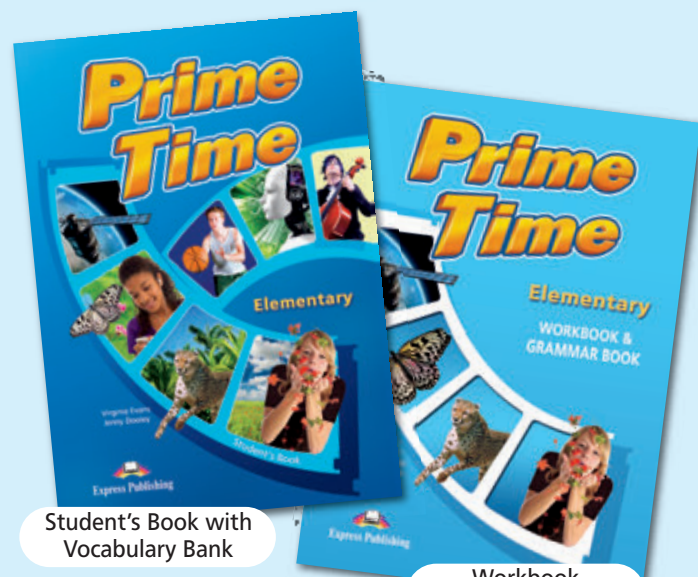


# Prime Time

Elementary



Prime Time Elementary is a modular secondary-level course at CEF level A1/A2. The course combines active learning with a variety of lively topics presented in six themed modules.



Student's Book with Vocabulary Bank

Workbook & Grammar Book



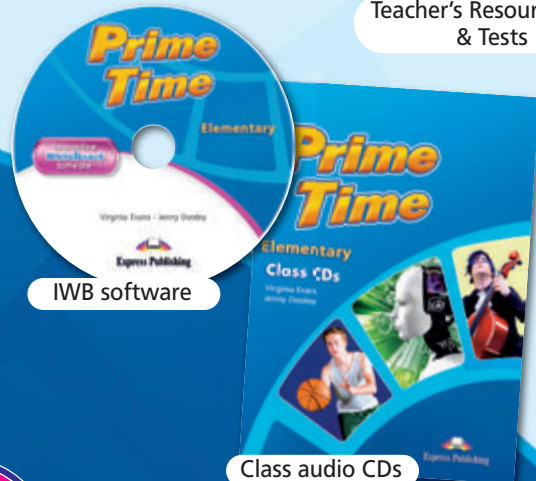
Teacher's Book (interleaved)

Teacher's Resource Pack & Tests



Student's audio CDs

ieBook



IWB software

Class audio CDs

ISBN 978-1-78098-912-9



9 781780 989129



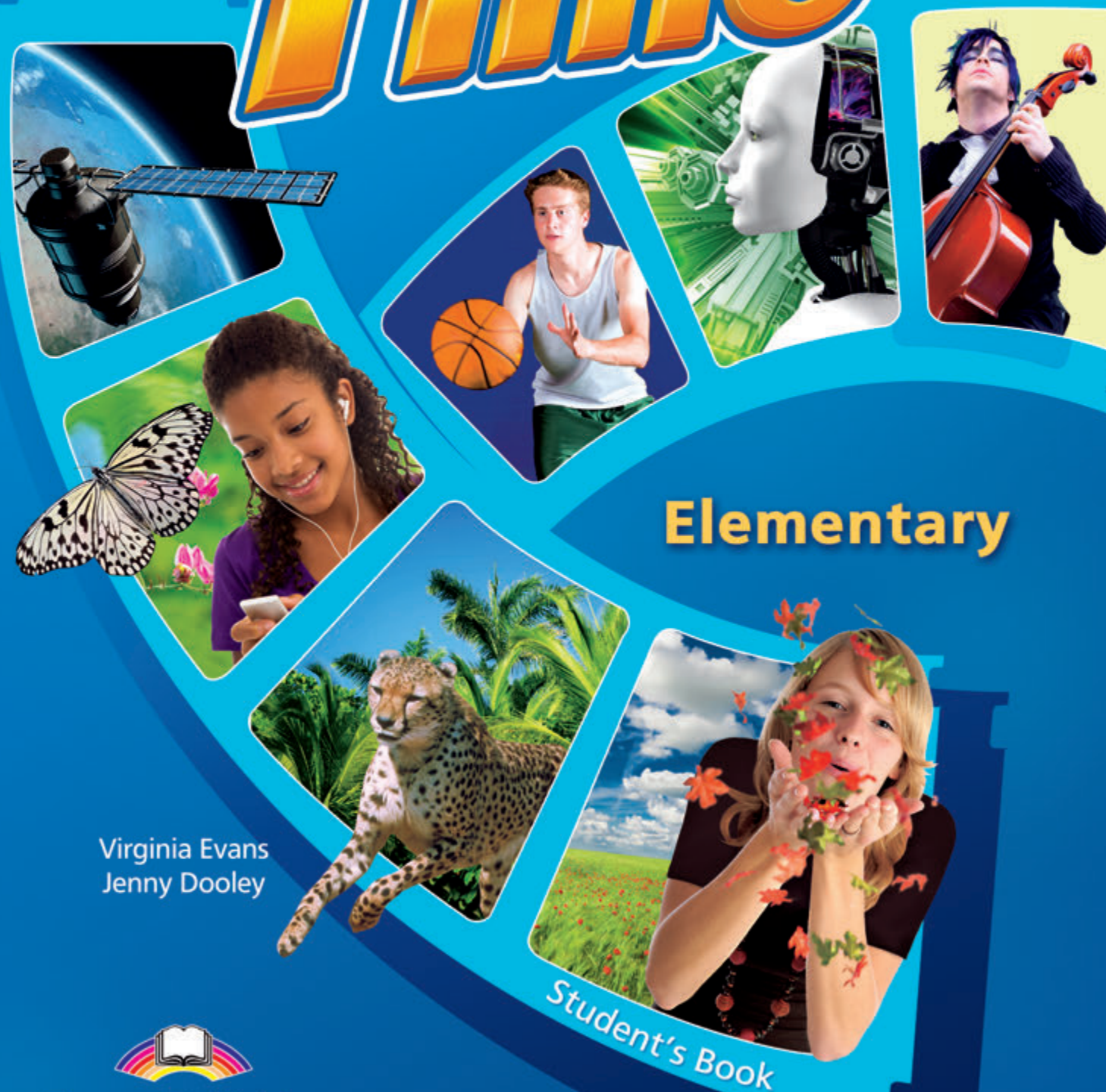
Express Publishing

Prime Time Elementary Student's Book

Virginia Evans – Jenny Dooley

Express Publishing

# Prime Time



Elementary

Virginia Evans  
Jenny Dooley

Student's Book



Express Publishing



## Acknowledgements

### Authors' Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks are due in particular to: Megan Lawton (Editor in Chief), Stephanie Smith and Michael Sadler (senior editors); Andrew Wright (editorial assistant), Brian O'Neil (senior production controller) and the Express Publishing design team; Warehouse (recording producer) and Emily Newton, Kevin Harris, Daniel Parker, Erica Thompson and Timothy Forster for their support and patience. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

### Photograph Acknowledgements

**Module 1: 1a** Venus Williams © sipa/www.iml.gr and Cristiano Ronaldo © CityFilesWireImage/www.iml.gr on p. 9; **1f** Lionel Messi © imago/www.iml.gr, Yelena Isinbayeva © imago/www.iml.gr and Michael Phelps © sipa/www.iml.gr on p. 16; Serena Williams © splash/www.iml.gr and Venus Williams © splash/www.iml.gr on p. 17; **Module 2: 2a** The Nautilus House © Adam Wiseman wpN.www.iml.gr on p. 26; Life in a shell © Courtesy of Janier Senosiain p. 27; **Module 3: 3a** Giraffe Manor © FRANCES Stephane hemis.fr/www.iml.gr on p. 50; Giraffe Manor © sipa/www.iml.gr on p. 51; **3f** The Flying Fruit Fly Circus School © Wendell Theodoro/wireimage/www.iml.gr on p. 52; **Module 4: 4c** Mall of America © BEN GARUIN/THE NEW YORK TIMES/www.iml.gr on p. 66; **Module 5: 5c** The Beatles © keystore/www.iml.gr; **5g** Twilight, Indiana Jones & the Kingdom of the Crystal Skull & Mr Bean's Holiday © everettcollection/www.iml.gr and Spider-man & Star Wars – Queen Amidala © cinetext/www.iml.gr on p. 90; **5h** Avatar © everettcollection/www.iml.gr on p. 91; **Vocabulary Bank 4:** St Patrick's Day © afp/www.iml.gr and Mardi Grass © UPI photo. A-J.Sisco/www.iml.gr on p. VB21

Every effort has been made to trace all the copyright holders. If any have been inadvertently overlooked, the publishers will be pleased to make the necessary arrangements at the first opportunity.

## Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/	been /bi:n/	leave /li:v/	left /left/	left /left/
bear /beə/	bore /bɔ:/	born(e) /bɔ:n/	lend /lend/	lent /lent/	lent /lent/
beat /bi:t/	beat /bi:t/	beaten /bi:tən/	let /let/	let /let/	let /let/
become /brɪkʌm/	became /brɪkeɪm/	become /brɪkʌm/	lie /laɪ/	lay /leɪ/	lain /leɪn/
begin /brɪɡɪn/	began /brɪɡæn/	begun /brɪɡʌn/	light /laɪt/	lit /lɪt/	lit /lɪt/
bite /baɪt/	bit /bɪt/	bitten /'bɪtən/	lose /lu:z/	lost /lɒst/	lost /lɒst/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	make /meɪk/	made /meɪd/	made /meɪd/
break /breɪk/	broke /brəʊk/	broken /brəʊkən/	mean /mi:n/	meant /ment/	meant /ment/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	meet /mi:t/	met /met/	met /met/
build /bɪld/	built /bɪlt/	built /bɪlt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burn /bɜ:n/	burnt (burned) /bɜ:nt (bɜ:nd)/	burnt (burned) /bɜ:nt (bɜ:nd)/	put /pʊt/	put /pʊt/	put /pʊt/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	read /ri:d/	read /red/	read /red/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	ride /raɪd/	rode /rəʊd/	ridden /rɪdən/
can /kæn/	could /kʊd/	(been able to /bɪn 'eɪbəl tə)	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	rise /raɪz/	rose /rəʊz/	risen /rɪzən/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzən/	run /rʌn/	ran /ræn/	run /rʌn/
come /kʌm/	came /keɪm/	come /kʌm/	say /seɪ/	said /sed/	said /sed/
cost /kɒst/	cost /kɒst/	cost /kɒst/	see /si:/	saw /sɔ:/	seen /si:n/
cut /kʌt/	cut /kʌt/	cut /kʌt/	sell /sel/	sold /səʊld/	sold /səʊld/
deal /di:l/	dealt /delt/	dealt /delt/	send /send/	sent /sent/	sent /sent/
dig /dɪg/	dug /dʌg/	dug /dʌg/	set /set/	set /set/	set /set/
do /du:/	did /dɪd/	done /dʌn/	sew /səʊ/	sewed /səʊd/	sewn /səʊn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
dream /dri:m/	dreamt (dreamed) /dremt (dri:md)/	dreamt (dreamed) /dremt (dri:md)/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
drive /draɪv/	drove /drəʊv/	driven /drɪvən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
eat /i:t/	ate /eɪt/	eaten /'i:tən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feed /fi:d/	fed /fed/	fed /fed/	sit /sɪt/	sat /sæt/	sat /sæt/
feel /fi:l/	felt /felt/	felt /felt/	sleep /sli:p/	slept /slept/	slept /slept/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
find /faɪnd/	found /faʊnd/	found /faʊnd/	speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/
forbid /fə'brɪd/	forbade /fə'bæd/	forbidden /fə'brɪdən/	spend /spend/	spent /spent/	spent /spent/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtən/	stand /stænd/	stood /stʊd/	stood /stʊd/
forgive /fə'gɪv/	forgave /fə'gɪv/	forgiven /fə'gɪvən/	steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/
freeze /fri:z/	froze /frəʊz/	frozen /'frəʊzən/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
get /get/	got /gɒt/	got /gɒt/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
give /gɪv/	gave /geɪv/	given /'gɪvən/	swear /sweə/	swore /swɔ:/	sworn /swɔ:n/
go /gəʊ/	went /went/	gone /gɒn/	sweep /swi:p/	swept /swept/	swept /swept/
grow /grəʊ/	grew /gru:/	grown /grəʊn/	swim /swɪm/	swam /swæm/	swum /swʌm/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	take /teɪk/	took /tu:k/	taken /teɪkən/
have /hæv/	had /hæd/	had /hæd/	teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	tear /teə/	tore /tɔ:/	torn /tɔ:n/
hide /haɪd/	hid /hɪd/	hidden /hɪdən/	tell /tel/	told /təʊld/	told /təʊld/
hit /hɪt/	hit /hɪt/	hit /hɪt/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hold /həʊld/	held /held/	held /held/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood /ʌndə'stʊd/
keep /ki:p/	kept /kept/	kept /kept/	wake /weɪk/	woke /wəʊk/	woken /wəʊkən/
know /nəʊ/	knew /nju:/	known /nəʊn/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
lay /leɪ/	laid /leɪd/	laid /leɪd/	win /wɪn/	won /wʌn/	won /wʌn/
lead /li:d/	led /led/	led /led/	write /raɪt/	wrote /rəʊt/	written /'rɪtən/
learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (lɜ:nd)/			

# Prime Time



Student's Book

Virginia Evans – Jenny Dooley



**Express Publishing**

# Contents

	Modules	Grammar	Vocabulary
<b>Starter</b>	<b>Starter</b> pp. 5-6	<ul style="list-style-type: none"> <li><i>a/an</i></li> </ul>	<ul style="list-style-type: none"> <li>the alphabet</li> <li>cardinal numbers (1-100)</li> <li>ordinal numbers (1st-20th)</li> <li>colours</li> <li>school subjects</li> </ul>
<b>1</b>	<b>People around the world</b> pp. 7-20  Language Review 1 p. 21 Skills Practice 1 pp. 22-23 Revision 1 p. 24	<ul style="list-style-type: none"> <li>the verb <i>to be</i></li> <li>subject pronouns</li> <li>possessive adjectives (<i>my - mine</i>)</li> <li>possessive pronouns</li> <li>the verb <i>have got</i></li> <li>question words (<i>who, what, where, how old, which</i>)</li> <li>comparisons</li> <li><i>can</i></li> </ul>	<ul style="list-style-type: none"> <li>countries; nationalities; jobs, sports &amp; hobbies</li> <li>days; months</li> <li>greetings; saying goodbye; introduction</li> <li>physical appearance</li> <li>abilities</li> <li>visiting places</li> </ul>
<b>2</b>	<b>East West, Home's Best</b> pp. 25-38  Language Review 2 p. 39 Skills Practice 2 pp. 40-41 Revision 2 p. 42	<ul style="list-style-type: none"> <li><i>there is/there are; some/any</i></li> <li>plurals</li> <li><i>this/that - these/those</i></li> <li>prepositions of place</li> <li>the imperative</li> <li>adjectives; position of adjectives</li> <li>prepositions of movement</li> <li><i>a/an - The</i></li> </ul>	<ul style="list-style-type: none"> <li>houses; rooms &amp; furniture/fixtures</li> <li>appliances</li> <li>places in a town; tourist attractions</li> <li>geographical features</li> <li>shops and products, places in an area</li> <li>buildings &amp; materials</li> </ul>
<b>3</b>	<b>Day after day</b> pp. 43-56  Language Review 3 p. 57 Skills Practice 3 pp. 58-59 Revision 3 p. 60	<ul style="list-style-type: none"> <li>present simple</li> <li>adverbs of frequency</li> <li>prepositions of time</li> <li>possession/<i>who/whose</i></li> <li>modals: <i>can, have to, should/ought to</i></li> <li>adjectives/adverbs</li> </ul>	<ul style="list-style-type: none"> <li>free-time activities; daily routines</li> <li>work routine</li> <li>college life</li> <li>the time</li> <li>wild/domestic animals; pets</li> <li>school rules</li> <li>family members</li> <li>reptiles</li> </ul>
<b>4</b>	<b>Come rain or shine</b> pp. 61-74  Language Review 4 p. 75 Skills Practice 4 pp. 76-77 Revision 4 p. 78	<ul style="list-style-type: none"> <li>present continuous</li> <li>present simple vs present continuous</li> <li><i>can/can't; must/mustn't</i></li> <li>object pronouns</li> <li>Countable/Uncountable nouns</li> <li><i>some, any, a lot of, much, many, few, little</i></li> <li><i>going to</i></li> </ul>	<ul style="list-style-type: none"> <li>the weather; seasons; seasonal activities</li> <li>clothes; accessories; footwear</li> <li>malls; places in a mall</li> <li>food; drinks</li> <li>market products</li> <li>festivals &amp; celebrations</li> <li>types of climate</li> </ul>
<b>5</b>	<b>Life in the past</b> pp. 79-92  Language Review 5 p. 93 Skills Practice 5 pp. 94-95 Revision 5 p. 96	<ul style="list-style-type: none"> <li><i>was/were</i></li> <li><i>had</i></li> <li><i>could</i></li> <li>past simple (regular/irregular verbs)</li> <li>past continuous</li> </ul>	<ul style="list-style-type: none"> <li>places in a town</li> <li>childhood memories</li> <li>structures &amp; buildings; adjectives describing buildings</li> <li>famous figures</li> <li>types of films, feelings</li> </ul>
<b>6</b>	<b>Have you ever ...?</b> pp. 97-110  Language Review 6 p. 111 Skills Practice 6 pp. 112-113 Revision 6 p. 114	<ul style="list-style-type: none"> <li>present perfect</li> <li><i>yet, already, ever, never, just, since, for</i></li> <li>present perfect vs past simple</li> <li>the passive (present simple/past simple)</li> </ul>	<ul style="list-style-type: none"> <li>experiences</li> <li>means of transport</li> <li>volunteering</li> <li>technology</li> <li>social etiquette</li> <li>minor injuries/ailments</li> </ul>

