

De acordo com **Metas Curriculares**



Teacher's Book

iLearn7

Inglês
7.º Ano de Escolaridade

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ASA

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Apresentação do projeto

I. Apresentação geral do projeto

1. Enquadramento metodológico e didático

Os documentos orientadores da execução deste projeto são o Quadro Europeu Comum de Referência para as Línguas - QECR (2001), o Programa em vigor para a língua inglesa do 3.º Ciclo (1991) e as Metas curriculares que serviram também de orientação, nomeadamente no que se refere à adequação dos textos e atividades ao nível de proficiência da língua (A2) previsto para o final do 7.º ano de escolaridade e à operacionalização e concretização de desempenhos previstos, enunciados a partir dos descritores do QECR.

O QECR é um documento fundamental para a construção de projetos de aprendizagem das línguas estrangeiras, pois é o referencial europeu de definição de políticas linguísticas, facto singular em comparação com as restantes áreas curriculares. É o que torna possível a criação de percursos equivalentes de aprendizagem das línguas para todos os alunos no espaço físico da Europa.

Propõe-se a construção de uma aprendizagem orientada para as competências tal como estão previstas no QECR – linguísticas, pragmáticas e sociolinguísticas operacionalizadas em tarefas de compreensão, interação e produção, para o “saber-fazer” adaptado às novas situações, respeitando a diversidade dos estilos de aprendizagem através da diferenciação na tipologia de exercícios.

Para a elaboração deste projeto, deu-se particular importância a uma gestão dirigida à abordagem comunicativa (Richards, 2001), focada na funcionalidade pragmática e contextualizada da língua conducente a uma aprendizagem bem sucedida e progressivamente autónoma:

... a aprendizagem das línguas estrangeiras visa enriquecer a competência comunicativa do aluno e construir um repertório plurilingue que, no contexto europeu e mundial, é facilitador da mobilidade, da empregabilidade e do acesso a fontes diversificadas de conhecimento. Ser plurilingue significa ter desenvolvido competências recetivas e produtivas em várias línguas com níveis de desempenho diferenciados. (Texto de Introdução às Metas de Aprendizagem para as Línguas Estrangeiras, 2010)

... if the language teacher's management activities are directed exclusively at involving the learners in solving communication problems in the target language, then language learning will take care of itself... (R. Allwright, 1979, p. 170, citado por Harmer, 2001, p. 71)

Por conseguinte, assumimos a prevalência da língua enquanto sistema de comunicação sobre o conteúdo sociocultural, que estará subjacente àquela: os conteúdos são desenvolvidos a partir de atos de fala (*speech utterances*) (Richards, 2001), tendo especial importância a gestão do currículo orientada em função das competências de comunicação previstas no QECR: *reception (oral and written)*, *interaction (oral and written)* e *production (oral and written)*. A opção por esta organização é visível na estrutura do projeto, através da sequencialização das experiências de aprendizagem, e plasmada nas propostas de planificação e gestão do projeto incluídas na brochura dos Planos de Aula.

No que diz respeito à opção metodológica, a equipa de autoras revê-se numa abordagem *task-based*, que é, aliás, preconizada nos documentos de referência atrás mencionados. A ideia subjacente à estrutura do projeto é a de construir, em cada subunidade, um percurso de aprendizagem em progressão com atividades diferenciadas e abrangentes das quatro macrocapacidades – *listening, speaking, reading, writing* – culminando numa tarefa inclusiva de todos os conteúdos tratados.

Contudo, ao apresentar uma estrutura estável na composição das subunidades e uma sistematização dos conteúdos de funcionamento da língua prévia aos exercícios de treino e consolidação das capacidades de *listening, speaking* e *writing*, este projeto assume-se como uma solução de compromisso entre duas abordagens metodológicas, permitindo, por um lado, um trabalho de sala de aula mais tradicional e, por outro, uma prática mais orientada para a comunicação e desenvolvimento de competências, dependendo das opções dos professores que trabalharem com o projeto. No fundo, esta forma de apresentação também poderá indiciar o princípio da diferenciação pedagógica, ao tornar possível a adaptação do trabalho de sala de aula às diferentes tipologias de turmas e alunos com que os professores se deparam.

O funcionamento interno e sistemático da língua, ou seja, o que vulgarmente chamamos “gramática”, surge aqui como processo (Thornbury, 2001) e não como finalidade; é um instrumento de consolidação da aprendizagem ao serviço de situações de comunicação. A gramática é, pois, entendida como uma ferramenta “para fazer” e para construir a competência comunicativa em língua:

It [grammar] is a process for which we need a verb – something like grammaring. The verbiness of grammar (...): grammar as a doing word. (Thornbury, 2001, p. 1)

Os exercícios propostos têm, contudo, em linha de conta não só a faixa etária à qual se destinam mas também a sua aplicação num contexto mais controlado de sala de aula.

A outra grande linha de força deste projeto é o enfoque na prática da oralidade. Esta não surge como uma proposta esporádica ou subordinada às restantes macrocapacidades, mas como uma capacidade central e indispensável à construção da competência comunicativa, e está presente em todas as subunidades do projeto.

2. Considerações finais

Em resumo, este projeto apresenta, na opinião da equipa de autoras, algumas mais-valias para os professores que o utilizem. É baseado nas histórias quotidianas de personagens pré-adolescentes e de figuras públicas do imaginário dos jovens do século XXI; faz uma abordagem lúdica da aprendizagem, centrada na oralidade e na compreensão de pequenas *utterances*, sem descurar o desenvolvimento e a progressão conseguidas através do esforço e do treino sistemático; insiste na prosódia e nos ritmos urbanos da língua conhecidos do universo dos alunos. Também privilegia um investimento na utilização da imagem como texto autónomo e suporte ao texto escrito e à produção oral, e no equilíbrio entre o suporte escrito e a apresentação gráfica e visual.

Todos os textos são orientados para a funcionalidade da língua, e muitos deles são autênticos, ainda que adaptados ao nível de proficiência previsto para o 7.º ano de escolaridade (os textos escritos iniciais das

unidades são também *listenings*), focando situações reais e desenvolvendo competências de comunicação, recorrendo de modo constante à oralidade, que tem sido de alguma maneira negligenciada no processo de aprendizagem da língua inglesa ao longo dos vários ciclos.

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II. Organização e estrutura do projeto

1. Componentes do projeto

O projeto consta de:

- Manual do aluno;
- Manual do Professor – igual ao do aluno, com sugestões metodológicas e soluções das atividades nas extremidades das páginas;
- Caderno de atividades do aluno, com desenvolvimento das propostas do manual em três etapas (vocabulário, gramática e orientação da produção escrita), fichas de exploração de filmes e uma secção com atividades lúdicas de aprendizagem;
- Livro do Professor, com a apresentação do projeto, planificações anuais e trimestrais, uma bateria de fichas para aulas de apoio ou substituição, fichas de tipologia e compreensão de texto, os *tapescripts*, sugestões de exploração da leitura extensiva e as soluções das fichas e do livro de atividades do aluno;
- Livro de testes – um relatório de 6 testes para cada unidade, permitindo ao professor aplicá-los de acordo com o número e a especificidade das turmas que leciona; a respetiva matriz e uma proposta de grelha de correção;
- Brochura de Planos de Aula;
- Leitura Extensiva, com uma história original e didatizada, da autoria de Claudia Ferradas;
- 1 CD com todos os textos do manual e outras atividades de *listening*.
-  AULA DIGITAL

Todos os componentes podem ser utilizados em complementaridade, enquanto peças de um projeto coerente no qual se cruzam diferentes fontes de informação ao serviço de um mesmo fim: a aprendizagem.

2. Estrutura global do manual

O manual inicia-se com uma breve unidade 0, introdutória, de ativação do vocabulário e das estruturas que os alunos já têm interiorizado, de divulgação dos locais onde se fala inglês no mundo e de sensibilização, em termos muito elementares, para a diversidade linguística da língua inglesa.

A partir daqui, o manual organiza-se em 5 macro unidades, cada uma composta por 3 subunidades interligadas tematicamente, que desenvolvem os conteúdos linguísticos e socioculturais do Programa da disciplina. Após cada macro unidade, há lugar para duas páginas de *self-check*, com o objetivo de consolidar os conteúdos trabalhados nas referidas unidades, e um momento de autoavaliação. A sexta e última unidade é dedicada às festividades e celebrações mais comuns no mundo anglosaxónico: *Halloween*, *Guy Fawkes*, *Thanksgiving*, *Christmas*, *Shrove Tuesday*. As últimas páginas do manual incluem um Glossário, que está pensado de modo a possibilitar que o aluno contribua para a sua construção, e uma lista de verbos irregulares.

3. Estrutura específica das subunidades

As subunidades de conteúdo estão organizadas em 9 rubricas:

1. Reading/Speaking – **Starting point!**: atividades de partida para o tópico que vai ser tratado;
2. Reading/Listening – **Eyes and ears!**: texto-âncora, de diferentes tipologias e muitas vezes autêntico, das atividades das rubricas seguintes no que diz respeito a vocabulário, língua, compreensão oral e produção oral e escrita;
3. Comprehension – **Got it?**: atividades de compreensão do texto;
4. Vocabulary – **Words!**: atividades de extensão vocabular do tópico da subunidade;
5. Language/Grammar – **It works!**: sistematização e desenvolvimento dos conteúdos de funcionamento da língua;
6. Listening – **Ears!**: atividades de compreensão do oral com textos de diversas tipologias;
7. Speaking – **Say it!**: interação e produção orais;
8. Reading/Writing – **Your turn!**: interação e produção escritas;
9. Reading/Writing/Speaking – **Have Fun!**: momento lúdico com imagens ou textos adequados ao tópico da subunidade, para leitura ou debate.

4. 20 AulaDigital

O **20 AULA DIGITAL** possibilita a fácil exploração do projeto *iLearn 7*, através das novas tecnologias em sala de aula. Trata-se de uma ferramenta inovadora que permite:

- a projeção e exploração das páginas do manual em sala de aula;
- o acesso um vasto conjunto de conteúdos multimédia integrados com o manual:
 - Animações – os principais textos de cada unidade são apresentados com vocalização e ilustrações animadas, integrando também questões de interpretação, gramática e vocabulário.
 - Gramáticas interativas – atividades centradas nos tópicos gramaticais abordados ao longo do manual, acompanhadas de avaliação.
 - Flashcards – possibilitam a exploração e aquisição de vocabulário através de imagens às quais estão associadas a pronúncia e a denominação textual. Para além da versão interativa, são também disponibilizados em versão para impressão.
 - Apresentações em PowerPoint – exploram os principais aspetos gramaticais, com respetiva explicitação e sistematização, vocabulário e aspetos culturais mencionados no manual.
 - Áudios – registos áudios narrados por falantes nativos, abrangendo diferentes tipologias textuais.

- Testes interativos – banco de testes interativos, personalizáveis e organizados pelos diversos temas do manual, permitindo acompanhar o progresso dos alunos através de relatórios de avaliação detalhados.
- Jogos – conjugando as vertentes lúdica e didática, permitem rever e sistematizar as matérias das diferentes unidades.
- a disponibilização dos Planos de Aula, em formato Word, para que o professor os possa adaptar de acordo com as características de cada turma:
 - utilizando as sequências de recursos digitais propostas em cada plano, com recurso a um projetor ou a um quadro interativo;
 - personalizando os Planos de Aula com outros recursos;
- a avaliação dos alunos:
 - utilização de testes predefinidos ou criação de novos a partir de uma base de cerca de 250 questões;
 - impressão de testes para distribuição pelos alunos
 - envio, online, de testes para os alunos, com a correção automática;
 - relatórios de avaliação detalhados que permitem um acompanhamento do progresso dos alunos.
- a troca de mensagens e a partilha de recursos com os alunos.

5. Como trabalhar com o *iLearn 7*?

Tal como já foi referido, o projeto *iLearn 7* permite, apesar da sua estrutura interna ser muito estável, uma gestão diferenciada e adequada aos diferentes níveis de proficiência dos alunos. As palavras-chave deste projeto são **abrangência** (de todas as macrocapacidades), **coerência** (estrutural e metodológica), **aprendizagem** (por etapas e com atividades diversificadas), **progressão** (do nível de dificuldade e da gestão dos conteúdos, como o Programa preconiza) e **comunicação** (construção da competência comunicativa em língua inglesa).

