

Võ Đại Phúc (Tổng Chủ biên kiêm Chủ biên)  
Nguyễn Thị Ngọc Quyên

# Tiếng Anh

## Right on!

### Student's Book

# 6



NHÀ XUẤT BẢN  
ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH



Express Publishing



## Preface

*Tiếng Anh 6 Right on!* is a course at *CEFR A2 Start* specially designed to develop skills students need to face the challenges of the 21st century.

The coursebook consists of six units and contains CLIL sections, Culture sections, Projects, presentations and values. All texts are accompanied by theme-related videos.

Think! Exercises aim to develop students' critical thinking skills. Grammar is presented in context. Study Skills help students become autonomous learners while ICT tasks aim to develop students' research skills.

There are also tasks that aim to promote collaboration and creativity.

Each unit ends with a Progress Check and a Competences section based on CEFR for students to evaluate themselves.

We would like to thank Ministry of Education and Training for reviewing the course and providing us with their insight into how to bring the course to perfection.

BẢN MẪU SÁCH GIÁO KHOA

# Symbols

## Key to symbols used in the Student's Books



to indicate that Ss are encouraged to answer the exercises in writing using a pencil



audio



videos thematically linked to the theme of the text they accompany



pairwork



groupwork



words to be explained using the context each appears in



grammar explanations or vocabulary items



Word question words



research



suggestions to help students become autonomous learners



sections to develop students' critical thinking skills



short texts to give students information of the culture of their country, and develop cross-cultural awareness



sections to help students develop critical thinking skills & values



sections that link the themes of the unit to a subject from the school curriculum



to ask students to do something extra that is important to do

# Scope and Sequence

Hello!

1

2

3

4

5

6

## UNITS

## Vocabulary

## Grammar

pp. 4-19	<ul style="list-style-type: none"> <li>Countries &amp; Nationalities</li> <li>Sports</li> <li>Family members</li> <li>Appearance/Character</li> <li>Cardinal numbers (1-100)</li> <li>Greetings</li> <li>Introducing yourself to others</li> <li>Classroom language</li> </ul>	<ul style="list-style-type: none"> <li>can</li> <li>Subject personal pronouns</li> <li>Possessive adjectives</li> <li>The verb to be and have got</li> <li>Possessive case ('s – of the)</li> <li>Adjectives</li> <li>a/an – the</li> <li>Imperative</li> </ul>
<b>Home &amp; Places</b> pp. 20-33 Progress Check 1 pp. 34-35	<ul style="list-style-type: none"> <li>Rooms/Places of a house</li> <li>Furniture &amp; Appliances</li> <li>House features</li> <li>Ordinal numbers</li> <li>Places in a town</li> </ul>	<ul style="list-style-type: none"> <li>Plurals</li> <li>this/these – that/those</li> <li>there is – there are</li> <li>a/an – some – any</li> <li>Prepositions of place</li> <li>Possessive case ('s/')</li> </ul>
<b>Every day</b> pp. 36-49 Progress Check 2 pp. 50-51	<ul style="list-style-type: none"> <li>Daily routine/Free-time activities</li> <li>The time</li> <li>School subjects</li> </ul>	<ul style="list-style-type: none"> <li>Linkers (first, then, after, next)</li> <li>Present Simple</li> <li>Prepositions of time (at, on, in)</li> <li>Adverbs of frequency</li> <li>Question words</li> </ul>
<b>All about food</b> pp. 52-65 Progress Check 3 pp. 66-67	<ul style="list-style-type: none"> <li>Food &amp; Drinks</li> <li>Food preparation</li> <li>Cooking tools</li> </ul>	<ul style="list-style-type: none"> <li>love, like, hate + -ing form</li> <li>Countable/Uncountable nouns</li> <li>Partitives</li> <li>Quantifiers</li> <li>Comparisons</li> </ul>
<b>Review (Units 1-3)</b> pp. 68-69		
<b>Holidays!</b> pp. 70-83 Progress Check 4 pp. 84-85	<ul style="list-style-type: none"> <li>Seasons/Months/Activities</li> <li>The weather</li> <li>Clothes/Accessories/Footwear</li> <li>Geographical features</li> </ul>	<ul style="list-style-type: none"> <li>Present Continuous</li> <li>Prepositions of movement</li> <li>Object personal pronouns – Possessive pronouns</li> <li>be going to – will</li> <li>Present Continuous (future meaning)</li> <li>have to – don't have to</li> </ul>
<b>London was great!</b> pp. 86-99 Progress Check 5 pp. 100-101	<ul style="list-style-type: none"> <li>Famous people &amp; Jobs</li> <li>Means of transport</li> <li>Animals</li> </ul>	<ul style="list-style-type: none"> <li>Past Simple (the verb to be)</li> <li>Past Simple (regular – irregular verbs)</li> </ul>
<b>Entertainment</b> pp. 102-115 Progress Check 6 pp. 116-117	<ul style="list-style-type: none"> <li>Fun activities</li> <li>Places of entertainment</li> <li>Types of TV programmes/films</li> <li>Do/Go/Have phrases</li> </ul>	<ul style="list-style-type: none"> <li>will – be going to – Present Continuous (future)</li> <li>might – should(n't)</li> <li>Conditional (Type 1)</li> <li>-ed/-ing adjectives</li> </ul>
<b>Review (Units 1-6)</b> pp. 118-119		

Songs (pp. 120-122)  
Writing (pp. 123-130)

Going Green (pp. 131-143)  
Word List (pp. 144-147)

Pronunciation (p. 148)  
Rules of Punctuation (p. 149)

## Reading

## Listening

## Speaking

## Writing

*Friends around the world*

- Presenting your family
- Describing people
- Greetings
- Introducing yourself/others
- Asking about telephone numbers
- Blended consonants

A blog entry about yourself (linkers: *and, or*)

- *Darren's blog*
- *British homes*
- Culture Spot: UK Prime Minister office

dialogues (multiple choice)

- Describing your home
- Sentence stress
- **Pronunciation:** /ɑ:/, /ɔ:/

A letter about your house (punctuation)

- *School days in the UK*
- *Gareth Bale*
- Culture Spot: UK most popular sport

Miguel's timetable (gap fill)

- Describing your daily routine
- Making invitations – Accepting/Refusing
- **Pronunciation:** -s ending third person singular; /θ/, /ð/

- Your school timetable for Monday
- An email about your daily routine (opening/closing remarks)

- *What's your favourite food?*
- *Street Food around the World*
- Culture Spot: UK most popular dish

dialogues (multiple choice)

- Expressing likes/dislikes
- Giving instructions
- **Intonation:** Word stress

- A text about your favourite food
- A blog entry about street food in your country

- *Holiday Fun*
- *On holidays*
- Culture Spot: British holiday destinations

Angela's holiday (R/W)

- Agreeing/Disagreeing
- Making suggestions
- **Intonation:** in exclamations

- An instant message about a festival you are celebrating
- A letter about your holiday (linkers: *so, because*)

- *The London Transport Museum*
- *Dino snores at the Natural History Museum*
- Culture Spot: British museums

a dialogue (R/W/DS)

- Reading years
- Describing animals
- Describing your last holiday
- **Pronunciation:** -ed ending (Past Simple)

- A quiz
- A letter describing an experience of yours (opening/closing remarks)

- *Worth the experience*
- *Fun in All Weathers*
- Culture Spot: British places to hang out

a dialogue (multiple choice)

- Making plans
- Describing your favourite amusement park
- Making predictions
- Choosing TV programmes
- **Pronunciation:** Diphthongs

- A text message (text language)
- A letter about your weekend plans (opening/closing remarks)

## CLIL

- HELLO!** (Geography): The UK p. **18**  
**UNIT 1** (Maths): Draw a map p. **32**  
**UNIT 2** (Citizenship): Green Neighbourhood Saturday p. **48**  
**UNIT 3** (Food Technology): The Eatwell Guide p. **64**  
**UNIT 4** (PSHE): Safe Camping p. **82**  
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**UNIT 6** (Citizenship): Travel with care p. **114**

## Projects

- HELLO!** A map of Vietnam p. **19**  
**UNIT 1** Your dream home p. **33**  
**UNIT 2** My ideal neighbourhood p. **49**  
**UNIT 3** Healthy eating (poster) p. **65**  
**UNIT 4** Holiday destinations (poster) p. **83**  
**UNIT 5** National Wonders p. **99**  
**UNIT 6** Smart travellers (leaflet) p. **115**

## Presentation Skills

- HELLO!** Landmarks p. **19**  
**UNIT 1** Your dream house p. **33**  
**UNIT 2** Your ideal neighbourhood p. **49**  
**UNIT 3** Healthy/Unhealthy eating habits p. **65**  
**UNIT 4** Holiday destinations p. **83**  
**UNIT 5** National wonders p. **99**  
**UNIT 6** How to be a smart traveller p. **115**

## Values

- HELLO!** National pride p. **19**  
**UNIT 1** Home p. **33**  
**UNIT 2** Cooperation p. **49**  
**UNIT 3** Healthy eating habits p. **65**  
**UNIT 4** Travel p. **83**  
**UNIT 5** Responsibility p. **99**  
**UNIT 6** Respect for others p. **115**

# Hello!



## What's in this unit?

### • Vocabulary

- countries
- nationalities
- sports
- family members
- appearance
- numbers
- character

### • Grammar

- indefinite article *a/an*
- definite article *the*
- *can*
- subject personal pronouns
- possessive adjectives
- *to be*
- *have got*
- possessive case (*'s/of the*)
- adjectives
- imperative

### • Reading

- *Friends around the world* (blog – identifying R/W statements)

### • Speaking

- greetings
- introducing yourself/others
- presenting a family
- describing people
- asking about telephone numbers

### • Writing

- a blog entry about yourself

### • CLIL (Geography): The UK

### • Values: National pride

## Note!

We do not use **the** with most names of countries e.g. **Poland**. Countries with *State*, *Kingdom* or *Republic* in their name take **the**, e.g. **the USA**.



## Vocabulary

### Countries & Nationalities

1 Look at the map. Match the countries on the map to the nationalities.

- |                            |                        |
|----------------------------|------------------------|
| 1 <u>Canada</u> – Canadian | 8 _____ – Vietnamese   |
| 2 _____ – British          | 9 _____ – Russian      |
| 3 _____ – Australian       | 10 _____ – Spanish     |
| 4 _____ – South African    | 11 _____ – Egyptian    |
| 5 _____ – American         | 12 _____ – Greek       |
| 6 _____ – New Zealander    | 13 _____ – Turkish     |
| 7 _____ – Brazilian        | 14 _____ – Argentinian |



- 2 Look at Exercise 1.  
 🔊 1.2 Listen and repeat.

- 3  Act out dialogues as in the example.

A: Where's Ann from?  
 B: She's from Canada.  
She's Canadian.

A: Where's John from?  
 B: He's from the USA.  
He's American.

- 4  Complete the sentences.

I'm from \_\_\_\_\_ (country). I'm \_\_\_\_\_ (nationality).

## Friends around the world

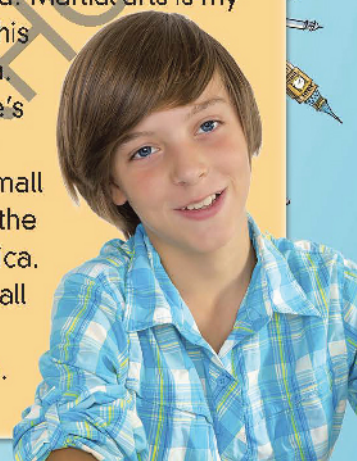
Hello! I'm Vicky and I'm 11 years old. I'm from Sydney, Australia. Sydney is a big city, but it isn't the capital city of Australia. Canberra is the capital city of Australia! I'm good at basketball.

My e-friend is Jill. She's 11, too. She's not Australian. She's from Wellington – the capital city of New Zealand. Jill can play tennis very well. She's great!



Hello! My name's James and I'm 11 years old. I'm from Stittsville, Canada. Stittsville is a beautiful village. It's close to the capital city of Canada – Ottawa! Martial arts is my favourite sport. This is my e-friend Alicia.

She's 10 years old. She's from Worcester, South Africa. Worcester is a small town near Cape Town, the capital city of South Africa. Alicia can play basketball very well. She's in the school basketball team.



- capital city
- close to
- town
- near

### Reading

1 13 Look at the pictures. Where is each person from? Listen and read to find out.

2 Read the text. Decide if the sentences are **R (right)** or **W (wrong)**.

1 Vicky is 10 years old.

☐

3 James is Canadian.

☐

2 Jill is good at tennis.

☐

4 Alicia can play tennis.

☐

### Speaking

3 Complete the personal profiles. Choose a person and present him/her to the class.

Name: Vicky Age: 11 years old  
 Nationality: Australian  
 From (city/town/village): Sydney  
 Country: Australia  
 Sports: \_\_\_\_\_

Name: Jill Age: \_\_\_\_\_ years old  
 Nationality: New Zealander  
 From (city/town/village): \_\_\_\_\_  
 Country: \_\_\_\_\_  
 Sports: \_\_\_\_\_


Name: James Age: \_\_\_\_\_ years old  
 Nationality: Canadian  
 From (city/town/village): \_\_\_\_\_  
 Country: \_\_\_\_\_  
 Sports: \_\_\_\_\_

Name: Alicia Age: 10 years old  
 Nationality: \_\_\_\_\_  
 From (city/town/village): \_\_\_\_\_  
 Country: \_\_\_\_\_  
 Sports: \_\_\_\_\_

... is ... years old. He/She is ... (nationality). He/She is from ... . He/She can ... .

## Vocabulary

### Sports

4  Complete the gaps. Use *play* or *do*.



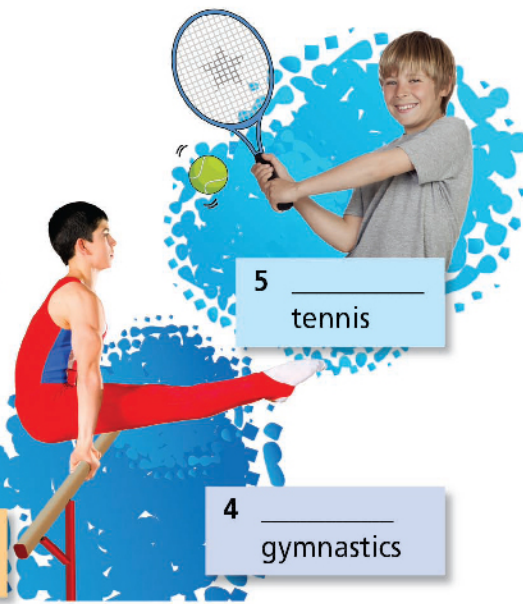
1 \_\_\_\_\_  
football



2 \_\_\_\_\_  
martial arts




3 \_\_\_\_\_  
basketball



5 \_\_\_\_\_  
tennis

4 \_\_\_\_\_  
gymnastics

5  Read the table. Ask and answer questions about the sports in Exercise 4.

### can

#### affirmative

I/ You/ He/ She/ It/ We/ You/ They can play tennis.

#### negative

I/ You/ He/ She/ It/ We/ You/ They can't do gymnastics.

#### interrogative & short answers

Can I/ you/ he/ she/ it/ we/ you/ they ride a bike?

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

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




A: Can you play football?

B: Yes, I can./No, I can't.

6 Tell the class what your partner can/can't do.

Peter can play football, basketball and tennis. He can't do martial arts or gymnastics.

## Writing (a blog entry about yourself)

7  Complete the profile about yourself. Then complete a blog entry about yourself (about 30 words).

Name: \_\_\_\_\_  
Age: \_\_\_\_\_ years old  
Nationality: \_\_\_\_\_  
From (city/town/village): \_\_\_\_\_  
Country: \_\_\_\_\_  
Sports: \_\_\_\_\_



Hello! I'm \_\_\_\_\_ and  
I'm \_\_\_\_\_ years old. I'm  
from \_\_\_\_\_. I'm good  
at \_\_\_\_\_.

## Note!

- We use **it** for animals and things.
- We use **they** for people, animals or things.

## Subject personal pronouns/Possessive adjectives

subject personal pronouns	possessive adjectives
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their



1 Read the table. Then match the sentences.

- I am Tony. 1      c Their teacher is Mr Brown.  
 You're Australian. 2      b Its colour is black.  
 He's Alan. 3      e His friend is Laura.  
 She's 12. 4      d Your friend is Australian, too!  
 It's my book. 5      e My friend is Eric.  
 Paul and Mary are British. 6      f Her name is Amy.

2 Complete the gaps with the correct subject pronoun or possessive adjective.

- 1 Julie and I are friends. \_\_\_\_\_ home is in London.  
 2 This is Mario and Lyn. \_\_\_\_\_ friend is Rosa.  
 3 We're Greek. \_\_\_\_\_ friends are Greek, too.  
 4 This is Tom. \_\_\_\_\_ is from Canada.  
 5 Jane is from the UK. \_\_\_\_\_ is 10 years old.

3 Look at the pictures. Read the sentences (1-5) and choose the correct item. Then complete the gaps with the correct words (A-E).



- 1 I'm Julie and this is **her/my** schoolbag.  
 2 This is Jake and this is **his/your** \_\_\_\_\_.  
 3 I'm Anna and this is **my/his** brother Ben. This is **your/our** \_\_\_\_\_.  
 4 This is Jessica and this is **her/its** \_\_\_\_\_.  
 5 Tim and Paul are friends and this is **your/their** \_\_\_\_\_.

## Our things



A schoolbag



B bicycle

C guitar

D watch



E ball

## The verb to be



affirmative	negative	interrogative	short answers
I am ('m)	I am not ('m not)	Am I ...?	Yes, I am. No, I'm not.
You are ('re)	You are not (aren't)	Are you ...?	Yes, you are. No, you aren't.
He/ She/ It is ('s)	He/ She/ It is not (isn't)	Is he / she/ it ...?	Yes, he/ she/it is. No, he/ she /it isn't.
We/ You/ They are ('re)	We/ You/ They are not (aren't)	Are we/ you/ they ...?	Yes, we/ you/ they are. No, we/ you/ they aren't.

**4** Read the table. Complete the gaps. Then match the sentences (1-6) to the sentences (a-f).

- |   |                                |
|---|--------------------------------|
| Pam <u>isn't</u> 10 years old. <b>1</b> | <b>a</b> We _____ Australian.  |
| They _____ Spanish. <b>2</b>            | <b>b</b> I _____ Canadian.     |
| I _____ British. <b>3</b>               | <b>c</b> It _____ in the UK.   |
| We _____ Russian. <b>4</b>              | <b>d</b> She <u>is</u> 12.     |
| London _____ in the USA. <b>5</b>       | <b>e</b> You _____ 10.         |
| You _____ 12 years old. <b>6</b>        | <b>f</b> They _____ Brazilian. |

**5** Read the text. Complete the questions, then answer them.

Hi! I'm Peter Knowles.  
I'm 10 years old and  
I'm from the USA.  
This is my best friend, Kate.  
She's 11 years old.  
Our favourite sport  
is tennis.



- |   |                    |
|---|--------------------|
| 1 <u>Is</u> Peter from the USA?           | <u>Yes, he is.</u> |
| 2 _____ he 11?                            | _____              |
| 3 _____ Kate and Peter best friends?      | _____              |
| 4 _____ Kate 11 years old?                | _____              |
| 5 _____ basketball their favourite sport? | _____              |

**6** Make sentences that are true about you. Use the affirmative or negative.

- I \_\_\_\_\_ 15 years old.
- My best friend \_\_\_\_\_ from Greece.
- My favourite sport \_\_\_\_\_ tennis.
- My friends \_\_\_\_\_ 14 years old.
- Our favourite colour \_\_\_\_\_ green.
- I \_\_\_\_\_ good at tennis.

# Hello!



This is my family.

Anna

## I love my Family

### Family members

- 1 1.4 Look at Anna's family tree. Listen and repeat.

- 2 Look at Anna's family tree. Complete the sentences with words from Exercise 1.

- 1 Bob is Anna's granddad.
- 2 Lara is Anna's \_\_\_\_\_
- 3 Nick is Anna's \_\_\_\_\_
- 4 Sue is Anna's \_\_\_\_\_
- 5 Anna is Mary's \_\_\_\_\_

- 6 Lara is Alex's \_\_\_\_\_
- 7 Mary is Nick's \_\_\_\_\_
- 8 Helen is Anna's \_\_\_\_\_
- 9 Alex is Anna's \_\_\_\_\_
- 10 Tom is Anna's \_\_\_\_\_

#### Note!

We use 's to express possession or relation  
e.g. **Tony's** book,  
**Tony's** dad.

#### Note!

dad = father  
mum = mother  
grandma = grandmother  
granddad = grandfather

- 3 Draw your family tree. Present your family to the class.

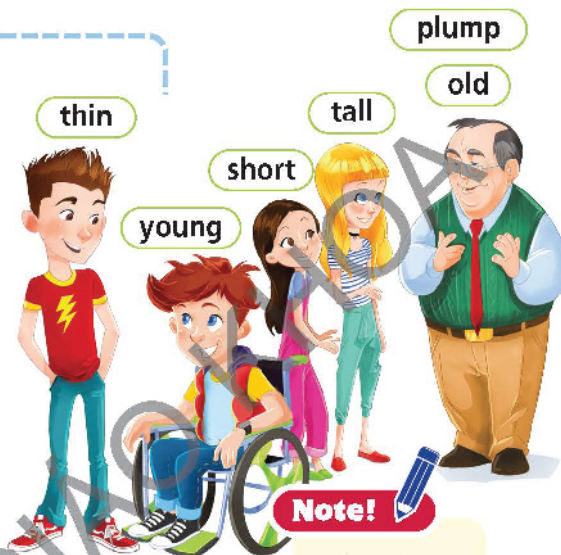
## Describing people

### Note!

Blended consonants are two consonants together (*bl, br, cl, cr, dr, fr, fl, gl, gr, pl, pr, sl, sm, sp, st, scr, str, tr*, etc.). When pronounced we hear all consonants e.g. *bl – blue*.

- 4 1.5 Look at the picture. Who are the girls? Listen and read the dialogue to find out. Find the words that contain blended consonants.

**Barry** Hi, Nat. How are you?  
**Nat** Hi, Barry. I'm great, thanks. And you?  
**Barry** Not bad. Hey, who's that girl over there?  
**Nat** Who? ... The tall thin one?  
**Barry** No, that's my cousin Jessica. The short one.  
**Nat** Oh, that's my friend Mary.  
**Barry** Where's she from?  
**Nat** Australia. She's Australian.  
**Barry** How old is she?  
**Nat** She's 11. Come on, let's go and say hello.  
**Barry** Cool!



### Note!

tall >< short  
thin >< plump  
young >< old

## ? Word

**How old:** ask for age  
**Where:** ask about place  
**Who:** ask about people

- 5 Answer the questions.

- Who is Barry's cousin? \_\_\_\_\_
- Where is Mary from? \_\_\_\_\_
- How old is Mary? \_\_\_\_\_

## Vocabulary

### Character adjectives

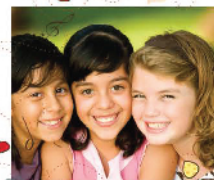
- 6 1.6 Listen and repeat. Which words contain blended consonants?



1 kind



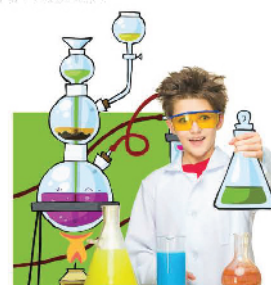
2 funny



3 friendly



4 polite



5 clever

### Note!

#### Adjectives

In English, adjectives do not change in gender or in number. They go before a noun but after the verb *to be* e.g. *Ann is tall. She's got a clever parrot. Her parrot is clever.*

- 7 Write the names of four of your family members. Ask and answer as in the example.

A: Who's Paul?

B: He's my dad.

A: What is he like?

B: He's clever.

Paul	Helen
Mary	Ted

## have got (affirmative/negative)

affirmative	negative
I/ You <b>have got</b> ('ve got)	I/ You <b>have not got</b> (haven't got)
He/ She/ It <b>has got</b> ('s got)	He/ She/ It <b>has not got</b> (hasn't got)
We/ You/ They <b>have got</b> ('ve got)	We/ You/ They <b>have not got</b> (haven't got)

I've got a dog.  
I haven't got a cat.  
Maria has got a cat.

1 Read the table. Then look at the table and complete the sentences as in the example.

	Gary	Helen
hamster	✓	
parrot		✓
goldfish	✓	✓
rabbit		✓
frog	✓	

- Gary has got a hamster.
- Gary \_\_\_\_\_ a parrot.
- Gary and Helen \_\_\_\_\_ a goldfish.
- Helen \_\_\_\_\_ a rabbit.
- Helen \_\_\_\_\_ a frog.
- Gary \_\_\_\_\_ a frog.

2 Correct the sentences as in the example.

- Kelly has got a cat. (a dog) No! Kelly hasn't got a cat. She's got a dog.
- Joey has got a brother. (a sister) \_\_\_\_\_
- They have got a daughter. (a son) \_\_\_\_\_
- I have got a parrot. (a frog) \_\_\_\_\_

### Note!

's is the short form of the third person singular (*he/she/it*) of the verbs **have got** and **be (is)**  
e.g. **He's got** a cat. = **He has got** a cat.  
**He's eleven.** = **He is** eleven.

3 Rewrite the sentences as in the examples.

- Paul's from the UK. Paul is from the UK.
- Steve's got a rabbit. Steve has got a rabbit.
- Mary's American. \_\_\_\_\_
- Tony's got a hamster. \_\_\_\_\_
- Bob's got a sister. \_\_\_\_\_

## have got (interrogative & short answers)

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



4 Read the table. Complete the questions. Then answer them.

- " Have you got a cat?" "Yes, I have."
- " \_\_\_\_\_ Jack \_\_\_\_\_ a brother?" "Yes, he \_\_\_\_\_."
- " \_\_\_\_\_ they \_\_\_\_\_ a frog?" "No, they \_\_\_\_\_."
- " \_\_\_\_\_ Julie \_\_\_\_\_ a sister?" "No, she \_\_\_\_\_."
- " \_\_\_\_\_ Zack and you \_\_\_\_\_ a hamster?" "Yes, we \_\_\_\_\_."

5 Form complete questions, then answer them as in the example.

- you/a big family? Have you got a big family? Yes, I have.
- your best friend/brother? \_\_\_\_\_
- you/a sister? \_\_\_\_\_
- your parents/cat? \_\_\_\_\_

Whose notebook is this?

It's Nat's notebook.



## Possessive case ('s - of the)

one person + 's	two people + 's
Mary's aunt	Bob and Al's dog
<b>Note:</b> We do not use 's for objects. We use <b>of the</b> . The colour <b>of the</b> book is blue. (NOT: <del>The book's colour.</del> )	

6 Read the theory box. Then choose the correct item.

- It's the book of the girl/girl's book.
- The bag's colour/colour of the bag is red.
- Kate's sister/The sister of Kate has got a frog.
- Mark and Sam's dog/The dog of Mark and Sam is small.



7 Write questions and answers as in the example.

- book? Ann Whose book is this? It's Ann's book.
- hamster? Mario \_\_\_\_\_
- ball? Tom and Peter \_\_\_\_\_

## Numbers 1-20

1 1.7 Listen and repeat.

1	one	6	six	11	eleven	16	sixteen
2	two	7	seven	12	twelve	17	seventeen
3	three	8	eight	13	thirteen	18	eighteen
4	four	9	nine	14	fourteen	19	nineteen
5	five	10	ten	15	fifteen	20	twenty

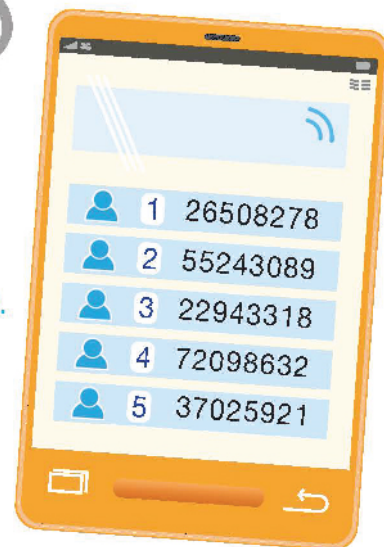
### Note!

In English, when we use 0 (zero) in telephone numbers, we say *oh* NOT *zero*.

## Asking about telephone numbers

2 Ask and answer as in the example.

- 1 A: What's your telephone number?  
B: It's two-six-five-oh-eight-two-seven-eight.



## Numbers 21-100

3 1.8 Listen and repeat.

21	twenty-one	27	twenty-seven	60	sixty
22	twenty-two	28	twenty-eight	70	seventy
23	twenty-three	29	twenty-nine	80	eighty
24	twenty-four	30	thirty	90	ninety
25	twenty-five	40	forty	100	a/one hundred
26	twenty-six	50	fifty		

### Note!

In English, when we write a compound number (any number made up of two words), we use a hyphen in between them e.g. 46 *forty-six*.

4 1.9 Listen and circle the number you hear.

1	12	20	3	50	15	5	30	13
2	10	100	4	42	24	6	8	80

## alan – the

a		an	
a <u>s</u> martphone	a <u>b</u> all	an <u>i</u> pod	an <u>u</u> mbrella
			
<ul style="list-style-type: none"> <li>• We use <b>a/an</b> when we talk about a person, animal or thing in general.</li> <li>• We use <b>a</b> before singular nouns that begin with a <b>consonant</b> sound, e.g. <b>a book</b></li> <li>• We use <b>an</b> before singular countable nouns that begin with a <b>vowel</b> sound, e.g. <b>an egg</b> BUT <b>an hour</b></li> </ul>			
the			
<p>We use <b>the</b> when we talk about something specific or something mentioned before.</p> <p><b>The pen on the desk is Mary's.</b></p> <p><b>This is a smartphone. The smartphone is black.</b></p>			

This is  
a ball.

This is an  
umbrella.



### 5 Read the theory box.

### 6 Fill in the gaps with *alan* or *the*, then circle the correct colour. Which of the words in bold contain blended consonants?



1



This is \_\_\_\_ anorak.  
\_\_\_\_ anorak is  
**pink/white.**

2



This is \_\_\_\_ purse.  
\_\_\_\_ purse is  
**green/purple.**

3



This is \_\_\_\_ alarm  
clock. \_\_\_\_ alarm  
clock is **yellow/black.**

4



This is \_\_\_\_ watch.  
\_\_\_\_ watch is  
**purple/blue.**

5



This is \_\_\_\_ umbrella.  
\_\_\_\_ umbrella is  
**red/black.**

6



This is \_\_\_\_ e-reader.  
\_\_\_\_ e-reader is  
**grey/brown.**

7



This is \_\_\_\_ sharpener.  
\_\_\_\_ sharpener is  
**orange/yellow.**

8



This is \_\_\_\_ schoolbag.  
\_\_\_\_ schoolbag is  
**pink/green.**

## Greetings

1  1.10 Listen and repeat.



## Greetings – Introducing yourself/others

2 a)  Complete the dialogue with the phrases below.

• Goodbye • Hello • This is • Nice to meet you

### Note!

In English speaking countries, people use Mr/ Mrs/ Ms + a surname to address their teacher  
e.g. *Hello, Ms Green.*  
(NOT: *Hello Kate* or *Hello teacher.*)

**Mrs White:** 1) \_\_\_\_\_, I'm Mrs White.  
What's your name?

**Nat:** Hello, Mrs White. My name's Nat.  
2) \_\_\_\_\_ Barry.

**Mrs White:** 3) \_\_\_\_\_, Barry.

**Barry:** Nice to meet you, too. 4) \_\_\_\_\_!

**Mrs White:** Bye.

b)   1.11 Listen and check. Then read the dialogue aloud.

## Classroom language

3  1.12 Listen and repeat.



### Note!

We use the imperative to give: **orders**  
e.g. *Stand up.*  
**instructions**  
e.g. *Open your book on page 25.*

## Imperative

	form	example
<b>affirmative</b>	base form of the verb	<i>Open your books.</i>
<b>negative</b>	<i>Don't</i> + base form of the verb	<i>Don't open your books.</i>

4



Make imperative sentences. Then your partner acts out what you ask him/her to do.

Student A: *Stand up, please.*

Student B: *(stands up)*

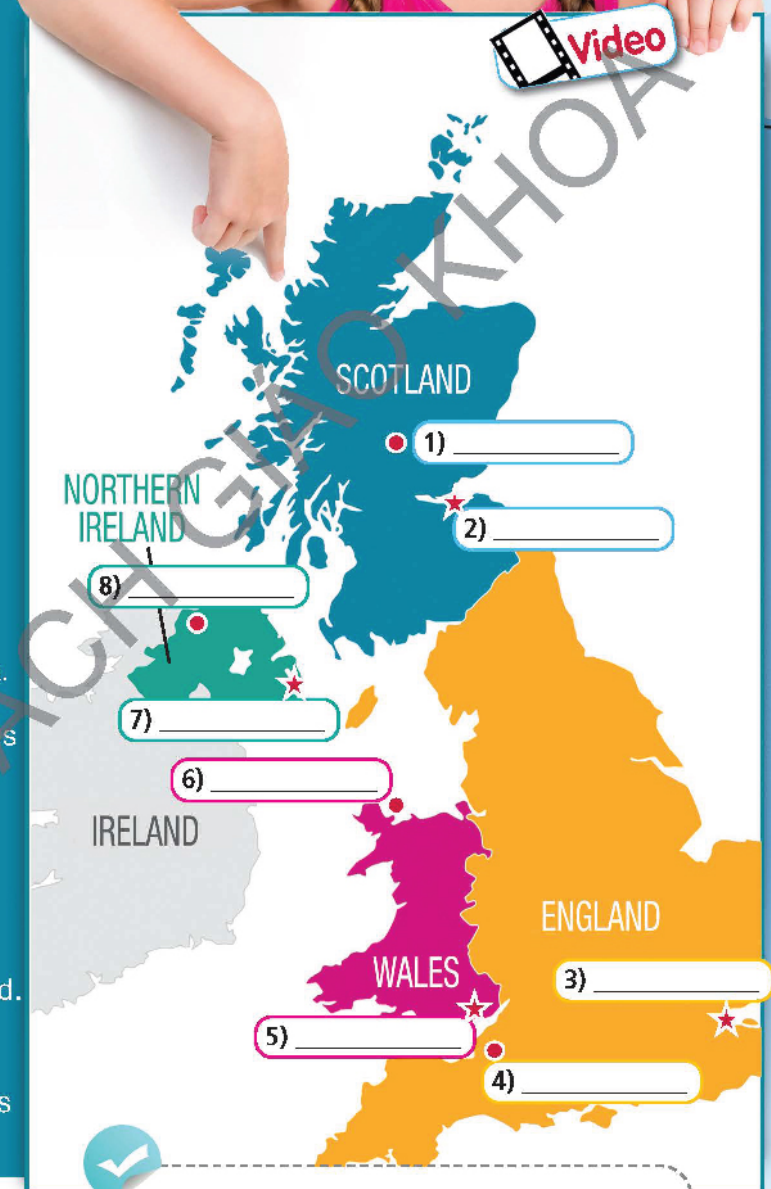
# Hello!



## The United KINGDOM

England, Scotland, Wales and Northern Ireland are parts of the United Kingdom (UK). London is the capital city. English is the official language. Great Britain is the island with England, Wales and Scotland.

- ★ Edinburgh is the capital city of Scotland. A famous landmark in Edinburgh is Edinburgh Castle.
- Stirling is a city in Scotland. A famous landmark in Stirling is the William Wallace Monument.
- ★ London is the capital city of England. A famous landmark in London is the Palace of Westminster.
- Bath is a city in England. A famous landmark in Bath is the ancient Roman Spa.
- ★ Cardiff is the capital city of Wales. A famous landmark in Cardiff is the Millennium Stadium.
- Bangor is a city in Wales. A famous landmark in Bangor is the Menai Straits Bridge.
- ★ Belfast is the capital city of Northern Ireland. A famous landmark in Belfast is the Albert Clock.
- Derry is a city in Northern Ireland. A famous landmark in Derry is the old City Wall.



• official language • island • landmark • monument  
• stadium • bridge • wall

What are the benefits of speaking English? Discuss.

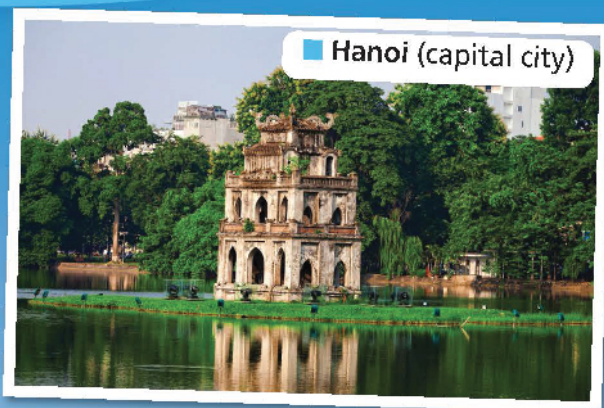
**Note!**

We do not use **the** with names of cities, towns or villages.


1 1.13 Look at the map. Which countries are in Great Britain? Listen, read and check.

2 Read the texts and complete the cities on the map. Choose one part of the UK and present it to the class.

3 Collect information about your country under the headings: *country – capital city – other cities – landmarks*. Present your country to the class.



## Project Time

- 1  Draw the map of Vietnam in your notebook and complete it with the name of the capital city and other cities/towns. Put photos of each city/town and label them.
- 2  Copy the headings below in your notebook. Collect information about famous landmarks in each of the cities in Exercise 1 and write it under the headings. Prepare a poster. Label the photos.

Plan a trip to the cities in Exercise 1. Draw an itinerary.

Name of the landmark

What it is (castle, bridge, wall, monument, tower, etc.)

Where it is

## Presentation Skills


- 3 Use the map in Exercise 1 and your notes in Exercise 2 to present the landmarks to the class.

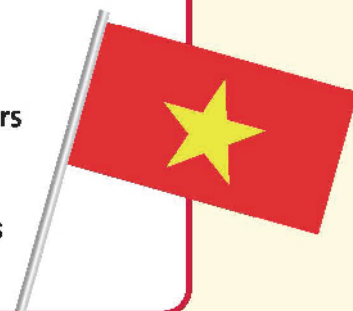
My country is famous for its landmarks. ... is a ... in ...



## VALUES

### National pride

- 4 a)  Look at the flag of Vietnam. What do the colours on it mean? Research information. Tell the class.  
b) Find flags of other countries with the same colours as the Vietnamese flag. Tell the class.