	Reading & Listening	Speaking & Functions	Writing	Culture Corner/ Curricular
		<ul style="list-style-type: none"> <li>asking about addresses</li> <li>asking personal information</li> </ul>		
	<ul style="list-style-type: none"> <li>Star forum (sentence completion)</li> <li>listening: identifying main points</li> <li>dialogue (asking for personal information)</li> <li>dialogue; introductions &amp; greetings; listening: matching; identifying content</li> <li>Special people (sentence completion); identifying people</li> <li>completing a library card (gap filling)</li> <li>Sports Stars (comprehension)</li> </ul>	<ul style="list-style-type: none"> <li>talking about age; giving personal information</li> <li>asking for/giving personal information</li> <li>introducing yourself &amp; others; greetings; saying goodbye</li> <li>making comparisons</li> <li>describing people</li> <li>talking about abilities</li> <li>intonation in questions</li> <li>Pronunciation: /θ/, /ð/</li> </ul>	<ul style="list-style-type: none"> <li>a blog entry about yourself, your favourite sport &amp; sports person</li> <li>a dialogue presenting yourself</li> <li>a short text describing yourself</li> <li>an informal email presenting yourself; Skills: word order; capital letters</li> </ul>	<ul style="list-style-type: none"> <li>The Flag of the UK (answering comprehension questions)</li> <li>(Geography) World Landmarks (quiz)</li> </ul>
	<ul style="list-style-type: none"> <li>Life in a shell (T/F/DS); predicting content</li> <li>A house out of this world (comprehension)</li> <li>Viewing a flat (dialogue)</li> <li>The Floating Islands of Lake Titicaca (missing sentences)</li> <li>a dialogue (asking for &amp; giving directions)</li> <li>listening for specific information</li> <li>an email (comprehension)</li> </ul>	<ul style="list-style-type: none"> <li>describing a house</li> <li>talking about position</li> <li>arranging to see a flat for rent</li> <li>describing lifestyles</li> <li>giving directions</li> <li>Pronunciation: /u:/, /ʌ/, /ðə/, /ði/</li> </ul>	<ul style="list-style-type: none"> <li>a short text describing your house</li> <li>a short text describing your bedroom</li> <li>compare the Uros' lifestyle to yours</li> <li>an email to a friend describing your house &amp; favourite room; Skills: punctuation</li> </ul>	<ul style="list-style-type: none"> <li>I ♥ NY City (multiple matching)</li> <li>(Art &amp; Design) Towers (identifying information)</li> </ul>
	<ul style="list-style-type: none"> <li>Snake milking (sentence completion)</li> <li>In the Wild (T/F); listening for specific information</li> <li>a dialogue (making arrangements)</li> <li>What's for Breakfast? (multiple choice)</li> <li>The Flying Fruit Fly Circus School! (missing sentences)</li> <li>identifying people; dialogue about two people's families (T/F)</li> </ul>	<ul style="list-style-type: none"> <li>expressing likes/dislikes; describing your daily routine</li> <li>talking about activities; expressing frequency</li> <li>asking for/telling the time; arranging for a time to meet</li> <li>identifying people; discussing relations</li> <li>describing reptiles</li> <li>Pronunciation: /s/, /z/, /ɪz/, /θ/, /ð/</li> </ul>	<ul style="list-style-type: none"> <li>compare a person's daily routine to yours</li> <li>sentences about what you do at weekends</li> <li>an email describing your visit at Giraffe Manor</li> <li>an email to a friend about your family; Skills: linking ideas: <i>and, but, or</i></li> <li>a quiz about an animal category</li> </ul>	<ul style="list-style-type: none"> <li>College Life (T/F statements)</li> <li>(Science) reptiles (a quiz)</li> </ul>
	<ul style="list-style-type: none"> <li>A visit to Puebla (T/F)</li> <li>a dialogue (buying a present)</li> <li>a dialogue (buying drinks &amp; snacks)</li> <li>postcards from market places (multiple matching); listening for specific information</li> <li>Breakfast around the world! (comprehension)</li> <li>an advert for a festival (gap filling)</li> </ul>	<ul style="list-style-type: none"> <li>describing a place</li> <li>describing activities happening now</li> <li>buying food/drinks</li> <li>making suggestions</li> <li>describing characteristics of different types of climate</li> <li>Pronunciation: <i>-ing</i> ending; /aɪ/, /eɪ/</li> </ul>	<ul style="list-style-type: none"> <li>a postcard from Puebla saying what you are doing now</li> <li>a short text describing what is happening in photographs</li> <li>a postcard from a festival; Skills: informal style; opening/closing remarks in informal emails</li> <li>a short text about different types of climate</li> </ul>	<ul style="list-style-type: none"> <li>The Mall of America (completing a graphic organiser)</li> <li>(Geography) Tundra Climate – Hot Desert Climate (multiple matching)</li> </ul>
	<ul style="list-style-type: none"> <li>Troy (reading for specific information)</li> <li>Ancient Egyptians (T/F)</li> <li>a dialogue (childhood memories)</li> <li>Machu Picchu (matching headings to paragraphs)</li> <li>Francis Drake: Hero or villain? (multiple choice)</li> <li>listening: favourite movies (multiple matching)</li> </ul>	<ul style="list-style-type: none"> <li>describing Troy</li> <li>describing childhood memories</li> <li>describing a lost city</li> <li>talking about films; expressing feelings</li> <li>recommending a film</li> <li>Pronunciation: <i>-ed</i> ending; minimal pairs /æ/-/ɑ:/, /ɪ/-/i:/, /ɒ/-/ɔ:/</li> </ul>	<ul style="list-style-type: none"> <li>sentences about Troy</li> <li>a quiz (T/F statements)</li> <li>sentences about what Machu Picchu was like</li> <li>an informal email describing a film you saw; Skills: recommending</li> </ul>	<ul style="list-style-type: none"> <li>Life in the UK: The Swinging 1960s (complete sentences)</li> <li>(History) Native Americans (multiple matching)</li> </ul>
	<ul style="list-style-type: none"> <li>postcards (multiple choice)</li> <li>strange experiences (T/F)</li> <li>embarrassing moments with my gadgets (missing sentences)</li> <li>social etiquette (paragraphs to headings)</li> <li>listening: matching speakers to injuries</li> </ul>	<ul style="list-style-type: none"> <li>narrating experiences</li> <li>offering to help</li> <li>give advice</li> <li>Pronunciation: diphthongs</li> </ul>	<ul style="list-style-type: none"> <li>an informal email</li> <li>a blog entry about an experience of yours</li> <li>a paragraph about social etiquette in your country</li> <li>a story; Skills: sequencing</li> </ul>	<ul style="list-style-type: none"> <li>VSO: (Matching paragraphs to headings)</li> <li>(Science) Mobile Phone Network (T/F)</li> </ul>



# Starter unit

## The alphabet

1 Listen and repeat.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn  
Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

## Asking about names

2 Ask and answer.

- |                                |                      |
|--------------------------------|----------------------|
| 1 Peter Ross                   | 2 Luisa Fernandez    |
| A: <i>What's your name?</i>    | 3 Martin Williams    |
| B: <i>Peter.</i>               | 4 Stephen Smithers   |
| A: <i>And your surname?</i>    | 5 Alessandro Alvarez |
| B: <i>Ross.</i>                | 6 Doug Benson        |
| A: <i>How do you spell it?</i> | 7 Bobby Myles        |
| B: <i>R - O - double S</i>     | 8 Susan Perry        |

## Cardinal numbers

3 a) Listen and repeat.

- |         |              |               |
|---------|--------------|---------------|
| 1 one   | 11 eleven    | 21 twenty-one |
| 2 two   | 12 twelve    | 30 thirty     |
| 3 three | 13 thirteen  | 40 forty      |
| 4 four  | 14 fourteen  | 50 fifty      |
| 5 five  | 15 fifteen   | 60 sixty      |
| 6 six   | 16 sixteen   | 70 seventy    |
| 7 seven | 17 seventeen | 80 eighty     |
| 8 eight | 18 eighteen  | 90 ninety     |
| 9 nine  | 19 nineteen  | 100 a/one     |
| 10 ten  | 20 twenty    | hundred       |

b) Listen and say how old each person is.



Peter

Sally

Susan

## Asking about addresses

4 Ask and answer.

- |   |                                 |
|---|---------------------------------|
| 1 212 Milton Street - 272-8856                                | 2 128 Burton Street - 976-5987  |
| A: <i>What's your address?</i>                                | 3 413 Broadway Avenue - 6689765 |
| B: <i>212 Milton Street.</i>                                  | 4 182 Graig Avenue - 572-8309   |
| A: <i>And your telephone number?</i>                          | 5 927 Lawton Street - 346-7859  |
| B: <i>It's two - seven - two - double eight - five - six.</i> |                                 |

## Ordinal numbers

5 Match the cardinal numbers to the ordinal numbers, then listen and check.

Listen and repeat.

6 Listen and circle the numbers you hear.

1st 10 20 5  
13th 9 19th 3  
6th 10th 19  
6 13 3rd

# Starter unit

## Vocabulary School Subjects

- 7 a) Match the pictures to the school subjects.  
 Listen and check, then say.  
 b) Which of these subjects can you study at university?



- Maths
- History
- English
- Art
- Geography
- Music
- Science
- ICT
- PE

## Grammar A/An

- 8 Read the theory box. Fill in: *a* or *an*.

**A/An**

We use **a/an** before singular nouns. *a dancer, an actor*  
 We use **a** before consonant sounds (b, c, d, f, etc).  
 We use **an** before vowel sounds (a, e, i, o, u).  
*He's a teacher. She's an actress.*

## Colours

- 9 a) Listen and say.  
 b) Look at the items in Ex. 8. Ask and answer, as in the example.

A: What's this?  
 B: It's an atlas.

A: What colour is it?  
 B: It's blue.

1 ..... atlas

2 ..... notebook

3 ..... folder

4 ..... briefcase

5 ..... eraser

6 ..... book

7 ..... schoolbag

8 ..... ruler

9 ..... pencil case



- 10 Ask and answer about yourselves.



A: What's your name?  
 B: Alfonso.  
 A: And your surname?  
 B: Perez.  
 A: How old are you?  
 B: I'm 18.  
 A: What's your favourite colour?  
 B: Blue.





# Module 1

## People around the world

In this module you will learn ...

**Vocabulary:** countries; nationalities; sports & hobbies; jobs; physical appearance; days of the week; months; abilities

**Grammar:** the verb *to be*; subject pronouns; possessive adjectives; possessive pronouns; the verb *have got*; *can*; question words; comparatives/superlatives

**Everyday English:** ask personal information; introduce yourself & others; greet people; say goodbye

**Intonation/Pronunciation:** intonation in questions; th /ð/, /θ/

**Writing:** an informal email to a pen-friend about you and your favourite sports

**Culture Corner:** the UK's flag and holidays

**Curricular (Geography):** World Landmarks

### Vocabulary

#### Countries & Nationalities

1 Match the countries to the nationalities.

🔊 Listen and check.  
Listen and repeat.

- |    |                          |            |   |             |
|----|--------------------------|------------|---|-------------|
| 1  | <input type="checkbox"/> | Poland     | A | Mexican     |
| 2  | <input type="checkbox"/> | England    | B | Chilean     |
| 3  | <input type="checkbox"/> | Italy      | C | Spanish     |
| 4  | <input type="checkbox"/> | Peru       | D | Argentinian |
| 5  | <input type="checkbox"/> | Kazakhstan | E | Brazilian   |
| 6  | <input type="checkbox"/> | Argentina  | F | American    |
| 7  | <input type="checkbox"/> | Mexico     | G | Polish      |
| 8  | <input type="checkbox"/> | the USA    | H | Italian     |
| 9  | <input type="checkbox"/> | Ireland    | I | English     |
| 10 | <input type="checkbox"/> | Brazil     | J | Peruvian    |
| 11 | <input type="checkbox"/> | Chile      | K | Irish       |
| 12 | <input type="checkbox"/> | Spain      | L | Kazakhstani |
| 13 | <input type="checkbox"/> | Germany    | M | Portuguese  |
| 14 | <input type="checkbox"/> | France     | N | German      |
| 15 | <input type="checkbox"/> | Portugal   | O | French      |

2 Look and say.

Halina is from Poland. She's Polish.  
Juan's from ... . He's ... .

#### OVER TO YOU!

I'm from .....

I'm .....

1 Hi! I'm Halina and I'm from Poland.

2 Hi! I'm Juan and I'm from Spain.

3 Hi! I'm Yuri and I'm from Kazakhstan.

4 Hi! I'm Nen and I'm from Egypt.

5 Hi! I'm Lin and I'm from China.

6 Hi! I'm Carla and I'm from Mexico.

7 Hi! I'm Laura and I'm from the USA.



# 1a Sports & Hobbies



## Vocabulary Sports & Hobbies

- 1 a) Match the pictures to the phrases.  
🔊 Listen and check, then say.

