmative (+) or negative (-) of *to be*.

This <sup>1</sup> is (+) Imran. He <sup>2</sup> \_\_\_\_\_ (-) thirteen. He <sup>3</sup> \_\_\_\_\_ (+) twelve. He <sup>4</sup> \_\_\_\_\_ (-) Australian. He <sup>5</sup> \_\_\_\_\_ (+) from Manchester. He likes his new school. It <sup>6</sup> \_\_\_\_\_ (+) cool. It's big and modern. The computer room <sup>7</sup> \_\_\_\_\_ (+) fantastic. The teachers <sup>8</sup> \_\_\_\_\_ (+) really friendly. Ms Stevens <sup>9</sup> \_\_\_\_\_ (-) his class teacher. It's Ms Harris.

### Pronunciation

It is important to pronounce **he** and **she** correctly.

02 Listen and repeat.

*She's thirteen.*  
*He's twelve.*

### 2 03 Listen and repeat.

- He's English.
- She's Australian.
- He's friendly.
- She's happy.

### 3 Match the questions (1-6) to the answers (a-f).

- Are you Daniel?
- Are you 14 years old?
- Is your English teacher very old?
- Is Mr Jones your teacher?
- Is your school new?
- Are the students in your class happy?

- No, he's 23.
- No, I'm David.
- Yes, it's very new.
- No, Mr Jones isn't our teacher.
- No, I'm 13.
- Yes, they are.



## Adjectives

Study the box.

My school is **modern**.  
I go to a **modern school**.

> See Grammar Reference 1, Extra Practice book, p. 2

### 4 Complete the sentences with adjectives from the box.

- hard                      • best                      • favourite
- typical                  • easy
- long                      • special

1. AHS is not a typical high school.
2. My \_\_\_\_\_ subject is PE.
3. My \_\_\_\_\_ friend is good at History.
4. Maths is \_\_\_\_\_. We work a lot to pass!
5. Our lunch break is \_\_\_\_\_.
6. At our school there are two \_\_\_\_\_ clubs.
7. It isn't a difficult test. It's very \_\_\_\_\_.

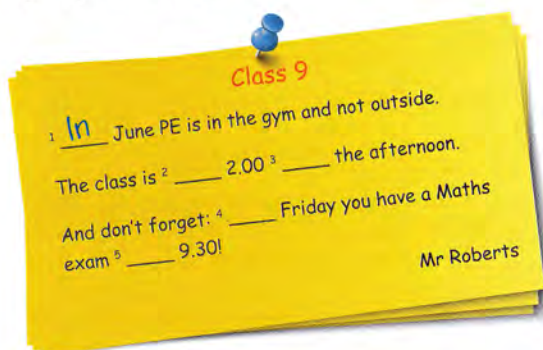
## Prepositions of time

Study the box.

**on** Tuesday, **on** 24th November  
**in** November, **in** autumn, **in** the morning  
**at** eight o'clock, **at** midnight

> See Grammar Reference 1, Extra Practice book, p. 2

### 5 a. Complete the note with the correct prepositions.



b. Reread the note and answer the questions.

1. Where are PE lessons in June? \_\_\_\_\_
2. What time are PE lessons? \_\_\_\_\_
3. When is the Maths exam? \_\_\_\_\_

### 6 Write the prepositions.

1. **A:** Is our ICT class on Wednesday?  
**B:** No, it isn't. It is on Friday.
2. **A:** What time is the break?  
**B:** It is \_\_\_\_\_ 10.30 a.m.
3. **A:** When is the excursion to the museum?  
**B:** It's \_\_\_\_\_ Monday.
4. **A:** Where is the Science class today?  
**B:** It's \_\_\_\_\_ the lab.

### WORK in PAIRS

### 7 Ask and answer these questions with your classmate.

1. When is your birthday?
2. When is our next English class?
3. When are the winter holidays?
4. When is Independence Day?

### 8 Now ask and answer the following questions. Give short answers.

1. your school / big?  
**A:** Is your school big?  
**B:** Yes, it is.
2. your best friend / clever?
3. your English teacher / a man?
4. PE classes / in the gym?
5. Maths / in the science lab?

## PROJECT

### PowerPoint presentation about special people at school

#### Tip

- Think about the person you will describe in your PPT (PowerPoint) presentation. Remember to mention what he / she does. Ask him / her about his / her timetable at school. Think about why he / she is important to you.
- Use the examples in Exercise 1 of this section in your description. Use the correct form of the verb *to be*!

# 1

## LISTENING



### Ask and answer personal questions

- 1 Describe the picture. What can you see?

*This is a school.*

- 2 Listen to the conversation and identify the characters in the dialogue.

- 3 Listen again and choose the correct option.

- The girl is Roxana Silvana.
- She is nervous / excited.
- Today is / isn't her first day at this school.
- She is from Uruguay / Argentina.
- PE / ICT is her favourite subject.

- 4 Listen one more time and answer.

- Where is the reporter from?
- What is his name?
- What does he take everywhere?
- What year is Silvana in?
- Is she happy?

- 5 Listen and complete.

Time	Subject	Teacher	Place
9:15	1 Maths	Mr Lewis	2 _____
3 _____	PE	Ms Hope	4 _____
5 _____	BREAK		playground
11:30	6 _____	Ms Dee	7 _____
8 _____	LUNCH		
9 _____	10 _____	Mr Miles	computer room
14:45	study time		11 _____



Ask for permission and make requests

7 a. Match the sentences (1-6) to the answers (a-f).

- 1. Can I go to the toilet, please?  d
  - 2. Can you repeat that?
  - 3. Can I ask you a question?
  - 4. Can I finish this for next class?
  - 5. Can I read?
  - 6. Can you lend me a pen?
- a. Yes. Read the first paragraph.
  - b. Sure. Here you are.
  - c. Sure. What's your question?
  - d. Yes, but be quick!
  - e. Sure. I said to do exercise 3.
  - f. Yes, but don't forget to do it!

b.  10 Listen and check.

c. Look at questions 1-6 again. Answer.

- 1. Which questions are used to ask for permission?
- 2. Which questions are requests?

8 Do you know any other classroom expressions?

WORK in PAIRS

9 a. Practise asking and answering the questions in Exercise 7a.

b. Imagine you are in a student exchange programme and today is your first day at school. Your classmate is a radio reporter and asks you personal questions. Act the interview out!

Go to PAIRWORK ACTIVITIES.

Student A: turn to page 72.

Student B: turn to page 74.

6 a.  08 Listen. Which questions do you hear? Tick (✓).

- 1. Where do you live?
- 2. What's your favourite subject?
- 3. Where are you from?
- 4. Do you like the school?
- 5. When's your birthday?

b.  09 Listen again. True or false? Correct the false sentences.

- 1. Imran is a new student.  T
- 2. His parents are from India.
- 3. Jenny likes the school.
- 4. Jenny likes the gym.
- 5. Imran likes the computer room.
- 6. Jenny's favourite subjects are French and PE.

# 1

## WRITING

### Write about a friend

#### Writing rule

#### Paragraphs

A piece of writing can have one or more paragraphs.

Write related information in the same paragraph.

You can indent the first line of each paragraph.

#### 1 a. Match the adjectives to the nouns.

1. nice, friendly, good
2. small, comfortable, big
3. hard, easy, fun
4. modern, primary, old
  - a. subject
  - b. friend
  - c. classroom
  - d. school



#### b. Complete with the correct adjective from Exercise 1a.

1. If you are nice to people and enjoy being with others, you are \_\_\_\_\_.
2. Something is \_\_\_\_\_ when it is very difficult.
3. When you sit on a \_\_\_\_\_ couch, you feel relaxed.
4. The opposite of new is \_\_\_\_\_.
5. A computer or a phone with new technology is \_\_\_\_\_.

#### Writing rule

#### Descriptive adjectives

Use adjectives to enrich your piece of writing. Adjectives describe things, people and places.

#### 2 a. Read the ID card and the text about Jenny.



**Name:** Jenny Burrows  
**Age:** 13  
**Nationality:** Australian  
**School:** Brenton School  
**Favourite subject(s):** PE and English  
**Favourite place(s) in the school:** canteen  
**Best friend:** Ruth

My friend's name is Jenny Burrows. She's 13 years old and she's Australian. Jenny is a student at Brenton School. Her school is new and modern. Her favourite subjects are PE and English. Her favourite place in the school is the canteen. It's big and comfortable. Her best friend's name is Ruth. She's nice and friendly. Ruth isn't in Jenny's class but she's in the same school.

#### b. Match paragraphs 1-3 to these topics.

Best friend

Favourite school area

Jenny



#### c. Imagine you are Jenny Burrows. Describe your school timetable. Reread the text on page 9 or listen again to track 5 to get inspired!

*School days starts at ...*

#### 3 a. Complete the ID card with information about a classmate.





	<b>Name:</b> .....
	<b>Age:</b> .....
	<b>Nationality:</b> .....
	<b>School:</b> .....
	<b>Favourite subject(s):</b> .....
	<b>Favourite place(s) in the school:</b> .....
	<b>Best friend:</b> .....

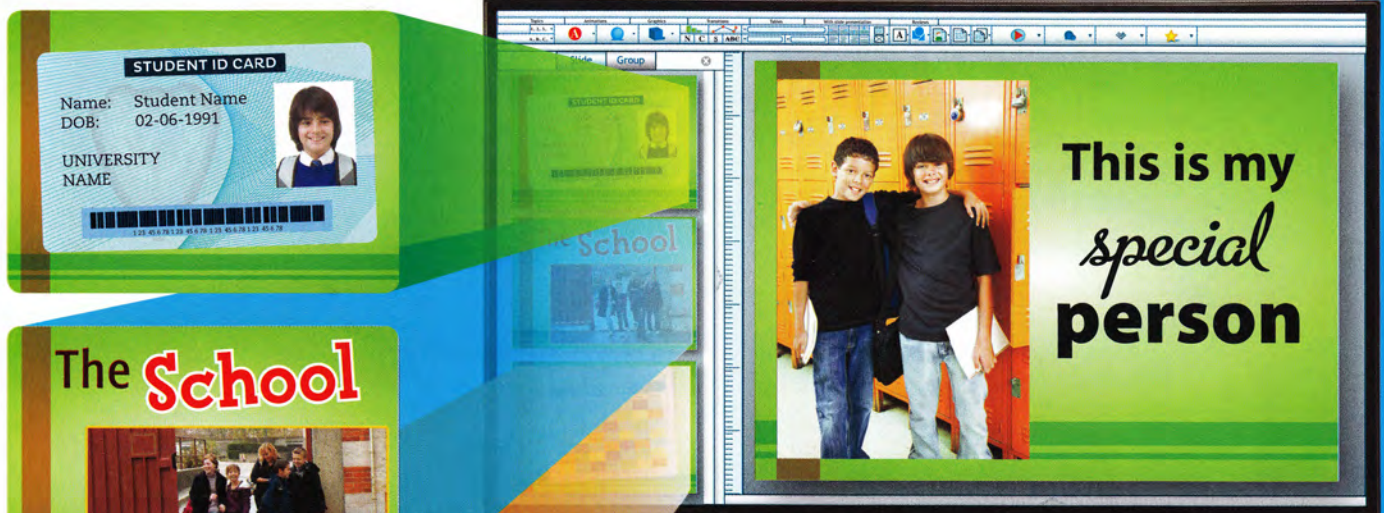
#### b. Use the information on the ID card to write about your classmate. Add details and divide the information into paragraphs.

## END of PROJECT

### PowerPoint presentation about special people at school

Let's complete the Project task!

- 1  Now that you have chosen the person you will talk about, write down all the information you will include in your PPT.
- 2  Put the information you will include in order. Remember to check the Project Tip to include everything. Make a plan like this one:
  - Slide 1: Personal ID*
  - Slide 2: Photo of the school where she or he goes / works*
  - Slide 3: His / Her timetable*
  - Slide 4: Describe your special person and include a pic of you with him or her! If you don't have any, use your mobile or borrow one and take a selfie with this person.*
- 3  Don't forget to save your PPT presentation. You can share it with other people through a social network.
- 4  Don't forget to bring your computer or tablet for the presentation! Make sure that everybody can have a look at it.



**STUDENT ID CARD**  
Name: Student Name  
DOB: 02-06-1991  
UNIVERSITY NAME

**The School**

**Schedule**

**This is my special person**

I can ...

- introduce myself.
- ask and answer simple personal questions.
- ask and tell the time.
- talk about timetables.
- talk about schools in different cultures.
- identify and value different people working at school.
- describe different school jobs.
- express my preferences about school life.

# 2

## My favourite days

### Unit Goals

- > Talk about what you do every day
- > Talk about what you do on special days
- > Say how often you do things
- > Describe a special day
- > Write a description of a typical or a special day



May Revolution Day

**1** Look at the pictures and find:

- 1. a religious celebration
- 2. a school festival
- 3. a family celebration
- 4. an international event

- 5. a national holiday
- 6. happy people
- 7. the odd one out

**2** Choose a special day from the pictures. Why did you choose it? Do you celebrate it? How do you feel about this day?

**3** What is your favourite special day? How do you celebrate it?



CLIL SOC SCI

PROJECT

**Let's create a Prezi presentation of an important celebration!**

You will be creating a Prezi presentation of an important celebration.

You should describe it and give as many details as you can about what happens that day. Don't forget to describe the music related to this celebration. You should also include photos!

Look for tips on how to build your project on p. 18. You will complete the project on p. 25.

Preview

# 2

## VOCABULARY

### Things we do every day vs Things we do on special days

1 Read the activities below. Write **ED** for everyday activities or **SD** for special days activities.

1. brush my teeth ED
2. do craftwork \_\_\_\_\_
3. do my homework \_\_\_\_\_
4. eat out \_\_\_\_\_
5. get / give presents \_\_\_\_\_
6. get up \_\_\_\_\_
7. go on a picnic \_\_\_\_\_
8. go home \_\_\_\_\_
9. go to bed \_\_\_\_\_
10. go to school \_\_\_\_\_
11. go to the theatre \_\_\_\_\_
12. have a shower \_\_\_\_\_
13. have breakfast \_\_\_\_\_
14. have dinner \_\_\_\_\_
15. have lunch \_\_\_\_\_
16. make tasty snacks \_\_\_\_\_
17. act in a play \_\_\_\_\_
18. plant a tree \_\_\_\_\_
19. watch a film \_\_\_\_\_
20. wear new clothes \_\_\_\_\_

2 Complete the following sentences using words or phrases from Exercise 1. In some sentences, more than one option is correct.

1. I sometimes have some coffee and slices of toast for breakfast.
2. I always \_\_\_\_\_ in the afternoon before playing with my pet.
3. After dinner, I watch TV and then \_\_\_\_\_.
4. At school we usually \_\_\_\_\_ to celebrate Earth Day.
5. I wake up at 6:30 but I \_\_\_\_\_ at 7:00. I love staying in bed some extra minutes!
6. We \_\_\_\_\_ with some popcorn.

3 Use the activities in Exercise 1 to write about Helen's crazy day. Be creative!

1. Helen brushes her teeth with both hands.
2. \_\_\_\_\_ at 6.00 in the morning.
3. \_\_\_\_\_ at midnight.
4. \_\_\_\_\_ at 9.00 in the evening.
5. \_\_\_\_\_ in the garden.
6. \_\_\_\_\_ in the classroom.
7. \_\_\_\_\_ on the bus.

### WORK in PAIRS

4 Use *before* and *after* to tell your classmate what you usually do.

A: I have a shower before I have breakfast. What about you?

B: I have a shower after I have breakfast.

OR

B: Me too.

5 Use the activities in Exercise 1 to write four sentences in your notebook about what you do on special days. Then tell a classmate.

*Once a month I see a film with my parents.*

### PROJECT

#### Prezi presentation of an important celebration

- Choose your special day and think about the music connected to this day. Use your mobile to record it.
- Use the activities in Exercise 1 of this section as a reference to describe what you do on this day.

**Tip**



# Celebrations around the world

countries ▾ hotels ▾ restaurants ▾ travel ▾ photos ▾



## Are all celebrations fixed in the calendar?

Hi! I'm Apikalia and I live in Kailua, a beautiful city in Hawaii. My favourite celebration is Luau. Mum and Dad love parties and plan every detail of this celebration. First, they make a list of guests. They invite all my extended family ... and a lot of friends! There are sometimes 60 people in my house.

Our house is on the coast, so mum prepares a tiki bar on the beach and decorates the tables with palm tree leaves. She usually prepares cupcakes and decorates them with colourful paper umbrellas. There are always jugs of all sorts of fruit juice.

Dad always prepares exquisite fresh salads of mixed veggies, and my brother and I thread veggies or fruit through bamboo skewers. We love doing it! We prepare lots of trays of them.

Then, we get ready to receive our guests. Mum and I wear our hula costumes, but my dad and my brother never put on grass skirts. They usually wear loose cotton trousers.

After that, we receive our guests with the traditional lei (made with paper flowers) to show them we are happy to welcome them.

I love this celebration because all my friends and relatives come to my house. We play luau games and dance until very late at night. And we can celebrate it any day, for no special reason!



### 1 Read about Apikalia's favourite celebration. True or false?

1. Apikalia has a sister.
2. Apikalia's parents love parties.
3. They have a house on the beach.
4. They wear traditional costumes.
5. There are a lot of vegetables and fruits on the tables.
6. Apikalia likes this celebration because she gets presents.
7. Luau is celebrated on a fixed day.
8. Apikalia's father never helps with the party preparations.

### 2 Answer.

1. Where is Apikalia from?
2. What do she and her mother wear for Luau?
3. Who is invited to the celebration?
4. What do guests receive?
5. Why do they celebrate Luau?

### 3 Choose the correct option.

1. This blog is about a city in \_\_\_\_\_.  
 a. Cancun                       b. Hawaii
2. Apikalia invites \_\_\_\_\_ friends and the extended family.  
 a. many                          b. few
3. Apikalia's dad \_\_\_\_\_ grass skirt.  
 a. hardly ever wears      b. doesn't wear
4. Lei is made with \_\_\_\_\_ flowers.  
 a. artificial                      b. natural

What about you?

4 Are there any celebrations in your country that are similar to Luau? Are there any in the town where you live?

5 What is your favourite celebration?

Go to **CLIL AND CULTURE**, page 26.



# 2

## GRAMMAR

### Present simple - affirmative

Study and complete the box.

I **go** to school.  
 You \_\_\_\_\_ to school.  
 He **brushes** his teeth.  
 She \_\_\_\_\_ at 7 o'clock.  
 It **plays** with a ball.  
 We \_\_\_\_\_ our teeth.  
 They **get up** at 7 o'clock.

> See Grammar Reference 2, Extra Practice Book, p. 6.

#### 1 Choose the correct form of the verb to describe a special day in Lili's family.

- Christmas day **is** / are always special!
- My grandmother *make* / *makes* tasty snacks to share with the family.
- I *decorates* / *decorate* the house before guests *come* / *comes* home.
- After Christmas, dad *plants* / *plant* the tree in grandma's garden.
- I *wear* / *wears* new clothes to match my Christmas hat.
- Early in the morning, mum *give* / *gives* the presents.



#### Pronunciation

#### 11 Listen to the -s sound.

/s/ *makes, helps, writes*  
 /z/ *plays, goes, reads*  
 /vz/ *watches, dances, closes*  
**Now read and say the verbs.**

#### 2 Complete the text with the correct form of the verb.

New Year's Eve is special in my house. Every year my family <sup>1</sup> **has** (have) a party. We <sup>2</sup> \_\_\_\_\_ (invite) our friends. My grandmother <sup>3</sup> \_\_\_\_\_ (play) the piano and my big sister <sup>4</sup> \_\_\_\_\_ (dance). I <sup>5</sup> \_\_\_\_\_ (take) photos. Oh, and our dog Bobby <sup>6</sup> \_\_\_\_\_ (eat) all the food! At midnight we <sup>7</sup> \_\_\_\_\_ (sing) an old Scottish song called *Auld Lang Syne*. Then my parents <sup>8</sup> \_\_\_\_\_ (open) the champagne and <sup>9</sup> \_\_\_\_\_ (say) 'Happy New Year'.

#### 3 Choose the correct option.

- He \_\_\_\_\_ breakfast in the kitchen.  
 a. does                      b. has                      c. drinks
- My friends \_\_\_\_\_ the theatre once a month.  
 a. go to                      b. goes to                      c. see
- Paul and John \_\_\_\_\_ craftwork.  
 a. do                      b. does                      c. prepare
- I \_\_\_\_\_ new clothes.  
 a. use                      b. uses                      c. wear

#### WORK in PAIRS

#### 4 Look at the words and make sentences.

A: My grandmother  
 B: lives  
 A: in a palace.

I		
You	play(s)	the guitar.
My dog / cat	go(es)	a motorbike.
My mother / father	eat(s)	in a palace.
My grandmother / grandfather	watch(es)	<i>The Simpsons</i> .
My neighbour	live(s)	to bed late.
My teacher	drive(s)	ice cream.
My friends		
My cousins		

## Present simple - negative

Study and complete the box.

I **don't** go to school.  
 You **don't** \_\_\_\_\_ to school.  
 He **doesn't brush** his teeth.  
 She **doesn't** \_\_\_\_\_ at 7 o'clock.  
 It \_\_\_\_\_ **play** with a ball.  
 We **don't** \_\_\_\_\_ our teeth.  
 They **don't get up** at 7 o'clock.

> See Grammar Reference 2, Extra Practice book, p. 6

### 5 Correct the sentences that are not true for you.

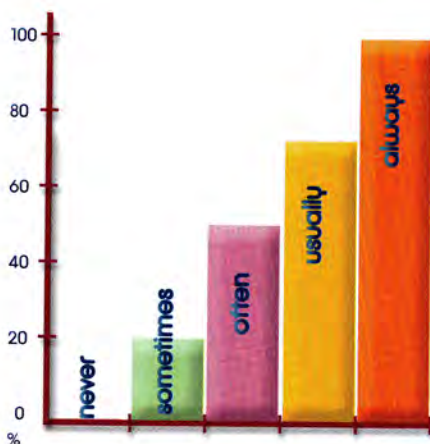
- I get up late on weekdays.  
*I don't get up late on weekdays.*
- I get dressed in the bathroom.
- My best friend rides a yellow bike.
- My mum sometimes has dinner with her friends.
- My dad cooks very well.
- My friends go to bed at 8 o'clock.

## Adverbs of frequency

Study the box.

Adverbs of frequency go after the verb *to be* and before other verbs.  
 He is **sometimes** late for school.  
 He **usually** goes to the cinema.

> See Grammar Reference 2, Extra Practice book, p. 6



### 6 Put the adverb of frequency in the right place.

- Bobby does his homework. **(always)**  
*Bobby always does his homework.*
- He eats vegetables. **(often)**  
\_\_\_\_\_
- He uses his mobile. **(sometimes)**  
\_\_\_\_\_
- He is late for school. **(never)**  
\_\_\_\_\_
- He goes to the cinema. **(usually)**  
\_\_\_\_\_

### 7 Order the words to make sentences.

- is / always / on December 25 / Christmas Day  
*Christmas Day is always on December 25.*
- good programmes / are / sometimes / There / on TV  
\_\_\_\_\_
- usually / plays / Danny / computer games / after school  
\_\_\_\_\_
- emails / write / I / to my grandparents / often  
\_\_\_\_\_
- never / Juan's sister / her homework / does  
\_\_\_\_\_
- late for school / on Monday morning / always / are / We  
\_\_\_\_\_

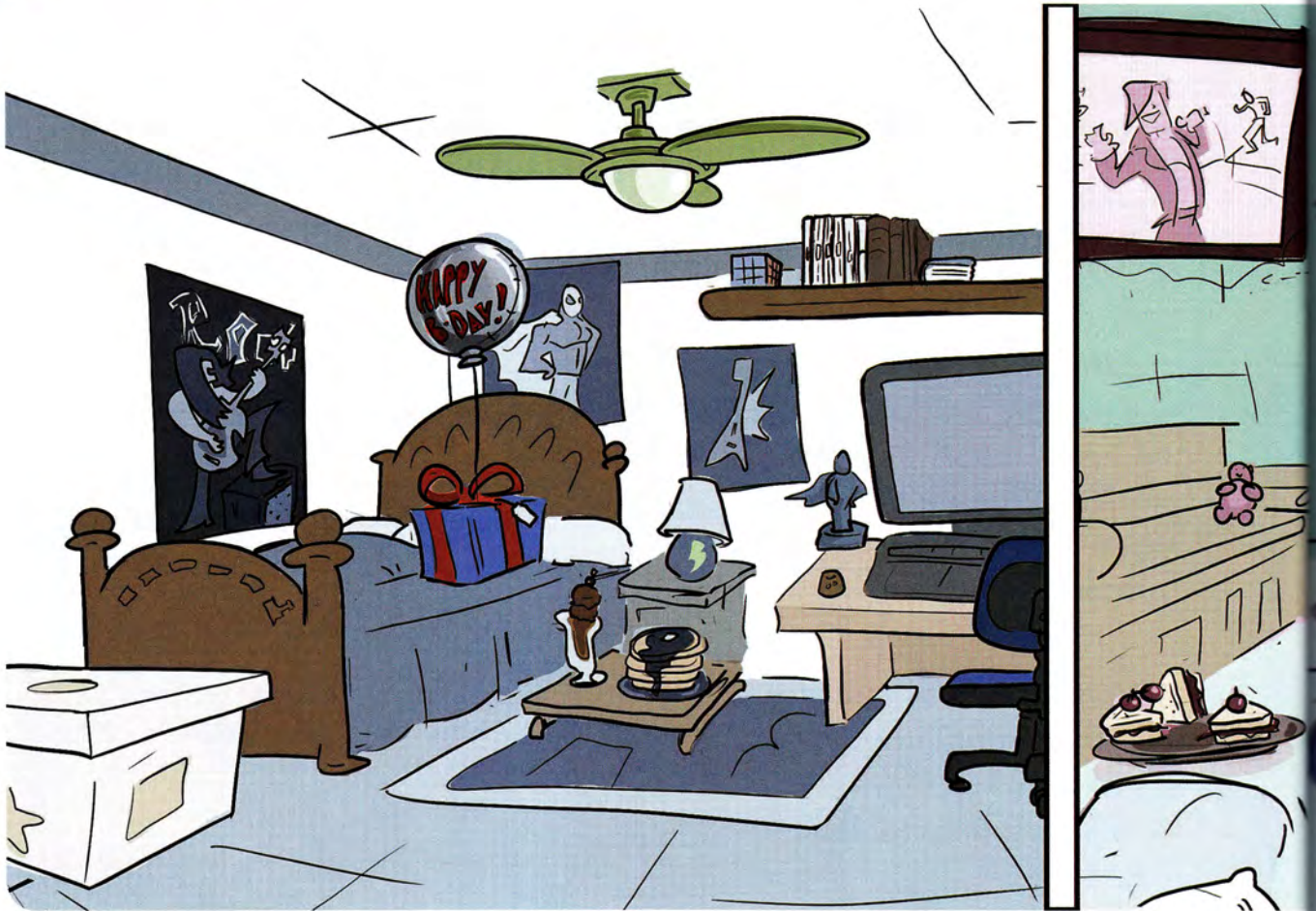
### WORK in PAIRS

#### 8 a. Think of things you do. Tell your classmate about them.

- I always ...
- I usually ...
- I often ...
- I sometimes ...
- I never ...