Por conseguinte, a equipa de autoras considera que este é um projeto *user friendly*, tanto para os professores como para os alunos, e irá certamente ajudar a criar um ambiente favorável à aprendizagem na sala de aula. Tendo esse aspeto em consideração, pareceu à equipa mais eficaz e facilitador que as sugestões metodológicas e de gestão do projeto surgissem em banda lateral da versão do manual para o professor e não noutra local. Também aí se darão as indicações de utilização dos diversos componentes do projeto, incluindo os recursos digitais e interativos.

A equipa de Autoras,
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PLANNING

iLearn 7 – Annual Content Planning

Overall goal: to develop linguistic and communicative competence in English through meaningful and appropriate learning activities.

Assumptions: students should have developed linguistic and communicative competence at a CEF threshold level (A1.2).

Term	Units	Contents	
		Themes	Grammar
1st	Unit 1 Unit 2 Celebrations – Halloween Celebrations – Guy Fawkes Celebrations – Thanksgiving Celebrations – Christmas	IT'S ALL ABOUT ME! Personal information FIRST DAY AT SCHOOL School IT'S ALL IN A DAY Daily routine FAMILY TIES Family HOME, SWEET HOME! House and furniture HANDS ON THE JOB Jobs	<ul style="list-style-type: none"> • Likes and dislikes • Verb be • Verb have got • Adjective + preposition • Personal pronouns (subject / object) • Wh-words • Present simple • Adverbs of frequency • Possessive determiners and pronouns • Compound nouns • Possessive case and whose • Plural of nouns • There is/are • A/an; some; any; no • Prepositions of place • Present continuous • Present continuous/ present simple • Prepositions of time
2nd	Unit 3 Unit 4 Celebrations – Shrove Tuesday	TRENDY LOOKS Physical appearance and personality COOL AND FASHIONABLE Clothes and accessories WHAT'S FOR BREAKFAST? Food SOCIALIZING Favourite leisure activities GETTING AROUND Public facilities, transports and directions SHOPPING CRAZE Shops and shopping	<ul style="list-style-type: none"> • Position of adjectives • Word Formation – prefixes and suffixes • Verb be – past simple • Degrees of adjectives • Connectors / Linking words • Past simple • Word order • Future with going to • Modal verbs • Past continuous • While / when + past continuous / past simple
3rd	Unit 5 Extensive Reading	CITY OR COUNTRYSIDE Living styles GO GREEN Environment GOING PLACES Travelling	<ul style="list-style-type: none"> • Prepositions of movement • Connectors of time and sequence • Phrasal verbs • Future with will • Future with will, going to, present continuous • Be + adjective • Reflexive pronouns • Indefinite pronouns

iLearn 7 – 1st Term Planning								
CEF Competences	Skills	Units	Themes	Vocabulary	Grammar	Functions	Learning Experiences / Activities	Self-Assessment
Communicative competence: Linguistic <ul style="list-style-type: none"> lexical grammatical semantic orthographic phonological orthoeptic Sociolinguistic (appropriateness and awareness) Pragmatic <ul style="list-style-type: none"> functional discourse 	Listening Speaking Reading Writing	Unit 0 – Refreshing! Unit 1 – Get Personal! 1. It's about me! 2. First day at school 3. It's all in a day Culture File: United Kingdom Celebrations – Halloween	Personal information School Daily routine	Countries Nationalities Languages School rooms School subjects Daily activities Time School signs	Likes and dislikes Verb be Verb have got Adjective + preposition Personal pronouns (subject/object) Wh-words Present simple Adverbs of frequency	Introducing/talking about oneself Asking about personal information Expressing likes and dislikes Expressing possession (verb have got) Talking about school subjects/places Talking about daily routines Telling the time	Understanding <ul style="list-style-type: none"> Written texts: theme, purpose, main ideas Oral texts: vocabulary, theme, main ideas, sequence Vocabulary Grammar: language system Images/icons Interacting <ul style="list-style-type: none"> Speaking: role-playing, interviewing Producing <ul style="list-style-type: none"> Oral texts: reporting Written texts: informing, narrating 	Direct observation Formative tests – iCheck Tests – Unit 1 and 2
		Unit 2 – Living and working! 1. Family ties 2. Home, sweet home! 3. Hands on the job Culture File: Australia Guy Fawkes Thanksgiving Christmas	Family House and furniture Jobs	Family chores Types of houses Rooms Furniture Jobs Workplaces	Possessive determiners and pronouns Compound nouns Possessive case and whose Plural of nouns There is/are A/an; some; any; no Prepositions of place Present continuous Present continuous/ present simple Prepositions of time	Talking about family/relationships Expressing possession (possessive case) Talking about houses/parts of the house/furniture Talking about jobs Talking about present activities		

iLearn 7 – 2nd Term Planning

CEF Competences	Skills	Units	Themes	Vocabulary	Grammar	Functions	Learning Experiences / Activities	Self-Assessment
Communicative competence: Linguistic <ul style="list-style-type: none"> • lexical • grammatical • semantic • orthographic • phonological • orthoepic Sociolinguistic (appropriateness and awareness)	Listening Speaking Reading Writing	Unit 3 1. Trendy looks 2. Cool and fashionable 3. What's for breakfast Culture File: Republic of Ireland Celebrations – Shrove Tuesday	Physical appearance and personality Clothes and accessories Food	Physical/psychological description Opposites Clothes Accessories Food Containers	Position of adjectives Verb be – past simple Degrees of adjectives Word Formation – prefixes and suffixes Connectors/ Linking words	Talking about appearance Talking about personality Describing people Comparing people/objects Talking about food/meals	Understanding <ul style="list-style-type: none"> • Written texts: theme, purpose, main ideas • Oral texts: vocabulary, theme, main ideas, sequence • Vocabulary • Grammar: language system • Images/icons Interacting <ul style="list-style-type: none"> • Speaking: role-playing, interviewing Producing <ul style="list-style-type: none"> • Oral texts: reporting • Written texts: informing, narrating, describing 	Direct observation Formative tests – iCheck Tests – Unit 3 and 4
Pragmatic <ul style="list-style-type: none"> • functional • discourse 		Unit 4 1. Socializing 2. Getting around 3. Shopping craze Culture File: Canada Celebrations – Easter	Favourite leisure activities Public facilities, transports and directions Shops and shopping	Personal interests and favourite activities Sports Means of transport Directions Public buildings and facilities Shops and goods Shopping	Past simple Word order Future with going to Modal verbs Past continuous While / when + past continuous / past simple	Talking about free time activities Talking about the past/activities in the past Planning/speculating about the future Asking for/giving directions Expressing permission/obligation/ability/possibility Talking about		

iLearn 7 – 3rd Term Planning								
CEF Competences	Skills	Units	Themes	Vocabulary	Grammar	Functions	Learning Experiences / Activities	Self-Assessment
Communicative competence: Linguistic <ul style="list-style-type: none"> lexical grammatical semantic orthographic phonological orthoepic Sociolinguistic (appropriateness and awareness)	Listening Speaking Reading Writing	Unit 5 1. City or countryside 2. Go green 3. Going places Culture File – USA Extensive reading <i>The legend of the Shiny Lady and her puppy</i>	City and countryside Weather Environment Types of holiday Places	City and countryside Living styles Weather Environment Types of holiday Accommodation Holiday places	<ul style="list-style-type: none"> Prepositions of movement Connectors of time and sequence Phrasal verbs Future with will Future with will, going to, present continuous Be + adjective Reflexive pronouns Indefinite pronouns 	Comparing city and countryside Sequencing ideas in a text Expressing opinion/preference Talking about the weather Talking about the future/ predicting Expressing condition Talking about personal experiences	Understanding <ul style="list-style-type: none"> Written texts: theme, purpose, main ideas Oral texts: vocabulary, theme, main ideas, sequence Vocabulary <ul style="list-style-type: none"> Vocabulary Grammar: language system Images/icons Interacting <ul style="list-style-type: none"> Speaking: role-playing, interviewing, debating Writing: postcards Producing <ul style="list-style-type: none"> Oral texts: reporting Written texts: informing, narrating, describing 	Direct observation Formative tests – iCheck Tests – Unit 5

2

LANGUAGE WORKSHEETS

Name: _____ No.: _____ Class: _____ Date: _____

I. Indefinite Article – A/An

A. 1. Look at these examples and circle the correct option to complete the rule:

- a) *Jerry has got **a** skate.* b) *Brenda is **an** architect.*

– We use the indefinite article **a / an** before a word with a vowel sound but we use **a / an** before a consonant sound.

2. Look at the examples and decide which is TRUE or FALSE about the use of the indefinite article.

<i>Ralph wants a bicycle</i>
<i>He has got some books</i>
<i>He drinks some milk</i>
<i>I see a boy.</i>

<i>This is an expensive car</i>
<i>It's a red shirt</i>
<i>The shirt is red</i>

- a) We use the indefinite article with uncountable nouns in the singular.
- b) We use the indefinite article with countable nouns in the singular.
- c) We use the indefinite article with plural countable nouns.
- d) We use the indefinite article when we mention something for the first time.
- e) We use the indefinite article when we mention something for the second time.
- f) We use the indefinite article before an adjective followed by a singular noun
- g) We use the indefinite article before an adjective.

B. Write **a** or **an** or nothing (-) in the blank spaces.

1. That's _____ interesting book. 3. Sarah likes _____ coffee.
2. Has your father got _____ car? 4. I need _____ orange.

C. Correct the mistake in each sentence.

1. Paul is reading a blue books. _____
2. Do you want a egg? _____
3. I live in an house. _____
4. Frank likes a sugar. _____

D. Match the two parts and add **a/an** or nothing (-).

1. Peter thinks they are a) _____ new story to tell you about pirates.
2. I need to write b) _____ insects.
3. Is that c) _____ e-mail.
4. Go to bed. I have d) _____ coffee on your shirt?

Name: _____ No.: _____ Class: _____ Date: _____

II. Definite Article – The

A. Look at these examples and choose the correct explanation for each use.

- | | | | |
|--|--------------------------|---|--------------------------|
| Can you pass me <u>the</u> salt? | <input type="checkbox"/> | I have a house in England. <u>The</u> house is beautiful. | <input type="checkbox"/> |
| Your computer is on <u>the</u> left. | <input type="checkbox"/> | Portugal is by <u>the</u> Atlantic Ocean. | <input type="checkbox"/> |
| <u>The</u> United States are in another continent. | <input type="checkbox"/> | This is <u>the</u> coolest mobile phone. | <input type="checkbox"/> |
| <u>The</u> Eiffel Tower is in Paris. | <input type="checkbox"/> | | |

- With names of places that are plural (The Azores, The Netherlands,...) or that have state, kingdom or republic.
- With nouns that are unique (sun, moon, ...)
- For situations in which the person knows which thing or person we are talking about.
- When we mention something for the second time.
- We use it with the superlative of adjectives.
- We use it before common expressions: the same, the cinema, on the right, the coast...
- With names of rivers (The Nile), hotels (The Hilton), mountains (The Alps), deserts (The Sahara Desert), oceans (The Pacific), canals (The Panama Canal)...

B. When not to use the.

Look at the examples and then use the words in the box to complete the rules.

<i>I don't like fish.</i>	<i>Mrs Flint teaches geography.</i>
<i>Aimee is travelling to Belgium.</i>	<i>Mark is my best friend.</i>
<i>May is a lovely month.</i>	<i>We have breakfast at 8:00.</i>
<i>She is going to stay in Brussels.</i>	<i>Kids love Christmas.</i>

names
festivities/months
Miss(...)/Dr/ Professor
general
meals
countries/cities

We never use the article:

- When we talk about things in _____.
- When we talk about languages, _____ or _____.
- When we talk about days, _____, special days or _____.
- When we talk about people's _____, social or professional status like _____.
- When we talk about _____ such as lunch.

C. Circle the correct option in each sentence.

- Do you eat **meat/the meat**?
- Ariko comes from **the Japan/Japan**, but Andy comes from **the Bahamas/Bahamas**.
- I study **French/the French** at school.
- We have no school at **the Easter/Easter**.
- The Dr Frost/Dr Frost** is a famous surgeon.
- They always have **the dinner/dinner** at 7:30.

Name: _____ No.: _____ Class: _____ Date: _____

Wh-words

A. Look at the examples and complete the rule.

Who is that man? What are your hobbies? How old are you? Where do you work?

We use _____ in the beginning of an interrogative sentence followed by a _____ or an _____ verb and then the subject.