- |                            |               |                             |                        |
|----------------------------|---------------|-----------------------------|------------------------|
| 1 <input type="checkbox"/> | horse riding  | 7 <input type="checkbox"/>  | cycling                |
| 2 <input type="checkbox"/> | volleyball    | 8 <input type="checkbox"/>  | painting               |
| 3 <input type="checkbox"/> | photography   | 9 <input type="checkbox"/>  | playing computer games |
| 4 <input type="checkbox"/> | playing music | 10 <input type="checkbox"/> | writing                |
| 5 <input type="checkbox"/> | woodwork      |                             |                        |
| 6 <input type="checkbox"/> | reading       |                             |                        |

- b) Write sentences, as in the example. Tell the class.

*John and Bob's favourite hobby is playing computer games.*

- 2 🔊 Listen to three teenagers talking. Write each person's favourite hobby.

Kate	Bob	Rosa

## Grammar see p. GR1 The verb to be (affirmative)

- 3 Read the table. Then complete the sentences with *am, are, is*.

AFFIRMATIVE	
<i>I am/I'm</i> <i>You are/You're</i>	<i>Mexican.</i> <i>16 years old.</i>
<i>He is/He's</i> <i>She is/She's</i> <i>It is/It's</i>	
<i>We are/We're</i> <i>You are/You're</i> <i>They are/They're</i>	

- I ..... 17 years old.
- We ..... teenagers.
- You ..... in my class.
- My favourite sport ..... football.
- They ..... from Spain.

## Listening & Reading

- 4 a) Who are the athletes in the pictures? What do you know about them?
- b) Listen and read the forum. What is each teenager's dream?



**Check these words**

student, favourite, dream, become, famous, basketball player, like, hero, good at, team, tennis club

# Star forum



Join Blog Search Members



Hi! My name's Marco and I'm from Spain. I'm 17 years old and I'm a student. My favourite sport is basketball. My dream is to become a famous basketball player like my hero, **Pau Gasol**. My brother, Pedro, is 16 and he's very good at football. His favourite team is Real Madrid and his favourite footballer is **Cristiano Ronaldo**.

THE FAN



**Hello! I'm Orla and this is my sister, Molly. I'm 16 and she's 18. We're from Ireland. Our favourite sports are basketball and tennis. We are very good at tennis. We're in the school tennis club. Our dream is to become famous tennis players like the famous American tennis stars, Venus and Serena Williams.**

KITTEN GIRL

- 5 Read the text and complete the sentences. Use up to three words.

- |   |                                    |
|---|------------------------------------|
| 1 Marco and Pedro are from <i>Spain</i> . | 4 Marco's dream is to become ..... |
| 2 Orla and Pedro are ..... old.           | 5 Marco's brother is good at ..... |
| 3 Molly and Orla are good at .....        | 6 Orla and Molly are in the .....  |

## Speaking

- 6 Read the text again and complete the table. Use your notes to tell the class about each person.

	Country of origin	Age	Job	Favourite sport /athlete
Marco	<i>Spain</i>	<i>17</i>	<i>student</i>	<i>basketball, Pau Gasol</i>
Pedro				
Orla				
Molly				

## Writing

- 7 Complete the blog entry below about yourself.

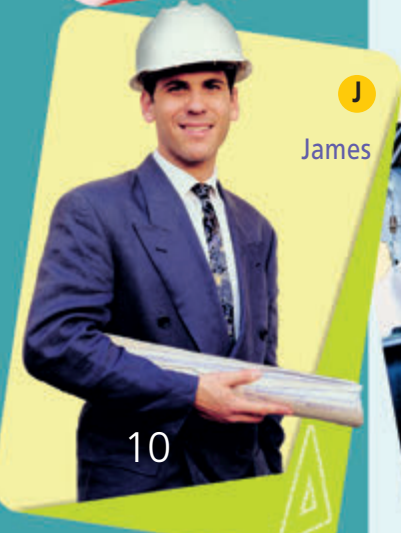
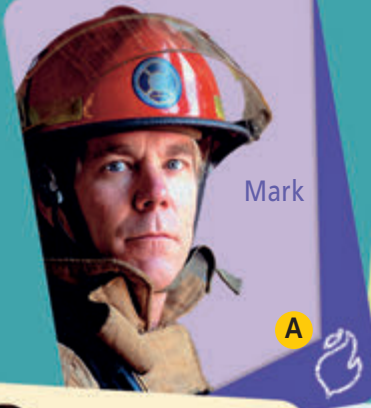
My name's ... and I'm from ...  
 I'm ... years old and I'm a ...  
 My favourite sport is ... . My dream is to become a ... .



*Marco's from Spain. He's 17. He's a student. His favourite sport is basketball and his favourite athlete is Pau Gasol. Orla's from ... . She's ... .*



# 1b Jobs



## Vocabulary & Listening

a) Match the words to the pictures.

🔊 Listen and check, then say.

- 1  vet
- 2  astronaut
- 3  waiter
- 4  electrician
- 5  artist
- 6  fire fighter
- 7  nurse
- 8  architect
- 9  pilot
- 10  actress
- 11  author

b) Write sentences.

*Laura is a vet.*

2 🎧 Listen and write each person's job.

- 1 Peter .....
- 2 Kelly .....
- 3 Anna .....
- 4 Steven .....

see p. GR1

## Grammar

### The verb *to be* (negative & interrogative)

3 a) Read the table.

NEGATIVE	
<i>I am not/I'm not</i>	<i>a doctor. Spanish. 10 years old.</i>
<i>You are not/You aren't</i>	
<i>He/She/It is not/He/She/It isn't</i>	
<i>We/You/They are not/We/You/They aren't</i>	

INTERROGATIVE	SHORT ANSWERS
<i>Am I</i>	<i>Yes, I am./No, I'm not.</i>
<i>Is he/she/it</i>	<i>Yes, he/she/it is. No, he/she/it isn't.</i>
<i>Are we/you/they</i>	<i>Yes, we/you/they are. No, we/you/they aren't.</i>

b) Fill in: 'm not, isn't or aren't.

- 1 She's from Mexico. She *isn't* from Spain.
- 2 You ..... Italian. You are German.
- 3 My favourite sport is tennis. It ..... football.
- 4 I am Polish. I ..... French.
- 5 We ..... vets. We are pilots.
- 6 I am an artist. I ..... a teacher.
- 7 Tony's sixteen years old. He ..... sixty years old.
- 8 They ..... from Spain. They are from Portugal.



Reading & Writing

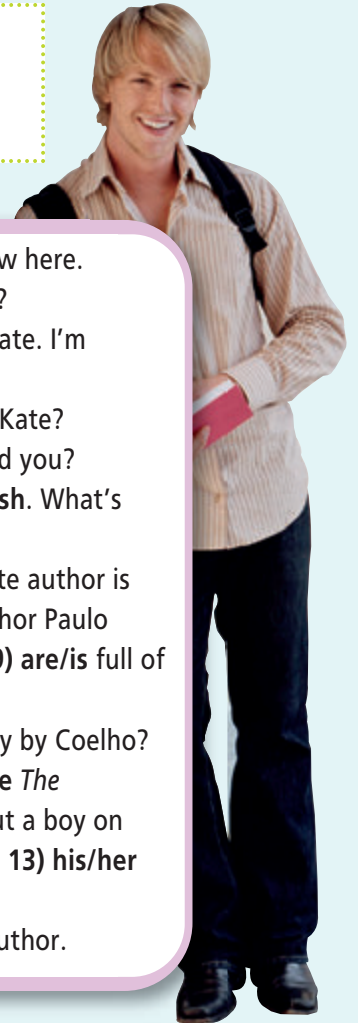
6 Read the dialogue and underline the correct words.

Listen and check.

Who's Kate's favourite author?

Check these words

new, here, what, subject, literature, author, story, full of magic, journey, dream



- 4 Fill in: *is, are, 'm, 's, 're, 'm not, isn't or aren't.*
- A: *Is* he from Mexico?  
B: No, he ..... . He ..... from Japan.
  - A: ..... they Spanish?  
B: No, they ..... . They ..... English.
  - A: What ..... your favourite sport?  
B: My favourite sport ..... tennis.
  - A: ..... she twenty years old?  
B: No, she ..... . She ..... twenty-two.
  - A: ..... you from Hungary?  
B: No, I ..... . I ..... from Bulgaria.

Subject pronouns/Possessive adjectives/Possessive pronouns

5 Read the table. Then choose the correct word.

Subject pronouns	<i>I, you, he, she, it, we, you, they</i>
Possessive adjectives	<i>my, your, his, her, its, our, your, their</i>
Possessive pronouns	<i>mine, yours, his, hers, -, ours, yours, theirs</i>

*I am Spanish. My favourite sport is football.  
This is my ball. It's mine.*

- Ann's from Italy. **She/Her** is 15 years old. **His/Her** favourite sport is basketball. These shoes are **hers/her**.
- Bob and Sally are 15. **Their/They** are British. **Their/They** favourite actor is Brad Pitt.
- Peter's 16. **He's/It's** from the USA. **Its/His** friends are good at tennis.
- We/Our** are Polish. **We/Our** favourite singer is Beyoncé. **She/Her** is great. This CD is **our/ours**.
- I/My** parents aren't teachers. **They/We** are vets.
- Tony's good at football. **Her/His** favourite footballer is Beckham. This poster is **his/my**.

John: Hi! I'm John Green. I'm new here. What's **1) you/your** name?  
 Kate: Hi John, **2) my/I** name is Kate. I'm **3) an/a** student here, too.  
 John: Where **4) is/are** you from, Kate?  
 Kate: I'm from New Zealand. And you?  
 John: I'm from **5) England/English**. What's your favourite subject?  
 Kate: Literature. **6) My/I** favourite author is the **7) Brazilian/Brazil** author Paulo Coelho. **8) His/He** stories **9) are/is** full of magic.  
 John: What's your favourite story by Coelho?  
 Kate: My favourite one **10) is/are** *The Alchemist*. **11) Its/It's** about a boy on **12) a/an** journey to follow **13) his/her** dream.  
 John: Coelho is **14) a/an** great author.

7 Write questions. Answer them.

- Kate/actress?  
*Is Kate an actress? No, she isn't. She's a student.*
- John/student?
- John & Kate/from the USA?
- Kate's favourite author/Mark Twain?
- Coelho's stories/full of magic?