#### b. Now tell the class about your classmate.

*Pedro always does his homework.*



### Describe a special day

1 Find these things in the pictures.

- |                  |             |
|------------------|-------------|
| • candles        | • a present |
| • a balloon      | • a cake    |
| • a sleeping bag | • pancakes  |

2 Listen to Bianca and Selena and put the activities in the order Bianca does them. There is one extra activity in the list below. Which is it?

- brush my teeth
- have a snack
- do my homework
- watch TV
- put on my pyjamas
- do the dishes
- take a shower

- 1  
○  
○  
○  
○  
○  
○  
○

3 Listen again and write the activities that were not included in Exercise 2.

*get up at 6:30.*

---



---



---

4 Listen to Imran and Jenny describing their birthdays and write each name next to the correct picture.





**5** <sup>15</sup> Listen again and choose the correct answer.

1. Imran wakes up at 6.00 / 7.00.
2. He has pancakes and *chocolate / vanilla* ice cream.
3. He has breakfast in *bed / the kitchen*.
4. On her birthday, Jenny usually has a *sleepover / big party*.
5. Jenny and her friends *go dancing / dance in Jenny's bedroom*.
6. They also *watch a DVD / go to the cinema*.
7. They have *pizza or sandwiches / burgers*.

Talk about what you want to do on your next birthday

**6** a. <sup>16</sup> Listen to Nicole and Alex answering questions about their birthdays. Complete the sentences.

1. Nicole celebrates her birthday with \_\_\_\_\_.
2. Alex celebrates his birthday with \_\_\_\_\_.

b. <sup>17</sup> Listen again and match.

1. On her next birthday, Nicole wants to ,  and .
2. On his next birthday, Alex wants to ,  and .
 

a. listen to music and dance	d. have a burger
b. go to a shopping centre	e. hang around all day
c. eat pizza	f. invite friends and have a party

**WORK** in PAIRS

**7** a. Talk about your next birthday. Say what you want to do and what you don't want to do.

*On my next birthday, I don't want to get up early. I want to get up late.*

b. Write about your classmate.

*Sofia doesn't want to get up early. She wants to get up late.*

**8** Think about the following special days and discuss the following questions.

- |           |           |                |
|-----------|-----------|----------------|
| • April 2 | • June 20 | • September 21 |
| • May 25  | • July 9  | • December 25  |

1. What do we celebrate this day?
2. How do you celebrate it at school?
3. Which one is your favourite day? Why?

Go to **PAIRWORK ACTIVITIES**.



**Student A:** turn to page 72.

**Student B:** turn to page 74.

# 2

## WRITING

### Write a description of a typical day

#### Writing rule

#### Subjects in sentences

Remember that in English every sentence has a subject.

- The subject usually goes right before the verb.
- The subject can be a noun or a pronoun.

#### 1 Underline the verbs and circle the subjects in the sentences.

1. I go to bed at 10.00.
2. My brother goes to bed at 11.00.
3. He's always late for school.
4. On Fridays, school starts at 8.00.
5. Anna and Sarah never have breakfast.
6. She doesn't have lunch at home.

#### Writing rule

#### Connectors

*First, Then, After that* and *Finally* are connectors.

- Use connectors to show the order in which things happen and to make ideas clearer for the reader.
- Use a comma [ , ] after connectors.

#### 2 Which connectors are in logical order?

1. First, ... Then, ... After that, ... Finally, ...
2. First, ... Then, ... Finally, ... After that, ...
3. First, ... After that, ... Then, ... Finally, ...
4. Then, ... First, ... After that, ... Finally, ...

#### 3 Read the text and choose the correct connectors.

I get home from school at about 5.00 and I do a lot of things. <sup>1</sup>*First / After that*, I eat some biscuits and I talk to my mother about school. <sup>2</sup>*Finally / Then*, I go to my bedroom and listen to music. <sup>3</sup>*Then / After that*, I do my homework. And <sup>4</sup>*first / finally*, I have dinner and go to bed. Before I go to sleep, I usually watch TV in bed. It's my favourite time of the day!

Tom

#### 4 Look at the text again and answer the following questions.

1. What time does Tom get home?  
He gets home at 5.00.
2. What does he talk about with his mother?  
\_\_\_\_\_
3. Where does he listen to music?  
\_\_\_\_\_
4. What does he do before he goes to bed?  
\_\_\_\_\_





#### 5 Now write a paragraph about a day in your life. You can write about a typical weekday (Monday to Friday) or a typical Saturday or Sunday.

## END of PROJECT

## Prezi presentation of an important celebration

Let's complete the Project task!

- 1 Now that you have chosen a special day and you have photos and music for your presentation, you are almost ready! Choose the photos that you like the most. Then, decide in which part of the presentation you want to play the song you chose.
- 2  Label the photos. Use arrows and brackets for elements that you want to highlight. For instance, if you wear a costume on the special day you will talk about, label the costume in the photo. The more you describe, the better.
- 3  Show your presentation to the class. List all the activities you do that day and point out your favourite ones!
- 4 Don't forget to bring your computer or tablet! Make sure that everybody can have a look at it.



I can ...

- talk about habits and routines.
- discuss good and bad habits.
- talk about special days and celebrations in different countries.
- reflect about the importance of keeping family and national traditions.
- ask and tell how often people do things.
- ask and tell when people do things.
- prepare a Prezi presentation.

## Independence Day

### When is it?

It is celebrated on 9th July.

### What do people celebrate?

They celebrate the independence from Spain.

Argentiniains fought hard to be free from the king of Spain. 9th July 1816, is a very special date. Since that day, Argentina is an independent country and has its own government.



### Let's celebrate it!



9th July is a national holiday. Students don't go to school and many people don't work. On this day, people get together with their families. Some stay at home and some others go to the city centre to watch the parades. There are many traditions! Food, drink and dance are very important!

Many people decorate their windows or balconies with the national flag. They love doing that. In many houses, they get together to cook traditional dishes, such as fried salty pastries and *carbonada*, which is made with maize, meat, sweet potatoes and a dash of chilli, that adds a spicy flavour to the dish. It is delicious and perfect for winter! In the afternoon, people have *mate* and sweet pastries as well as many other types of cakes.



Long live the land of the free!



### 1 Read the text and answer the questions.

1. When is Independence Day?  
\_\_\_\_\_
2. How do people celebrate it?  
\_\_\_\_\_
3. Which dishes do families cook?  
\_\_\_\_\_

### 2 Reread the text. True or false? Correct the false statements.

1. On 9th July people celebrate that they are free from the king of England.
2. Many families cook delicious dishes on this day, such as salty pastries and *carbonada*.
3. Children go to school on 9th July.

### 3 What do you do on 9th July? Do you celebrate it? How?

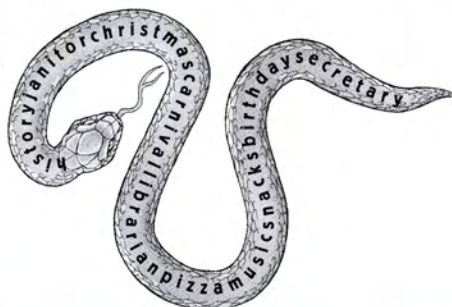


## 1 Complete the questions and match them to the answers.

- |   |  |
|---|--|
| 1. _____ you get up on weekdays?          | a. I usually get up at 6:30.                               |
| 2. _____ you meet at the Art Club?        | b. We eat special food and my mum bakes a cake. I love it! |
| 3. _____ your favourite day in the year?  | c. On Tuesdays and Thursdays.                              |
| 4. _____ it your favourite day?           | d. Because it is my birthday.                              |
| 5. _____ you and your family do that day? | e. August 27th.  |

\_\_\_\_\_ / 15

## 2 Find 10 words and write them in the corresponding column



People at school	Special days	School subjects	Food
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

\_\_\_\_\_ / 10

## 3 Put the sentences in order to read Patricia's email.

- \_\_\_\_\_ My favourite time of the year is the summer break.
- \_\_\_\_\_ In the afternoon, I invite some friends home and we play video games.
- \_\_\_\_\_ It is always special for my family because we are all on holiday at home.
- \_\_\_\_\_ After breakfast, my mum and I go to the club and we play tennis.
- \_\_\_\_\_ Dad and my little brother Mauro prepare lunch because they don't go to the club.

\_\_\_\_\_ / 10

## 4 Put the questions about Patricia's email in order and give a short answer.

- summer / the / break / time / her / is / favourite / the / in / year / ?  
\_\_\_\_\_
- parents / holiday / break / her / on / summer / are / the / in / ?  
\_\_\_\_\_
- Patricia / friends / do / and / video games / her / play / ?  
\_\_\_\_\_
- go / mum / her / to / the / does / club / ?  
\_\_\_\_\_
- Mauro / father / Patricia's / is / ?  
\_\_\_\_\_

\_\_\_\_\_ / 15


**Total** \_\_\_\_\_ / 50

# 3 Natural habitats


## Unit Goals

- > Talk about animals and their habits
- > Talk about what animals can do
- > Express what we must or mustn't do
- > Describe animals
- > Ask and answer questions about animals
- > Write signs for a natural reserve



**1**  Look at the pictures and find:

- |                         |                     |
|-------------------------|---------------------|
| 1. a pet: _____         | 5. a reptile: _____ |
| 2. a farm animal: _____ | 6. an insect: _____ |
| 3. a wild animal: _____ | 7. a mammal: _____  |
| 4. a bird: _____        |                     |

**2**  What animal(s)...

- |                      |                                      |
|----------------------|--------------------------------------|
| 1. can fly? _____    | 4. has got colourful feathers? _____ |
| 2. can swim? _____   | 5. can't walk backwards? _____       |
| 3. can't walk? _____ |                                      |



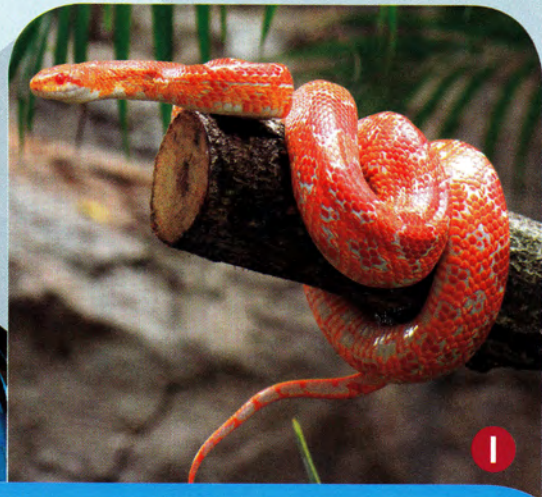
F



G



H



I

**PROJECT**

**Preview**

**Let's play a game: Guess the animal**

You will be creating a matching memory game with cards for different animals.

On one of the matching cards, you should include as many details as you can about the animal. The other card will have a photo of the animal. The player who collects more cards is the winner!

Look for tips on how to build your project on p. 33. You will complete the project on p. 37.

# 3

## VOCABULARY

### Animals and animal parts

1 a. Classify the animals into three groups.

- fly    • bear    • ant    • butterfly
- bee    • horse    • sheep    • monkey
- pig    • camel    • cow    • mosquito
- lion    • chicken    • tiger    • elephant

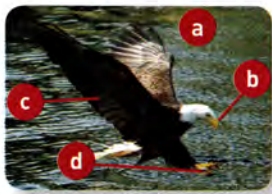
farm animals	wild animals	insects
pig	lion	ant

b. Add two more animals to each group.

2 a. Say the names of the animals in the pictures.

b. Use your dictionary to match the words to the animal parts.

- |                                |                              |                              |
|--------------------------------|------------------------------|------------------------------|
| <input type="radio"/> tail     | <input type="radio"/> trunk  | <input type="radio"/> scales |
| <input type="radio"/> feathers | <input type="radio"/> beak   | <input type="radio"/> wing   |
| <input type="radio"/> horn     | <input type="radio"/> tongue | <input type="radio"/> claws  |



### Verbs for things animals do

3 Read the sentences and discover the meaning of the verbs in *italics*.

1. Scorpions *hide* under stones or in the sand. They *sting* insects to kill them.
2. Foxes *adapt* to their habitat. They can live in cold places. Arctic foxes *hibernate* in winter.
3. Birds don't like cold weather. They *migrate* to warm places in winter.
4. Birds usually *build* nests in trees. They aren't mammals. They *lay* eggs.
5. Snakes *hunt* mice and other small animals. They *bite* their prey to kill it.

4 Complete the sentences with verbs from Exercise 3.

1. In winter, bears \_\_\_\_\_.
2. Eagles often \_\_\_\_\_ nests in rock formations.
3. Tigers \_\_\_\_\_ for food.
4. Ants \_\_\_\_\_ eggs.
5. Small insects usually \_\_\_\_\_ under stones.

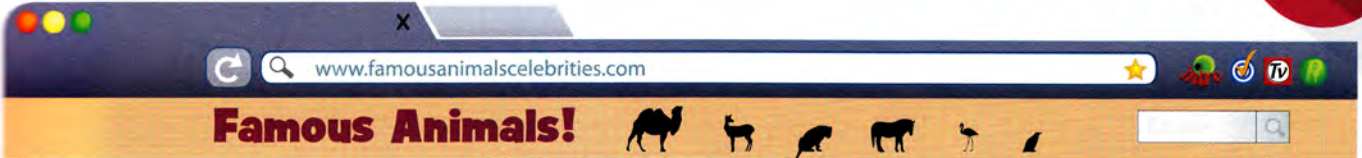
### Adjectives to describe animals

5 Decide if the adjectives express positive or negative qualities. Write + or - in the boxes.

- |                                   |                                 |                                |
|-----------------------------------|---------------------------------|--------------------------------|
| <input type="radio"/> aggressive  | <input type="radio"/> friendly  | <input type="radio"/> fast     |
| <input type="radio"/> intelligent | <input type="radio"/> poisonous | <input type="radio"/> quiet    |
| <input type="radio"/> clean       | <input type="radio"/> slow      | <input type="radio"/> noisy    |
| <input type="radio"/> dangerous   | <input type="radio"/> dirty     | <input type="radio"/> solitary |

6 Choose the correct option.

1. Some snakes are *poisonous* / *dirty*.
2. Tortoises are *slow* / *fast*.
3. Cats are *noisy* / *clean*.
4. Bulls are *friendly* / *aggressive*.
5. Butterflies are *quiet* / *noisy*.
6. Dogs are *solitary* / *intelligent*.



# Animals sometimes become celebrities

Many people visiting Australia can't leave the country until they take a selfie with a quokka.

The quokka is a marsupial. Female quokkas have got a pouch to carry their babies (called "joeys") for seven months. Then, the babies become independent. Quokkas have only one joey a year. They are 40 to 54 cm long with a 25 to 30 cm tail. They have got a stocky body, with a short, broad head and rounded ears. They look like a very small kangaroo. They can hop and they can also climb small trees. Their fur is grizzled brown.



Quokkas live in island swamps, off the coast of West Australia, mainly on Rottnest Island and Bald Island, and also in eucalyptus forests and riverbanks on land. They eat peppermint and eucalyptus leaves, as well as other greens. They store fat in their tails for times when they can't find food.

They usually move in packs and dig tunnels through vegetation for hiding and sleeping. People are destroying their habitat, so they are endangered.

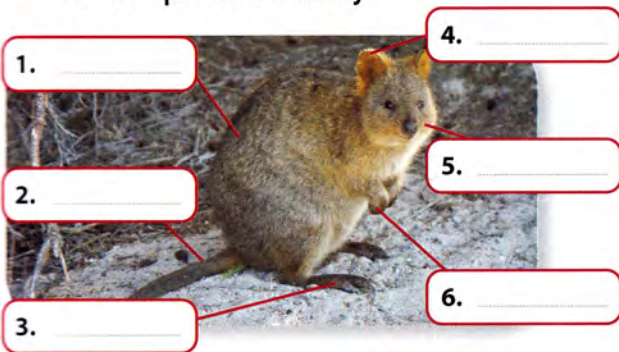


Tourists love taking photos with them because they have a permanent grin and, most importantly, they don't mind posing for pictures. Tourists can take photos, but they mustn't touch quokkas because it is illegal. And they mustn't feed quokkas either. It can be dangerous, both for the animals (they can die) and for the tourists. Quokkas bite dozens of people each year, usually children. Injuries are not serious and they usually happen accidentally when the animals try to take snacks out of kids' hands. Another danger quokkas face is predators. Foxes and domestic cats hunt them.

At the moment, they are in special reserves to protect them from dangers. Luckily, their smile still appears in many photos.

previous | 1 2 3 4 5 | next

1 Read the article and label the parts of the quokka's body.



3 Answer.

1. Why are quokkas famous?
2. Are they similar to rats? Why / Why not?
3. Are they similar to kangaroos? Why / Why not?
4. Why are they endangered?
5. Why do they store fat in their tails?
6. Where do they sleep?
7. What do they eat?
8. What can they do?

## CLIL BIO

2 Read again and complete the chart.

Country: \_\_\_\_\_  
 Habitat: \_\_\_\_\_  
 Size: \_\_\_\_\_  
 Category: \_\_\_\_\_  
 Name of the baby: \_\_\_\_\_  
 Food: \_\_\_\_\_  
 Dangerous or sociable?: \_\_\_\_\_  
 Dangers they face: \_\_\_\_\_

What about you?

- 4 Are there any quokkas in Argentina? Do you like them?
- 5 Which wild animals are typical in your country?
- 6 Which is your favourite animal?
- 7 What is it like? What else do you know about it?

## Present simple - *yes / no* questions, short answers and *wh-* questions

Study and complete the table.

Questions	Short answers	Wh- questions
Do you <b>like</b> animals?	Yes, I <b>do</b> .	Where <b>do</b> they <b>live</b> ?
_____ he <b>like</b> animals?	No, I _____.	Where <b>does</b> he <b>see</b> them?
	Yes, he <b>does</b> .	What _____ it <b>eat</b> ?
	No, she <b>doesn't</b> .	

> See Grammar Reference 3, Extra Practice book, p. 10

### 1 Write questions about the quokkas. Use *where*, *what*, *why* and *how many*.

- What* \_\_\_\_\_ is a quokka? A marsupial.
- \_\_\_\_\_ do they live? In swamps.
- \_\_\_\_\_ are quokkas an endangered species? Because people are destroying their habitat.
- \_\_\_\_\_ joeys do they have a year? One.
- \_\_\_\_\_ do they live now? In special reserves.
- \_\_\_\_\_ months do they carry their babies? Seven months.

### WORK in PAIRS

### 2 Ask and answer the questions. If necessary, reread the article on page 31.

- \_\_\_\_\_ tourists feed the quokkas?  
A: Do tourists feed the quokkas?  
B: Yes, they do.
- \_\_\_\_\_ leopards hunt them?
- \_\_\_\_\_ quokkas like snacks?
- \_\_\_\_\_ quokkas have a permanent smile?
- \_\_\_\_\_ quokkas eat meat?
- \_\_\_\_\_ special reserves take care of them?
- \_\_\_\_\_ they live in deserts?

### Pronunciation

18 Listen to the pronunciation of *does* and *doesn't*, and repeat.

*Does she work in a zoo? Yes, she does.*  
*Does she like all the animals? No, she doesn't.*

### 3 Read the table about Peter Jackson, a forest ranger. Write questions and answers.

*Does he prevent fires? Yes, he does.*

Does he _____?	Yes	No
prevent fires	✓	
wear a uniform	✓	
hunt animals		✓
work with firefighters	✓	
protect the environment	✓	
feed animals		✓



**4 Read and complete the interview.**

**INTERVIEWER:** So Robby, tell us about your day.  
What time <sup>1</sup> \_\_\_\_\_ (you / get up)?

**ROBBY:** I get up very early.

**INTERVIEWER:** Where <sup>2</sup> \_\_\_\_\_ (you / make) your films?

**ROBBY:** We film the animals in their natural habitat.

**INTERVIEWER:** What animals <sup>3</sup> \_\_\_\_\_ (you / watch)?

**ROBBY:** Birds and mammals.

**INTERVIEWER:** <sup>4</sup> \_\_\_\_\_ (you / like) one bird especially?

**ROBBY:** Yes, I love the giant condor.

**INTERVIEWER:** Where <sup>5</sup> \_\_\_\_\_ (it / live)?

**ROBBY:** In the Andes.

**INTERVIEWER:** What <sup>6</sup> \_\_\_\_\_ (it / hunt and eat)?

**ROBBY:** It <sup>7</sup> \_\_\_\_\_ (eat) dead animals, so it <sup>8</sup> \_\_\_\_\_ (not hunt).

**INTERVIEWER:** What animals <sup>9</sup> \_\_\_\_\_ (you / like)?

**ROBBY:** I like all kinds of animals but I don't like mosquitos! They love me, but I hate them!

**Can / can't / must / mustn't**

Study and complete the table.

Can - ability	Must - obligation
<b>Affirmative</b> Quokkas <b>can</b> climb. A fox _____ hunt a quokka.	<b>Affirmative</b> I _____ read the signs. You <b>must</b> obey the rules.
<b>Negative</b> I <b>can't</b> (cannot) dig tree holes. He _____ survive without food.	<b>Negative</b> I <b>mustn't</b> (must not) feed the quokkas. You _____ touch a quokka.

> See Grammar Reference 3, Extra Practice book, p. 10

**5 a. Complete the sentences about quokkas and what they can or can't do.**

1. Quokkas \_\_\_\_\_ swim.
2. Domestic cats \_\_\_\_\_ hunt them.
3. They \_\_\_\_\_ live in swamps.

**b. Complete the sentences about tourists and what they must or mustn't do.**

1. Tourists \_\_\_\_\_ be careful.
2. They \_\_\_\_\_ give food to the quokkas.
3. They \_\_\_\_\_ read the signs in natural reserves.
4. Snacks attract quokkas, so kids \_\_\_\_\_ be alert.

**6 Choose the correct option.**

1. Quokkas *can / can't* live in humid areas.
2. You *must / mustn't* respect nature.
3. Quokkas *can / can't* fly.
4. Quokkas *can / can't* survive for days without food.
5. You *must / mustn't* touch these animals.

**7 Write things you can and can't do. Then ask your classmate questions.**

*I can swim. Can you swim?*

**8 Complete the text with can, can't, must or mustn't.**

You <sup>1</sup> \_\_\_\_\_ remember the rules when you go to the countryside. You <sup>2</sup> \_\_\_\_\_ feed wild animals. They <sup>3</sup> \_\_\_\_\_ find and hunt for their own food. You <sup>4</sup> \_\_\_\_\_ take wild animals home. They <sup>5</sup> \_\_\_\_\_ survive if you take them from their habitat. Some animals are dangerous, so you <sup>6</sup> \_\_\_\_\_ always be careful.

**PROJECT**

**Game: Guess the animal**

- Decide which animals you want to describe in your cards. Look for photos of them.
- Use the article on p. 31 in as a reference and think about what these animals can or can't do.

**Tip**



### Describe animals

- 1 a. Use the names below to label the pictures. What do these animals have in common?

redback spider

poison dart frog

taipan snake

African killer bee

blue ring octopus

scorpion

- b. What poisonous or dangerous animals are there in your country?

- 2 a. 19 Listen to the conversation. What animal do they talk about? Circle the correct option.

a. wasp      b. mosquito      c. bee

- b. 20 Listen again and read the statements below. True or false?

1. They talk about bees and wasps.
2. There is more than one kind of bee.
3. If a bee stings you, you mustn't take the stinger out.
4. Tom likes animals.

- 3 21 Listen to the first part of the radio programme and answer the questions.

1. What country is the man in?
2. What are the three very poisonous animals?
3. Where exactly is he?
4. What does he want to see?



**4** <sup>22</sup> Listen to the next part of the programme and complete the sentences.

1. These spiders have got a \_\_\_\_\_.
2. They are very \_\_\_\_\_.
3. You can find them in your \_\_\_\_\_.
4. They like to climb into \_\_\_\_\_ or into \_\_\_\_\_.
5. If this spider bites you, you must go to \_\_\_\_\_.

**5** a. Complete the sentences with information from the programme.

1. You can't \_\_\_\_\_ the redback spiders very well, because they are very small.
2. Redback spiders don't like \_\_\_\_\_.
3. Redback spiders have \_\_\_\_\_ teeth.

b. Use the data in Exercise 5a to describe the redback spider.

Ask and answer questions about animals

**6** <sup>23</sup> Listen to Imran and Jenny playing a guessing game, and choose the correct option. What is the animal?

1. It lives *on land / in the sea*.
2. It's *rare / common*.
3. It's *always white / It has different colours*.
4. It eats *meat, fruit and vegetables / only meat*.
5. It *can / can't* fly.
6. It's a *mammal / bird*.
7. It's got *four / two* legs.

WORK in PAIRS

**7** Now write the questions for the answers above.

1. Where \_\_\_\_\_?  
*Where does it live?*
2. Is it \_\_\_\_\_?
3. What colour \_\_\_\_\_?
4. What \_\_\_\_\_?
5. Can it \_\_\_\_\_?
6. Is it \_\_\_\_\_?
7. Has it got \_\_\_\_\_?

**8** Play the animal guessing game. Ask your classmate questions.

- A: What does it eat?*  
*B: Plants.*  
*A: Can it run?*  
*B: No, it can't.*  
*A: Is it an insect?*  
*B: Yes, it is.*

Go to PAIRWORK ACTIVITIES.



Student A: turn to page 71.

Student B: turn to page 73.

## Write signs for a natural reserve

### Writing rule

We use a **full stop** (.) at the end of a sentence. We use **commas** (,) to separate items in a list. We also use a **comma** before and after *for example*.

*There are many dangerous animals in the ocean, for example, sharks, stingrays and blue ring octopuses.*

- 1 Put four full stops in this text. Don't forget the capital letters.

A text with no full stops is very difficult to read we don't know where one sentence ends and another begins you must put the full stops in the right place a text with full stops is easy to read

- 2 Put eight commas in this text.

There are thousands of different types of birds for example the ostrich eagle seagull and parrot. They all have feathers but some of them can't fly for example ostriches penguins and emus.

### Writing rule

We use an **exclamation mark** (!) to show surprise or for emphasis.

*Stop!*

We use a **question mark** (?) at the end of a question.

*What is a mammal?*

- 3 Put an ! or an ? at the end of these sentences.

1. Can we camp here
2. Don't enter
3. Be careful
4. Do natural reserves have forest rangers
5. What does "poisonous" mean
6. Watch out

- 4 Punctuate the following natural reserve signs. Put full stops, commas, exclamation marks and question marks. Use capital letters where necessary.



- 5 Now create your own sign. Use the information about the quokkas that you have. Remember to use full stops, commas, exclamation marks and question marks. Draw the animal or look for a picture.




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## END of PROJECT

## Game: Guess the animal

## Let's complete the Project task!

- 1 Now that you have chosen the animals and the photos, you are almost ready to play!
- 2 You have to create matching cards: one card must have the photo of the animal. The other card must list true facts about the animal.
- 3 You can play with one or more classmates. Ask your Science teacher for help when creating the cards and writing the categories (mammals, birds, fish, etc).
- 4  Go online or look up in encyclopedias true facts about the animals in your list. Look up facts that make those animals special.
- 5 Once you have both cards ready, make sure that the backs of the cards look exactly the same. Put the cards with the photos facing down on one side of the table. Put the cards with the information also facing down but on the other side of the table.
- 6 Each player picks a card, reads the information and tries to find the picture that matches. If the two cards match, the player keeps them both. If not, the player must put them back in their original place. The player who collects more cards is the winner!