See Writing Hello! p. 124

# 1 • Home & Places

## What's in this unit?

### • Vocabulary

- rooms/places of a house
- furniture & appliances
- house features
- ordinal numbers
- places in a town

### • Grammar

- plurals
- *this/these – that/those*
- *there is/there are*
- *a/an – some – any*
- prepositions of place
- possessive case ('/s)

### • Reading

- *Darren's blog* (blog – completing sentences)
- *British homes* (article – identifying R/W/DS statements)

### • Listening

- dialogues (multiple choice)

### • Speaking

- describing your house
- presenting your dream house

### • Writing

- a letter about your house

### • CLIL (Maths): Draw a map

### • Culture Spot: UK Prime Minister office

### • Values: Home

Upstairs

Downstairs



## Vocabulary

### Rooms/Places of a house

1 Match the rooms (1-5) to the pictures (A-E).

1.14 Listen and check, then repeat.

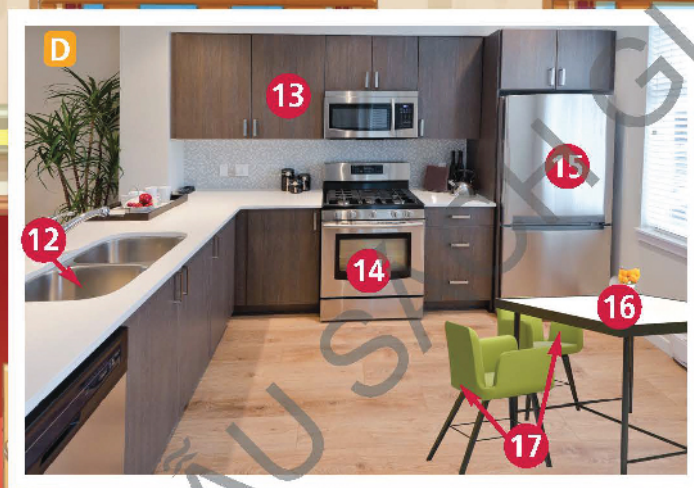
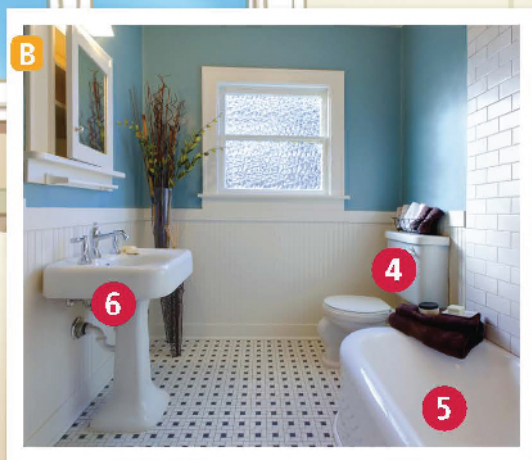
1 ☐ child's bedroom

2 ☐ kitchen

3 ☐ bathroom

4 ☐ parents' bedroom

5 ☐ living room



## Furniture & Appliances

2 1.15 Listen, point and say. What are these words in your language?

- |             |                    |              |                 |
|-------------|--------------------|--------------|-----------------|
| 1 curtains  | 7 desk             | 12 sink      | 18 sofa         |
| 2 pillows   | 8 wardrobe         | 13 cupboards | 19 coffee table |
| 3 bed       | 9 single bed       | 14 cooker    | 20 armchair     |
| 4 toilet    | 10 bedside cabinet | 15 fridge    | 21 lamp         |
| 5 bath      | 11 carpet          | 16 table     | 22 painting     |
| 6 washbasin |                    | 17 chairs    | 23 fireplace    |

3 Complete the table with the number of the words in Exercise 2.

furniture	3
appliances	14
others	1

4 Ask and answer as in the example.

A: Where's the single bed?

B: It's in the child's bedroom.

# 1a • Reading

## Reading

- 1 Look at the picture. What type of house is it?  
▶▶ 1.16 Listen and read to find out.



Hello,  
my name's Darren  
and I'm from London,  
England. My mum's Lyn  
and my dad's Peter.  
*Paper Moon* is our  
house.

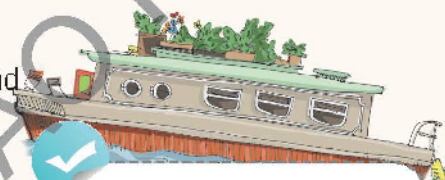
There are all types of houses in London, but my house isn't an ordinary home – my house is a canal boat!

Canal boats are long, thin boats. Our boat is red and green, and its name is "Paper Moon". It isn't very big, but it is very cosy.

Inside, there are four rooms. There is my parents' bedroom. There is also a living room, with a small sofa and a table. My bed is under the sofa. There is a bathroom with a shower and a toilet. There is also a small kitchen with a cooker.

My house is small, but it is quiet and beautiful.

It's a great place to live!



• ordinary • canal boat • long  
• cosy • shower • quiet

- 2 Read the text and complete the sentences.

- 1 Darren is from \_\_\_\_\_.
- 2 His house is \_\_\_\_\_.
- 3 Canal boats are \_\_\_\_\_.
- 4 The name of Darren's boat is \_\_\_\_\_.
- 5 Darren's bed is under \_\_\_\_\_.



# Reading • 1a

3 Read the text again. Find two pieces of furniture and one appliance.

4 Find the adjectives in the text that are opposites to the adjectives below.

## Study skills

### Learning opposites

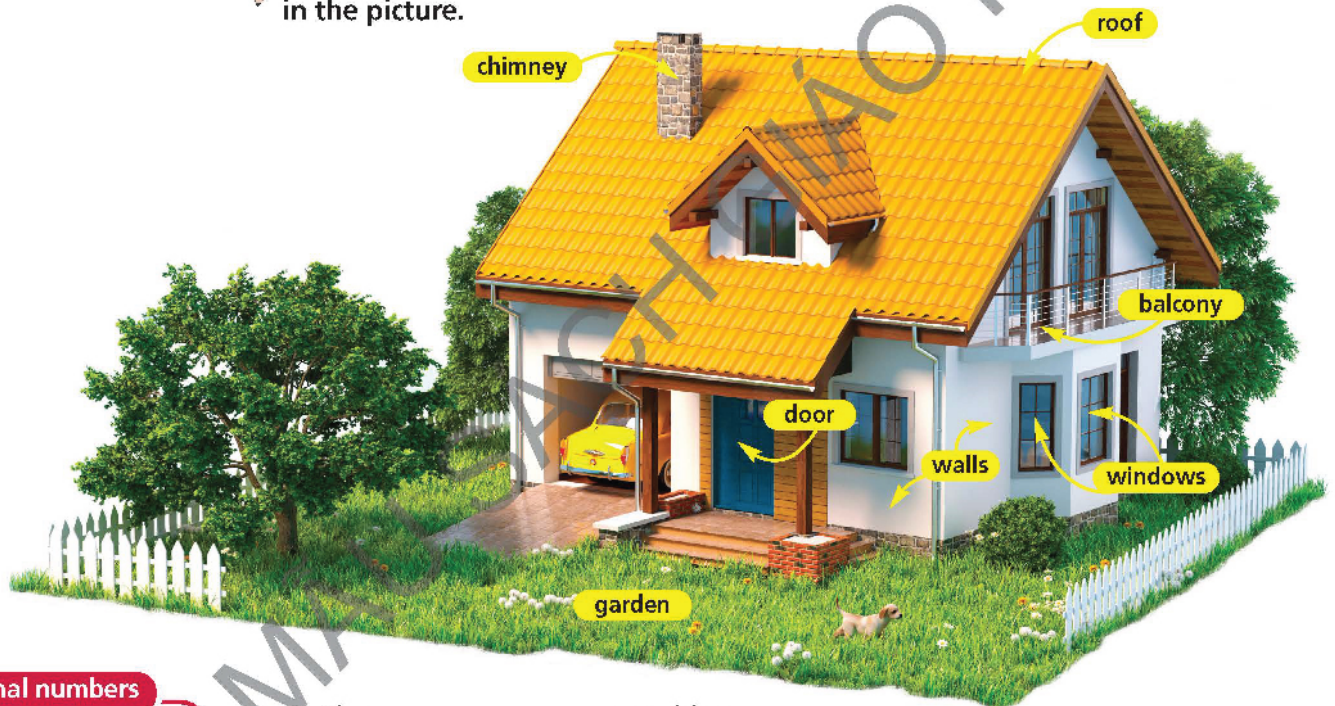
Learn words with their opposites. This helps you remember them e.g. thin >< plump.

- 1 unusual home >< \_\_\_\_\_ home
- 2 short boats >< \_\_\_\_\_ boats
- 3 big sofa >< \_\_\_\_\_ sofa
- 4 noisy house >< \_\_\_\_\_ house
- 5 ugly house >< \_\_\_\_\_ house

## Vocabulary

### House features

5 1.17 Listen and repeat. Then complete the gaps with the words in the picture.



## Ordinal numbers

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

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

- 1 The \_\_\_\_\_ are white.
- 2 The \_\_\_\_\_ is blue.
- 3 The \_\_\_\_\_ is yellow with a \_\_\_\_\_ on it.
- 4 There are beautiful flowers in the \_\_\_\_\_.
- 5 There are four \_\_\_\_\_ with a great view of the garden.
- 6 There's a big \_\_\_\_\_ upstairs outside the bedroom.

## Speaking & Writing

6 Read the text in Exercise 1 again and make notes under the headings: *type of house* – *description* – *name* – *rooms & furniture*. Use your notes to present Darren's house to the class.











7 **Think** Write two reasons why Darren's house is special. Which house is bigger, Darren's or yours? Why?

# 1b • Grammar

This is my room.  
This is my bed and  
those are posters of my  
favourite singers.











## Plurals – *this/these* – *that/those*

Nouns ending in	most nouns	-s, -ss, -sh, -ch, -x, -o	vowel + -y	consonant + -y	-f, -fe
	+ -s	+ -es	+ -s	<del>y</del> + -ies	<del>f/fe</del> + -ves
Singular	 cap	 dress	 key	 butterfly	 leaf
Plural	 caps	 dresses	 keys	 butterflies	 leaves

Irregular: person – people, man – men, child – children, woman – women, foot – feet, tooth – teeth

1 Read the theory box. Write the plurals.

- one brush – two  \_\_\_\_\_
- one baby – two  \_\_\_\_\_
- one box – two  \_\_\_\_\_
- one child – two  \_\_\_\_\_
- one bus – two  \_\_\_\_\_
- one boy – two  \_\_\_\_\_
- one scarf – two  \_\_\_\_\_
- one tooth – two  \_\_\_\_\_

### Note!

We use *this/these* for people/things near us.  
We use *that/those* for people/things far from us.

2 Look at the picture. Write what Mary says.

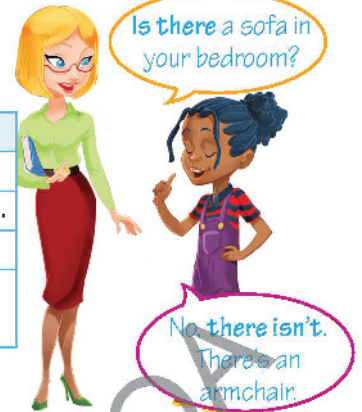
This is my cap.



# Grammar • 1b

## there is – there are

	singular	plural
<b>affirmative</b>	There is/ 's ...	There are ...
<b>negative</b>	There is not/ isn't ...	There are not/ aren't ...
<b>interrogative</b>	Is there ...?	Are there ...?
<b>short answers</b>	Yes, there is. No, there isn't.	Yes, there are. No, there aren't.



### 3 Read the table. Complete the gaps with *is*, *isn't*, *are* or *aren't*.

In the living room, ...

- 1 there \_\_\_\_\_ a bed. (X)
- 2 there \_\_\_\_\_ a bookcase. (✓)
- 3 there \_\_\_\_\_ four chairs. (X)
- 4 there \_\_\_\_\_ an armchair. (✓)
- 5 there \_\_\_\_\_ books on the desk. (✓)
- 6 there \_\_\_\_\_ two windows. (X)

### 4 Complete the gaps with the correct form of *there is – there are*.

- 1 A: \_\_\_\_\_ a carpet in the room?  
B: Yes, \_\_\_\_\_.
- 2 A: \_\_\_\_\_ paintings on the walls?  
B: No, \_\_\_\_\_.
- 3 A: \_\_\_\_\_ a bookcase in your room?  
B: No, \_\_\_\_\_.
- 4 A: \_\_\_\_\_ four chairs in the kitchen?  
B: Yes, \_\_\_\_\_.

### 5 Look at Paul's living room. Ask and answer questions as in the example.

- two paintings
- sofa
- armchair
- cooker
- lamp
- bookcase
- coffee table
- two windows
- curtains
- fridge
- desk



A: Are there two paintings?  
B: No, there aren't.

A: Is there a bookcase?  
B: Yes, there is.

### 6 Think Compare your living room to Paul's.

In my living room, there is a sofa. In Paul's living room, there is a sofa, too.  
In my living room, there are three armchairs. In Paul's living room, there is one armchair.

# 1c • Vocabulary



## Note!

We use the imperative to give: **orders**  
e.g. *Stand up.*  
**instructions**  
e.g. *Open your book on page 25.*

## Places in a town

- Look at the map.  
 1.18 Listen and repeat.
- Tell your partner which places are/aren't near your house.  
Near my house there is a cinema, a gym and a park. There isn't a toy shop.

## Speaking

- Use the phrases in the box and the map to give directions from:  
 • the school to the bookshop • the fishmonger's to the hospital  
 • the police station to the library • the gym to the museum  
 • the restaurant to the police station

A: Can you tell me how to get to the bookshop, please?

B: Certainly. First, go down Marple Street and turn right into Park Avenue ...

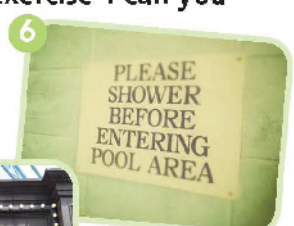
## Giving directions

- Go up / down along (a road).
- Turn left.
- Turn right.
- Take the first/second, etc. left/right.



## Announcements & Messages in public places

- Look at the pictures below. In which of the places in Exercise 1 can you see them? What do they mean?



# Everyday English • 1d

## Describing your home

1 a) Which is Barry's bedroom, A or B? Read through the dialogue to find out.



**Barry** Your house is awesome!

**Not** 1) \_\_\_\_\_

**Barry** It's really big. There are four bedrooms.

**Not** 2) \_\_\_\_\_

**Barry** Yes, it is. There's a bed and a desk with a computer on it.

**Not** 3) \_\_\_\_\_

**Barry** No, there isn't, but that's OK.

**Not** 4) \_\_\_\_\_

**Barry** Because there's a big park opposite my house!

A Why's that?

B Thanks. What's your house like?

C Is your room big?

D Sounds nice. Is there a garden?

### Note!

Sentence stress is accent on certain words within a sentence.

b) Complete the dialogue with the sentences (A-D).

1.19 Listen and check. Which words are stressed in each sentence?

2 Act out the dialogue in pairs.

3 Complete the exchanges with the phrases below.

- What's your house like?
- Is your room big?
- Is there a garage?
- Is it near a park?

1 A: What's your house like?

B: My house is small and modern.

2 A: \_\_\_\_\_

B: No, there isn't, but there's a garden.

3 A: \_\_\_\_\_

B: No, it's small.

4 A: \_\_\_\_\_

B: Yes, it is.

4 Act out a dialogue similar to the one in Exercise 1 about your house and bedroom. Mind the sentence stress.

## Pronunciation

a /ɑ:/, /ɔ:/

1.20 Listen and tick (✓). Listen again and repeat.

	/ɑ:/	/ɔ:/
garden		
awesome		

	/ɑ:/	/ɔ:/
bathroom		
wardrobe		

	/ɑ:/	/ɔ:/
small		
carpet		

# 1e • Grammar

## Note!

**a/an** + singular countable nouns  
**some** + plural countable nouns in the affirmative  
**any** + plural countable nouns in the negative and interrogative

## alan - some - any

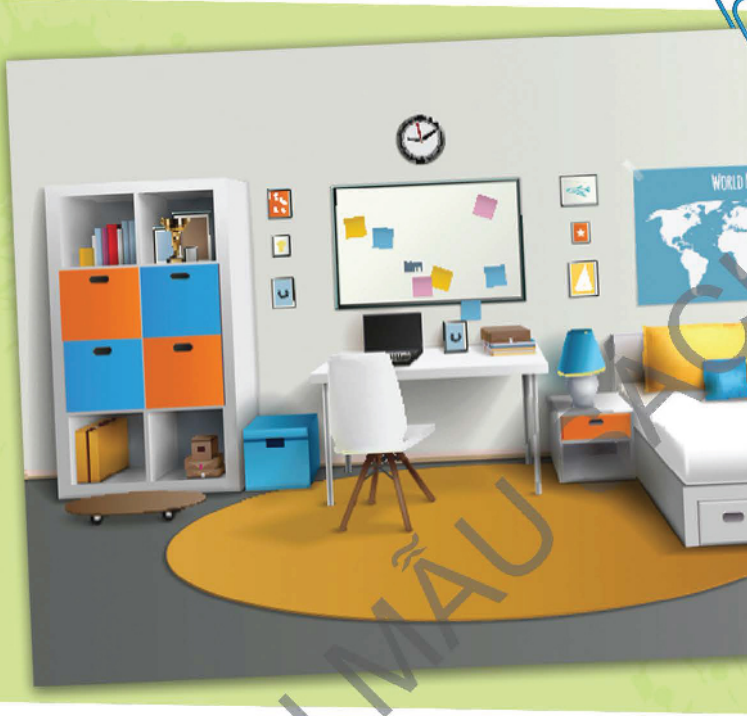
	singular (a/an)	plural (some/any)
<b>affirmative</b>	There is a book.	There are <b>some</b> books.
<b>negative</b>	There isn't a poster.	There aren't <b>any</b> posters.
<b>interrogative</b>	Is there <b>an</b> armchair?	Are there <b>any</b> armchairs?

There are **some** books in the bookcase.

There is **a** book on the table, too.



**1** Look at the picture. Complete the sentences (1-10). Use *There is*, *There isn't*, *There are*, *There aren't*, *Is there*, *Are there* and *alan*, *some* or *any*.



- 1 \_\_\_\_\_ bed.
- 2 \_\_\_\_\_ windows.
- 3 \_\_\_\_\_ wardrobe.
- 4 \_\_\_\_\_ pillows on the bed?
- 5 \_\_\_\_\_ armchair.
- 6 \_\_\_\_\_ books in the bookcase.
- 7 \_\_\_\_\_ cupboards.
- 8 \_\_\_\_\_ lamp.
- 9 \_\_\_\_\_ tables.
- 10 \_\_\_\_\_ desk?

## Possessive case ('s/')

singular countable nouns + 's e.g. **the boy's** guitar  
 plural countable nouns + ' e.g. **the boys'** bicycles  
 irregular plural nouns + 's e.g. **the children's** room



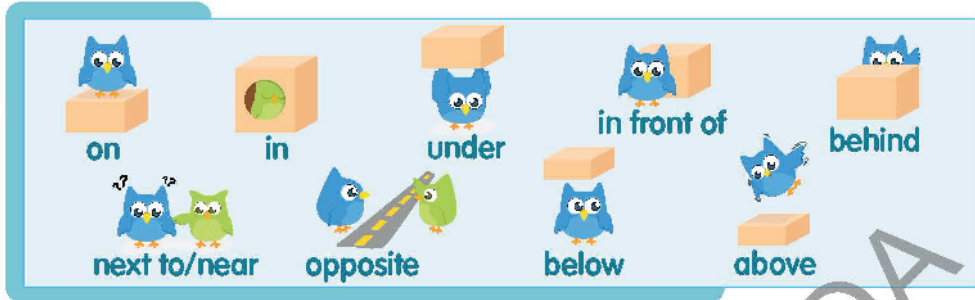
**2** Use the words in brackets to complete the gaps as in the example.

- 1 These are the boys' watches. (boys/ watches)
- 2 This is the \_\_\_\_\_. (girls/ room)
- 3 That is the \_\_\_\_\_. (men/ office)
- 4 Those are the \_\_\_\_\_. (women/ hats)
- 5 These are the \_\_\_\_\_. (children/ caps)

## Note!

We use **prepositions of place** to show where someone or something is.

## Prepositions of place



3 Look at the drawings and say.

The blue owl is **on** the box.

4 Look at the picture. Read the text and choose the correct preposition.



This is my bedroom. It has got brown curtains and a carpet **1) under/in front of** the bed **2) in/on** the floor.

There is a bedside cabinet **3) opposite/under** the window **4) next to/below** the bed.

There is a lamp **5) on/in** the bedside cabinet. There is a poster **6) above/on** the bed **7) on/below** the wall and there is a box **8) in front of/under** the bed. My bedroom is great!

## Word

Where: ask about place

5 Look at the picture in Exercise 4. Ask and answer questions.

A: Where's the bedside cabinet?

B: It's next to the bed.

## Writing

6 **Think** Post a description of your ideal bedroom (about 40-50 words). Use the text in Exercise 4 as a model.

## Warning

Internet safety: Do not give your personal information to people you don't know.

● ● ●
⏪ ⏩

🔍

IDEAL BEDROOM
✎ Update Status
● Add Photos/Video

Hello everyone!

My ideal bedroom is \_\_\_\_\_. There is \_\_\_\_\_.

There are \_\_\_\_\_.

It's great! What's your ideal bedroom like?

Friends only ▼
Post



## British HOMES

There are many types of houses in the UK. Let's take a look!

### detached

A detached house is on its own with a garden and a driveway. Detached houses are big and expensive and are usually in the suburbs.



### semi-detached

Semi-detached houses are two houses together. They are in the suburbs.

### bungalow

Bungalows have only got one floor. They are in small towns and the suburbs.



### terraced

Terraced houses are in long rows. They are in city centres. There is sometimes a garden at the back.



### cottage

In the countryside, there are cottages. They are small and pretty with big gardens.



### block of flats

In city centres, there are blocks of flats. These homes are on top of each other!



- driveway
- suburb
- floor
- row
- countryside

## Reading

1 1.21 Look at the pictures. Which of these houses are in big cities in the UK? Read and listen to find out.

2 Read the text again and decide if the sentences are **R (right)**, **W (wrong)** or **DS (doesn't say)**.

- Bungalows have got two floors. ☐
- Terraced houses have always got a garden in the back. ☐
- Cottages are expensive houses. ☐
- Blocks of flats are in city centres. ☐



## Culture Spot

The Presidential Palace in Hanoi is the office of the President of Vietnam. It is a big yellow building with a beautiful garden.



Where is the office of the Prime Minister of the UK?

## 3 Answer the questions. What types of houses ...

- are there in city centres? \_\_\_\_\_
- have got a garden? \_\_\_\_\_
- are expensive? \_\_\_\_\_
- are in the countryside? \_\_\_\_\_

## Speaking

### 4 Present one of the different types of British homes to the class.

Detached houses are big. They're usually in the suburbs. They've got gardens and driveways. They are expensive.

## Listening

### 5 Listen and choose the correct answer (A, B or C).

1 Where's the sofa?

A



B



C



2 Which floor is Mark's house on?

A

4th

B

5th

C

6th

3 What isn't there in his room?

A



B



C



## Punctuation

### Punctuation marks

We use:

- a full stop (.) at the end of a sentence  
e.g. My house is big.
- commas (,) to separate elements in a list  
e.g. There is a sofa, a lamp, an armchair and a TV in the living room.
- a question mark (?) at the end of interrogative sentences  
e.g. Is it small?
- an exclamation mark (!) when we want to give emphasis in an affirmative or negative sentence  
e.g. I love my house!

## Writing (a letter about your house)

### 6 Punctuate the sentences.

- Is there a garden outside
- My house has got a kitchen a living room two bedrooms and a bathroom
- My house is great

### 7 Complete a letter to your English-speaking friend about your house (about 50 words). Write about *where it is* and *what there is outside/inside*.

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

Thanks for your letter. My house is great! It is in

\_\_\_\_\_. Outside, there is \_\_\_\_\_. Inside, there is

\_\_\_\_\_.

Write soon.

\_\_\_\_\_

1 How can you draw a map of your bedroom? Read through to find out.

2 1.23 Read the text and complete the missing words. Listen and check.

## Draw a Map

Maps are pictures. They show the real world, but very small. Let's draw a map!

### What you need:

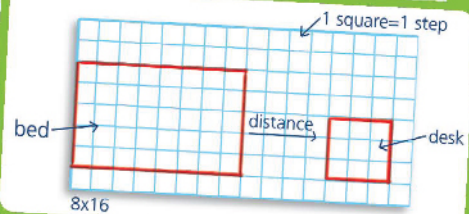
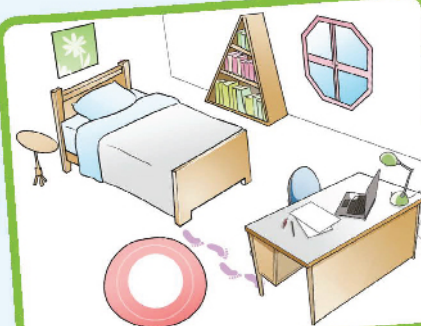
ruler

pencil

graph paper

### What you do:

- Choose two objects 1) i \_ your bedroom, like your bed and your desk.
- Walk from the bed to 2) t \_ desk. Count how many steps you take. Write down the number of steps. Measure everything in your bedroom – the furniture, the floor and the windows – in the same way.
- Use the measurements to draw a map of 3) y \_ \_ bedroom on the graph paper. Every step is the same as one square on the graph paper. Draw straight lines with your ruler.
- At the bottom of the paper, write 1 step = 1 square. This 4) i \_ a map of your bedroom.



- step
- measure
- measurement

3 Answer the questions.

- What is a map? \_\_\_\_\_
- What are the things you need to draw a map? \_\_\_\_\_

4 Use the information in the text to draw a map of your bedroom. Present it to the class.

## Project Time 1

- 1 Look at Hugo's dream house. Where is it? How many floors has it got? Is it big?



- 2 **Think** What is your dream house like? Complete the table below, then draw a picture of it. How similar is it to Hugo's?

Where it is	Size	Outside	Inside	Furniture in each room
countryside <input type="checkbox"/>	small <input type="checkbox"/>	balcony <input type="checkbox"/>	kitchen <input type="checkbox"/>	
town <input type="checkbox"/>	big <input type="checkbox"/>	garden <input type="checkbox"/>	living room <input type="checkbox"/>	
suburbs <input type="checkbox"/>	huge <input type="checkbox"/>	garage <input type="checkbox"/>	bathroom <input type="checkbox"/>	
city centre <input type="checkbox"/>		driveway <input type="checkbox"/>	bedroom <input type="checkbox"/>	

## Presentation Skills

- 3 Use your answers in Exercise 2 and your drawing to present your dream house to the class.

My dream house is in ... . It is ... . Outside the house, there is ... . Inside the house, there are ... rooms. There is a ... . In the living room, there is ... etc.



## VALUES

### Home

My home, my castle.



- 4 a) Discuss the saying.

b) **Think** Complete the sentence. Use one of these words: *big, beautiful, small, old, modern, cosy*.

My home is great because it's \_\_\_\_\_.

# 1 • Progress Check

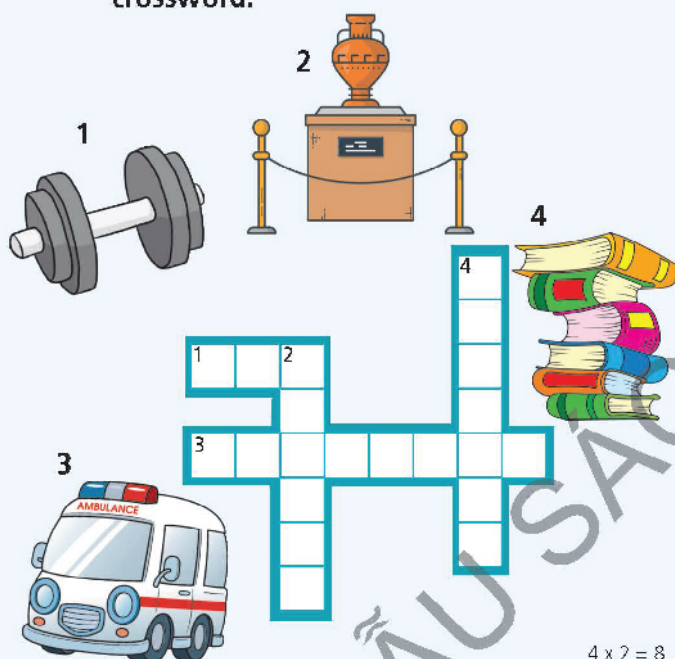
## Vocabulary

### 1 Choose the odd word out.

- 1 kitchen – bedroom – bathroom – carpet
- 2 bookcase – wardrobe – library – cupboard
- 3 pillow – armchair – sofa – chair
- 4 floor – door – window – garden
- 5 hospital – garage – gym – cinema

5 x 2 = 10

### 2 Find the places and complete the crossword.



4 x 2 = 8

## Grammar

### 3 Fill in the gaps with *there is* or *there are*.

- 1 \_\_\_\_\_ curtains in the bedroom.
- 2 \_\_\_\_\_ a cooker in the kitchen.
- 3 \_\_\_\_\_ two windows in the room.
- 4 \_\_\_\_\_ a table in the living room.

4 x 1 = 4

### 4 Fill in the gaps with *some* or *any*.

- 1 Are there \_\_\_\_\_ books on the desk?
- 2 There are \_\_\_\_\_ pillows on the bed.
- 3 There aren't \_\_\_\_\_ posters on the wall.
- 4 There are \_\_\_\_\_ cupboards in the kitchen.

4 x 1 = 4

### 5 Choose the correct item.

- 1 These are the **men's/mens'** hats.
- 2 The sofa is **under/opposite** the chair.
- 3 These are the **girls/girl's** dresses.
- 4 The carpet is **above/in front of** the bed.
- 5 The wardrobe is **in/near** the bed.

5 x 1 = 5

### 6 Fill in the gaps with *this*, *these*, *that*, and *those*.

- 1 \_\_\_\_\_ is a chair and \_\_\_\_\_ is a desk.
- 2 \_\_\_\_\_ are books and \_\_\_\_\_ are magazines.
- 3 \_\_\_\_\_ is a guitar and \_\_\_\_\_ are glasses.
- 4 \_\_\_\_\_ are shoes and \_\_\_\_\_ is a cap.

4 x 2 = 8

## Everyday English

### 7 Complete the dialogue with:

- It's great!
- Is there a balcony?
- What's your new house like?
- What's your room like?

A Hi, Paul! 1) \_\_\_\_\_

B Hi, Jessie! 2) \_\_\_\_\_

It's got a kitchen, a living room and a bathroom downstairs, and two bedrooms and a bathroom upstairs.

A 3) \_\_\_\_\_

B It's not very big. There's a bed, a desk and a chair.

A 4) \_\_\_\_\_

B Yes, there is.

4 x 3 = 12

## Reading

- 8 Read the text and answer the questions in your notebook.

### Independence Palace



Independence Palace, or Reunification Palace, is a beautiful palace in Ho Chi Minh City. The palace has got five levels with over 100 rooms. There is one ground floor, three main floors and two mezzanines. There are tunnels, a war room, a card-playing room, a casino and a telecommunications centre. There is a heliport on the roof where helicopters can land. Outside there are beautiful gardens. It is open every day from 7:30 a.m. until 4:00 p.m. The palace is close to Bến Thành Market. There, people can buy souvenirs and try amazing Vietnamese dishes.

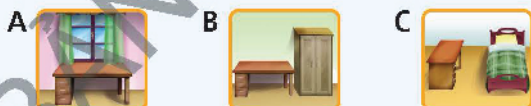
- Where is Independence Palace?
- How many levels has it got?
- What is there on the roof?
- When is it open?

4 x 5 = 20

## Listening

- 9 1.24 Listen and choose the correct answer (A, B or C).

- 1 Where's the desk?



- 2 Which floor is John's house on?

A **2nd** B **5th** C **8th**

- 3 What hasn't Kate got in her bedroom?



- 4 Where's Peter?



4 x 3 = 12

## Writing

- 10 Complete a letter to Mark about your neighbourhood (about 50 words). Write about *where it is*, *what there is/isn't in it* and *how you like it*.

Hi Mark,  
My neighbourhood is \_\_\_\_\_.  
It's got \_\_\_\_\_.  
There isn't \_\_\_\_\_.  
My neighbourhood is \_\_\_\_\_.  
What about your neighbourhood?  
Write soon.  
\_\_\_\_\_

17 points

TOTAL: 100 points

## Competences

Good ★ Very Good ★★ Excellent ★★★

### Now I can ...

#### Vocabulary

- talk about rooms, furniture & appliances in a house ★★★
- talk about places in my town ★★★
- use ordinal numbers ★★★

#### Reading

- complete sentences ★★★
- identify R/W/DS statements ★★★

#### Listening

identify key information (multiple choice questions) ★★★

#### Speaking

- give directions ★★★
- describe my house ★★★
- present my ideal house ★★★

#### Writing

- punctuate sentences ★★★
- write a letter about my house ★★★

# 2 • Every day

Mary's daily routine  
& free time

## What's in this unit?

- **Vocabulary**
  - daily routine/ free-time activities
  - the time
  - school subjects
- **Grammar**
  - linkers (*first, then, next, after (that)*)
  - Present Simple
  - adverbs of frequency
  - prepositions of time
  - question words
- **Reading**
  - *School days in the UK* (article – identifying R/W/DS statements)
  - *Gareth Bale* (article – matching, completing sentences)
- **Listening**
  - *Miguel's timetable* (gap fill)
- **Speaking**
  - describing your daily routine
  - making invitations – accepting/refusing
- **Writing**
  - your school timetable for Monday
  - an email about your daily routine
- **CLIL (Citizenship):** Green Neighbourhoods
- **Culture Spot:** UK most popular sport
- **Values:** Cooperation

### IN THE MORNING 12:00 a.m. – 12:00 noon



get up



take a shower

### AT NOON 12:00 p.m.



have lunch

### IN THE AFTERNOON 12:00 noon – 6:00 p.m.



finish school

### IN THE EVENING 6:00 p.m. – 12:00 a.m.



have dinner



watch TV

## Note!

In English, we can use the 12-hour clock or the 24-hour clock when writing. We normally use the 12-hour clock when speaking, e.g. *It's 6:00 p.m.* NOT: *It's 18:00.*

## Vocabulary

Daily routine/Free-time activities

- 1 🔊 2.1 Look at the pictures. Listen and repeat.



3

have breakfast



4

brush my teeth



5

walk to school



8

come back home



9

do my homework



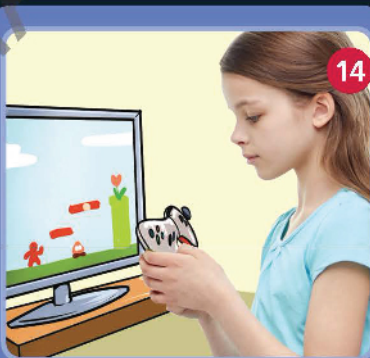
10

go to basketball practice



13

watch videos online



14

play video games



15

go to bed

**Note!****Linkers**

We use *first*, *then*, *next*, *after (that)* to show sequence of events.

**Speaking**

- 2 Imagine you are Mary. Use phrases from Exercise 1 to tell the class about your morning/afternoon/evening routine on Mondays.

In the morning, I get up and take a shower. Then, I ...

# 2a • Reading



## School days in the UK

Michael gets up at 7:30 a.m. and has his breakfast. His best friend, Ben, lives next door, so they walk to school together. They are in the same class at Greenwood Primary School. There are 30 students in their class. All students wear a school uniform.

The students have registration at 8:45 a.m. and lessons start at 9:00 a.m. There is a short break at 10:30 a.m. and a lunch break at 12:30 p.m. Michael brings a packed lunch from home, but Ben buys a hot school dinner from the canteen.

In the afternoon, there are lessons again from 1:15 p.m. to 3:40 p.m. When school finishes, Michael and Ben have football practice because they play for the school team. At 4:30 p.m., Michael and Ben walk back home.

Michael takes a shower and does his homework. He has dinner at 7:00 p.m. with his family. Then, he chats online. He goes to bed at 9:30 p.m.

### Note!

School dinners are hot meals schools make. We call them 'dinner' though people eat them at lunchtime.

### Reading

1 Michael and Ben are friends. What is a typical school day of theirs?

2.2 Listen and read to find out.

2 Read the text and decide if the sentences are **R (right)**, **W (wrong)** or **DS (doesn't say)**.

- 1 Michael and Ben walk to school together.
- 2 There are three breaks in a school day.
- 3 Ben likes the food from the canteen.
- 4 Michael and Ben aren't good at football.
- 5 Michael has a big family.

☐  
☐  
☐  
☐  
☐

### Speaking

3 Read the text again and say what Michael's daily routine is. Use *first*, *then*, *next* and *after (that)* to tell the class.

Michael gets up at 7:30 a.m. First, he has his breakfast, then he walks to school.

# Reading • 2a

## Note!

We use falling intonation in *wh*-questions. e.g. *What time is it?*

## Vocabulary

### The time

- 4 2.3 Listen and repeat. Then ask and answer.

A: What time is it?

B: It's \_\_\_\_\_.



- 3 twenty past five



- 4 half past five



- 1 five o'clock



- 2 (a) quarter past five



- 5 twenty to six



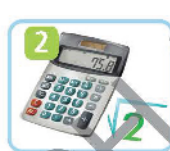
- 6 (a) quarter to six

### School subjects

- 5 2.4 Listen and repeat. What are your favourite school subjects?



English



Maths



Science



Art



Physical Education (PE)



Geography



History



Music

What are your favourite school activities?

- play basketball
- do computer-based activities
- play music
- draw
- do crafts
- sing songs, etc.

Tell your partner.

## Listening & Writing

- 6 2.5 Listen to Tony talking about his school timetable for Monday and complete the gaps (1-4).

	Monday	Room
8:30 - 9:30	Maths	R10
9:30 - 10:30	1)	R12
10:30 - 10:45	Break	
10:45 - 11:45	2)	R8
11:45 - 12:45	PE	
12:45 - 1:30	Lunch Break	
1:30 - 2:30	3)	R7
2:30 - 3:30	4)	R5

- 7 **Think** Write your school timetable for Monday. Compare it to Tony's.

Tony has Maths from 8:30 to 9:30. I have Science from 8:20 to 9:20.

# 2b • Grammar

## Note!

We use the Present Simple for **habits/routines**, e.g. **I go to school at 8:00 a.m.**  
Time adverbs/phrases used with the **Present Simple**: *usually, often, every day/week, etc.*

## Present Simple (affirmative)

singular	affirmative	
	I/ You	play
plural	He/ She/ It	plays
	We/ You/ They	play



## Spelling Rules

- 3rd person singular
- verbs + -s  
I eat – he **eats**, I like – he **likes**
  - verbs ending in -ss/ -sh/ -ch/ -x/ -o + -es  
I go – he **goes**, I push – he **pushes**
  - verbs ending in consonant + -y: ~~-y~~ → -ies  
I cry – he **cries**, BUT verbs ending in vowel + -y + -s  
I enjoy – he **enjoys**

- 1 a) Read the theory box. Write the third-person singular of the verbs in brackets.

	/s/	/z/	/ɪz/
1 (write) <u>writes</u>	✓		
2 (walk) _____			
3 (watch) _____			
4 (buy) _____			

	/s/	/z/	/ɪz/
5 (eat) _____			
6 (do) _____			
7 (try) _____			
8 (finish) _____			

- b) 2.6 Listen and tick (✓) the correct box. Then repeat.

- 2 Put the verbs in brackets into the **Present Simple**.

- He \_\_\_\_\_ (have) dinner at 8:00.
- Ann \_\_\_\_\_ (catch) the bus to school at 7:30 a.m.
- Mary \_\_\_\_\_ (reach) school at 8:00 a.m.
- Eric \_\_\_\_\_ (do) his homework in the afternoon.
- Kate \_\_\_\_\_ (enjoy) her lessons.
- Bob \_\_\_\_\_ (wash) his dog every Friday.

- 3 Complete the text with the verbs in the list in the correct form of the **Present Simple**.

• chat • finish • eat • get up • go (x2) • have • watch • walk

Hà 1) \_\_\_\_\_ at 7:00 every morning. She 2) \_\_\_\_\_ breakfast and then she and her friend Hồng 3) \_\_\_\_\_ to school. They 4) \_\_\_\_\_ school at 4:30 and then Hà 5) \_\_\_\_\_ to basketball practice. In the evening, she 6) \_\_\_\_\_ TV or she 7) \_\_\_\_\_ with her friends online after she 8) \_\_\_\_\_ dinner. Hà 9) \_\_\_\_\_ to bed at 10:00.