B. Match the two columns.

- | | |
|-----------------|---|
| 1. Who | a. to ask about age |
| 2. What / which | b. to ask about time |
| 3. Whose | c. to ask about way |
| 4. Where | d. to ask about amount of time |
| 5. When | e. to ask about people |
| 6. Why | f. to ask about frequency |
| 7. How | g. to ask about quantity (countables) |
| 8. How old | h. to ask about quantity/price (uncountables) |
| 9. How much | i. to ask about place |
| 10. How many | j. to ask about reason |
| 11. How often | k. to ask about possession |
| 12. How long | l. to ask about things or animals |

C. Use the wh-words in the box to complete the questions.

What Where Who Why How Whose Which When

- | | |
|---------------------------------------|--|
| 1. _____ old is Ronald? | 5. _____ do you live? |
| 2. _____ can't you come to my house? | 6. _____ speaks English better? |
| 3. _____ book is this, yours or mine? | 7. _____ car is more expensive, the blue or the red one? |
| 4. _____ does a fireman do? | 8. _____ were you born? In 2000 or 2001? |

D. Write questions for the underlined words in the sentence.

Stuart is a 20 year-old musician working in Los Angeles in 2012.

1. _____ ?
2. _____ ?
3. _____ ?
4. _____ ?
5. _____ ?

Name: _____ No.: _____ Class: _____ Date: _____

Nouns

A. Write one more example that represents each category.

- Nouns can be abstract (*love, freedom, _____, ...*), proper (*Europe, _____, Peter, ...*), group (*family, group, crowd, _____, ...*) or common (*book, shirt, boy, _____, ...*).
- Most nouns referring to jobs have the same form for men and women (*teacher, doctor, nurse, _____, ...*); Others have different forms :
 - waiter → waitress
 - actor → actress
 - king → _____
 - ...

B. Complete the rule by looking at the examples

- Many English nouns are **countable** and **regular**. They make the plural by adding an _____ to the singular form.
girl → girls boy → boys chair → chairs shop → shops cap → caps
- Countable regular nouns ending in **-ch, -ss, -sh, -s, -x, and -o** make the plural ending in _____.
church → churches boss → bosses brush → brushes bus → buses box → boxes
potato → potatoes
- Countable regular nouns ending in **consonant + y** change the _____ to _____ and add _____.
lady → ladies country → countries story → stories
- Adjectives ending in **-f** or **-fe** change to _____ and add _____ or _____.
half → halves thief → thieves life → lives wife → wives
- Some nouns are irregular and have different plural forms: some change the _____ (man → men, woman → women, foot → feet, ...), some are _____ to the singular form (sheep → sheep, fish → fish, salmon → salmon, ...), and others are different words (child → children, person → people, mouse → mice, ...)
- Some nouns are always plural and need the verb in the _____.
These trousers are fashionable. The police are coming.

C. Write the plural forms for each noun.

- | | |
|-------------------|------------------|
| 1. Wolf – _____ | 5. Day – _____ |
| 2. Tooth – _____ | 6. Dress – _____ |
| 3. Potato – _____ | 7. Louse – _____ |
| 4. Party – _____ | 8. Sheep – _____ |

D. Rewrite these sentences in the plural.

1. A train is faster than a bus. _____
2. A policeman works in a department. _____
3. A baby is a fragile child. _____
4. My wife likes fish. _____

E. Correct the mistake in each sentence.

1. Don't forget to buy some potatos. _____
2. There are three persons in the room. _____
3. The police is arresting the thief. _____
4. My trousers doesn't fit me. _____

F. Fill in the gaps about the rules of uncountable nouns by looking at the examples.

Advice information bread butter milk water
 ugar luggage traffic news

No news is good news. Milk makes me feel good. That information was vital.

1. They don't have a _____ form so you can't add -s to the noun. The verb always comes in the _____.

G. Choose the correct sentence from each pair.

1. Where can I get informations? / Where can I get information?
2. For this job you need experience. / For this job you need experiences.
3. Can I have some bread? / Can I have some breads?
4. I listened to the new on the radio. / I listened to the news on the radio.

Name: _____ No.: _____ Class: _____ Date: _____

Adjectives

A. 1. Pay attention to the examples and complete the rules.

- a) *Stuart is a nice boy.* *Mary has got an interesting book.*

Adjectives come _____ nouns and are used to describe them.

- b) *Sophie loves dark chocolates.* *Sam reads interesting books.*

They _____ change to a plural form, even when the noun is in the _____.

- c) *Billy is tall.* *Wendy is feeling cold.* *You look happy.* *That sounds terrible.*

We use the adjectives after the verbs to _____, to _____, to _____, to _____, to appear, to become, to get, to seem, to smell or to taste.

2. Correct the mistakes in these sentences.

- a) Jane buys some apples green. _____

- b) Jim is looking at some beautifuls girls. _____

- c) Harry tastes oranges juicy. _____

- d) You sad feel. _____

3. Order these words to build sentences.

- a) kitten / young / a / is / cat / a _____

- b) books / Sue / expensive / buys _____

- c) Patrick / hair / got / blonde / has / ? _____

- d) seem / that / easy / doesn't _____

B. Order of Adjectives

1. Look at the examples and choose the correct words to complete the rule.

- a) *These are the first two weeks of the year.*

Ordinal numbers (first, second, third, fourth, ...) are _____ (after/before) cardinal numbers (one, two, three, ...)

- b) *What a lovely little dog!* *That's a beautiful vanilla cake!*

Adjectives that describe opinion come _____ (after/before) any other adjectives.

- c) *Bob has got a big red cap.* *Zilka is a tall German girl.* *It's a long silk dress.*

We use adjectives that describe size, length or height _____ (after/before) adjectives that describe colour, origin, material or purpose.

2. Choose the correct sentence from each pair.

- a) You need three large bones. / You need large three bones.
- b) It's a Chinese plastic bag. / It's a plastic Chinese bag.
- c) He's a thin, tall man. / He's a tall, thin man.
- d) Ben has got two Siamese cats. / Ben has got Siamese two cats.

C. Comparative and superlative of adjectives

– Regular adjectives

1. Look at the examples to complete the rule.

- a) *fast* → *faster than* → *the fastest* b) *large* → *larger than* → *the largest*
We make the comparative of **short adjectives** by adding _____ and the superlative by adding _____.
- c) *big* → *bigger than* → *the biggest*; *hot* → *hotter than* → *the hottest*
When it is a **one-syllable adjective ending in one vowel + one consonant** we have to double the _____ consonant.
- d) *easy* → *easier than* → *the easiest*
We make the comparative and superlative of **adjectives ending in y** by changing it to ____.
- e) *difficult* → *more difficult than* → *the most difficult*
We make the comparative of **long adjectives** by adding _____ and the superlative by adding _____.

2. Choose the best option in each sentence.

- a) Chocolates are _____ (more tasty/tastier) than carrots.
- b) Bungee Jumping is _____ (the more exciting/the most exciting) sport.
- c) Sally is the _____ (funniest/funnier) girl in my class.
- d) Which is _____ (thinner/thiner), Carrie or Sandy?

3. Correct the mistakes in each sentence.

- a) Iceland is coldest than Portugal. _____
- b) Today was the hottest day of the week. _____
- c) My friend is interestinger than Jane. _____
- c) These are ugliest shoes in the shop. _____

– Irregular adjectives

They change the spelling of the adjective.

good → *better* → *the best* *bad* → *worse* → *the worst*

1. Complete the gaps with the correct irregular adjective.

- a) This was the _____ (good) film of the year.
- b) Who is _____ (good), Ronaldo or Messi?
- c) Cabbage is _____ (bad) than tomato.
- d) Andrew is the _____ (bad) footballer in the school.

Name: _____ No.: _____ Class: _____ Date: _____

Prepositions of Time – At/In/On

A. Look at the examples and choose the correct use for the preposition “AT” with a tick (✓).

My first class is at 8:30.

See you at lunchtime!

Tim studies at night.

I sleep all morning at weekends.

We play tricks at Carnival.

1. We use at with months.
2. We use it with clock times.
3. We use it with the expression “the morning”.
4. We use it with parts of the day.
5. We use it with the word “night”.
6. We use it with meal times.
7. We use it with festivities (the period).
8. We use it with the word “weekend”.

B. When do we use the preposition “IN”? Look at the examples and tick the right use.

I was born in 2001.

It's always hot in August.

We have holidays in the summer.

We are in the 21st century.

I have classes in the morning.

1. We use in with clock times.
2. We use it with months, years and centuries.
3. We use it with seasons.
4. We use it with days of the week.
5. We use it with parts of the day (morning, afternoon, evening).
6. We use it with mixed time.

C. Decide on when to use the preposition “ON” by looking at the examples and ticking the right options.

She has English on Mondays.

We have a party on New Year's Eve.

My birthday is on the 12th April, 1980.

They go out for dinner on Friday evening.

1. We use on with clock times.
2. We use it with dates.
3. We use it with days of the week.
4. We use it with mixed time (Sunday afternoon).
5. We use it with months.
6. We use it with specific festive days.

D. No preposition**1. Complete the rule based on the examples.**

I'm going to Paris next week. Let's have lunch tomorrow. I saw a film last night.

We _____ use a _____ when we have expressions like _____, every year, _____, _____, next month, this week, today, yesterday, ...

E. All the prepositions are wrong. Correct them.

1. Where are you going in tomorrow? _____
2. Sally has a meeting on 10:30. _____
3. Do you want to go to the cinema at Friday? _____
4. We have classes on the morning. _____
5. I think I'll stay at home on the weekend. _____
6. Are you free at July? _____
7. We have no school in Christmas. _____
8. Carson will be out in Christmas Day. _____
9. You aren't going to school on next week. _____
10. We always go skiing at the winter. _____

F. Complete the sentences with at, in, on or *nothing*.

1. I'll phone you _____ 8 o'clock.
2. Brian went to France _____ August, 2011.
3. His birthday is _____ Saturday.
4. I have a test _____ the afternoon.
5. Nancy had a fantastic mark _____ yesterday.
6. You can talk to me _____ lunchtime.
7. I'm going to the doctor _____ Monday morning.
8. It's a pleasant temperature here _____ autumn.
9. Come and see me _____ half past one.
10. We have to write a poem _____ today.

G. Choose the correct option.

1. What do you eat _____ Easter? (at/ on)
2. She goes to the hairdresser _____ every month. (--/in)
3. We are going to a party _____ New Year's Eve. (in/on)
4. _____ 2011 Walt returned to London. (at/in)
5. They always swim early _____ the morning. (on/in)
6. I often drink a glass of milk _____ night. (at/--)
7. Where will you be _____ tomorrow)? (--/ on)
8. Nobody talked to Mark _____ the weekend. (in/ at)
9. What are you doing _____ Saturday evening? (on/at)
10. Men went to the moon _____ the 20th century. (on/in)

Name: _____ No.: _____ Class: _____ Date: _____

Prepositions of Place

A. Complete the rule by choosing the correct option. Pay attention to the examples.

The pen is next to the notebook.



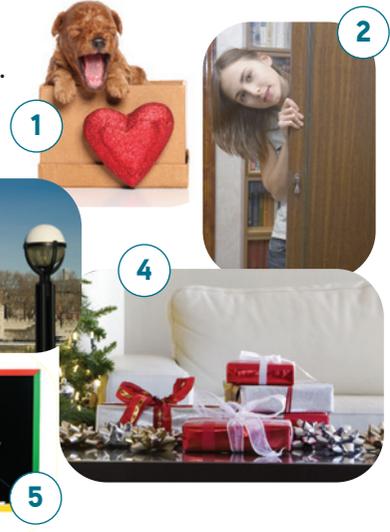
The dog is behind the red ball.



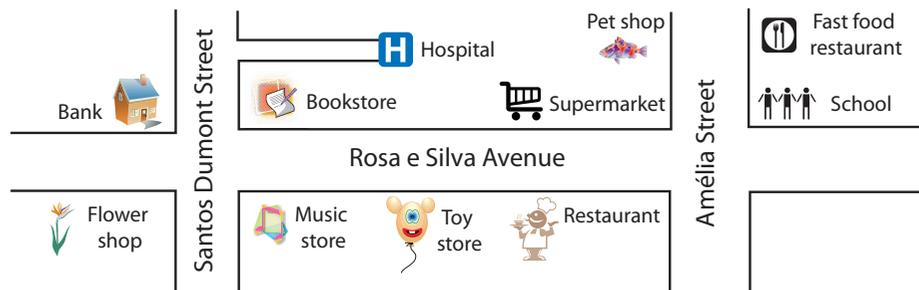
We use the prepositions (next to, behind, near, in, on, between, opposite/in front of, behind, ...) to talk about the _____ (time /place) where _____ (people or things/nationalities or feelings) are. Some _____ (adverbs/prepositions) have _____ (more/less) than _____ (zero/one) word.