I can ...

- ask and answer about animals and their habits.
- describe animals and categorise them.
- talk about what animals and people can do.
- reflect upon animals' rights.
- discuss what people must / mustn't do.
- reflect upon the value of natural reserves.
- write instructions and warnings.

# 4

## What's your choice?

### Unit Goals

- > Talk about places in town
- > Talk about what you do in town
- > Describe what people are doing
- > Shop for different items
- > Make suggestions
- > Make arrangements
- > Write a description of a scene



1 Look at the pictures and find these places. Put a tick (✓) next to the shops.

- |                |                       |                           |                       |                  |                       |
|----------------|-----------------------|---------------------------|-----------------------|------------------|-----------------------|
| 1. a baker's   | <input type="radio"/> | 4. a fast food restaurant | <input type="radio"/> | 7. a museum      | <input type="radio"/> |
| 2. a bank      | <input type="radio"/> | 5. a flower shop          | <input type="radio"/> | 8. a newsagent's | <input type="radio"/> |
| 3. a chemist's | <input type="radio"/> | 6. a greengrocer's        | <input type="radio"/> | 9. a planetarium | <input type="radio"/> |

2 To which of these places can you go with no money?

3 Match the quotes to the places.

- |   |                       |   |                       |
|---|-----------------------|---|-----------------------|
| 1. Mum loves flowers. I always buy her a rose for her birthday. | <input type="radio"/> | 5. They show you the sky and the stars. You can touch them! | <input type="radio"/> |
| 2. I'm on a diet, but croissants are delicious!                 | <input type="radio"/> | 6. There are a lot of antiques. They show us our history.   | <input type="radio"/> |
| 3. I usually go for dad's newspaper on Sundays.                 | <input type="radio"/> | 7. People deposit money there.                              | <input type="radio"/> |
| 4. We must eat healthy food. Fruit is great!                    | <input type="radio"/> | 8. We sometimes go for a cheeseburger on Saturday evening.  | <input type="radio"/> |

4 Where do you usually go? What do you do there? Which places are near you?

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PROJECT

Let's play a game: Guess the place in town

You will be creating a guessing game about different places in your town.

One card should include a description of the place and the other its photo. The player who matches more cards is the winner!

Look for tips on how to build your project on p. 43. You will complete the project on p. 47.

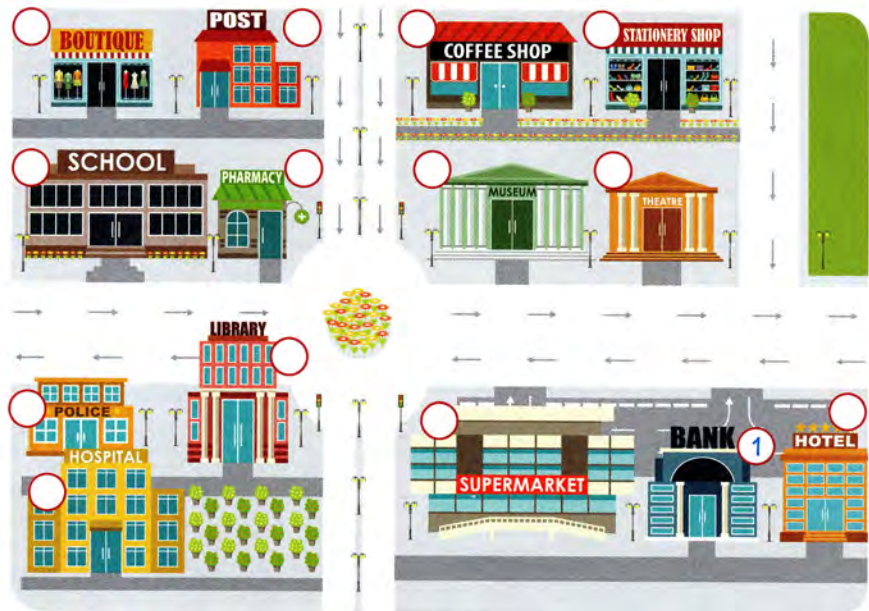
Preview

## Places and activities in town

- 1 Look at the picture and answer the questions. Then number the pictures. You will not use all the pictures.

Where can you ...?

1. get money
2. see an art gallery
3. borrow a book
4. order a coffee
5. buy food
6. buy a dress
7. study
8. send mail
9. see a play
10. buy some painkillers
11. book a room for the weekend
12. buy school supplies



- 2 Listen to the sentences and number the conversations.

- a. clothes shop
- b. internet café
- c. bank
- d. shopping centre
- e. hairdresser's
- f. cinema
- g. DVD shop
- h. library
- i. supermarket



- 3 In your notebook, write sentences about places in town you go to. Use the activities in the box below.

- |                         |                           |
|-------------------------|---------------------------|
| • see a film            | • buy presents            |
| • hang out with friends | • pay bills               |
| • rent a DVD            | • take the dog for a walk |
| • go online             | • buy a magazine          |

*I often go to the cinema to see a film.*

WORK in PAIRS

- 4 a. Ask your classmate questions about places in town he / she goes to.

A: Do you go to the supermarket to buy food?

B: Yes, I sometimes go with my mother.

- b. Test your memory. Take turns to cover the picture in Exercise 1 and answer questions about it.

A: Where's the theatre?

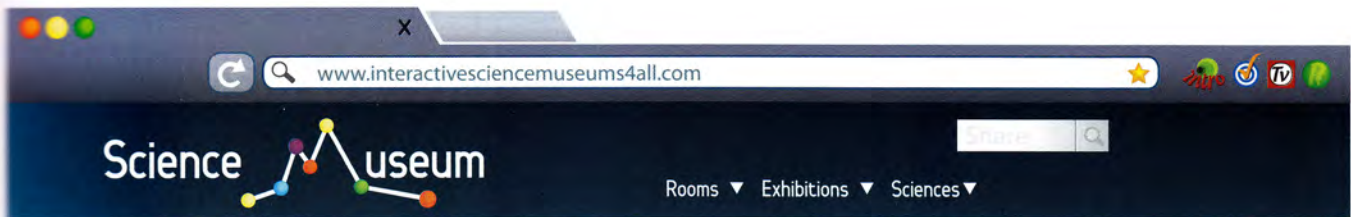
B: It's next to the museum.

A: Where's the bank?

B: It's between the hotel and the supermarket.

- c. Draw a map of your neighbourhood. Include important places and label them.

1 Read the text. What is it about?



**Do you like hanging out with friends? Have you got two hours to spare? The Science Interactive Museum is a wonderful option.**

This is not your typical museum where you can only look at the display. In this museum you must touch things. Are you curious about natural phenomena? Just play a bit and you can find the answers you are looking for.



**Learning can be really fun!**

There are different rooms on the two floors of the building:

1. **Visual perception.** Here are experiments about visual images, colours, movements, contradictory images and many other experiences.
2. **Mechanics.** Touch and do the tricks. You will discover many laws of motion.
3. **Tech.** Discover how radars detect planes and storms. Learn what satellites are all about. Use a GPS and understand how it works.
4. **Music, waves and sound.** What are sounds? Listen and see the sounds!
5. **Light.** Play with instruments to see how light influences our perception of things.
6. **Electricity.** You can experiment a "safe" electric shock, create your own electric circuit, play with magnets and many other activities.
7. **Art.** What is art? Learn about its history. Touch and feel textures. Learn about styles and techniques. Identify different art periods.
8. **Maths.** How does it influence our lives? Experiment with it and become its friend!
9. **Natural forces.** What is happening with the climate? Why does the weather change? What provokes storms and thunders? Observe, listen and learn. You can move freely about the rooms. Our belief is that we learn by doing.

2 Observe and match the logos to the rooms in the museum.



3 Why is the UNESCO logo in the article?

4 Write six things you can do in this museum. Which one is your favourite?

What about you?

5 Do you like going to museums?

6 What kind of museums do you like to visit? Why?

7 Are there any museums in your town like the one in the article?

Go to **CLIL AND CULTURE**, page 48.



## Present continuous

Study and complete the table.

Affirmative	Negative	Questions	Short answers
I'm playing.	I'm not running.	Am _____ working?	Yes, I am. / No I'm _____.
You _____ playing.	You aren't running.	What _____ you doing?	
He's playing.	He _____ running.	_____ he working?	Yes, _____ is. / No, he isn't.
She _____ playing.	She isn't _____.	What _____ she doing?	
It's _____.	It isn't running.		
They _____ playing.	They aren't running.	Are they _____?	Yes, they _____. /
We're playing.	We _____ running.	What _____ we doing?	No, _____ aren't.

&gt; See Grammar Reference 4, Extra Practice book, p. 14

## 1 a. Match the people to the activities.

1. buying a dress  3. walking her dog
2. waiting for the bus  4. learning Maths
5. having lunch
6. fixing a car



A Mel and Becca

B Lily, Tom and Martha



C Chris

D Children



E Sarah and Lisa

F Annabel



## b. What are the people in the pictures doing? Ask and answer.

A: What are Mel and Becca doing?

B: They're buying a dress.

## 2 Complete the telephone conversation with the present continuous form of the verbs.

Mum: Hello. Anna. What <sup>1</sup> are you doing (you / do)?Anna: Hi, Mum! We <sup>2</sup> \_\_\_\_\_ (shop) in town.

Mum: Where are you?

Anna: We <sup>3</sup> \_\_\_\_\_ (walk) along High Street now.

Mum: Is there music?

Anna: Yes, a band <sup>4</sup> \_\_\_\_\_ (play) in the shopping centre.Mum: And what <sup>5</sup> \_\_\_\_\_ (Charlie / do)?Anna: He <sup>6</sup> \_\_\_\_\_ (shop) with his friends.Mum: What <sup>7</sup> \_\_\_\_\_ (they / buy)?Anna: They <sup>8</sup> \_\_\_\_\_ (buy) some sports things.Mum: <sup>9</sup> \_\_\_\_\_ (you / buy) expensive things?Anna: Don't worry. I <sup>10</sup> \_\_\_\_\_ (not / spend) all my money.

Mum: Anna, can you hear me?

Anna: No, the battery on my phone <sup>11</sup> \_\_\_\_\_ (run) out. See you later. Bye!

**3 a. Order the words to make questions.**

1. Are / now / parents / your / working / ?
2. board / the teacher / Is / on the / writing / ?
3. Are / speaking / we / English / now / ?
4. your / in town / Are / school friends / shopping / ?
5. listening to / you / the teacher / Are / ?

**b. Ask and answer the questions.**

**Countable and uncountable nouns**

Study the table.

Countable	Uncountable
a / one biscuit	milk
two biscuits	<del>two milks</del>

> See Grammar Reference 4, Extra Practice book, p. 15

**4 Jenny and Imran are cooking with Jenny's aunt. They are using some of these ingredients. Countable or uncountable? Write C or U.**



- |             |                                  |              |                       |
|-------------|----------------------------------|--------------|-----------------------|
| 1. apples   | <input checked="" type="radio"/> | 6. garlic    | <input type="radio"/> |
| 2. avocados | <input type="radio"/>            | 7. meat      | <input type="radio"/> |
| 3. cheese   | <input type="radio"/>            | 8. milk      | <input type="radio"/> |
| 4. chicken  | <input type="radio"/>            | 9. onions    | <input type="radio"/> |
| 5. eggs     | <input type="radio"/>            | 10. tomatoes | <input type="radio"/> |

**A lot of / some / any + forms**

Study the box.

*some / a lot of + affirmative forms*

There are **a lot of / some** sandwiches.

There is **a lot of / some** cheese.

*any + negative & interrogative forms*

There aren't **any** apples. / There isn't **any** juice.

Are there **any** sweets? / Is there **any** milk?

**A lot of / some / any / a(n) + nouns**

*a lot of / some / any + plural countable nouns & uncountable nouns*

**some / any / a lot of** bananas / water

*a(an) + singular countable nouns*

**a** banana

> See Grammar Reference 4, Extra Practice book, p. 15

**5 Look at the picture of the ingredients Jenny and Imran are using. Choose the correct word.**

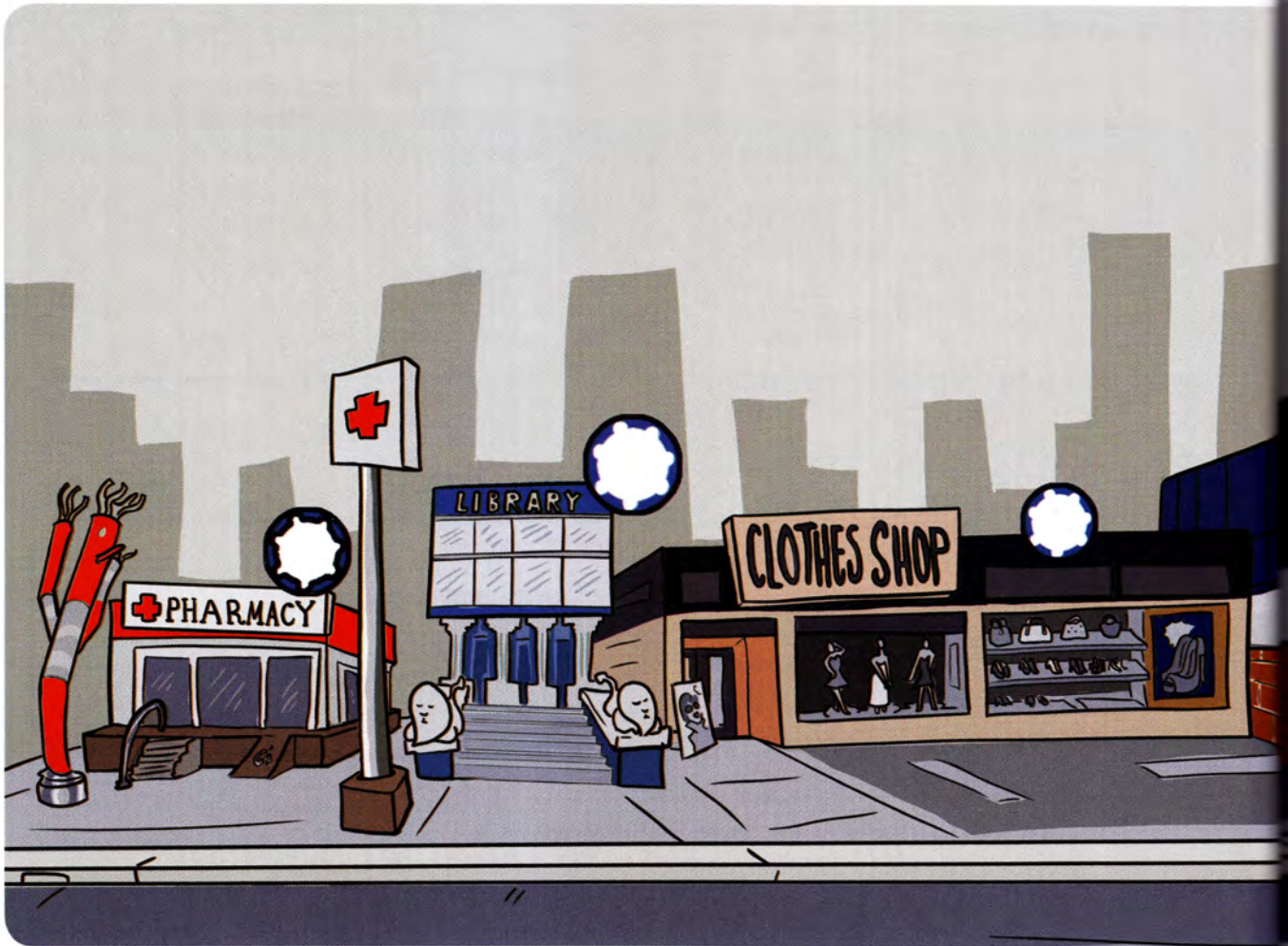
1. Jenny and Imran are cooking some / a chicken.
2. They need *some / a* garlic.
3. Also they are chopping *some / a* onions.
4. Is there *any / some* fish on the table?
5. There are *a lot of / any* tomatoes.
6. They don't need to buy *some / any* other ingredients.
7. They don't have *some / any* fizzy drinks to drink.

**PROJECT**

**Game: Guess the place in town**

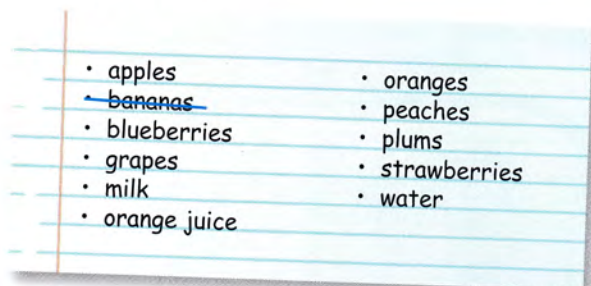
- Decide which places in town you want to describe in your cards. Look for photos of people in them.
- Use the activities in Exercise 1 as a reference to describe what people are doing in each place.

**Tip**



### Shop for different items

- 1 Name the different places you see in the picture. What can you do in each of them?
- 2 25 Listen and cross out the items that the boys buy. Which ones aren't they buying?



- 3 26 Listen again. True or false?

1. Tim's mum wants to make a fruit salad.
2. She needs the fruit for Susy's birthday.
3. Sam and Tim have to buy ten oranges.
4. They have to buy milk and water.

- 4 27 Listen and match the conversations to the shops.

1. Conversation 1  a. Pharmacy
2. Conversation 2  b. Library
3. Conversation 3  c. Clothes shop

- 5 28 Listen again and choose the correct option.

#### Conversation 1

1. Rose: wants to buy a *white / grey* dress.
2. It's *12 / 20* pounds.

#### Conversation 2

3. Ben and Carol want a *classic / comic*.
4. It's on the *5th / 10th* shelf.

#### Conversation 3

5. She buys *20 / 10* aspirins.
6. Beth pays *11 / 13* pounds for both items.



**6** 29 Listen one more time and complete the conversation in the clothes shop.

Rose: Have you got this dress in <sup>1</sup> \_\_\_\_\_?

Assistant: Yes, it's over there. What <sup>2</sup> \_\_\_\_\_ do you need?

Rose: <sup>3</sup> \_\_\_\_\_, please.

Assistant: Here you are.

Rose: It is very nice. How <sup>4</sup> \_\_\_\_\_ is it?

Assistant: <sup>5</sup> \_\_\_\_\_ pounds. It's on <sup>6</sup> \_\_\_\_\_.

Rose: That's good. I'll take it.

Assistant: OK, perfect! That's 12 pounds then.

Rose: Here you <sup>7</sup> \_\_\_\_\_.

Assistant: Thanks for buying. Have a <sup>8</sup> \_\_\_\_\_ day.

Rose: Bye.

Make suggestions

**7** a. Match the suggestions (1-4) to the answers (a-d).

- 1. What about going to the cinema?
  - 2. Why don't we have a drink?
  - 3. Shall we look at the shops?
  - 4. Let's go home.
- a. I'm not very thirsty.
  - b. OK, I'm tired too.
  - c. Yes. Why don't we go to Zara first?
  - d. OK. What film shall we see?



b. 30 Listen and check.

WORK in PAIRS

**8** Take turns to suggest these activities to your classmate.

A: Why don't we have a pizza?

B: Good idea! I'm hungry!



have a pizza



go skateboarding



have an ice cream



play football



go to the park



go to the shopping centre

Go to PAIRWORK ACTIVITIES.



Student A: turn to page 73.

Student B: turn to page 75.

## Write a description of a scene



## Writing rule

**Articles: Indefinite (a / an) and definite (the)**

Use *a / an* + noun the first time you mention someone or something. Then use *the* + noun.

There is **a man** and a woman.

**The man** is carrying a shopping bag.

## Writing rule

**Pronoun reference**

Use *a / an* + noun the first time you mention someone or something. Then use a pronoun (*he / she / it / they*).

There is a **teenage girl**.

**She** is talking on the phone.

**1** Complete the description with *a*, *an* or *the*.

This is <sup>1</sup> \_\_\_\_\_ photo of <sup>2</sup> \_\_\_\_\_ important museum in Amsterdam, <sup>3</sup> \_\_\_\_\_ Rijksmuseum. It is <sup>4</sup> \_\_\_\_\_ very big place. It is close to <sup>5</sup> \_\_\_\_\_ Van Gogh Museum. If you go, you can learn about <sup>6</sup> \_\_\_\_\_ art and history of Amsterdam. In the picture, there are <sup>7</sup> \_\_\_\_\_ lot of people. They are walking around and taking photos next to <sup>8</sup> \_\_\_\_\_ "I love Amsterdam" sign. People from all over <sup>9</sup> \_\_\_\_\_ world visit this place. Also, there is <sup>10</sup> \_\_\_\_\_ artificial lake in the middle of the picture. It seems to be <sup>11</sup> \_\_\_\_\_ cloudy day.

**2** For each first sentence (1-3) find a second sentence (a-c).

1. There is a beautiful clothes shop.
2. There is a woman in red.
3. A boy and a girl are crossing the street. 
  - a. She is looking at a shop window.
  - b. They are laughing.
  - c. It is closed.

**3** Now it's your turn!

- Read the description in Exercise 1 again.
- Get a magazine and choose two photos with three or more people in them. Cut them out.
- Choose a photo and describe it. Use the present continuous.
- Use *a*, *an*, *the* and pronouns correctly.
- Then, sit in groups of three. Display the six photos. Read your description for your classmates to guess the photo you are describing.

## END of PROJECT

## Game: Guess the place in town

## Let's complete the Project task!

- 1 Now that you have chosen the places in town and the photos, you are almost ready to play!
- 2 You have to create matching cards: one card must have the photo of the shop. The other card must have a description of what the people are doing there.
- 3 You can play with one or more classmates. Ask your class teacher for help when creating the cards. Search online or ask your family about the places they frequently visit and what they do there.
- 4 Once you have both cards ready, make sure that the backs of the cards look exactly the same.
- 5 Put the cards with the photos facing down on one side of the table. Put the cards with the information also facing down on the other side of the table.
- 6 Each player picks a card, reads the information and tries to find the picture that matches. If the two cards match, the player keeps them both. If not, the player must put them back in the corresponding place. The player who collects more cards is the winner!



I can ...

talk about places in town.

talk about what people can do in town.

suggest things to do for free.

make suggestions and accept or reject them.

describe what people are doing.

ask for items in a shop.

order food.

# The Planetarium

**Tired of studying sitting at a desk? Do you want to have fun and learn at the same time? The Planetarium is the place for you!**

It is in Palermo, Buenos Aires. Its name is Galileo Galilei. This museum has the shape of a planet! It is round.

Here you can learn many things about space, the planets, the stars, among other things.

People go and see photos of the universe, listen to fantastic stories and learn facts about Astronomy. You can also join a workshop.

There are activities for everyone!

The Planetarium is located in a park on Avenida Sarmiento. If you go on a



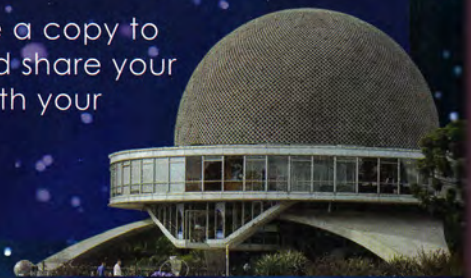
sunny day, you can also go for a picnic after your visit. There is a lake next to it.

It is also famous for its music shows. Many bands play in the park. You can enjoy the music and see the stars at the same time. Cool!

### Go online and check the news!

Visit its website and decide what you want to learn about. Ask your Science teacher for assistance. She or he might recommend you some of the activities or at least give you some tips! The Planetarium also offers a free magazine.

If you go, take a copy to the school and share your experience with your classmates.



### Useful information

Website: [www.planetario.gob.ar](http://www.planetario.gob.ar)  
 Location: Av. Sarmiento and B. Roldán  
 Telephone: 4772-9266 / 4771-6629  
 e-mail: [planetario@buenosaires.gob.ar](mailto:planetario@buenosaires.gob.ar)

**1** Read the article about the Planetarium and correct the statements.

1. The Planetarium is far from the city of Buenos Aires.
2. It is a place where you can learn about animals.
3. The activities are only for adults.
4. There is a bank next to the museum.

**2** Read the article again. Complete the chart.

Name of the museum:	
Location:	
Useful to learn about:	
Shows:	

**3** Do you like the stars? Which is your favourite planet? What do you want to learn about them? Would you like to visit this place?



## 1 Choose the correct option.

Sandra: Hi! What <sup>1</sup>are you doing / do you do?

Victoria: I <sup>2</sup>'m looking / look at my holiday photos. <sup>3</sup>Do you / Are you want to join me?

Sandra: Oh! <sup>4</sup>What / Where are you in this photo?

Victoria: <sup>5</sup>They / We are at the Iguazú park. <sup>6</sup>I'm / It's a natural reserve. You <sup>7</sup>can / must see wild animals there.

Sandra: <sup>8</sup>How many / How much kinds of animals are there?

Victoria: There are <sup>9</sup>any / a lot. You <sup>10</sup>mustn't / must touch them because they are dangerous. I <sup>11</sup>like / 'm liking the colourful birds with long <sup>12</sup>beaks / mouths.

Sandra: <sup>13</sup>What / Who is this?

Victoria: He's my brother Francisco. He <sup>14</sup>fishes / is fishing in the river near the hotel. He <sup>15</sup>is / does very lucky. He always <sup>16</sup>is catching / catches big fish.

Sandra: Is this your mother?

Victoria: Yes! She <sup>17</sup>doesn't like / isn't liking wild life. She <sup>18</sup>prefers / is preferring going shopping. In this photo, she <sup>19</sup>buys / is buying a t-shirt for grandpa at the <sup>20</sup>flower / clothes shop.

Sandra: Oh! It's late. I must leave. See you tomorrow.