8 Write a dialogue like the one in Ex. 6. Ask about *nationality, favourite author and favourite story*. Then act it out with your partner.



# 1c Culture Corner



## Days:

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

## Months:

January, February, March, April, May, June, July, August, September, October, November, December

## THE FLAG OF THE UNITED KINGDOM

The Union Flag is the symbol of the United Kingdom. The colours of the UK flag are red, white and blue. It has got three crosses that are from each nation of the United Kingdom except for Wales. The flag is on every government building on certain special days and holidays. The Union Flag is also on the flags of some Commonwealth nations, such as Australia and New Zealand.

### Check these words

symbol, cross, each, nation, except for, every, government building, certain, special, holiday, Commonwealth, on display

Second Monday  
in March  
*Commonwealth Day*

21st April  
*Birthday of Queen Elizabeth II*

2nd June  
*Coronation Day*

Second Sunday  
in November  
*Remembrance Sunday*

14th November  
*Birthday of the Prince of Wales*

### Note:

We say: on Monday, Tuesday, etc.  
in January, February, etc.  
BUT on 1st January

## Days & Months

- 1 Listen and say. Which days are at the weekend? Which month(s) have got 31 days/30 days/28 days?

## Reading & Listening

- 2 What colours are on the British flag? How many crosses are on it?  
Listen, read and check.
- 3 When is the flag of the UK on display?

*The flag of the UK is on display on Commonwealth Day, the second Monday in March.*

## Writing

- 4 What is your country's flag like? When is it on display? In five minutes write a short text like the one in Ex. 2. Tell the class.

### Did you know?

*The Union Jack is the nickname of the UK flag.*

## Introductions & Greetings

- 1 Listen and read the dialogues. Match them to the headings.

Introducing yourself

Introducing others

- A** Tony: Excuse me. Are you Sally?  
Sally: Yes, I am.  
Tony: Hi. I'm your new neighbour, Tony, Tony Hay.  
Sally: Oh, hello, Tony. Nice to meet you.  
Tony: Nice to meet you, too.



- B** Jane: Hello, Patrick. How are you?  
Patrick: Hi, Jane. Not bad. And you?  
Jane: I'm OK. Patrick, this is Lucy. She's my friend from America.  
Patrick: Pleased to meet you, Lucy.  
Lucy: Pleased to meet you too, Patrick.



## Greetings/Saying goodbye

- 2 Listen to and read the exchanges (1-4). Which are greetings? Which are goodbyes? Which dialogue(s) match(es) the picture?



- 1 A: Bye, Tom. See you later.  
B: Bye, Peter. See you.
- 2 A: Good morning, Paul. How's it going?  
B: Not bad, Mary. And you?  
A: I'm fine, thanks.
- 3 A: Hello, Laura. How are you?  
B: I'm OK, Helen. And you?  
A: So-so.
- 4 A: Goodbye, Ted. Have a nice evening.  
B: You too, Alex. Goodbye.

## Study skills

### Role playing

When you act out a dialogue you need to sound natural. Try using gestures and appropriate intonation.

- 3 Use the useful language below to act out dialogues for the situations (1-3).

Greet people	Respond
<ul style="list-style-type: none"> <li>Hi! How are you?</li> <li>How's everything?</li> <li>How's it going?</li> <li>Hello! I'm ...</li> </ul>	<ul style="list-style-type: none"> <li>Great.</li> <li>I'm fine, (thanks).</li> <li>I'm OK.</li> <li>Not bad.</li> <li>So-so.</li> </ul>
Introduce yourself/others	Respond
<ul style="list-style-type: none"> <li>Hi! I'm ...</li> <li>Hello! I'm ...</li> <li>This is ...</li> </ul>	<ul style="list-style-type: none"> <li>Nice to meet you.</li> <li>Hi! I'm ...</li> <li>Hello! I'm ...</li> <li>Oh, hi. I'm ...</li> </ul>
Say goodbye	
<ul style="list-style-type: none"> <li>Goodbye.</li> <li>Bye.</li> <li>See you.</li> </ul>	<ul style="list-style-type: none"> <li>See you later.</li> <li>See you tomorrow.</li> <li>Take care.</li> </ul>

- You see your friend in the street. Greet him/her.
- Sally is a new student at your school. Introduce yourself and your friend to her.
- The school day is over. Say goodbye to your friend.

## Pronunciation: /θ/ /ð/

- 4 Listen and tick (✓). Then repeat.

	/θ/	/ð/		/θ/	/ð/
the			mother		
this			eighth		
thanks			tenth		

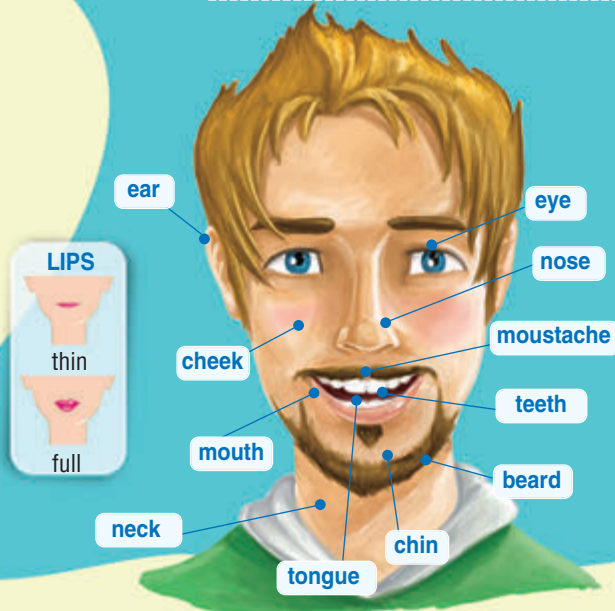


# 1e Appearance

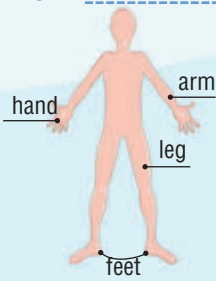
## HAIR



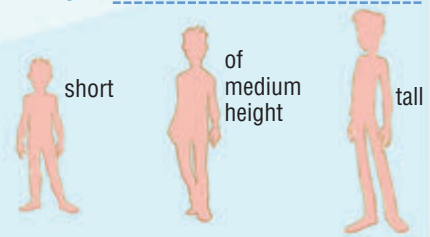
## HEAD/FACE



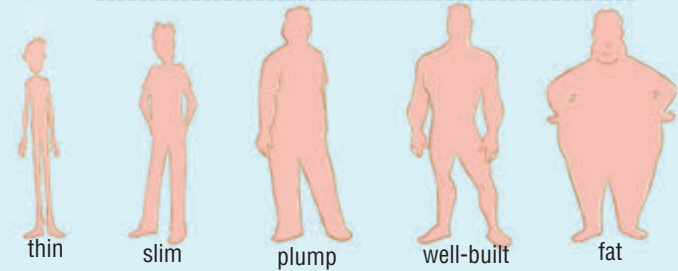
## BODY



## HEIGHT



## WEIGHT



## AGE



b) Look at the pictures and complete the sentences with: *have got*, *has got*, *haven't got* or *hasn't got*.

## Vocabulary

### Physical appearance

- 1 a) Listen and say. Point to your face. Your partner says the part of the face you point to.
- b) Mime and say words related to height and weight.

## Grammar

see p. GR1

### Have got

- 2 a) Read the table.

AFFIRMATIVE	NEGATIVE
<i>I/You/We/They've got</i> blue eyes. <i>He/She/It's got</i> blue eyes.	<i>I/You/We/They haven't got</i> green eyes. <i>He/She/It hasn't got</i> green eyes.
INTERROGATIVE	SHORT ANSWERS
<i>Have I/you/we/they got</i> long hair? <i>Has he/she/it got</i> long hair?	<b>Yes, I/you/we/they have.</b> <b>No, I/you/we/they haven't.</b> <b>Yes, he/she/it has.</b> <b>No, he/she/it hasn't.</b>
We use <b>have got/has got</b> to express possession. <i>I've got</i> blue eyes. <i>My friend has got</i> long hair.	



- 1 Betty *hasn't got* blue eyes. She ..... dark eyes.
- 2 Sam ..... dark hair. He .....
- 3 Lyn and Betty ..... curly hair.
- 4 Betty ..... straight hair.
- 5 Mark ..... dark hair.
- 6 Mark and Sam ..... short hair.

c) Fill in: *has*, *have*, then answer the questions.

- 1 *Has* Betty got long, straight hair? Yes, she *has*.
- 2 ..... Sam and Mark got beards?  
No, .....
- 3 ..... Mark got long hair? .....
- 4 ..... Sam got wavy hair? .....
- 5 ..... Sam got a moustache? .....
- 6 ..... Lyn and Sam got full lips? .....

**Reading**

3 What do you know about the people in the pictures? What is special about them?

🎧 Listen and read to find out.

**Check these words**

tribe, leg, famous for, ring, around, sign, wealth, beauty, skin, hole, heavy earrings, make, beautiful



**Special people**



The Maasai are a tribe in Africa. The men are very tall. They've got long legs and short black curly hair.



The Karen, or Long-necks, are tribes in Burma and Thailand. The women are famous for the rings they have around their necks. The rings are a sign of wealth and beauty.



Pygmies are very short people in Africa. They are under 1.5 m tall. They've got dark skin and short legs.



The Dayak women of Borneo have got very long ears. Their ears have got holes with heavy earrings in them. This is to make them beautiful.

4 a) Read the text and complete the sentences. Use the words: *heavy, curly, dark, tall, short, long.*

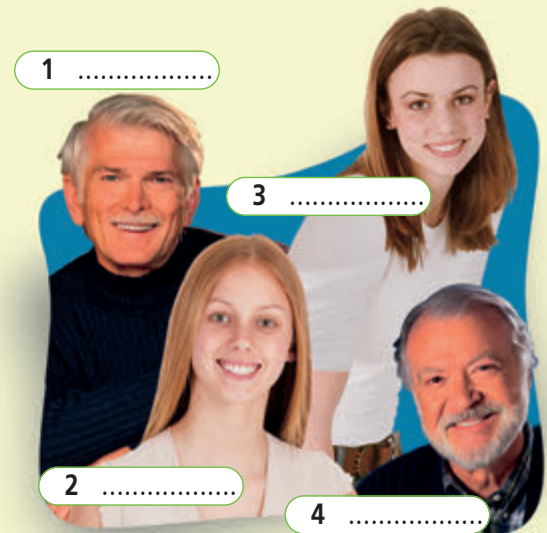
- 1 The Maasai are ..... Their hair is ..... and .....
- 2 Pygmy people have got ..... skin.
- 3 Karen women have got very ..... necks.
- 4 The Dayak women have ..... earrings in their ears.

b) Describe the special people in the pictures.