B. Look at the pictures and complete the gaps using the prepositions above.

1. The brown dog is _____ the box .
2. The girl is _____ the door .
3. The castle is _____ the lamps .
4. The presents are _____ the table .
5. The girl is standing _____ the board .



C. Choose the correct option according to the picture.



1. The Hospital is _____ (between/behind) the Pet Shop.
2. The Music Store is _____ (far from/opposite) the Bookstore.
3. The Toy Store is _____ (under/in) Rosa and Silva Avenue.
4. It is _____ (between/in front of) the Music Store and the Restaurant.
5. The Fast Food Restaurant is _____ (next to/on) the School.
6. The Bookstore is _____ (far from/near) the Hospital.

Name: _____ No.: _____ Class: _____ Date: _____

There is/are

- A. After looking at the examples complete the rule choosing the correct word from the box to fill in the gaps.

There is an apple on the tree. There aren't any biscuits. Is there any boy in class?

noun exists something singular there to be plural after non-countable

- The verb _____ is always followed by a _____ and it is used to say that _____ or someone _____ or is at a certain location. The subject is _____ the verb.
- We use THERE IS for _____ nouns. There is a **spider** on the wall.
- We use THERE IS for _____ items. There is **milk** on the floor.
- We use THERE ARE for _____ items. There are **pencils** on my desk.

- B. Complete the grid using there + verb be.

		Affirmative	Negative	Interrogative
Singular	Present Simple	<i>There is/ There's</i>		<i>Is there?</i>
Plural			<i>There aren't</i>	
Singular	Past Simple		<i>There wasn't</i>	
Plural		<i>There were</i>		<i>Were there?</i>
Future			<i>There won't be</i>	<i>Will there be?</i>

- C. Choose the correct option.

- _____ two men in the car. (There is/There are)
- _____ some water in the jar. (There is/There are)
- _____ any bird on the tree? (Is there /Are there)
- _____ many trees in the garden. (There isn't/There aren't)
- _____ grapes in the fridge? (Is there /Are there)
- _____ a dog under the table. (There isn't/There aren't)
- _____ children playing in our yard. (There is/There are)
- _____ any policeman around. (There isn't/There aren't)

Name: _____ No.: _____ Class: _____ Date: _____

Present Simple

- Read the examples and then match the corresponding sentence that explains when we use this tense.

a) <i>The train leaves at 8:30.</i>	1. We use it for permanent states.
b) <i>Peter goes to school every day.</i>	2. We use it for general truths.
c) <i>Restaurants serve meals.</i>	3. We use it for timetables
d) <i>Water boils at 100°C.</i>	4. We use it for instructions or directions.
e) <i>To turn it on you press the button.</i>	5. We use it for daily routines or repeated actions
- Look at the examples and choose from the expressions the ones that fit the rule. Two options aren't used.

*Brenda and Sheila always **eat** an apple during the school break.*

*Tim **is** never late for school.*

*Sharon **helps** her Mum at the restaurant from time to time.*

*Mike **doesn't go** to the swimming-pool every day.*

every day
place expressions
time expressions
always
yesterday
never

The Present Simple is used with these _____: usually, often, _____, occasionally, sometimes, _____, rarely, frequently, once/twice a week, most Saturdays, _____, now and again, ...

- Fill in the missing information with the help of the examples.
*Sue **isn't** always sleepy. Paul **hasn't got** a car. **Are** you a student? **Have** you got a lot of free time?*
 The verbs to _____ and _____ don't need an auxiliary verb to make _____ or _____.
- Read the examples and try to complete the gaps.
*Ms Boyle **sings** beautifully. Robert **goes** to Dublin twice a week. I **like** bananas.*
*Herbert **doesn't sing** well. Laura and Dennis **don't go** out at night.*
*Do you speak **German**? Does Sarah **live** in Paris?*

All action verbs make the affirmative in the present simple by adding an ___ or ___ to the infinitive in the 3rd person singular. They need the auxiliary verb to _____ to make negatives and interrogatives followed by the _____. In the 3rd person singular the auxiliary verb is always _____.

5. Complete this table with all the forms in the Present Simple.

Verb	Affirmative	Negative	Interrogative
To be	I am hungry.	I _____.	_____?
	She _____.	She isn't hungry.	_____?
	They _____.	They _____.	Are they hungry?
Have got	I _____.	I haven't got glasses.	_____?
	He has got glasses.	He _____.	_____?
	We _____.	We _____.	Have they got glasses?
Talk	I _____.	I _____.	Do I talk too much?
	She _____.	She _____.	_____?
	You talk too much.	You don't talk too much	_____?
Go	I go to the park.	I don't go to the park.	_____?
	He _____.	He _____.	_____?
	They _____.	They _____.	Do they go to the park?

6. Order the words and build sentences in the Present Simple.

- a) arrive / 4 o'clock / my / at / plane. _____
- b) Russia / in / winters / colder / be. _____
- c) abroad / we / twice a year / not go. _____
- d) basketball / David / enjoy / ? _____
- e) you / How often / English / speak / ? _____
- f) comics / Henry / not read / school / at. _____

7. Fill in the blanks with the Present Simple of the verbs in brackets.

1. Mark always _____ his summer in the mountain. (to spend)
2. Mark and his parents _____ around by car. (not to travel)
3. In the evenings they all _____ for a walk. (to go)
4. They _____ usually very lucky with the weather. (not to be)
5. He often _____ around a fire with his friends. (to sit)

8. Use these words to build sentences in the affirmative, negative and interrogative.

- a) Harvey / sing / in a musical.

- b) It / be / a warm summer evening.

- c) She / have got / pets.

- d) Amelie / love / chocolates.

- e) The clouds / be / dark.

Name: _____ No.: _____ Class: _____ Date: _____

Adverbs of frequency

A. 1. Look at these sentences about Margaret:

- She has breakfast every day in the morning.
- She plays handball three times a week.
- She goes to the theatre once every two months
- She doesn't go to work. She goes to school.

2. We can also say:

- She **always** has breakfast in the morning.
- She **often** plays handball.
- She **sometimes** goes to the theatre.
- She **never** goes to work.

3. We use the adverbs of frequency to tell how often we do things.

These examples will help you with where to place the adverb.

- Peter **is** always on time to school.
- He **often** plays basketball after school.
- He **has** never been to France.
- He **sometimes** takes his dog for a walk.

4. We put the adverbs after the verb _____ and after auxiliary verbs.

But we put the adverbs before _____ verbs.

B. 1. How frequently does Sean do things? Look at the chart and complete the following sentences:

a) Get up early in the morning.	Every day
b) Watch TV in the evening.	Almost every day
c) Go swimming after school.	Twice a week
d) Read a newspaper.	From time to time
e) Travel abroad.	Twice a year
f) Feel unhappy.	0

- a) Sean _____ gets up early.
- b) He _____ watches TV in the evening.
- c) He _____ goes swimming after school.
- d) He _____ reads a newspaper.
- e) He _____ travels abroad.
- f) He _____ feels unhappy.

2. Put the adverbs in the right place in the sentence:

a) George gets up early. (never)

b) Peter and Mary swim after school. (always)

c) My sister does her homework during her break. (usually)

d) My father buys the newspaper on Sundays. (often)

e) I take a taxi. (rarely)

f) My young brother watches TV after doing his homework. (sometimes)

3. Rewrite the sentences including the words in brackets:

a) I don't have to work on Saturdays. (usually)

b) George listens to the radio. (often)

c) Margaret is very generous. (always)

d) Our TV set breaks down. (sometimes)

e) The baby cries during the night. (rarely)

f) Mary can remember my name. (never)

4. Are the adverbs in the right position? Correct the wrong ones.

a) I have a good photographic memory but I always forget names.

b) Tom gets often very angry.

c) I usually am very tired after a day at the office.

d) I never take a bath after dinner, only in the morning.

e) Peter loses rarely his car keys.

f) My parents have always lived in Figueira da Foz.

Name: _____ No.: _____ Class: _____ Date: _____

Present Continuous

- A. 1.** Look at the sentences and complete the rule to form the present continuous:

I am eating. Peter is eating. They are eating.

We form the present continuous with the _____ of the verb _____ and by adding _____ to the main verb.

- 2.** We use this tense to talk about things that are happening now, and things that are happening around now (not exactly at the moment we speak)

Examples: I am doing this exercise right now.

What are you doing these days? I'm learning German.

- B. 1.** Using the verbs given write correct sentences.

a) I (read) a new book at the moment.

b) He (not work) at the library now, he (study) Arts at the University.

c) She (not write) a letter, she (read) a newspaper.

d) They (play) the piano at the moment.

e) We (not listen) to the radio, we (watch) the new TV programme.

f) You (win) the match but you (not playing) well.

- 2.** Look at the pictures and describe what they are doing. Use the given verbs.

a) He _____ (read).



b) He _____ (sleep).



c) She _____ (write).



d) They _____ (play).



e) They _____ (watch).



f) They _____ (talk).



3. Change these sentences into the interrogative.

a) I am eating a nice ice cream.

b) You are shopping at the mall.

c) He is dancing with his girlfriend.

d) She is drinking a cocktail with some friends.

e) We are swimming at the municipal pool.

f) They are travelling around Europe.

4. Now rewrite these sentences in the negative.

a) George is eating breakfast.

b) They are sitting in the garden.

c) I am learning Japanese.

d) She is painting an old chair.

e) The sun is shining in the sky.

f) We are playing basketball at the stadium.

5. Answer these questions using the present continuous.

a) Is she working in Madrid this year? (No / study / in Barcelona)

b) Are you studying maths at this moment? (Yes / work / hard)

c) Are they watching TV now? (No / listen / the radio)

d) Is Peter washing his car? (Yes / wash / car)

e) Are they living in Paris at the moment? (Yes / learn / French)

f) Is George singing in a band this year? (No / work / in a restaurant)

Name: _____ No.: _____ Class: _____ Date: _____

Past Simple – Irregular verbs

A. 1. Look at the sentences and complete:

- I went to Italy **a year ago**.
- She moved to a new house **last week**.
- I didn't see Peter **yesterday**.

We use the past simple to talk about things that happened in the _____, often with expressions like: _____; _____; _____.

2. Look at these regular verbs: walk – walked; finish – finished.

To form the Past Simple regular verbs we just add _____ to the verb.

3. Look at these irregular verbs: begin – began; teach – taught; tell – told

To form the Past Simple irregular verbs we need to know the _____.

4. We need the auxiliary **did** for the interrogative both for regular and irregular verbs (notice that the main verb doesn't change):

- **Did** you **walk** to school yesterday?
- **Did** you **tell** your mother about the contest last week?

5. We need the auxiliary **did not/didn't** to form the negative in the past.

- I **didn't** walk to school yesterday.
- I **didn't** tell my mother about the contest last week.

B. 1. Fill in the blanks with the past simple of the verbs in brackets.

Last summer I **a)** _____ (go) to Spain for the holidays. My parents and my brother **b)** _____ (be) there with me. We **c)** _____ (visit) nice places; we **d)** _____ (swim) in the pool and also in the sea and we **e)** _____ (walk) in the beach every afternoon. We **f)** _____ (have) a wonderful time.

2. Change these sentences to the negative:

- a)** Andrew spent his summer holidays in the Algarve.
- _____

- b)** My parents bought a new car last year.
- _____

- c)** Peter's mum made a cake for dessert yesterday.
- _____

- d)** Carol wrote a nice composition for the English class last week.
- _____

- e)** They left for the cinema twenty minutes ago.
- _____

3. Philip lived in London for a year. Use the Past Simple of the verbs in the box.

stay start return work fly find leave

At the beginning of last year, Philip **a)** _____ to London.

He **b)** _____ in a small apartment with two friends. He **c)** _____ in a shoes shop. After some time Philip **d)** _____ a nice language school and he **e)** _____ to improve his English. After eleven months, Philip **f)** _____ London and he **g)** _____ to Portugal.

4. Ask the questions for these answers:

a) _____ ?

Yes, Mary went on a school trip last month.

b) _____ ?

No, she didn't play the piano yesterday.

c) _____ ?

Yes, Kevin gave Marion a nice present for her birthday.

d) _____ ?

Yes, Paul passed all his exams last year.

e) _____ ?

No, Charles didn't drive to Scotland.

f) _____ ?

Yes, Phil left the office at five last evening.

5. Rewrite the sentences about what Helen did and didn't do last weekend.

a) Go to the mountains (X)

b) Meet some friends (✓)

c) Play football on the beach (X)

d) Visit a museum (✓)

e) Send a postcard to a friend (X)

f) Eat at a restaurant (✓)

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

Name: _____ No.: _____ Class: _____ Date: _____

Past Continuous

A. 1. Look at the sentences and complete:

- What **were** you **doing** yesterday at seven? **Were** you **working**?
- I **was having** dinner with my family. I **wasn't working**.