## 2 Correct the following information about Victoria.

/ 20

- Victoria is reading a magazine. \_\_\_\_\_
- The family are at the cinema. \_\_\_\_\_
- There are a lot of pets at the Iguazú Park. \_\_\_\_\_
- You can touch wild animals. \_\_\_\_\_
- Victoria's brother loves hunting. \_\_\_\_\_

/ 10

## 3 Put the words from the box in the correct column.

- aggressive
- poisonous
- claw
- sheep
- climb
- feathers
- lion
- fly
- elephant

Wild animals	Farm animals	Parts of animals	What animals do	What animals are like
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

/ 10

## 4 Complete the phrases with words from the box. Then, match.

- buy
- choose
- observe
- pay
- see

- |                                      |                       |                 |
|--------------------------------------|-----------------------|-----------------|
| 1. _____ a magazine                  | <input type="radio"/> | a. Grocer's     |
| 2. _____ old things from our history | <input type="radio"/> | b. Museum       |
| 3. _____ the stars                   | <input type="radio"/> | c. Clothes shop |
| 4. _____ for a dress                 | <input type="radio"/> | d. Planetarium  |
| 5. _____ some apples                 | <input type="radio"/> | e. Newsagent's  |

/ 10

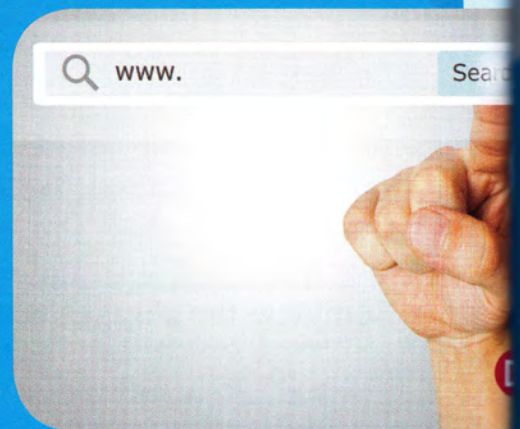
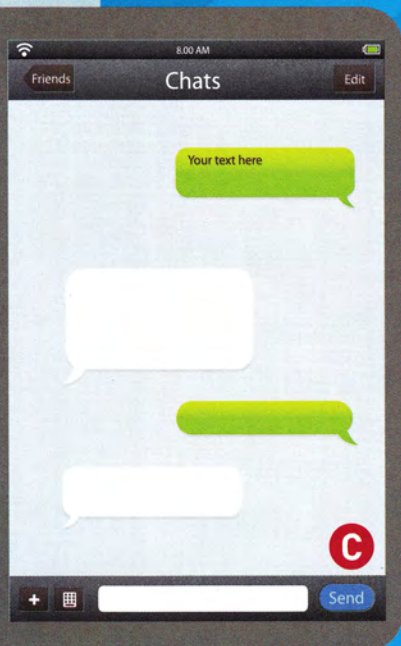
Total \_\_\_\_\_ / 50

# 5

## ICT in our lives

### Unit Goals

- > Talk about uses of computers and mobile phones
- > Describe personality
- > Talk about what people usually do
- > Talk about what people are doing
- > Compare what people are doing with what they usually do
- > Ask about a person
- > Write a description of a picture



1 Look at the pictures and match.

- |                 |                       |                     |                       |
|-----------------|-----------------------|---------------------|-----------------------|
| 1. Facebook     | <input type="radio"/> | 6. smartphone       | <input type="radio"/> |
| 2. chat         | <input type="radio"/> | 7. video conference | <input type="radio"/> |
| 3. online video | <input type="radio"/> | 8. photo            | <input type="radio"/> |
| 4. dictionary   | <input type="radio"/> | 9. message          | <input type="radio"/> |
| 5. laptop       | <input type="radio"/> | 10. search engine   | <input type="radio"/> |

2 Which of the items mentioned in Exercise 1 do you use? How often?

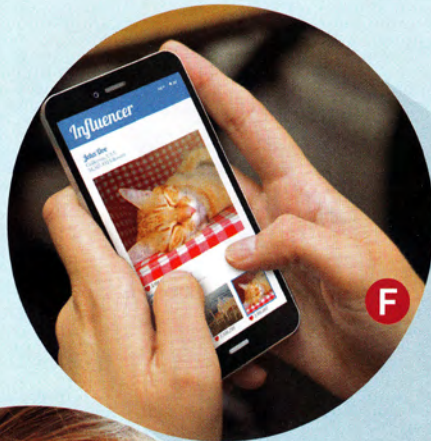
3 How do you usually contact your friends?

4 Do you use the internet to do your homework? Which apps, social networks and devices do you usually use?

\_\_\_\_\_

\_\_\_\_\_

CLIL SOC SCI



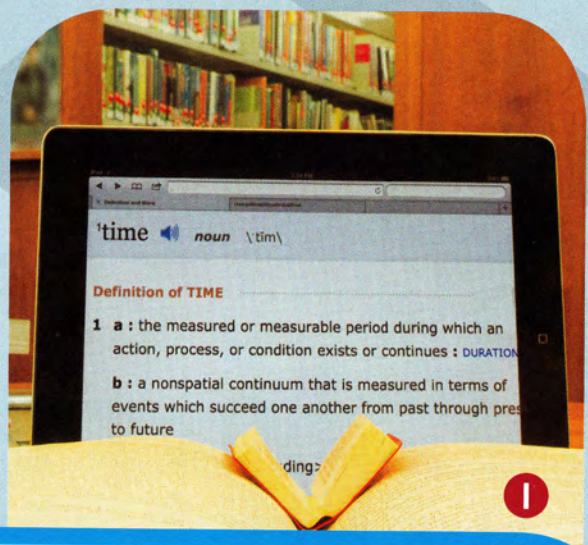
F



H



G



I

PROJECT

Preview

Let's create a Pecha Kucha presentation!

In groups of 5, you will be creating a presentation about technological devices.

You should include 20 pictures with descriptions.

Look for tips on how to build your project on p. 55. You will complete the project on p. 59.

# 5

## VOCABULARY

### Uses of computers and smartphones

1 Circle the activities that can only be done using the internet.

- |                            |   |
|----------------------------|---|
| 1. call friends            | 9. send text messages                     |
| 2. do research             | 10. send Whatsapp messages                |
| 3. edit photos             | 11. take a selfie                         |
| 4. <u>google something</u> | 12. update your status on social networks |
| 5. play online games       | 13. use Facebook                          |
| 6. post photos             | 14. use GPS apps to get to a place        |
| 7. scan a QR code          |   |
| 8. send an audio message   |   |

2 Use four activities from Exercise 1 to complete the texts. More than one option is possible.



Kevin's favourite possession is his tablet. He loves playing with his friend, Tom. He always uses it to 1 play online games. He usually 2 in the afternoon. He also 3, because he wants to be in touch with his friends.



Kristie has a new mobile. She doesn't 4 call her friends, but she always uses it to 5 to her family. She usually 6 with her dog, Puffy. Then she posts them on the internet and shares them with her friends.

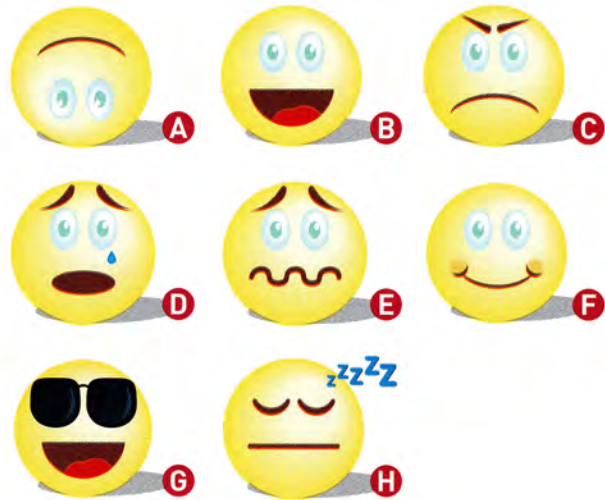
### Adjectives of personality

Study the box.

He's **good**.

She's a **kind** person.

3 Match the emojis to their meaning.



1. angry  C
2. cool
3. crazy
4. excited
5. happy
6. sad
7. sleepy
8. worried



4 Use some of the adjectives in Exercise 3 to complete the sentences.

Chatting with Max is fun. He types very quickly and he loves emojis. He sends emojis when he is anxious or 1. If he has a 2 idea, he sends the emoji with the sunglasses. When someone says something weird, he sends the upside down face, which means "Are you 3?" I laugh out loud when he sends the emoji with the Zs, meaning "boring!" or "I am 4."

1 Look at the text. How old are the people who write?

**Is ICT\* good or bad? Share your opinion. What do you use it for?**

I've got a new smartphone. I'm always online. I chat with friends on Whatsapp. It's free! I never use the MP3 player. Now I'm using my book app to get extra studying material. **Joaquín**

I have a brother and there is only one desktop computer at home. I can't always use the computer, but I sometimes go online for information. I'm saving money to buy a tablet. **Alicia**

I love my laptop. I always use it to do my homework. My mum doesn't like social networks. I only connect with my closest friends. We upload photos and comment on them. Now, I am doing homework online with two friends from school. **Eugenia**

Mum works at home on her computer. She's always online. I sometimes play video games on my tablet and I always chat with my friends. This week, I'm chatting with my cousin Alejandrina. She lives in Chile and we always connect on Skype. We are planning her visit to Argentina! **Graciela**

Information and Communication Technology

2 Read the entries. In your opinion, are the opinions positive or negative?

3 Complete the chart.

Device	Use
_____	_____
_____	_____
_____	_____
_____	_____

4 Answer. Who ...

- is doing school work with ICT?  
Eugenia
- doesn't always use ICT?  
\_\_\_\_\_
- is planning a visit?  
\_\_\_\_\_
- doesn't like social networks?  
\_\_\_\_\_
- wants to buy a tablet?  
\_\_\_\_\_

5 True or false?

- Joaquín doesn't have a smartphone.  F
- He likes Whatsapp because he doesn't have to pay.
- He doesn't have an MP3 player.
- Alicia uses the internet to get information.
- She wants a tablet.
- Eugenia loves her notebook.
- She posts photos on social networks.
- Graciela doesn't work in an office.
- She plays video games.

What about you?

- What is your parents' opinion about ICT?
- Do you think ICT can be dangerous?
- What can you do to be safe?

## Present simple and present continuous

Study and complete the table.

## Present simple

I always **use** Facebook.  
 He \_\_\_\_\_ online every day.  
 We **watch** a film once a week.  
 She always **chats** with her friends.  
**Do** you usually **post** comments?

## Present Continuous

Today I'm \_\_\_\_\_ Twitter.  
 He's **playing** with a Chilean friend right now.  
 We \_\_\_\_\_ **watching** a comedy now.  
 She **isn't** \_\_\_\_\_ with a stranger.  
 \_\_\_\_\_ you **posting** a comment now?

&gt; See Grammar Reference 5, Extra Practice book, p. 18

- 1 Read the time expressions. Put them in the correct column.

- right now
- always
- now
- usually
- every day
- today
- once a week

## Present simple

always

## Present continuous

right now

- 2 Complete with the present simple or the present continuous form of the verbs.

1. He usually \_\_\_\_\_ (use) the GPS to go to a new place but today he \_\_\_\_\_ (ask) for help.
2. I always \_\_\_\_\_ (send) text messages, but now I \_\_\_\_\_ (record) an audio message.
3. **A:** \_\_\_\_\_ she \_\_\_\_\_ (update) her status on social networks every day?  
**B:** Yes, she usually \_\_\_\_\_ (take) a selfie and \_\_\_\_\_ (say) where she is, but today she \_\_\_\_\_ (do) a Science project and she can't post anything.
4. **A:** What \_\_\_\_\_ you \_\_\_\_\_ (do)?  
**B:** Right now I \_\_\_\_\_ (play) online games and I \_\_\_\_\_ (listen) to music.
5. My mum usually \_\_\_\_\_ (google) everything she \_\_\_\_\_ (want) to learn about. But today, she \_\_\_\_\_ (not / have) an internet connection, so she \_\_\_\_\_ (read) an encyclopedia.

- 3 Look at the pictures and write sentences comparing Mark's routine with what he's doing today.

Mark usually has breakfast in the kitchen, but today he's having breakfast in bed.

## On a typical day



## Today

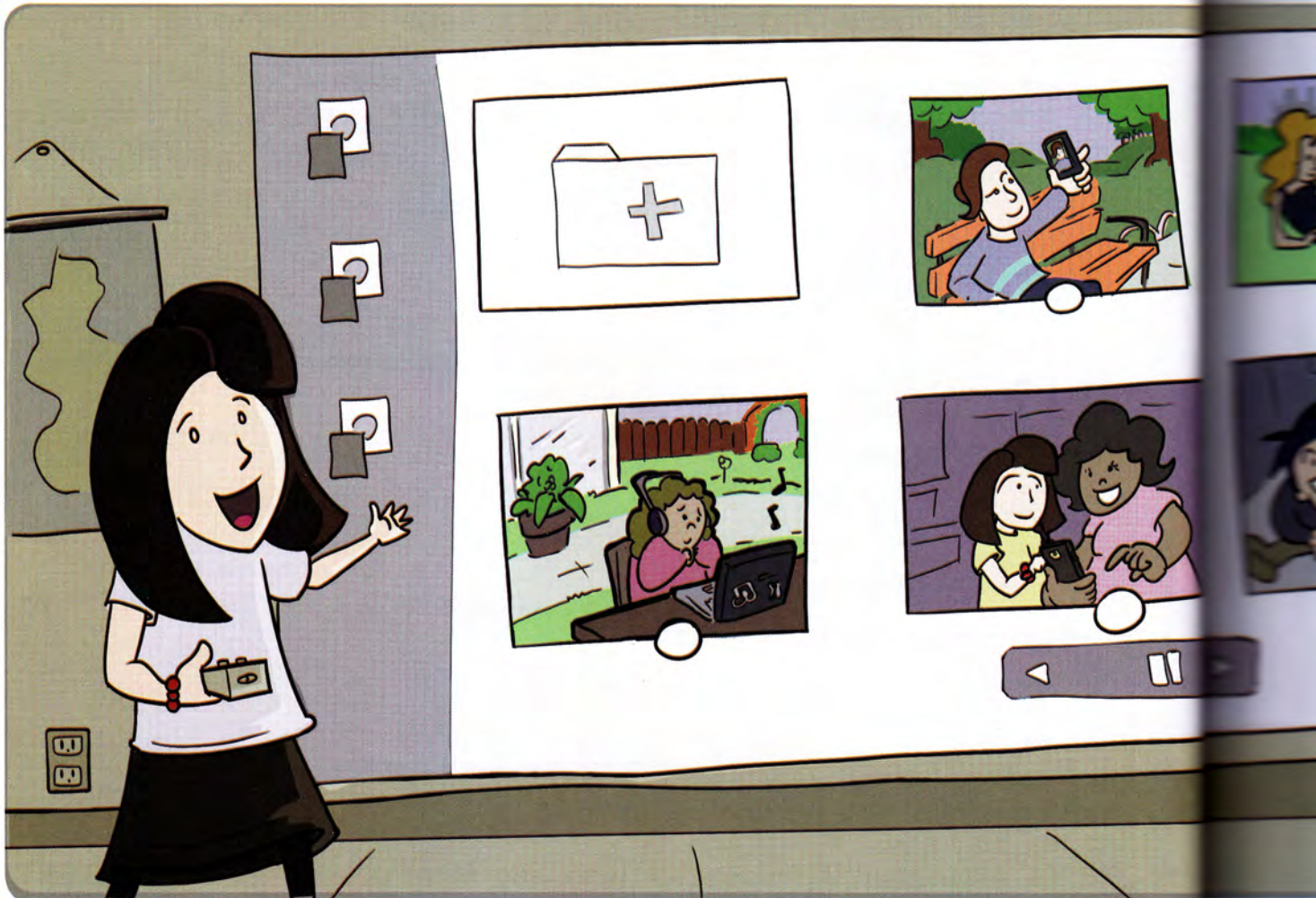


## WORK in PAIRS

- 4 Ask and answer the following questions.

1. What do you usually do on weekdays?
2. What are you doing now?
3. What activities do you do once a week? When? Are you doing them today?





Compare what people are doing with what they usually do

1 Describe the people in the pictures.

*In picture A, there is a teenage boy. He is ...*

2 a. 31 Listen to Mandy's presentation. Tick [✓] the devices that she mentions.

1. mobile
2. camera
3. joystick
4. ebook
5. MP3 player
6. laptop
7. TV set
8. games console

b. Which devices haven't been mentioned?

3 32 Listen again and choose the correct answer.

1. Mark likes doing his homework in the \_\_\_\_\_.  
a. living room                      b. park
2. Mark always takes his \_\_\_\_\_ with him.  
a. tablet                                b. mobile
3. Right now, Mark is \_\_\_\_\_.  
a. studying                              b. taking a selfie
4. Joanna is reading a \_\_\_\_\_.  
a. play                                      b. comic
5. Alexandra \_\_\_\_\_ watching online videos.  
a. doesn't like                          b. likes



## Write a description of a picture

This is a picture of my cousin Vicky.

She is nice and friendly. She is really fun to be with so we always have a great time together.

In the picture, she is watching an online stand-up comedy, that's why she is laughing.

She always takes her laptop everywhere, but she doesn't always use it to watch videos.

She usually looks up information, edits photos and reads online news.

She is with her hands on the keyboard because she is also chatting with a school friend.

Multitasking Vicky! It is Friday and she has no homework for next week!



### Writing rule

**Conjunctions: *and, but, because* and *so***

**And** introduces *extra* information.

*Vicky is really good at taking photos **and** editing them. She has a good eye!*

**But** introduces *contrasting* information.

*Martin takes his mobile everywhere **but** he isn't using it right now.*

**Because** introduces a reason *why*.

*I can't text her **because** she hasn't got a mobile.*

**So** introduces a *consequence*.

*My computer is broken **so** I can't use it.*

**1 a.** Read the description on the notepad and find the following information.

1. Vicky's personality
2. the reason why she is laughing

**b.** Read the description again and find examples of *and, but, because* and *so*.

### Writing rule

**Tenses in descriptions**

Use the present continuous to describe what the person is doing.

To enrich your description, use the simple present to give related information about what the person always, usually or never does.

**2** Read the description one more time and answer the questions.

1. What is Vicky like?
2. What is she doing in the picture?
3. Which device does she take everywhere?
4. What does she use her computer for?
5. Is she also chatting? Who is she chatting with?
6. What day is it?
7. Does she have homework for next week?

**3** Now it's your turn!


- Get a picture of a friend using a technological device. Write a description of her / him.
- Compare what she / he is doing in the picture with what she / he always / usually does.
- You can also use a picture from a magazine and invent the information!

Use these questions as a guide.

- What is she / he like?
- What is she / he doing in the picture?
- What does she / he always / usually do?

## END of PROJECT **Pecha Kucha presentation**

Let's complete the Project task!

- 1 Now that you have formed your group and chosen the 20 pictures, you are not far from finishing your task!
- 2 You have to prepare a Pecha Kucha presentation. As you will describe 20 pictures, your presentation should have 20 slides.
- 3 You shouldn't spend more than 20 seconds describing a slide. Be short and concise! Straight to the point! Use simple sentences.
- 4  Once you have all your pictures in slides, rehearse what you will say and that's it. You are ready!
- 5 Each member has to read 4 texts. If you dare, you can record the speeches with Audacity and attach the sound file to the Pecha Kucha presentation.
- 6 Don't forget to bring your computer or tablet! Make sure that everybody can have a look at it.



I can ...

- identify and classify different ICT devices.
- talk about how people use ICT.
- reflect upon the pros and cons of using internet social network services.
- describe personalities.
- compare what people usually do with what they are doing.
- write a description of a picture.
- prepare a Pecha Kucha presentation.

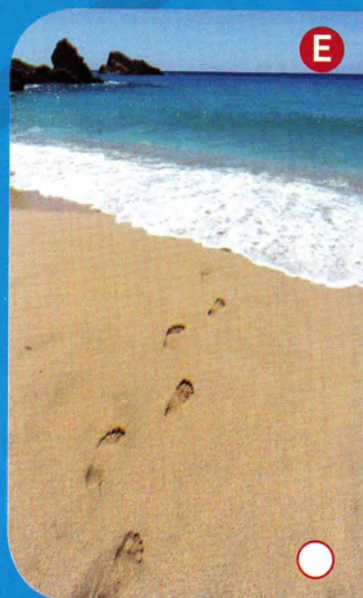
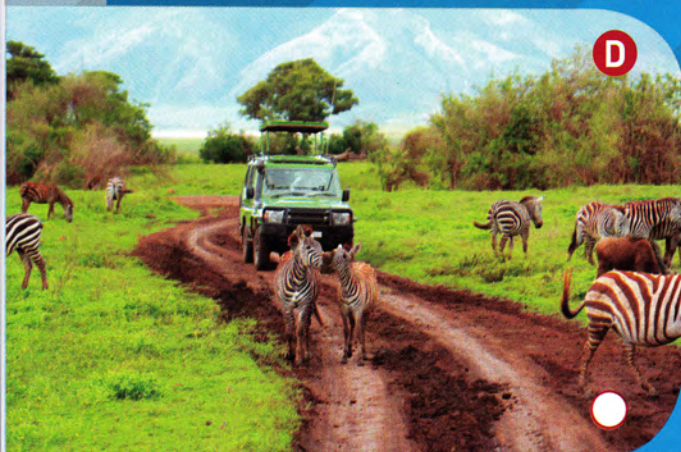


# 6

## Time to travel

### Unit Goals

- > Talk about forms of transport
- > Talk about holiday activities
- > Describe a past holiday
- > Plan a trip
- > Buy a ticket
- > Write an informal email



1 Look at the the pictures and find. Which one is not shown?

- |               |                       |               |                       |                  |                       |
|---------------|-----------------------|---------------|-----------------------|------------------|-----------------------|
| 1. a family   | <input type="radio"/> | 5. a beach    | <input type="radio"/> | 9. a lake        | <input type="radio"/> |
| 2. a ticket   | <input type="radio"/> | 6. a suitcase | <input type="radio"/> | 10. an advert    | <input type="radio"/> |
| 3. a mountain | <input type="radio"/> | 7. a hotel    | <input type="radio"/> | 11. a wild place | <input type="radio"/> |
| 4. a rucksack | <input type="radio"/> | 8. a bus      | <input type="radio"/> | 12. a tent       | <input type="radio"/> |

2 Complete the chart with ideas from this page.

PEOPLE	TRANSPORT	PLACE	ACCOMMODATION	LUGGAGE
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

3 Tick (✓) the pictures that represent your ideal holiday.

4 Underline in Exercise 2 the items that would be part of your ideal holiday.



CLIL GEO

PROJECT

Preview

Let's tell a story about the best / worst experience of your life!

You will be telling a story about an experience.

You should choose a picture and a matching song. Ask the music teacher for help, if necessary.

Look for tips on how to build your project on p. 65. You will complete the project on p. 69.

## Forms of transport

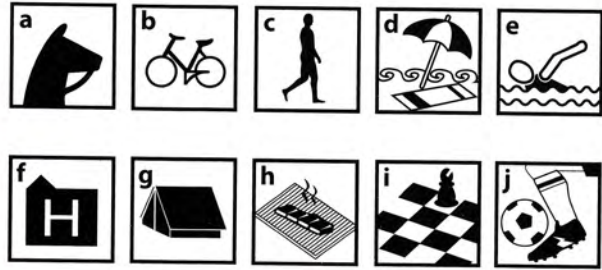
- 1 Match the forms of transport to the pictures.

- |                |             |
|----------------|-------------|
| 1. bike        | 6. coach    |
| 2. underground | 7. monorail |
| 3. car         | 8. ferry    |
| 4. taxi        | 9. bus      |
| 5. plane       |             |

A B C D E F  1G H I 

## Holiday activities

- 2 Match the activities to the icons.



- |  |   |
|--|---|
| <input type="radio"/> go to the beach                | <input type="radio"/> walk around         |
| <input type="radio"/> swim in the sea / lake / river | <input type="radio"/> play board games    |
| <input type="radio"/> stay in a hotel                | <input type="radio"/> play football       |
| <input type="radio"/> go horseriding                 | <input type="radio"/> go camping          |
| <input type="radio"/> have a barbecue                | <input type="radio"/> hire mountain bikes |

## WORK in PAIRS

- 3 a. Take the survey. Tick (✓).

- How do you usually travel on holiday?
 

<input type="radio"/> by coach	<input type="radio"/> by train
<input type="radio"/> by plane	<input type="radio"/> by car
- What do you usually take in town?
 

<input type="radio"/> trains	<input type="radio"/> taxis
<input type="radio"/> buses	<input type="radio"/> the underground
- Where do you go by bike?
 

<input type="radio"/> to the shops	<input type="radio"/> to school
<input type="radio"/> to the park	<input type="radio"/> to my friends' houses

b. Ask a classmate the questions in Exercise 3a and compare your answers.

A: What do you usually take in town?

B: Trains and buses.

- 4 Tell a classmate what you do on holiday. Say how often you do it.

I usually go to the beach.

I sometimes go camping.

# My trip to Mexico: an unforgettable experience

## Starting our trip

It was my first time out of our country. We travelled to the airport by bus. Everybody on the bus was on the same tour. There I met Sebastián and Miguel, and we became friends.



We arrived at the airport and went directly to the check-in counter. We left our luggage there and waited to board the plane. My first time on a plane! It was incredible!

## First days in Mexico

In Mexico, we stayed at an all-inclusive hotel. We could eat and drink anything! We had a wonderful view of the sea from our bedroom. We walked to the beach and there were umbrellas and deck chairs waiting for us.

People at the hotel organised different beach activities, so my sister had her own group and I did what I wanted to do. Great!

## The pyramids!

We took a trip to the Chichen Itza Mayan ruins.



We saw the pyramids and an enormous field where the Mayans played a game similar to basketball. We learned a bit of Mexican history. We also visited the Xcaret park and walked through underground rivers. I still can't believe it! I swam with dolphins! Amazing!

## Nature

We saw wild animals everywhere. There were flamingos, macaws, coatis, butterflies and a jaguar on an island! We could touch turtles too.



## The night

At night, there were always different shows at the hotel theatre. We went to bed at midnight every day! Wow!



1 Read the text and put the activities in order.

- a. learn Mexican history
- b. travel by bus
- c. visit Xcaret park
- d. go to bed
- e. arrive at the airport
- f. swim with dolphins



3 In your opinion, what are the most interesting things the author did?

4 Discuss with a classmate and put the activities in order, from the most interesting to the least interesting.

2 Read the text again and correct the sentences.

1. The author thought the trip was <sup>incredible</sup> ~~awful~~.
2. He has a brother.
3. There was a view of the mountains from their bedroom.
4. People at the hotel organised board games.
5. They saw an ancient football field.
6. The author swam with turtles.

What about you?

5 Which places would you like to visit in your country?

6 Which activities do you like doing when you are on holidays?

Go to CLIL AND CULTURE , page 70.



## Past simple - to be

Study and complete the table.

Affirmative	Negative	Questions	Short answers	Wh- questions
I <b>was</b> on holiday in January.	She <b>wasn't</b> in Argentina in January.	_____ he in Mexico yesterday?	Yes, he <b>was</b> . No, he _____.	What <b>was</b> that? Where _____ you?
We <b>were</b> at the beach in January.	They _____ at the airport yesterday.	<b>Were</b> you in Mexico yesterday?	Yes, you _____. No, you <b>weren't</b> .	

&gt; See Grammar Reference 6, Extra Practice book, p. 22

- 1 Complete the sentences with the past simple of *to be*. Use contractions for the negative.



- We weren't (not) in Africa.  
We were in Mexico.
- The flight \_\_\_\_\_ long and  
I \_\_\_\_\_ tired after the long journey.
- The beach \_\_\_\_\_ fantastic.  
The sea \_\_\_\_\_ crystal clear.
- My friends \_\_\_\_\_ (not) with me.  
I \_\_\_\_\_ with my mum, my dad  
and my sister.
- The hotel \_\_\_\_\_ near the  
beach. It \_\_\_\_\_ awesome.
- There were bikes in the hotel. They  
\_\_\_\_\_ free for us.
- Food \_\_\_\_\_ delicious. Tortillas  
and avocado dips \_\_\_\_\_  
very tasty.

- 2 Complete the questions and short answers about the text on page 63.

- Where were the family last summer? They were in Mexico.
- \_\_\_\_\_ Federico with some school friends in Mexico?  
No, he \_\_\_\_\_. He was with his family.
- \_\_\_\_\_ he in a campsite?  
No, he \_\_\_\_\_. He was in an all-inclusive hotel.
- Were there dolphins at Xcaret park?  
Yes, there \_\_\_\_\_. Amazing!
- Where were the flamingos, macaws, coatis and butterflies? They \_\_\_\_\_ in Xcaret.