## Present Simple (negative)

		full form	short form
singular	I/ You	do not like	don't like
	He/ She/ It	does not like	doesn't like
plural	We/ You/ They	do not like	don't like



4 Read the table. Complete the sentences using the verbs in the list in the negative form.

• go • have • ~~like~~ • start • prepare

- Chris doesn't like Music.
- They \_\_\_\_\_ dinner at 4:00 p.m.
- Lessons \_\_\_\_\_ at 8:00 p.m.
- He \_\_\_\_\_ to school on Saturdays.
- My mum \_\_\_\_\_ lunch for us. We have lunch at school.

5 What do/don't you do on Sundays? Use the phrases in the list to write sentences. Tell your partner.

• ~~have breakfast at 8:00~~ • have lunch with my family at 12:00  
 • prepare dinner • eat at a restaurant • go to the cinema  
 • play football in the park • meet my friends

On Sundays, I don't have breakfast at 8:00. I have breakfast at 9:00.

## Prepositions of time (at, on, in)

at	on	in
time: <b>at</b> 7 o'clock holidays: <b>at</b> Easter, <b>at</b> Christmas in the expressions: <b>at</b> noon, <b>at</b> the weekend, <b>at</b> night	days: <b>on</b> Monday, <b>on</b> New Year's Day dates: <b>on</b> 2nd August part of a particular day: <b>on</b> Friday night	months: <b>in</b> January seasons: <b>in</b> the winter/ spring/ summer/ autumn in the expressions: <b>in</b> the morning/ afternoon/ evening, <b>in</b> an hour, <b>in</b> a minute, <b>in</b> a week/ month/ year/ few days

6 Fill in the gaps with *at*, *on* or *in*.

- He doesn't get up \_\_\_\_\_ 8:00 \_\_\_\_\_ the morning.
- I haven't got a music lesson \_\_\_\_\_ Thursdays.
- We can meet \_\_\_\_\_ the afternoon.
- We don't visit our grandparents \_\_\_\_\_ Sunday mornings.
- The children finish lessons \_\_\_\_\_ 3:00 p.m.

# 2C • Vocabulary

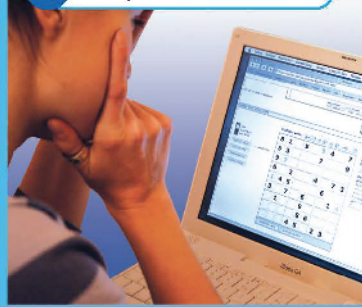
## Free-time activities

1  2.7 Listen and repeat.

1 listen to music



2 do puzzles online



3 chat online



4 hang out with friends



5 play board games



6 do jigsaw puzzles



7 go to the theatre



8 go bowling



9 watch a film



10 go skateboarding



11 go to the mall



12 go to the amusement park



### Note!

We use **-ing** form after the verbs *like*, *love*, *don't like*, *hate*, e.g. **I like listening to music.**

2




Which of the activities in Exercise 1 do you *like/love/not like/hate* doing in your free time? Tell your partner. You can use your own ideas as well.

In my free time I like chatting online and hanging out with my friends. I don't like going to the mall. I hate playing board games.

# Everyday English • 2d

## Making invitations – Accepting/Refusing

- 1  Complete the dialogue. Use the sentences (A-E).

**Helen** Hi, Nat!

**Nat** 1) \_\_\_\_\_

**Helen** I'm OK. And you?

**Nat** 2) \_\_\_\_\_

**Helen** I think so. Why?

**Nat** 3) \_\_\_\_\_

**Helen** Sure. I'd love to. What time?

**Nat** 4) \_\_\_\_\_

**Helen** Sorry, I can't make it at 4:00. I have football practice at school until 5:00.

**Nat** 5) \_\_\_\_\_

**Helen** 5:30 is fine. See you!



- A Can we go to the mall?  
B Let's meet at 4 o'clock.  
C How about 5:30 then?  
D I'm fine, thanks. Hey, are you free this afternoon?  
E Hi, Helen. How are you?

- 2   2.8 Listen and check. Act out the dialogue in pairs.

- 3  Complete the exchanges with the sentences below.

• Is 3:00 OK with you? • I can't make it. • How about 7:00 then? • I'd love to.

1 A: Is 3:00 OK with you? \_\_\_\_\_

B: Yes, that's fine with me.

2 A: Let's go to the park. \_\_\_\_\_

B: Sure. \_\_\_\_\_

3 A: Would you like to meet this Saturday? \_\_\_\_\_

B: Sorry. \_\_\_\_\_


4 A: \_\_\_\_\_

B: I'm afraid I can't.


### Study skills

#### Speaking

Practise pronouncing words/phrases in English. This can help you improve your speaking skill.

- 4  You want to go to the cinema this Saturday with your friend. Act out a dialogue similar to the one in Exercise 1. Mind the sentence stress.

### Pronunciation **th** /θ/ /ð/

-  2.9 Listen and tick (✓). Listen again and repeat.

	/θ/	/ð/
three		
that		

	/θ/	/ð/
then		
thanks		

	/θ/	/ð/
think		
there		

## Note!

Adverbs of frequency show how often we do something. We put them after the verb **to be** but before the main verb.

## Adverbs of frequency

### My daily routine

100%



I **always** get up early.

I **usually** walk to school.

I **often** go to the gym.

I **sometimes** chat online in the evening.

I **never** go to bed late.

0%

I **always** have breakfast in the morning.

### 1 Read the theory box. Then write the correct adverb of frequency.

- John \_\_\_\_\_ (100%) walks to school.
- Helen \_\_\_\_\_ (~25%) watches TV in the evening.
- They \_\_\_\_\_ (~50%) do their homework after lunch.
- He is \_\_\_\_\_ (0%) late for school.
- My dad \_\_\_\_\_ (~75%) has lunch at work.

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

- always/ early/ is/ for work/ He \_\_\_\_\_
- She/ late/ sometimes/ is \_\_\_\_\_
- shower/ He/ in the evening/ usually/ takes/ a \_\_\_\_\_
- on Sundays/ They/ go/ often/ to the park \_\_\_\_\_

### 3

Put a tick (✓) in the correct box. Then tell your partner.

	always	usually	often	sometimes	never
7:00 a.m. get up		✓			
8:00 a.m. leave for school					
1:30 p.m. have lunch					
5:00 p.m. do homework					
7:00 p.m. have dinner					
9:30 p.m. go to bed					

I usually get up at 7:00 a.m.

### 4 Think Imagine your friend is a famous person. What is his/her daily routine like?

Steve is a famous actor. He **never** gets up early. He **always** has a big breakfast.

## Present Simple

(interrogative & short answers)

	interrogative	short answers
singular	Do I/ you work?	Yes, I/ you do. No, I/ you don't.
	Does he/ she/ it work?	Yes, he/ she/ it does. No, he/ she/ it doesn't.
plural	Do we/ you/ they work?	Yes, we/ you/ they do. No, we/ you/ they don't.



### Note!

In English, when we give a short answer to a **Yes/No** question, we use the auxiliary verb **do/does**  
e.g. **Do you like Maths?**  
**Yes, I do.**  
**No, I don't.**  
(NOT: ~~Yes, I like.~~  
~~No, I don't like.~~)

We use rising intonation in **Yes/No** questions  
e.g. **Do you walk to school?**

5 Read the table. Choose the correct item. Then complete the answers.

- 1 Do/Does you eat lunch at school? Yes, \_\_\_\_\_.
- 2 Do/Does your friends have dinner at 7:00 p.m.? No, \_\_\_\_\_.
- 3 Do/Does Mary drive to work? Yes, \_\_\_\_\_.
- 4 Do/Does he have a shower in the morning? No, \_\_\_\_\_.
- 5 Do/Does you and your friends play tennis? No, \_\_\_\_\_.

6 Form questions, then answer them.

- 1 Mario / like Art? (No)  
A: "Does Mario like Art?" B: "No, he doesn't."
- 2 Sandra / have Maths on Mondays? (Yes)
- 3 you / watch TV after dinner? (No)
- 4 they / have lunch at home? (Yes)

7 Fill in the gaps with the **Present Simple** of these verbs: *finish, work, have, not/go, you/get up, watch, you/do, make, play and listen*. Then answer the questions.



Hi Joshua!

How are you? What time 1) \_\_\_\_\_ in the morning? I get up at 7:30 and my mum 2) \_\_\_\_\_ breakfast for me and my sister, Karen. Karen is 21 and she 3) \_\_\_\_\_ to school. She 4) \_\_\_\_\_ in a bank. I go to school and my lessons 5) \_\_\_\_\_ at 3:00. After that I 6) \_\_\_\_\_ football in the park with my friends. Then, I do my homework. In the evening, I 7) \_\_\_\_\_ to music and my sister 8) \_\_\_\_\_ TV. We usually 9) \_\_\_\_\_ dinner with our parents at 8:00. What 10) \_\_\_\_\_ every day?

Write back.

Paul

- 1 Does Paul get up at 8:00?  
**No, he doesn't. He gets up at 7:30.**
- 2 Does Karen work in a bank?
- 3 Do Paul's lessons finish at 3:00?
- 4 Do Paul and Karen have dinner at 9:00?



## Fact File

Nickname: The Welsh Wizard  
Date of birth: 16th July, 1989  
Place of birth: Cardiff, Wales

# Gareth Bale



Gareth Bale is a great footballer. He usually **gets up** early at 7:00 a.m. and **goes** to the gym. After that, he takes a shower and then he eats breakfast. At 9:00 a.m., Gareth goes to football practice. Gareth always has a lunch break at about half past one and then continues training. He has Spanish lessons twice a week.

On the field, Gareth often scores goals. His nickname is 'the Welsh Wizard'. Gareth is tall and runs very fast.

When Gareth doesn't have training or a match, he plays computer games and watches DVDs or sports matches on TV. He plays golf, too. He also helps different charities that help children. His family is very important to him and he likes spending time with them.

- nickname • training • twice
- field • wizard • charity

## Reading

1 Look at the picture. Say three things you think Gareth Bale does every day.

2.10 Listen, read and check.

2 Read the text. Match phrases (1-3) to phrases (a-c) to make sentences.

- |                 |   |   |               |
|-----------------|---|---|---------------|
| Gareth Bale is  | 1 | a | very fast.    |
| His birthday is | 2 | b | a footballer. |
| Gareth runs     | 3 | c | on 16th July. |

3 Complete the sentences.

- 1 Gareth goes to football practice \_\_\_\_\_
- 2 People call him \_\_\_\_\_
- 3 In his free time, he \_\_\_\_\_
- 4 He likes spending time \_\_\_\_\_



## Culture Spot

Football is very popular in Vietnam.



What is the most popular sport in the UK?



## Note!

### Question words

**Whose** ball is this? Mark's.  
(possession)

**Who** is he? He's my best friend.  
(people)

**What** is his surname?  
Harris. (specific information)

**How** old is he? 12. (age)

**Where** does he come from?  
New York. (place)

**When** is his birthday?  
2nd August. (time)

**Which** school does he go to,  
Aston or Briggles?

Aston. (choice between two alternatives) BUT

**How** does he go to school?  
By bus. (manner)

We use falling intonation in  
wh- questions.

e.g.  
**What's** his favourite sport?

## Vocabulary

### Free-time activities

4 Complete the sentences with *goes, have, plays, helps* or *spend*.

- 1 My dad \_\_\_\_\_ golf on Sundays.
- 2 Robin \_\_\_\_\_ to the gym in the afternoon.
- 3 At the weekend, I \_\_\_\_\_ time with my family and friends.
- 4 My mum \_\_\_\_\_ a charity for children at weekends.
- 5 I \_\_\_\_\_ piano lessons every Saturday.

## Speaking

5 In pairs, ask and answer questions based on the text. Use question words from the **Note!** box.

A: Who is Gareth Bale?

B: A great footballer. What is his nickname?

A: 'The Welsh Wizard.'

## Listening

6 2.11 Listen and complete Miguel's timetable.

### Miguel's timetable

1) _____	get up
7:30 a.m.	have breakfast
9:00 a.m.	have football 2) _____
3) _____	have lunch
2:00 p.m.	play a 4) _____
6:30 p.m.	have dinner
5) _____	go to bed



## Writing (an email about your daily routine)

### Opening/Closing remarks

Thanks for the email.  
How are things?  
Hope you are OK.

...  
Have to go now. Talk  
to you later.

7 Imagine you are Miguel. Complete an email to your English e-friend Jack about your daily routine (about 50-60 words). You can use phrases from the box to start/end your email.

Hi Jack,  
How are things? Here's my daily routine. In the morning, I \_\_\_\_\_.  
After lunch, we \_\_\_\_\_. It's very tiring, but it's really great here!  
Write back soon.  
Miguel

# 2 • CLIL (Citizenship)

## Reading

- 1 Look at the announcement. What does it advertise? What events are taking place?

 2.12 Listen and read to find out.

**BE PART OF**

# GREEN

## NEIGHBOURHOOD SATURDAY

on 28<sup>th</sup> June



Hambley Town Council is organising events all over town to raise awareness about the environmental problems in our neighbourhoods. There's lots to see and do, so join in, and help make your neighbourhood green!

- Help plant trees for a new 'green space' behind the town library. Let's create a relaxing place where everyone can enjoy Mother Nature!

**Other ways to help**

- **Drop off** all your old electrical items at the town hall.
- Organise a neighbourhood clean-up day and **pick up** litter on your street.
- **Cut down on** air pollution by leaving your car at home and walking or cycling. Let the neighbourhoods breathe easy for a day!

And don't forget that going green isn't just for a day, it's a way of life.





For more information, visit the council's website.


- raise awareness
- breathe

### Note!

**Phrasal verbs** consist of a verb and a preposition or an adverb. When we add the preposition or the adverb, then the meaning changes e.g. **look for** = search.

- 2 Think of another title for the announcement.
- 3 Match the phrasal verbs in bold to their synonyms in the list.
- collect • take something somewhere and leave it there • reduce
- 4 **Think** Think of one more environmental thing to do during this event.
- 5   Imagine that it is Green Neighbourhood Saturday. Make a leaflet about how to make neighbourhoods better. Display it in the classroom.


## Project Time 2

- 1  What is your ideal neighbourhood like? Think about *streets, buildings, parks, transport and facilities*. Draw a map of the area and tell the class.

**My ideal neighbourhood is a place ...**



- where everyone talks to each other
- where people feel safe on the streets
- with good schools and libraries

- 2  2.13 Listen to two people presenting their ideal neighbourhoods and make notes in your notebook. Are the features of their neighbourhoods the same as yours?

## Presentation Skills

- 3 Use your ideas in Exercise 1 to present your ideal neighbourhood to the class.

### VALUES

#### Cooperation

- 4 a) Read the statements. Which do you agree with? Which do you disagree with? Talk with your partner.

Working together ...

- |                           |                                   |
|---------------------------|-----------------------------------|
| 1 is fun.                 | 5 encourages people to talk.      |
| 2 brings people together. | 6 means everyone makes decisions. |
| 3 leads to more mistakes. | 7 makes the work easier.          |
| 4 takes more time.        |                                   |

- b)  **Think** Why should people work together? Tell the class.



# 2 • Progress Check

## Vocabulary

### 1 Underline the correct word.

- 1 He goes/gets up at 8:00.
- 2 We usually have/do lunch at 1:00.
- 3 Tom has/does his homework in the afternoon.
- 4 We walk/take back home after school.
- 5 She helps/watches a charity for children.

5 x 1 = 5

### 2 Fill in the gaps with *take, play, go, watch* and *brush*.

- 1 In the evening, I \_\_\_\_\_ video games.
- 2 We \_\_\_\_\_ TV in the afternoon.
- 3 I always \_\_\_\_\_ a shower in the morning.
- 4 We \_\_\_\_\_ our teeth in the morning.
- 5 They \_\_\_\_\_ to the gym in the evening.

5 x 1 = 5

### 3 Fill in the gaps with *amusement, hanging, puzzles, board* and *shopping*.

- 1 Ann likes playing \_\_\_\_\_ games.
- 2 He hates doing jigsaw \_\_\_\_\_.
- 3 Keith likes \_\_\_\_\_ out with his friends at weekends.
- 4 We don't like going \_\_\_\_\_ at the mall.
- 5 They love going to the \_\_\_\_\_ park every Saturday evening.

5 x 1 = 5

## Grammar

### 4 Write the third-person singular.

- 1 She \_\_\_\_\_ (work) as a teacher.
- 2 He \_\_\_\_\_ (buy) books online.
- 3 She \_\_\_\_\_ (wash) the car every Friday.
- 4 He \_\_\_\_\_ (chat) online in the evenings.
- 5 She \_\_\_\_\_ (study) English on Mondays.

5 x 1 = 5

### 5 Choose the correct item.

- 1 Does Anna live/lives in Madrid?  
No, she does/doesn't.
- 2 Paul and I don't/doesn't play tennis.
- 3 Do/Does you walk to school?  
Yes, I do/ does.
- 4 My mum tidy/tidies the house every day.
- 5 She doesn't/don't go to work on Saturdays.
- 6 He live/lives in Hanoi.

6 x 1 = 6

### 6 Put the words in the right order.

- 1 We/school/walk/to/every day/.  
\_\_\_\_\_
- 2 late/Tom/is/for school/never/.  
\_\_\_\_\_
- 3 always/We/at/dinner/8:00/have/.  
\_\_\_\_\_
- 4 evening/in/watch/They/TV/the/.  
\_\_\_\_\_
- 5 have/Mondays/We/music lessons/on/.  
\_\_\_\_\_

5 x 1 = 5

## Everyday English

### 7 Complete the dialogue with:

- Sure. • Are you free on Saturday?
- Why? • How about 3:00 then?
- Let's meet at 1 o'clock.

- A Hi Justin! 1) \_\_\_\_\_
- B I think so. 2) \_\_\_\_\_
- A Can you come to my house?
- B 3) \_\_\_\_\_ What time?
- A 4) \_\_\_\_\_
- B Sorry, I can't make it at 1:00. I have a piano lesson.
- A 5) \_\_\_\_\_
- B 3 o'clock is fine. See you there.

5 x 3 = 15

## Reading

- 8  Read the text and complete the sentences.

### School life in Vietnam

The school year in Vietnam begins in September and ends in May. Most schools in Vietnam require uniform.

Primary school lasts for five years (between first and fifth grade), and students finish it at the age of eleven.


At the end of primary school, students go to secondary school. Secondary school lasts four years (sixth to ninth grade) and students finish it at the age of fifteen. After students complete four years of secondary school, they go to high school for three years (at the age of sixteen to eighteen.)

After high school, students can either choose to go to professional training schools (vocational schools) or colleges or universities.

- 1 The school year in Vietnam starts \_\_\_\_\_.
- 2 Primary school lasts \_\_\_\_\_.
- 3 A 7-year-old Vietnamese child goes to \_\_\_\_\_.
- 4 Secondary school lasts \_\_\_\_\_.
- 5 High school is for students aged \_\_\_\_\_.
- 6 Students can choose to do professional training after they finish \_\_\_\_\_.

6 x 3 = 18

## Listening

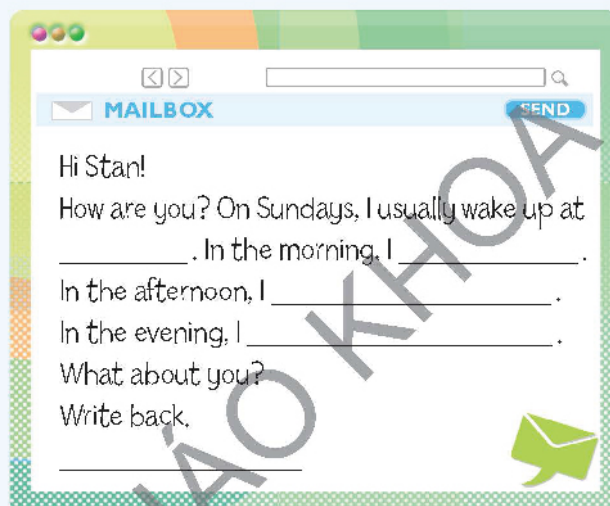
- 9  2:14 Listen and complete Aga's daily routine.

- 1) \_\_\_\_\_ : get up  
6:30: leave the house
- 2) \_\_\_\_\_ : arrive at school
- 3) \_\_\_\_\_ : school finishes
- 4) 7:30: \_\_\_\_\_
- 5) \_\_\_\_\_ : go to bed

5 x 3 = 15

## Writing

- 10  Complete an email to your English friend, Stan, about what you do on Sundays (about 50-60 words).



MAILBOX

Hi Stan!

How are you? On Sundays, I usually wake up at \_\_\_\_\_.

In the morning, I \_\_\_\_\_.

In the afternoon, I \_\_\_\_\_.

In the evening, I \_\_\_\_\_.

What about you?

Write back.

21 points

TOTAL: 100 points

## Competences

Good ★ Very Good ★★ Excellent ★★★

### Now I can ...

#### Vocabulary

- talk about daily routine & free-time activities ★★★
- tell the time ★★★
- talk about school subjects ★★★

#### Reading

- identify R/W/DS statements ★★★
- match phrases to make complete sentences ★★★
- complete sentences ★★★

#### Listening

listen for specific information (gap fill) ★★★

#### Speaking

- describe a person's daily routine ★★★
- make invitations – accept/refuse ★★★

#### Writing

- write my school timetable for Monday ★★★
- write an email about my daily routine (opening – closing remarks) ★★★

# 3 • All about food



## What's in this unit?

- **Vocabulary**
  - food & drinks
  - food preparation
  - cooking tools
- **Grammar**
  - *love/hate* + -ing form
  - countable/uncountable nouns
  - partitives
  - quantifiers
  - comparisons
- **Reading**
  - *What's your favourite food?* (article – multiple choice)
  - *Street food around the world* (article – identifying R/W/DS statements, answering questions)
- **Listening**
  - dialogues (multiple choice)
- **Speaking**
  - expressing likes/dislikes
  - giving instructions
- **Writing**
  - a short text about your favourite food
  - a blog entry about street food in your country
- **CLIL (Food Technology):** The Eatwell Guide
- **Culture Spot:** British most popular dish
- **Values:** Healthy eating habits



## Vocabulary

### Food & Drinks

1

a) Label the pictures.

- biscuits • pasta • fruit juice • meat • cucumbers • strawberries
- salt

b) 2.15 Listen and check, then repeat. Say the words in your language.

2



List the food/drinks under the headings: *Grain – Vegetables – Fruit – Dairy products – Animal products – Others*



### Note!

We use **-ing** form after *love*, *like*, *hate*.

## Speaking

Expressing likes/dislikes

**3** Use the keys to talk about your likes/dislikes as in the example.



I love



I quite like



I hate



I really like



I don't like ... (very much)

I love eating cereal and eggs. I really like drinking milk. I quite like eating fish. I don't like eating yoghurt very much. I hate drinking coffee.

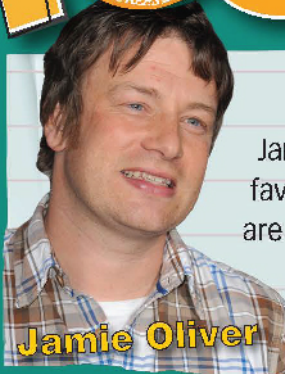
# 3a • Reading



What's your favourite

# FOOD?

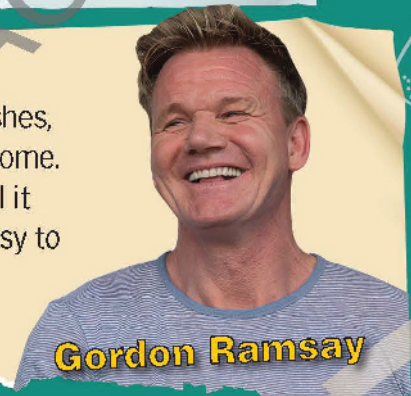
We love watching TV chefs prepare our favourite dishes, but what are THEIR favourite foods?



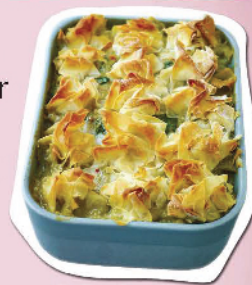
Jamie likes all kinds of food, but his favourites are bread and pasta. They are healthy and tasty. He doesn't like unhealthy sugary drinks.



Gordon is famous for his difficult dishes, but he enjoys eating simple food at home. A meal of fish with vegetables is all it takes to make Gordon happy! It's easy to make and tastes great.



Lorraine knows all about healthy eating. She writes books about it. People love her special recipes! Her favourite meal is one of them: Thai fish pie. It's British fish pie with flavours from Thailand. It's healthy and delicious!



- meal
- recipe
- pie
- flavour

## Reading

- Who are the people in the photos? Who is famous for his/her difficult recipes?  
 2.16 Listen and read to find out.
- For questions (1-3), choose the best answer (A, B or C).
  - Jamie Oliver doesn't like \_\_\_\_\_.  
 A pasta                      B bread                      C sugary drinks
  - At home, Gordon Ramsay likes \_\_\_\_\_.  
 A fish with vegetables    B difficult dishes    C unhealthy food
  - Lorraine writes books about \_\_\_\_\_.  
 A healthy eating    B Thai food    C British pies

## Vocabulary

### Food

3 Complete the sentences with *flavour, pies, meal, chef, drinks or recipe*.

- 1 I always use my grandma's \_\_\_\_\_ when I make lemon cake.
- 2 Chocolate is my favourite \_\_\_\_\_ of ice cream.
- 3 My mum makes excellent apple \_\_\_\_\_.
- 4 Jamie Oliver is a famous \_\_\_\_\_; his dishes are excellent.
- 5 I don't like sugary \_\_\_\_\_. They are unhealthy.
- 6 Fish and chips is a British \_\_\_\_\_.

4 Match the highlighted words in the texts to their opposites below.

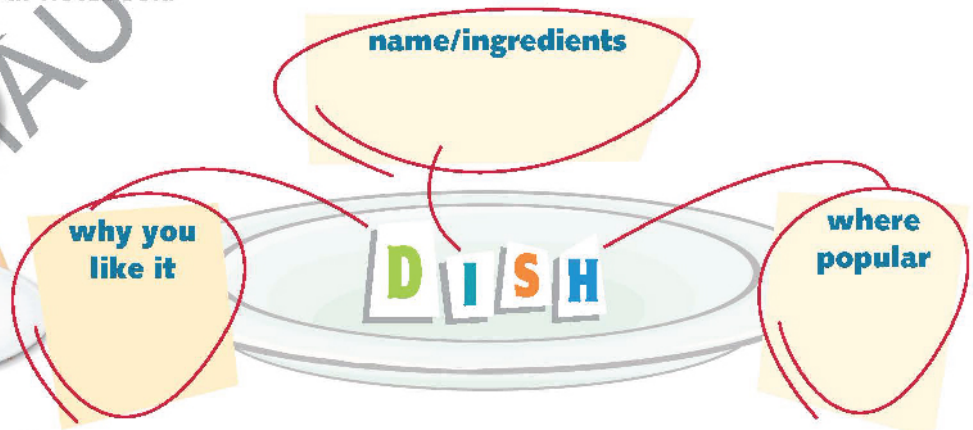
- |            |    |       |             |    |       |
|------------|----|-------|-------------|----|-------|
| 1 easy     | >< | _____ | 3 unhealthy | >< | _____ |
| 2 ordinary | >< | _____ | 4 sad       | >< | _____ |

## Speaking

5 **Think** Which chef do you like the most? Why?

## Writing (a short text about your favourite dish)

6 a) Think of your favourite dish. Copy and complete the spidergram in your notebook.



b) Use your notes in Exercise 6a to complete a short text about your favourite dish for a cookery magazine (about 50 words).

## Special Dishes

\_\_\_\_\_ is a dish with \_\_\_\_\_.  
It's a popular dish in \_\_\_\_\_. I like it because it's \_\_\_\_\_.

# 3b Grammar

## Note!

- **Countable nouns** are nouns we can count. They have singular and plural forms e.g. **an apple** – **two/some apples**.
- **Uncountable nouns** are nouns we cannot count. They usually have singular forms, e.g. **some milk** – NOT: ~~milks~~. These nouns include: food (**cheese, meat, flour, sugar, salt**, etc.), liquid (**coffee, tea, water**, etc.)

## Countable/Uncountable nouns a/an, some/any

	Countable	
	singular	plural
<b>affirmative</b>	There's <b>an</b> onion.	There <b>are</b> <b>some</b> onions.
<b>negative</b>	There <b>isn't</b> a cucumber.	There <b>aren't</b> <b>any</b> cucumbers.
<b>interrogative</b>	Is there <b>an</b> egg?	<b>Are</b> there <b>any</b> eggs?
	Uncountable	
	singular	
<b>affirmative</b>	There's <b>some</b> cheese.	
<b>negative</b>	There <b>isn't</b> <b>any</b> flour.	
<b>interrogative</b>	Is there <b>any</b> butter?	

We can use **some** in interrogative sentences to make offers and requests. **Would you like some milk?** (offer)  
**Can I have some tea, please?** (request)

We need to buy **some** apples and **a** bottle of milk.

Let's go to the supermarket.

- Read the theory box and the note. How do we use **a/an, some, any**?
- Decide if the nouns below are **C** (Countable) or **U** (Uncountable). Write the plural form of the countable nouns.

- |                                  |                      |
|----------------------------------|----------------------|
| 1 apple → <u>C</u> <u>apples</u> | 6 meat → _____       |
| 2 coffee → _____                 | 7 carrot → _____     |
| 3 water → _____                  | 8 lemon → _____      |
| 4 rice → _____                   | 9 strawberry → _____ |
| 5 burger → _____                 | 10 salt → _____      |

- Choose the correct word.

- |   |  |
|---|--|
| 1 Is there <b>some/any</b> sugar?         | 4 I need <b>some/any</b> milk for my cereal. |
| 2 There isn't <b>some/any</b> flour left. | 5 There's <b>a/an</b> apple on the table.    |
| 3 Would you like <b>a/an</b> biscuit?     | 6 Can I have <b>some/any</b> chips, please?  |

## Partitives

Here are some phrases of partitives:

a bag of cherries



a bar of chocolate



a bottle of mustard



a bowl of cereal



a can of cola



a carton of milk



a cup of tea



a glass of water



a jar of jelly beans



a loaf of bread



a packet of biscuits



a piece of pizza



4 Read the table on page 56. Match the two columns.

a bar of	1	a crisps	a
a packet of	2	juice	b
a can of	3	chocolate	c
a carton of	4	soda	d
a loaf of	5	water	e
a jar of	6	jam	f
a bottle of	7	bread	g

I want to make a cake. How much flour have we got?

## Quantifiers

### Countable nouns

How many biscuits are there?

There are **too many** biscuits.

There are **a lot of/ lots of** biscuits.

There are **some/ a few** biscuits.

There are **(very) few/ not many** biscuits.

There **aren't any/ are no** biscuits.



### Uncountable nouns

How much milk is there?

There is **too much** milk.

There is **a lot of/ lots of** milk.

There is **some/ a little** milk.

There is **(very) little/ not much** milk.

There **isn't any/ is no** milk.



5 Read the theory box. Then choose the correct word.

- There isn't **many/much** milk left.
- How **much/many** bread is in the cupboard?
- How **many/much** eggs go in the cake mix?
- He's got **a lot of/a little** sweets in his bag.
- There is **many/lots of** sugar in this ice cream.
- We haven't got **many/much** orange juice.
- There are **a few/a little** apples. Let's make an apple pie.
- There's very **few/little** butter left.

6 It's Saturday. Decide on what you need to buy from the supermarket for the week. Write your shopping list.

A: Do we need any apples?

B: No, we have got a lot of apples. We need some milk.

A: How much?

B: A carton.

# 3C • Vocabulary

## Food preparation

- 1 2.17 Listen and repeat. Say the words in your language.



## Cooking tools

- 2 2.18 Listen and repeat. Say the words in your language.



- 3 a) Match the cooking tools (1-4) to the correct phrases (a-d).

whisk 1

knife 2

grater 3

spoon 4

a) grate cheese

b) mix vegetables

c) beat eggs

d) chop, peel or slice onions

- b) Make sentences using your answers in Exercise 3a. Tell your partner.

You need a whisk to beat eggs.



# Everyday English • 3d

## Giving instructions

1  Complete the dialogue. Use the sentences (A-E).

- Nat** This cake is delicious!
- Helen** Thanks! It's my grandma's recipe.
- Nat** 1) \_\_\_\_\_
- Helen** Yes. First of all, beat the butter and sugar.  
2) \_\_\_\_\_  
Then, mix some more.
- Nat** 3) \_\_\_\_\_
- Helen** Then, use a spoon to mix in the flour, milk and baking powder, and pour it into the cake tin.  
Finally, slice the strawberries and add them to the cake tin.
- Nat** 4) \_\_\_\_\_
- Helen** For forty minutes at 220 degrees Celsius.
- Nat** 5) \_\_\_\_\_
- Helen** It really is.

### Grandma's Cake Recipe

#### Ingredients:

- 200 g sugar
- 120 g butter
- 2 eggs
- 120 ml milk
- 180 g flour
- 2 tsp baking powder
- 12 strawberries

\* g = gramme/gram(s)  
ml = millilitre(s)  
tsp = teaspoon(s)  
tbsp = tablespoon(s)



- A And then?  
B Wow, it sounds simple!  
C How long do you bake it for?  
D Is it easy to make?  
E Next, break the eggs and add them to the bowl, one at a time.

2   2.19 Listen and check. Then act out the dialogue in pairs.

3  Look at the ingredients in the recipe. Ask and answer questions as in the example.

A: How much sugar do we need?  
B: We need 200 grammes of sugar.

A: How many eggs do we need?  
B: We need 2 eggs.

4  Think of an unusual dish. Tell your partner how to make it. Act out a dialogue similar to the one in Exercise 1. Mind the sentence stress.

**CREATE AN UNUSUAL DISH!**

## Intonation

## Word stress

 2.20 Listen and underline the stressed syllables. Then listen again and repeat.

Each word below has got one stress. We only stress vowels, e.g. orange.

• apple • chicken • cereal • tomato • pepper • onion • coffee • lemon

## Comparative

	adjective	comparative
short adjectives	small	smaller (than)
	large	larger (than)
	big	bigger (than)
	tasty	tastier (than)
long adjectives	expensive	more expensive (than)

**Note:** *clever, common, friendly, narrow* form their comparative with **-er** or **more**

*friendly* – **friendlier**/ **more friendly**

**Irregular adjectives:** good → **better** (than);

bad → **worse** (than); (a) little → **less** (than);

many/ much → **more** (than)

**Special case:** a lot of → **more** (than)



### Spelling Rules

- adjectives + **-er**  
long – **longer**
- e + r**  
nice – **nicer**
- one-syllable adjectives ending in vowel + consonant → double consonant + **-er**  
thin – **thinner**
- y → -i + -ier**  
happy – **happier**

**1** Read the table. How do we form the comparative degree of short/ long adjectives? Which word do we use after an adjective in the comparative form? Are there similar structures in your language?

**2** Put the adjectives in brackets into the comparative form.

- Paul's restaurant is \_\_\_\_\_ (**busy**) than Rico's.
- Rico's is \_\_\_\_\_ (**expensive**) than Paul's.
- The waiters at Rico's are \_\_\_\_\_ (**polite**) than the ones at Paul's.
- The service at Rico's is \_\_\_\_\_ (**quick**) than at Paul's.
- Paul's is \_\_\_\_\_ (**crowded**) than Rico's.
- Rico is \_\_\_\_\_ (**friendly**) than Paul.

**3** Look at the table. Compare the cafés.

	Sam's	Ann's
busy	★★	★
expensive	★	★★
old	★	★★
big	★★	★
quiet	★	★★

Sam's is busier than Ann's.



### Game!

Say the comparative form. Then use it in a sentence.

e.g. tasty – **tastier**  
Fish is **tastier** than chicken.

## Superlative

	adjective	comparative	superlative
short adjectives	small large big tasty	smaller (than) larger (than) bigger (than) tastier (than)	the smallest (of/ in) the largest (of/ in) the biggest (of/ in) the tastiest (of/ in)
long adjectives	expensive	more expensive (than)	the most expensive (of/in)

**Note:** *clever, common, friendly, narrow* form their superlative with **-est** or **the most**  
*friendly* – **the friendliest** / **the most friendly**  
**Irregular adjectives:** good → **the best**; bad → **the worst**;  
 (a) little → **the least**; many/ much → **the most**  
**Special case:** a lot of → **the most**



- 4 Read the theory box. How do we form the superlative degree of short/long adjectives? Which words do we use with an adjective in the superlative form?

### Spelling Rules

- adjectives + **-est**  
*long – longest*
- e + st**  
*nice – nicest*
- one-syllable adjectives ending in vowel + consonant → double consonant + **-est**  
*thin – thinnest*
- y → -i + -est**  
*happy – happiest*

- 5 Write the superlative form.

- |                               |                     |
|-------------------------------|---------------------|
| 1 cheap – <i>the cheapest</i> | 5 difficult – _____ |
| 2 clever – _____              | 6 spicy – _____     |
| 3 good – _____                | 7 a lot of – _____  |
| 4 crowded – _____             | 8 a little – _____  |

- 6 Put the adjectives in brackets into the superlative form.

- Marco's is \_\_\_\_\_ (**popular**) restaurant in town.
- This is \_\_\_\_\_ (**easy**) dish ever!
- This café is \_\_\_\_\_ (**old**) in the area.
- This is \_\_\_\_\_ (**good**) place to eat Thai fish pie.
- This is \_\_\_\_\_ (**delicious**) dish on the menu.

- 7 Put the adjectives in brackets into the comparative or superlative forms.

- Mario's is \_\_\_\_\_ (**expensive**) restaurant in the area.
- Fruit juices are \_\_\_\_\_ (**healthy**) than sugary drinks.
- This cake recipe needs \_\_\_\_\_ (**many**) eggs than that one.
- Ramsay is one of \_\_\_\_\_ (**famous**) chefs in the world.
- Thai fish pie is \_\_\_\_\_ (**tasty**) meal of all.

- 8 Use the adjectives in Exercise 5 in the comparative and superlative form in sentences of your own.



## Street Food Around the World



### Fish and Chips

A very popular street food in the UK is fish and chips. Vendors take the fish (usually cod or haddock) and cover it in batter before they fry it in very hot oil. Then, they use some special paper to wrap the fish and chips. People usually put salt and vinegar on their fish and chips. It's really tasty!



### Hot Dogs

In many cities in the USA people love eating hot dogs. A hot dog is a sausage in a bun. There are hot dog carts on almost every street. The vendors usually steam the sausages, and warm the buns up in a special oven. People then put their favourite toppings on their hot dogs. Some popular toppings are mustard, ketchup, onions and relish. Many people also add some red pepper to make it spicy! Hot dogs are delicious.

- vendor • cod
- haddock
- batter • fry
- vinegar • cart
- bun • steam
- oven • relish

## Reading

1 Read the title of the text and look at the pictures. Which countries are these street foods popular in?

▶▶ 2.21 Listen and read to find out.

2 Read the text and decide if the sentences are **R (right)**, **W (wrong)** or **DS (doesn't say)**.

1 Vendors fry fish and chips in very hot oil.

☐

2 Vendors use flour and water to make batter.

☐

3 Vendors steam the buns in a cart.

☐

4 Vinegar is a popular topping for hot dogs.

☐

3 Answer the questions.

1 What fish do vendors use to make fish and chips? \_\_\_\_\_

2 What do people usually put on their fish and chips? \_\_\_\_\_

3 Where can you buy hot dogs in the USA? \_\_\_\_\_

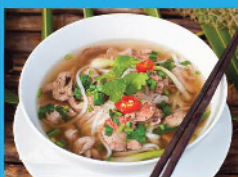
4 What do people usually put on their hot dogs? \_\_\_\_\_

4 Find **four adjectives that describe food** and **four verbs related to food preparation**. Then list all types of food in the text. Which are vegetables? fish?



### Culture Spot

**Phở** is one of the most popular dishes in Vietnam.



What is the most popular dish in the UK?