To form the past continuous we use the past tense of the verb _____ and we add _____ to the main verb.

2. We use the past continuous to talk about an action that was in progress at a specific time in the past.

B. 1. Fill in the blanks with the past continuous of the verbs in brackets.

- a) Mary _____ (listen) to the news when he arrived.
- b) Tom and Paul _____ (wait) for me at the cinema.
- c) I _____ (live) in Aveiro when I met him.
- d) We _____ (watch) a film when the lights were out.
- e) You _____ (win) the game at the end of the first half.
- f) My friend _____ (talk) on the phone when I arrived.

2. Write the questions for these answers:

- a) _____? Yes, I was having dinner when she called.
- b) _____? No, they were not listening to the news when Mary arrived.
- c) _____? Yes, Lily was writing a letter when the fire alarm rang.
- d) _____? No, Peter wasn't making a phone call when I called.
- e) _____? Yes, Carol and George were having breakfast when Jean arrived.
- f) _____? Yes, the telephone was ringing when Paul was having a bath.

3. Look at this information about Danny and complete the sentences about him.

2000 – 2002 lived in London
 2002 – 2004 studied in Oxford
 2004 – 2006 did a course in Computing
 2006 – 2008 work as a computer operator

- a) In 2001 Danny _____ in London.
- b) In 2003 he _____ in Oxford.
- c) In 2005 he _____ a course in Computing.
- d) In 2007 he _____ as a computer operator.

Name: _____ No.: _____ Class: _____ Date: _____

Connectors

A. Connectors are also called linking words because they are used to connect or link ideas in a text. Look at these examples:

- Jane is in bed **because** she is ill.
- Peter is thirsty **and** hungry.
- Paul missed his train **so** he had to wait for the next one.
- I play table tennis **but** I don't play tennis.
- **When** my mother is tired she takes a nap after lunch.
- I'm not sure if she is English **or** Irish.

1. Choose the right connector for each sentence by circling it :

- a) The film was very long **so/or** we went home very late.
- b) They didn't have any money **but/or** they wanted to eat out.
- c) We couldn't go out **and/because** the weather was terrible
- d) He is a very good basketball player **because/and** a good student.
- e) I don't know where I left my diary. It's in the kitchen **or/so** in the library.
- f) Students study more **when/but** they have tests.

2. Complete the sentences with a connector: **because, so, when, and, but, or.**

- a) Paul has got my phone number _____ he doesn't have my address.
- b) George lost his wallet _____ he went to the police station.
- c) Christine bought a new necklace _____ a new bracelet.
- d) _____ I was in London I saw Big Ben and the Houses of Parliament.
- e) Tammy doesn't eat strawberries _____ she is allergic to red fruit.
- f) I'm not sure about his job. He is a lawyer _____ a judge.

3. Connect the given sentences using a connector:

- a) Paul's at the office. Paul's at the gym. I'm not sure.

- b) This "Bed and Breakfast" is very comfortable. It's very small.

- c) This weather is wonderful: it's warm; it's sunny.

- d) Joe lent me his history book. I had to study and I couldn't find mine.

- e) I went to the library to return a book. I saw Mary there.

- f) Stephanie is moving to London. She can be near her parents.

3

WORKSHEETS TEXT COMPREHENSION/ VOCABULARY

Name: _____ No.: _____ Class: _____ Date: _____

Working with a text

I.

My name is Ron and I'm 11. I live in Liverpool, England and I'm in the 7th form. I'm in a new school and I am trying to adapt to it. Each student has got a locker and we have to move from classroom to classroom for every different subject. Our teachers are nice and know this is a big change for us. They are always ready to help us. Some teachers let us choose our seat in the classroom but not all of them.

On the first days it's our opportunity to find our way around the school and learn where the gym, the library, the canteen or the labs are. It's important to know the fastest way to the canteen to get there early. I'm always hungry. After lunch I have some free time to play football in the football field and to make new friends. My classmates are cool and some of the girls in my class are pretty. I think it's going to be a great year!

A. Fill in this table with information about the text.

Name	
Age	
City	

Nationality	
School year	

B. Find in the text the opposites for these words.

1. same 2. unpleasant 3. small 4. never 5. slowest

C. Quote from the text sentences that are equivalent to these.

- All students keep their things in a special private cupboard.
- Students can seat where they want on the first day at school, with some teachers.
- Every new student needs to learn where the canteen is.
- He likes his new school mates especially the girls.

D. Ask questions for these answers.

- _____? His name is Ron.
- _____? He is 11 years old.
- _____? He lives in Liverpool.
- _____? Because they have to get there early.
- _____? He plays football after lunch.

E. Identify in the text all words related to SCHOOL.

F. What do you like most about your school? Write a few lines on it.

II.

Teenagers in England aren't different from other teens all over the world and they do the same things as kids in America or other European countries do. They enjoy chatting with and texting friends on their mobiles, hanging out with their friends, listening to the latest music on their MP3 players, shopping for the latest fashions, playing computer games or just watching movies on the television or at the cinema.

Like all teenagers Sarah has the same routine of all teens in her free time. She swims twice a week, goes out with her friends for a pizza or to the shopping centre, texts her friends, sometimes helps her mum and dad at home, surfs the net, watches TV and plays the guitar.

She listens to music all the time! She has a big selection of music on her MP3. In Britain, most young people listen to punk, garage, house, rock, pop and R&B, such as Busted, McFly, JLo, Beyonce, Pink, Britney, Justin Timberlake, 30 seconds to Mars.

A. Find, in the text, the synonyms for these words

- | | |
|-------------|----------------|
| 1. similar | 3. most recent |
| 2. like (v) | 4. vast |

B. Find the correct matching sentence.

- | | |
|--------------------------|--|
| 1. Teens in England | a) from the other teens. |
| 2. Texting friends | b) and has a big selection on her MP3. |
| 3. Sarah isn't different | c) are like any other kids from other countries. |
| 4. She loves music | d) is one of the things she likes doing. |

C. Complete the sentences.

- Kids in England do _____.
- They watch movies _____.
- She likes music and she can _____.
- Some of the singers young people like are _____.

D. Identify the free time activities mentioned in the text.

E. Answer these questions on the text.

- Are teens in England different from all the other teens in the world? Justify your answer.
- Do they write letters to friends? Quote from the text.
- Where does she have her selection of favourite music?
- What kind of music do teens like?

F. How do you spend your free time? Write a few lines about it.

III.

Margaret is a nurse in Switzerland. She is very busy most of the time but she has some hobbies and interests. She usually gets up early so she can run before work.

She lives in a ski resort but she doesn't have much time to ski. She only skis on Saturdays during the winter occasionally.

Her favourite hobby is horse riding. She often rides a horse at a stable near her home after work. She loves music. She doesn't have much extra money, so she rarely goes to concerts. She doesn't spend much time at home watching TV because she likes doing things outside. She usually goes to the gym if it's raining outside.

She has a lot of friends, so she very rarely does something alone. She usually does her activities with one of her friends.

She works in a clinic and she helps the doctors in surgeries. They have many patients who break legs or arms doing ski in the mountains. Some other skiers get hurt and also need medical assistance. All patients like her because she is always nice, a dedicated and caring nurse. She's a happy, successful, career woman, who still has time to practise sports, to have hobbies and to chill out with friends!

A. Match these words from the text with their equivalents

- | | |
|---------------|-------------------------|
| 1. busy | a) injure |
| 2. alone | b) operations |
| 3. surgeries | c) help |
| 4. hurt | d) occupied with work |
| 5. assistance | e) without other people |

B. Write the opposites of these words from the text.

- | | | | |
|-----------|-------|------------|-------|
| 1. early | _____ | 4. loves | _____ |
| 2. before | _____ | 5. outside | _____ |
| 3. near | _____ | | |

C. Are these sentences TRUE or FALSE? Correct the false ones.

1. She always wakes up late and doesn't have time for anything. _____
2. Margaret skis every day. _____
3. She often rides her bike after work. _____
4. Going out with friends is one thing she does frequently. _____

D. Ask or answer questions on the text.

1. _____? No, she doesn't. She lives in Switzerland.
2. Is her house in a ski resort? _____
3. _____? It's horse riding.
4. When does she go to the gym? _____
5. _____? Margaret works in a clinic.

E. What do you want to do when you grow up? Write a few lines on it.

Name: _____ No.: _____ Class: _____ Date: _____

Working with vocabulary

I.

A. Put the words in the box under the correct heading.

mother-in-law friend	classmate girlfriend	step-father cousin	teacher relative	boyfriend Tutor
-------------------------	-------------------------	-----------------------	---------------------	--------------------

Family	School	Other
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. Complete the sentences with the correct family relationship.

1. My husband's brother is my _____.
2. My wife's mother is my _____.
3. My brother's son is my _____.
4. This is my _____. She is my aunt's daughter.
5. Cindy is my _____. She is my mother's daughter.
6. My father's mother is my _____.

C. Choose the correct word for each sentence.

1. Do you like your new house? Are your _____ nice?
2. Our family is small. I have few _____.
3. When we have problems it's good to talk to _____.
4. Brenda has got a new _____. He's gorgeous.
5. My _____ is blonde like me. We are twins.
6. Victoria is my _____. She's my uncle's wife.

friends/neighbours
relatives/girlfriends
strangers/friends
boyfriend/niece
sister/uncle
grandmother/aunt

D. Write the female/male correspondent.

1. mother - _____
2. wife - _____
3. brother - _____
4. aunt - _____
5. niece - _____
6. son - _____

4

WORKSHEETS TEXT TYPES

Name: _____ No.: _____ Class: _____ Date: _____

Worksheet Narrative



Read these excerpts from *Charlie and the Chocolate Factory* by Roald Dahl.

Part 1



Here Comes Charlie

These two very old people are the father and mother of Mr Bucket. Their names are Grandpa Joe and Grandma Josephine.

And these two very old people are the father and mother of Mrs Bucket. Their names are Grandpa George and Grandma Georgina.

This is Mr Bucket. This is Mrs Bucket. Mr and Mrs Bucket have a small boy whose name is Charlie Bucket.

This is Charlie.

How d'you do? And how d'you do? And how d'you do again? He is pleased to meet you.

The whole of his family – the six grown-ups (count them) and little Charlie Bucket – live together in a small wooden house on the edge of a great town.



Part 2

The house wasn't nearly large enough for so many people, and life was extremely uncomfortable for them all. There were only two rooms in the place altogether, and there was only one bed. The bed was given to the four old grandparents because they were so old and tired. They were so tired, they never got out of it.

Grandpa Joe and Grandma Josephine on this side, Grandpa George and Grandma Georgina on this side.

Mr and Mrs Bucket and little Charlie Bucket slept in the other room, upon mattresses on the floor.

In the summertime, this wasn't too bad, but in the winter, freezing cold draughts blew across the floor all night long, and it was awful.

There wasn't any question of them being able to buy a better house – or even one more bed to sleep in. They were far too poor for that.

In *Charlie and the Chocolate Factory*, by Roald Dahl, Puffin, UK

- A. 1.** Re-read part one and name the characters described.

- 2.** What tense is used to describe the characters?

- 3.** Go to part two and identify all the verbs in the past simple.

- 4.** Now, find the adjectives and adverbs also in part two.

- B. 1.** Complete the sentences with the given words.

past simple description story present simple

In the first part we can find a **a)** _____ of the main characters. The verb tense used is the **b)** _____.

In the second part we can find the beginning of the **c)** _____ and the verb tense used is the **d)** _____.

- 2.** Now, choose the words or expressions from the box to identify the main characteristics of narrative texts.

story characters past simple adverbs adjectives places

a) The main verb tense found in narrative texts is the _____.

b) To narrate the story we need _____ and _____.

c) A narrative tells a _____ and it has _____ and _____.

- C.** Can you imagine what is going to happen next? Write your own version...

Name: _____ No.: _____ Class: _____ Date: _____

Worksheet Description

My perfect bedroom!

Read about Jimmy and Patty describing their bedrooms.

1

Hi, I'm Jimmy and I'm crazy about basketball. My idol is LeBron James, who is currently playing for the Miami Heat. I never miss an NBA game! So my room is all about basketball. It looks like a team's changing room... On the wall, next to the locker, there is a giant picture of a basketball player; above his head there is a... basket! On the left there is my bed and above it a mosquito net. Behind the bed there is the window. Under the bed I have a basketball wooden floor instead of a carpet! Finally, on the corner between the picture and the bed there is a chair. I love my bedroom!