## Expressions of past time

- 3 a. Put the expressions in chronological order.

- |                                   |   |
|-----------------------------------|---|
| <input type="radio"/> last Friday | <input type="radio"/> last weekend      |
| <input type="radio"/> last month  | <input type="radio"/> last year         |
| <input type="radio"/> last night  | <input type="radio"/> two weeks ago     |
| <input type="radio"/> last week   | <input type="radio"/> yesterday morning |

- b. Use the expressions and ask your classmate questions.

A: Were you at the beach last night?

B: No, I wasn't. Were you?

Past simple - regular verbs

Study and complete the table.

Affirmative	Negative
I walk <b>ed</b> along the beach.	My dad _____ <b>walk</b> along the beach.
We _____ bikes.	You <b>didn't hire</b> bikes.

> See Grammar Reference 6, Extra Practice book, p. 22

Past simple - irregular verbs

Study and complete the table.

Affirmative	Negative
I <b>went</b> to Brazil.	I _____ <b>go</b> to Brazil.
We <b>saw</b> sharks.	We <b>didn't</b> _____ sharks.

> See Grammar Reference 6, Extra Practice book, p. 22

4 Complete the sentences with the affirmative (+) or the negative (-) past form of the verbs.

- We didn't arrive (-) in Bariloche at 6.00.  
We arrived (+) at 4.00. ARRIVE
- We \_\_\_\_\_ (+) in a hotel.  
We \_\_\_\_\_ (-) in a campsite. STAY
- Dad \_\_\_\_\_ (+) a boat.  
He \_\_\_\_\_ (-) a mountain bike. HIRE
- My sister \_\_\_\_\_ (-) chess.  
She \_\_\_\_\_ (+) video games. PLAY
- We \_\_\_\_\_ (+) burgers.  
We \_\_\_\_\_ (-) chicken. COOK

Pronunciation

37 Listen and repeat.  
/d/ arrived /t/ cooked /ɪd/ visited

5 38 a. Listen and put the verbs in the correct column.

- |           |              |            |
|-----------|--------------|------------|
| • liked   | • celebrated | • played   |
| • chatted | • washed     | • returned |
| • crossed | • started    | • explored |

/t/	/d/	/ɪd/
_____	_____	_____

b. Read the verbs aloud.

6 Match the infinitives (1-6) to the past simple forms (a-f).

- |         |         |
|---------|---------|
| 1. have | a. went |
| 2. see  | b. did  |
| 3. take | c. swam |
| 4. go   | d. had  |
| 5. swim | e. saw  |
| 6. do   | f. took |

7 Complete with the affirmative or the negative past form of the verbs.

- Liam went (go) on holidays.
- He \_\_\_\_\_ (have) a nice time.
- He \_\_\_\_\_ (go) to the beach and \_\_\_\_\_ (swim) in the sea.
- He \_\_\_\_\_ (see) sharks in the aquarium.
- Then, he \_\_\_\_\_ (go) to a show with whales and dolphins and \_\_\_\_\_ (take) many photos.

PROJECT

A true / fiction story about the best / worst experience in your life

Tip

- Brainstorming time! In groups, think about holiday locations. For example: campsite, beach, reserve. Use colour paper and create a word cloud. Keep it. You will use it later.
- Think about what you do when you are on holidays!
- Check out the Past simple rules you learnt in this section.





Buy a ticket

6 Listen and answer.

1. What is Jamie buying?
2. What kind of tickets does he want: single or return?
3. How many tickets does he want?
4. How much money has he got?
5. Can he buy the tickets?

7 Listen again and complete the conversation.

**Jamie:** Excuse me, we want to go  
1 \_\_\_\_\_ by 2 \_\_\_\_\_.

**Man:** What day do you want to travel?

**Jamie:** 3 \_\_\_\_\_. Is that possible?

**Man:** Sure. Single or return?

**Jamie:** Return, please. We want to return next  
4 \_\_\_\_\_.

**Man:** How many tickets do you want?

**Jamie:** 5 \_\_\_\_\_, please.

**Man:** They're 6 \_\_\_\_\_ dollars each,  
so that's 7 \_\_\_\_\_ dollars.

**Jamie:** Sorry, how much are the tickets? I've got  
8 \_\_\_\_\_ dollars.

**Man:** That's all right. They're 9 \_\_\_\_\_  
dollars in total.

**Jamie:** Good. Here you are.

**Man:** Thank you. Have a good trip!

4 Listen to the second part of the conversation. True or false?

1. Selina got lost at the Eureka Tower.
2. She has an app on her mobile that helped her.
3. With the app, she typed the name of the hotel and then followed the steps.

5 Listen again. Answer.

1. Where did she get lost?
2. What did she do there?
3. What did she use to find her way out?
4. Was it late when she got lost?

Go to PAIRWORK ACTIVITIES.



**Student A:** turn to page 73.

**Student B:** turn to page 75.

WORK in PAIRS

8 Practise the conversation in Exercise 7 with a classmate. Use your own ideas for the blanks.

## Write an informal email

1 a. Read Rob's email to his mum. Circle the topics he gives information about.

- |                 |                 |
|-----------------|-----------------|
| a. food         | d. hotel        |
| b. weather      | e. local people |
| c. local cities | f. activities   |

b. What does he say about the topics you circled?



mail   

To: martha.laurence@gmail.com  
From: rob.peterson@gmail.com  
Subject: What's up, mum?

Hi mum,

How are you? Thanks for your email! We're having a great time here in Australia. We're staying in a nice hotel. It's really hot, not like Manchester! Right now, I'm sitting on a bench with Jamie in the Botanic Gardens.

Yesterday we had a barbecue in the garden and I cooked kangaroo burgers! Australia is a wonderful place. I can't wait to show you the photos when I get home!

Here I've attached two. We met new people. Their names are Max, Lily and Lisa. Hope you like them. Tell me about you.

Lots of love

PS: Tell Selina that the app she told us about is the best in the world.

Rob







## Writing rule

## Informal email

You can send informal emails to people you know well, such as friends or your family. You can use **contractions** and **informal language**.

2 Complete the informal email.



mail   

To:  
From:  
Subject:

Hi \_\_\_\_\_,

How are you? Thanks for your <sup>1</sup> email.

We're having a(n) <sup>2</sup> \_\_\_\_\_ time here in <sup>3</sup> \_\_\_\_\_.

We're staying in a <sup>4</sup> \_\_\_\_\_ hotel. The weather is <sup>5</sup> \_\_\_\_\_ – it's <sup>6</sup> \_\_\_\_\_ every day. The food is <sup>7</sup> \_\_\_\_\_.

The people are really <sup>8</sup> \_\_\_\_\_ and the <sup>9</sup> \_\_\_\_\_ are really <sup>10</sup> \_\_\_\_\_!

Right now I'm <sup>11</sup> \_\_\_\_\_. Yesterday we <sup>12</sup> \_\_\_\_\_. It was <sup>13</sup> \_\_\_\_\_!

Wish you were here!

PS: I am not spending too much money.

Love,



\_\_\_\_\_

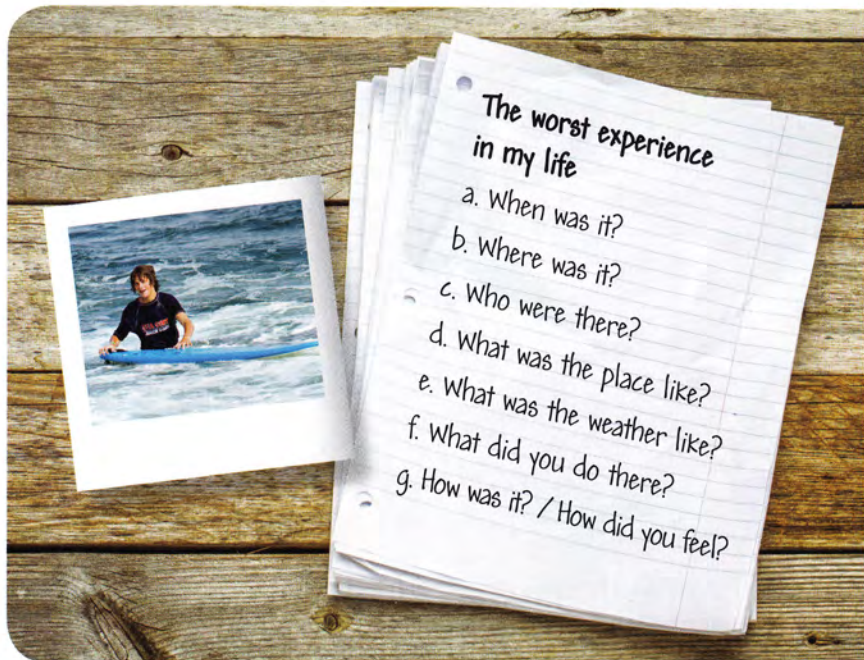
3 Imagine you are on holidays in Mexico. Write an informal email to a friend. Use the model in Exercise 2 to help you. Also, in the Reading section on page 63 you can find cool details you can use.

## END of PROJECT

## A true / fiction story about the best / worst experience in your life

## Let's complete the Project task!

- 1 Now that you have a word cloud about different places, share with other groups what you included in it. Exchange information and make your cloud bigger!
- 2  You have already chosen what you will talk about. Answer this list of questions on a separate sheet of paper.
  - a. When was it?
  - b. Where was it?
  - c. Who were there?
  - d. What was the place like?
  - e. What was the weather like?
  - f. What did you do there?
  - g. How was it? / How did you feel?
- 3 Choose ONLY ONE picture that represents the story. Show it to your classmates and ask them to guess what happened.
- 4  Then, tell your story to your group. Record your story with some background music that matches your feelings. Ask your ICT / music teacher for help if necessary.
- 5 Now tell the story to your teacher and classmates!
- 6 If your picture is not printed, you can download it to your phone and then pass it around.



I can ...

- discuss about places to go on holidays.
- talk about forms of transport.
- talk about holiday activities.
- share opinions about past experiences.
- reflect upon learning new things while having fun on holidays.
- buy tickets to travel.
- write an informal email.
- write and tell a story about a special experience.



## Places to visit near Buenos Aires



all results	
Argentina	(20)
Hotels	(3)
Flights	(65)
Rents	(25)
Restaurants	(14)
What to do	(11)
Blog	

Community	
Forums	
Members	
Reviews	

### Planning a weekend out of the city centre? Check out our travellers' suggestions.

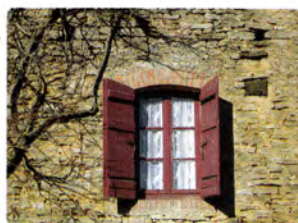


**TANDIL**  
★★★★☆  
1000 reviews

My friend and I visited Tandil last weekend. It was awesome. We went to the lake, to Monte Calvario, which is a hill with religious significance, and to see the stone called *Centinela*.

We stayed at a camping site. It wasn't the most comfortable place, but the price was very good.

In Tandil, we didn't take any means of transport: We walked!  
*Ana, Palermo*



**SAN PEDRO**  
★★★★☆  
1800 reviews

My boyfriend and I went to San Pedro to spend two days away from the city. It was amazing. We slept a lot.

We walked, took pictures and ate lots of oranges. They were very juicy. Also, we hired two bikes and rode all around town. We stayed at a family home. In the picture you can see our bedroom window.

I want to go back!  
*Betty, Berazategui*

**1** Look at the reviews. Do you know any of these places?

**2** Read the reviews. True or false?

1. Ana and her friend stayed in a hotel.
2. They walked when they were in Tandil.
3. They visited three places.
4. You can eat oranges in Tandil.
5. Betty and her boyfriend stayed at a family home.
6. Betty hired a car.

**3** Answer the questions.

1. Are the reviews positive or negative? Circle all the positive adjectives and underline the negative ones in the text.
2. Which of these places would you like to visit? Why?
3. Which touristic places are near your town?
4. Which touristic places do you know?

**4** Go online and find information about a place to visit near your town. Discuss the information with the class.



## 1 Choose the correct option.

Javier: Hi! <sup>1</sup>Are you using / Do you use the online dictionary?  
 Marcos: No! I never <sup>2</sup>do / am doing homework on Sunday! I <sup>3</sup>organise / 'm organising my holidays.  
 I <sup>4</sup>surf / 'm surfing the internet to find good tours. Can you help <sup>5</sup>my / me?  
 Javier: Sure! Last year I <sup>6</sup>buy / bought a tour online and it <sup>7</sup>was / were fun! Type *www.teenstrip.com*.  
 Marcos: Wonderful! This site <sup>8</sup>offers / offered big discounts for group trips. I <sup>9</sup>buy / 'm going to buy a  
 package tour for the four of <sup>10</sup>we / us!  
 Javier: Well done!

\_\_\_\_\_ / 10

## 2 Correct the following information about Javier and Marcos.

1. Marcos is doing his homework.
2. Javier went on holiday last month.
3. teenstrip.com gives small discounts.
4. Marcos is going to travel with five friends.
5. Javier is angry with Marcos' decision.

\_\_\_\_\_ / 10

## 3 Put the verbs in brackets in the correct form to read Milton's email.

We <sup>1</sup>\_\_\_\_\_ (have) a great time with dad here in New York. The city <sup>2</sup>\_\_\_\_\_ (be)  
 wonderful and we <sup>3</sup>\_\_\_\_\_ (walk) to different places every day.  
 The plane trip <sup>4</sup>\_\_\_\_\_ (be) fabulous! Last night, we <sup>5</sup>\_\_\_\_\_ (arrive) on time at JFK  
 airport and <sup>6</sup>\_\_\_\_\_ (take) the underground to the hotel.  
 Our hotel <sup>7</sup>\_\_\_\_\_ (not / be) luxurious, but we <sup>8</sup>\_\_\_\_\_ (be) really comfortable.  
 Tomorrow, we <sup>9</sup>\_\_\_\_\_ (watch) the Spurs vs. the Lakers. I can't wait to see them!  
 I must leave now, dad <sup>10</sup>\_\_\_\_\_ (wait) for me at the restaurant.

\_\_\_\_\_ / 10

## 4 Write questions about the email and answer them.

1. Where / Milton and his father? \_\_\_\_\_
2. How / they travel? \_\_\_\_\_
3. What / the hotel like? \_\_\_\_\_
4. Who / they watch tomorrow? \_\_\_\_\_
5. What / his dad do now? \_\_\_\_\_

\_\_\_\_\_ / 10

## 5 Match the halves to form the phrases. Then, write a sentence using each expression.

- |         |                           |       |
|---------|---------------------------|-------|
| 1. edit | a. a selfie               | _____ |
| 2. scan | b. a GPS to find your way | _____ |
| 3. send | c. a QR code              | _____ |
| 4. take | d. an audio message       | _____ |
| 5. use  | e. a photo                | _____ |

\_\_\_\_\_ / 10

**Total** \_\_\_\_\_ / 50

# PAIRWORK ACTIVITIES

## Student A

### Let's warm up!

Pages 4 and 5.

a. Ask your classmate questions about her / his ICT and social media activities.

1. Who do you chat with online?
2. When do you usually send audio messages?
3. Which is your favourite website?
4. Do you like taking photos with your mobile?
5. Are you in a WhatsApp group? Who are the members?

b. Answer your classmate's questions about your ICT and social media activities.

## Unit 1

Listening and Speaking, page 13.

a. Answer your classmate's questions about a friend.

1. Angie  
*Her name is Angie.*
2. 14
3. Brazil
4. 20th March
5. Art

b. Ask your classmate about a friend. Complete the table.

*What's your friend's name?*

Name : \_\_\_\_\_  
Age: \_\_\_\_\_  
Nationality: \_\_\_\_\_  
Birthday: \_\_\_\_\_  
Favourite subject: \_\_\_\_\_

## Unit 2

Listening and Speaking, page 23.

a. Read this text to your classmate. Read slowly and clearly.

### Chinese New Year

New Year is a very special day in Chinese culture. It is celebrated between January and February. People do a lot of things on this day. They dance and play. Many people wear costumes. There are big parades and you can see fireworks everywhere!

b. Listen to your classmate and complete the text.

### The Carnival of Venice, Italy

Venice is famous for its canals. In this city they start to celebrate Carnival <sup>1</sup> \_\_\_\_\_ days before Ash Wednesday. People wear colourful <sup>2</sup> \_\_\_\_\_. They are very important. They can have <sup>3</sup> \_\_\_\_\_ and gems. People can also wear <sup>4</sup> \_\_\_\_\_ costumes. There are parades and dances in the <sup>5</sup> \_\_\_\_\_. It is really fun!

## Unit 3

Listening and Speaking, page 35.

- a. Answer your classmate's questions. Describe the word, don't say it!

- |            |           |
|------------|-----------|
| 1. _____   | 6. swamp  |
| 2. joey    | 7. hunt   |
| 3. _____   | 8. _____  |
| 4. reserve | 9. _____  |
| 5. scales  | 10. _____ |

- b. Now ask your classmate about the missing words.

A: What's number 8?

B: It's where animals live.

## Unit 4

Listening and Speaking, page 45.

- a. Tell your classmate what these people are doing. Ask her / him where they are.

A: Pete and Tom are studying. Where are they?

B: Are they at school?

A: Yes, they are.

Ross and Valery		
Simon		
Patrick		
Jenny		
Pete and Tom	studying	at school
Mark	talking to a doctor	at the hospital
Theresa	walking her dog	at the park
Linda	buying plasters	at the chemist's

- b. Answer your classmate's questions and complete the chart. Then, tell your classmate what these people are doing. Ask him or her where they are.

## Unit 5

Listening and Speaking, page 57.

- a. Read your classmate's list of names and ask her / him questions about what they are like, and about their activity in social networks.

B: Who's Carla?

A: She's my cousin.

B: What's she like?

A: She's very funny.

B: Does she like chatting online with her friends?

A: No, she doesn't. She loves calling them.

- b. Write a list of five names of people you know and give it to your classmate. Answer your classmate's questions.

## Unit 6

Listening and Speaking, page 67.

- a. Listen to your classmate telling you about her / his trip. Complete the table with notes.

Place : \_\_\_\_\_

Form of transport: \_\_\_\_\_

First activity: \_\_\_\_\_

Second activity: \_\_\_\_\_

Animals: \_\_\_\_\_

- b. Now tell your classmate about your trip. Remember to use the past tense.

1. go / beach

2. go / train

I went to the beach.

3. swim / sea

4. hire / a horse

5. see / a shark

# PAIRWORK ACTIVITIES

## Student B

### Let's warm up!

Pages 4 and 5.

- Answer your classmate questions about your ICT and social media activities.
- Ask your classmate's questions about her / his ICT and social media activities.
  - What do you usually talk about when you chat online?
  - Can you describe your favourite website?
  - What is your favourite web page about?
  - Do you edit your photos?
  - Do you post content on Facebook? What do you usually post?

## Unit 1

Listening and Speaking, page 13.

- Ask your classmate about a friend. Complete the table.

What's your friend's name?

Name : \_\_\_\_\_

Age: \_\_\_\_\_

Nationality: \_\_\_\_\_

Birthday: \_\_\_\_\_

Favourite subject: \_\_\_\_\_

- Answer your classmate's questions about a friend.
  - Max  
His name is Max.
  - 12
  - Chile
  - 9th November
  - IT

## Unit 2

Listening and Speaking, page 23.

- Listen to your classmate and complete the text.

### Chinese New Year

New Year is a very special day in <sup>1</sup>\_\_\_\_\_ culture. It is celebrated between January and February. People do a lot of things this day. They <sup>2</sup>\_\_\_\_\_ and <sup>3</sup>\_\_\_\_\_. Many <sup>4</sup>\_\_\_\_\_ wear costumes. There are big parades and you <sup>5</sup>\_\_\_\_\_ see fireworks everywhere!

- Read this text to your classmate. Read slowly and clearly.

### The Carnival of Venice, Italy

Venice is famous for its canals. In this city they start to celebrate Carnival twelve days before Ash Wednesday. People wear colourful masks. They are very important. They can have feathers and gems. People can also wear beautiful costumes. There are parades and dances in the streets. It is really fun!

### Unit 3

Listening and Speaking, page 35.

- a. Ask your classmate about the missing words.

B: What's number 8?

A: It's a quokka's baby.

- b. Now answer your classmate's questions. Describe the word, don't say it!

- |              |            |
|--------------|------------|
| 1. feathers  | 6. _____   |
| 2. _____     | 7. _____   |
| 3. poisonous | 8. signs   |
| 4. _____     | 9. habitat |
| 5. _____     | 10. quokka |

### Unit 4

Listening and Speaking, page 45.

- a. Answer your classmate's questions and complete the chart. Then, tell your classmate what these people are doing. Ask him or her where they are.

Ross and Valery	looking at an art collection	at an art gallery
Simon	seeing a play	at a theatre
Patrick	buying vegetables	at a greengrocer's
Jenny	buying shoes	at a shoe shop
Pete and Tom		
Mark		
Theresa		
Linda		

- b. Tell your classmate what these people are doing. Ask her / him where they are.

A: Ross and Valery are looking at an art collection. Where are they?

B: Are they at an art gallery?

A: Yes, they are.

### Unit 5

Listening and Speaking, page 57.

- a. Write a list of five names of people you know and give it to your classmate. Answer your classmate's questions.

- b. Read your classmate's list of names and ask her / him questions about what they are like and about their activity in social networks.

B: Who's Carla?

A: She's my cousin.

B: What's she like?

A: She's very funny.

B: Does she like chatting online with her friends?

A: No, she doesn't. She loves calling them.

### Unit 6

Listening and Speaking, page 67.

- a. Tell your classmate about your trip. Remember to use the past tense.

- go / mountains  
*I went to the mountains.*
- go / coach
- hire / a mountain bike
- take / a lot of photos
- see / an eagle

- b. Now listen to your classmate telling you about her / his trip. Complete the table with notes.

Place : \_\_\_\_\_

Form of transport: \_\_\_\_\_

First activity: \_\_\_\_\_

Second activity: \_\_\_\_\_

Animals: \_\_\_\_\_

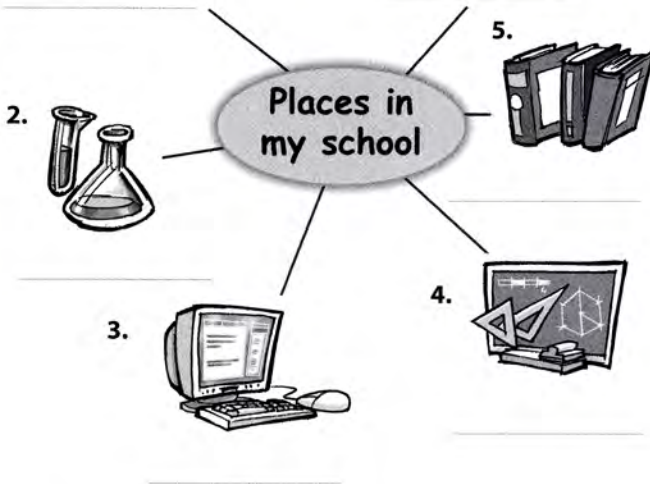
# 1

## WE are the school

### VOCABULARY

1 Complete the web with the words in the box.

- library
- canteen
- gym
- science lab
- classroom
- computer room



2 Find eight more school subjects → ↓.

H	I	S	T	O	R	Y	M	T	I
T	U	C	B	A	R	T	I	S	H
P	R	I	A	N	N	R	E	N	C
O	G	E	O	G	R	A	P	H	Y
R	E	N	G	L	I	S	H	O	H
T	E	C	H	N	O	L	O	G	Y
S	O	E	O	S	P	E	I	T	G
C	N	H	M	U	S	I	C	C	A
S	R	R	C	G	O	N	A	E	I
N	M	A	T	H	S	C	E	L	P

3 Complete the sentences.

1. In Geography we learn about maps.
2. In \_\_\_\_\_ we learn to do different sports.
3. In \_\_\_\_\_ we learn about musical instruments.
4. In \_\_\_\_\_ we learn about computers.
5. In \_\_\_\_\_ we learn to do experiments.

4 Write the correct times.

a. four o'clock

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

5 Listen and complete.

Subject	Wednesday	Thursday
Maths	9 am	
Music		
Geography	11.15 am	3 pm
History		9 am
Lunch	1 pm	1 pm
English		
PE		
Science		

## READING

1 Read the text about Ana's school. Match the names of the places to the pictures.

2 Answer the questions.

Hi, I'm Ana. This is my school, Bolton Park Secondary School. I am in Year 7. It's a big school. There are 950 students. We have ten subjects: English, Maths, Science, Design Technology, ICT, PE, French, Spanish, History and Geography.

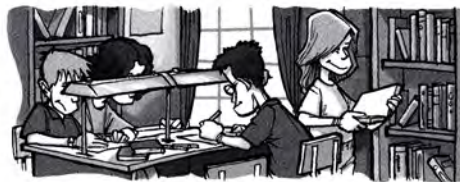
1 These are the sports fields. I love sports. We play football, hockey and rugby in winter and tennis and cricket in summer. We've got a big gym too.

2 This is the library. I read novels, magazines and newspapers here. I also use the reference books and computers. We come here to study and to do project work.

3 This is the science lab. There is a lot of equipment. We come here to do chemistry and physics experiments. It's interesting and fun.

4 This is the canteen. You can eat hot or cold food here. The food isn't bad but the canteen is very noisy at lunchtime.

A



B



C



D



1. Which year is Ana in?  
Year 7.

2. How many students are there in the school?  
\_\_\_\_\_

3. How many subjects are there?  
\_\_\_\_\_

4. What sports are there?  
\_\_\_\_\_

5. Where are the reference books?  
\_\_\_\_\_

6. Which things are there in the science lab?  
\_\_\_\_\_

7. Is the food horrible?  
\_\_\_\_\_

3 Write the name of the place.

1. You come here to learn.  
school

2. You read newspapers here.  
\_\_\_\_\_

3. You play rugby here.  
\_\_\_\_\_

4. You eat hot food here.  
\_\_\_\_\_

5. The computers are here.  
\_\_\_\_\_

6. You do experiments here.  
\_\_\_\_\_

## GRAMMAR

**1** Look at the pictures. Write a sentence, a question and a short answer for each picture.



1. She / 8  
*She's 8. / Is she 8?*  
*Yes, she is.*



2. He / Chinese



3. They / at home



4. It / not / PE



5. They / not / at school



6. She / not / at the cinema

**2** Write negative sentences.

- I'm 15.  
*I'm not 15.*
- You're English.  
 \_\_\_\_\_
- Her favourite subject is Science.  
 \_\_\_\_\_
- Jenny and her family are from France.  
 \_\_\_\_\_
- We're from Mexico.  
 \_\_\_\_\_
- He's my classmate.  
 \_\_\_\_\_

**3** Match the questions (1-7) to the answers (a-g).

- What's your name?
- When's your birthday?
- Where's your school?
- What's your favourite subject?
- Who is your Art teacher?
- How old are you?
- What time is Geography?