**Bánh mì** is the Vietnamese word for bread. It is also the name of a very popular street food. This Vietnamese sandwich is a baquette filled with pickled vegetables, coriander, fresh chilli, slices of pork meat and a coat of pâté. Other toppings can include egg, chicken or meatballs.

What is your favourite Vietnamese street food?

## Vocabulary

### Food

- 5 Complete the sentences with *toppings*, *steam*, *spicy* and *fry*. Which words describe cooking methods?

- 1 People \_\_\_\_\_ potatoes in oil to make chips.
- 2 My dad puts \_\_\_\_\_ like mustard and onions on his burger.
- 3 I add pepper to my soup to make it \_\_\_\_\_.
- 4 Boil the water and \_\_\_\_\_ the carrots for 15 minutes before you serve them.

## Speaking

- 6 **Think** Which of the street foods in Exercise 1 would you like to try? Why? Tell your partner.

I would like to try \_\_\_\_\_ because \_\_\_\_\_.

## Listening

### Study skills

#### Multiple choice listening

Read the questions and look at the pictures. Think of words related to them. This will help you do the task.

- 7 **2.22** Listen and choose the correct answer (A, B or C).

- 1 What's Paul's favourite food?



- 2 What does Ann want to drink?



- 3 What does Lyn need to buy?



### Study skills

#### Using a search engine

Use key words (nouns, adjectives) for your search. Do not write articles or pronouns.

## Writing (a blog entry about street food in your country)

- 8 **Think** of a popular street food in your country. Collect information under the headings: *name of street food* – *how they make it* – *what they serve with it*. Use your notes to write a blog entry about it (about 50 words).

# 3 • CLIL (Food Technology)

## The Eatwell Guide

Check out the 'Eatwell Guide' for healthy eating habits!



### Fruit & Vegetables

have got lots of vitamins. They help us stay fit and healthy.

### Beans, Fish, Meat & Eggs

give us the protein we need to grow big and strong.

### Drinks (water, fruit juice, tea)

help us stay healthy. We need six to eight glasses every day.

### Biscuits, Crisps, Cake, Sweets & Chocolate

are very unhealthy, so don't eat them often!

### Bread, Rice, Potatoes, Pasta & Cereal

give us energy to get through the day.

### Oils & Spreads

have got lots of fat, but are good for us in small amounts.

### Milk, Yoghurt, Butter & Cheese

have got lots of calcium to help our bodies grow strong bones and teeth.

- vitamin • energy
- protein • spread
- fat • calcium

## Reading

- 1 Which food do you think you should eat more, *meat* or *potatoes*?  
2.23 Listen, read and check.

- 2 Read the text again. Complete the sentences.

- 1 Fruit and vegetables have got lots of \_\_\_\_\_.
- 2 Potatoes and rice give us \_\_\_\_\_.
- 3 Meat and eggs help our body \_\_\_\_\_.
- 4 Oils are rich in \_\_\_\_\_.
- 5 We need to drink lots of water to \_\_\_\_\_.

## Writing & Speaking

- 3 Which foods/drinks do/don't you usually eat/drink from the Eatwell Guide? Tell the class.

I usually eat \_\_\_\_\_ and drink \_\_\_\_\_. I don't \_\_\_\_\_.

- 4 **Think** What is the purpose of the text: *to inform?* *to entertain?* Do you want to change anything in your diet because of the information in it?



## Project Time 3

- 1   Create a poster about Healthy Eating.

### unhealthy food/drinks



chocolate

### healthy food/drinks



fruit


## Presentation Skills

- 2 Use your poster in Exercise 1 and the information from the Eatwell Guide to give a presentation about healthy/unhealthy eating habits to the class.



## VALUES

### Healthy eating habits

- 3  Tick (✓) the sentences that are true about you.

How healthy is your diet?

- 1 I eat lots of fruit and vegetables.
- 2 I drink 6 to 8 glasses of water or juice a day.
- 3 I eat potatoes, rice or bread with every meal.
- 4 I eat beans or fish three times a week.
- 5 I have cheese, milk or yoghurt every day.
- 6 I don't drink cola.
- 7 I don't eat a lot of crisps, biscuits or chocolate.
- 8 I don't eat a lot of fast food (burgers, hot dogs, etc.).

☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐

#### Results

- 0-2 Your diet is very unhealthy.  
3-5 Your diet is healthy.  
6-8 Your diet is very healthy.

# 3 • Progress Check

## Vocabulary

### 1 Choose the correct word.

- 1 **Chop/Add** the onions with a **whisk/knife**.
- 2 **Grate/Beat** the eggs with a **grater/whisk**.
- 3 To make potato chips, **mix/peel** the potatoes and **slice/mix** them thin.

3 × 2 = 6

### 2 Circle the odd word out.

- 1 **Vegetables:** onions – rice – lettuce – cucumber
- 2 **Fruit:** cherries – strawberries – chicken – oranges
- 3 **Dairy products:** tea – milk – butter – cheese
- 4 **Grain:** bread – flour – cereal – fish

4 × 2 = 8

## Grammar

### 3 Choose the correct word.

- 1 How **much/How many** apples do we need? **Not much/Not many**.
- 2 There isn't **many/much** pasta. Can you buy a **can/packet**, please?
- 3 Can I please have **any/some** tea? A **cup/bowl** is fine.
- 4 There are **a few/a little** oranges in the fridge. We can make **some/an** orange cake.
- 5 There aren't **some/any** oranges. Let's go and buy **a little/some**.
- 6 There isn't **some/any** milk. Would you like **any/some** apple juice?
- 7 Can you please buy a **jar/loaf** of bread and two **bars/cartons** of milk?
- 8 There's **a few/a little** yoghurt. Would you like **a few/some**?

8 × 2 = 16

### 4 Put the adjectives in brackets into the comparative or superlative form.

- 1 This café is \_\_\_\_\_ **(expensive)** than that one.
- 2 The restaurant near my house is \_\_\_\_\_ **(cheap)** than Karen's.
- 3 This is \_\_\_\_\_ **(trendy)** restaurant in town.
- 4 This is \_\_\_\_\_ **(delicious)** pie of the café!
- 5 Here's \_\_\_\_\_ **(good)** place to have a juicy burger.
- 6 I find hot dogs \_\_\_\_\_ **(tasty)** than fish and chips.
- 7 Mark's is \_\_\_\_\_ **(popular)** fast food restaurant in the area.
- 8 There are \_\_\_\_\_ **(many)** dishes to choose from at Paul's than at Mike's.

8 × 1 = 8

## Reading

### 5 Read the text and answer the questions below in your notebook.



**Lunchtime in the UK**

My name's Tony and I'm 15 years old. I live in London. In my country, students usually bring a packed lunch to school or have a school dinner. Parents make packed lunches at home. They are usually a sandwich and some fruits. School dinners are hot meals the school makes. We call them 'dinner' even though lunchtime is in the middle of the day. They usually cost £2 a day.

School dinners are very healthy in the UK. Children get fruit and vegetables in every meal, rice or potatoes or pasta and chicken or fish.

- 1 Where is Tony from?
- 2 What is a packed lunch?
- 3 What is a school dinner?
- 4 How much does a school dinner cost?
- 5 What food is usually in a school dinner?

5 × 4 = 20

## Everyday English

- 6 Read the recipe. Complete the questions with *How much* or *How many*. Then answer them.



- A: \_\_\_\_\_ eggs do we need?  
B: We need \_\_\_\_\_.
- A: \_\_\_\_\_ milk do we need?  
B: We need \_\_\_\_\_.
- A: \_\_\_\_\_ tomatoes do we need?  
B: We need \_\_\_\_\_.
- A: \_\_\_\_\_ cheese do we need?  
B: We need \_\_\_\_\_.

4 x 3 = 12

## Listening

- 7 2.24 Listen and choose the correct answer (A, B or C).

- 1 What is Mary's favourite food?



- 2 What does Tony want to eat?



- 3 What do they order?



- 4 What is Anna's favourite food?



4 x 3 = 12

## Writing

- 8 Complete a blog entry about your favourite meal (about 50 words).

18 points

TOTAL: 100 points

## Competences

Good ★ Very Good ★★ Excellent ★★★

### Now I can ...

#### Vocabulary

- talk about food & drinks ★★★
- talk about food preparation & cooking methods ★★★
- talk about cooking tools ★★★

#### Reading

- do a multiple choice task ★★★
- identify RW/DS statements ★★★
- answer comprehension questions ★★★
- complete sentences ★★★

#### Listening

listen for key information (multiple choice)  
★★★

#### Speaking

- express likes/dislikes ★★★
- give instructions ★★★

#### Writing

- write a short text about my favourite food ★★★
- write a blog entry about street food in my country ★★★

# Review (Units 1-3)

## Vocabulary

### 1 Choose the most appropriate option.

- 1 I \_\_\_\_\_ back home from school at 4 o'clock.  
A have      B finish      C come
- 2 Do you \_\_\_\_\_ out with your friends at the weekend?  
A chat      B play      C hang
- 3 Fry the eggs in this frying \_\_\_\_\_.  
A pan      B tin      C bowl
- 4 My house has got a chimney on the \_\_\_\_\_.  
A sofa      B garden      C roof
- 5 You can watch a film at the \_\_\_\_\_.  
A theatre      B cinema      C library
- 6 He likes \_\_\_\_\_ jigsaw puzzles.  
A watching      B playing      C doing
- 7 I keep all my clothes in my \_\_\_\_\_.  
A wardrobe      B bookcase      C sink
- 8 Can you \_\_\_\_\_ some salt to the soup?  
A mix      B beat      C add
- 9 She \_\_\_\_\_ a shower in the evening.  
A takes      B gets      C does
- 10 Put the milk in the \_\_\_\_\_.  
A cupboard      B fridge      C cooker
- 11 Ron's favourite subject is \_\_\_\_\_. He loves football.  
A Science      B Maths      C PE
- 12 We \_\_\_\_\_ potatoes in oil to make chips.  
A fry      B steam      C peel
- 13 There are pink \_\_\_\_\_ on her bedroom window.  
A carpets      B curtains      C pillows
- 14 Katie can't eat dairy products like yoghurt and \_\_\_\_\_.  
A cheese      B flour      C eggs
- 15 Use a \_\_\_\_\_ to chop the onions.  
A grater      B knife      C spoon

- 16 I like learning about other countries in my \_\_\_\_\_ lessons.  
A Geography      B English      C History
- 17 Please don't sit on the \_\_\_\_\_, Kevin!  
A coffee table      B armchair      C sofa
- 18 Let's go to the amusement tomorrow.  
A mall      B store      C park
- 19 Rice is a \_\_\_\_\_.  
A grain      B vegetable      C spread
- 20 Is there a lamp on your \_\_\_\_\_?  
A washbasin      B desk      C bed

## Grammar

### 2 Choose the most appropriate option.

- 1 How \_\_\_\_\_ bread have we got?  
A much      B lot      C many
- 2 There are \_\_\_\_\_ in the garden.  
A flys      B flyes      C flies
- 3 Her birthday is \_\_\_\_\_ June.  
A on      B in      C at
- 4 The \_\_\_\_\_ bedrooms are upstairs.  
A girls'      B girls      C girl's
- 5 \_\_\_\_\_ he get up at 7:30?  
A Do      B Does      C Is
- 6 This is the \_\_\_\_\_ popular shop.  
A more      B —      C most
- 7 \_\_\_\_\_, I take a shower. Then, I have breakfast.  
A Next      B After      C First
- 8 We always \_\_\_\_\_ dinner at 8 o'clock.  
A eats      B eat      C eating
- 9 There aren't \_\_\_\_\_ books on my desk.  
A a      B some      C any
- 10 Ben \_\_\_\_\_ tired because he stays up late.  
A often is      B is often      C often

- 11 " \_\_\_\_\_ is she?" "She's my cousin."  
A Who      B Whose      C How
- 12 There \_\_\_\_\_ a bookcase in our living room.  
A am      B are      C is
- 13 I \_\_\_\_\_ like Maths. It's difficult.  
A don't      B doesn't      C not
- 14 Is \_\_\_\_\_ your bike over there by the tree?  
A this      B that      C those
- 15 The poster is \_\_\_\_\_ the wall above my bed.  
A in front of      B on      C in
- 16 They \_\_\_\_\_ on Bristol Road.  
A lives      B are live      C live
- 17 Let's buy a \_\_\_\_\_ of milk.  
A jar      B carton      C can
- 18 \_\_\_\_\_ you play video games every day?  
A Does      B Doing      C Do
- 19 Our new house is \_\_\_\_\_ than our old one.  
A biggest      B more big      C bigger
- 20 Lucy doesn't \_\_\_\_\_ to bed after 10 o'clock.  
A go      B goes      C going


## Listening

- 3  2.25 Listen and complete Lisa's timetable for Saturday.

### Lisa's timetable

1) _____	get up and have breakfast
10:00 a.m.	2) _____ practice
3) _____	have lunch with family
3:00 p.m.	go to the 4) _____ with Kelly
7:30 p.m.	meet 5) _____ for pizza at Marco's

## Reading

- 4  Read the text and decide if the sentences are **R (right)**, **W (wrong)** or **DS (doesn't say)**.

Hi Nam!

My name is Luke and I'm happy to be your new e-friend! I'm 11 years old and I live in London in the UK. I go to Maxwell Secondary School. My favourite subjects are Geography and History. I don't like Art because I'm not good at drawing!

In my free time, I hang out with my friends in the park. We play football and ride our bikes. However, we don't go to the park every day! On rainy days, we play video games and listen to music at my house.


What do you do in your free time?

Write back.

Luke

- 1 Luke likes his teachers at Maxwell Secondary School. ☐
- 2 He enjoys History and Geography. ☐
- 3 He is good at Art. ☐
- 4 Luke and his friends go to the park every day. ☐
- 5 Luke sometimes plays video games in his free time. ☐

## Writing

- 5  Imagine you are Lisa. Complete an email to your English e-friend about your Saturday routine (about 50-60 words).

Hi Anna,

How are you? Here's my Saturday routine.

I get up at \_\_\_\_\_ and \_\_\_\_\_.

Then, I \_\_\_\_\_ and \_\_\_\_\_.

At 3:00, I go to the \_\_\_\_\_ and then we \_\_\_\_\_.

Saturdays are great!

Write back.

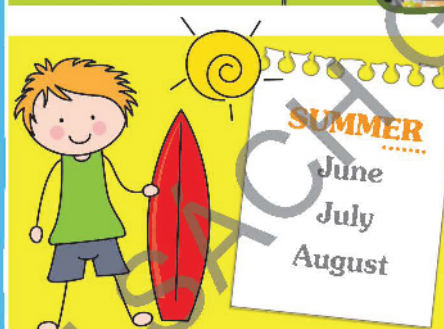
Lisa

# 4 Holidays!

## What's in this unit?

- **Vocabulary**
  - seasons/months/ activities
  - the weather
  - clothes/accessories/ footwear
  - geographical features
- **Grammar**
  - Present Continuous
  - prepositions of movement
  - object personal pronouns – possessive pronouns
  - be going to – will
  - have to – don't have to
- **Reading**
  - *Holiday Fun* (text messages – multiple matching)
  - *On Holiday* (letter, postcard – identifying R/W/DS statements)
- **Listening**
  - Angela's holiday (identifying R/W statements)
- **Speaking**
  - agreeing/disagreeing
  - making suggestions
- **Writing**
  - an instant message about a festival
  - a letter about your holiday
- **CLIL (PSHE):** Safe camping
- **Culture Spot:** British holiday destinations
- **Values:** Travel

Seasons are not the same in all places on Earth.



## Vocabulary

### Seasons/Months/Activities

1 2.26 Listen and repeat. What are the seasons in your country? In Australia?

2 Write the missing months.

1 July, \_\_\_\_\_, September, \_\_\_\_\_

2 December, \_\_\_\_\_, \_\_\_\_\_

3 \_\_\_\_\_, April, May, \_\_\_\_\_

4 October, \_\_\_\_\_, December, \_\_\_\_\_



go skiing



go sledging



have a picnic



take a bike ride



go to the beach



go sailing



visit museums



go camping



## Speaking

3 Which of the activities in the pictures do/don't you like doing? Discuss as in the example.

### Note!

**Agreeing**  
Me too.  
Same here.  
**Disagreeing**  
Really? I don't.  
Really? I do.

- |                               |                                   |
|-------------------------------|-----------------------------------|
| A: I like going to the beach. | A: I like going camping.          |
| B: Me too.                    | B: Really? I don't.               |
| A: I don't like going skiing. | A: I don't like visiting museums. |
| B: Same here.                 | B: Really? I do.                  |

# 4a • Reading



## Holiday Fun



A



B



C

Cheryl



Hi Tony,  
We're having a great time in Paris, France. Today is 14th July. It's Bastille Day and people are celebrating it with parties and parades. They hang flags everywhere and dress up. It's warm and sunny here. Oh, guess what? There are fireworks at midnight! I can't wait to watch them.  
See you soon.  
Cheryl



Send

Katy



Hi Susan,  
I'm writing to you from Hanoi. People here are celebrating Tết, the Lunar New Year. Locals decorate their houses with colourful flowers and family members eat together and visit relatives. Children usually get money in a red envelope as a present from their parents or elder relatives. Right now we are eating *bánh chưng*. This is a steamed square cake. It is delicious. We're going to see a lion dance performance later.  
See you next week.  
Katy

### Reading

1 Where is Cheryl? Katy? Can you guess from the pictures?  
Look at the messages quickly and say.

2 Read the texts and write *P* (for Paris) or *H* (for Hanoi).

Where can you see ...

- 1 a parade? ☐
- 2 lion street performances? ☐
- 3 parties? ☐
- 4 fireworks at midnight? ☐
- 5 colourful flowers? ☐

- celebrate • parade
- hang flags • dress up
- fireworks • colourful
- steamed


# Reading • 4a

## Vocabulary


The weather

- 3  2.27 Listen and repeat. Say the sentences in your language.



- 4 a)  What's the weather like in the spring, summer, autumn and winter in your country? What's the weather like today?


*In the spring, it's sunny.*

- b)  Search online and say what the weather is like today in Brasilia, Cairo, London, Los Angeles, Madrid, Moscow, New York, Rome, Paris and Tokyo.

## Speaking

- 5  2.28 Listen and read the messages on page 72. Tell the class how people celebrate each festival.

*On Bastille Day, the French have parties ...*

- 6  **Think** What makes each festival exciting for you?

**Writing** (an instant message about a festival)

- 7 Imagine you are celebrating a festival in your country. Write an instant message to your English friend about it (about 50 words). Write about the place, the weather, the name of the festival, what the people do and what you are doing.



# 4b • Grammar

## Note!

We use the **Present Continuous** for actions happening now  
e.g. **He's sleeping now.**  
Time expressions used with the **Present Continuous**: *today, now, at the moment.*

## Spelling Rules

### -ing ending

- most verbs: + **-ing**  
**go – going**
- verbs ending in consonant + **-e** →  
~~e~~ + **-ing**  
**dance – dancing**
- verbs ending in a stressed vowel between two consonants →  
double the consonant + **-ing**  
**shop – shopping**
- verbs ending in **-l** →  
double the **-l** + **-ing**  
**travel – travelling**
- verbs ending in **-ie** → drop ~~-ie~~ and add **-y** + **-ing**  
**die – dying**

## Present Continuous (affirmative/negative)

	affirmative	negative
I	am sleeping ( <b>'m sleeping</b> )	am not sleeping ( <b>'m not sleeping</b> )
You	are sleeping ( <b>'re sleeping</b> )	are not sleeping ( <b>aren't sleeping</b> )
He/ She/ It	is sleeping ( <b>'s sleeping</b> )	is not sleeping ( <b>isn't sleeping</b> )
We/ You/ They	are sleeping ( <b>'re sleeping</b> )	are not sleeping ( <b>aren't sleeping</b> )



### 1 Read the table. Write the **-ing** form. Then read them aloud.

1 drink	–	<b>drinking</b>	5 study	–	_____
2 marvel	–	_____	6 put	–	_____
3 take	–	_____	7 lie	–	_____
4 run	–	_____	8 come	–	_____

### 2 Complete the sentences. Use **listen, ride, eat, watch, have** and **surf** in the **Present Continuous**.

- The dog **is eating** now.
- Bob \_\_\_\_\_ the Internet at the moment.
- I \_\_\_\_\_ a film on TV now.
- She \_\_\_\_\_ her bike in the park.
- You \_\_\_\_\_ to music now.
- We \_\_\_\_\_ a barbecue in the garden now.

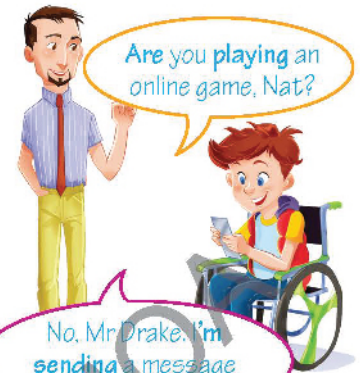
### 3 Correct the sentences. Use the words in brackets.

- Pat is swimming. (**walk the dog**)  
**No! Pat isn't swimming. She's walking the dog.**
- The boys are reading. (**play football**)  
\_\_\_\_\_
- They are skiing. (**make a snowman**)  
\_\_\_\_\_
- Vinh is visiting a museum. (**fish**)  
\_\_\_\_\_

# Grammar. 4b

## Present Continuous (interrogative & short answers)

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



4 Read the table. Look at the picture. Write questions, then answer them.

1 Mr Smith/eat? (X) / have a barbecue (✓)  
Is Mr Smith eating? No, he isn't. He's having a barbecue.

2 Mark and Bill/take a bike ride? (X) / eat sandwiches (✓)

3 Anna and Mary/drink tea? (X) / talk (✓)

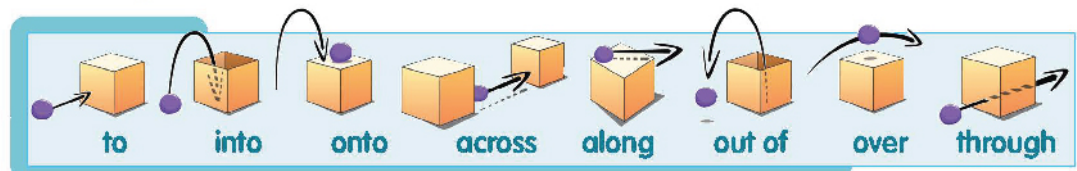
4 Ms Smith/make a snowman? (X) / take photos (✓)

5 the dog/play? (X) / sleep (✓)

5 Ask and answer in pairs. Use the ideas below.

- 1 you/have an English lesson now?
- 2 your mum/visit the market at the moment?
- 3 your friends/have a barbecue now?
- 4 your teacher/watch TV now?

## Prepositions of movement



6 Choose the correct preposition.

- 1 Dad is putting sausages **onto/into** the barbecue.
- 2 She is swimming **across/over** the river.
- 3 The children are diving **into/along** the sea.
- 4 She is coming **through/out of** the theatre now.
- 5 Look! He is jumping **out of/over** the fence.

# 4C • Vocabulary

## Clothes/Accessories/Footwear

1 2.29 Match the words (1-18) to the pictures (A-R). Listen and check, then repeat. Which are accessories?

1 <input type="checkbox"/>	belt	6 <input type="checkbox"/>	trainers	11 <input type="checkbox"/>	shirt	16 <input type="checkbox"/>	jeans
2 <input type="checkbox"/>	cap	7 <input type="checkbox"/>	boots	12 <input type="checkbox"/>	jumper	17 <input type="checkbox"/>	jacket
3 <input type="checkbox"/>	gloves	8 <input type="checkbox"/>	shoes	13 <input type="checkbox"/>	shorts	18 <input type="checkbox"/>	hat
4 <input type="checkbox"/>	scarf	9 <input type="checkbox"/>	socks	14 <input type="checkbox"/>	skirt		
5 <input type="checkbox"/>	leggings	10 <input type="checkbox"/>	T-shirt	15 <input type="checkbox"/>	dress		



## Speaking

2 What is each person wearing? Tell your partner.

Becky is wearing a skirt, ...

3 What are you wearing today? Tell the class.

Today, I'm wearing a T-shirt, jeans and trainers.

# Everyday English • 4d

## Making suggestions

1 Complete the dialogue. Use the sentences (A-E).

**Helen** Wow! I love it here in Moscow! The sights are amazing.

**Maria** Yes, they are, but my hands are freezing.

**Helen** 1) \_\_\_\_\_

**Maria** I haven't got them with me.

**Helen** 2) \_\_\_\_\_

I've always got an extra pair in my bag.

**Maria** Thanks!

**Helen** 3) \_\_\_\_\_

**Maria** Umm ... Helen?

**Helen** 4) \_\_\_\_\_

**Maria** My head is cold, too. Have you got a hat in your bag?

**Helen** No, I haven't. ... I know. 5) \_\_\_\_\_

He's always got one in his bag.

**Maria** Good idea! Thanks!


**A** What's wrong now?

**B** Here, take mine.

**C** Why don't you put on your gloves?

**D** Let's ask Nat for his.

**E** No problem.

2  2.30 Listen and check.  
Take roles and read the dialogue aloud.

## Object personal pronouns/Possessive pronouns

### Note!

In English, there is no possessive pronoun for **it**.

object personal pronouns	me	you	him	her	it	us	you	them
possessive adjectives	my	your	his	her	its	our	your	their
possessive pronouns	mine	yours	his	hers	—	ours	yours	theirs

Look at **me**! It's **my** cap. It's **mine**.

3 Read the table. Then choose the correct item.

- 1 **My/Mine** coat is blue. **Her/Hers** is red.
- 2 These aren't **their/theirs** shoes. They are **our/ours**.
- 3 Look at **him/his**. **He/His** is wearing **my/me** scarf.
- 4 **Your/Yours** socks are green. **Their/Theirs** are orange.
- 5 These aren't **her/hers** jeans. They are **my/mine**.
- 6 This isn't **me/my** hat. It's **your/yours**.

## Intonation

## in exclamations

 2.31 Listen and compare the intonation in the sets of sentences. Listen again and repeat.

- Sounds great. – Sounds great!
- Good idea. – Good idea!
- Thanks. – Thanks!

# 4e • Grammar

Are we going to take the books back to the library tomorrow?

Yes, we are.

## be going to

affirmative	negative
I am ('m) going to swim.	I am not ('m not) going to swim.
You are ('re) going to swim.	You are not (aren't) going to swim.
He/ She/ It is ('s) going to swim.	He/ She/ It is not (isn't) going to swim.
We/ You/ They are ('re) going to swim.	We/ You/ They are not (aren't) going to swim.
interrogative	short answers
Am I going to swim?	Yes, I am./ No, I'm not.
Are you going to swim?	Yes, you are./ No, you aren't.
Is He/ She/ It going to swim?	Yes, he/ she/ it is./ No, he/ she/ it isn't.
Are We/ You/ They going to swim?	Yes, we/ you/ they are./ No, we/ you/ they aren't.
<b>Note:</b> We can use the Present Continuous with go. I'm going to go swimming. OR I'm going swimming.	

### Note!

We use **be going to** for:

- future plans and intentions  
e.g. **We're going to visit Lisbon next Monday.** (We intend to)
- predictions based on what we can see or know  
e.g. **There are black clouds in the sky. It's going to rain.** (evidence)

Time adverbs & expressions with **be going to**: *tomorrow, next/this Monday/ week/month/summer, etc.*

- 1 Read the table and the **Note!** box. Complete the sentences. Use the affirmative or negative form of **be going to** and the verbs in the list.

• visit • listen • eat • chat • study • play • watch • go

This weekend ...

- John isn't going to play football. (x)
- Alice is going to eat at an Indian restaurant. (✓)
- Stan isn't going to watch a film at the cinema. (x)
- Peter is going to listen to music. (✓)
- Jim and Ann are going to chat to each other online. (✓)
- Kim and her mum are going to visit an art gallery. (x)
- Kate is going to play shopping with her friends. (✓)
- The brothers are going to study for their exams. (✓)

- 2 Ask and answer using the ideas below.

- you/visit a museum this weekend?  
A: Are you going to visit a museum this weekend?  
B: No, I'm not./Yes, I am.
- your parents/go to the cinema/this Saturday evening?
- it/rain/tomorrow?
- you/play football/tomorrow?
- your teacher/have a picnic/next weekend?

- 3 What are/aren't you/your friends going to do **this weekend/ next Friday morning/ next summer**? Tell the class.

I'm going to play football this weekend. I'm not going to visit my cousins.

## Note!

We use **will** for:

- on-the-spot decisions  
e.g. **It's hot. I'll open the window.**
- predictions based on what we think, believe or imagine, often with the verbs *think*, *believe*, etc.  
e.g. **I think it'll be cold tomorrow.**

## will

affirmative	negative
I/ You/ He etc. <b>will</b> ('ll) try.	I/ You/ He etc. <b>will not</b> (won't) try.
interrogative	short answers
<b>Will</b> I/ You/ He etc. try?	<b>Yes, I/ you/ he etc. will.</b> <b>No, I/ you/ he etc. won't.</b>

Will you **come** on the excursion?

Yes, we **will**. I think we'll **have** a great time.

**4** Read the table and the **Note!** box. Use *will/won't* and the words in brackets to complete the gaps.

- A: Will your brother come (your brother/come) with us?  
B: No, he                     . I think he                      (go) to the park.
- A:    (you/help) me make some pancakes?  
B: Yes, I                     .
- A: Do you think it    (rain) tomorrow?  
B: No, it                     . I think it                      (be) very cold, though.
- A: I think James    (not/go) sightseeing.  
B: Really? What    (he/do) then?

**5** Use *will* or *be going to* and the verbs in brackets to complete the gaps.

- A: Look at the clear blue sky!  
B: It is going to be (be) a beautiful day.
- A: It's really cold in here!  
B: I    (close) the window.
- A: I can't wait for the parade!  
B: I think it    (be) great.
- A: Is this cake for Ann?  
B: No, I    (bake) hers later.
- A: I'm really hungry.  
B: I    (make) you a sandwich.
- A: Do you want to drink something?  
B: Yes, I'm thirsty. I think I    (have) some orange juice.

What houses will be in the future?

**6** **Think** Complete the sentences.

- Tomorrow, I think the weather
- In the summer, I'm going
- In ten years' time, I believe I
- This Monday evening, we are going

# 4f • Skills

## On Holiday



Hi Peter,

Greetings from the island of Puerto Rico! We're staying in a hotel next to the beach. It's hot and sunny and we go swimming every day. Right now, I'm sitting in a café with my family. Tomorrow we're going to visit the El Yunque National Rainforest. Lots of plants and animals live there, and it's got waterfalls, lakes and rivers, too!

Mario

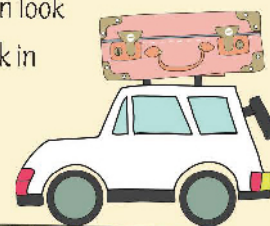


Peter Hayes  
97 Black Street  
London  
UK

Hi Mario!

Hello from Cairns, Australia! We're staying in a fantastic resort near the sea. The weather is cold, but sunny. Today, we're going to the Great Barrier Reef on a boat with a glass bottom, so we can look at all the fish. Tomorrow we're going on a trek in the rainforest. I can't wait!

Sam



• plant • resort • bottom • trek



### Culture Spot

Nha Trang is a popular summer holiday place in Vietnam. There are lots of hotels, beautiful beaches and exciting activities to do, such as surfing, snorkelling and scuba diving.



Name a popular summer holiday destination in the UK.

### Reading

- Look at the texts. Which is a letter? a postcard? Where is Mario? Sam?  
 2.32 Listen and read to find out.
- Read the text and decide if the sentences are **R (right)**, **W (wrong)** or **DS (doesn't say)**.

- Mario is on an island.
- Mario's family is at El Yunque National Rainforest now.
- El Yunque National Rainforest has a variety of wildlife.
- Sam goes swimming every day.
- Going to the Great Barrier Reef on a boat is expensive.
- Sam is going on a trek now.

☐  
☐  
☐  
☐  
☐  
☐

## Vocabulary Geographical features

3 Fill in the gaps with **rainforest, lake, river, waterfall and island**.

- 1 T'Nung is a(n) \_\_\_\_\_ in Vietnam. It's very deep.
- 2 Cát Tiên National Park is home to the largest tropical \_\_\_\_\_ with amazing wildlife.
- 3 Phú Quốc is a very popular \_\_\_\_\_ with sandy beaches.
- 4 Dambri is the highest \_\_\_\_\_ in Lâm Đồng province. It's 60 m high.
- 5 Cửu Long is the \_\_\_\_\_ of Nine Dragons. It's very long.



### Note!

We can use the Present Continuous for **fixed arrangements**.

Compare: **We are visiting Italy this summer.** (Present Continuous – fixed arrangement)

**We are going to take lots of pictures.** (be going to – future plan/intention)

## Speaking

4 **Think** What is special in each place in the texts on page 80?

5 a) Read the **Note!** box. Then read the sentences. Which refers to a **fixed future arrangement?** a **future plan/intention?**

- 1 I'm meeting my friends tonight.
- 2 We're going to have dinner at Mario's.

b) What are your fixed arrangements for this weekend? What are you going to do? Tell your partner.

## Listening

6 2.33 Listen and mark the sentences **R (right)** or **W (wrong)**.

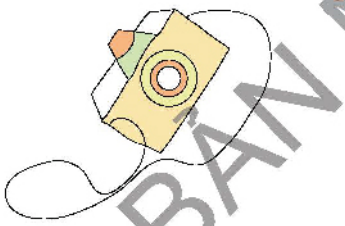
- 1 New Zealand is near Australia.
- 2 In New Zealand, it rains all day.
- 3 Angela's hotel is in the rainforest.
- 4 Angela goes on treks in the afternoon.

## Writing (a letter about your holiday)

7 Rewrite the sentences using **because** or **so**. Then tell your partner.

- 1 Mario's excited. They are planning their visit to a rainforest.  
**Mario's excited because they are planning their visit to a rainforest.**
- 2 Sam wants to see the Great Barrier Reef. He's going on a boat tour.
- 3 People can see under the water. The boat has got a glass bottom.

8 It's summer. You are on holiday. Write a letter to your English friend (about 50-60 words). Write about **where you are, who you are with, what the weather is like, what you are doing now and what you are going to do tomorrow**.



### Linkers: because, so

**because:** give reason  
e.g. **We're happy because we're going on holiday.**

**so:** express result  
e.g. **It's raining, so people are holding umbrellas.**

# 4 • CLIL (PSHE)



## Welcome to SUNNYVALE CAMPSITE!

Follow these tips for a safe and healthy camping trip.

- 1 **Food:** Pack your food in tightly closed containers and keep it in your cool box so it doesn't get contaminated.
- 2 **Fires:** Campfires are allowed between 5:00 p.m. and 10:00 p.m. Attend the fire all the time and make sure you put it out with water.
- 3 **Pets:** Pets are welcome but they must be on a leash.
- 4 **Wild animals:** Stay away from them. Don't feed or touch them because they can carry dangerous diseases.
- 5 **First aid kit:** You are welcome to bring your own but the campsite has its own medical centre.
- 6 **Cleanliness:** Keep the campsite clean and tidy.



- container
- contaminated
- allow • attend
- put out • leash
- disease

## Listening & Reading

- 1 Look at the picture. Where are they? What do you have to do to stay safe at a campsite?

2.34 Listen and read to find out.

### have to – don't have to

affirmative	negative
I/ We/ You/ They <b>have to</b>	I/ We/ You/ They <b>don't have to</b>
He/ She/ It <b>has to</b> (It's the rule.)	He/ She/ It <b>doesn't have to</b> (It isn't necessary.)
You <b>have to</b> check out at 2:00 p.m.	They <b>don't have to</b> bring medicine with them.

- 2 Read the theory box. Use the information in the leaflet to complete the sentences. Use *have/has to*, *don't/doesn't have to*.

- 1 We \_\_\_\_\_ keep the campsite clean.
- 2 Campers \_\_\_\_\_ pack a first aid kit.
- 3 John \_\_\_\_\_ leave his dog at home.
- 4 We \_\_\_\_\_ put out the fire with water.

## Study skills

### Finding Internet content




Use trustworthy sites such as newspapers, journals, libraries, etc. Always check the publication date.

## Speaking

- 3 Your partner wants to go camping at Sunnyvale. Use the leaflet to tell him/her what he/she has to/doesn't have to do.



- 4 Collect information about how to stay safe from the sun on the beach. Tell the class. Use *have to/don't have to*.

## Project Time 4

- 1    Make a poster of four holiday destinations in your country. Stick a picture of each one and write the name under the box.

### HOLIDAY DESTINATIONS



- 2    Collect information about the holiday destinations in Exercise 1. Copy and complete the table in your notebook.

Holiday destination	Where it is	What you can do there



## Presentation Skills

- 3 Use your poster in Exercise 1 and your notes in Exercise 2 to present various holiday destinations in your country to a group of foreign students visiting your school.

### VALUES Travel

*The world is a book, and those who don't travel, read only a page.*

*Saint Augustine*

- 4   **Think** Why is it good to travel? Discuss the ideas below with your partner. Use your own ideas as well.

- It's a good way to relax and have fun.
- It's a great way to make new friends.
- You learn about the culture of other places.
- You try new food.

# 4 • Progress Check

## Vocabulary

- 1 Fill in the gaps with *take, have, go, make, visit and play*.

- 1 \_\_\_\_\_ sports      4 \_\_\_\_\_ a museum  
2 \_\_\_\_\_ a snowman    5 \_\_\_\_\_ a picnic  
3 \_\_\_\_\_ swimming    6 \_\_\_\_\_ a bike ride

6 x 1 = 6

- 2 Unscramble the words to find the clothes.

- 1 trisk \_\_\_\_\_  
2 gelngisg \_\_\_\_\_  
3 sfrac \_\_\_\_\_  
4 ratnires \_\_\_\_\_



4 x 2 = 8

- 3 Choose the odd word out.

- 1 lake – belt – river – waterfall  
2 sunny – cloudy – thin – warm  
3 gloves – hat – cap – boots  
4 trainers – dress – skirt – jeans  
5 rainforest – hot – island – waterfall

5 x 1 = 5

## Grammar

- 4 Complete the questions in the *Present Continuous* with the words in brackets, then answer them.

- 1 \_\_\_\_\_  
(Julie/swim)?  
Yes, \_\_\_\_\_.  
2 \_\_\_\_\_  
(Bob and you/tidy) your room?  
Yes, \_\_\_\_\_.  
3 \_\_\_\_\_ (the girls/take) pictures?  
No, \_\_\_\_\_.

6 x 1 = 6

- 5 Choose the correct word.

- 1 Where's **my/mine** scarf? I can't find **it/its**.  
2 We **have to/don't have to** be there on time or we will miss the bus.  
3 **Her/Hers** gloves are red. The blue ones are **me/mine**.  
4 Look at **their/them!** **Theirs/Their** jackets are the same colour.  
5 You **have to/don't have to** pack a lifejacket. We can hire **there**.

8 x 1 = 8

- 6 Use *will, be going to* or the *Present Continuous* and the verbs in brackets to complete the gaps.

- 1 A: Look at those clouds!  
B: It \_\_\_\_\_ (rain).  
2 A: It's really hot in here!  
B: I \_\_\_\_\_ (open) the window.  
3 A: What are your plans for the weekend?  
B: We \_\_\_\_\_ (go) to the theatre. Here are the tickets.  
4 A: Are you going out?  
B: Yes, I \_\_\_\_\_ (see) Ann at 8 o'clock.  
5 A: Be careful! You \_\_\_\_\_ (drop) the boxes.  
B: Can you help me, please?  
6 A: Do you want to come with us?  
B: No, thanks. I think I \_\_\_\_\_ (have) a sandwich and go to bed.  
7 A: Is Steve back?  
B: I think he \_\_\_\_\_ (not/come) back before 7 o'clock.

7 x 1 = 7

## Everyday English

- 7 Choose the correct response.