2

Hello! My name is Patty. My favourite place in the world is my bedroom. I feel so cosy and comfortable there. It is full of two things I love: dogs and the colour blue! Blue is the most beautiful colour you can imagine; it is the colour of the sky on a bright summer day. My dad also has amazing deep blue eyes... Dogs are very friendly animals, and Jinks, my dog, is my best friend.

So, my bedroom: in the middle you can see the bed with a nice blue spotted cover on. On the bed there are lots of soft blue pillows... Above there are some shelves. On the left and right sides there are more shelves with books. The desk is on the left. On the wall behind the desk there is a huge picture of Jinks as a puppy. Under the bed I have a fluffy carpet; it is white with... blue spots, of course!

A. Re-read text 1 and note down all the prepositions of place you can find in it.

B. 1. Now go through text 2 and identify all the adjectives Patty uses in it.

2. Complete about text 2, using the following words or expressions: **adjectives; prepositions of place; describe; colours.**

a) To _____ her room, Patty needs _____ to characterize objects, people and animals. _____ are adjectives, too. She also uses _____ to help you visualize her description.

C. Now, choose the words or expressions from the box to identify the main characteristics of descriptive texts:

be/there to be

adjectives

before

prepositions of place

1. We describe places, objects or people with the help of _____; they characterize things and are placed _____ the noun.
2. The main verbs found in descriptive texts are _____.
3. To help locate the place of objects in a description we need _____.

D. 1. Do you prefer Jimmy's or Patty's room? Why?

2. In the box, draw your room, and then write a text describing it. Patty's or Jimmy's text will help you.

Name: _____ No.: _____ Class: _____ Date: _____

Worksheet



A. Poetry in class.



1. Complete the diagram with 6 reasons why poetry is fun.

In class, discuss your choices. Poems...

- are short;
- can be read in many ways;
- encourage writing;
- have rhythm;
- don't take long to read;
- stimulate imagination;
- develop vocabulary;
- talk about ideas/feelings.

B. Be yourself a poet!

A Rastafarian poet called Benjamin Zephaniah wrote a small poem. Try to complete it with your own words.

Who is Who?

I used to think nurses were _____

I used to think police were _____

I used to think poets were _____

Until _____

(Compare it with the real BZ's poem)

C. A poem out of simple things!

Sometimes some lines can make a poem. The poet William Carlos Williams made one out of these. Now, you try: organize it and create your own poem.

This is just to say I have eaten the plums that were in the icebox and which you were probably saving for breakfast. Forgive me they were delicious so sweet and so cold.

D. Acrostic Poems

They are easy to make. Try one with your name or any other word you choose. Here is an example

Garbage

Grounds (coffee)
Apple (core)
Rinds (melon)
Banana (peel)
Anchovies (from a pizza I wouldn't eat)
Grapes (too ripe to eat)
Eemptying the stinking bag (my job)

Bruce Lansky © 2002

E. Poems with similes

Use your imagination and try to complete these similes. You need nouns to complete it.

Clever

As poor as a _____.	As bald as an _____.
As strong as an _____.	As neat as a _____.
As cute as a _____.	As proud as a _____.
As smart as _____.	As ugly as _____.
As thin as a _____.	Use fresh similes when
As white as a _____.	you speak and you write,
As fit as a _____.	so your friends will think you are
As dumb as a _____.	quite clever and bright.

F. Poems with rhymes

Try to write a second sentence that ends with the same sound. Here is an example. Make a list of words with the same sound to help you decide on the best rhyme.

The kids were playing in the sun
 Running around just for fun.
 Tell me if you think you know

 Tomorrow's my birthday and I'll be thirten

G. Raps

Write your own rap about your school or any other subject of your choice. Pay attention to rhyme and to rhythm. You could use these two lines to start it:

The _____ rap
 Come on everybody, let's hear you clap,
 We're going to do the _____ rap.

....

Name: _____ No.: _____ Class: _____ Date: _____

Worksheet Biography



A. 1. What is a biography? Tick the correct definition.

- a) It's the history of biology.
- b) It's the true story of a person's life.
- c) It's a fiction story.

2. Mark the statements T (true) or F (false).

- a) A biography is only about basic facts – birth and death – of someone's life. _____
- b) A biography is a detailed description of the events in a life story. _____
- c) Some biographies can fill a book. _____
- d) Usually biographies are written in chronological order. _____
- e) An autobiography can have more than one author. _____

B. 1. Read the following text.

Charlie Chaplin, one of the most important stars of the early days of Hollywood and the silent film era, lived an interesting life both in his films and behind the camera. He was born in London on 16th April, 1889. Both his parents were music hall artists and Charlie started appearing on the stage while still a child. His father, Charles Chaplin, deserted the family and eventually died of alcoholism. His mother, Hannah Chaplin, found it very difficult to find work on the stage and in 1895 the family entered the Lambeth Workhouse. Later, Charlie's mother suffered a great depression, was sent to an asylum and died there.

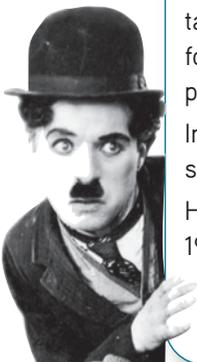
When Chaplin was sixteen he won the part of Billy in a production of Sherlock Holmes. Later he went to the United States and in 1913 he was discovered by a film producer and made a series of short comedy films. In these films Chaplin created a character that wore baggy pants, tight frock coat, large shoes on the wrong feet, a bowler hat and a bamboo cane called "Little Tramp".

After his thirteenth film, *Caught in the Rain* (1914), Chaplin began to direct his own films. The themes became more serious and reflected his childhood experiences of poverty, hunger and loneliness. He said "My childhood was sad, but now I remember it with nostalgia, like a dream". Chaplin's work revolutionized film comedy and turned it into an art form so his films were highly successful throughout the world. During this period Chaplin's films included *The Tramp* (1915), *The Immigrant* (1917) and *A Dog's Life* (1918).

In 1919 Chaplin was one of the founders of United Artists, a company that enabled the stars to distribute their films.

He had four wives and nine children. Before dying in Switzerland, on 25th December 1977, Chaplin wrote his memoirs, *My Autobiography*.

In <http://www.spartacus.schoolnet.co.uk/USAchaplinC.htm>, adapted and abridged, accessed in February 2012



5

TEACHER'S NOTES – EXTENSIVE READING

The legend of the Shiny Lady and her puppy

This story is an example of “faction”, that is, fiction based on fact. Liliana Crociati's name, her father's job and her sad end are all true, as is the fact that people believe the puppy will bring good luck. However, the rest of the story has been created to suit the age group and language level of the students. Above all, the values of respect for nature, family love and friendship have been highlighted. Lili's ghost has never been seen around Recoleta, but we thought this would give a hopeful ending to a very sad story.

We hope you will find this story offers opportunities to focus on values and intercultural awareness while developing reading skills.

Buenos Aires, city of mysteries

What do you know about Buenos Aires, the capital of Argentina?

Page 3 – Key

- Is the city on a river? *Yes, on the River Plate.*
- How can you get there from Portugal? *By plane. There are no direct flights. You must cross the Atlantic and catch a connection in Madrid, London or Paris or you can fly to Brazil and then catch a flight from Sao Paolo. Get students to find the answer to this question by trying to book flights on the net. Encourage them to pick the best option and justify their choice.*
- How long does the flight take? *It depends on the connection. No less than 12 hours.*
- Are there Portuguese people in Buenos Aires? *Yes, all over Argentina, although the community is small compared to the number of Portuguese people in Brazil, surely due to linguistic and historical reasons. There are several Portuguese clubs, associations and restaurants. You can visit <http://cpargentina.blogspot.com/>*
- What language do people speak? *Spanish, though it's quite different from Spanish in Spain.*

Page 4 – Key

- What can you eat and drink in a restaurant in Buenos Aires? *You can eat local food such as “empanadas” and, above all, meat, slowly cooked over coal or on a metal cross (“asado”). There are also Spanish, Italian and Portuguese dishes, and Chinese food and sushi have become popular. You can find out more at <http://www.pasqualinonet.com.ar>*
- Are there Portuguese restaurants in the city? *Yes, several. The Portuguese Club has a famous restaurant.*
- Is the cemetery near the parks? *Yes, there are squares and beautiful large parks in the area.*
- Who was Eva Perón? Why is she famous?

María Eva Duarte de Perón (1919-1952) was the wife of President Juan Domingo Perón (1895-1974) and served as the First Lady of Argentina from 1952. She is often referred to as simply Eva Perón, or “Evita”. Eva Perón became popular with the trade unions for her defence of labour rights. She also ran the Ministries of Labour and Health, founded and ran the charitable “Eva Perón Foundation”, championed women's suffrage in Argentina and founded and ran the Female Peronist Party.

In 1952, shortly before her death from cancer at the age of 33, Eva Perón was given the official title of “Spiritual Leader of the Nation” by the Argentine Congress. She has become an icon of international popular culture, especially as the subject of the musical Evita (1976).

Search and Share

You may want to encourage students to use Glogster <http://www.glogster.com/> for this activity to make an on-line poster, thus integrating the use of ICT to your class.

Lili, the Shiny Lady (pages 5-8)

Use the internet to find maps, the location of skiing resorts, etc.

Values focus: positive attitudes, friendship, father-daughter bond, the value of English as a language of international communication

Key

What did Lili look like? Find information in the text and imagine the rest!

FACE: smiling

EYES: sparkling

BUILD: ?

HEIGHT: ?

DISTICTIVE FEATURES: long shiny hair – gleaming teeth

What was Lili like? Underline the WRONG words

friendly – pessimistic – communicative – smiling – nice – old –

The shiny bride and her bridegroom (page 9)

Values focus: friendship (among people and with pets)

A honeymoon in the snow (pages 10-11)

Values focus: pets as friends - dealing with loss

The legend begins (pages 12-13)

Values focus: pets as friends - dealing with loss – respect for nature – hope

AFTER READING (pages 14-15)

Key

- Lili and Tom spoke in English with each other because *they spoke different languages at home/Lili didn't speak Tom's language and he didn't speak Lili's.*

When it's summer in Argentina, it's *winter* in Europe.

Lili and her husband went to Austria on their honeymoon because *they loved skiing and Tom's family lived there.*

There was an avalanche because *it snowed and snowed/it snowed a lot.*

Liliana's puppy started crying because *he knew Lili wasn't well/was ill.*

Liliana's statue looks like *Lili at her wedding.*

If you polish bronze *it shines/it looks golden.*

People light candles at Lili and Sabu's monument to *make a wish.*

4. Go over the story and find words to complete this table:

Weddings	Ways of shining
bride	shiny
bridegroom	sparkle(d)
engagement ring	gleam(ed)

Some more ideas for extension

1. In the United Kingdom many people believe in ghosts. Ask students to do a web search to find out about “ghost walks” in different towns.
2. Get students into groups and ask them to write alternative summaries of the story in no more than 100 words. Ask them to include a mistake in the information and get the other groups to find it!
3. Invite students to change the ending or add a paragraph to the story.

GLOSSARY

Bride (n.): at a wedding, the woman who is getting married

Bridegroom (n.): at a wedding, the man who is getting married

Gleam (v.): to shine softly

Luxury (adj.): expensive

Polished (adj.): shiny because of being rubbed

Sparkle (v.): to shine in small bright flashes - If someone's eyes sparkle, they seem to shine brightly, especially because the person is happy or excited

Source: Longman Dictionary of Contemporary English on line

6

TAPESCRIPTS

Tapescripts – Manual

Unit 1 – Part 1

1. He was born on February 5, 1985, on the island of Madeira, which is in the Atlantic Ocean. At just 12 years old he moved to Lisbon, to play for Sporting Lisbon and he played his first game in the Portuguese Super League when he was 17. He is famous and one of the best football players in the world.
2. My name's William Arthur Philip Louis and I was born on 21 June 1982 in London. I'm a pilot in the Royal Air Force. I'm a sports fan and I really like football, rugby, tennis, swimming and water polo. I also like theatre, and enjoy reading and going to the cinema. Like my mother Diana I care about poor people.
3. I was born on 4 June 1975, in Los Angeles, California. My father is the Oscar – winning actor Jon Voight. I'm also an actress. I am famous for my beauty and the Lara Croft films. My husband is Brad Pitt and we have a large family. Some of my children are adopted. I like taking care of my children. I am an ambassador for UNICEF.
4. Her name is Joanne, but everybody knows her as J.K. Rowling. She is the author of the "Harry Potter" series. She is British and was born in Yate, England on July 31st 1965. She is now a very successful writer but some years ago she was a teacher of English in Portugal. She has a simple life and is always protecting her children from curious reporters.