- at 10 o'clock
- in Manchester
- in May
- History
- 13
- Victor
- Ms Evans



**4** Write true answers to the questions (1 to 5) in Exercise 3.

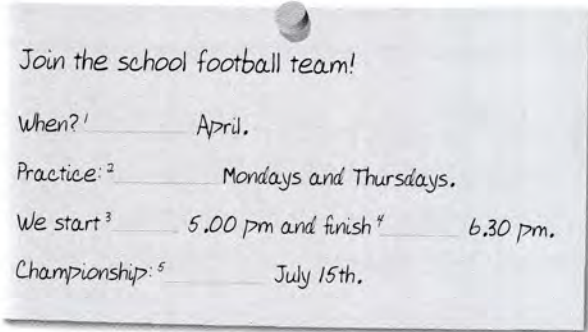
- My name is ...*
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

LISTENING

5 Put the words in order.

- 1. nice / our / is / school  
\_\_\_\_\_
- 2. is / subject / Maths / a / difficult  
\_\_\_\_\_
- 3. Art / favourite / my / is / subject  
\_\_\_\_\_
- 4. got / lab / we / new / a / have  
\_\_\_\_\_
- 5. is / gym / there / big / a  
\_\_\_\_\_
- 6. good / are / they / very / friends  
\_\_\_\_\_

6 Write in, at or on.



7 Complete the questions with Can I or Can you.

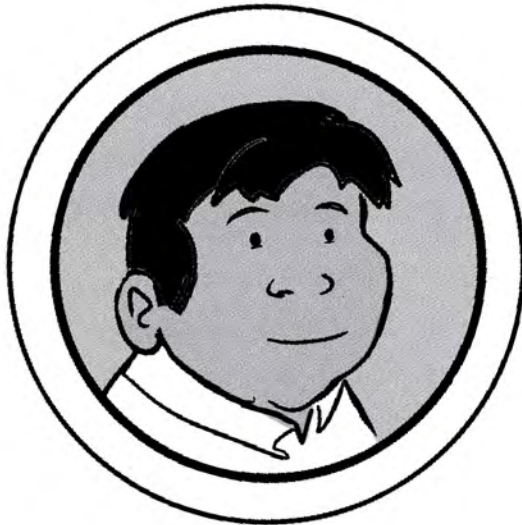
- 1. '\_\_\_\_\_ lend me a pencil?'  
'Of course. Here you are.'
- 2. '\_\_\_\_\_ go to the toilet, please?'  
'Yes. Be quick!'
- 3. '\_\_\_\_\_ read?'  
'Yes, please. Read Part 1.'
- 4. '\_\_\_\_\_ explain that again?'  
'Sure. No problem.'

1 Listen to Imran's mum and put her questions in order.

- a. Are the teachers nice?
- b. What's his name?
- c. And what about lunch?
- d. Are the students in your class nice?
- e. Is there a computer room?
- f. Is there a gym?
- g. Do you like your new school?
- h. A girlfriend?

2 Match these answers to the questions above.

- 1. Yes, it's great.
- 2. His name's Mr Thomas.
- 3. No, Mum, just a friend.
- 4. Yes, I've got a new friend.
- 5. Yes, there's a big gym.
- 6. The food's not bad.
- 7. Yes, very nice, especially our class teacher.
- 8. Yes, with 30 computers.



# WRITING

**1** Complete the paragraphs with sentences from the box.

- They like Music and Art.
- I'm a student at Lincoln School.
- We play it in the gym and it's fun.
- We do a lot of exercises in class.

1. My name is Jenny. I'm 14 years old.  
\_\_\_\_\_
2. My favourite subject is Maths. It's hard but I love it.  
\_\_\_\_\_
3. My best friends are Daniel and Laura. They don't like Maths.  
\_\_\_\_\_
4. I like sports. My favourite sport is basketball.  
\_\_\_\_\_

**2** Match adjectives to opposite meanings.

- |          |           |
|----------|-----------|
| 1. good  | a. new    |
| 2. easy  | b. boring |
| 3. small | c. short  |
| 4. old   | d. hard   |
| 5. long  | e. bad    |
| 6. fun   | f. big    |

**3** What can these adjectives describe? Add one more word to each group.

1. friendly, nice  
a friend, a teacher, \_\_\_\_\_
2. hard, difficult  
an exercise, a test, \_\_\_\_\_
3. new, modern  
a lab, a classroom, \_\_\_\_\_
4. fun, interesting  
a teacher, a book, \_\_\_\_\_

**4** Complete the information about Lara.

- her classroom
- French and History
- Lara Lane
- aerobics
- Tim
- British
- 12

**UK** 



Name: \_\_\_\_\_

Age: \_\_\_\_\_

Nationality: \_\_\_\_\_

Favourite subjects: \_\_\_\_\_

Favourite place at school: \_\_\_\_\_

Special club: \_\_\_\_\_

Best friend: \_\_\_\_\_

**5** Use the information on the ID card to write about Lara. Divide the information into paragraphs. Use adjectives to add details.

Her name is Lara Lane. She is ...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## VOCABULARY

### 1 Complete the sentences.

1. 'What's your favourite \_\_\_\_\_ at school, John?' 'Art.'
2. There is a good \_\_\_\_\_ in my school where we can read books or study.
3. We study algebra in the \_\_\_\_\_ class.
4. At my school, \_\_\_\_\_ is at one o'clock in the canteen.
5. Tom has PE in the \_\_\_\_\_ every Monday and Friday at school.
6. Break is at 10.30 in the \_\_\_\_\_.
7. We go to the \_\_\_\_\_ to do experiments.

## GRAMMAR

### 2 Circle the correct option.

1. Sam \_\_\_\_\_ in the library.  
a. are      b. is      c. am
2. My birthday is \_\_\_\_\_ May.  
a. in      b. at      c. on
3. Her best friends \_\_\_\_\_ in her classroom.  
a. aren't      b. isn't      c. am not
4. \_\_\_\_\_ your Geography teacher?  
a. He is      b. Are he      c. Is he
5. I've got a \_\_\_\_\_.  
a. new classmate      b. classmate new  
c. new classmates
6. 'Are they in Year 9?' 'Yes, \_\_\_\_\_.'  
a. are they      b. they are      c. are
7. 'Is PE your favourite subject?' 'No, \_\_\_\_\_.'  
a. it isn't      b. it is      c. he isn't
8. Music is \_\_\_\_\_ Fridays.  
a. at      b. in      c. on
9. Break is \_\_\_\_\_ 10:30 am.  
a. on      b. in      c. at
10. Maths tests are \_\_\_\_\_.  
a. big      b. hard      c. new
11. Jeremy and Becca \_\_\_\_\_ classmates.  
a. isn't      b. aren't      c. not are

### 3 Complete with the correct form of the verb *to be*. Use contractions when possible.

1. Margaret \_\_\_\_\_ our Science teacher. Her classes are fun.
2. Harry \_\_\_\_\_ British. He's American.
3. \_\_\_\_\_ you a good student, Paula?
4. Hello. I \_\_\_\_\_ John.
5. The students in my class at school \_\_\_\_\_ really friendly.
6. My name is Paul and this is Alex. We \_\_\_\_\_ friends.
7. My name \_\_\_\_\_ Tom. I'm 12.
8. My teachers \_\_\_\_\_ very funny.
9. Tom and Lily \_\_\_\_\_ in the library.
10. PE \_\_\_\_\_ my favourite subject.

## ENGLISH IN USE

### 4 Write appropriate questions for the answers.

1. \_\_\_\_\_ ?  
Matías.
2. \_\_\_\_\_ ?  
Thirteen.
3. \_\_\_\_\_ ?  
Argentina.
4. \_\_\_\_\_ ?  
In March.
5. \_\_\_\_\_ ?  
At three.
6. \_\_\_\_\_ ?  
In the computer room.
7. \_\_\_\_\_ ?  
History.
8. \_\_\_\_\_ ?  
Ms Jameson.
9. \_\_\_\_\_ ?  
I'm fine. Thanks.
10. \_\_\_\_\_ ?  
Yes. Sally is our Science teacher.

# 2 My favourite days

## VOCABULARY

1 a. Use the phrases in the box to complete the sentences.

- brush my teeth
- eat out
- plant a tree
- has lunch
- go to bed
- prepares tasty snacks

1. I watch TV after dinner and then I \_\_\_\_\_.
2. At school we \_\_\_\_\_ to celebrate the Earth Day.
3. She hardly ever \_\_\_\_\_ at the canteen.
4. Grandma \_\_\_\_\_ for Easter.
5. I always \_\_\_\_\_ before going to bed.
6. Sam and Susie usually \_\_\_\_\_ for their anniversary.

b. Reread the sentences in Exercise 1a. Write *SD* for special day or *ED* for every day activities.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

2 a. Use the chart to classify the activities.

- dinner
- for a picnic
- breakfast
- dinner
- go to bed
- lunch
- a shower
- home
- to the theatre
- to school

have ...	go ...
dinner	

b. Match the verbs (1-6) to the nouns / phrases (a-f).

- |               |                 |
|---------------|-----------------|
| 1. wear       | a. in a play    |
| 2. act        | b. craftwork    |
| 3. do         | c. new clothes  |
| 4. take       | d. tasty snacks |
| 5. prepare    | e. presents     |
| 6. get / give | f. photos       |

3 Mary McFly is a flight attendant on a plane. Look at her timetable and write about her day. Write the times in words.



I get up at quarter to six in Prague. I ...

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1 Read the descriptions. Match them to the pictures.



A

Title: \_\_\_\_\_

Kandy is a beautiful city in Sri Lanka. There is a big temple and in the temple there is a relic of Buddha – a tooth. It is in a beautiful old box. People think Buddha's tooth is magic. In August there is a special procession to see it.

B

Title: \_\_\_\_\_

On 25<sup>th</sup> January, people in Scotland celebrate the birthday of a very special man. He isn't a king or a religious person. He is Robert Burns, the great Scottish poet. On that night, people always eat haggis, a Scottish speciality. They play lots of Scottish music and read the poems of Robert Burns.

C

Title: \_\_\_\_\_

*There is a festival with horses in Menorca. It takes place in the summer. There is music and people sing and dance in the street. Then the horses come into the street and jump. Finally, people push and make the horses walk on two legs. It's amazing!*

2 Write the correct title for each text.

- Jaleo
- Burns Night
- The Festival of the Tooth

3 Match the sentences to the festival.

1. They eat special food.  B
2. It's a religious festival.
3. Animals are important.
4. It's in winter.
5. It's the festival of a famous man.
6. It's not a European festival.

4 Find in the texts the words for the following definitions.

1. a very old object      relic \_\_\_\_\_
2. has special powers      \_\_\_\_\_
3. a type of church      \_\_\_\_\_
4. a royal person      \_\_\_\_\_
5. surprising and very good      \_\_\_\_\_

## GRAMMAR

1 Complete the third person singular form of these verbs.

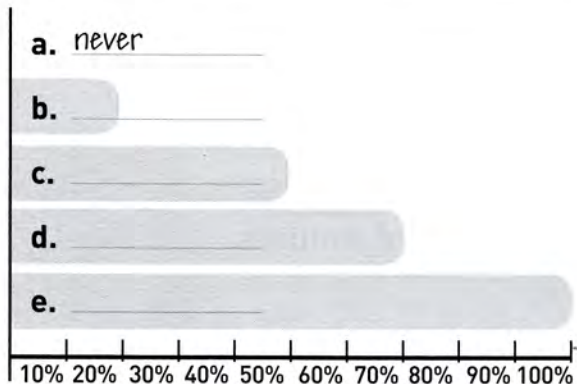
1. She go *es* \_\_\_\_\_
2. She eat \_\_\_\_\_
3. She read \_\_\_\_\_
4. He ha \_\_\_\_\_
5. He finish \_\_\_\_\_
6. She watch \_\_\_\_\_
7. He do \_\_\_\_\_
8. She write \_\_\_\_\_

2 Correct the sentences.

1. At Halloween, we make melon lanterns.  
*At Halloween we don't make melon lanterns. We make pumpkin lanterns.*
2. In Sri Lanka, people visit a museum to see a tooth.  
\_\_\_\_\_
3. At Jaleo festival, cows dance in the streets.  
\_\_\_\_\_
4. On Burns Night, people write poetry.  
\_\_\_\_\_

3 Write the adverbs of frequency in the correct place.

- always      • never      • often
- sometimes      • usually



4 a. Listen and complete the table with information for Robby and Rita.

What's your routine?	Robby	Rita	You
Get up before 7.30	<i>never</i>		
Use a smartphone			
Speak English to my friends			
Go to bed after 12.00			
Sing in the shower			

b. Use the information above and write sentences about Robby and Rita.

1. Robby *usually gets up before 7:30.*  
\_\_\_\_\_
2. Rita *sometimes ...*  
\_\_\_\_\_

c. Complete the column about you and write five sentences in your notebook.

5 Complete the sentences about you with an adverb.

1. I *always* go to school by bus.
2. For breakfast, I \_\_\_\_\_ drink orange juice.
3. My English teacher \_\_\_\_\_ speaks English in class.
4. My father \_\_\_\_\_ cooks dinner.
5. I am \_\_\_\_\_ late for school.
6. We \_\_\_\_\_ play football in the playground.

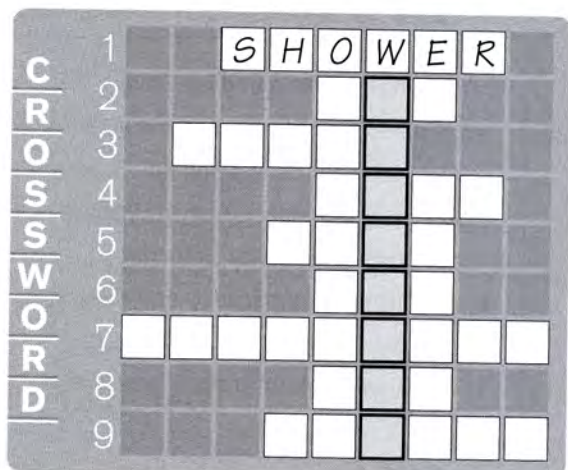
LISTENING

6 Complete with the correct form of *want* and a verb from the box.

- see    • go    • wear    • have

1. On her next birthday, María \_\_\_\_\_ new clothes.
2. On Saturday, he \_\_\_\_\_ for a picnic with friends.
3. We \_\_\_\_\_ a film tonight.
4. Tomorrow they \_\_\_\_\_ lunch with me.

7 Complete the crossword and find the message.



1. Every morning I have a \_\_\_\_\_ in the bathroom.
2. I read before I go to \_\_\_\_\_.
3. We all \_\_\_\_\_ TV on Sunday afternoon.
4. I usually \_\_\_\_\_ lunch at school.
5. I \_\_\_\_\_ in a beautiful country.
6. On Saturdays I don't \_\_\_\_\_ up before ten o'clock.
7. I always have \_\_\_\_\_ before I go to school.
8. Sometimes we wake up late and \_\_\_\_\_ to school.
9. My sister \_\_\_\_\_ salsa very well.  
The message is: \_\_\_\_\_

1 Listen and number the special days.



2 a. Complete the sentences with these words.

- sometimes      • lights
- love             • camel
- t-shirt          • you
- red               • chicken
- presents       • Thanks

1. Here, this is for \_\_\_\_\_ you \_\_\_\_\_.
2. \_\_\_\_\_ very much. That's a great \_\_\_\_\_.
3. Roses are \_\_\_\_\_.
4. I \_\_\_\_\_ you.
5. They \_\_\_\_\_ ride on a \_\_\_\_\_.
6. The next day we get \_\_\_\_\_.
7. The \_\_\_\_\_ are beautiful.
8. Can I have \_\_\_\_\_?

b. Listen and check.

## WRITING

- 1 a.** Read this text about a special day. Complete it with the words in the box.

- I (x2)
- It (x2)
- Mum
- My name
- Today
- They

Hi. <sup>1</sup>\_\_\_\_\_ is David and my special day is 14th February. <sup>2</sup>\_\_\_\_\_ always get up early and go downstairs to have breakfast with my family. <sup>3</sup>\_\_\_\_\_ 's my favourite meal. <sup>4</sup>\_\_\_\_\_ always cooks a special big breakfast with all my favourite things. Then, I have a shower and wash my hair. <sup>5</sup>\_\_\_\_\_ like to look nice. Finally, the postman arrives at 8.00 am and lots of cards come through the letter box. <sup>6</sup>\_\_\_\_\_ 're all for me! Today is St. Valentine's Day and the postman thinks I have lots of girlfriends. But really <sup>7</sup>\_\_\_\_\_ is my birthday! <sup>8</sup>\_\_\_\_\_ 's also Monday and I have to go to school.

David

- b.** Why is 14th February a special day for David?

---



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---



---



---



---

- c.** Write about David's day. Remember the s.

First David <sup>1</sup>\_\_\_\_\_ gets up \_\_\_\_\_ and then he <sup>2</sup>\_\_\_\_\_. Then his mother <sup>3</sup>\_\_\_\_\_. Then David <sup>4</sup>\_\_\_\_\_ and <sup>5</sup>\_\_\_\_\_. After that, the postman <sup>6</sup>\_\_\_\_\_. Finally, David <sup>7</sup>\_\_\_\_\_.

- 2 a.** Read the text about a festival. Complete it with these sentences.

- There is also a lot of music and dancing.
- I live in Mendoza and my favourite festival is "La Fiesta de la Vendimia".
- It's about work in the field, grapes and wine.

I'm from Argentina and we have a lot of special days in my country.

It starts on the last Sunday in February and it ends on the first Saturday in March. There are parades and fireworks.

The festival is about the present and the past. \_\_\_\_\_

It's great.

- b.** Read this text about the last day of the festival and add connectors.

**The last day**

On this day we go to an amphitheatre with space for over 20,000 people. It's in a park near the city of Mendoza.

<sup>1</sup>\_\_\_\_\_, there is a lot of music and dancing. <sup>2</sup>\_\_\_\_\_, there is a beauty contest and we choose the "Queen" of the festival. And <sup>3</sup>\_\_\_\_\_, there are lots of lights and fireworks.

## VOCABULARY

### 1 Complete the text.

Hi, my name's Mark and I'm twelve. Every morning I <sup>1</sup> \_\_\_\_\_ at 7.30, I <sup>2</sup> \_\_\_\_\_, I <sup>3</sup> \_\_\_\_\_ and I go to school. School <sup>4</sup> \_\_\_\_\_ at 8.30 and <sup>5</sup> \_\_\_\_\_ at 3.00. Then I <sup>6</sup> \_\_\_\_\_ and I <sup>7</sup> \_\_\_\_\_. In the evening, I <sup>8</sup> \_\_\_\_\_ and watch television.

### 2 Complete the text.

Leila's favourite festival is Diwali. She celebrates it with her family. During Diwali, they <sup>1</sup> \_\_\_\_\_ the house with lights. They <sup>2</sup> \_\_\_\_\_ new clothes and they go and <sup>3</sup> \_\_\_\_\_ friends and family. They <sup>4</sup> \_\_\_\_\_ them presents. They <sup>5</sup> \_\_\_\_\_ a big party.

### 3 Complete with *before* or *after*.

- Half past ten is \_\_\_\_\_ nine o'clock.
- Matt always brushes his teeth \_\_\_\_\_ he goes to school.
- Sheila usually goes to bed at 11 o'clock. She never goes to bed \_\_\_\_\_ midnight.
- We prepare the food \_\_\_\_\_ the party.

## GRAMMAR

### 4 Choose the correct option.

- Matilda *don't speak* / *speaks* very good Italian.
- I like music but I *don't play* / *not play* an instrument.
- Betty is a vegetarian. She *doesn't eat* / *not eats* meat.
- Bobby and Clara *live* / *lives* in Granada.
- My grandparents don't *comes* / *come* to my house every Sunday for lunch.
- Juan wants to *go* / *goes* home after school.

### 5 Order the words to make sentences.

- Hector / to school / always / at nine o'clock / goes  
\_\_\_\_\_
- Paul / sometimes / late / for school / is  
\_\_\_\_\_
- Tony and Theresa / online games / usually / play / in the afternoon  
\_\_\_\_\_
- Luke and Meg / at night / television / watch / often  
\_\_\_\_\_
- wear / to / Sally / clothes / birthday / wants / for / her / new  
\_\_\_\_\_

## ENGLISH IN USE

### 6 Complete the sentences with true information.

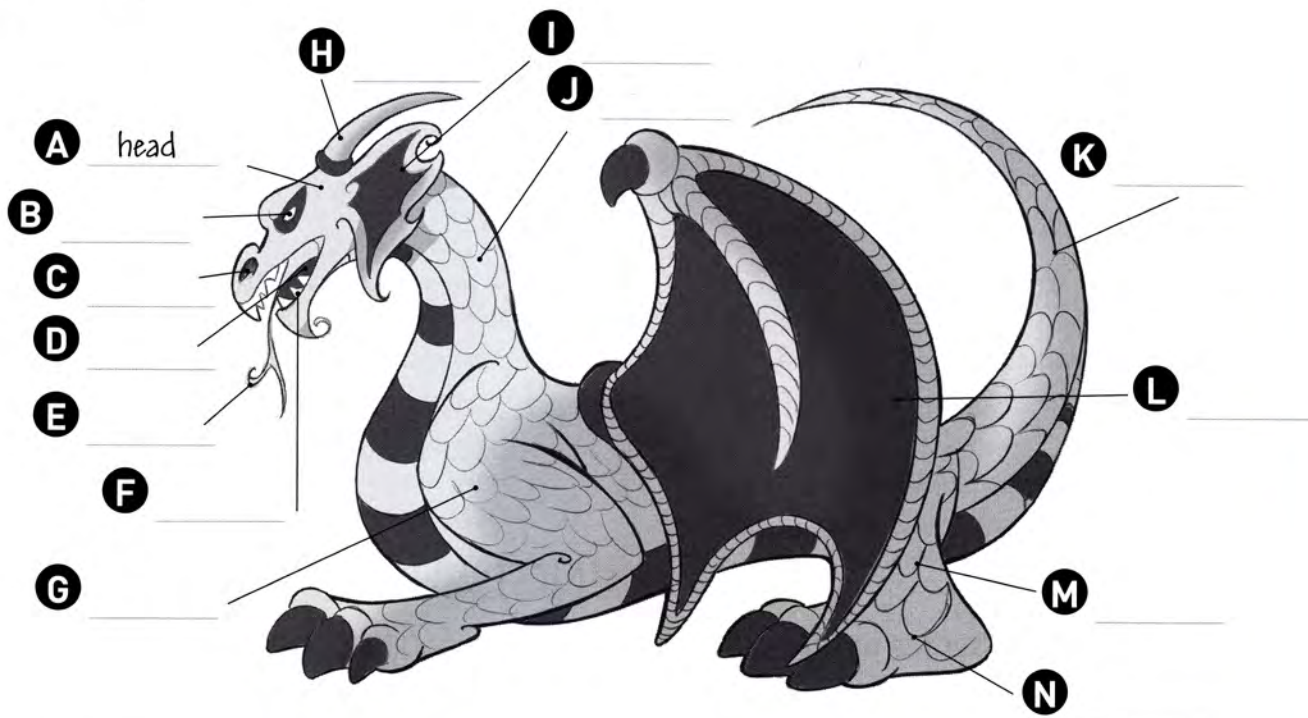
- On Mondays, I get up \_\_\_\_\_.
- Then, I \_\_\_\_\_.
- And after that, I \_\_\_\_\_.
- On Saturdays and Sundays, I get up \_\_\_\_\_.
- In the afternoon, I \_\_\_\_\_.
- In the evening, I \_\_\_\_\_.
- My favourite special day is \_\_\_\_\_.
- It is my favourite day because \_\_\_\_\_.
- On this day, I \_\_\_\_\_.
- \_\_\_\_\_ (a friend's name) special day is \_\_\_\_\_.
- It is \_\_\_\_\_ favourite day because \_\_\_\_\_.
- On this day, she / he \_\_\_\_\_.

# 3

## Natural habitats

### VOCABULARY

1 Label.



- head    • leg    • foot    • eye    • nose    • ear    • mouth
- tongue    • horn    • wing    • scales    • teeth    • tail    • neck

2 Circle the word that corresponds to each animal.

1. **bird**    fingers    scales    feathers    trunk
2. **elephant**    feathers    wings    trunk    horns
3. **fish**    beak    scales    toes    fingers
4. **snake**    leg    horns    wing    tongue
5. **bull**    horns    hands    arms    trunk

3 Order the letters and write the adjectives.

1. *sinosuoop*    poisonous
2. *gaviserges*    \_\_\_\_\_
3. *ledifynr*    \_\_\_\_\_
4. *ynios*    \_\_\_\_\_
5. *eeiinllttg*    \_\_\_\_\_

4 Change the words in *italics* for one of the following verbs.

- hunt    • hibernate    • lay    • build nests    • migrate

1. Bears *sleep* in the winter.
2. Birds *make houses* in trees.
3. Snakes *look for* small animals to eat.
4. Birds *travel to other places* in winter.
5. Chickens *produce* eggs.

Bears hibernate in the winter.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 1 a. What do you know about snakes? Read the quiz and circle the correct answers.



- 1 **How many snake species are there in the world?**  
a. 300  
b. 3,000  
c. 30,000
- 2 **How many snakes are dangerous?**  
a. about one percent of all species  
b. about thirty percent of all species  
c. All snakes are dangerous.
- 3 **How many vertebrae does a snake have?**  
a. about 180-500  
b. none  
c. about 34
- 4 **What does a snake use its tongue for?**  
a. to drink  
b. to eat  
c. to smell
- 5 **Snakes don't have visible ears. Can they hear?**  
a. No, they can't.  
b. They can only hear other snakes.  
c. Yes, they can hear very well.
- 6 **How long can snakes be?**  
a. about 3 metres  
b. about 6 metres  
c. more than 9 metres
- 7 **How do snakes reproduce?**  
a. They lay eggs.  
b. They have babies.  
c. Some lay eggs and others have babies.
- 8 **What can we use snake venom for?**  
a. asthma medicine  
b. anti-venom vaccine  
c. pesticides

Adapted from [www.edu.iucnp.org](http://www.edu.iucnp.org)

- b. Check your answers below. How many did you get right?

- 6-8 Wow, you're a snake expert!  
3-5 Not bad for a beginner!  
1-2 It's obvious you prefer rabbits!

Answers  
1.b, 2.b, 3.a, 4.c, 5.a, 6.c, 7.c, 8.b

## GRAMMAR

- 1 Look at the table and write about what the animals eat and don't eat.

	meat	plants	fruit
tigers	✓	✗	✗
giraffes	✗	✓	✓
cows	✗	✓	✗
owls	✓	✗	✗

- Tigers eat meat. They don't eat plants or fruit.
- Giraffes
- Cows
- Owls

- 2 Choose the correct option.



Polar bears <sup>1</sup>live / lives in the Arctic. They <sup>2</sup>is / are usually white and their long hair <sup>3</sup>protect / protects them from the cold. Polar bears <sup>4</sup>is / are omnivores. They <sup>5</sup>eat / eats fish but they <sup>6</sup>prefer / prefers seals. They sometimes <sup>7</sup>hunt / hunts walruses and white whales. A polar bear <sup>8</sup>make / makes holes in the ice and <sup>9</sup>wait / waits for a fish or a seal. In winter, they <sup>10</sup>make / makes holes in the snow and hibernate. The baby polar bear only <sup>11</sup>weigh / weighs 1 kilo.

- 3 Order the questions and answer them.