- 1 A: I love it here in Paris!  
B: **a** Really? I do.      **b** Same here.  
2 A: Thank you!  
B: **a** Here!      **b** No problem.  
3 A: Why don't you ask Mark?  
B: **a** Good idea!      **b** Take mine.

3 x 3 = 9

## Reading

- 8 Read the email and decide if the sentences are **R (right)**, **W (wrong)** or **DS (doesn't say)**.

Hi Angela!

How are you? I'm on holiday in Mekong Delta in Vietnam with my family! We're staying at a beautiful hotel by the river. Every morning, we swim at the pool, and then we go sightseeing. In the evenings, we have dinner at local restaurants. The food here is delicious. Right now, we are visiting Ngã Bảy Floating Market. It isn't raining now, so there are a lot of people here. Dad's going to buy some Vietnamese clothes and Mum's going to look for some souvenirs. We're having a nice time.

Hope you're OK. See you soon!

Susan



- Susan is on holiday with her friends. ☐
- Susan's hotel is near a market. ☐
- There's a restaurant at the hotel. ☐
- It's not a rainy day today. ☐
- There aren't many people at the market. ☐

5 x 4 = 20

## Listening

- 9 2.35 Listen and mark the sentences **R (right)** or **W (wrong)**.

- Nancy's staying on an island. ☐
- The weather's sunny but cold. ☐
- Right now, Nancy is wearing a dress. ☐
- She's eating at a café now. ☐

4 x 3 = 12

## Writing

- 10 It's winter. You are on holiday. Complete a letter to your English friend, Simon (about 50-60 words). Write about *where you are*, *what the weather is like*, *who you are with*, *what you are wearing* and *what you are going to do*.

Hi Simon,  
Greetings from \_\_\_\_\_. Today it's \_\_\_\_\_.  
Right now, I \_\_\_\_\_.  
I'm wearing \_\_\_\_\_.  
I'm going to \_\_\_\_\_.  
Write back!

19 points

TOTAL: 100 points

## Competences

Good ★ Very Good ★★ Excellent ★★★

### Now I can ...

#### Vocabulary

- talk about seasons, months & activities ★★★
- talk about the weather ★★★
- talk about clothes, accessories & footwear ★★★
- talk about geographical features ★★★

#### Reading

- do a multiple matching task ★★★
- identify R/W/DS statements ★★★

#### Listening

listen for specific information (R/W statements) ★★★

#### Speaking

- agree/disagree ★★★
- talk about the weather ★★★
- describe what I'm wearing ★★★
- make suggestions ★★★

#### Writing

- write an instant message about a festival ★★★
- write a letter about my holiday ★★★

# 5 • London was great!

## What's in this unit?

### • Vocabulary

- Famous people & Jobs
- Means of transport
- Animals

### • Grammar

- Past Simple (the verb to be)
- Past Simple (regular/irregular verbs)

### • Reading

- London transport museum (webpage – identifying R/W/DS statements)
- Dino Snores (blog – multiple choice)

### • Listening

- a dialogue (identifying R/W/DS statements)

### • Speaking

- describing your last holiday

### • Writing

- a quiz
- a letter describing an experience of yours

### • CLIL (Art & Design): Landmarks

### • Culture Spot: British museums

### • Values: Responsibility



## Madame Tussauds LONDON

### Vocabulary

#### Famous people & Jobs

1 3.1 Listen and circle the correct year.

**A**  
**Elizabeth I**  
(1533-1603 / 1604)  
Queen of England

**B**  
**Princess Diana**  
(1961-1979 / 1997)  
English princess

**D**  
**Charlie Chaplin**  
(1889 / 1890-1977)  
English actor

**C**  
**Vincent van Gogh**  
(1815 / 1853-1890)  
Dutch painter

## 2 Ask and answer as in the example.

- 1 Albert Einstein/Germany?  
A: Was Einstein from Germany?  
B: Yes, he was.
- 2 Elvis Presley/painter  
A: Was Elvis Presley a painter?  
B: No, he wasn't.
- 3 Charlie Chaplin/American?
- 4 Charles Dickens/writer?
- 5 Vincent van Gogh/German painter?
- 6 Margaret Thatcher/Queen of England?

## 3 a) 3.2 Listen and repeat.

1052 ten fifty-two  
1246 twelve forty-six  
1405 fourteen oh five

1500 fifteen hundred  
2000 two thousand  
2010 two thousand and ten

## b) Look at the pictures. Discuss as in the example.

A: Who was Elizabeth I?  
B: She was the Queen of England.

**E**  
**Charles Dickens**  
(1812-1850 / 1870)  
English writer

**F**  
**Audrey Hepburn**  
(1929-1993 / 1995)  
British actress

**I**  
**Albert Einstein**  
(1879-1955 / 1965)  
German physicist

**H**  
**Elvis Presley**  
(1913 / 1935-1977)  
American singer & actor

**G**  
**Margaret Thatcher**  
(1925-2013 / 2003)  
British stateswoman

# 5a • Reading

## Top trips for visitors to London...



Search

About

Picture gallery

Exhibitions

News



**London  
Transport  
Museum**

**Tel: 020 7379 6344**

Entrance: Adults £17.50, children free

Opening hours: Mon-Thu, Sat-Sun 10:00 a.m. - 6:00 p.m.,

Fri 11:00 a.m. - 6:00 p.m.



London Transport Museum has over 450,000 items from 200 years of London's transport history. There are photographs, posters and films, as well as old buses, taxis, trams and trains. The museum first opened in the 1960s in an old garage. It moved three times before it arrived in Covent Garden in 1980. In 2005, it closed to make it more modern. It opened again two years later. Today, it is an interactive, family-friendly museum with over 300,000 visitors every year. It is just three minutes on foot from Covent Garden tube station and seven minutes from Charing Cross railway station.

**Alex, 15**

I went to the museum on Sunday with my dad. Had a great time. Perfect for a train fan like me! Go early, though – it gets crowded!



**Kelly, 12**

I was at the museum on Saturday. Enjoyed the interactive exhibits. Learning to drive an underground train was really exciting – you feel like you're going really fast!



**Jackie Beal, 32**

I was there on a school outing on Friday. My class is doing a project on the history of buses in London. The kids got some great info!



Click [here](#) for more reviews.

- transport
- move
- arrive
- later
- interactive
- tube station
- railway station

## Reading

- 1** Look at the text. Where would you find it? What is it about? Who is it for?  
▶▶ 3.3 Listen and read to find out.

- 2** Read the text and decide if the sentences (1-5) are **R (right)**, **W (wrong)** or **DS (doesn't say)**.

- 1 Children pay to enter the museum.
- 2 The museum is not open on Fridays.
- 3 The collection of London buses is the best in the UK.
- 4 Visitors can walk there from a train station.
- 5 Schools take classes to the museum.

☐  
☐  
☐  
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☐

# Reading • 5a

## Vocabulary

Means of transport

3 3.4 Listen and repeat.

1 plane



2 helicopter



3 bus



4 car



5 train



6 motorcycle



7 tram



8 taxi



9 ship



10 bike/bicycle



4 3.5 Listen to the sounds. Which of the means of transport in Exercise 3 can you hear?

5 Use the adjectives in the list to compare the means of transport in Exercise 3. Tell your partner.

• fast << slow • exciting >> boring • relaxing >> tiring • cheap >> expensive

Cars are faster than bicycles.

## Speaking

6 **Think** Imagine you are in the London Transport Museum. Why are you there? Who is with you? What can you see? How do you feel?

## Writing

7 Collect more information about the London Transport Museum. Prepare a quiz for your classmates.

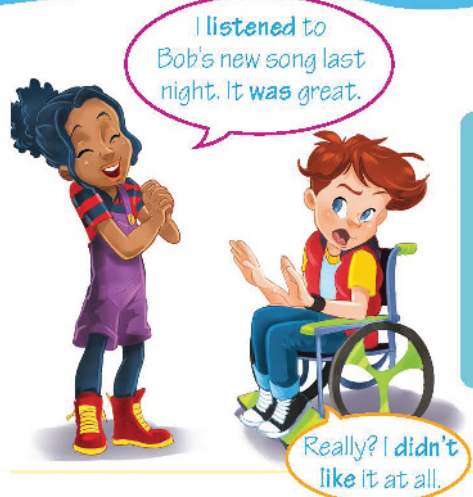
1 What was the London Transport Museum building before it was a museum?

A a department store      B a market      C a theatre

### Note!

by bike/bicycle/bus/  
car/helicopter/  
motorcycle/  
plane/ship/taxi/  
train/tram  
on a bike/bicycle/  
bus/motorcycle/  
plane/ship/train/  
tram (Also: on  
foot)  
in a car/helicopter/  
taxi

# 5b • Grammar



## Past Simple (the verb to be)

affirmative	negative	interrogative	short answers
I/ He/ She/ It was	I/ He/ She/ It was <b>not (wasn't)</b>	Was I/ he/ she/ it?	Yes, I/ he/she/ it was. No, I/ he/ she/ it wasn't.
We/ You/ They were	We/ You/ They were <b>not (weren't)</b>	Were we/ you/ they?	Yes, we/ you/ they were. No, we/ you/ they weren't.
We use the <b>Past Simple</b> for actions that <b>happened</b> at a <b>specific time in the past</b> .			

1 Read the table. Then complete the gaps. Use *was*, *wasn't*, *were* or *weren't*.

- A: \_\_\_\_\_ you at Madame Tussauds yesterday?  
B: Yes, I \_\_\_\_\_. My friends \_\_\_\_\_ there, too.
- A: When \_\_\_\_\_ Elizabeth I Queen of England?  
B: Between 1558 and 1603. Those \_\_\_\_\_ important years for England.
- A: Steve and Mark \_\_\_\_\_ at school yesterday.  
B: I know. They \_\_\_\_\_ sick.
- A: \_\_\_\_\_ Charles Dickens a rich child?  
B: No, he \_\_\_\_\_. He was very poor.

### Spelling Rules

- Verbs ending in -e, add -d.  
**arrive → arrived**
- Verbs ending in consonant + -y change -y to -i and add -ed.  
**study → studied**
- Verbs ending in vowel + -y add -ed.  
**play → played**
- Verbs ending in a consonant after a stressed vowel, double the consonant and add -ed.  
**stop → stopped**
- Verbs ending in -i, double the l and add -ed.  
**travel → travelled**

## Past Simple (regular verbs)

affirmative	negative
I/ You/ He etc. <b>played</b> tennis yesterday.	I/ You/ He etc. <b>didn't play</b> rugby.
We use the <b>Past Simple</b> for actions that <b>happened</b> at a <b>stated time in the past</b> . <b>Adverbs of time &amp; time expressions with the Past Simple:</b> <i>yesterday (morning/ evening, etc.), last Monday/ week/ month/ summer, etc., a week/ month/ year etc., ago</i>	

2 Put the verbs in brackets into the **Past Simple**.

- Jane \_\_\_\_\_ to visit Scotland. (want)
- She \_\_\_\_\_ Jenny to go with her. (invite)
- They \_\_\_\_\_ in a hotel. (stay)
- Jane \_\_\_\_\_ their trip down to the last detail. (plan)
- They \_\_\_\_\_ to Scotland by train. (travel)
- They \_\_\_\_\_ local dishes. (try)
- They \_\_\_\_\_ their trip. (enjoy)

3 Rewrite the sentences in Exercise 2 in the negative.

Jane **didn't want** to visit Scotland.

# Grammar • 5b

## Past Simple (irregular verbs)

affirmative	negative
I/ You/ He etc. <b>left</b> .	I/ You/ He etc. <b>didn't leave</b> .

(See list of Irregular verbs on page 151)

I **went** to the new theme park last weekend but I **didn't take** my camera with me.



### 4 Write the Past Simple of these verbs.

- |         |   |             |          |   |       |
|---------|---|-------------|----------|---|-------|
| 1 send  | - | <u>sent</u> | 6 think  | - | _____ |
| 2 break | - | _____       | 7 run    | - | _____ |
| 3 drink | - | _____       | 8 can    | - | _____ |
| 4 see   | - | _____       | 9 bring  | - | _____ |
| 5 do    | - | _____       | 10 write | - | _____ |

### 5 Complete the sentences. Use verbs from the list in the Past Simple.

• leave • ~~go~~ • not pay • have • eat • drive • buy • ride • not feel • take

- Last December, we went to Ho Chi Minh City for a week.
- We \_\_\_\_\_ for the tickets by credit card.
- We \_\_\_\_\_ the house in plenty of time to get our flight.
- We got in the car and \_\_\_\_\_ to the airport.
- When we got to Ho Chi Minh City, we \_\_\_\_\_ around on bicycles.
- Although it was cold, it \_\_\_\_\_ like winter.
- In the evenings, we \_\_\_\_\_ delicious Vietnamese food.
- Dad \_\_\_\_\_ a Vietnamese hat (*nón lá*).
- I \_\_\_\_\_ a lot of photos.
- We \_\_\_\_\_ a great time.

### 6 Use the phrases in the list to say what you/your friends did/didn't do last weekend. You can use your own ideas.

- ~~play football~~ • study for an exam • visit a friend • cook pasta  
 • talk to your friend on the phone • walk the dog • watch online videos  
 • listen to a CD • go to a party • eat pizza • meet my friends  
 • buy a video game • send emails

I **didn't play football**. I **played basketball**.

# 5C • Vocabulary

## Animals

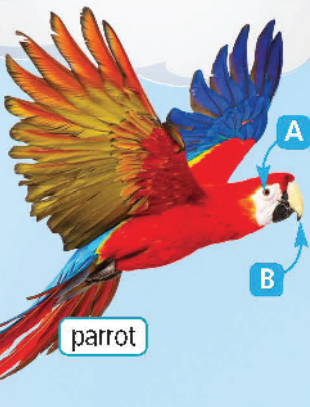
- 1 Look at the pictures.  
3.6 Listen and repeat.
- 2 Which of these animals are pets? wild animals?  
A giraffe isn't a pet.  
A cat is a pet.
- 3 Match the letters (A-L) to the parts of the body.

- |    |                            |            |
|----|----------------------------|------------|
| 1  | <input type="checkbox"/> C | long tail  |
| 2  | <input type="checkbox"/>   | small eyes |
| 3  | <input type="checkbox"/>   | sharp beak |
| 4  | <input type="checkbox"/>   | long wings |
| 5  | <input type="checkbox"/>   | long neck  |
| 6  | <input type="checkbox"/>   | long trunk |
| 7  | <input type="checkbox"/>   | thick mane |
| 8  | <input type="checkbox"/>   | long legs  |
| 9  | <input type="checkbox"/>   | big head   |
| 10 | <input type="checkbox"/>   | thick fur  |
| 11 | <input type="checkbox"/>   | big ears   |
| 12 | <input type="checkbox"/>   | long body  |

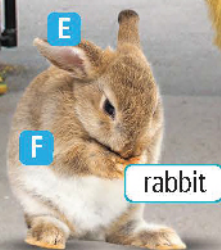
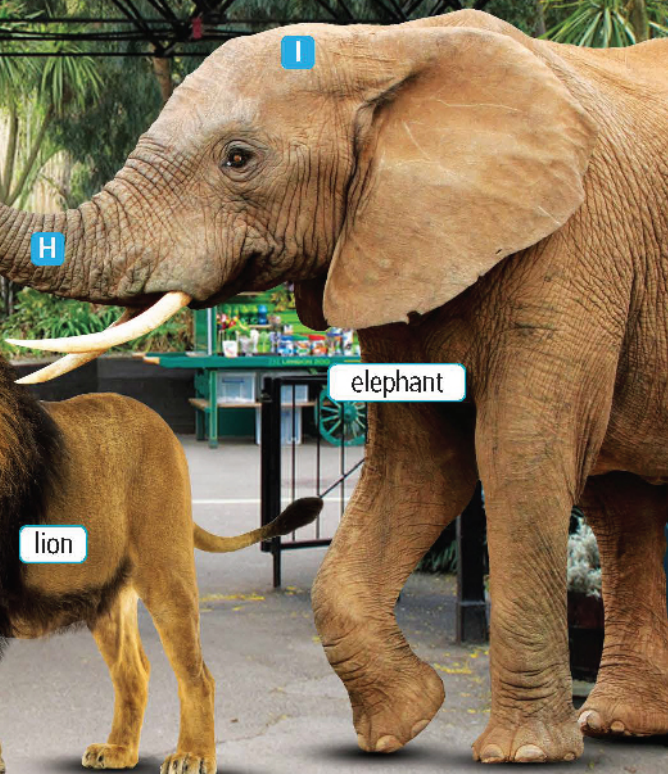
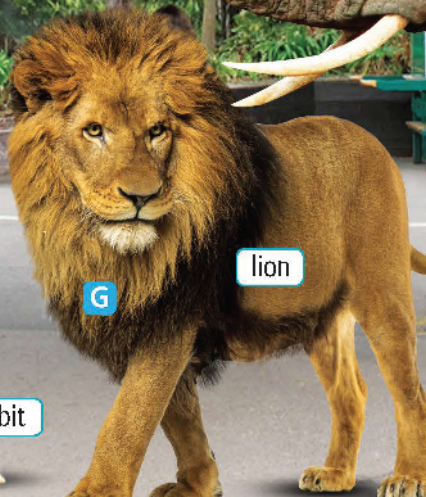
## Game!

Choose an animal from the ones in the pictures and describe it to your partner. He/She guesses which animal it is.

A: It's an animal with big ears, and a big head.  
B: It's an elephant.



WELCOME TO LONDON ZOO



# Everyday English • 5d

## Describing your last holiday

1 Complete the dialogue. Use the sentences (A-E).

Andy Hi, Emma. 1) \_\_\_\_\_

Emma It was great, thanks. We went to London.

Andy Oh! 2) \_\_\_\_\_

Emma It was nice and sunny.

Andy 3) \_\_\_\_\_

Emma We visited London Zoo. It was amazing!

Andy Wow! 4) \_\_\_\_\_

Emma Yes, it was perfect. I took lots of photos.

Andy 5) \_\_\_\_\_

Emma Sure!

A What did you do there?

B How was your holiday?

C It sounds like you had a great time.

D What was the weather like?

E Can I see them?

2



3.7

Listen and check. Take roles and read the dialogue aloud. Mind the sentence stress.

3



Imagine you went on holiday. Complete the dialogue. Use phrases from the dialogue in Exercise 1 as well as your own ideas.

A Hi, John. Nice to see you. 1) \_\_\_\_\_?

B It was great, thanks. We went to 2) \_\_\_\_\_.

A Oh! 3) \_\_\_\_\_?

B It was nice and sunny.

A 4) \_\_\_\_\_?

B We went 5) \_\_\_\_\_ and 6) \_\_\_\_\_.

A Wow! Lucky you!

### Note!

There was/were is the Past Simple of there is/are.

Imagine you visited London Zoo. What was there?

## Pronunciation -ed ending (Past Simple)



Write the verbs in the correct box in the Past Simple.

3.8 Listen and repeat.

- promise • love • visit • look
- borrow • kiss • walk • end
- sound • hope • clean

/t/ verbs ending in unvoiced sounds

promised

/d/ verbs ending in voiced sounds

loved

/ɪd/ verbs ending in /t/ & /d/ sounds

visited

## Past Simple (interrogative/short answers)

interrogative	short answers
Did I/ you/ he, etc. play tennis?	Yes, I/ you/ he, etc. <b>did</b> .
Did I/ you/ he, etc. leave?	No, I/ you/ he, etc. <b>didn't</b> .
We use rising intonation with Yes/ No questions. Did he call you?	



1 Look at what Peter did/didn't do yesterday. Write questions, then answer them.

- go to the mall? (X) Did Peter go to the mall? No, he didn't.
- play basketball (X) \_\_\_\_\_
- meet his friends (✓) \_\_\_\_\_
- watch a film (✓) \_\_\_\_\_
- listen to music (X) \_\_\_\_\_
- go to the park (X) \_\_\_\_\_
- chat online (✓) \_\_\_\_\_
- go to bed late (✓) \_\_\_\_\_

2 Use the phrases to ask and answer questions.

- you/get up early/yesterday?  
A: Did you get up early yesterday?  
B: Yes, I did.
- your mum/go to work/yesterday?
- teacher/give you lots of homework/last week?
- you/go on holiday/last summer?
- your best friend/call you/last night?
- your dad/drive you to school/this morning?

### Note!

Past Simple  
(question words)

We always put the question words before **did** to form **Wh-** questions in the Past Simple. We use falling intonation with **Wh-** questions. \_  
e.g.

Who did you talk to?

3 Use the words in brackets to write questions as in the example. Read them aloud.

- She left at 9:00. (When?) When did she leave?
- He went to the theatre last night. (Where?) \_\_\_\_\_
- Ann met Harry yesterday. (Who?) \_\_\_\_\_
- He called Bob to invite him to his party. (Why?) \_\_\_\_\_
- The film started at 7:00 p.m. (What time?) \_\_\_\_\_
- I went to the cinema on foot. (How) \_\_\_\_\_
- They wore coats. (What?) \_\_\_\_\_

## 4 Put the verbs in brackets into the *Past Simple*, then complete the answers.

- 1 A: Did Tom fly (Tom/fly) to Brussels?  
B: No, he didn't. He travelled (travel) by train.
- 2 A: \_\_\_\_\_ (you/enjoy) the party?  
B: Yes, we \_\_\_\_\_. We \_\_\_\_\_ (stay) there until midnight.
- 3 A: \_\_\_\_\_ (Tony/pay) for the concert tickets?  
B: No, he \_\_\_\_\_. We each \_\_\_\_\_ (buy) our own.
- 4 A: \_\_\_\_\_ (you/book) a table at the restaurant?  
B: Yes, I \_\_\_\_\_. I \_\_\_\_\_ (book) it last night.
- 5 A: Why \_\_\_\_\_ (not/Louise/come) with you?  
B: She \_\_\_\_\_ (not/be) well.
- 6 A: \_\_\_\_\_ (you/have) a barbecue last Saturday?  
B: Yes, we \_\_\_\_\_. Paul \_\_\_\_\_ (not/come) because he \_\_\_\_\_ (be) sick.

## 5 Use verbs from the list and time words/phrases to ask and answer as in the example.

• eat • walk • stay • meet  
• come • send • go • have  
• try • do • travel • study  
• write • buy • make  
• break • swim • wear  
• spend • read

• yesterday afternoon  
• last Friday • yesterday  
• a month ago • last week  
• last weekend • a week ago  
• yesterday evening  
• last summer • at noon

A: Did you eat pasta yesterday afternoon?  
B: Yes, I did.

## 6 Put the verbs in brackets into the *Past Simple*.

Hi Sam,  
Hope you 1) \_\_\_\_\_ (have) a great weekend. Mine  
2) \_\_\_\_\_ (be) fantastic. We 3) \_\_\_\_\_ (go)  
to Ho Chi Minh City. Ann 4) \_\_\_\_\_ (not/come)  
with us. She 5) \_\_\_\_\_ (spend) the weekend at  
our grandparents' house.  
We 6) \_\_\_\_\_ (stay) at a hotel in the centre and  
we 7) \_\_\_\_\_ (travel) around by bus. It  
8) \_\_\_\_\_ (be) cold but it 9) \_\_\_\_\_  
(not/rain). We 10) \_\_\_\_\_ (visit) all the sights such  
as Reunification Palace, Tao Đàn Park and the History Museum.  
Write back and tell me your news.  
Bảo

## Dino Snores at the Natural History Museum



← → ↺ Jenny's World ★ ☰



Remember that film, *Night at the Museum*? Well, you can spend the night at museums in real life! I was at the Natural History Museum, London just last night!

It was my birthday present. Mum and Dad took my cousin and me there. We arrived at the museum as it closed. First, we got out our sleeping bags and set up camp – right under a stegosaurus! Then, we got out our torches and went on a guided tour of the dark museum. It was quite scary! After that, we made T-Rex T-shirts, and a scientist gave us an informative talk. At midnight, it was time to sleep, but that wasn't easy because we were so excited! It was an unforgettable experience!

- snore • set up camp
- torch • scientist
- informative

### Reading

- 1 Read the title of the text and look at the pictures. Why did Jenny go to this museum?

🔊 3.9 Listen and read to find out.

2 Read the text. For the questions (1-3), choose the correct answer (A, B or C).

- 1 Who did Jenny spend the night with?  
A her mum                      B her dad                      C her cousin
- 2 What did the children do first?  
A got their beds ready    B went on a guided tour    C found their torches
- 3 What did Jenny find difficult to do?  
A make the T-shirt        B understand the scientist    C fall asleep

3 Answer the questions.

- 1 Why was the tour of the museum 'quite scary'?  
\_\_\_\_\_
- 2 How did Jenny feel about her night in the museum?  
\_\_\_\_\_


4 **Think** Why would you spend a night in this museum? Give two reasons.

## Speaking

5 Fill in the gaps with *main*, *give*, *birthday*, *guided*, *real* and *sleeping*. Use the collocations to make sentences based on the text.

- |                   |                |
|-------------------|----------------|
| 1 _____ life      | 4 _____ bags   |
| 2 _____ present   | 5 _____ tour   |
| 3 _____ galleries | 6 _____ a talk |

## Listening

6  3.10 Listen to Frances talking to Tim about her holiday. Then decide if the statements (1-4) are **R** (right), **W** (wrong) or **DS** (doesn't say).

- |   |                          |
|---|--------------------------|
| 1 Frances and her family usually stay in the UK for their holidays. | <input type="checkbox"/> |
| 2 The weather in London was cold.                                   | <input type="checkbox"/> |
| 3 They didn't go shopping in London.                                | <input type="checkbox"/> |
| 4 Frances' parents enjoyed the curry they ate.                      | <input type="checkbox"/> |

## Writing (a letter describing an experience of yours)

7 Imagine you spent the night in the Natural History Museum or another museum. Write a letter to your English friend, Mark (about 50-60 words). Write about *where you went*, *who you were with*, *what you did* and *how you felt*.

### Study skills

#### Collocations

Collocations are words that go together. List collocations in your notebook and revise regularly. This will help you sound more natural in English.




#### Culture Spot

The Vietnam National Fine Arts Museum is a popular museum in Hanoi, Vietnam. Visitors can see traditional and modern Vietnamese art there, go on guided tours and join in with educational activities.



What is a popular museum in the capital city of the UK? What can people see and do there?

## Reading & Listening

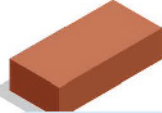
- 1  3.11 Listen and repeat. Which of these materials did they use to build each landmark (1-4) in the text? Read through to find out.



1 marble



2 glass



3 brick



4 wood



5 steel



6 stone



7 plastic



8 bronze

## LANDMARKS



### 1 Nelson's Column, London, UK

This stone statue of Admiral Horatio Nelson, a hero in the British Navy, stands on a tall column, so its total height is 51.6 m! There are three bronze lions at the base.

### 2 Taj Mahal in Agra, Uttar Pradesh, India

Emperor Shah Jahan built this amazing marble building in memory of his mother, Mumtaz Mahal. It's the most popular tourist attraction in India.

### 3 The Pyramids of Giza, Egypt

The ancient Egyptians used stone pyramids as tombs for their pharaohs. There are three at Giza, one for each of the pharaohs Khufu, Khafre and Menkaure. The largest pyramid, the 'Great Pyramid', was for Menkaure.

### 4 The Golden Gate Bridge, San Francisco, USA

This steel bridge across San Francisco Bay opened in 1937. It is 27 km long. Its bright colour, International Orange, helps people see the bridge in the fog.

4

3

1


2


- hero
- in memory of
- tomb
- connect
- fog

How can we protect and preserve landmarks?

- 2 Each text contains one incorrect fact. Can you see what it is?

 3.12 Listen to the radio quiz to check if you are right.

- 3  Work in groups of three. Collect information about various landmarks around the world under the headings: *Name – Location – History/Interesting facts*. Prepare a poster.

- 4  **Think** Look at other groups' posters. Which landmark do you find most impressive? Why?

- 5 Imagine you are at one of these landmarks. Write a postcard to your English friend (about 50-60 words). Write about *where you are*, *when you arrived* and *what you did/saw yesterday*.

## Project Time 5


- 1 Read the text. Copy and complete the table below in your notebook.



### STONEHENGE

Stonehenge in the UK is about 5,000 years old. It is a monument of large stones. They are in two circles and when the sun rises on Midsummer's Day, its light shines through the centre. Over a million people visit Stonehenge each year.

Name	Place	Age	Material	Interesting facts
------	-------	-----	----------	-------------------

- 2  Choose national wonders from around the world. The students in your group decide on four. Copy the table in Exercise 1 into your notebook and make notes under the headings. Find pictures of the national wonders and create a poster.

## Presentation skills

- 3 Present your national wonders to the class. Describe and compare them.

## VALUES


### Responsibility (protect national wonders)

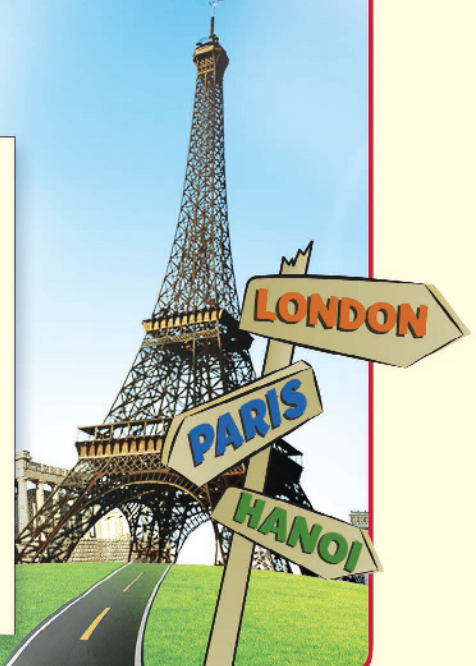
- 4 Read the rules. Why do we have these rules?



#### Rules for responsible travellers

- 1 Don't climb on ancient ruins.
- 2 Don't sit on monuments to take selfies.
- 3 Don't move stones at ancient sites, and don't take them away with you!
- 4 Never paint, write on or scratch words into old stones or buildings.

- 5  **Think** Can you think of two other rules? Tell the class.



# 5 • Progress Check

## Vocabulary

- 1 Look at the picture and choose the correct answer.

The lion has got a thick **trunk/mane**.  
It's got a long **tail/neck**, too!



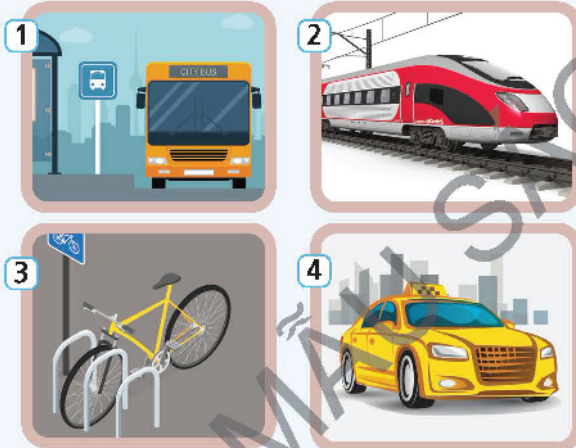
2 x 1 = 2

- 2 Match the adjectives (1-4) to their opposites (a-d).

- |            |             |
|------------|-------------|
| fast 1     | a tiring    |
| exciting 2 | b slow      |
| relaxing 3 | c expensive |
| cheap 4    | d boring    |

4 x 2 = 8

- 3 Look at the pictures and choose the correct answer.



- Lucy goes to school by **bus/car**.
- We went to London on the **ship/train**.
- He goes to work on **foot/a bicycle**.
- She went to the airport in a **tram/taxi**.

4 x 2 = 8

## Grammar

- 4 Write the *Past Simple* of the verbs.

- |               |                |
|---------------|----------------|
| 1 think _____ | 6 enjoy _____  |
| 2 study _____ | 7 decide _____ |
| 3 eat _____   | 8 want _____   |
| 4 buy _____   | 9 take _____   |
| 5 book _____  | 10 have _____  |

10 x 1 = 10

- 5 Put the verbs in brackets into the affirmative or negative form of the *Past Simple*.

- Darren \_\_\_\_\_ (book) his holiday online. (✓)
- He \_\_\_\_\_ (visit) any museums during his trip. (X)
- He \_\_\_\_\_ (eat) local dishes at a restaurant. (✓)
- He \_\_\_\_\_ (have) a very good time. (X)

4 x 1 = 4

- 6 Use the words in brackets to write questions.

- The flight left at 11:30 a.m. (What time?)  
\_\_\_\_\_
- I got to work by bus. (How?)  
\_\_\_\_\_
- I went on holiday to Portugal last summer. (Where?)  
\_\_\_\_\_
- He packed his suitcase to travel abroad. (Why?)  
\_\_\_\_\_

4 x 1 = 4

- 7 Look at what Sarah did/didn't do on her holiday. Write questions, then answer them.

- go sightseeing? (✓)  
\_\_\_\_\_  
\_\_\_\_\_
- stay at a hotel? (X)  
\_\_\_\_\_  
\_\_\_\_\_
- eat local dishes? (✓)  
\_\_\_\_\_  
\_\_\_\_\_
- go cinema? (X)  
\_\_\_\_\_  
\_\_\_\_\_



4 x 2 = 8

## Everyday English

### 8 Complete the dialogue. Use:

- What was the hotel like?
- What did you do?
- It sounds like you had a great time.
- How was your holiday?

Lucy Hi, Jake. Welcome back! 1) \_\_\_\_\_

Jake It was amazing. We went to Spain.

Lucy Wow! 2) \_\_\_\_\_

Jake It was fantastic! It was close to the beach and our room was huge!

Lucy 3) \_\_\_\_\_

Jake In the morning, we went sightseeing. Then, in the afternoon, we went snorkelling.

Lucy 4) \_\_\_\_\_

4 x 2 = 8

## Reading

### 9 Read the text and decide if the sentences are R (right), W (wrong) or DS (doesn't say).

## GREAT MINDS

William Shakespeare was born in Stratford-upon-Avon, England, in 1564 and died in 1616. He was an actor, poet and playwright. He wrote many plays during his life and they are still performed in theatres and studied by school children all over the world. Shakespeare got married when he was 18 years old to Anne Hathaway, who was 26 years old, and they had three children. Today, tourists from all over the world visit Stratford-upon-Avon to see Shakespeare's birthplace, the school he went to and the cottage where he lived with his wife.



- 1 Shakespeare performed as an actor in theatres all over the world. ☐
- 2 Children learn about Shakespeare's plays at school. ☐
- 3 Shakespeare's wife was 18 when they got married. ☐
- 4 Stratford-upon-Avon is a tourist attraction. ☐

4 x 4 = 16

## Listening

### 10 Listen to Ben talking to Molly about his holiday. Then decide if the statements (1-4) are R (right), W (wrong) or DS (doesn't say).

- 1 Ben usually goes on holiday to Italy. ☐
- 2 Most of the time, the weather was cloudy. ☐
- 3 Ben spent lots of money on souvenirs. ☐
- 4 Ben's favourite food was ice cream. ☐

4 x 3 = 12

## Writing

### 11 Write a letter to your English-speaking pen-friend about a recent trip of yours (about 50-60 words). Write about *where you went*, *who you were with* and *what you saw/did*.

20 points

TOTAL: 100 points

## Competences

Good ★ Very Good ★★ Excellent ★★★

### Now I can ...

#### Vocabulary

- talk about famous people & jobs ★★★★★
- talk about means of transport ★★★★★
- describe animals ★★★★★

#### Reading

- identify detail (R/W/DS statements) ★★★★★
- answer questions ★★★★★
- read for specific information (multiple choice) ★★★★★

#### Listening

listen for specific information (R/W/DS statements) ★★★★★

#### Speaking

describe my last holiday ★★★★★

#### Writing

- a quiz ★★★★★
- a letter describing an experience of mine ★★★★★

# 6 • Entertainment

## What's in this unit?

### • Vocabulary

- fun activities
- places of entertainment
- types of TV programmes/films
- *do/go/have* phrases

### • Grammar

- *will – be going to – Present Continuous* (with future meaning)
- *-ed/-ing* adjectives
- conditional (type 1)
- *should/shouldn't – might*

### • Reading

- *Worth the Experience* (webpage – multiple matching)
- *Fun in All Weathers* (email/advert – identifying R/W/D/S statements)

### • Listening

- a dialogue (multiple choice)

### • Speaking

- discussing weekend plans
- choosing TV programmes
- expressing an opinion
- inviting – accepting/ refusing
- showing interest – giving advice

### • Writing

- an instant message
- a letter about your weekend plans

### • CLIL (Citizenship):

Travel with care

### • Culture Spot: British places to hang out

### • Values: Respect for others

## Vocabulary

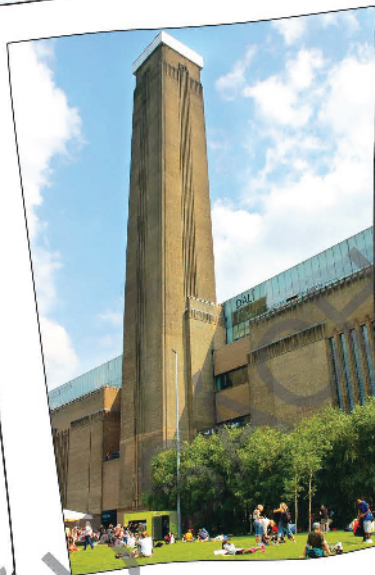
### Fun activities



1 a) Look at the pictures and fill in the gaps with the verbs in the list.

• take • play • see • watch • sample • go (x2) • pick

b) 3.14 Listen and check your answers.



1 \_\_\_\_\_ works of art at the Tate Modern.



2 \_\_\_\_\_ ping pong at Bounce.





3 \_\_\_\_\_ up bargains at stalls at Brick Lane Market.



4 \_\_\_\_\_ down the River Thames in a speedboat.



5 \_\_\_\_\_ a football match at Wembley Stadium.



6 \_\_\_\_\_ a ride in a capsule on the London Eye.



7 \_\_\_\_\_ horse riding at Hyde Park Stables.



8 \_\_\_\_\_ delicious street food in Camden Market.

2



Imagine you are in London. Say what you are going to do this weekend.

A: We're going to play ping pong at Bounce this Saturday. What about you?

B: We're going to go horse riding at Hyde Park Stables. I can't wait.

A: Sounds good!

# 6a • Reading

## Reading

1 3.15 Go through the text quickly. Which is the top attraction in each place? Listen and read to find out.

2 Read the article and choose the roller coaster which matches the sentences.

On which roller coaster (A or B) ...

- 1 do you need to wear special equipment?
- 2 do you travel at extremely fast speeds?
- 3 do you disappear from sight?
- 4 do you travel on a bendy track?

3 What do these numbers stand for?

- 240 • 32 • 2,440 • 2



HOME PHOTOS NEWS CONTACT

## Worth the EXPERIENCE

You can find roller coasters in most amusement parks around the world – but some are more extreme than others!

### A Ferrari World Abu Dhabi, UAE

If you have a need for speed, you'll love the Formula Rossa at Ferrari World. It's the fastest roller coaster in the world! It goes up to 240 kilometres per hour and has lots of bends. Actually, it's so fast that you need to put on safety glasses to protect your eyes!

- speed • bend
- put on
- safety glasses
- protect • track
- ride • vanish
- underwater

### B Cosmo World Yokohama, Japan

There are 32 fun attractions at Cosmo World, but Vanish is unique. This roller coaster's track is 2,440 feet long and the ride lasts two minutes. It's the only roller coaster in the world where you vanish into an underwater tunnel! It's very scary ... and very wet!



# Reading • 6a

## Vocabulary

Places of entertainment

4 3.16 Listen and repeat.



1 amusement park



2 concert hall



3 circus



4 exhibition centre



5 theatre



6 stadium

5 What can you do in the places in Exercise 4? Choose from the list. Tell your partner.

- attend a performance • see a sports event • listen to classical music
- go on a roller coaster • see clowns and acrobats • see a robotics exhibition

You can go on a roller coaster at an amusement park.