Unit 1 – Part 2

Page of Benjamin's diary of the first day at a new school

This is a big change for me. It's a new school and I'm making new friends! My old friends from the basketball team think I abandoned them!

On the first day at my new school, there are new experiences. I'm the only black student in my class. I feel different. There are only three black people in the entire school. It is difficult for me to adapt to this school. But I'll be fine! Maybe tomorrow my classmates will invite me to play basketball.

This school is so big! There are so many corridors, so many rooms, so many people! I feel lost... but there are some good things: the food at the canteen is great! So delicious! And the girls... are so cool!

Unit 1 – Part 3

1. Hi! I'm Jane. I do the same things every day. I wake up the children, help them get ready and take them to school. Then I go shopping. I go back home and usually clean up before lunch. My husband always comes home for lunch, so I often prepare something simple. In the afternoon I pick up the kids from school and take them to their activities: tennis, music or soccer. After dinner we watch TV or play a game and the children go to bed. I never go to bed before midnight!
2. My name is Margaret. I usually spend my days at the hospital, and sometimes the nights too! I start in the emergency room – we call it the ER. Then I always check up on my patients. In the afternoon, I see more patients and do some more hours in the ER. When I don't have to stay at the hospital I go home and have dinner with my family or sometimes go to the cinema. I rarely go to bed late because I need to rest...
3. Hello, I'm Jeff. My days are full of activities. In the morning I always have lessons, and sometimes in the afternoon too. I often have lunch at school. After school I go home and help my wife clean up or I prepare my lessons. I always help the kids with their homework. I usually cook dinner and the kids help me. After dinner I prepare my lessons...

Unit 2 – Part 1

We Are Family (Sisters Sledge/Spice girls)

We are family
 I got all my sisters with me
 We are family
 Get up everybody and sing
 We are family
 I got all my sisters with me
 We are family
 Get up everybody and sing

 Everyone can see we're together
 As we walk on by
 And we fly just like birds of a feather
 I won't tell no lie
 All of the people around us they say
 Can they be that close
 Just let me state for the record
 We're giving love in a family dose

 Living life is fun and we've just begun
 To get our share of this world's delights
 High hopes we have for the future
 And our goal's in sight
 No we don't get depressed
 Here's what we call our golden rule
 Have faith in you and the things you do
 You won't go wrong
 This is our family jewel

<http://www.songlyrics.com/sister-sledge/we-are-family-lyrics/> (Adapted and abridged) (Accessed in August 2011)

Unit 2 – Part 2

My Dream House

My dream house is located a few kilometers from the big city, in a very picturesque place near a beautiful river, because I prefer clean fresh air and unpolluted water. I don't like little, uncomfortable houses, so my dream house is very cosy, comfortable, well planned, and has lots of big windows. I don't need many rooms, but it is very important that they are large. The modern front door opens into a spacious hall, where there are many paintings of family members and exotic flowers. Every bedroom must have a spacious and modern ensuite bathroom. There are lots of mirrors and wardrobes.

For me the living room is the most important room in the house, as it is the place where I can relax, watch TV, listen to music or just sit and look at the fire. I must say that I'll have a sports hall with all modern and expensive sports equipment and a little relaxing sauna. I could rest after a hard day there.

I also want a big kitchen with natural light and all the modern appliances such as a huge fridge, a microwave, a modern oven, and a dishwasher. Oh, it just occurred to me that I've forgotten to talk about the furniture. My dream furniture is stylish, comfortable, and elegant. Another important thing is that blue is the dominant colour. Blue is beautiful like a dream and I love it.

It would be great to live in my dream house.

http://moku.lt/darbai/moku.lt_dream_house (Adapted and abridged) (Accessed in July 2011)

Unit 2 – Part 3

Interviewer: So, why do you want to be a chef?

Mark: Well, I don't like working in an office, and I want to make more money.

Interviewer: Right. Do you have any experience?

Mark: No, but I'm a fast learner.

Interviewer: What kind of food can you cook?

Mark: Um, let me see. I can make good pizzas and excellent sandwiches. I also fry potatoes and eggs.

Interviewer: Oh, I see...

Mark: May I ask a question?

Interviewer: Please, go ahead.

Mark: Will I be able to find a job as a chef here?

Interviewer: Umm, err, ahh.... I don't think so!

Unit 3 – Part 1

1. – Hi! My name is Hitchi and I'm from Japan. I'm neither tall nor short. I am medium build. I have got a square face and black eyes and hair. My hair is short and very straight.
2. She is Mary, from Ireland. She is tall and slim. She has got green eyes and long wavy black hair. Her face is oval-shaped and she wears glasses.
3. Hello! I am Franz, from Germany. I am short and fat. I have got blue eyes and short curly blond hair. My face is round and I have freckles.

Unit 3 – Part 2

Getting Dressed

Isn't dressing depressing?

Button the buttons

Snap the snaps

Hook the hooks and

Zip the zippers

Tie the ties and

Strap the straps and

Clasp the clasps and

Slip the slippers

Buckle the buckles and

Knot the knots and

Pin the pins and

Lace the laces
 Belt the belts and
 Brace the braces—

What I like the best is my own skin —
 That is the dress I'm always in.

Alexander Resnikoff, <http://www.canteach.ca/elementary/songspoems97.html> (Adapted and abridged)
 (Accessed in July 2011)

Unit 3 – Part 3

Vegetarian Pizza

Ingredients:

1 frozen pizza crust
 1 cup tomato sauce
 2 green peppers, chopped
 100g mushrooms, sliced
 6 asparagus, chopped
 12 olives, chopped
 150g mozzarella cheese

Procedure:

1. Defrost the pizza base and turn on the oven.
2. Spread the tomato sauce all over the pizza base.
3. Top the pizza with the vegetables.
4. Put the cheese on top.
5. Bake in the oven for 30 minutes.

Unit 4 – Part 1

“**The history of football**” in <http://learnenglishkids.britishcouncil.org> (Adapted) (Accessed in September 2011)

Football has been played all over the world for centuries, but no one really knows where or when it began.

The ancient Egyptians played ball games thousands of years ago.

Years later, in China, they played a game called “tsu chu”. The players kicked the ball through a piece of cloth tied to two posts.

The ancient Greeks and Romans played ball games at the Olympics too.

By the year 1200 ball games existed in Europe.

Whole towns and villages played against each other. Sometimes there were more than 100 players in a team.

For the next five hundred years kings in Britain and France tried to eliminate football because it was so aggressive.

The first rules were introduced in 1848.

The first football club in the world, Sheffield F.C., appeared in the UK in 1857.

Modern football quickly travelled from Europe to other continents and today is the most popular sport in the world.

Unit 4 – Part 2

Mark is Timmy's best friend. They both live in a big city. They like it because there is a lot they can do there. Mark is going to talk about his plans for the weekend.

"My weekend is going to start Friday afternoon. I am going to play soccer with the guys right after school! On Saturday morning I always help my mum with the shopping. We are going to the farmer's market to get the best vegetables and fruit, and then she promised me to go shopping for a new pair of trainers. Awesome! After lunch, it's time for homework, but at 6 I am going to the cinema with my sister and some friends. We are taking the underground, which is a very easy way of getting around in the city and escaping from the traffic. On Sunday the whole family gets together for lunch, and in the afternoon my cousins and I are going to play some music: we have a band and we enjoy making noise in my uncle's garage!"

Unit 4 – Part 3

1. "I like wearing simple but elegant clothes. That's why I always buy cute black dresses which always look nice on any occasion. Yesterday, when I was shopping at Selfridges, I bought some makeup items, like eye shadow for smoky eyes and a light blush. But my passion is large trendy handbags. I simply love them!!" Emma Watson
2. "Reading is my favourite hobby. When I have time what I like most is buying books, especially adventure or crime books. I suppose that like all teenagers I'm also fond of buying clothes: black jumpers and t-shirts that match. I'm into sports and music, too. I buy lots of CDs and sports items. Well, mostly trainers." Rupert Grint
3. "I am a big fan of technology and I spend quite a lot of money on the latest mobile phones, iPads and all sorts of high-tech stuff. I'm also into computer games and I have a collection of car racing games and strategy games. As for clothes, I don't spend much money on them. I probably shouldn't be saying this... Sorry!" Daniel Radcliffe

Unit 5 – Part 1

(...)

Grew up in a town that is famous as the place of movie scenes

Noise is always loud, there are sirens all around and the streets are mean

If I can make it here, I can make it anywhere, that's what they say

Seeing my face in lights or my name on marquees found down on Broadway

Even if it ain't all it seems, I got a pocketful of dreams

Baby, I'm from New York

Concrete jungle where dreams are made of

There's nothing you can't do

Now you're in New York

These streets will make you feel brand new

Big lights will inspire you

Hear it for New York, New York, New York!

(...)

One hand in the air for the big city,
 Street lights, big dreams all looking pretty
 No place in the world that can compare
 Put your lighters in the air, everybody say yeah, yeah, yeah, yeah

<http://www.songlyrics.com/alicia-keys/empire-state-of-mind-part-ii-broken-down-lyrics/> (Adapted and abridged)
 (Accessed in September 2011)

Unit 5 – Part 2

Weather reports

“This is the weather for the following capital cities for the next 24 hours:

In Lisbon the sun will shine and the temperature will be high. In the afternoon, it'll be partly cloudy but, by mid-afternoon, skies will clear again;

In London the day will start windy. During the afternoon, with a storm front moving in, rain will show. As the temperature gets cooler snow will fall. Don't forget your scarves and umbrellas. What a day!

In New York temperatures will also be very low and the wind won't give you a break. For drivers all attention will be necessary because frost will cover the streets.

In Sydney you'll have a mild and sunny day, great for outdoor activities. Temperatures will gradually increase and, in the afternoon, you'll need to drink a lot of water and wear a hat and use sunscreen.

In...”

Unit 5 – Part 3

“Lucky” by Jason Mraz & Colbie Caillat

Do you hear me,

I'm talking to you

Across the water across the deep blue ocean

Under the open sky, oh my, baby I'm trying

Boy I hear you in my dreams

I feel your whisper across the sea

I keep you with me in my heart

You make it easier when life gets hard

I'm lucky I'm in love with my best friend

Lucky to have been where I have been

Lucky to be coming home again

Ooohh ooohh oooh oooh ooh ooh ooh ooh

They don't know how long it takes

Waiting for a love like this

Every time we say goodbye

I wish we had one more kiss

I'll wait for you I promise you, I will

I'm lucky I'm in love with my best friend
 Lucky to have been where I have been
 Lucky to be coming home again
 Lucky we're in love every way
 Lucky to have stayed where we have stayed
 Lucky to be coming home someday

And so I'm sailing through the sea
 To an island where we'll meet
 You'll hear the music fill the air
 I'll put a flower in your hair
 though the breezes through trees
 Move so pretty you're all I see
 As the world keeps spinning round
 You hold me right here right now

<http://www.songlyrics.com/jason-mraz-feat-colbie-caillat/lucky-lyrics/> (Adapted and abridged) (Accessed in August 2011)

Tapescripts – Tests

Unit 1

Part 1 – It's school time again! You're probably feeling excited and maybe a little sad that summer is over. Some kids feel nervous or a little scared on the first day of school because of all the new things: new teachers, new friends, and maybe even a new school.

Part 2 – You may already know a lot of kids in your classes on the first day and seeing old friends can make the first day a good one. But it's also a great day to make a new friend, so try to say hello to kids you know and to new ones that you don't know.

Part 3 – You can also make the day feel special by wearing clothes you like. Maybe a great T-shirt from your vacation or your new trainers can do wonders for you. If you wear a uniform, you may wear a favourite watch, a new hair band or a piece of jewellery to show your personal style.

http://kidshealth.org/kid/feeling/school/back_to_school.html# (Adapted and abridged)
 (Accessed in November 2011)

Unit 2

An ideal house

Part 1 – My ideal house is big and has got a nice garden in front of the house. The house has four rooms and a well-equipped kitchen because my Mum is a chef at a hotel. The living room and dining room are comfortable and the walls have soft colours. Each room has a hi-fi system and we can listen to music or the radio from bed. My brothers love it! The study, Dad's room, is well decorated with comfortable sofas and chairs. On the walls there are cupboards with books and also a hi-fi. There is a small table for the television and a desk for the PC and for Dad's engineering projects.