- Where / polar bears / live / do  
Where do polar bears live?  
They live in the Arctic.
- colour / What / is / their hair
- do / What / eat / polar bears
- in the ice / make / they / What / do
- do / What / they / in winter / do
- a baby polar bear / How many kilos / weigh / does

- 4 Answer the questions with a short answer.

- Do polar bears live in the Antarctic?  
No, they don't.
- Are bears omnivores?
- Does a spider eat fruit?
- Do owls sleep at night?
- Does a penguin live in the Antarctic?
- Do koala bears come from Australia?

LISTENING

5 a. Write sentences about the pictures using *can / can't*.



1. elephant / jump



2. cow / sing



3. parrot / talk



4. dog / swim



5. worm / fly



6. bear / dance

1. An elephant can't jump.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

b. Make the sentences into questions.

1. Can an elephant jump?
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

6 Complete the text with *must / mustn't*.

You <sup>1</sup> must \_\_\_\_\_ give dogs a lot of attention because they are very loving animals. You <sup>2</sup> \_\_\_\_\_ take them for a walk every day because they <sup>3</sup> \_\_\_\_\_ get fat. You <sup>4</sup> \_\_\_\_\_ train them well. They <sup>5</sup> \_\_\_\_\_ sit when you say 'Sit!'. They <sup>6</sup> \_\_\_\_\_ run into the road. You <sup>7</sup> \_\_\_\_\_ always give them good food and you <sup>8</sup> \_\_\_\_\_ give them chocolate.

1 a. What is the name of this animal?



- a. the blue star fish
- b. the tiger fish
- c. the blue ring octopus

b. Do you think it is dangerous?

c.  07 Listen to the first part of the interview and check your answers.

2 a.  08 Listen to the second part. Number the questions in the order you hear them.

- a. Do octopuses have beaks?  1
- b. What does it eat?
- c. Where does this octopus live?
- d. What does it do all day?
- e. How does it kill them?

b.  09 Listen again. True or false?

1. The octopus likes cold water.  F
2. It hunts during the day.
3. It eats plants.
4. It bites with its teeth.
5. It kills with poison.
6. It can't kill humans.

## WRITING

### 1 Punctuate with !, ? or .

1. Help!
2. What's the name of that strange animal
3. I like dogs cats and birds
4. Does it bite
5. What an ugly dog
6. Gorillas don't eat people
7. Pets especially dogs like a lot of attention

### 2 Correct the mistakes.

1. There is a lot of different species of snakes. are
2. A female panda have a baby every two years. \_\_\_\_\_
3. Polar bears eats fish. \_\_\_\_\_
4. Male lions don't usually hunts.  
\_\_\_\_\_
5. My cat don't like milk. \_\_\_\_\_
6. Frogs can to live on land and in water.  
\_\_\_\_\_
7. Bears hibernates in winter. \_\_\_\_\_
8. Birds has feathers. \_\_\_\_\_
9. Chickens doesn't lay eggs. \_\_\_\_\_

### 3 Find the 14 punctuation mistakes in this text.

Do you know this animal! it's a sloth. Sloths are very slow and, Very strange animals. They live in trees and eat sleep and mate upside down.They sleep 15 hours a day? they usually live between 10 and 20 years, Their native habitat is the rain forests of Central and South America. Some sloths have got two toes and some have got three They cannot walk very well but they can swim, what a funny animal?

### 4 Write the text correctly. Don't forget to use CAPITAL LETTERS!

Do you know this animal?

---



---



---



---



---



---



---



---

### 5 Read the text again and answer the questions.

1. Where do sloths live?  
in trees
2. Are they fast animals?  
\_\_\_\_\_
3. What is their natural habitat?  
\_\_\_\_\_
4. How many toes have they got?  
\_\_\_\_\_
5. What can't they do well?  
\_\_\_\_\_
6. What can they do?  
\_\_\_\_\_



## VOCABULARY

### 1 Which is the odd word out?

1. elephant, horse, horn, pig, camel
2. ant, foot, nose, arm, mouth
3. beak, chicken, cow, mosquito, snake
4. tail, feather, wing, bear, trunk

### 2 Choose the correct option.

1. You bite food with your \_\_\_\_\_.  
a. teeth    b. mouth    c. toes
2. A foot has got five \_\_\_\_\_.  
a. teeth    b. fingers    c. toes
3. You \_\_\_\_\_ with your ears.  
a. hear    b. see    c. bite
4. You walk with your \_\_\_\_\_.  
a. fingers    b. arms    c. legs
5. Birds usually \_\_\_\_\_ their nests in trees.  
a. build    b. lay    c. migrate
6. Foxes \_\_\_\_\_ small animals at night.  
a. sting    b. hunt    c. hide

## GRAMMAR

### 3 Write questions for these answers.

1. Quokkas live in island swamps.
2. They eat peppermint, eucalyptus leaves and other greens.
3. They have one joey a year.
4. Female quokkas carry their joey in pouches.
5. Quokkas bite dozens of people each year.
6. They usually bite children.



### 4 Choose the correct option.

1. Elephants \_\_\_\_\_ climb trees.  
a. can't    b. mustn't    c. doesn't
2. Students \_\_\_\_\_ play loud music in the library.  
a. can    b. must    c. mustn't
3. You \_\_\_\_\_ always be careful with wild animals.  
a. must    b. mustn't    c. can
4. How many languages \_\_\_\_\_ Stan speak?  
a. can    b. cans    c. must
5. You \_\_\_\_\_ respect nature.  
a. can't    b. must    c. mustn't

## WRITING

### 5 Punctuate the text with commas, full stops and capital letters.

many people imagine that mountain gorillas are noisy aggressive creatures but they are normally peaceful gentle social vegetarian animals when people see an angry gorilla it is usually a male gorilla protecting his family group

## ENGLISH IN USE

### 6 Answer each question twice.

#### What have they got?

1. Elephants \_\_\_\_\_
2. Bulls \_\_\_\_\_

#### What can they do?

3. Birds \_\_\_\_\_
4. Fish \_\_\_\_\_

#### What do they do to kill their prey?

5. Scorpions \_\_\_\_\_
6. Snakes \_\_\_\_\_

#### What must we do to protect animals in zoos?

7. We must \_\_\_\_\_
8. We mustn't \_\_\_\_\_

# 4

## What's your choice?

### VOCABULARY

1 Complete the names of the places.



1 Hairdresser's



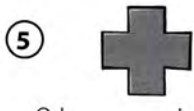
2 I\_t\_\_n\_tC\_\_é



3 \_\_n\_m\_\_



4 N\_w\_\_g\_\_'s



5 Ch\_\_\_\_'s



6 Cl\_t\_\_s\_s\_\_p



7 S\_p\_rm\_\_k\_\_



8 \_a\_k



9 F\_\_t\_s\_\_



10 D\_\_s\_\_p



11 B\_k\_\_'s



12 \_\_b\_\_ry

2 Complete the sentences with the correct preposition.

bank	internet café	hairdresser's
DVD shop	shopping centre	cinema

- The internet café is between the bank and the hairdresser's.
- The DVD shop is \_\_\_\_\_ the bank.
- The shopping centre is \_\_\_\_\_ the DVD shop and the cinema.
- The hairdresser's is \_\_\_\_\_ the internet café.

3 Find nine more things you can buy → ↓.



4 a. Match each verb (1-9) to a noun (a-i).

- |           |                 |
|-----------|-----------------|
| 1. get    | a. clothes      |
| 2. see    | b. a haircut    |
| 3. rent   | c. money        |
| 4. have   | d. a book       |
| 5. meet   | e. a film       |
| 6. try on | f. the internet |
| 7. borrow | g. friends      |
| 8. surf   | h. bills        |
| 9. pay    | i. a DVD        |

b. Where can you do these things?

- You can get money at the bank.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**A**

**ABC**



**Times: 14.00, 16.00, 18.00, 20.00**  
 Tickets £4.50 Family ticket £15.00

Wednesday - half-price tickets

**B**

**Tesco's**  
 Today's special offer!



Fresh farm chickens  
 Only £1.50 a kilo

**Buy now!**

**C**

**Jean Machine**

Sale on now!  
 Incredible prices!  
 All jeans and t-shirts reduced.  
 All colours and sizes.

Jeans £15.00  
 T-shirts £4.99

**D**

**Online**

Drinks and delicious snacks



Open 7 days a week  
 10.00 am to 8.00 pm  
 Go online  
 40p for 30 minutes  
 Meet your friends and chat!

**E**

**The Place** Teen disco



Saturdays from 7.00-11.00  
 Tickets £3.50  
 one free drink

Bring two friends, get in free!

**F**

**Cut it!**

Shampoo and haircut.....£10  
 Haircut.....£7  
 Children's haircut.....£3.40

Thursdays - special student prices

open a p  
 ridays till p



**1** Read the adverts and write the names of the places.

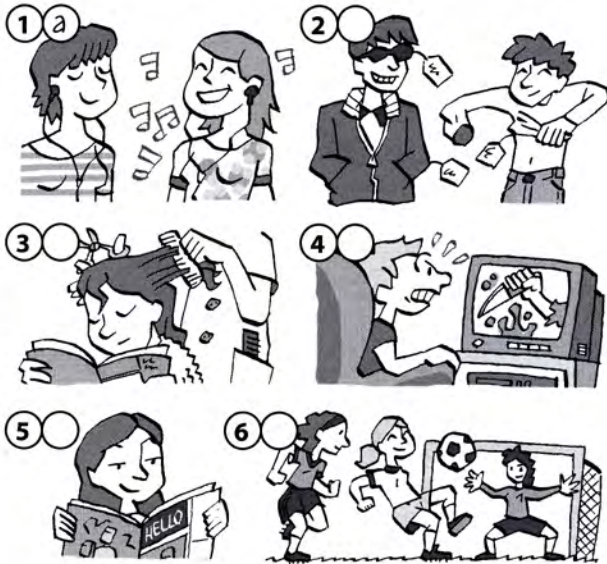
- Hairdresser's Cut it!
- Clothes shop \_\_\_\_\_
- Internet café \_\_\_\_\_
- Supermarket \_\_\_\_\_
- Disco \_\_\_\_\_
- Cinema \_\_\_\_\_

**2** Answer the questions.

- What day is the teen disco?  
Saturday
- How much is a family cinema ticket?  
 \_\_\_\_\_
- What day can students have a cheap haircut?  
 \_\_\_\_\_
- What can you buy in Jean Machine?  
 \_\_\_\_\_
- What meat is cheap today?  
 \_\_\_\_\_
- Is the internet café open on Sundays?  
 \_\_\_\_\_
- How much is an hour of internet access?  
 \_\_\_\_\_
- How much are children's haircuts?  
 \_\_\_\_\_

## GRAMMAR

### 1 Match the verbs to the pictures.



- |                    |                    |
|--------------------|--------------------|
| a. listen to music | d. play football   |
| b. have a haircut  | e. watch a film    |
| c. try on clothes  | f. read a magazine |

### 2 Write questions and answers about the pictures.

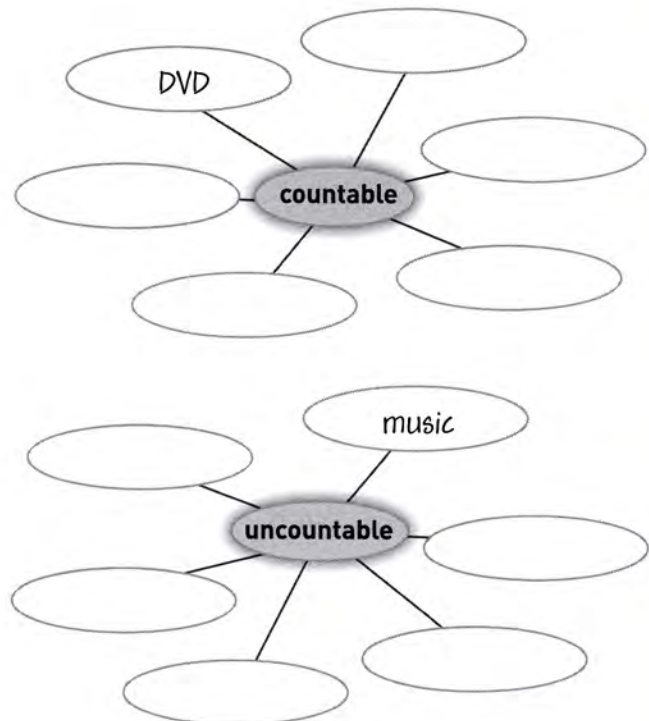
- girls / cook?  
Are the girls *cooking*?  
No, they aren't *cooking*.  
They're *listening to music*.
- boys / play guitar?  
\_\_\_\_\_
- the woman / drive a car?  
\_\_\_\_\_
- the boy / write a letter?  
\_\_\_\_\_
- the girl / eat a hamburger?  
\_\_\_\_\_
- the girls / do homework?  
\_\_\_\_\_

### 3 Write the correct form of the verbs.

- DAD: Hi Chris, it's Dad. What <sup>1</sup> *are you doing* (you / do)?
- CHRIS: Hi Dad. I <sup>2</sup> \_\_\_\_\_ (finish) my homework.
- DAD: I can hear the TV. <sup>3</sup> \_\_\_\_\_ (you / watch) TV?
- CHRIS: No, I'm not. I <sup>4</sup> \_\_\_\_\_ (listen to) the radio.
- DAD: What <sup>5</sup> \_\_\_\_\_ (Amy and Lizzie / do)?
- CHRIS: They <sup>6</sup> \_\_\_\_\_ (play) on the computer.
- DAD: Where's Mum?
- CHRIS: She's at the supermarket. She <sup>7</sup> \_\_\_\_\_ (buy) some food.
- DAD: OK. See you later. Bye.

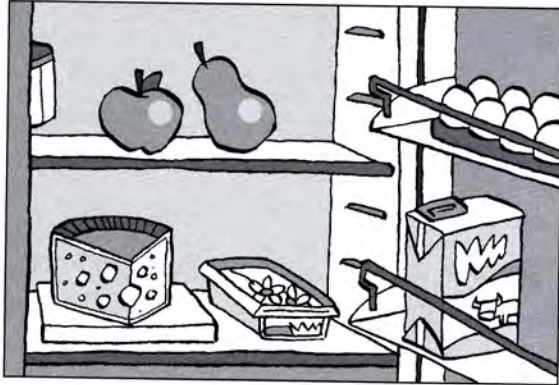
### 4 Write the words in the word webs.

- cinema
- music
- milk
- bread
- food
- water
- DVD
- bank
- sugar
- computer
- shop
- aspirin



## LISTENING

- 5 Look at the picture and circle the correct word.



- A: What is there in the fridge?  
 B: There's <sup>1</sup> *a / some* cheese and <sup>2</sup> *a / some* butter. But there isn't <sup>3</sup> *any / some* bread.  
 A: Are there <sup>4</sup> *some / any* eggs?  
 B: Yes, there are <sup>5</sup> *any / a lot of* eggs but there aren't <sup>6</sup> *any / a lot of* sausages.  
 A: Are there <sup>7</sup> *some / any* drinks?  
 B: There's <sup>8</sup> *any / some* milk but there isn't <sup>9</sup> *any / some* juice.  
 A: Is there <sup>10</sup> *any / some* fruit?  
 B: Yes, there's <sup>11</sup> *a / an* apple and <sup>12</sup> *an / a* pear.  
 A: OK. I want <sup>13</sup> *an / a* egg, <sup>14</sup> *some / a* milk and <sup>15</sup> *an / a* apple, please.

- 6 Complete the sentences with *some* or *any*.

- I want *some* \_\_\_\_\_ new shoes, but I can't find \_\_\_\_\_ shoes I like!
- Have you got \_\_\_\_\_ magazines? Yes, there are \_\_\_\_\_ under the TV.
- Have you got \_\_\_\_\_ brothers or sisters?
- There are \_\_\_\_\_ great films in the DVD shop at the moment.
- I've got \_\_\_\_\_ money in the bank.

- 1 a. 10 Listen to the conversation. Where is Sophie?

- b. 11 Listen again. Complete the conversation.

- ASSISTANT: Hello. <sup>1</sup> *Can* I help you?  
 SOPHIE: Yes, please. I'd like to write <sup>2</sup> \_\_\_\_\_ emails.  
 ASSISTANT: OK. It costs £1 for 30 minutes or £2 for two <sup>3</sup> \_\_\_\_\_.  
 SOPHIE: Two <sup>4</sup> \_\_\_\_\_, please. I've got lots of emails to write!  
 ASSISTANT: Do you want a <sup>5</sup> \_\_\_\_\_?  
 SOPHIE: Yes, please. An <sup>6</sup> \_\_\_\_\_.  
 ASSISTANT: OK. That's <sup>7</sup> \_\_\_\_\_, please. You can pay later. Thank you.  
 SOPHIE: Thank you.

- 2 a. For each first sentence (1-5) find a second sentence (a-e).

- I'm very thirsty.
- It's a lovely day.
- It's Peter's birthday.
- I'm hungry.
- It's Mother's Day.

- d

- Shall we buy him a present?
- Let's make some sandwiches!
- Let's go for a walk!
- Why don't we go for a drink?
- Shall we buy her some flowers?

- b. 12 Listen and check.

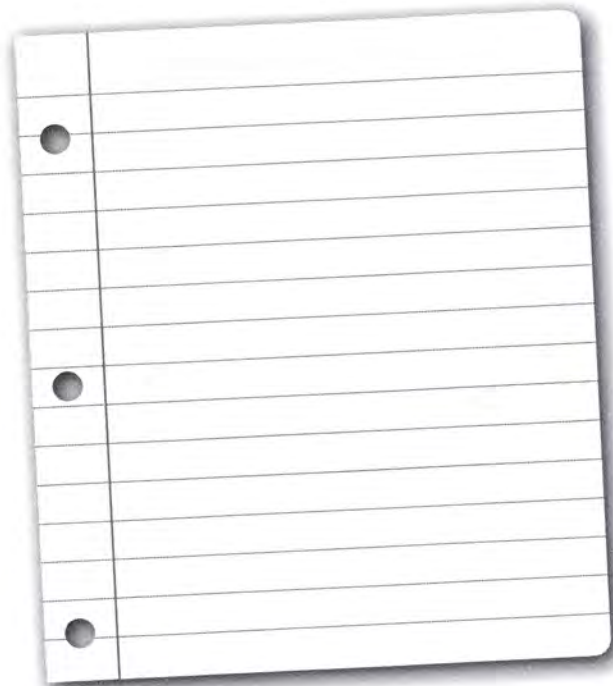
## WRITING

## 1 Choose the correct option to complete the sentences.

- Sam always buys \_\_\_\_\_ red flower at the flower shop.  
a. a            b. an            c. the
- Then, he goes to \_\_\_\_\_ newsagent's in front of his house.  
a. a            b. an            c. the
- On Saturdays he has \_\_\_\_\_ burger with friends.  
a. a            b. an            c. the
- He has got \_\_\_\_\_ pet. He takes it to the vet once a month.  
a. a            b. an            c. the
- Its name is Spotty. It has got \_\_\_\_\_ enormous body.  
a. a            b. an            c. the
- Sam's mum, Lili, works in \_\_\_\_\_ bank.  
a. a            b. an            c. the
- She wears \_\_\_\_\_ uniform.  
a. a            b. an            c. the
- She usually buys \_\_\_\_\_ takeaway coffee on her way to work.  
a. a            b. an            c. the
- She has to wear \_\_\_\_\_ same uniform every day.  
a. a            b. an            c. the

## 2 Use the prompts to write a new dialogue.

- A:** What / you do?  
**B:** I / look / present / for Mum.  
**A:** Why / you buy her / present? / It / her birthday?  
**B:** No. I / buy present / because / Mother's Day.  
**A:** Why / you not / buy flowers?  
**B:** Good idea!  
**A:** Let's / go / flower shop / round / corner.



## 3 a. Look at the picture. What can you see in it?




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b. Complete this description of the picture with the words *a*, *the*, *it*, *they* and *she*.

This is <sup>1</sup>\_\_\_\_\_ picture of Key West. <sup>2</sup>\_\_\_\_\_ is <sup>3</sup>\_\_\_\_\_ small island in the south of Florida, USA. In <sup>4</sup>\_\_\_\_\_ picture, there is <sup>5</sup>\_\_\_\_\_ teenage girl. <sup>6</sup>\_\_\_\_\_ is walking into <sup>7</sup>\_\_\_\_\_ shop. The name of <sup>8</sup>\_\_\_\_\_ shop is "Shell Warehouse." <sup>9</sup>\_\_\_\_\_ sells shells and a lot of other souvenirs. <sup>10</sup>\_\_\_\_\_ are really beautiful. <sup>11</sup>\_\_\_\_\_ girl is wearing shorts. I think <sup>12</sup>\_\_\_\_\_ 's summer and <sup>13</sup>\_\_\_\_\_ 's on holiday in Key West.

## VOCABULARY

1 Complete the sentences with these words.

- sausages
- croissants
- aspirin
- toothpaste
- chewing gum
- pears
- bananas
- magazines
- bread
- steak

1. You can buy \_\_\_\_\_ at a chemist's.
2. You can get \_\_\_\_\_ at a newsagent's.
3. You can buy \_\_\_\_\_ at a fruit shop.
4. You can get \_\_\_\_\_ at a butcher's.
5. You can buy \_\_\_\_\_ at a baker's.



2 Complete the sentences.

1. You can have a \_\_\_\_\_ at a hairdresser's.
2. You can try on t-shirts, jeans and other \_\_\_\_\_ at a clothes shop.
3. You can \_\_\_\_\_ a DVD at a DVD shop.
4. You can \_\_\_\_\_ a film at a cinema.
5. You can \_\_\_\_\_ with friends at an internet café.
6. You can \_\_\_\_\_ a present at a shopping centre.
7. You can \_\_\_\_\_ bills at a bank.

## GRAMMAR

3 a. Complete the sentences with *some, any, a* or *an*.

1. Can you buy me \_\_\_\_\_ DVD for my birthday, please?
2. I've got \_\_\_\_\_ new music.
3. Take \_\_\_\_\_ aspirin and go to bed.
4. Carla's buying \_\_\_\_\_ magazines.
5. Have you got \_\_\_\_\_ black jeans in a size 12?

b. Tick (✓) the sentences where *a lot of* is also correct.

1.
2.
3.
4.
5.

## ENGLISH IN USE

4 Complete the conversations with your own ideas.

1. A: \_\_\_\_\_  
B: I'm doing my homework.
2. A: \_\_\_\_\_?  
B: To the library.
3. A: \_\_\_\_\_?  
B: Yes, she is.
4. A: \_\_\_\_\_?  
B: No, they aren't.
5. A: Let's go to the disco.  
B: \_\_\_\_\_.
6. A: \_\_\_\_\_?  
B: No, thanks. I don't like pizza.
7. A: \_\_\_\_\_?  
B: No, we haven't got any.
8. A: \_\_\_\_\_?  
B: It's \$300.

# 5

## ICT in our lives

### VOCABULARY

#### 1 Match.

- |             |                     |
|-------------|---------------------|
| 1. speak    | a. a file           |
| 2. download | b. online games     |
| 3. play     | c. a selfie         |
| 4. take     | d. on the phone     |
| 5. post     | e. research         |
| 6. send     | f. a QR code        |
| 7. do       | g. an audio message |
| 8. scan     | h. comments         |

#### 2 a. What do you use your computer for? Tick (✓) the activities you do.

- |                                |                          |
|--------------------------------|--------------------------|
| 1. stay connected with friends | <input type="checkbox"/> |
| 2. do research                 | <input type="checkbox"/> |
| 3. chat on Facebook            | <input type="checkbox"/> |
| 4. check the weather           | <input type="checkbox"/> |
| 5. do homework                 | <input type="checkbox"/> |
| 6. send emails                 | <input type="checkbox"/> |
| 7. play games                  | <input type="checkbox"/> |
| 8. post comments               | <input type="checkbox"/> |
| 9. watch films / videos        | <input type="checkbox"/> |
| 10. download music             | <input type="checkbox"/> |
| 11. shop online                | <input type="checkbox"/> |
| 12. listen to music            | <input type="checkbox"/> |

#### b. Write five sentences about yourself using activities from Exercise 2a. You can write about *when*, *why* or *how often* you do them.

- I sometimes send emails to my teachers.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### 3 Complete the sentences to describe Anna. Use the words in the box.

- |           |           |
|-----------|-----------|
| • angry   | • sad     |
| • worried | • excited |
| • cool    | • lazy    |

- Anna is so \_\_\_\_\_. She is always funny, positive and happy.
- She is never late. She gets \_\_\_\_\_ when her friends don't arrive on time.
- She always wears very trendy clothes. She is \_\_\_\_\_.
- She is never \_\_\_\_\_. She is always happy.
- She gets \_\_\_\_\_ when she can't find a solution to a problem.
- She's not boring. She's always \_\_\_\_\_ about making plans for the weekend.



## 1 Read the article.

## Books and bookshops: Is there any hope for them?

**W**e live in a digital age. People download music and watch films online. As a result a lot of record shops and DVD shops are closing. The number of bookshops is also going down as more and more people are buying real or electronic books online. Is there any hope for books with real pages? And for bookshops? This is what book lovers have to say.



I live in a small town. I love going to the local bookshop near my house. They have comfortable chairs to sit down and browse books. The shop owner knows me well and often helps me choose the right book. I like real books with real pages! **–Cathy**

I usually order books online. Amazon is my favourite website. Their prices are really good and they deliver books to your home in just a few days. In my country you can get all kinds of books online. It's great! **–Junior**



I got an e-reader for my birthday—a perfect gift! What's so good about it? You can have a lot of books on it. You only need internet access and a credit card.

You click "Download" and you get the e-book you want in a few seconds!

The problem is that some books are not available as e-books. And e-books are not available in every language.

**–Kristie**

### 2 Complete with *real books, e-books, online* and *at bookshops*.

- Cathy likes reading \_\_\_\_\_ and she buys them \_\_\_\_\_.
- Junior likes reading \_\_\_\_\_ and he buys them \_\_\_\_\_.
- Kristie likes reading \_\_\_\_\_ and she buys them \_\_\_\_\_.

### 3 Complete the chart with information from the texts.

	Advantages
Buying books at bookshops	
Buying books online	
Having an e-reader	

## GRAMMAR

- 1 a. Complete the sentences with the Present simple or Present continuous forms of the verbs in brackets.**

1. She \_\_\_\_\_ a violin lesson every week. (have)
2. I \_\_\_\_\_ on Facebook at the moment. (not chat)
3. They \_\_\_\_\_ a Geography test right now. (take)
4. She \_\_\_\_\_ Facebook every day. (not use)
5. \_\_\_\_\_ he usually \_\_\_\_\_ online? (play)
6. \_\_\_\_\_ he \_\_\_\_\_ his computer now? (use)

- b. Reread the sentences in Exercise 1a and circle the time expressions.**

- 2 a. Read the text.**



The Slaters are not always on holiday! They usually work very hard. They live and work in Coventry. Mr Slater is a teacher in the centre of town and Mrs Slater is a doctor in a local hospital. Rose and Richard go to the same school near their home. They like school a lot. They all like travelling and go to a different country every year. This year they are having a great holiday in Spain. Right now they are sitting in a street café. Mr and Mrs Slater are having some coffee. Richard is eating an ice-cream. Rose is looking at a dog. The dog looks hungry. It wants some ice-cream.