5 **THINK!** Say one thing you can remember about each tribe in the text. Then compare yourself to them.

**Listening & Speaking**

6 a) 🎧 Listen and label the people with the names: Chris, Sally, Jim, Mary



b) Choose one of the people in Ex. 6a and describe him or her to your classmates.

**Writing**

7 In three minutes write a few sentences describing yourself. Read them to the class.



# 1 Games & Leisure

## Vocabulary Sports

- 1 a) Listen and say. Are these words the same in your language?  
 b) Which are team sports? Which is your favourite one?



swimming



canoeing



basketball



martial arts



pole vault



tennis



football



surfing



cycling



golf



cricket



hockey

### Check these words

fast, athlete, pole vaulter, Olympic gold medal, winner, award, female, world record

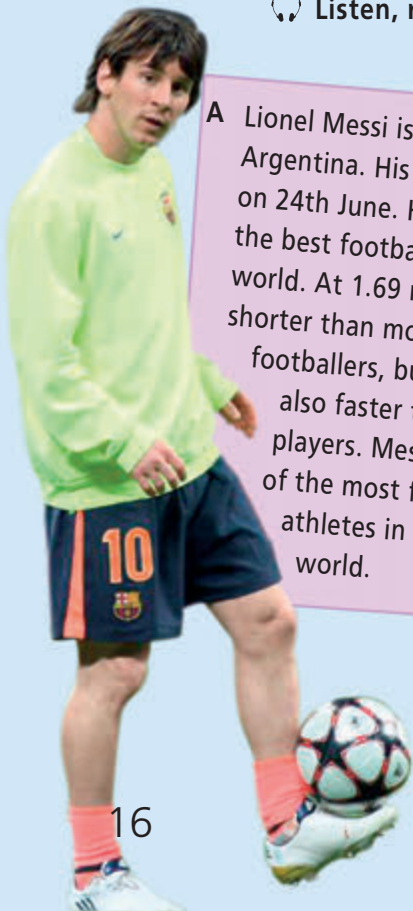
# SPORTS STARS

## Reading

- 2 a) What do you know about the sports stars in the pictures? Where are they from? What are their sports?  
 Listen, read and check.



c) Michael Phelps is from the USA. His birthday is on 30th June. He has got 14 Olympic gold medals. That makes him the most successful Olympic athlete in history. The 1.93 m tall swimmer has also got more world records than any other swimmer.



A Lionel Messi is from Argentina. His birthday is on 24th June. He is one of the best footballers in the world. At 1.69 m tall, he is shorter than most footballers, but he is also faster than other players. Messi is one of the most famous athletes in the world.



B Ekaterini Stefanidi is a Greek pole vaulter. Her birthday is on 4th February and she is 1.73 m tall. Ekaterini has got an Olympic gold medal and she is the winner of many other awards. She is one of the best female pole vaulter of all time.

- b) Read and correct the sentences.

- Lionel Messi is Italian.  
*Lionel Messi isn't Italian. He's Argentinian.*
  - Lionel Messi is taller than most footballers.
  - Ekaterini Stefanidi is 1.69 m tall.
  - Ekaterini Stefanidi has got three Olympic gold medals.
  - Michael Phelps is British.
  - Michael Phelps has got 13 Olympic gold medals.
- c) Say two facts about each athlete.

see p. GR2  
**Grammar**

**Adjectives (Comparative/Superlative)**

**3** Read the table. Find examples in the text.

	Adjective	Comparative	Superlative
Short Adjectives	young	younger (than)	the <b>youngest</b>
	thin	thinner (than)	the <b>thinnest</b>
	heavy	heavier (than)	the <b>heaviest</b>
	nice	nicer (than)	the <b>nicest</b>
Long Adjectives	beautiful	more beautiful (than)	the <b>most</b> beautiful
Irregular	good	better	best
	bad	worse	worst
	much/many	more	most

We use the comparative to compare two people, things, etc.  
*Dennis is shorter than Michael.*  
We use the superlative to compare more than two people, things, etc.  
*Ann is the shortest of all. Ann is the shortest in her class.*

**4** Write the comparative form of the adjectives below.

- |                   |                   |
|-------------------|-------------------|
| 1 dark .....      | 5 easy .....      |
| 2 plump .....     | 6 fat .....       |
| 3 famous .....    | 7 beautiful ..... |
| 4 difficult ..... | 8 good .....      |

**5** Look at the photos and the fact files. Then, put the adjectives in the comparative.

**FAMOUS ATHLETES**



**Venus**  
birthday: 17 June 1980  
Weight: 72 kg  
Height: 1.85 m



**Serena**  
birthday: 26th September, 1981  
Weight: 61 kg  
Height: 1.75 m

- Serena is ..... (young) than Venus.
- Venus is ..... (heavy) than Serena.
- Venus is ..... (tall) than Serena.
- Serena has got ..... (short) hair than Venus.
- Serena has got ..... (many) Grand Slam titles than Venus.

**6** Write the superlative form of the adjectives in Ex.4.

dark – the darkest

**7** Put the adjectives in brackets into the superlative.

- Football is ..... (popular) sport in the world.
- Usain Bolt is the ..... (fast) runner in the world.
- ..... (long) golf hole in the world is at the Satsuki Golf Club in Japan.
- Kung Fu is one of ..... (old) martial arts.
- Michael Phelps is ..... (successful) swimmer in history.
- ..... (high) tennis court in the world is in Dubai.

**8** Complete the sentences with the adjectives in the comparative or the superlative form.

- History is ..... (difficult) than Geography.
- Canada is one of ..... (big) countries in the world.
- Molly is ..... (good) at science than Jennifer.
- Pygmies are ..... (short) than the Maasai.
- Janet has ..... (long) hair than Maya.
- Basketball is a ..... (fast) game than football.

**Speaking & Writing**

**9** Think of three friends or classmates. Use the adjectives below and compare them, as in the example.

- tall • short • long • young
- old • thin

*Ben is taller than Niles. John is the tallest of all.*

*John has got shorter hair than Niles.*

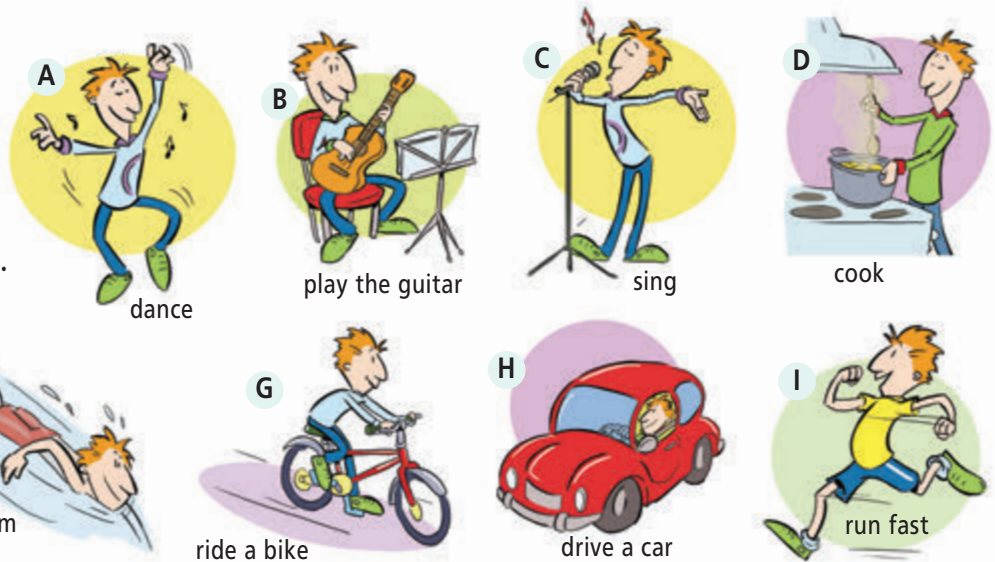
*Ben has got the shortest hair of all...*



# 1g Skills

## Can (Ability)

1 a) Listen and say.



b) Listen to Paul. What can he do?  
What can't he do?

Paul can ..., but he can't ...

2 Read the table. Ask and answer, as in the example.

AFFIRMATIVE	NEGATIVE
I/You/He, etc <b>can</b> paint.	I/You/He, etc <b>can't</b> dance.
INTERROGATIVE	SHORT ANSWERS
<b>Can</b> I/you/he, etc dive?	<b>Yes</b> , I/you/he, etc <b>can</b> . / <b>No</b> , I/you/he, etc <b>can't</b> .

A: Can you jump?

B: Yes, I can.

## Asking questions see p. GR2

3 Read the table. Say the examples in your language.



**Who** – asks about a person.  
*Who's she? She's Tanya.*  
**What** – asks about something we don't know.  
*What's this? It's her ball.*  
**Where** – asks about a place.  
*Where's Tanya from? The USA.*  
**How old** – asks about age.  
*How old is she? 15.*  
**Which** – asks when there are two or more possible answers.  
*Which is her favourite school subject: Maths or Science? Maths.*

Fill in: who, what, where or how old.

- .....'s Rosa from? Mexico.
- .....'s your name? Angela.
- ..... is he? 14.
- .....'s she? Helen.
- ..... is her favourite school subject: Art or Music?

## Intonation in questions

4 a) Read the theory.  
Listen to the examples.

The intonation goes up at the end of yes/no questions. It goes down at the end of wh-questions.

Can you speak Spanish? What can you do?

b) Listen and say.

- How old are you?
- Can he ride a bike?
- Who can run fast?
- What's your name?
- Are they from Poland?
- Who's Peter?

## Listening & Speaking

5 Look at the card. What is missing from each gap (1-5)?

Now, listen to a dialogue between a student and the school secretary and complete the gaps. Act out a similar dialogue.

## Study skills

### Predicting missing information

Before you listen, look at the gaps and try to guess what is missing e.g. a name, a number, etc. This helps you do the task.