6 Choose the correct preposition. Then answer the questions.

- 1 What place is popular in/with teens in your area?
- 2 Is there an amusement park in your city? What rides is it famous for/on?
- 3 Are you fond in/of visiting amusement parks?
- 4 Are you afraid of/in going on roller coasters?

## Speaking

7 **Think** What is your favourite amusement park? Write about *its name, place, opening hours, special attractions and tickets*. Present the amusement park to the class.

## Writing (a text message)

8 Match the abbreviations to what they mean.

1 CU2moro

2 B4N

3 TTYL

4 THX

5 HF

### Study skills

#### Text language

We can use abbreviations when we write text messages. Using abbreviations saves time and space.

- a bye for now | b thanks | c have fun | d see you tomorrow | e talk to you later

9 Imagine you are at one of the places in the texts in Exercise 1. Send a text message to your friend (about 50-60 words). Write about *where you are, who you are with and what the roller coaster is like*. You can use abbreviations.



# 6b Grammar

## will – be going to – Present Continuous



We use **will** for:

- on-the-spot decisions. *I'm too tired. I **won't** go out tonight.*
- predictions based on what we think, believe or imagine with the verbs *think, believe, hope, know*.  
*I **think** forests **will disappear** in 50 years' time.*
- promises. *I'll **be** back in an hour. Don't worry.*
- offers. *I'll **help** you with your project.*

We use **be going to** for:

- future predictions based on what we know or see.  
*Look at the sky! It's **not going to** rain today.*
- future plans & intentions. ***Are you going to** buy a new laptop now that you have the money? No, I'm not. I'm **going to** buy a new smartphone, instead.*

**Time expressions:** *tomorrow, next week/month/year, soon, etc.*

### 1 Complete the gaps. Use **will** or **won't** and the verbs in the list.

- rise • join • be • go • rain

- A: Look outside – it's raining heavily. We can't go to the park.  
B: That's OK. We \_\_\_\_\_ to Paul's house to play computer games, then.
- A: It's so cold at the moment!  
B: You're right, but I believe that the temperatures \_\_\_\_\_ later in the week.
- A: I hope that the weather \_\_\_\_\_ nice while we're on holiday.  
B: Don't worry! I'm sure it \_\_\_\_\_.
- A: Ted \_\_\_\_\_ us at the cinema. He has to work late.  
B: Oh no!

### 2 Ask and answer using the prompts and **will** or **won't**.

- newspapers/exist/in the future?  
A: *Will newspapers exist in the future?*  
B: *No, they won't.*
- everyone/speak/same language/in 100 years?
- people/travel in flying cars/ in the future?
- robots/do our housework/in the future?
- people/go on holidays/to other planets/in 50 years?
- students/learn in virtual classrooms/in the future?

### 3 What are your predictions about life in the future? Think about **housing, transport, food and lifestyle**. Write sentences. Tell the class.

## 4 Complete the sentences. Use the appropriate form of *be going to* and the verbs in the list.

• visit • chat • ~~play~~ • watch • attend

This weekend ...

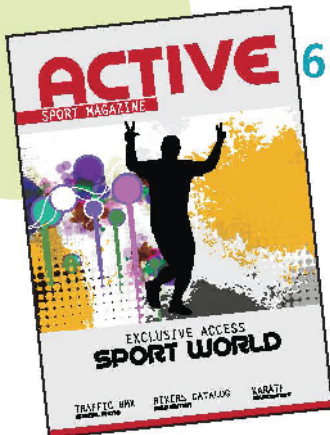
- John isn't going to play football. (X)
- Steve \_\_\_\_\_ a film at the cinema. (✓)
- Paula \_\_\_\_\_ her cousins. (X)
- Jim and Andy \_\_\_\_\_ to each other online. (✓)
- Kim and her mum \_\_\_\_\_ a theatre performance. (X)

## 5 Ask and answer using the prompts and *be going to*.

- you/travel abroad this summer?
- you/work on TV when you grow up?
- where/you and your family/spend the weekend?
- your parents/attend a performance next Saturday?

## 6 Put the verbs in brackets in the *Future Simple (will)* or the *be going to* form.

- A: Have you got this week's *Teen Sports* magazine?  
B: I'm not sure. I \_\_\_\_\_ (have) a look.
- A: The drama club \_\_\_\_\_ (hold) a performance this Sunday.  
B: Really? I \_\_\_\_\_ (come)!
- A: There's a documentary about celebrities on TV tonight.  
B: I know. I \_\_\_\_\_ (not/watch) it, though.
- A: Do you think \_\_\_\_\_ (Peter/come) to the party?  
B: No. He \_\_\_\_\_ (spend) the weekend with his uncle.



## 7 Look at the notes. Correct the sentences. Write in your notebook.

### Saturday

Ann play video games with Sam  
Tom go shopping with Mark

### Sunday

Ann watch a baseball match  
Tom attend a performance

### Note!

We use the **Present Continuous** for fixed arrangements in the near future e.g. *John's leaving tomorrow. He bought his train ticket yesterday.*

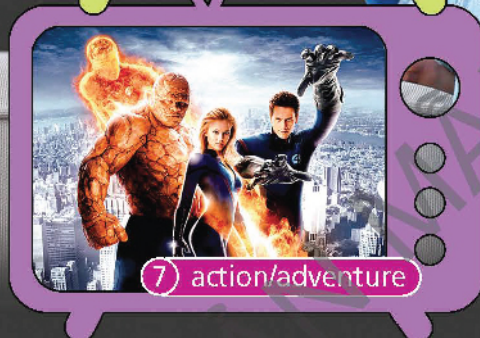
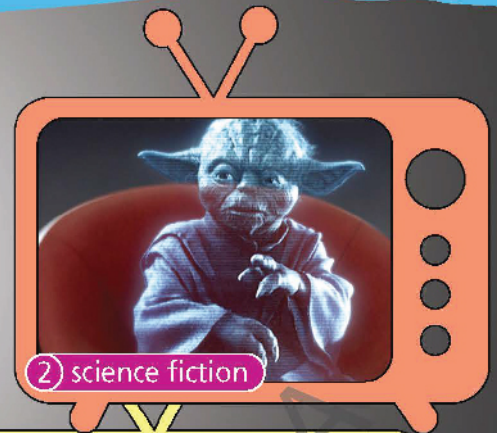
- Ann is watching a basketball match with Sam on Saturday.  
*Ann isn't watching a basketball match with Sam on Saturday.*  
*She's playing video games with Sam.*
- Tom is playing video games on Sunday.
- Tom and Mark are attending a performance on Saturday.
- Ann and Sam are going shopping on Saturday.
- Ann is attending a performance on Sunday.

## 8 Tell your partner about *what you are/aren't doing this evening* and *what you are/aren't going to do this weekend*.

# 6C • Vocabulary

## Types of TV programmes/films

1 3.17 Listen and repeat.



## Expressing an opinion

### Study skills

#### Intonation

Use suitable intonation to show your feelings. This helps your listener understand you better.

2 Use the adjectives to discuss TV programmes and films as in the example.

- good • great • interesting • educational • fantastic • amusing • funny
- OK • not bad
- silly • childish • awful • boring • terrible

A: What do you think of documentaries?


B: I find them boring. I prefer science-fiction films. What do you like watching?

A: I love thrillers. They're fantastic.

3 **Think** What do you think the future of entertainment will be? Discuss in pairs.

# Everyday English • 6d

## Choosing TV programmes

- 1  3.18 Steve and Anna are trying to decide what to watch on TV. What do they choose to watch? Listen and read to find out.

**Steve** Anna, that new game show is on TV. Do you want to watch it? It started 5 minutes ago.

**Anna** Not really. What else is on?

**Steve** Well, there's this film on – it looks like it's a science-fiction film.

**Anna** Oh, I know that one. It's called *Fourth World*. Let's watch it.

**Steve** OK, but I want to watch a football match later.

**Anna** What time is it on?

**Steve** It's at 8:00 on Channel 4. Mary and Josh are coming over to watch it, too.


**Anna** Sounds good. I'll get some popcorn.

### Note!

- **-ing adjectives** describe what something is/was like, e.g. *The film was boring.* (What was the film like? Boring.)
- **-ed adjectives** describe how someone feels/felt, e.g. *We were bored.* (How did we feel? Bored.)

- 2  Complete the gaps with **-ing** or **-ed** adjectives of the verbs in brackets.

- The action film is really \_\_\_\_\_ (excite).
- They are \_\_\_\_\_ (interest) in watching the documentary.
- You'll be \_\_\_\_\_ (disappoint) by the acting.
- The special effects are \_\_\_\_\_ (amaze).

- 3  Act out a dialogue choosing a TV programme/film to watch. Use the online TV guide below and the dialogue in Exercise 1 as a model. Mind the sentence stress.

TV GUIDE <a href="http://tvguide.com">tvguide.com</a>		6:00 p.m.	6:30 p.m.	7:00 p.m.	7:30 p.m.	8:00 p.m.
<b>Channel 1</b>		Friends (US sitcom)		Missing (Thriller)	EastEnders (soap opera)	Elephants (documentary)
<b>Channel 2</b>		Magic Forest (fantasy film)		Eggheads (game show)	Lost (action film)	
<b>Channel 3</b>		Ready Steady Cook! (cookery show)		News & Weather	Do you know it? (game show)	England vs France (live football match)
<b>Channel 4</b>		The Simpsons (cartoon)		Sharks (documentary)	B&C (comedy)	

## Pronunciation

**Diphthongs** (sound that combines two vowels – when pronounced sound like one)

-  3.19 Listen and repeat. Can you think of more words with these sounds?

/aʊ/ town  
/aɪ/ light

/eɪ/ play  
/ɔɪ/ hair

/tə/ deer

# 6e Grammar



## might – should(n't)

- We use **might** to express possibility. **It might rain tonight.**
- We use **should** to give advice.  
**You should wear your raincoat. It's raining.** (I advise you)  
**You shouldn't talk to strangers.** (I advise you not to)

1 Look at the pictures. Use the prompts to make sentences as in the example.

- become a pianist • fall • fall behind with homework • have a car crash



## Game!


Mime an activity. The class in teams guess what might happen to you.

Ann might fall

2 Look at the notes. What should/shouldn't one do while visiting someone in Canada?

### Etiquette

- take off sunglasses when you talk to someone (✓)
- arrive late at a meeting (✗)
- put elbows on the table when eating (✗)
- eat with your hands (✗)
- talk with your hands in your pockets (✗)
- bring flowers or chocolates when you visit someone (✓)

3  What is the etiquette in your country? Prepare a list. Act out a dialogue. Use the phrases in the box.

A: I'm going to Vietnam next week.

B: Really? It's a beautiful country.

A: You were there last year. Is there something I should know?

B: Well, you should ...

A: Really? Anything else ...

### Show interest

- Really?
- I didn't know that.
- Oh!

### Give advice

- You should/shouldn't ...

## Conditional (Type 1)

**Form:** *if* + Present Simple → Future Simple (*will* + infinitive without *to*)

**If you study, you'll get good grades.**

**It won't be fun if you don't come with us.**

**Use:** We use the first conditional to talk about a possible or probable situation in the present or future. We also use it to make promises and offers.

**Note:** unless = if not **Unless it rains, we'll go to the park.** (If it doesn't rain, we'll go to the park.)



### 4 Read the theory box. How do we form the first conditional?

### 5 Put the verbs in brackets into the *Present Simple* or *Future Simple*. Put commas where necessary.

- 1 If we \_\_\_\_\_ (go) to the stadium we \_\_\_\_\_ (see) our favourite band perform live.
- 2 The teacher \_\_\_\_\_ (explain) the exercise to you if you \_\_\_\_\_ (ask) him.
- 3 I \_\_\_\_\_ (not/lend) you my camera unless you \_\_\_\_\_ (be) careful with it.
- 4 I \_\_\_\_\_ (come) to your party if my parents \_\_\_\_\_ (let) me.
- 5 If I \_\_\_\_\_ (meet) Joe tonight I \_\_\_\_\_ (tell) him the good news.
- 6 If Kathy \_\_\_\_\_ (visit) us we \_\_\_\_\_ (order) pizza for dinner.



## Game!

Continue the story.

S1 If it's hot tomorrow, I will go to the beach.

S2 If I go to the beach, ... etc.

### 6 Put the verbs in brackets into the correct tense.

- 1 If Joe isn't busy, he \_\_\_\_\_ (help) you.
- 2 If it rains, we \_\_\_\_\_ (not/go) to the exhibition centre tomorrow.
- 3 My parents won't let me come to the circus unless I \_\_\_\_\_ (do) my homework first.
- 4 If you're hot, I \_\_\_\_\_ (open) the window.
- 5 If the tickets \_\_\_\_\_ (not/be) expensive, we'll go to the theatre.

## Reading



1

▶ 3.20 Look at the texts. Which is an advert? a letter? What is each about? Listen and read to find out.

## FUN in All Weathers

CONTACTS

OUTBOX

INBOX

**A** Hi Julian,  
Hope you're well! On Saturday, my brother and I are going to Jurassic Falls Adventure Golf, an outdoor mini-golf course in East London. It's got a dinosaur theme! There are life-sized model dinosaurs everywhere and a dinosaur-themed restaurant, Gogyuzu. Why don't you join us? We'll pick you up at 10:00. Let me know if you can make it.

Alex



## Capital Karts

Feel the Speed!



**B** Capital Karts in Barking, just 15 minutes from Central London, has the UK's longest indoor go-karting track. It's 1,050 metres long and you can drive at speeds of up to 45 miles per hour! For just £10 per person you can enjoy a 30-minute session. Coming as a large group? Give us a call and we'll find a special rate for you!

2 Read the texts and decide if the statements are **R (right)**, **W (wrong)** or **DS (doesn't say)**.

- 1 Jurassic Falls Adventure Golf is an indoor mini-golf course. ☐
- 2 You can get a special price if you have lunch at Gogyuzu. ☐
- 3 Alex offers to give Julian a lift to the mini-golf course. ☐
- 4 Capital Karts has a dinosaur theme. ☐
- 5 People always book their go-karting session before they get there. ☐
- 6 You can get a discount if you and your friends go to Capital Karts together. ☐

3 **Think** Which of the places in the texts would you like to visit? Why? Tell the class.

- outdoor
- life-sized
- pick sb up
- track
- session
- rate

## Vocabulary

do/go/have phrases

4



3.21 Choose the correct item. Listen and check.



1 have/go roller skating



2 have/do a sleepover



3 go/do windsurfing



4 do/go paintballing



5 have/do a games night



6 do/go Vovinam

## Culture Spot

The Old Quarter in Hanoi, Vietnam is a popular place for teens to hang out. With shops, trendy cafés, restaurants and lively nightlife, it's a perfect place to go shopping, have a meal or go dancing with friends.



Where is a popular place for teens to hang out in London, UK? What can they do there?

## Speaking

5



Discuss as in the example. Use the ideas in Exercise 4 as well as your own ideas.

A: Would you like to go paintballing this Saturday?

B: Sure, why not?/That's a great idea./Thanks, but I can't./I'd love to, but I can't.

## Listening

6



3.22 Listen to John and Sue discussing a weekend activity. For the questions (1-5), choose the correct answer (A, B or C).

- What will Sue do on Saturday afternoon?  
A play tennis      B attend a party      C go to an escape room
- The escape room they will go to looks like a room in \_\_\_\_\_.  
A a spaceship.      B a normal house.      C a castle.
- They are going to an escape room \_\_\_\_\_.  
A opposite a post office.      B beside a library.      C near an office building.
- Entry to the escape room will cost \_\_\_\_\_.  
A £5.      B £10.      C £15.
- Sue and John agree to meet at \_\_\_\_\_.  
A 7:00.      B 6:30.      C 6:45.

## Writing (a letter about your weekend plans)

7

Imagine you are going to Capital Karts this weekend. Write a letter to your English-speaking friend (about 50-60 words). Write about *where you are going*, *who you are with* and *what you are going to do*. Invite him/her to join you.

See Writing 6 p. 130

## Opening/Closing remarks

- How are you doing?
- How are things?
- Write back soon.

## Reading

- 1 Read the title and the headings in the text. What is the text about?  
 3.23 Listen to and read the text to find out.



## TRAVEL with Care

*Travelling the world is fun, but we need to take care when we visit new places. Here's how!*

### Care for the planet

- It's nice to get souvenirs during your travels, but be careful what you buy. Some are ivory from elephant tusks, or wood from rainforest trees.
- Never drop litter on beaches and mountains, or in forests and oceans.

### Spend your money wisely

- Spend your money in local shops and markets. Then, your money goes back to that place and the people that live there.

### Show respect


- People all over the world have got different customs, so always respect local traditions.
- In some places, people wear special clothes or cover their hair. When you visit them, dress in the same way.

- take care • planet • souvenir
- ivory • tusk • custom

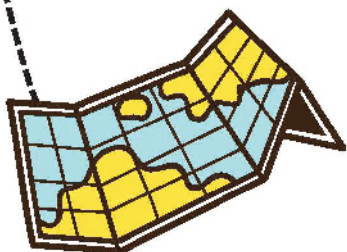
- 2 Read the text again and complete the sentences.

- 1 Be careful when you buy \_\_\_\_\_.
- 2 Don't drop \_\_\_\_\_.
- 3 Spend money in \_\_\_\_\_.
- 4 Always respect \_\_\_\_\_.
- 5 Dress in \_\_\_\_\_.


## Speaking

- 3  Use your answers from Exercise 2 to tell your partner about what travelling with care means. Use *should* or *shouldn't*.

Travelling with care means that you should(n't) ...



## Project Time 6

- 1 a) **Think**  What should smart travellers do? Put the ideas in the list under the correct headings. Write in your notebook.

- ~~waste water~~ • ~~ask before taking photos~~ • know how to read a map
- learn about the local culture • take pebbles and shells from beach
- treat animals badly (ride elephants, walk lions)
- know how to swim • drop litter




### Smart Travellers

Should	Shouldn't
ask before taking photos, ...	waste water, ...



- 2 In your notebook, use the ideas from Exercise 1 and your own ideas to create a leaflet for smart travellers.

## Presentation skills

- 3  How can one be a smart traveller? Give the class a presentation.



## VALUES

### Respect for others

- 4 Read the quotations and match them to their meanings. Which quotation ...

- tells us that looking after the world is good for us as well?
- means that we don't understand how important something is until we don't have it anymore?
- says that all of us should look after our world?

A

*"The greatest threat to our planet is the belief that someone else will save it."*

*Robert Swan (British explorer)*

B

*"Teaching a child not to step on a caterpillar is as valuable to the child as it is to the caterpillar."*

*Bradley Miller (American author)*

C

*"When the well is dry, we will know the worth of water."*

*Benjamin Franklin (American politician, inventor and writer)*

5



Find another quotation about respecting our world, the people and the animals in it. Use the key words *environment quotations*.

See Song Section p. 122

# 6 • Progress Check

## Vocabulary

- 1 Fill in the gaps with *circus, theatre, stadium, concert hall, amusement park, and exhibition centre*.
- You can watch a performance with actors at a(n) \_\_\_\_\_.
  - You can see a robotics exhibition at a(n) \_\_\_\_\_.
  - You can listen to classical music at a(n) \_\_\_\_\_.
  - You can see a sports event at a(n) \_\_\_\_\_.
  - You see clowns and acrobats at a(n) \_\_\_\_\_.
  - You can go on a roller coaster at a(n) \_\_\_\_\_.

6 x 1 = 6

- 2 Choose the correct item.

- Let's **do/go** paintballing next weekend.
- Lisa is going to **have/do** a sleepover with her school friends.
- How often do you **go/do** rollerskating?
- Henry usually **plays/goes** windsurfing at the weekend.
- I enjoy watching **documentaries/thrillers** because they are educational.
- Let's **do/go** Vovinam.
- He likes **picking/sampling** up bargains at markets.
- He enjoys watching soap **shows/operas**.

8 x 1 = 8

## Grammar

- 3 Choose the correct item.

- We **will travel/are going to travel** to Warsaw next Saturday.
- It's too cold. I **will close/am closing** the window.
- If you go to Rome, you **are seeing/will see** the Colosseum.
- They **are leaving/will leave** tomorrow morning at 7:30 by train.
- We **will travel/travel** abroad this summer if we have enough money.

5 x 2 = 10

- 4 Put the verbs in brackets in the correct tense.

- If I \_\_\_\_\_ (**be**) tired, I'll go home.
- If you ask her, she \_\_\_\_\_ (**help**) you.
- If you \_\_\_\_\_ (**leave**) now, you'll be there before the lecture starts.
- If it rains this afternoon, we \_\_\_\_\_ (**not/go**) to the park.
- They \_\_\_\_\_ (**not/come**) if they finish late.

5 x 2 = 10

## Everyday English

- 5 Complete the dialogue. Use the statements (a-e).

- What time is it on?
- Do you want to watch it?
- Don't worry.
- Oh, I know that one.
- What else is on?

- A** Paul, your favourite cookery show is on TV. **1**
- B** Not really. I'm not interested in that show anymore. **2**
- A** Well, there's this film on – it looks like an action film.
- B** **3**  It's called *Fifth Gear*. Let's watch it.
- A** OK, but don't forget I want to watch a documentary later.
- B** **4**
- A** It's at 7:00 on Channel 4.
- B** **5**  The film **will** be over before it starts.
- A** Great. I'll get some snacks.

5 x 3 = 15

## Reading

- 6 Read the text. Decide if the sentences are **R (right)**, **W (wrong)** or **DS (doesn't say)**.



**A** The aim of the Young At Art Children's Museum, South Florida is to introduce children to art in an exciting way.

**B** There are lots of things to do. For example, children can use interactive exhibits to create their own work of art. There is even a special gallery for very young children where they can play and explore materials with their hands.

**C** The museum offers lots of activities, too, from birthday parties to field trips. Children can sign up for summer camps, and there are scholarships for talented young artists.

**D** Anyone can become a member of YAA. Membership includes unlimited visits for a year and other discounts. If you are 15 or older, you can also volunteer at the museum.

- 1 You are not allowed to touch the exhibits in the museum. ☐
- 2 The museum isn't suitable for very young kids. ☐
- 3 You can have a birthday party there. ☐
- 4 Summer camp at the museum lasts for a month. ☐
- 5 You need to be 15 years old to volunteer at the museum. ☐

5 x 4 = 20

## Writing

- 7 Write a letter to your English friend about your plans for the summer (about 50-60 words). Write about *where you are going to go*, *who you are going to go with* and *what you are going to do there*. Invite your friend to come with you.

15 points

## Listening

- 8 Listen to Suzanne and Kent talking about a film. For the questions (1-4), choose the correct answer (A, B or C).

- 1 What kind of film does Suzanne suggest?  
A a horror film B a drama film  
C a science-fiction film
- 2 The sitcom Suzanne's brother wants to watch is at \_\_\_\_\_.  
A 7:00. B 9:00. C 9:30.
- 3 Kent will watch the film with his \_\_\_\_\_.  
A brother. B cousin. C aunt.
- 4 What will Kent eat while watching the film?  
A popcorn B crisps C carrots

4 x 4 = 16

TOTAL: 100 points

## Competences

Good ★ Very Good ★★ Excellent ★★★

### Now I can ...

#### Vocabulary

- talk about fun activities ★★★
- talk about places of entertainment ★★★
- talk about TV programmes & films ★★★

#### Reading

- read for specific information (multiple matching) ★★★
- identify detail (RAW/DS statements) ★★★

#### Listening

listen for specific information (multiple choice) ★★★

#### Speaking

- choose a TV programme/film ★★★
- express an opinion ★★★
- invite – accept/refuse ★★★

#### Writing

- write a text message ★★★
- write a letter about my weekend plans ★★★

# Review (Units 1-6)

## Vocabulary

### 1 Choose the most appropriate option.

- 1 My cat has got thick \_\_\_\_\_.  
A mane      B fur      C trunk
- 2 I love \_\_\_\_\_ the food at the market.  
A sampling      B picking      C taking
- 3 Please can you \_\_\_\_\_ those potatoes?  
A beat      B mix      C peel
- 4 They made the pyramids in Egypt from \_\_\_\_\_.  
A stone      B plastic      C wood
- 5 We went to the concert \_\_\_\_\_ last night.  
A stadium      B centre      C hall
- 6 The months of spring in the UK are March, \_\_\_\_\_ and May.  
A June      B August      C April
- 7 It's important to \_\_\_\_\_ time with your family.  
A spend      B hang      C attend
- 8 It's \_\_\_\_\_ and it's snowing.  
A warm      B hot      C cold
- 9 Your rabbit has got really \_\_\_\_\_ ears.  
A sharp      B long      C thick
- 10 Do you want to \_\_\_\_\_ bowling tonight?  
A go      B play      C do
- 11 My favourite type of film is science \_\_\_\_\_.  
A fantasy      B thriller      C fiction
- 12 Phu Quoc is a beautiful \_\_\_\_\_ with sandy beaches.  
A lake      B waterfall      C island
- 13 They saw acrobats at the \_\_\_\_\_ last Friday.  
A circus      B theatre      C gym
- 14 My dad rides his \_\_\_\_\_ to work.  
A car      B bike      C taxi
- 15 Do you \_\_\_\_\_ sledging in the winter?  
A go      B have      C make

- 16 There is a table and six \_\_\_\_\_ in the kitchen.  
A armchairs      B sofas      C chairs
- 17 It's cold outside. Don't wear \_\_\_\_\_!  
A shorts      B jeans      C gloves
- 18 My grandma watches this soap \_\_\_\_\_ every day.  
A show      B action      C opera
- 19 I wear \_\_\_\_\_ when I play basketball.  
A trainers      B boots      C shoes
- 20 I want to \_\_\_\_\_ a sleepover for my birthday.  
A do      B have      C go


## Grammar

### 2 Choose the most appropriate option.

- 1 \_\_\_\_\_ you visit Hanoi when you went to Vietnam last year?  
A Do      B Did      C Are
- 2 We sailed \_\_\_\_\_ the lake in a boat.  
A across      B along      C onto
- 3 We \_\_\_\_\_ to stay in France next summer. We booked the tickets last night.  
A are going      B will      C did
- 4 What \_\_\_\_\_ you doing at the moment?  
A do      B are      C did
- 5 You \_\_\_\_\_ bring your own tent. It's the rule.  
A have to      B should      C might
- 6 This isn't your notebook. It's \_\_\_\_\_.  
A my      B me      C mine
- 7 I \_\_\_\_\_ to the theatre this afternoon.  
A 'll go      B 'm going      C go
- 8 Amy \_\_\_\_\_ three pages for her History homework last night!  
A wrote      B is writing      C writes
- 9 It's quite warm today. I \_\_\_\_\_ wear a coat.  
A don't      B didn't      C won't


- 10 If I finish my homework before 5:00, I \_\_\_\_\_ to the park with you.  
A 'll come B 'm coming C come
- 11 Joe is \_\_\_\_\_ the guitar in his bedroom right now.  
A practises B practising C practised
- 12 You \_\_\_\_\_ eat cake every day. That's my advice.  
A shouldn't B don't C won't
- 13 We \_\_\_\_\_ travel abroad last year.  
A don't B didn't C won't
- 14 I think she \_\_\_\_\_ win the race.  
A is B going C will
- 15 They usually \_\_\_\_\_ the bus to school.  
A catches B catch C catching
- 16 Do you like \_\_\_\_\_ new car?  
A their B them C theirs
- 17 I only want a \_\_\_\_\_ sugar in my tea.  
A few B little C some
- 18 He isn't \_\_\_\_\_ TV now.  
A watching B watched C watch
- 19 Is she \_\_\_\_\_ to start English lessons next year?  
A going B go C went
- 20 There are \_\_\_\_\_ people in Ho Chi Minh City than in Hanoi.  
A much B many C more

## Listening

- 3  3.25 Listen to Laura talking to Ben about her holiday and decide if the sentences are **R (right)**, **W (wrong)** or **DS (doesn't say)**.

- 1 Laura usually goes on holiday to France. ☐
- 2 She stayed in a hotel in Spain. ☐
- 3 The weather was cold. ☐
- 4 Laura really likes Spanish food. ☐
- 5 She wants to go to Spain again next year. ☐

## Reading

- 4  Read the texts and write **SC** (for Sunnydale Campsite) or **RBH** (for Rocky Bay Hotel).

Hi Jamie,  
How are you? I'm great! I'm staying at Sunnydale Campsite in Devon. It's next to the River Teign and it's beautiful. It costs just £10 a night for all four of us to stay here! We buy food in Bridford village and, in the evenings, we cook it over the campfire. I love it!  
Write back.  
Tom

Hi Tom,  
I'm in Devon, too! I'm staying at Rocky Bay Hotel next to the beach. I go swimming there every morning. There's also a swimming pool at the hotel, a gym and a cinema! Of course, it's expensive to stay here, but we get three huge meals at the restaurant every day. Delicious!  
See you soon.  
Jamie

Where can you ...

- 1 swim in the sea? ☐
- 2 cook food over a fire? ☐
- 3 watch a film? ☐
- 4 sleep in a tent? ☐
- 5 eat at a restaurant? ☐

## Writing

- 5 Imagine you are staying at Rocky Bay Hotel. Write a letter to your English friend about your holiday (about 50-60 words). Write about *where you are*, *what the weather is like*, *who you are with*, *what you are wearing* and *what you are going to do*.



## Home sweet home

1 a) Complete the gaps with *welcome, TV, desk, castle and place*.

b) Listen and check, then sing along.

2 Which of the words below best describe your home?

- big • small • cosy • tall • perfect
- full of love • sweet

3 **Think** What is home to you?



Unit 1

Home sweet home,  
The best 1) \_\_\_\_\_ to be.  
Home sweet home,  
There's a 2) \_\_\_\_\_ here for me!  
There's no place like home,  
It's where I am free.  
There's my 3) \_\_\_\_\_ and computer,  
My bed and 4) \_\_\_\_\_!  
There's no place like home,  
That's one thing that's true.  
My home is my 5) \_\_\_\_\_  
What about you?



## Every Day is New!

1 Complete the gaps with *weekend, lessons, rest, routine, special and play*.

2 Listen and check, then sing along.

3 **Think** How similar is your daily routine to the singer's?





Every day the same 1) \_\_\_\_\_,  
With lots of things to do!  
But every day is 2) \_\_\_\_\_  
Because every day is new!

I get up every morning,  
I have 3) \_\_\_\_\_, meet my friends.  
I go to school five days a week,  
And then comes the 4) \_\_\_\_\_!

On Saturdays and Sundays,  
I find some time to 5) \_\_\_\_\_.  
But work or 6) \_\_\_\_\_, do you know what's best?  
I enjoy every single day!

Unit 2

1  Complete the gaps. Use *pies, ingredients, food, meat, steam and beat*.

2  3.28 Listen and check, then sing along.




In the kitchen, that's the spot,  
That's where things get really hot!  
I love cooking, I love 1) \_\_\_\_\_,  
It always puts me in the mood!

Slice it, 2) \_\_\_\_\_ it, chop it,  
Peel it, grate it, mix!  
Boil it, fry it, 3) \_\_\_\_\_ it,  
You can take your pick!

In the kitchen, that's the space,  
4) \_\_\_\_\_ all around the place!  
Eggs, potatoes, cheese and 5) \_\_\_\_\_,  
All the things I love to eat!

In the kitchen, that's my style  
'Cause cooking always makes me smile!  
Preparing salads, baking 6) \_\_\_\_\_  
I love food, and that's no lie!

Unit 3

1  3.29 Listen and fill in the gaps with the correct word, then sing along.

2  **Think** Which parts of the song best match each picture?

## Whatever the Weather

Whether the weather is sunny and hot,  
Or whether it's 1) r\_\_\_\_\_ today,  
Whatever the weather, let's all get together,  
Let's all have some fun anyway!

I like it when it's raining,  
I go 2) s\_\_\_\_\_ with my friends.  
I like sitting in a cool café  
Especially at 3) w\_\_\_\_\_!

I like it when it's sunny,  
I like riding in the park.  
I like sitting on a 4) s\_\_\_\_\_ beach  
Until the day gets dark!

I like it when it's 5) s\_\_\_\_\_,  
I go skiing quite a lot.  
I like having fun the whole day long,  
When it's 6) c\_\_\_\_\_ or when it's hot!

Unit 4



A



B



C



- 1 3.30 Listen and fill in the gaps with the correct word, then sing along.

• acted • painted • sang • wrote

- 2 **Think** Do you want to be famous? Why (not)?



## Famous Forever

Dickens 1) \_\_\_\_\_ great stories.

He made us turn the page.

Van Gogh 2) \_\_\_\_\_ works of art.

That never ever age.

Chaplin fell and made us laugh.

He 3) \_\_\_\_\_ on the screen.

Elvis 4) \_\_\_\_\_ his greatest hits.

He made the audience scream.

*Famous Forever.*

*Shout their names out loud.*

*They are still famous.*

*They stood out from the crowd.*

**Unit 5**

- 1 Complete the gaps with *fun, backs, me, stuff, seaside, inside, pouring and do.*

- 2 3.31 Listen and check. Then, sing along.

- 3 **Think** What is the weekend like for you?



## Weekend uploading

Saturday's here, let's head outside

It's not the day to stay 1) \_\_\_\_\_

Don't stay at home, don't watch TV

Hey come and play ping pong with 2) \_\_\_\_\_

*The weekend's here for everyone*

*Shake off the week and have some 3) \_\_\_\_\_*

*Meet up with friends, they love it too*

*There's so much now to see and 4) \_\_\_\_\_*

Sunday is here, so go for a ride

Go hiking, go fishing, go to the 5) \_\_\_\_\_

But if you feel tired, stay home and relax

Watch some cool series and lie on your 6) \_\_\_\_\_

Monday's dull and Tuesday's boring

Wednesday's slow, and Thursday's 7) \_\_\_\_\_

But Friday's here and sure enough

The weekend's back to do fun 8) \_\_\_\_\_!

**Unit 6**

# Writing

**Hello!**

An email about you (p. 124)

**1**

A letter about a building (p. 125)

**2**

A blog entry about your routine (p. 126)

**3**

A recipe (p. 127)

**4**

An instant message (p. 128)

**5**

A letter about your last holiday (p. 129)

**6**

A postcard about your plans (p. 130)

# Hello! An email about you

- 1 Read the task. Use the underlined key words to complete the table in your notebook.

Write an email to your new English e-friend about you (about 50 words). In your email write: ■ your name ■ where you are from ■ your age ■ the name of your school ■ sports you can do ■ what your favourite colour is.

Type of writing	
Who to	
Topics	
Number of words	

## Model analysis

- 2 Read the model. Copy the spidergram into your notebook and complete it with information from the email.

INBOX
OUTBOX
CONTACTS


**From:** Steve  
**To:** Mark  
**Subject:** Hello!

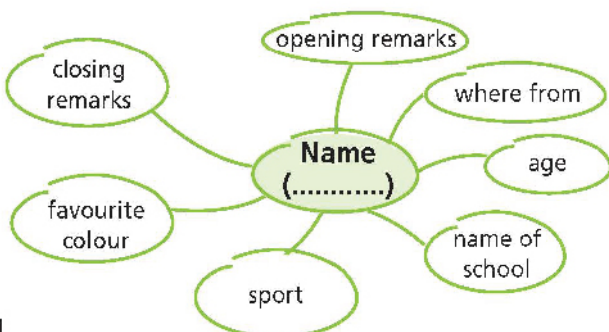
Hi Mark!

How are you? My name's Steve Harris and I'm from New York, USA. I'm twelve years old and I'm a student at King George School. I can play football very well! My favourite colour is green.

What about you? Write back.

Yours,  
Steve





## Writing Tip Capital letters

In English we use a capital letter:

- at the beginning of a sentence (What about you?).
- with names (Andrew) and the personal pronoun I (I'm a student.).
- with days of the week (Monday), months (August), names of cities (Los Angeles), countries (Italy), nationalities (Italian) and continents (Africa).

- 3 Rewrite the sentences using capital letters where necessary.

- i am italian. I am Italian.
- my name's antonio.
- my favourite sport is tennis.
- i am from madrid. it is the capital city of spain.
- my favourite colour is blue.
- my birthday is in january. it's my favourite month!

## Your turn

- 4 a) **Brainstorming:** Copy the spidergram in Exercise 2 into your notebook. Complete it about you.

b) Use the task in Exercise 1 to write an email to your new e-friend about you. Use your ideas from Exercise 4a and phrases from the Useful Language box.

## Useful Language

### Greeting

Hi/Hello ... !

### Opening remarks

How are you?/How's everything?

### Personal information

- My name's/I'm ... • I'm from ...
- I'm ... (years old). • I'm a student at ...
- I can play ... very well.
- My favourite colour is ...

### Closing remarks

- What about you? • What is/are your favourite ... ?
- Write back soon./Write back and tell me.

### Ending

- Yours, • Take care! • Best wishes, • Bye for now.

# A letter about a building • 1

- 1 Read the task. Use the underlined key words to complete the table in your notebook.

This is part of a letter from your English friend, Norman.

*We've got a project at school about famous buildings in various countries. Can you please suggest a building in your country and send me some information about it?*

Write your letter to Norman (about 50 words). Write the name of the building, where it is and what there is inside/outside.

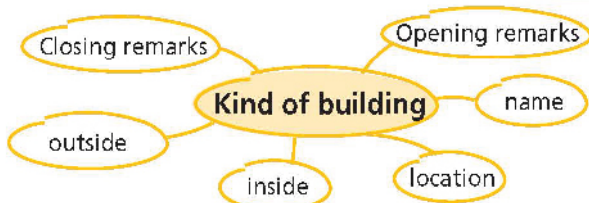
Type of writing	
Who to	
Topics	
Number of words	

## Model analysis

- 2 Read the model. Copy the spidergram into your notebook and complete it with information from the letter.



Hi Norman,  
How are you? Rome is famous for its wonderful buildings. Villa d'Este in Tivoli is amazing! It's a big palace with lots of spacious rooms inside. There are beautiful paintings on the walls. Outside there are large gardens, fountains and balconies with great views over the gardens. Follow this link:  
<http://www.villadestetivoli.info/storiae.htm>  
Hope it helps.  
Monica



- 3 Find the adjectives Monica uses to describe the: buildings, palace, rooms, paintings, gardens, views.

## Writing Tip Punctuation


We use:

- a **full stop** (.) at the end of an **affirmative** or **negative** sentence. (It's a palace. It isn't a museum.)
- a **comma** (,) between items on a list. (The walls are green, yellow and red.)
- a **question mark** (?) at the end of a **question**. (How are you?)
- an **exclamation mark** (!) at the end of an **affirmative** or **negative** sentence to give emphasis. (It's great! No way!)
- an **apostrophe** (') for short forms. (I'm French.)

- 4 Punctuate the sentences.

- How are you?
- It is a great building
- Its in Krakow Poland
- My favourite museum is the Louvre Its amazing
- Hows everything
- Theres a huge bed a wardrobe four chairs and two windows

## Your turn

- 5 a)  **Brainstorming:** Collect information about a famous building in your country. Complete a spidergram similar to the one in Exercise 2 in your notebook.

b) Use your answers in Exercise 5a to write your letter to Norman. You can use phrases from the Useful Language box.

## Useful Language

### Greeting

Hi/Hello ... !

### Opening remarks

- How are things? • How's everything?

### Describing a building

- (name) is in (name of town/city)
- It's a (palace, castle, museum, etc.)
- Inside there are (huge rooms, statues, etc.)
- Outside there are (beautiful gardens, fountains, etc.)

### Closing remarks

- Hope it helps. • Write back. • Have to go now.

# 2 • A blog entry about your routine

- 1 Read the task. Use the underlined key words to complete the sentences.

Write a blog entry about your daily routine (about 50 words). In your blog entry, write:  
 ■ what you do in the morning ■ what you do in the afternoon ■ what you do in the evening.