- b. Write questions and answer them.**

1. Where / the Slaters / live?  
Where do the Slaters live?  
They live in Coventry.
2. What / they / do / right now?  
\_\_\_\_\_
3. Where / Mrs Slater / work?  
\_\_\_\_\_
4. What / Richard / eat?  
\_\_\_\_\_

- c. Correct the sentences.**

1. The Slaters live in London.  
They don't live in London.  
They live in Coventry.
2. Mrs Slater works in a school.  
\_\_\_\_\_
3. Rose is looking at a cat.  
\_\_\_\_\_
4. Richard and Rose go to different schools.  
\_\_\_\_\_
5. Mr and Mrs Slater are working.  
\_\_\_\_\_
6. The Slaters are having a holiday in Portugal.  
\_\_\_\_\_

## LISTENING

- 3** Complete the text with the correct form of the verb. Use the present simple or present continuous.

Miriam is an interpreter and she <sup>1</sup> travels (travel) to lots of countries. She <sup>2</sup> \_\_\_\_\_ (speak) Spanish, French and English. At the moment she <sup>3</sup> \_\_\_\_\_ (read) a book of poetry on the plane to Paris. She <sup>4</sup> \_\_\_\_\_ (listen) to her favourite music – heavy metal! She <sup>5</sup> \_\_\_\_\_ (like) her job, but she <sup>6</sup> \_\_\_\_\_ (want) to be a poet.


- 4** Complete the sentences with your own ideas. Use the present continuous.

Brenda is a student. Today is different because it's a holiday.

- Brenda has breakfast at 6.00, but today she \_\_\_\_\_
- Brenda has lunch in the school canteen, but today she \_\_\_\_\_
- At 5.00 Brenda usually does her homework, but today she \_\_\_\_\_
- At 10.00 Brenda goes to bed, but today she \_\_\_\_\_

- 5** Complete the sentences with the correct object pronoun.

- Do you have my mobile phone? Please give it to \_\_\_\_\_.
- We are playing Monopoly. Do you want to play with \_\_\_\_\_?
- Where is Tommy? Why don't you call \_\_\_\_\_?
- Sarah looks sad these days. Let's invite \_\_\_\_\_ to the cinema.

- 1** a.  <sup>13</sup> Listen to the conversation. Can Nadia go out with Mark today? Why / Why not?
- \_\_\_\_\_
- \_\_\_\_\_

- b.  <sup>14</sup> Listen again. True or false?

- Nadia is watching a comedy.
- Mark is downloading music.
- Mark is doing homework.
- Mark's Maths teacher always gives him homework.
- Nadia is doing homework.
- Nadia's Maths teacher never gives her homework.
- Nadia is playing the piano.
- Nadia plays the piano.
- Nadia has piano lessons every Tuesday.

- c. Complete the first part of the conversation.

**MARK:** Hi, Nadia. It's me, Mark.

**NADIA:** Hi, Mark. How are you?

**MARK:** I'm fine. What <sup>1</sup> \_\_\_\_\_ you <sup>2</sup> \_\_\_\_\_.


**NADIA:** I <sup>3</sup> \_\_\_\_\_ a comedy. It's really funny. And you?

**MARK:** Well, I <sup>4</sup> \_\_\_\_\_ to music and <sup>5</sup> \_\_\_\_\_ my Maths homework. It's so long—30 exercises in all!

**NADIA:** That sounds like a lot.

**MARK:** Well, our Maths teacher always <sup>6</sup> \_\_\_\_\_ us a lot of homework.

**NADIA:** That's terrible. Our Maths teacher \_\_\_\_\_ doesn't usually gives us homework. And I <sup>7</sup> \_\_\_\_\_ have any homework for tomorrow!

- d.  <sup>15</sup> Listen again and check.

## WRITING

**1** Complete the sentences using *and*, *but*, *so* and *because*.

1. They always go out together \_\_\_\_\_ they are good friends.
2. He doesn't have a mobile phone \_\_\_\_\_ he's got a computer.
3. She's very kind \_\_\_\_\_ she loves to help people.
4. I don't study much \_\_\_\_\_ I always pass my tests.
5. I have a test tomorrow \_\_\_\_\_ I must sit and study.
6. I am studying Maths \_\_\_\_\_ I don't understand a topic.
7. My mum is cooking \_\_\_\_\_ I am helping her!

**2** Look at a picture of four friends - Barbara, Marco, Delfina and Danny. Tick (✓) what you think they are doing.

- making plans for the weekend
- doing homework
- reading for a test
- looking at a magazine
- having a good time
- sitting in the sun
- playing football
- taking notes
- laughing

**3** The following sentences compare what the children are doing with what they *always*, *usually* or *sometimes* do. Complete them with your own ideas.

1. Barbara, Marco, Delfina and Danny are having a good time. They are good friends so they always have a great time together.  
\_\_\_\_\_
2. They are sitting in the sun in a park. They sometimes \_\_\_\_\_
3. Barbara is doing some Maths exercises. She \_\_\_\_\_
4. Marco is holding a ball. He \_\_\_\_\_
5. Delfina and Danny are reading some notes. They \_\_\_\_\_

**4** Write a description of the picture.

- Include information about what the people are doing and what they *always*, *usually* or *sometimes* do.
- Remember to use *and*, *but*, *because* and *so* to join some of your sentences.
- Use your imagination!

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## VOCABULARY

### 1 Complete the sentences.

- I like \_\_\_\_\_ photos on Facebook.
- Please \_\_\_\_\_ me a text message when you get home.
- I sometimes \_\_\_\_\_ online games.
- She loves \_\_\_\_\_ on Skype.
- We often go online to \_\_\_\_\_ research.

### 2 Write an adjective for each description.

- This person makes me laugh. \_\_\_\_\_
- This person never works hard. \_\_\_\_\_
- This person doesn't talk much. \_\_\_\_\_
- This person is nice to others. \_\_\_\_\_

## GRAMMAR

### 3 Complete with the present continuous.

- Chris \_\_\_\_\_ (not / play) football. He's at school.
- Where \_\_\_\_\_ (Billy / go)?
- John \_\_\_\_\_ (listen) to music.
- Bob and Ruth \_\_\_\_\_ (not / work). They're on holiday.

### 4 Complete with the present simple.

- María \_\_\_\_\_ (not / make) friends online.
- What kind of information \_\_\_\_\_ (she / have) on her profile?
- What \_\_\_\_\_ (you / use) your computer for?
- We \_\_\_\_\_ (not / do) homework on Fridays.

### 5 Use the information to write sentences.

- Sophie / usually / listen / pop music / but / now / rock  
*Sophie usually listens to pop music but now she's listening to rock.*
- Marian / always / read / novels / but / right now / the newspaper  
 \_\_\_\_\_
- My friends / usually / play / video games / but / now / chess  
 \_\_\_\_\_
- we / always / work hard / school / but / today / celebrate / its anniversary  
 \_\_\_\_\_

### 6 Complete with object pronouns.

- She's so pretty. Here's a picture of \_\_\_\_\_.
- We don't understand this exercise. Can you please help \_\_\_\_\_?
- Peter's over there. Please, call \_\_\_\_\_.
- I haven't got a pen. Can you lend \_\_\_\_\_ one?
- Where are my keys? I can't find \_\_\_\_\_!

## ENGLISH IN USE

### 7 Answer about yourself.

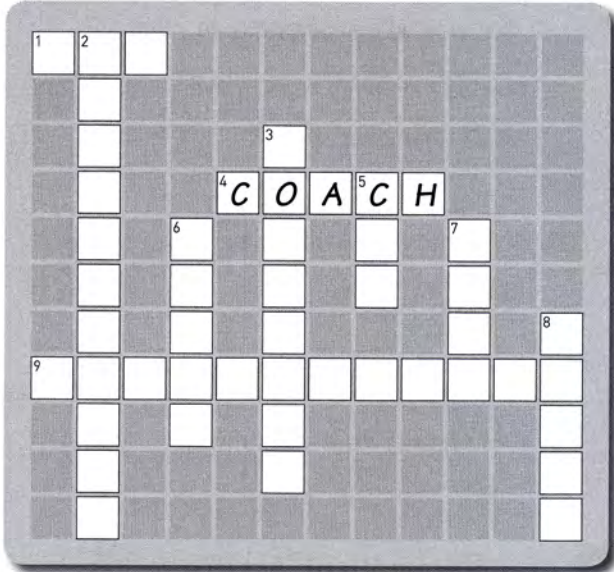
- What are you doing right now?  
 \_\_\_\_\_
- What time of the day is it?  
 \_\_\_\_\_
- What do you usually do at this time of the day?  
 \_\_\_\_\_

# 6

## Time to travel

### VOCABULARY

1 Put the letters in order and complete the crossword about forms of transport.



#### Across

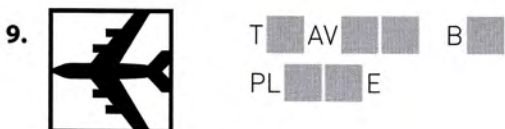
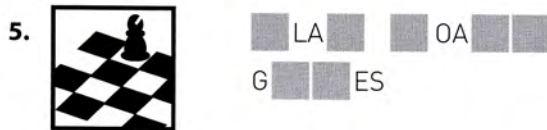
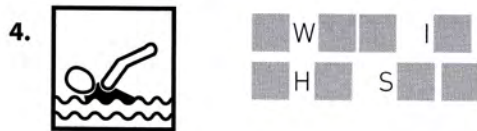
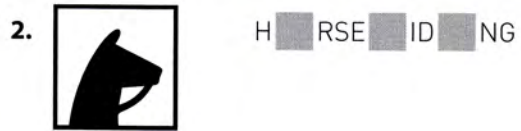
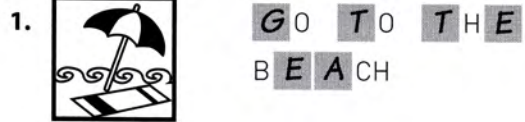
- 1. sub
- 4. choca
- 9. nimotanu kieb

#### Down

- 2. drunedogurn
- 3. romnoila
- 5. rca
- 6. nelpa
- 7. xtia
- 8. yrerf



2 Complete the activities that Jenny likes doing on holidays.



**1** Read the text. It is a diary from the year 741.



The year is 741 and my name is Nanivandak. I am an old man and I stay at home but when I was young I had an exciting life. I was a merchant. I travelled every year to Chang'an in China to buy and sell things. The first time I travelled to Chang'an I was only thirteen. The journey was very interesting but it was winter and very cold. It was also difficult for our animals. We started with horses but then we changed them for camels. Camels were the only animals that could carry us across the desert, but they were very expensive. My uncle and I usually travelled with other merchants but it was dangerous. Bandits attacked and killed many merchants. We were always very happy when we arrived in Chang'an. It was a beautiful city with fruit trees and a lake. The market was big and had lots of things. We used gold to pay for the things we wanted. Then we put them on our camels and we took them home. They were good times.

**2** Answer the questions.

1. Was Nanivandak young or old in 741?

He was old.

2. What was his job when he was young?

3. Was his first journey to Chang'an easy?

4. How old was he on his first trip?

5. Were bandits dangerous?

6. What was Nanivandak's opinion of Chang'an?

7. How did they pay for things?

8. How did they take things home?

**3** Match the first part of the sentences (1-5) to the second part (a-e).

1. Every year Nanivandak ...

2. He started his trip ...

3. He finished his trip ...

4. The market in Chang'an ...

5. Nanivandak took ...

a. had many things.

b. travelled to China.

c. with camels.

d. a lot of things home.

e. with horses.



**4** Match the adjectives (1-6) to the nouns (a-f) in the diary.

1. old

2. beautiful

3. expensive

4. big

5. interesting

6. cold

a. journey

b. camels

c. winter

d. man

e. city

f. market

## GRAMMAR

- 1** Complete the sentences with the affirmative (+) or negative (-) past simple form of *to be*.



- I was (+) on holiday last week.
- We \_\_\_\_\_ (+) in Misiones.
- The weather \_\_\_\_\_ (+) great.
- It \_\_\_\_\_ (-) rainy.  
It \_\_\_\_\_ (+) sunny.
- The hotel \_\_\_\_\_ (+) nice.
- The rooms \_\_\_\_\_ (-) big.  
They \_\_\_\_\_ (+) small.
- The people \_\_\_\_\_ (+) very friendly.
- The place \_\_\_\_\_ (+) beautiful.
- The waterfalls \_\_\_\_\_ (+) great!

- 2** Answer the questions with true information.

- Where were you yesterday at 7.00?  
\_\_\_\_\_
- Were you with your family?  
\_\_\_\_\_
- Where were you last weekend?  
\_\_\_\_\_
- What was the weather like on Sunday?  
\_\_\_\_\_
- Were you late or early to school this morning?  
\_\_\_\_\_

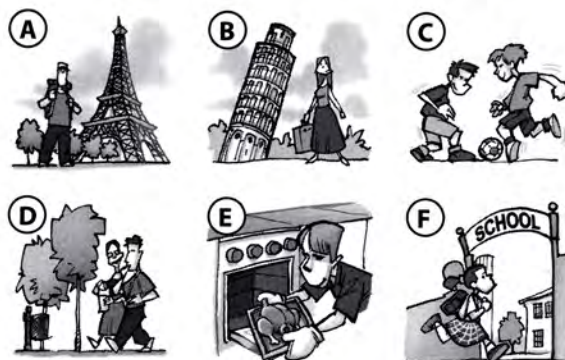
- 3** Write questions using the prompts and answer them.

- Where / you / last night?  
Where were you last night?  
I was at the cinema.
- Who / you with?  
\_\_\_\_\_
- Why / you / there?  
\_\_\_\_\_
- Where / your / friends?  
\_\_\_\_\_
- your parents / at home?  
\_\_\_\_\_

- 4** a. Write the past tenses of these regular verbs.

- |                         |                |
|-------------------------|----------------|
| 1. start <u>started</u> | 4. cook _____  |
| 2. travel _____         | 5. walk _____  |
| 3. play _____           | 6. visit _____ |

- b. Use past time expressions and the verbs in Exercise 4a to write sentences about the pictures.



- Last March he visited Paris.
- Last summer ...
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## LISTENING

**5** Write past simple sentences using these prompts. Add any necessary words.

- Rob / be / zoo / last weekend  
Last weekend Rob was at the zoo.
- He / take / some / beautiful photos  
\_\_\_\_\_
- He / not go / family  
\_\_\_\_\_
- He / go / friends  
\_\_\_\_\_
- They / see / a lot of / animals  
\_\_\_\_\_
- They / have / lunch / small restaurant  
\_\_\_\_\_
- They / have / great time  
\_\_\_\_\_

**6** Complete the sentences with a verb in the past.

Yesterday was a terrible day. First,  
I <sup>1</sup> was (be) late to school.  
The Maths teacher was furious. In class  
I <sup>2</sup> \_\_\_\_\_ (do) four exercises and they  
<sup>3</sup> \_\_\_\_\_ (be) all wrong. The teacher  
<sup>4</sup> \_\_\_\_\_ (see) my exercises and was  
furious again! Then I <sup>5</sup> \_\_\_\_\_ (have)  
lunch in the canteen. The burgers  
<sup>6</sup> \_\_\_\_\_ (be) horrible! What a day!

**7** Complete the questions with *How much* and *How many*.

- \_\_\_\_\_ tickets do you want? – Two, please.
- \_\_\_\_\_ are two tickets to the airport? – £ 10.50.
- \_\_\_\_\_ people are travelling with you? – Three.
- \_\_\_\_\_ is that backpack? – £ 59.99.

**1** a. Complete the dialogue with the missing sentences.

- You're welcome.
- Single or return?
- It takes about 24 hours.
- What day do you want to travel?
- A return ticket is £89.

A: Excuse me, I want to go to Barcelona from London. How much is it by coach?

B: <sup>1</sup> Single or return?

A: Return.

B: <sup>2</sup> \_\_\_\_\_

A: On Monday.

B: <sup>3</sup> \_\_\_\_\_

A: And how long does it take to get to Barcelona?

B: <sup>4</sup> \_\_\_\_\_

A: Thank you.

B: <sup>5</sup> \_\_\_\_\_




National Express

London → Barcelona 24 h 15 min

£ 89 return

b.  16 Listen and check.

**2**  17 Listen to the man buying tickets and answer the questions.

- How many tickets does he want?  
Three.
- Where does he want to go? \_\_\_\_\_
- Does he want single or return tickets?  
\_\_\_\_\_
- When does he want to travel? \_\_\_\_\_
- When does he want to return? \_\_\_\_\_
- How much do the tickets cost? \_\_\_\_\_

## WRITING


## 1 a. Find seven more mistakes in the email.

To: sylvia.1987@gmail.com  
 From: lindarickson@gmail.com  
 Subject: It's me from New York!!!

Hi Sylvia,

We're haveing a wonderful time here in New York. We arived on Monday. We're staying in a hostel. It's OK but our room is very small. The people here are very friendly. We meet some nice boys in the hostel. Yesterday the weather was terrible – it rained all day so we visit the museums. We're eatting lots of different food. Last night we goed to a rock concert. It was great. Wish you were here! Lots of love

Linda



Send

## b. Write the correct version here.

Hi Sylvia,

We're having a wonderful time here in New York.

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## 2 Use the words in the box to complete the sentences.

- weather • love • terrible • Wish
- people • time • lovely • Hi

1. \_\_\_\_\_ Hi \_\_\_\_\_ Jacky.
2. We're having a wonderful \_\_\_\_\_.
3. The food is \_\_\_\_\_.
4. The \_\_\_\_\_ is great.
5. The hotel is \_\_\_\_\_. I like our room!
6. The \_\_\_\_\_ are friendly.
7. \_\_\_\_\_ you were here.
8. Lots of \_\_\_\_\_.

## 3 Imagine you are on holiday. Use the prompts to write an email to your family.

- say hello
- good / bad time - place?
- weather
- accommodation
- food
- people
- things you do
- say goodbye

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## VOCABULARY

**1** Complete the sentences with these words.

- coach      • taxi      • mountain bike
- ferry      • plane      • underground

1. They crossed the river by \_\_\_\_\_.
2. The Spanish word for the \_\_\_\_\_ is 'subterráneo'.
3. A \_\_\_\_\_ to the city centre is very expensive. Let's take the bus!
4. There is a \_\_\_\_\_ from Manchester to London at 8.30. It takes five hours.
5. My brother loves cycling. He wants a new \_\_\_\_\_ for his birthday.
6. The \_\_\_\_\_ from Malaga to London takes two hours.



**2** Match the verbs (1-10) to the words or phrases (a-j).

- |          |                 |
|----------|-----------------|
| 1. ride  | a. a barbecue   |
| 2. go    | b. in a hotel   |
| 3. play  | c. board games  |
| 4. stay  | d. a horse      |
| 5. have  | e. to the beach |
| 6. take  | f. a good time  |
| 7. see   | g. photos       |
| 8. have  | h. in the sea   |
| 9. walk  | i. wild animals |
| 10. swim | j. around       |

## GRAMMAR

**3** Complete the sentences with the past simple form of the verbs.

1. They \_\_\_\_\_ (be) in Salta. They \_\_\_\_\_ (have) a wonderful time!
2. They \_\_\_\_\_ (take) the train. They \_\_\_\_\_ (not take) the bus.
3. The views \_\_\_\_\_ (be) beautiful. They \_\_\_\_\_ (see) a lot of mountains.
4. The weather \_\_\_\_\_ (be) hot. It \_\_\_\_\_ (not be) cloudy.
5. They \_\_\_\_\_ (stay) in a hotel. The service \_\_\_\_\_ (be) good.
6. They \_\_\_\_\_ (not hire) mountain bikes. They \_\_\_\_\_ (go) horseriding.
7. The horses \_\_\_\_\_ (be) old. They \_\_\_\_\_ (not be) fast.

## WRITING

**4** Complete the letter.

Hi Jane,  
 I'm <sup>1</sup> \_\_\_\_\_ a great time on the beach.  
 We're <sup>2</sup> \_\_\_\_\_ in a beautiful hotel and the  
<sup>3</sup> \_\_\_\_\_ is nice and sunny. Yesterday we  
<sup>4</sup> \_\_\_\_\_ to the aquarium and I <sup>5</sup> \_\_\_\_\_ a lot  
 of photos. <sup>6</sup> \_\_\_\_\_ you were here!  
 Love, Kim

## ENGLISH IN USE

**5** Think about what you did at the times given and complete the sentences.

1. Yesterday at 4.00 in the afternoon,  
I did my *Geography* homework.
2. Yesterday morning
3. Last month
4. Last Friday
5. When I was on holiday,
6. The last time I went to the zoo

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# QUICK CHECK

## Can

### Affirmative and negative

I / You / He / She / It / We / They **can swim**.  
I / You / He / She / It / We / They **can't swim**.  
**can't = cannot**

### Questions and short answers

**Can** she **swim**? Yes, she **can**. / No, she **can't**.

### Permission and requests

**Can** I use your camera?  
**Can you open the window?**

## Conjunctions

### And: related information

He likes online games **and** he plays all day.

### But: contrasting information

He likes online games **but** he never plays.

### Because: fact-reason

He usually wins **because** he is a good player.

### So: reason-fact

He is a good player **so** he usually wins.

## Must

### Affirmative

I / You / He / She / It / We / They **must go**.

### Negative

I / You / He / She / It / We / They **mustn't go**. **mustn't = must not**

Questions and short answers: **Must** he **go**? Yes, he **must**. / No, he **mustn't**.

## Want to - Present simple

### Affirmative and negative

I **want to go** out.  
I **don't want to stay** at home.  
He **wants to eat** pizza.  
He **doesn't want to eat** sandwiches.  
**Do you want to come?**  
**Does she want to stay?**

### Suggestions

**Let's go** to the cinema.  
**Why don't we go** to the park?  
**What about going** to the shopping centre?  
**Shall we go** for a burger?

## Object pronouns

- verb + object pronoun
  - preposition (*for, from, to, at, etc.*) + object pronoun
- Look at these books. I bought **them** for **us**.

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

## Adverbs of frequency

← always usually often sometimes never →  
100% 0%

### Position

I **am sometimes** late to school. (*to be* + adverb)  
I **sometimes study** on Sundays.  
(adverb + other verbs)

## Prepositions of time

**in** + July  
summer  
2005  
the morning  
the afternoon  
the evening

**on** + Tuesday  
24<sup>th</sup> April

**at** + 9 o'clock  
midday  
midnight  
night

## a(n), a lot of, some and any

### Affirmative

**Countable nouns** Singular **a (n)** He's buying **a** book.  
Plural **some / a lot of** He's got **some / a lot of** books.

**Uncountable nouns** **any / a lot of** He hasn't got **any / a lot of** books.

### Negative

**a (n)** He's not eating **an** ice cream.  
**some / a lot of**  
There is **some / a lot of** milk.  
**any / a lot of**  
There isn't **any / a lot of** milk.

## PERFECT PARTNERS



Pearson English Readers  
LEVEL 1



# What's up?

For audio files go to [www.whatsup.pearsonelt.com.ar](http://www.whatsup.pearsonelt.com.ar)



Track	Unit	Page	Ex.
1	Credits		
2	1 - WE are the school	76	5
3		79	1
4	2 - My favourite days	84	4
5		85	1
6		85	2 b.
7	3 - Natural habitats	91	1 c.
8			2 a.
9			2 b.
10	4 - What's your choice?	97	1 a.
11			1 b.
12			2 b.

Track	Unit	Page	Ex.
13	5 - ICT in our lives	103	1 a.
14			1 b.
15			1 d.
16	6 - Time to travel	109	1 b.
17			2
18	The end		

# QUICK CHECK

## Present simple - to be

### Affirmative

I'm English.  
He / She / It's twelve.  
You / We / They're happy.  
'm = am 's = is 're = are

### Negative

I'm not English.  
He / She / It isn't twelve.  
You / We / They aren't happy.  
isn't = is not aren't = are not

### Questions and short answers

Am I English? Yes, I am. / No, I'm not.  
Is he twelve? Yes, he is. / No, he isn't.  
Are they happy? Yes, they are.  
No, they aren't.

## Present simple - other verbs

### Affirmative

I / You / We / They like snakes.  
He / She / It likes snakes.

### Negative

I / You / We / They don't like snakes.  
He / She / It doesn't like snakes.  
don't = do not doesn't = does not

### Questions and short answers

Do I like snakes? Yes, I do. / No, I don't.  
Does she like snakes? Yes, she does.  
No, she doesn't.

## Present continuous

### Affirmative

I'm studying.  
He / She / It's studying.  
You / We / They're studying.

### Negative

I'm not studying.  
He / She / It isn't reading.  
You / We / They aren't reading.  
He isn't reading. = He's not reading.  
We aren't reading. = We're not reading.

### Questions and short answers

Am I working? Yes, I am. / No I'm not.  
Is he working? Yes he is. / No, he isn't.  
Are they working? Yes, they are.  
No, they aren't.

## Past simple - to be

### Affirmative

I / He / She / It was in Africa.  
You / We / They were in Africa.

### Negative

I / He / She / It wasn't in China.  
You / We / They weren't in China.  
wasn't = was not  
weren't = were not

### Questions and short answers

Was it there? Yes, it was. / No, it wasn't.  
Were we there? Yes, we were.  
No, we weren't.

## Past simple

### Regular verbs

#### Affirmative and negative

I / You / He / She / It / We / They cooked burgers.  
I / You / He / She / It / We / They didn't cook chicken.  
didn't = did not

### Irregular verbs

#### Affirmative and negative

I / You / He / She / It / We / They went to the cinema.  
I / You / He / She / It / We / They didn't go to the zoo.

Verbs from Unit 6: be - was, do - did, go - went, have - had, see - saw, swim - swam, take - took

Other common verbs: buy - bought, come - came, drink - drank, eat - ate, give - gave, make - made, say - said

# What's Up?



## Welcome to *What's up?* 3<sup>rd</sup> edition

Engage with eye-opening  
topics and discover your  
potential!

### For students:

- > Use your **previous knowledge to observe** and associate information presented **through images** and **contextualisation**.
- > **Recycle learnt material** to interpret new information.
- > **Work with your partners and discuss the topics** to reflect critically and learn more about yourself and others.

### Students' components:

- Student's Book with Workbook
- Interactive Student's Book: [www.whatsup.pearsonelt.com.ar](http://www.whatsup.pearsonelt.com.ar)
- Extra Practice & Fast Finishers Book
- Grammar Quick Check
- Online Workbook audio files

### For teachers:

- > **Using students' previous experience of the world as a springboard**, we move through a series of **interconnected, meaningful tasks** until they complete a **Final Project in each unit**.
- > **Drawing from observation** of images to recall students' previous knowledge, new vocabulary is presented to facilitate the understanding of **updated and challenging readings**.
- > **Contextualised grammar** practice enables students to visualise and internalise **new linguistic concepts** introduced in each unit, which are **permanently spiraled through the series**.
- > **Collaborative work and informed discussions** will help students to reflect critically and become better aware of themselves and others.

### Teacher's components:

- Downloadable Teacher's Book with extra practice & readings
- Access to Interactivity to follow students' progress, upload material or assign homework, amongst other things
- Online Class & Workbook audio files

# NEW!

Get your mobile  
phone, download  
any FREE  
"QR reader" app  
and scan each of  
the items below!



Interactive  
Student's Book



All digital material available at:  
[www.whatsup.pearsonelt.com.ar](http://www.whatsup.pearsonelt.com.ar)