First Name: 0) Kelly  
Surname: 1) .....  
Single:  Married:  Divorced:   
Nationality: 2) ..... Age: 3) .....  
Address: 4) .....  
Telephone Number: 5) .....

## Emails

- 1 Read the theory. Find examples in the email.

### Writing Tip

#### Capital letters

In English we use capital letters with: names/surnames (*Mary Stuart*), cities/countries/nationalities (*Dublin/Ireland/Irish*), days/months (*Monday/June*), languages (*French*), rivers (*the Thames*) & the personal pronoun I (*Tom and I*).

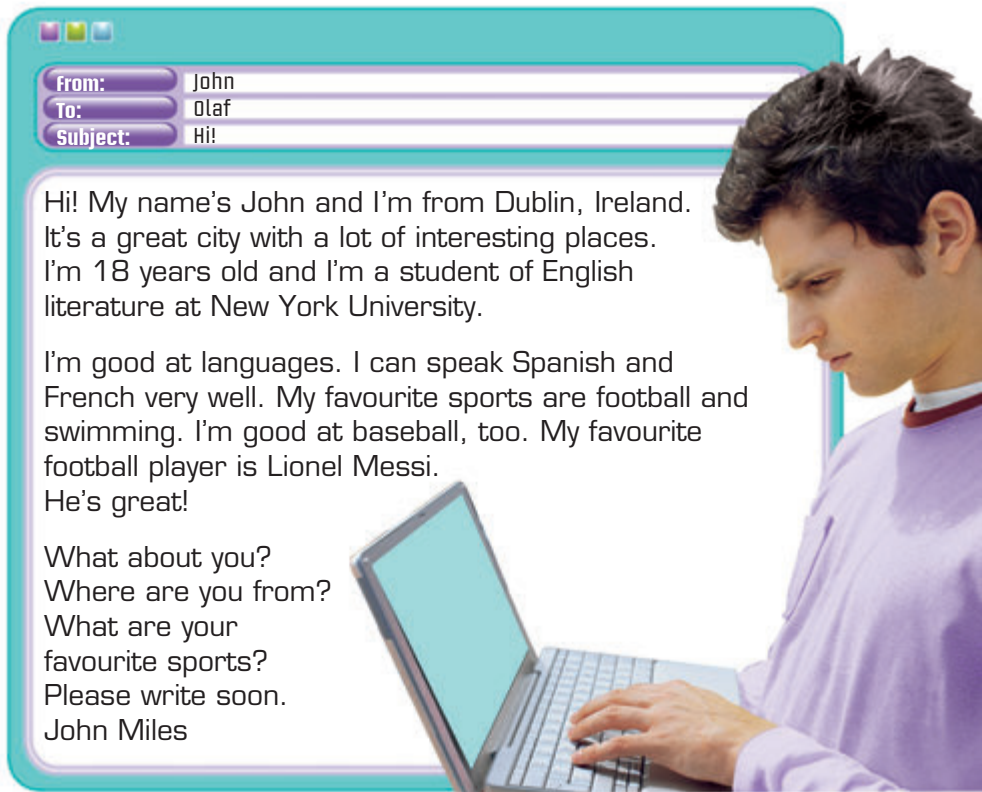
- 2 Read the email. Where's John from? What are his favourite sports?

- 3 Capitalise the sentences.

- 1 richard is from cracow, poland.  
.....
- 2 their favourite actress is nicole kidman. she's australian.  
.....
- 3 his favourite day is sunday.  
.....
- 4 new orleans is by the mississippi river.  
.....

- 4 Answer the questions.

- 1 What's your name?  
.....
- 2 Where are you from?  
.....
- 3 How old are you?  
.....
- 4 What can you do?  
.....
- 5 What are you good at?  
.....
- 6 What are your favourite sports?  
.....
- 7 Who's your favourite singer/actor?  
.....



From: John  
To: Olaf  
Subject: Hi!

Hi! My name's John and I'm from Dublin, Ireland. It's a great city with a lot of interesting places. I'm 18 years old and I'm a student of English literature at New York University.

I'm good at languages. I can speak Spanish and French very well. My favourite sports are football and swimming. I'm good at baseball, too. My favourite football player is Lionel Messi. He's great!

What about you?  
Where are you from?  
What are your favourite sports?  
Please write soon.  
John Miles

### Study skills

#### Word Order

In affirmative and negative sentences, the subject always comes before the verb, while in questions the subject follows the auxiliary verb.

*John is Irish. He isn't English. Is he 18 years old?*

- 5 Put the words in the correct order.

- |  |   |
|--|---|
| 1 from / are / where / they?           | 5 you / are / Italian?                    |
| 2 at / he / good / Art / isn't         | 6 her / History / is / favourite subject? |
| 3 Sandra / is / her / name?            | 7 he / well / swim / can                  |
| 4 favourite singer / Beyoncé / my / is |   |

### Writing (an email)

- 6 **Portfolio:** Write an email to a new pen friend, Martyn. Use your answers in Ex. 4 and the plan below.

#### Plan

- Para 1:** name/city/country/age/school  
*Hi! My name's ... I'm from ... I'm ... years old. I'm a(n) ...*
- Para 2:** what you're good at, what you can do, favourite sports/famous people  
*I'm good at ... My favourite sports are ...*
- Para 3:** questions about pen friend



# 1 i Curricular: Geography

## World Landmarks

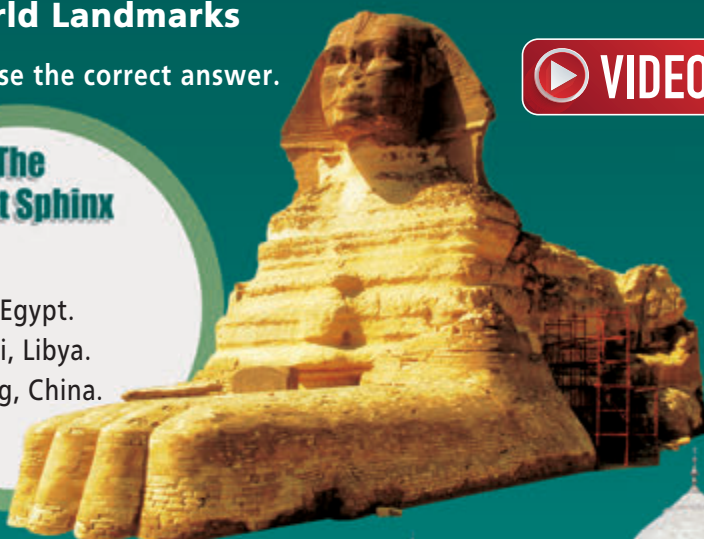
1 Choose the correct answer.



### 1 The Great Sphinx

is in

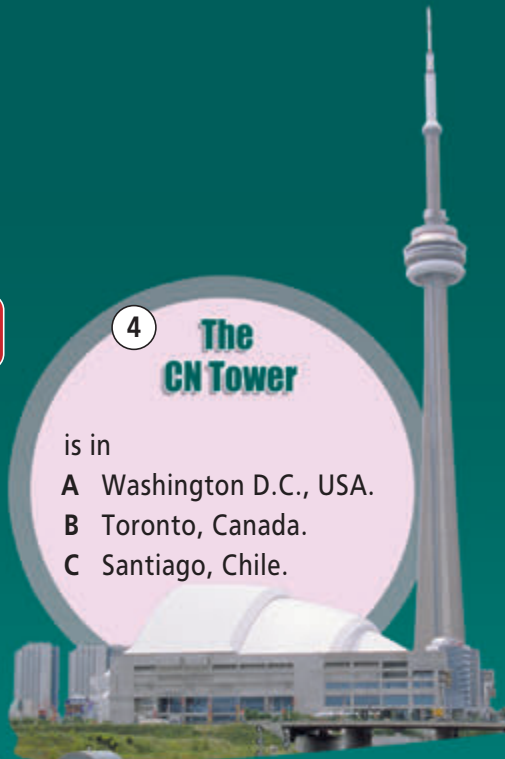
- A Giza, Egypt.
- B Tripoli, Libya.
- C Beijing, China.



### 4 The CN Tower

is in

- A Washington D.C., USA.
- B Toronto, Canada.
- C Santiago, Chile.



### 2 The Leaning Tower of Pisa

is in

- A Spain.
- B Turkey.
- C Italy.



### 5 The Taj Mahal

is in

- A Agra, India.
- B Dubai, United Arab Emirates.
- C Sydney, Australia.



### 3 The Sun Pyramid of Teotihuacán

is in

- A Mexico.
- B Colombia.
- C Ecuador.



### 6 The Emerald Buddha

is in

- A Beijing, China.
- B Bangkok, Thailand.
- C Kuala Lumpur, Malaysia.



2 Listen and check. Write sentences, as in the example.

*The Taj Mahal is in ...*

3

ICT



Write a similar quiz about landmarks in various countries. You can do some research on the Internet using these key words: *World Landmarks*. Ask your partner to do the quiz.

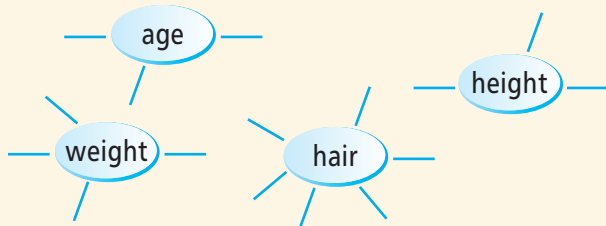
# Language Review 1

1 Fill in: *favourite, riding, tribe, fighter, good, crosses, landmark, wavy, dream, capital.*

- 1 Anna's ..... at football. She's in the school team.
- 2 His ..... sport is basketball.
- 3 He's got short ..... hair and thin lips.
- 4 Tony is a fire .....
- 5 His ..... is to become a famous singer.
- 6 Her favourite hobby is horse .....
- 7 The UK flag has got three .....
- 8 Mexico City is the ..... city of Mexico.
- 9 Pygmies are a ..... in Africa.
- 10 The CN Tower is a famous ..... in Toronto.