- You need to write a(n) \_\_\_\_\_.
- It is for \_\_\_\_\_.
- You need to write about \_\_\_\_\_.
- You need to write \_\_\_\_\_ words.

## Model analysis

- 2 Read the model. Make notes under the headings: ■ *In the morning* ■ *In the afternoon* ■ *In the evening*. Use your notes to present Hoa's daily routine.

### Hoa's Blog

Hey bloggers.  
 My day starts early.  
 I get up at 7:00 o'clock in the morning, have a shower and then I have breakfast. I go to school at 8:15. I get back at 3:15 and do my homework before I go to basketball practice. After we have dinner at 7:00, I chat with my friends online or watch TV. I go to bed at 10:00. What about you?

Post a comment



- 3 Complete with *and*, *or*, *before* or *after*.

- At weekends, I go to the mall \_\_\_\_\_ hang out with my friends.
- Paul goes straight home \_\_\_\_\_ lessons finish.
- Ann gets her bag ready \_\_\_\_\_ she leaves the house.
- We have dinner \_\_\_\_\_ then, we watch TV.

## Your turn

- 4 a) **Brainstorming:** Copy the spidergram into your notebook. Complete it with information about your daily routine.



- b) Use the task in Exercise 1 to write a blog entry about your daily routine. Use your ideas from Exercise 4a and phrases from the Useful Language box.

### Writing Tip Linkers *and/or/before/after*

- We use **and** to link similar ideas.  
*I get up **and** take a shower.*
- We use **before** to show that an action happens earlier than another action.  
*Before I go to school, I have breakfast./I have breakfast **before** I go to school.*
- We use **after** to show that an action happens later than another action.  
*After I have breakfast, I go to school./I go to school **after** I have breakfast.*
- We use **or** to link opposing ideas.  
*In the evenings, I watch TV **or** chat online.*

### Useful Language

#### Opening remarks

- Hi bloggers!
- Hi there!

#### Describing daily routine

##### morning

- In the morning, I get up at ... and then I ...
- My day starts (early). I ... and then I ...

##### afternoon

- After lunch/In the afternoon, ...
- I finish school at ...

##### evening

- I usually ... in the evening.
- I go to bed at ...

#### Closing remarks

What about you?

# A recipe • 3

- 1  Read the task. Look at the underlined key words and complete the sentences (1-4).


Your English school magazine wants students to send in recipes of their favourite dish. Write your recipe (about 50 words).

- 1 You need to write a \_\_\_\_\_.
- 2 It is for the \_\_\_\_\_.
- 3 You need to write about \_\_\_\_\_.
- 4 You need to write \_\_\_\_\_ words.

## Model analysis

- 2 Look at the ingredients. What do we need to make an omelette?



- 3  Read the model and complete the gaps with the words below.

• serve • fold • put • pour • add

## Omelette


### Method

- Beat the eggs in a bowl.
- 1) \_\_\_\_\_ salt and pepper.
- 2) \_\_\_\_\_ a frying pan on a low heat (150°C).
- Add ½ tbsp of oil, then 3) \_\_\_\_\_ in the eggs.
- 4) \_\_\_\_\_ the omelette over in half.
- When it is golden brown, remove the pan from the heat.
- 5) \_\_\_\_\_ hot.



## Writing Tip Using abbreviations

When we write recipes, we usually use abbreviations e.g. min – minute.

- 4 a)  What do these abbreviations mean? Read and match.

- |         |                   |
|---------|-------------------|
| tsp 1   | a gram            |
| tblsp 2 | b minute          |
| g 3     | c millilitre      |
| kg 4    | d tablespoon      |
| ml 5    | e degrees Celsius |
| min 6   | f teaspoon        |
| °C 7    | g kilogram        |

- b) Go through the method. Find examples of abbreviations. What do they mean?

## Your turn

- 5 a) **Brainstorming:** Copy the spidergram into your notebook. Complete it with information about your favourite dish.



- b) Use the task in Exercise 1 to write your recipe. Use your ideas from Exercise 5a and phrases from the Useful Language box.

## Useful Language

### Listing ingredients

- a tsp/tbsp of honey/sugar/salt
- a kg of potatoes/beef
- a litre of milk/water • a cup of flour/water

### Method

- Add (the meat to the vegetables, etc.)
- Bake (the cake in an oven, etc.)
- Chop (vegetables into small pieces, etc.)
- Boil (the pasta in water, etc.)
- Mix (everything together in a bowl, etc.)
- Cook (the dish for 30 minutes, etc.)
- Peel (the skin of the tomato, etc.)
- Pour (the milk into the bowl, etc.)

### Serving suggestions

- Serve straightaway/while still hot/when cool.
- You can serve the dish hot or cold.

# 4 • An instant message

- 1 Read the tasks. Use the underlined key words to answer the questions.

A You are going to the beach tomorrow. Write a message to your friend John inviting him to come with you (about 30-50 words).

B You and your family are going on a picnic next Sunday. Write a message to your friend Anna inviting her to come on the picnic with you (about 30-50 words).

- 1 What are you going to write?
- 2 Who are you going to write to?
- 3 What information are you going to include?
- 4 How many words are you going to write?

## Model analysis

- 2 Read the models. Find examples of the **Present Continuous**. Which expresses *an action happening now?* a *fixed future arrangement?*

**A**

John,

How are things? 1) What are you doing tomorrow? I'm going to the beach.

2) Why don't you come with me? We can meet up at about 11:00. 3) Let me know if you can make it.

4) Talk later.

Andy

**B**

Anna,

How are you? I'm doing my homework right now. We're going on a picnic with my family next Sunday. 5) How about joining us? We can pick you up at about 10:00. What do you think? Call me later.

6) Cheers,

Laura

- 3 Replace the underlined phrases in the models with phrases from the Useful Language box.

## Your turn

- 4 a) Read the task. Underline the key words.

You are going to the cinema tomorrow. Write a message to your friend, Mark, inviting him to come with you (about 30-50 words).

- b) **Brainstorming:** Use the key words to answer the questions.

- 1 What are you going to write?
- 2 Who are you going to write to?
- 3 What information are you going to include?
- 4 How many words are you going to write?

- 5 Use the task in Exercise 4a to write a message to your English-speaking friend, Mark. Use your answers from Exercise 4b and phrases from the Useful Language box.

## Useful Language

### Asking about someone's fixed arrangements

- Any plans for ...?
- What are you doing on (Friday)/this/next weekend/late tonight, etc.?

### Making suggestions

- Do you fancy + -ing ...?
- Would you like to ...?
- Why don't you/we/I ...? Let's (go together) ...
- How about + -ing ...?

### Asking for future contact

- Call me. • Give me a call later.
- Call me and let me know.
- Let me know if you can make it.

### Ending a message

- Cheers, • See you. • Talk later.
- Talk to you soon.

# A letter about your last holiday • 5

- 1 Read the task. Underline the key words and answer the questions.

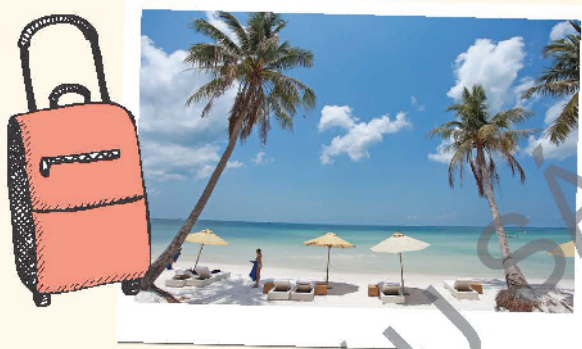
You were on holiday. Write a letter to your English-speaking friend. In your letter write:

- *where you went* ■ *how long you stayed there* ■ *what the weather was like* ■ *what you did* ■ *your feelings*. Write your email (about 50-60 words).

- What are you going to write? Who to?
- What are you going to write about?
- How many words are you going to write?

## Model analysis

- 2 Read the model. What adjectives does Carl use to describe the: *hotel?* *weather?* *sea?* *food?*



Hi Bob!

How's everything? Did you enjoy your holiday? We went to Phú Quốc.

We stayed in a small hotel for a week. The weather was fabulous. We swam in the warm sea, went sightseeing and tried local food.

I had the time of my life. See the photos attached. Talk to you soon.

Carl

- 3 Find the odd word out.

- The weather was **great/fantastic/cool/traditional**.
- We stayed in a(n) **expensive/big/healthy/five-star** hotel.
- The hotel was by a **sandy/busy/quiet/seaside** beach.
- The food was **lovely/tasty/friendly/delicious**.

## Writing Tip Informal style

When we write letters to people we know well, we use informal style. That is:

- short verb forms (*I'm ...*)
- simple sentences (*We're back from Egypt.*)
- simple linking words (*and, or, etc.*)

- 4 Find examples of informal style in the email.

## Your turn

- 5 a) **Brainstorming:** Copy the spidergram into your notebook. Complete it with information about your last holiday.



- b) Use the task in Exercise 1 to write your letter. Use your ideas from Exercise 5a and phrases from the Useful Language box.

## Useful Language

### Greetings

Hi/Hello (person's first name)!

### Opening remarks

- How's everything? • How are you doing?

### Where you went

- We're back from ...
- We were there for ... days.

### Describing the weather

- The weather was (*great/finely/fabulous*, etc.)
- It was hot and sunny, etc. there.
- It was very cold ...

### What you did

- I/we went/visited/saw ...
- I took (lots of) photos.

### Describing your feelings

- I really enjoyed it there.
- It was the best holiday ever./It was great! etc.

### Closing remarks

- Write back. • Have to go now. • Talk later.

# 6 • A postcard about your plans

- 1 Read the task. Underline the key words and answer the questions.

You are on holiday. Write a postcard to your English-speaking friend describing where you are going, who with, your plans and inviting him/her to join you (about 50-60 words).

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What is it going to be about?
- 4 How many words are you going to write?

## Model analysis

- 2 Read the model and complete the table.



Hi Emma,

Greetings from Cardiff. My family and I arrived yesterday. We're staying at my uncle's house. The weather's great. How are you? Tomorrow, I'm going to Roller World with my cousin, Amy. It's a fantastic indoor centre. You can go bowling and play games there, too, but we're going to go roller skating. Afterwards, we're going to shopping. Why don't you come? You can stay with us. I hope you can make it! Dad can pick you up from the train station.

Let me know.  
Karen



Where

When

Who with

Activities

## Writing Tip Informal style

When we write postcards to our family and friends, we use informal style. This includes:

- missing words (*Hope you can come.*)
- short verb forms (*I'm going bowling.*)
- informal expressions (*Drop me a line ...*)

- 3 Rewrite the following sentences in informal style as in the example.

1 I am going ice skating tomorrow. I'm looking forward to it!

*I'm going ice skating tomorrow.  
Looking forward to it!*

2 You are welcome to join us.

3 I'll be back in a week.

4 I cannot wait to visit it!

5 We will see you there.

## Your turn

- 4 **Brainstorming:** Imagine you are on holiday. Copy the table in Exercise 2 into your notebook. Complete it about you.
- 5 Use your notes in Exercise 4 to write a postcard to your friend about your plans and inviting him/her to join you. Use phrases from the Useful Language box.

## Useful Language

### Opening remarks

- How's everything? • How are you doing?
- I'm going to ... on ... with ...
- On ..., my (friend/cousin/brother etc.) and I are planning to go to ...

### Activities

- We're going to play/go/do ...
- Tomorrow, we're going to ...

### Inviting

- Would you like to join us? • Please come.

### Closing remarks

- Let me know. • Tell me if you can come.

# Going Green

BẢN MẪU SÁCH GIÁO KHOA

# Going Green

- 1 a) In which room can you find each of the appliances below? What do you use each one for? What powers them?



hair dryer



kettle



air conditioner



fridge



television



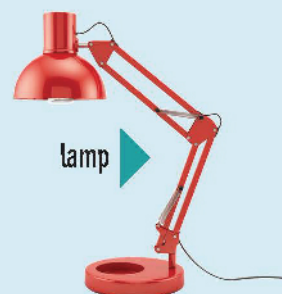
iron



toaster



telephone



lamp

A **vampire device** is an appliance that we connect to a power supply and never unplug, so it uses a small amount of electrical energy, constantly, e.g. a TV set.

- b) Read the definition. How many of the household appliances above are vampire devices?
- 2 Look at the drawing and talk about the ways people waste energy in the house.



# SAVE ENERGY AT HOME

People use more energy now than in the past. American households, for example, double the amount of energy they use every 20 years! Just stop for a minute and think about all the things in your house that use electricity. Here are some simple ways to help save some energy in the house!

Don't take long baths. Take short showers instead. It takes less electricity to warm up the water.

Don't leave the tap running. You're wasting water!

Insulate around windows and doors to stop heat from escaping the house.

Turn off the lights.

Don't leave the fridge door open.

When you use the washing machine, use cold water and wash only full loads.

Turn off TVs, computers and video games when you leave the room.

Cover pans when boiling water or soup. It cooks faster.

For more information visit: <http://www.powerhousekids.com>

3 How can you save energy at home? Read the text and say.

## Project

4 **Portfolio:** Keep a learning log during this month. Write three entries per week on what you do to save electricity in your home.

## REDUCE WASTE AT SCHOOL

ARE THE BINS AT YOUR SCHOOL

ALWAYS FULL OF RUBBISH?

THERE ARE LOTS OF THINGS YOU

CAN DO TO HELP REDUCE WASTE

AT SCHOOL.



1 Which of the objects in the pictures do you use at school?

2 Read the title and the headings in the text. How can the objects in the pictures be related to it? Read to find out.

3 Read again and complete the sentences.

1 If you have a computer, you can

2 If you take care of your backpack, you can

3 Don't take a lot of food with you. Take only as

4 Don't throw away paper and drinks cans. Put them in





## USE LESS PAPER

- Don't throw away paper that only has writing on one side. Use the other side, too.
- Ask your teacher if you can hand in your homework on a computer disk.



computer disk

## BUY REUSABLES

- Use refillable pens and pencils.
- Buy a good backpack and take care of it so you can use it next year.



backpack



refillable pencil



refillable pen

## PACK A NO-WASTE LUNCH

- Take your food to school in reusable containers.
- Use a cloth napkin.
- Take only as much food as you want to eat so you don't waste any.



## ORGANISE A RECYCLING CLUB

- Ask your teacher to get recycling bins and put paper and drinks cans in them for recycling.
- Swap old books and toys with your school friends. Don't throw them away.



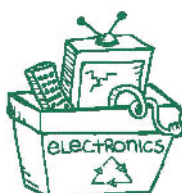
4 Say three things you remember from the text.

### Project (a presentation)

5



Think of other ways to reduce waste at school or at home. Collect information. Present it to the class.



## FOOD for thought

There are a lot of ways you can  
be environmentally-friendly when it comes to food.  
Make a step in the right direction.



- 1 Describe the picture. How often do you go shopping for food with your parents? Where do you go? What do you buy?
- 2 Make a list of foods you often buy. Which are fresh? Which are frozen? Which have got a lot of wrapping? Which are organic?
- 3 Read the title of the text. The following words appear in it. What can the text be about? Read through and check.

- local area • fewer exhaust fumes • organic food
- chemicals and pesticides • little packaging • fresh food
- frozen food • loose • plastic wrapping • make a big difference



Check out this list of ways to be environmentally-friendly when it comes to food!

- Buy food from your local area. Food that grows locally doesn't need transporting. This means fewer vehicles and fewer exhaust fumes.
- Buy organically grown produce. Farmers don't use harmful chemicals and pesticides to grow organic food. It's better for the environment 1) \_\_\_\_\_ better for you.
- Buy food with as little packaging 2) \_\_\_\_\_ possible. A packet 3) \_\_\_\_\_ cheese from the refrigerator comes with much 4) \_\_\_\_\_ packaging than a piece of cheese from the cheese counter.
- Buy fresh food instead of frozen food, and buy fruit, vegetables and bread loose. This way you don't have to throw 5) \_\_\_\_\_ plastic wrapping in the bin.



*Little things can make a big difference.*

*Try some of these ideas today – save the environment tomorrow.*

**4** Read the text and complete the gaps (1-5). Then explain the words in bold.

**Show interest**

- Really?
- That's interesting!

**Give advice**


- It's a good idea ...
- We/You can/ should ...
- Why don't you ...?
- How about ...?

**5** Use the information in the text and the phrases in the box to give advice to your friend on how to be environmentally friendly when it comes to food.

**Project**


**6** **Portfolio:** What else can we do to be environmentally friendly when it comes to food? Collect information, then give the class a five-minute presentation. Record yourself.

# Going Green

**1**  Read the saying. What do you think it means? Choose a, b or c.

- a We are free to treat the environment in any way we want.
- b The environment doesn't belong to us; we owe it to the future generations to take care of it.
- c The world belonged to the previous generations but now it belongs to us.



**2**  Read the text, then read sentences (a-e). Which sentence (a-e) can you use to fill in the gaps (1-5)?

- a He did, but still not enough people were working on the problem.
- b Since then, people all over the planet celebrate Earth Day.
- c Senator Nelson knew that our world was getting dirty and that many of our plants and animals were dying.
- d He wrote letters to all of the colleges and put a special article in Scholastic Magazine, which most of the schools got, to tell the students about this special day.
- e See what happens when people care about our world?



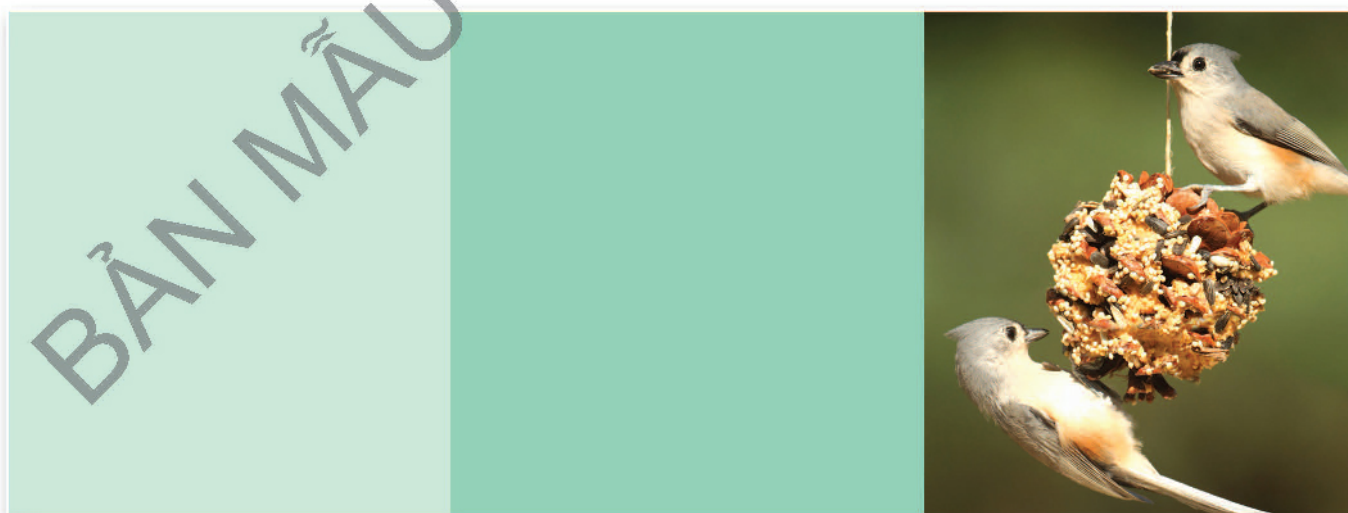
In 1963, former Senator Gaylord Nelson began to worry about our planet. **1**

He wondered why people weren't trying to solve these problems. He talked to other senators and to the President. They decided that the President would go around the country and tell people about these concerns.

Then, in 1969, Senator Nelson had another idea. He decided to have a special day to teach everyone about the things that needed to change in our environment.

22nd April, 1970, was the first Earth Day. People all over the country made promises to help the environment.

People all over the world know that there are problems we need to work on and this is our special day to look at the planet and see what needs changing. Isn't it great? One person had an idea and kept working until everyone began working together to solve the problem.

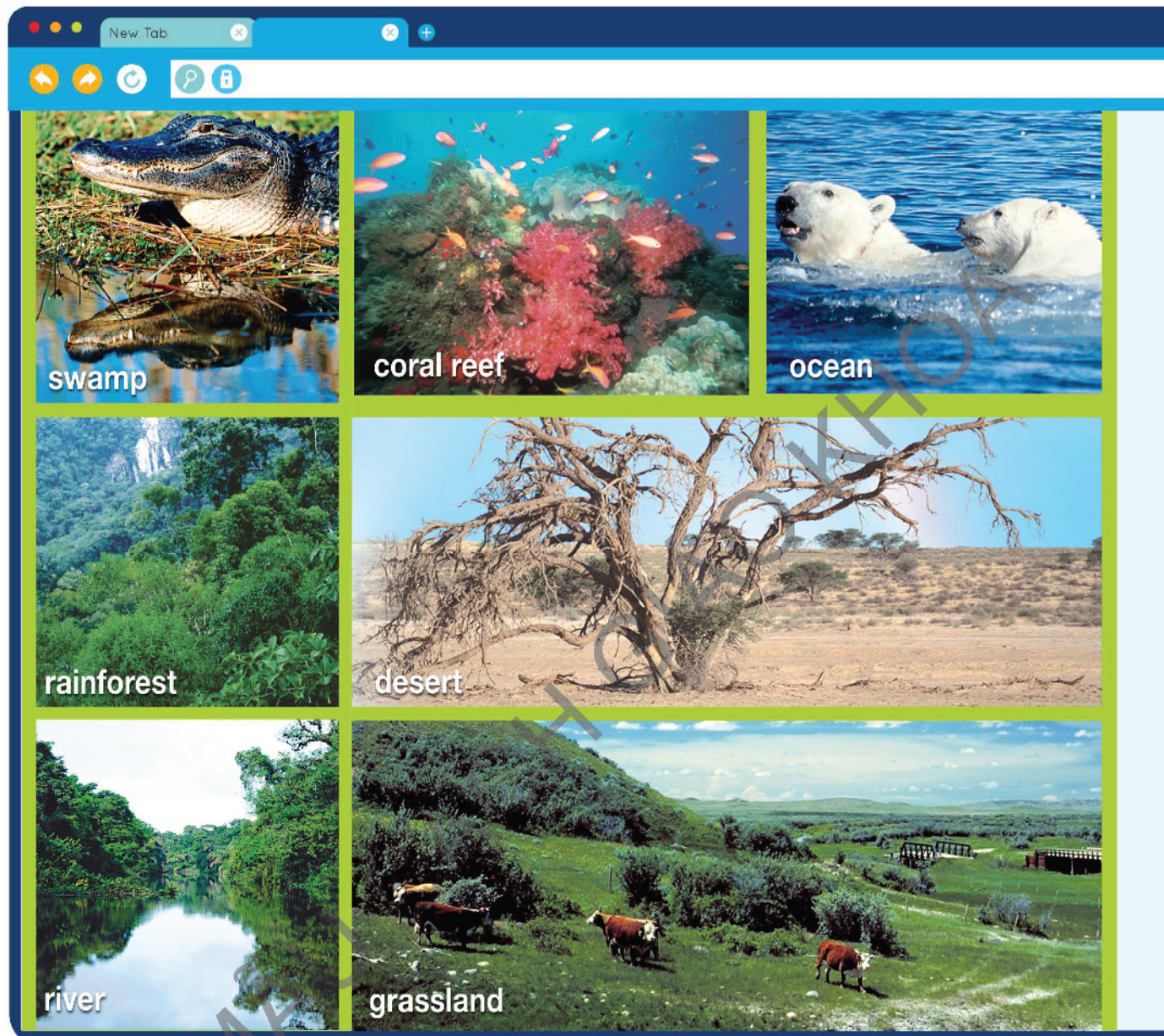


4





Collect information about how to protect the environment and build a better world. Make notes. Use your notes to prepare and give a presentation.

# Going Green



**ecosystem:** an environment where living and non-living elements have connections with each other and work together

- 1  Read the definition, then look at the pictures. What ecosystems can you see? Name a plant/animal/fish which lives in each one.
- 2  Read the text and answer the questions.
  - 1 What is there in an ecosystem?  
\_\_\_\_\_
  - 2 How do the different parts work in an ecosystem?  
\_\_\_\_\_
  - 3 What happens if something changes in an ecosystem?  
\_\_\_\_\_
- 3 Explain the words in **bold**. Mime or draw their meaning.



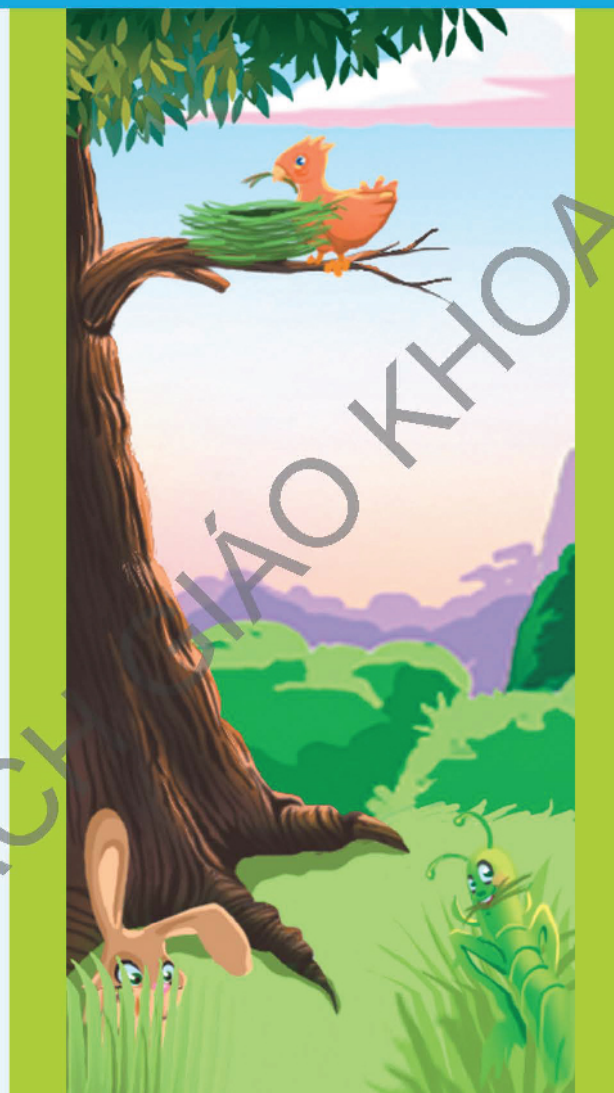
# EcoSystems

1 Most people **grow up** in communities and **rely on** each other. Plants and animals live in communities, too, in places with the weather, **soil** and food they need.

2 These communities are ecosystems. They have living parts, such as plants and animals, and non-living parts, such as rock and water.

3 An ecosystem is like an **imaginary web** – all the living and non-living parts **interact** with each other. For example, grass uses sunlight to **produce energy**. A rabbit hides in the grass, grasshoppers **feed on** it, and a bird weaves it into its **nest**.

4 If a part of an ecosystem changes, everything changes. Unfortunately, we often **upset** ecosystems. It is important to **maintain** the **delicate balance** between the parts in an ecosystem.




4 Match the highlighted words to their meaning.

- keep • depend on • work together • disturb • eat

5 Which paragraph describes the drawing? Look at it and say how this ecosystem works.

## Project

- 6  Draw or find pictures of the ecosystem in your area. Include: the place you live and other people/animals/plants that share your ecosystem. Write a short paragraph explaining how your ecosystem works.

## TRADED DEAD OR ALIVE



- 1 Describe the picture above. What place does it show? What is strange about it?
- 2 Look at the souvenirs on page 143. What materials did they use to make them?
  - ivory • coral • macaw feathers • snake skin • tiger fur • tortoiseshell

They used ivory to make the table.
- 3 What do you expect the text to be about? Read through and check.



You are on holiday in one of the 1) \_\_\_\_\_ exotic destinations in the world, but beware! Many of the souvenirs you see 2) \_\_\_\_\_ the shops helped to kill some of 3) \_\_\_\_\_ world's most endangered species.

Animal parts such 4) \_\_\_\_\_ ivory, tortoiseshell, fur and feathers are a big part of the souvenir market. People use 5) \_\_\_\_\_ to make products that are very popular 6) \_\_\_\_\_ tourists.

When people buy these products, it is cruel and also illegal. To protect nature and avoid getting into trouble, 7) \_\_\_\_\_ sure you

### NEVER BUY:

- ivory souvenirs
- skin, teeth or bones from wild cats
- tortoiseshell products
- coral or coral jewellery

### ... and REMEMBER:

If you aren't sure whether a souvenir is legal 8) \_\_\_\_\_ not:

**DON'T BUY IT!**



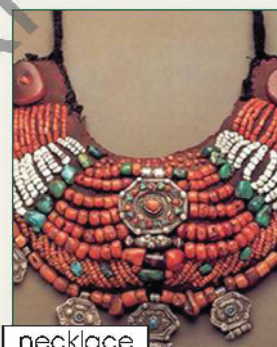
coat



fan



table



necklace



hair pins



belt

4 Read again and write the missing words (1-8).

5 Collect more information about safe souvenir shopping. Imagine you are a tour guide in an exotic destination. Talk to your group about it.

### Project

6 Collect information, then make a poster to help protect endangered animals from illegal trade.

# • Word List

## Hello!

**American** /əˈmerɪkən/ (adj):  
quốc tịch Mỹ  
**Argentina** /ˌɑːdʒənˈtɪnə/ (n):  
Argentina (quốc gia)  
**Argentinian** /ˌɑːdʒənˈtɪniən/ (adj):  
quốc tịch Argentina  
**Australia** /əˈstreɪliə/ (n):  
Úc (quốc gia)  
**Australian** /əˈstreɪliən/ (adj):  
quốc tịch Úc  
**Brazil** /brəˈzɪl/ (n): Brazil (quốc gia)  
**Brazilian** /brəˈzɪliən/ (adj):  
quốc tịch Brazil  
**British** /ˈbrɪtɪʃ/ (adj): quốc tịch Anh  
**Canada** /ˈkænədə/ (n):  
Canada (quốc gia)  
**Canadian** /kəˈneɪdiən/ (adj):  
quốc tịch Canada  
**Egypt** /ˈɛdʒɪpt/ (n): Ai Cập (quốc gia)  
**Egyptian** /ˈɛdʒɪpiən/ (adj):  
quốc tịch Ai Cập  
**Greece** /ɡriːs/ (n): Hy Lạp (quốc gia)  
**Greek** /ɡriːk/ (adj): quốc tịch Hy Lạp  
**New Zealand** /ˌnjuːˈziːlənd/ (n): New Zealand (quốc gia)  
**New Zealander** /ˌnjuːˈziːləndə/ (n):  
người New Zealand  
**Russia** /rʌʃə/ (n): Nga (quốc gia)  
**Russian** /rʌʃən/ (adj): quốc tịch Nga  
**South Africa** /ˌsaʊθˈæfrɪkə/ (n): Nam Phi (quốc gia)  
**South African** /ˌsaʊθˈæfrɪkən/ (adj):  
quốc tịch Nam Phi  
**Spain** /speɪn/ (n): Tây Ban Nha (quốc gia)  
**Spanish** /ˈspæɪnɪʃ/ (adj):  
quốc tịch Tây Ban Nha  
**the UK** /ðəˈjuːˌkeɪ/ (n):  
Vương quốc Anh  
**the USA** /ðəˈjuːˌesˌeɪ/ (n):  
Mỹ, Hoa Kỳ (quốc gia)  
**Turkey** /ˈtʊːki/ (n): Thổ Nhĩ Kỳ (quốc gia)  
**Turkish** /ˈtʊːkɪʃ/ (adj):  
quốc tịch Thổ Nhĩ Kỳ  
**Vietnam** /vjetˈnæm/ (n): Việt Nam (quốc gia)  
**Vietnamese** /vjetˈnæmɪz/ (adj):  
quốc tịch Việt Nam  
**basketball** /ˈbɑːskɪtbɔːl/ (n): bóng rổ  
**capital city** /ˈkæpɪtəlˈsɪti/ (n): thủ đô  
**close to** /klaʊz tə/ (prep): gần với  
**football** /ˈfʊtbɔːl/ (n): bóng đá  
**gymnastics** /dʒɪmˈnæstɪks/ (n):  
thể dục dụng cụ

**martial arts** /ˈmɑːrʃəlˈɑːts/ (pl n):  
võ thuật  
**near** /nɪə/ (adv): gần  
**tennis** /ˈtenɪs/ (n): quần vợt  
**town** /taʊn/ (n): thị trấn  
**aunt** /aʊnt/ (n): cô, dì, mẹ, thím, bác gái  
**brother** /ˈbrʌðə/ (n): anh/em trai  
**cousin** /ˈkʌzən/ (n): anh/chị/em họ  
**dad** /dæd/ (n): bố  
**daughter** /ˈdɔːtə/ (n): con gái  
**granddad** /ˈɡrændæd/ (n): ông nội, ông ngoại  
**grandfather** /ˈɡrændˌfɑːðə/ (n):  
ông nội/ngoại  
**grandmother** /ˈɡrændˌmʌðə/ (n):  
bà nội, bà ngoại  
**grandparents** /ˈɡrænˌpeərənts/ (pl n):  
ông bà nội, ông bà ngoại  
**husband** /ˈhʌzbənd/ (n): chồng  
**mum** /mʌm/ (n): mẹ  
**parents** /ˈpeərənts/ (pl n): bố mẹ, cha mẹ, ba mẹ, ba má  
**sister** /ˈsɪstə/ (n): chị, em gái  
**son** /sʌn/ (n): con trai  
**uncle** /ˈʌŋkəl/ (n): chú, cậu, dượng, bác trai  
**wife** /waɪf/ (n): vợ  
**clever** /ˈkleɪvə/ (adj): khéo léo, thông minh  
**friendly** /ˈfrendli/ (adj): thân thiện  
**funny** /ˈfʌni/ (adj): vui tính, khôi hài  
**kind** /kaɪnd/ (adj): tốt bụng, tử tế  
**old** /əʊld/ (adj): già  
**plump** /plʌmp/ (adj): béo  
**polite** /pəˈlaɪt/ (adj): lịch sự  
**short** /ʃɔːt/ (adj): thấp, lùn  
**tall** /tɔːl/ (adj): cao  
**thin** /θɪn/ (adj): ốm  
**young** /jʌŋ/ (adj): trẻ  
**bridge** /brɪdʒ/ (n): cây cầu  
**island** /ˈaɪlənd/ (n): hòn đảo  
**landmark** /ˈlændmɑːk/ (n): danh thắng  
**monument** /ˈmʌnjumənt/ (n):  
đài tưởng niệm  
**official language** /əˈfɪʃəlˈlæŋɡwɪdʒ/ (n):  
ngôn ngữ chính thức  
**stadium** /ˈsteɪdiəm/ (n): sân vận động  
**wall** /wɔːl/ (n): bức tường

## Unit 1

**appliance** /əˈplaɪəns/ (n): thiết bị, dụng cụ  
**armchair** /ɑːmtʃeə/ (n): ghế bành  
**bath** /bɑːθ/ (n): bồn tắm

**bedside cabinet** /ˈbedsaɪdˈkæbɪnət/ (n): tủ đặt cạnh đầu giường  
**carpet** /ˈkɑːpɪt/ (n): tấm thảm  
**child's bedroom** /ˈtʃaɪldzˈbedrʊm/ (n): phòng ngủ dành cho trẻ em  
**coffee table** /ˈkɒfiˈteɪbəl/ (n):  
bàn cà phê (bàn phòng khách)  
**cooker** /ˈkʊkə/ (n): nồi cơm điện  
**cupboard** /ˈkʌbərd/ (n): tủ nhà bếp  
**curtain** /ˈkɜːtən/ (n): màn cửa, rèm cửa  
**desk** /desk/ (n): bàn học, bàn làm việc  
**fireplace** /ˈfaɪəpleɪs/ (n): lò sưởi  
**fridge** /ˈfrɪdʒ/ (n): tủ lạnh  
**furniture** /ˈfɜːnɪtʃə/ (n): đồ nội thất  
**painting** /ˈpeɪntɪŋ/ (n): bức tranh  
**parents' bedroom** /ˈpeərəntsˈbedrʊm/ (n): phòng ngủ của bố mẹ  
**pillow** /ˈpɪləʊ/ (n): cái gối  
**room** /ruːm/ (n): phòng  
**single bed** /ˈsɪŋɡəlˈbed/ (n):  
giường đơn  
**sink** /sɪŋk/ (n): bồn rửa (trong nhà bếp)  
**sofa** /ˈsəʊfə/ (n): ghế sofa  
**toilet** /ˈtɔɪlət/ (n): nhà vệ sinh  
**wardrobe** /ˈwɔːdrəʊb/ (n): tủ quần áo  
**washbasin** /ˈwɒʃˌbeɪsɪn/ (n): bồn rửa mặt.