2 Complete the spidergrams with words from the list.

- middle-aged • fair • straight • curly • long
- wavy • fat • plump • thin • tall • short
- old • of medium height • young • slim



3 Write the nationalities.

- |                |                 |
|----------------|-----------------|
| 1 Brazil ..... | 4 France .....  |
| 2 Spain .....  | 5 Ireland ..... |
| 3 Poland ..... | 6 Germany ..... |

4 Write the opposites of the adjectives.

- |                               |                     |
|-------------------------------|---------------------|
| 1 tall boy ≠ <i>short boy</i> | 5 dark hair ≠ ..... |
| 2 slim girl ≠ .....           | 6 full lips ≠ ..... |
| 3 big eyes ≠ .....            | 7 big nose ≠ .....  |
| 4 straight hair ≠ .....       | 8 long hair ≠ ..... |

5 Read the text and underline the correct word.

Hi! I 1) 'm/'re Cormac. I'm from Manchester, England. I'm 2) **British/Britain**. I'm 23 years old. 3) **My/I** favourite person 4) **is/are** Wayne Rooney, the 5) **England/English** football player. 6) **He/They** is very fast. Rooney 7) **is/are** one of 8) **three/third** children and 9) **his/he** family is very important to 10) **him/his**.



## GAME

In teams make sentences. Use words from the list. Each correct sentence gets one point. The team with the most points is the winner.

- famous for • old • slim • dark skin
- famous landmark • favourite • good at
- have a dream • short curly hair • long legs
- wealth and beauty • heavy earrings • tribe
- school subject

*Team A S1: Paris is famous for the Eiffel Tower.*

## Quiz

Mark the sentences *T* (true) or *F* (false). Write a quiz of your own for Module 1.

- |  |  |
|--|--|
| 1 Cristiano Ronaldo is an author. ....     | 6 The Maasai are from America. ....                  |
| 2 The Maasai are very short. ....          | 7 Coronation Day is on 2nd June. ....                |
| 3 Venus Williams is an artist. ....        | 8 The Taj Mahal is in the United Arab Emirates. .... |
| 4 Paulo Coelho is from Brazil. ....        |  |
| 5 The Karen women have got long ears. .... |  |



## Reading

### Study skills

**Right/Wrong/Doesn't say statements**  
(3 option multiple choice text)

Read the rubric and the statements to familiarise yourself with the content of the text. Underline the key words in the statements and think of synonymous phrases. This will help you do the task.

- 1 Read the rubric. What is the text about?  
Read through and check.

You are going to read a text about the Olympic Games. For questions 1-7, mark the statements R (right), W (wrong) or DS (doesn't say).

- 2 a) Read example (0) below. Look at the underlined words in the sentence, then look at the underlined words in the text. Is the sentence true or false?

#### Example

0 The Summer Olympics happen every two years.  
A Right      B Wrong      C Doesn't say

- 1 The Olympic Games are very expensive.  
A Right      B Wrong      C Doesn't say
- 2 The Summer Olympics and the Winter Olympics take place in the same city.  
A Right      B Wrong      C Doesn't say
- 3 Boxing is one of the first Olympic sports.  
A Right      B Wrong      C Doesn't say
- 4 Usain Bolt has gold medals from the Paralympics.  
A Right      B Wrong      C Doesn't say
- 5 The Winter Olympics has more sports than the Summer Olympics.  
A Right      B Wrong      C Doesn't say
- 6 Russia has got very good ice hockey players.  
A Right      B Wrong      C Doesn't say
- 7 The Finns can play hockey very well.  
A Right      B Wrong      C Doesn't say



### The Olympic Games

The Olympic Games are the biggest and most famous sport event in the world. There are three kinds of Olympics –

the Summer Olympics, the Paralympics and the Winter Olympics. A different city has the Summer Olympics every four years. The Games are during two weeks of July or August. Then the same city has the Paralympics. It's an event for athletes who have got special bodies. American swimmer Jessica Long, for example, hasn't got legs, but she has got lots of medals.

The Winter Olympics are in February or March two years after the summer events, in a different city. There are 28 Summer Olympic sports. Some of the oldest Olympic sports are boxing and running. Tennis and the martial art taekwondo are two of the newest ones. Jamaican runner Usain Bolt is one of the most famous 21<sup>st</sup>-century Olympians. He has longer legs than the other runners. He's also very tall – 1.96 m – and his arms are well-built. Bolt is the fastest athlete in the world. He can run the 100 m in 9.58 seconds and the 200 m in 19.19 seconds. He has Olympic gold medals for both events.

There are 15 sports in the Winter Olympics. Ice hockey is one of the most popular of all. It's also one of the hardest, because it's so fast. The Canadians, Czechs, Finns, Russians, Slovaks, Swedes and Americans are the best ice hockey players of all. The sport is a favourite hobby in their countries. Cold countries have got the best winter sport athletes. But Spain has got just two medals from 60 or 70 years of Winter Olympics!

- b) Now do the task. Compare with a partner.

## Speaking


- 3 a) Answer the question.

What's your favourite hobby? Why?

- b) Now listen to two people answering the question. Who uses:

	Anna	Sam
full sentences		
appropriate stress		
appropriate intonation		
correct pronunciation		

Tick (✓) the boxes accordingly.

c)  Ask and answer the questions.

- 1 What's your name?
- 2 Where are you from?
- 3 How old are you?
- 4 What's your favourite sport? Why?
- 5 What's your favourite school subject? Why?
- 6 What languages can you speak?

## Listening


### Study skills

#### Multiple matching


Read the rubric, then read the questions to familiarise yourself with the content of the recording. While you listen be careful because each speaker can use words from the statements which may mislead you.

4 a) Read the rubric and the information. What will each speaker talk about?

You are going to listen to four people talking about sports and hobbies.


 Listen and match the people (A-D) to the sentences (1-5). One sentence is extra.

	Which person ...	A Antony
1	can play basketball well?	B Becky
2	is good at football?	C Chris
3	isn't good at playing music?	D Donna
4	is good at painting?	
5	can play cricket well?	

b)  Now listen to Speaker A and read what he says. Which sentence (1-5) does he match?

I'm Antony and I'm from Brazil. Most people in my country are good at football, but I'm not. My favourite sports are basketball and cricket. I can't play cricket well, but I'm very good at basketball. I'm in the school team.

Read the script again. Which words from statements 1-5 does he use?

c)  Do the listening task. Compare your answers to your partner's.

## Writing (Writing Bank 1: informal letters p. WB1)

5 a) Read the rubric and look at the words in bold. Answer the questions.

This is part of a **letter** from your **English pen friend**, Marta.

*What sport does your favourite athlete do? What does he/she look like? What about you? What's your favourite sport?*

Write your English pen friend your letter 50-60 words.

- 1 Who is going to read your letter?
- 2 What information should you include?

### Writing Tip

#### Informal style

When we write to people we know well, e.g. family members, friends, people our own age, we usually use informal style; that is: contractions (*I'm, you're, etc.*) and everyday language (*I'm OK*).

b) Now write your letter to your pen-friend. Use the language below to start/end your letter. Follow the plan.

### Plan

Dear (friend's first name),

Para 1: opening remarks (*Hi!/Hello! How are you? Thanks for your letter*), your favourite athlete's name, nationality, and the sport he/she does.

Para 2: description of your athlete (*... is tall with ... eyes and ... hair. ... is kind/polite etc.*)

Para 3: your favourite sport, ask your friend's favourite sport, closing remarks (*My favourite sport is ... . Write back soon/Please write back*)

Yours,  
(your first name)



# 1 Revision

## 1 Write the nationality.

- |                    |                  |
|--------------------|------------------|
| 1 England .....    | 6 Germany .....  |
| 2 Spain .....      | 7 Ireland .....  |
| 3 Kazakhstan ..... | 8 Italy .....    |
| 4 Brazil .....     | 9 France .....   |
| 5 Poland .....     | 10 the USA ..... |

10x1=10 marks

## 2 Circle the odd word out.

- photography – pilot – cycling – horse riding
- neck – author – nose – chin
- electrician – waiter – nurse – woodwork
- Tuesday – October – August – March
- curly – straight – plump – wavy
- lip – History – Science – Art
- cheek – mouth – teeth – Geography
- Friday – Sunday – Monday – July
- moustache – beard – hair – music
- pole vault – martial arts – eyes – tennis

10x1=10 marks

## 3 Fill in: necks, lips, curly, height, late, moustache, dark.

- Betty's got long ..... hair.
- He's got a beard and a .....
- The Karen women have got long ..... with rings around them.
- James is of medium .....
- She's got full .....
- Pygmy people have got very ..... skin.
- Peter is in his ..... twenties.

7x2=14 marks

## 4 Circle the correct word.

- Thomas **are** / **isn't** from England.
- Has** / **Have** Maria got long hair?
- Emily and Jane **is** / **aren't** sisters.
- I **have** / **am** 16 years old.
- Can** / **Have** you got blue eyes?
- She **isn't** / **can't** play football well.
- Is** / **Are** you good at Maths?
- Can** / **Are** you ride a bike?
- She **hasn't got** / **can't** thin lips.
- He **can't** / **can** dive, but he can swim.

10x1=10 marks

## 5 Circle the correct item.

- They** / **Their** are from Mexico.
- Who** / **How** old are you?
- Her** / **She** favourite football player is Robbie Keane.
- Mike is 14. **He** / **His** parents are teachers.
- Who's** / **What's** he? He's Peter.

5x2=10 marks

## 6 Put the adjectives in brackets into the comparative/superlative.

- Tony is ..... (**tall**) than Mary.
- She's ..... (**heavy**) than me.
- John's ..... (**short**) of all.
- Maths is ..... (**difficult**) subject of all.
- Bob's ..... (**old**) of all.

5x2=10 marks

## 7 Complete the exchanges with: See you later, I'm fine thanks, How's it going?, Have a nice evening, Nice to meet you, Are you Tony?.

- A: How are you, Liam?  
B: .....
- A: Bye, Ray. ....  
B: You too, Jake.
- A: Bye, Jamie.  
B: Bye, Mary. ....
- A: Hi, Ann. ....  
B: Not bad! And you?
- A: This is Jenny.  
B: .....
- A: Excuse me. ....  
B: Yes, I am.

6x3=18 marks

## 8 Write a short paragraph about yourself. Write your name, age, nationality, what you look like, your favourite school subject and your favourite sport.

18 marks

Total: 100 marks

### Check your Progress

- talk about hobbies, sports & abilities \_\_\_\_\_
- talk about people's professions \_\_\_\_\_
- describe & compare people \_\_\_\_\_
- introduce yourself & others \_\_\_\_\_
- greet people & give personal information \_\_\_\_\_
- write an informal email \_\_\_\_\_

**GOOD** ✓ **VERY GOOD** ✓✓ **EXCELLENT** ✓✓✓