## 1a

**balcony** /ˈbælkəni/ (n): ban công  
**chimney** /ˈtʃɪmni/ (n): ống khói  
**cosy** /ˈkəʊzi/ (adj): ấm cúng  
**feature** /ˈfi:tʃə/ (n): đặc trưng  
**long** /lɒŋ/ (adj): dài  
**ordinary** /ˈɔːdəneri/ (adj):  
bình thường, thông thường  
**quiet** /ˈkwaɪət/ (adj): yên tĩnh  
**roof** /ruːf/ (n): mái nhà  
**shower** /ˈʃaʊə/ (n): vòi sen  
**wall** /wɔːl/ (n): bức tường  
**window** /ˈwɪndəʊ/ (n): cửa sổ

## 1c

**gym** /dʒɪm/ (n): phòng tập thể dục  
**hospital** /ˈhɒspɪtəl/ (n): bệnh viện  
**library** /ˈlaɪbrəri/ (n): thư viện  
**museum** /ˈmjuːziəm/ (n): bảo tàng

## 1f

**countryside** /ˈkʌntrisaɪd/ (n):  
nông thôn, miền quê  
**driveway** /ˈdraɪvweɪ/ (n):  
đường lái xe vào nhà  
(trong khu vực một tòa nhà)  
**floor** /floː/ (n): sàn (nhà), tầng (nhà)  
**row** /rəʊ/ (n): dãy nhà phố  
**suburb** /ˈsʌbəb/ (n): ngoại ô,  
ngoại thành

## CLIL 1

**measure** /ˈmeʒə/ (v): đo lường  
**measurement** /ˈmeʒəmənt/ (n): sự đo  
lường, phép đo  
**step** /step/ (n): bước (đi)

## Unit 2

**brush teeth** /ˈbrʌʃ ˈti:θ/ (phr):  
đánh răng  
**come back home** /ˈkʌm ˈbæk ˈhəʊm/  
(phr): trở về nhà  
**daily routine** /ˈdeɪli ruːtiːn/ (n):  
thói quen hằng ngày  
**do homework** /ˈduː ðə ˈhəʊmwɜːk/  
(phr): làm bài tập về nhà  
**finish school** /ˈfɪnɪʃ skul/ (phr):  
kết thúc giờ học ở trường  
**free-time activities** /ˈfriː taɪm  
ækˈtɪvətɪz/ (pl n): các hoạt động  
trong thời gian rảnh  
**get up** /ˈget ʌp/ (phr): thức dậy  
**go to basketball practice** /ˈgəʊ tə  
ˈbɑːskɪtbɔːl ˈpræktɪs/ (phr):  
đi tập bóng rổ  
**go to bed** /ˈgəʊ tə bed/ (phr): đi ngủ  
**play video games** /ˈpleɪ ˈvɪdiəʊ  
ˈɡeɪmz/ (phr): chơi trò chơi điện tử  
**take a shower** /ˈteɪk ə ˈʃaʊə/ (phr):  
tắm với sen  
**walk to school** /ˈwɔːk tə skul/ (phr):  
đi bộ đến trường  
**watch videos online** /ˈwɒtʃ ˈvɪdiəʊz  
ˈɒnlaɪn/ (phr): xem video trực  
tuyến

## 2a

(a) **quarter past/to (seven)** /ə ˈkwɔːtə  
paɪst/tu/ (phr): mười lăm phút sau  
/mười lăm phút nữa (bảy giờ)  
**canteen** /ˈkæntiːn/ (n): căn tin, nhà ăn  
**chat online** /ˈtʃæt ˈɒnlaɪn/ (phr):  
trò chuyện trực tuyến

**half past (seven)** /haʊf paɪst/ (phr):  
30 phút sau (bảy giờ)  
**o'clock** /ə ˈklɒk/ (adv): giờ đúng  
**registration** /ˌredʒɪˈstreɪʃən/ (n):  
việc đăng ký, việc ghi danh  
**team** /tiːm/ (n): đội, nhóm  
**uniform** /ˈjuːnɪfɔːm/ (n): đồng phục

## 2c

**chat online** /ˈtʃæt ɒnlaɪn/ (phr): trò  
chuyện trực tuyến  
**do jigsaw puzzles** /duː ˈdʒɪɡzɔː pʌzlz/  
(phr): chơi ghép hình  
**do puzzles online** /duː ˈpʌzlz ˈɒnlaɪn/  
(phr): giải đố trực tuyến  
**go bowling** /ˈgəʊ ˈbəʊlɪŋ/ (phr): chơi  
bowling  
**go skateboarding** /ˈgəʊ skeɪtbɔːdɪŋ/  
(phr): chơi trượt ván  
**go to the amusement park** /ˈgəʊ tə ðə  
əˈmjuːzɪmənt paːk/ (phr):  
đi đến một công viên giải trí  
**go to the mall** /ˈgəʊ tə ðə maʊl/ (phr):  
đi đến trung tâm thương mại  
**go to the theatre** /ˈgəʊ tə ðə ˈθiːə/  
(phr): đi đến rạp hát  
**hang out with friends** /hæŋ aʊt wɪð  
frendz/ (phr): đi chơi với bạn bè  
**play board games** /pleɪ ˈbɔːd ɡeɪmz/  
(phr): chơi board game

## 2f

**charity** /ˈtʃærəti/ (n): tổ chức từ thiện  
**field** /fiːld/ (n): sân cỏ  
**go to the gym** /ˈgəʊ tə ðə ʒɪm/ (phr):  
đi đến phòng tập thể dục  
**have piano lessons** /hæv ˈpiːnəʊ  
ˈlesənz/ (phr): học piano  
**nickname** /ˈnɪkneɪm/ (n): biệt danh  
**spend time with someone** /spend  
ˈtaɪm wɪð ˈsʌmwʌn/ (phr):  
dành thời gian với ai đó  
**training** /ˈtreɪnɪŋ/ (n): sự huấn luyện,  
sự tập luyện  
**twice** /twɑːs/ (adv): hai lần  
**wizard** /ˈwɪzəd/ (n): nhà thiên tài, phù  
thuỷ

## CLIL 2

**breathe** /briːð/ (v): hít thở  
**raise awareness** /reɪz əˈweɪəns/ (phr):  
nâng cao nhận thức

## Unit 3

**animal product** /ˈæniməl prɒdʌkt/ (n):  
sản phẩm từ động vật  
**cereal** /ˈstiəriəl/ (n): ngũ cốc  
**crisps** /ˈkrɪspz/ (pl n): khoai tây chiên  
giòn  
**cucumber** /ˈkjuːkʌmbə/ (n): dưa leo  
**dairy products** /ˈdeəri prɒdʌktz/ (n):  
sản phẩm làm từ sữa  
**grain** /ɡreɪn/ (n): các loại hạt nổi  
chung  
**lettuce** /ˈletɪs/ (n): rau xà lách  
**onion** /ˈʌnjən/ (n): củ hành tây  
**pasta** /ˈpæstə/ (n): mì ống  
**pepper** /ˈpepə/ (n): tiêu  
**salt** /sɔːlt/ (n): muối  
**strawberry** /ˈstrɔːberi/ (n): quả dâu  
tây  
**sugar** /ˈʃʊɡə/ (n): đường  
**tea** /tiː/ (n): trà  
**vegetable** /ˈvedʒtəbəl/ (n): rau củ  
**yoghurt** /ˈjəʊɡət/ (n): sữa chua

## 3a

**chef** /ʃef/ (n): đầu bếp  
**difficult** /ˈdɪfɪkəlt/ (adj): khó, khó khăn  
**drink** /drɪŋk/ (n): thức uống  
**easy** /iːzi/ (adj): dễ, dễ dàng  
**flavour** /ˈfleɪvə/ (n): hương vị  
**healthy** /ˈheəlθi/ (adj): khỏe mạnh, có  
lợi cho sức khỏe  
**ingredient** /ɪnˈɡriːdiənt/ (n):  
thành phần, nguyên liệu  
**meal** /miːl/ (n): bữa ăn  
**pie** /paɪ/ (n): bánh nướng  
**recipe** /ˈresɪpi/ (n): công thức nấu ăn  
**special** /ˈspeʃəl/ (adj): đặc biệt  
**unhealthy** /ˌʌnˈheəlθi/ (adj): không lành  
mạnh, có hại cho sức khỏe

## 3c

**add** /æd/ (v): thêm vào  
**beat** /biːt/ (v): đánh (trứng)  
**bowl** /bɔːl/ (n): cái bát  
**cake tin** /ˈkeɪk tɪn/ (n): khuôn bánh  
**chop** /tʃɒp/ (v): chặt, thái, băm  
**frying pan** /ˈfraɪɪŋ pæn/ (n): chảo rán  
**grate** /ɡreɪt/ (v): nạo  
**grater** /ˈɡreɪtə/ (n): cái nạo, bàn nạo  
**knife** /naɪf/ (n): dao  
**mix** /mɪks/ (v): trộn  
**peel** /piːl/ (v): lột/gọt/bóc vỏ  
**saucepan** /ˈsɔːspen/ (n): cái nồi  
**slice** /slaɪs/ (v): cắt, thái

# Word List

spoon /spun/ (n): cái thìa/muỗng  
whisk /wisk/ (n): dụng cụ đánh trứng

## 3f

batter /bætr/ (n): bột nhồi  
bun /bʌn/ (n): bánh dạng tròn  
cod /kɒd/ (n): cá tuyết  
fry /fraɪ/ (v): chiên, rán  
haddock /'hædək/ (n): cá tuyết nhỏ  
oven /'ʌvən/ (n): lò nướng  
relish /'relɪʃ/ (n): nước xối, nước chấm  
spicy /'speɪsi/ (adj): cay  
steam /sti:m/ (v): hấp  
vinegar /'vɪnɪgə/ (n): giấm

## CLIL 3

calcium /'kælsɪəm/ (n): can-xi  
energy /'enədʒi/ (n): năng lượng  
fat /fæt/ (n): chất béo  
protein /'prəʊtɪn/ (n): chất đạm  
spread /'spred/ (n): chất phết lên bánh  
vitamin /'vɪləmɪn/ (n): vitamin

## Unit 4

go camping /'gəʊ kæmpɪŋ/ (phr): đi cắm trại  
go sailing /'gəʊ seɪlɪŋ/ (phr): đi chèo thuyền  
go sightseeing /'gəʊ 'saɪt,si:ŋ/ (phr): đi ngắm cảnh  
go skiing /'gəʊ 'ski:ŋ/ (phr): đi trượt tuyết  
go sledging /'gəʊ 'sledʒɪŋ/ (phr): đi xe trượt tuyết  
go to the beach /'gəʊ tə ðə bi:tʃ/ (phr): đi biển  
have a barbecue /həv ə 'bɑ:bɪkju:/ (phr): làm tiệc nướng  
have a picnic /həv ə 'pɪknɪk/ (phr): đi dã ngoại  
make a snowman /'meɪk ə snəʊmæn/ (phr): chơi đắp người tuyết  
pick pumpkins /'pɪk 'pʌmkɪnz/ (phr): hái bí ngô  
take a bike ride /teɪk ə baɪk raɪd/ (phr): đi xe đạp  
visit museums /'vɪzɪt mju:ziəmz/ (phr): tham quan viện bảo tàng  
winter /'wɪntə/ (n): mùa đông

## 4a

celebrate /'seləbreɪt/ (v): tổ chức, ăn mừng  
cloudy /'klaʊdi/ (adj): có mây, nhiều mây  
cold /kəʊld/ (adj): lạnh  
dress up /dres 'ʌp/ (v): mặc đồ đẹp  
firework /'faɪəwɜ:k/ (n): pháo hoa  
hang flags /hæŋ 'flægz/ (phr): treo cờ  
hot /hɒt/ (adj): nóng  
parade /'pəreɪd/ (n): cuộc diễu hành  
raining /'reɪnɪŋ/ (adj): trời mưa  
snowing /'snəʊɪŋ/ (adj): có tuyết  
sunny /'sʌni/ (adj): có nắng, nhiều nắng  
warm /wɜ:m/ (adj): ấm áp

## 4c

belt /belt/ (n): dây thắt lưng  
boots /bu:t/ (pl n): đôi giày ống  
cap /kæp/ (n): mũ lưỡi trai  
gloves /glʌv/ (n): đôi găng tay  
jacket /'dʒækt/ (n): áo khoác  
jeans /dʒi:mz/ (pl n): quần jeans  
jumper /'dʒʌmpə/ (n): áo ngoài mặc chui đầu (của phụ nữ)  
leggings /'legɪŋz/ (pl n): quần ôm sát chân  
scarf /skɑ:f/ (n): khăn quàng cổ  
shirt /ʃɜ:t/ (n): áo sơ mi  
skirt /skɜ:t/ (n): váy  
socks /sɒk/ (n): đôi tất, vớ  
T-shirt /'ti: ʃɜ:t/ (n): áo thun  
trainers /'treɪnəz/ (pl n): giày thể thao

## 4f

bottom /'bɒtəm/ (n): phần dưới cùng, phần đáy  
island /'aɪlənd/ (n): hòn đảo  
lake /leɪk/ (n): hồ  
plant /plɑ:nt/ (n): thực vật  
rainforest /'reɪnfɒrɪst/ (n): rừng nhiệt đới  
resort /'rɪzɔ:t/ (n): khu nghỉ dưỡng  
river /'rɪvə/ (n): con sông  
tour /tuə/ (n): chuyến du lịch  
trek /trek/ (n): chuyến đi bộ đường dài (đường rừng/đồi núi)  
waterfall /'wɔ:təfɔ:l/ (n): thác nước

## CLIL 4

allow /ə'laʊ/ (v): cho phép  
attend /ə'tend/ (v): tham gia, tham dự  
container /kən'teɪnə/ (n): vật chứa/đựng  
contaminated /kən'tæmɪneɪtɪd/ (adj): bị hư hỏng, nhiễm khuẩn  
disease /dɪ'zi:z/ (n): bệnh  
leash /li:ʃ/ (n): dây xích (động vật)  
put out /put 'aʊt/ (v): dập tắt (lửa)

## Unit 5

actor /'æktə/ (n): diễn viên  
painter /'peɪntə/ (n): họa sĩ  
physicist /'fɪzɪsɪst/ (n): nhà vật lý học  
queen /kwɪn/ (n): nữ hoàng  
singer /'sɪŋə/ (n): ca sĩ  
writer /'raɪtə/ (n): nhà văn

## 5a

arrive /ə'raɪv/ (v): đến  
boring /'bɔ:ɪŋ/ (adj): chán nản  
cheap /tʃi:p/ (adj): rẻ (giả)  
exciting /ɪk'saɪtɪŋ/ (adj): thú vị, hứng thú, phấn khích  
expensive /ɪk'spensɪv/ (adj): đắt  
fast /fɑ:st/ (adj): nhanh chóng  
interactive /ɪntə'æktɪv/ (adj): có tính tương tác  
later /'leɪtə/ (adv): sau đó  
means of transport /mi:nz əv trænspɔ:t/ (n): phương tiện giao thông  
move /mu:v/ (v): di chuyển  
railway station /'reɪlweɪ,steɪʃən/ (n): nhà ga xe lửa  
relaxing /rɪ'læksɪŋ/ (adj): thư giãn, giải trí  
slow /sləʊ/ (adj): chậm chạp  
tiring /'taɪrɪŋ/ (adj): mệt mỏi  
transport /trænspɔ:t/ (n): vận tải, vận chuyển  
tube station /'tju:b,steɪʃən/ (n): ga tàu điện ngầm

## 5c

beak /bi:k/ (n): mỏ (chim)  
big /bɪg/ (adj): to lớn  
body /'bɒdi/ (n): cơ thể, thân thể, thân hình  
fur /fɜ:/ (n): lông thú  
leg /leg/ (n): chân  
mane /meɪn/ (n): bờm (ngựa, sư tử)

neck /nek/ (n): cổ  
pet /pet/ (n): thú cưng  
sharp /ʃa:p/ (adj): sắc, nhọn, bén  
thick /θɪk/ (adj): dày  
trunk /trʌŋk/ (n): vòi con voi  
wild /waɪld/ (adj): hoang dã  
wing /wɪŋ/ (n): cánh

## 5f

informative /ɪn'fɔ:mətɪv/ (adj): nhiều thông tin  
scientist /'saɪəntɪst/ (n): nhà khoa học  
set up camp /set ʌp kæmp/ (phr): dựng trại  
snore /snoʊ/ (v): ngáy  
torch /tɔ:tʃ/ (n): đèn pin

## CLIL 5

complete /kəm'pli:t/ (v): hoàn thành  
connect /kə'nekt/ (v): kết nối  
fog /fɒg/ (n): sương mù  
in memory of /ɪn 'meməri ɒv/ (phr): tưởng nhớ  
tomb /tu:m/ (n): mộ, ngôi mộ

## Unit 6

capsule /'kæpsju:l/ (n): buồng (cáp treo, vòng du quay)  
bargain /'bɜ:ɡɪn/ (n): món hời  
works of art /wɜ:kz ɒv 'ɑ:t/ (phr): tác phẩm nghệ thuật

## 6a

amusement park /ə'mju:zmənt pa:k/ (n): công viên giải trí  
bend /bend/ (v): bẻ cong  
circus /'sɜ:kəs/ (n): rạp xiếc, gánh xiếc  
concert hall /'kɒnsət ha:l/ (n): phòng hòa nhạc  
exhibition centre /eksɪbrɪʃən 'sentə/ (n): trung tâm triển lãm  
last /la:st/ (v): kéo dài  
protect /prə'tekt/ (v): bảo vệ  
put on /pʊt ɒn/ (phr v): mặc (quần áo), đeo (mắt kính)  
safety glasses /seɪftɪ 'glɑ:sɪz/ (pl n): kính bảo hộ  
speed /spi:d/ (n): tốc độ  
stadium /'sterdiəm/ (n): sân vận động  
track /træk/ (n): đường ray (tàu lượn)  
underwater /ʌndə'wa:tə/ (adj): ở dưới mặt nước  
vanish /'væniʃ/ (v): tan biến, biến mất

## 6c

action/adventure /'ækʃən/əd'ventʃə/ (n): (phim) hành động/phiêu lưu  
animation/cartoon /æni'meɪʃən/ kɑ:'tu:m/ (n): phim hoạt hình  
childish /'tʃɪldrɪʃ/ (adj): ngây ngô, trẻ con  
cooking show /'kʊkɪŋ ʃəʊ/ (n): chương trình nấu ăn  
documentary /ˌdɒkjə'mentəri/ (n): phim tài liệu

educational /edʒukeɪʃənl/ (adj): có tính giáo dục  
fantasy /'fæntəsi/ (n): phim kỳ ảo, phim siêu nhiên, phim thần tiên  
game show /'ɡeɪm ʃəʊ/ (n): trò chơi truyền hình  
science fiction /saɪəns 'fɪkʃən/ (n): khoa học viễn tưởng  
soap opera /'səʊp ,ɒpərə/ (n): phim, dài tập, kịch dài tập  
thriller /'θrɪlə/ (n): phim kịch tính

## 6f

life-sized /laɪf saɪzd/ (adj): có kích thước như vật thật  
outdoor /'aʊtɔ:ə/ (adj): ngoài trời, ở ngoài  
pick (sb) up /pɪk ʌp/ (phr v): đón (rước) ai đó  
rate /reɪt/ (n): giá cả  
session /seʃən/ (n): buổi, phiên  
sleepover /'sli:pəʊvə/ (n): tiệc ngủ qua đêm  
track /træk/ (n): đường đua

## CLIL 6

custom /'kʌstəm/ (n): tập quán  
ivory /'aɪvəri/ (n): ngà (chất liệu)  
planet /'plænit/ (n): hành tinh  
take care /'teɪk keə/ (phr): chú ý, quan tâm  
tusk /tʌsk/ (n): ngà (voi)

# Pronunciation

## Vowels

<b>a</b>	/eə/	care, rare, scare, dare, fare, share
	/ʊ/	name, face, table, lake, take, day, age, ache, late, snake, make
	/æ/	apple, bag, hat, man, flat, lamp, fat, hand, black, cap, fan, cat, actor, factor, manner
	/ɔ/	ball, wall, call, tall, small, hall, warn, walk, also, chalk
	/ɒ/	want, wash, watch, what, wasp
	/ə/	alarm, away, America
	/ɑ/	arms, dark, bar, star, car, ask, last, fast, glass, far, mask
<b>e</b>	/e/	egg, end, hen, men, ten, bed, leg, tell, penny, pet, bell, pen, tent
<b>e</b>	/ɪ/	eraser, email, equal
<b>i</b>	/ɪ/	in, ill, ink, it, is, hill, city, sixty, fifty, lip, lift, silly, chilly
	/ɜ/	girl, sir, skirt, shirt, bird
	/aɪ/	ice, kite, white, shine, bite, high, kind
<b>o</b>	/ɒ/	home, hope, bone, joke, note, rope, nose, tone, blow, know, no, cold
	/ɒ/	on, ox, hot, top, chop, clock, soft, often, box, sock, wrong, fox
	/aʊ/	owl, town, clown, how, brown, now, cow
<b>oo</b>	/ʊ/	book, look, foot
	/u/	room, spoon, too, tooth, food, moon, boot
	/ʌ/	blood, flood
	/ɔ/	floor, door
<b>u</b>	/ɜ/	turn, fur, urge, hurl, burn, burst
	/ʌ/	up, uncle, ugly, much, such, run, jump, duck, jungle, hut, mud, luck
	/ʊ/	pull, push, full, cushion
	/j/	unique, union
<b>y</b>	/aɪ/	sky, fly, fry, try, shy, cry, by

## Consonants

<b>b</b>	/b/	box, butter, baby, bell, bank, black
<b>c</b>	/k/	cat, coal, call, calm, cold
	/s/	cell, city, pencil, circle
<b>d</b>	/d/	down, duck, dim, double, dream, drive, drink
<b>f</b>	/f/	fat, fan, first, food, lift, fifth
<b>g</b>	/g/	grass, goat, go, gold, big, dog, glue, get, give
	/dʒ/	gem, gin, giant
<b>h</b>	/h/	heat, hit, hen, hand, perhaps BUT hour, honest, dishonest, heir
<b>j</b>	/dʒ/	jam, just, job, joke, jump
<b>k</b>	/k/	keep, king, kick
<b>l</b>	/l/	lift, let, look, lid, clever, please, plot, black, blue, slim, silly
<b>m</b>	/m/	map, man, meat, move, mouse, market, some, small, smell, smile

<b>n</b>	/n/	next, not, tenth, month, kind, snake, snip, noon, run
<b>p</b>	/p/	pay, pea, pen, poor, pink, pencil, plane, please
<b>q</b>	/kw/	quack, quarter, queen, question, quiet
<b>r</b>	/r/	rat, rich, roof, road, ready, cry, grass, bring, fry, carry, red, read
<b>s</b>	/s/	sit, set, seat, soup, snow, smell, glass, dress, goose
	/z/	houses, cousin, husband
<b>t</b>	/t/	two, ten, tooth, team, turn, tent, tool, trip, train, tree
<b>v</b>	/v/	veal, vet, vacuum, vote, arrive, live, leave, view
<b>w</b>	/w/	water, war, wish, word, world
<b>y</b>	/j/	youth, young, yes, yacht, year
<b>z</b>	/z/	zoo, zebra, buzz, crazy

## Diphthongs

<b>ea</b>	/eə/	pear, wear, bear
	/ɪə/	ear, near, fear, hear, clear, year, dear
	/i/	eat, each, heat, leave, clean, seat, neat, tea
	/aɪ/	earth, pearl, learn, search
<b>ee</b>	/i/	keep, feed, free, tree, three, bee
	/ɪə/	cheer, deer
<b>ei</b>	/eɪ/	eight, freight, weight, vein
	/aɪ/	height
<b>ai</b>	/aɪ/	pain, sail, tail, main, bait, fail, mail
<b>ie</b>	/aɪ/	die, tie, lie
<b>ou</b>	/ʌ/	tough, touch, enough, couple, cousin, trouble
	/aʊ/	mouse, house, round, trout, shout, doubt
<b>oi</b>	/ɔɪ/	oil, boil, toil, soil, coin, choice, voice, join
<b>oy</b>	/ɔɪ/	boy, joy, toy, annoy, employ
<b>ou</b>	/ɔ/	court, bought, brought
<b>au</b>	/ɔ/	naughty, caught, taught

## Double letters

<b>sh</b>	/ʃ/	shell, ship, shark, sheep, shrimp, shower
<b>ch</b>	/tʃ/	cheese, chicken, cherry, chips, chocolate
<b>ph</b>	/f/	photo, dolphin, phone, elephant
<b>th</b>	/θ/	thief, throne, three, bath, cloth, earth, tooth
	/ð/	the, this, father, mother, brother, feather
<b>ng</b>	/ŋ/	thing, king, song, sing
<b>nk</b>	/ŋk/	think, tank, bank

# Rules of Punctuation

## Capital letters

A capital letter is used:

- to begin a sentence.  
*It is hot today.*
- for days of the week, months and public holidays.  
*Sunday, July, May Day Bank Holiday, etc.*
- for names of people and places.  
*This is Marie and she's from Paris.*
- for people's titles.  
*Mr and Mrs Smith, Dr Sanders, Prince Harry, etc.*
- for nationalities and languages.  
*She is Italian.*  
*Can you speak Chinese?*  
Note: The personal pronoun I is always a capital letter. *Ben and I are cousins.*

## Full stop (.)

A full stop is used to end a sentence that is not a question or an exclamation.

*Leo is away on holiday. He's in Rome.*

## Comma (,)

A comma is used:

- to separate words in a list.  
*There's lettuce, tomatoes, eggs and cheese in the salad.*
- after certain joining words/transitional phrases (e.g. in addition to this, moreover, for example, however, in conclusion, etc.).  
*For example, I like swimming and kayaking.*
- when a complex sentence begins with an if-clause or other dependent clauses.  
*If Stephen isn't there, leave a message for him.*  
Note: No comma is used, however, when they follow the main clause.
- before the words *asked, said, etc.* when followed by direct speech.  
*David said, "It was nice to see you again."*

## Question mark (?)

A question mark is used to end a direct question.

*What time does her flight land?*

## Exclamation mark (!)

An exclamation mark is used to end an exclamatory sentence (i.e. a sentence showing admiration, surprise, joy, anger, etc.).

*You're so funny!*

*What a nice day!*

## Quotation marks (' ' " ")

- Single quotes are used when you are quoting someone in direct speech (nested quotes).  
*"She got up, shouted 'I'm late' and ran out of the room," Adam said.*
- Double quotes are used in direct speech to report the exact words someone said.  
*"Evita called for you," Lucy told me.*

## Colon (:

A colon is used to introduce a list.

*To make an omelette we need the following: eggs, milk, cheese, salt and pepper.*

## Brackets ( )

Brackets are used to separate extra information from the rest of the sentence.

*The Taj Mahal (built between 1622 and 1653) is an amazing place to visit.*

## Apostrophe (')

An apostrophe is used:

- in short forms to show that one or more letters or numbers have been left out.  
*She's (= she is) cooking dinner.*  
*This shop opened in '89. (= 1989)*
- before or after the possessive *'s* to show ownership or the relationship between people.  
*Rob's dog, my mum's brother* (singular noun + *'s*)  
*the twins' parents* (plural noun + *'*)  
*the children's toys* (irregular plural + *'s*)

# American English - British English Guide

American English	British English
<b>A</b>	
airplane /'eɪrpleɪn/ anyplace/anywhere /ˈeniˌpleɪs/ˈeniˌweər/ apartment /ə'pɑːtmənt/	airplane /'eɪəpleɪn/ anywhere /ˈeniˌweər/ flat /flæt/
<b>B</b>	
bathrobe /'bæθrəʊb/ bathroom /'bæθrʌb/ bill /bɪl/ billion (= a thousand million) /bɪljən/ busy (phone) /'bɪzi/	dressing gown /'dresɪŋ gaʊn/ bath /bæθ/ banknote /'bæŋknəʊt/ billion /'bɪljən/ = a million million engaged (phone) /ˈɪŋɡeɪdʒd/
<b>C</b>	
cab /kæb/ call /kɔːl/ can /kæn/ candy /'kændi/ check /tʃek/ closet /'kloʊzət/ connect (telephone) /kə'nekt/ cookie /'kuki/ corn /kɔːn/ crosswalk/pedestrian crossing /kroʊswɔːk/pə'destriən 'kroʊsm/	taxi /'tæksi/ ring up/phone /rɪŋ ʌp/'fəʊn/ lin /lɪn/ sweets /swiːts/ bill (restaurant) /bɪl/ wardrobe /'wɔːdrəʊb/ put through /pʊt 'θruː/ biscuit /'bɪskɪt/ sweetcorn/maize /'swiːtkɔːn/'meɪz/ zebra crossing /'zebrə 'kroʊsm/
<b>D</b>	
desk clerk /'desk 'kɜːk/ dessert /'dɪzərt/ downtown /'daʊntaʊn/ drapes /'dreɪps/ drugstore/pharmacy /'drʌgstɔːr/ 'fɑːməsi/ duplex /'dʌpleks/	receptionist /'rɛsɪpʃənɪst/ pudding/dessert /'puːdɪŋ/'dɛsərt/ 'daʊntaʊn/ (city) centre /'sɪti 'sentə/ curtains /'kɜːtənz/ chemists /'keɪmɪsts/ semi-detached /'semi'detætʃt/
<b>E</b>	
eggplant /'egplɑːnt/ elevator /'elɪveɪtə/ <b>F</b>	aubergine /'əʊbəʒɪn/ lift /lɪft/
fa /'fɑː/ faucet /'fɔːsɪt/ first floor, second floor, etc. /fɜːst 'flɔːr, 'sekənd 'flɔːr/ flashlight /'flæʃlaɪt/ handhies /'frɛntɪ 'frɔːz/ front desk (hotel) /'frʌnt 'desk/	autumn /'ɔːtəm/ lap /læp/ ground floor, first floor, etc. /'graʊnd 'flɔːr, 'fɜːst 'flɔːr/ torch /tɔːtʃ/ chips /tʃɪps/ reception /'rɛsɪpʃən/
<b>G</b>	
garbage/trash /'gɑːbnɪdʒz/'træʃ/ garbage can /'gɑːbnɪdʒz, 'kæn/ gas /gæs/ gas station /'ɡæs 'steɪʃən/ <b>I</b>	rubbish /'rʌbɪʃ/ dustbin/bin /'dʌstbɪn/'bɪn/ petrol /'petrəl/ petrol station/garage /'petrəl 'steɪʃən/'ɡɑːrɪdʒ/ 'kɑːsɪ'jeə /'kloʊzɪŋ/
grade /'ɡreɪd/ <b>I</b>	interval /'ɪntəvəl/ crossroads /'kroʊsrəʊdz/
intermission /'ɪntər'mɪʃən/ intersection /'ɪntər'sekʃən/	
<b>J</b>	
janitor /'dʒænɪtə/ <b>K</b>	caretaker/porter /'keə'teɪkə/'pɔːtə/ paraffin /'pærəfɪn/
kerosene /'kerəsin/ <b>L</b>	solicitor /'sɒlɪsɪtə/ queue /'kjuː/ lost property /'lɒst 'prɒpətɪ/
lawyer/attorney /'lɔːjə/'ætɔːni/ line /laɪn/ lost and found /'lɒst ən 'faʊnd/ <b>M</b>	post /'pəʊst/ book /bʊk/ motorbike/motorcycle /'məʊtəbaɪk/'məʊtəsaɪkl/
mail /meɪl/ make a reservation /'meɪk ə 'rezə'veɪʃən/ motorcycle /'məʊtəsaɪkl/ <b>N</b>	film /fɪlm/ cinema /'sɪnəmə/ newsreader /'njuːzrɪdə/
movie /'muːvi/ movie theater /'muːvi 'θiətə/ <b>N</b>	
newscaster /'njuːzkɑːstə/	

American English	British English
<b>O</b>	
office (doctor's/dentist's) /'ɒfɪs/ one-way (ticket) /'wʌn 'weɪ/ overalls /'oʊvərlɔːz/	surgery /'sɜːdʒəri/ single (ticket) /'sɪŋɡl/ dungarees /'dʌŋɡərɪz/
<b>P</b>	
pants/trousers /'pænts/'traʊzəz/ pantyhose/nylons /'naɪlɔːnz/ parking lot /'pɑːkɪŋ lɔːt/ pavement /'peɪvmənt/ pedestrian crossing /'pɛdɪstriən 'kroʊsm/	trousers /'traʊzəz/ tights /'taɪts/ car park /'kɑː 'pɑːk/ road surface /'rəʊd 'sɜːfɪs/ zebra crossing /'zebrə 'kroʊsm/
snip /sɪp/ (potato) chips /'pɒtetoʊ 'tʃɪps/ public school /'pʌblɪk 'skʊl/ purse /'pɜːs/	crisps /'krɪspz/ state school /'steɪt 'skʊl/ handbag /'hændbæg/
<b>R</b>	
railroad /'reɪlroʊd/ rest room /'rest ruːm/	railway /'reɪlweɪ/ toilet /'tɔɪlət/ /'klɔːkrʊm/
<b>S</b>	
salesclerk/salesgirl /'seɪlɪz'kɜːk/ 'seɪlɪz'gɜːl/ schedule /'skedʒul/ sidewalk /'saɪd'wɔːk/ stand in line /'stænd ɪn 'laɪn/ store/shop /'stɔːr/'ʃɔːp/ subway /'sʌbweɪ/	shop assistant /'ʃɒp ə'sɪstənt/ 'seɪlɪz'gɜːl/ timetable /'taɪmteɪbəl/ pavement /'peɪvmənt/ queue /'kjuː/ shop /'ʃɒp/ underground /'ʌndəgraʊnd/
<b>T</b>	
truck /trʌk/ two weeks /tuː 'wiːks/	lorry /'lɒri/ fortnight/two weeks /'fɔːtaɪnt/ tuː 'wiːks/
<b>V</b>	
vacation /'veɪkeɪʃən/ vacuum (n) /'vækjəm/ vacuum cleaner /'vækjəm 'kliːnə/ vest /vest/	holiday(s) /'hɒlədeɪ(z)/ hoover /'huːvə/ hoover /'huːvə/ waistcoat /'weɪstkeɪt/
<b>W</b>	
with (milk/cream in coffee) /wɪθ/ without (milk/cream in coffee) 'wɪð aʊt/ /'wɪθ aʊt/	white /waɪt/ black /blæk/
<b>Y</b>	
yard /jɑːd/	garden /'ɡɑːdn/
<b>Z</b>	
(pronounced /zɪ/) zero /'ziːroʊ/ zip code /'zɪp kəʊd/	(pronounced /zed/) naught /naʊt/ postcode /'pəʊstkeɪd/

## Grammar

He <u>just</u> went out.	He <u>has just</u> gone out.
He <u>has just</u> gone out.	
Hello, is <u>this</u> Steve?	Hello, is <u>that</u> Steve?
<u>Do you have</u> a car?	<u>Have you got</u> a car?

## Spelling

aluminum /ə'lumɪnəm/	aluminium /æ'lumɪniəm/
analyze /'ænləɪz/	analyse /'ænləɪz/
center /'sentə/	centre /'sentə/
check (n) /tʃek/	cheque /tʃek/
color /'kɒlə/	colour /'kɒlə/
honor /'ɒnə/	honour /'hɒnə/
jewelry /'dʒuːəlri/	jewellery /'dʒuːəlri/
practice (n, v) /'præktɪs/	practise (n) /'præktɪs/ practise (v) /'præktɪs/
program /'prɒɡræm/	programme /'prɒɡræm/
realize /'riːləɪz/	realise /'riːləɪz/
tire /taɪ/	tyre /taɪə/
traveler /'trævelə/	traveller /'trævelə/

## Expressions with prepositions and particles

live <u>on</u> X street	live <u>in</u> X street
<u>on</u> a team	<u>in</u> a team
<u>on</u> the weekend	<u>at</u> the weekend
Monday <u>through</u> Friday	Monday <u>to</u> Friday

# Irregular verbs

Infinitive	Past	Vietnamese meanings	Infinitive	Past	Vietnamese meanings
be /bi:/	was /wɒz/, were /wɜ:/	thì; là; ở; bị; được	leave /li:v/	left /left/	ra đi; để lại
bear /beə/	bore /bɔ:/	mang; chịu đựng; sinh	lend /lend/	lent /lent/	cho mượn; cho vay
beat /bi:t/	beat /bi:t/	đánh; đập	let /let/	let /let/	cho phép; để cho
become /brɪkəm/	became /brɪkəm/	trở nên	lie /laɪ/	lay /leɪ/	nằm
begin /brɪn/	began /brɪgən/	bắt đầu	light /laɪt/	lit /ɪt/	thắp sáng
bite /baɪt/	bit /bɪt/	cắn	lose /lu:z/	lost /lost/	làm mất; mất
blow /bləʊ/	blew /blu:/	thổi	make /meɪk/	made /meɪd/	chế tạo; sản xuất
break /breɪk/	broke /brɒk/	gãy; vỡ	mean /mi:n/	meant /ment/	có nghĩa là
bring /brɪŋ/	brought /brɒt/	mang	meet /mi:t/	met /met/	gặp mặt
build /bɪld/	built /bɪlt/	xây dựng	pay /peɪ/	paid /peɪd/	trả (tiền)
burn /bɜ:n/	burnt (burned) /bɜ:n (bænd)/	đốt; cháy	put /pʊt/	put /pʊt/	đặt; để
burst /bɜ:st/	burst /bɜ:st/	nổ; vỡ tung	read /ri:d/	read /red/	đọc
buy /baɪ/	bought /bɔ:t/	mua	ride /raɪd/	rode /rɒd/	lái xe; cưỡi
can /kæn/	could /kʊd/	có thể	ring /rɪŋ/	rang /ræŋ/	rung chuông
catch /kætʃ/	caught /kɔ:t/	bắt; chụp	rise /raɪz/	rose /rəʊz/	mọc; gia tăng
choose /tʃu:z/	chose /tʃəʊz/	chọn; lựa	run /rʌn/	ran /ræn/	chạy
come /kʌm/	came /keɪm/	đến; đi đến	say /seɪ/	said /sed/	nói
cost /kɒst/	cost /kɒst/	có giá; tiêu tốn	see /si:/	saw /sɔ:/	nhìn thấy
cut /kʌt/	cut /kʌt/	cắt; chặt	sell /sel/	sold /sɒld/	bán
deal /di:l/	dealt /delt/	giao đương	send /send/	sent /sent/	gửi
dig /dɪŋ/	dug /dʌŋ/	đào	set /set/	set /set/	bố trí; đặt; để
do /du:/	did /dɪd/	làm	sew /səʊ/	sewed /səʊd/	may vá
draw /draʊ/	drew /dru:/	vẽ	shake /ʃeɪk/	shook /ʃʊk/	lay; lắc
dream /dri:m/	dreamt (dreamed) /dremt (dremd)/	mơ thấy	shine /ʃaɪn/	shone /ʃɒn/	chiếu sáng
drink /drɪŋk/	drank /dræŋk/	uống	shoot /ʃu:t/	shot /ʃɒt/	bắn
drive /draɪv/	drove /drev/	lái xe	show /ʃəʊ/	showed /ʃəʊd/	biến lộ; chỉ m; cho xem
eat /i:t/	ate /et/	ăn	shut /ʃʌt/	shut /ʃʌt/	đóng lại
fall /fɔ:l/	fell /fel/	ngã; rơi	sing /sɪŋ/	sang /sæŋ/	ca hát
feed /fi:d/	fed /fed/	cho ăn; dùng (thức ăn)	sit /sɪt/	sat /sæt/	ngồi
feel /fi:l/	felt /felt/	cảm thấy	sleep /sli:p/	slept /slept/	ngủ
fight /faɪt/	fought /fɔ:t/	chiến đấu	smell /smel/	smelt (smelled) /smelt (smeld)/	ngửi; có mùi
find /faɪnd/	found /faʊnd/	tìm thấy	speak /spi:k/	spoke /spəʊk/	nói
fly /flaɪ/	flew /flu:/	bay	spell /spel/	spelt (spelled) /spelt (speld)/	đánh vần; phát âm
forbid /fə'bɪd/	forbade /fə'beɪd/	cấm đoán; cấm	spend /spend/	spent /spent/	tiêu xài; trải qua
forget /fə'get/	forgot /fə'gɒt/	quên	stand /stænd/	stood /stʊd/	đứng
forgive /fə'grɪv/	forgave /fə'geɪv/	tha thứ	steal /sti:l/	stole /stəʊl/	đánh cắp
freeze /fri:z/	froze /froz/	(làm) đông lại	stick /stɪk/	stuck /stʌk/	ghim vào; dính
get /get/	got /gɒt/	có; được; nhận	sting /stɪŋ/	stung /stʌŋ/	châm; chích; đốt
give /gɪv/	gave /geɪv/	cho	swear /swəʊ/	swore /swɔ:/	tuyên thệ; thề
go /gəʊ/	went /went/	đi	sweep /swi:p/	swept /swept/	quét
grow /grəʊ/	grew /gru:/	mọc; trồng	swim /swɪm/	swam /swæm/	bơi lội
hang /hæŋ/	hung (hanged) /hʌŋ (hænd)/	móc lên; treo lên	take /teɪk/	took /tu:k/	cầm; lấy
have /hæv/	had /hæd/	có	teach /ti:tʃ/	taught /tɔ:t/	dạy; giảng dạy
hear /hɜ:/	heard /hɜ:d/	nghe	tear /teə/	tore /tɔ:/	xé; làm rách
hide /haɪd/	hid /hɪd/	giấu; trốn; nấp	tell /tel/	told /tɔld/	kể; bảo
hit /hɪt/	hit /hɪt/	đụng; đánh	think /θɪŋk/	thought /θɔ:t/	suy nghĩ
hold /həʊld/	held /held/	cầm; nắm; tổ chức	throw /θrəʊ/	threw /θru:/	ném; vứt
hurt /hɜ:t/	hurt /hɜ:t/	làm đau	understand /ʌndə'stænd/	understood /ʌndə'stʊd/	hiểu
keep /ki:p/	kept /kept/	giữ	wake /weɪk/	woke /wəʊk/	thức giấc
know /nəʊ/	knew /nju:/	biết	wear /weə/	wore /wɔ:/	mặc
lay /leɪ/	laid /leɪd/	đặt; để	win /wɪn/	won /wɒn/	thắng; chiến thắng
lead /li:d/	led /led/	dẫn dắt; lãnh đạo	write /raɪt/	wrote /rəʊt/	viết
learn /lɜ:n/	learnt (learned) /lɜ:nt (lənd)/	học; được biết			

BẢN MẪU SÁCH GIÁO KHOA