Part 2 – All the rooms are upstairs, have big windows to let the light come in and have air-conditioning. There is a private bathroom for each bedroom and one downstairs. The kitchen is modern and functional

for my mother to do cooking experiments. There are big windows in the kitchen and a nice view of the lake. Outside the kitchen we have a barbecue area with a wooden table and chairs. That's where the family meets on Sundays. It's very nice to eat there in the summer and look at the quiet view of nature.

Part 3 – In front of the house there is an artificial pool with a fountain with one or two fish. There is a garage at the side of the house for Dad's car. My grandfather spends most of his time there building and repairing things.

In front of the house there are bushes and plants. We have a nice lawn with green grass and some flowers. There is also a small playground for my younger brothers with a swing.

Unit 3

Part 1 – Five years ago, when I was 12, my next-door neighbours were a couple with no children. Their house was small but very comfortable and I loved to stay with them when my mother wasn't at home. Bert, the husband, was forty. He was Australian and worked in the local bank. Doris, his wife, was about thirty. She was English and had a job in a supermarket. Every Friday I had a fantastic tea in their warm and bright kitchen: fresh scones, clotted cream and lots of jam!

Part 2 – Bert was a tall, athletic person with light blue eyes, fair curly hair and a square face, often wearing black trousers, blue shirts, red jackets, brown ties and black shoes. He was a talkative person, especially with children, and he was tolerant and patient with people. In his free time he was in their garden watering the plants and playing with Tod, the craziest dog in our street.

Part 3 – Doris was taller than her husband and a good-looking person. She had green eyes, fair straight hair and a round face. She generally wore black skirts, red shirts, blue cardigans, black shoes and she had a different ring in each finger! She was a very smart woman, generous and helpful. She had a great sense of humor and I was always interested in her funny stories.

Unit 4

Teenagers' Internet socialising not a bad thing

Part 1 – Good news for worried parents: all those hours their teenagers spend socialising on the Internet are not a bad thing, according to a new study by the MacArthur Foundation.

"It may look like kids are wasting a lot of time with new media, on MySpace or sending instant messages," said Mizuko Ito, a lead researcher on the study, "Living and Learning with New Media". "But their participation is giving them the technological skills they need to succeed in the contemporary world. They're learning how to get along with others, how to manage a public identity, how to create a home page."

Part 2 – Ms. Ito, a scientist in the department of informatics at the University of California, said that concerns about predators and stranger danger are exaggerated. "There's some confusion about what kids are actually doing online. Mostly, they're socialising with their friends, people they've met at school or camp or sports."

The study used different teams of researchers to interview more than 800 young people and their parents and to observe teenagers online for more than 5,000 hours.

"Teens usually have a 'full-time community' and they are in an always-on mode via mobile phones and instant messaging," the study said.

Part 3 – This is not news to a group of Bronx teenagers, who talked to a reporter after school on Wednesday about their social routines. All of them used MySpace and instant messaging to stay in touch with a dozen or two of their closest friends every evening. "As soon as I get home, I turn on my computer," said a 15-year-old boy who started his MySpace page four years ago. "My MySpace is always on, and

when I get a message on MySpace, it sends a text message to my phone. It's not an obsession; it's a necessity."

Teenagers also use new media to explore new romantic relationships, waiting to see if the other part is or isn't interested

"New media give freedom and autonomy to young people but they respect one another's authority online, and they are often more motivated to learn from friends than from adults."

In The New York Times, November 19, 2008 (Adapted and abridged) (Accessed in December 2011)

Unit 5

Part 1

I love living in the city. I agree there are some bad aspects like pollution, traffic, too many people... But I cannot imagine myself living in the country! There are so many opportunities in a city. We can go to the theatre, to the cinema, to museums, concerts, sports, clubs, restaurants, etc.

In a city you can use the public transports like buses, trains and the underground to get around without the need of driving a car.

Part 2

There are also some green spaces where you can relax and go for a walk.

But my favourite aspect is the shopping possibilities. In a city you have shopping centres and a large number of famous boutiques where you can buy the latest fashion.

Another positive aspect is related to employment. In a city it is easier to find a job because there are more opportunities and varieties. Usually you get paid better if you work in a city.

7

**ANSWER
KEYS**

Worksheets – Language

I. Indefinite article – a / an

- A.**
- an... but... a...
 - | | |
|----------|----------|
| a) False | e) False |
| b) True | f) True |
| c) False | g) False |
| d) True | |
- B.**
- an
 - a
 -
 - an
- C.**
- Paul is reading a blue ~~books~~ **book**.
 - Do you want ~~a~~ **an** egg?
 - I live in ~~an~~ **a** house.
 - Frank likes ~~a~~ sugar.
- D.**
- Peter thinks they are **b) insects**
 - I need to write **c) an** e-mail.
 - Is that **d) coffee** on your shirt?
 - Go to bed. I have **a) a** new story to tell you about pirates.

II. Definite article – the

- A.**
- | | |
|---|----------|
| Can you pass me <u>the</u> salt? | 3 |
| Your computer is on <u>the</u> left. | 6 |
| <u>The</u> United States are in another continent. | 1 |
| <u>The</u> Eiffel Tower is in Paris. | 2 |
| I have a house in England. <u>The</u> house is beautiful. | 4 |
| Portugal is by <u>the</u> Atlantic Ocean. | 7 |
| This is <u>the</u> coolest mobile phone. | 5 |
- B.**
- general
 - countries/cities
 - festivities/months
 - names... Miss(...)/Dr/ Professor
 - meals
- C.**
- Do you eat **meat** / ~~the meat~~?
 - Ariko comes from ~~the Japan~~ / **Japan**, but Andy comes from **the Bahamas** / ~~Bahamas~~.
 - I study **French** / ~~the French~~ at school.
 - We have no school at ~~the Easter~~ / **Easter**.
 - ~~The Dr Frost~~ / **Dr Frost** is a famous surgeon.
 - They always have ~~the dinner~~ / **dinner** at 7:30.

Wh-questions

- A.** ... Wh-word ... verb... auxiliary
- B.**
- | | | | |
|-------|-------|-------|--------|
| 1. e. | 4. i. | 7. c. | 10. g. |
| 2. l. | 5. b. | 8. a. | 11. f. |
| 3. k. | 6. j. | 9. h. | 12. d. |
- C.**
- | | |
|----------|----------|
| 1. How | 5. Where |
| 2. Why | 6. Who |
| 3. Whose | 7. Which |
| 4. What | 8. When |
- D.**
- Who is a musician?/who is a 20 year-old musician?
 - How old is Stuart?
 - What does he do?
 - Where is he working?
 - When is he working in Los Angeles?

Nouns

- A.**
- ... hate... Portugal... police... table
 - ... student... queen
- B.**
- | | |
|-----------------|----------------------|
| 1. -s | 4. v... s... es... |
| 2. -es | 5. vowels... similar |
| 3. y... i... es | 6. plural |
- C.**
- | | |
|-------------|------------|
| 1. Wolves | 5. Days |
| 2. Teeth | 6. Dresses |
| 3. Potatoes | 7. Lice |
| 4. Parties | 8. Sheep |
- D.**
- Trains are faster than buses.
 - Policemen work in departments.
 - Babies are fragile children.
 - Our wives like fish.
- E.**
- Don't forget to buy some ~~potatos~~ **potatoes**
 - There are three ~~persons~~ **people** in the room.
 - The police ~~is~~ **are** arresting the thief.
 - My trousers ~~doesn't~~ **don't** fit me.
- F.**
- plural... singular
- G.**
- 1.b.** Where can I get information?
 - 2.b.** For this job you need experience.
 - 3.a.** Can I have some bread?
 - 4.b.** I listened to the news on the radio.

Adjectives

- A.**
- before
 - do not... plural
 - ... be... feel... look... sound
 - Jane buys some ~~apples green~~ **green apples**.
 - Jim is looking at some ~~beautifuls~~ **beautiful** girls.
 - Harry tastes ~~oranges juicy~~ **juicy oranges**.
 - You ~~sad feel~~ **feel sad**.
 - A kitten is a young cat.
 - Sue buys expensive books.
 - Has Patrick got blonde hair?
 - That doesn't seem easy.
- B.**
- before
 - before
 - before
 1. You need three large bones.
 2. It's a plastic Chinese bag.
 1. He's a thin, tall man.
 1. Ben has got two Siamese cats.
- C.**
- ... er / than...the /...est
 - ... consonant
 - ... i
 - ... more / than... the most
 - tastier
 - the most exciting
 - funniest
 - thinner
 - Iceland is ~~coldest~~ **colder** than Portugal.
 - Today was the ~~hotes~~ **hottest** day of the week.
 - My friend is ~~interestinger~~ **more interesting** than Jane.
 - These are the ugliest shoes in the shop.

- Irregular adjectives

- | | |
|-----------|----------|
| a) best | c) worse |
| b) better | d) worst |

Prepositions of time – at / in / on

- A.**
- We use at with months.
 - We use it with clock times. ✓
 - We use it with the expression "the morning".
 - We use it with parts of the day.
 - We use it with the word "night". ✓
 - We use it with meal times. ✓
 - We use it with festivities (the period). ✓
 - We use it with the word "weekend". ✓

- B.**
- We use in with clock times.
 - We use it with months, years and centuries. ✓
 - We use it with seasons. ✓
 - We use it with days of the week.
 - We use it with parts of the day (morning, afternoon, evening). ✓
 - We use it with mixed time.
- C.**
- We use on with clock times.
 - We use it with dates. ✓
 - We use it with days of the week. ✓
 - We use it with mixed time (Sunday afternoon). ✓
 - We use it with months.
 - We use it with specific festive days. ✓
- D.** ... don't... preposition... next week... tomorrow... last night
- E.**
- Where are you going ~~in~~ tomorrow?
 - Sally has a meeting ~~on~~ at 10:30.
 - Do you want to go to the cinema ~~at~~ on Friday?
 - We have classes ~~on~~ in the morning.
 - I think I'll stay at home ~~on~~ at the weekend.
 - Are you free ~~at~~ in July?
 - We have no school ~~in~~ at Christmas.
 - Carson will be out ~~in~~ on Christmas Day.
 - You aren't going to school ~~on~~ next week.
 - We always go skiing ~~at~~ in the winter.
- F.**
- | | | | | |
|-------|-------|-------|-------|-------|
| 1. at | 3. on | 5. – | 7. on | 9. at |
| 2. on | 4. in | 6. at | 8. in | 10. – |
- G.**
- | | | | | |
|-------|-------|-------|-------|--------|
| 1. on | 3. on | 5. in | 7. -- | 9. on |
| 2. -- | 4. in | 6. at | 8. at | 10. in |

Prepositions of place

- A.** ... place... people or things... prepositions... more... one
- B.**
- inside
 - behind
 - between
 - On
 - in front of
- C.**
- | | |
|-------------|------------|
| 1. behind | 4. between |
| 2. opposite | 5. next to |
| 3. in | 6. Near |

There is/are

A. ... there is/are... noun... something... exists... after
... singular... non-countable... plural

B.

		Affirmative	Negative	Interrogative
Singular	Present	<i>There is/ There's</i>	<i>There isn't</i>	<i>Is there?</i>
Plural	Simple	<i>There are/ There're</i>	<i>There aren't</i>	<i>Are there?</i>
Singular	Past	<i>There was</i>	<i>There wasn't</i>	<i>Was there?</i>
Plural	Simple	<i>There were</i>	<i>There weren't</i>	<i>Were there?</i>
Future		<i>There will be</i>	<i>There won't be</i>	<i>Will there be?</i>

- C. 1. There are 5. Are there
2. There is 6. There isn't
3. Is there 7. There are
4. There aren't 8. There isn't

Present simple

1. a) 3 b) 5 c) 1 d) 2 e) 4
2. ...time expressions...always...never...every day
3. ...be ...have got...negatives ...interrogatives
4. ...s ... es ... do...infinitive...does
5.

Verb	Affirmative	Negative	Interrogative
To Be	I am hungry. She is hungry. They are hungry.	I am not hungry.. She isn't hungry. They aren't hungry.	Am I hungry? Is she hungry?? Are they hungry?
Have got	I have got glasses. He has got glasses. We have got glasses.	I haven't got glasses. He hasn't got glasses. We haven't got glasses.	Have I got glasses? Has he got glasses? Have they got glasses?
Talk	I talk too much . She talks too much . You talk too much.	I don't talk too much . She doesn't talk too much . You don't talk too much.	Do I talk too much? Does she talk too much? Do you talk too much?
Go	I go to the park. He goes to the park . They go to the park	I don't go to the park . He doesn't go to the park . They don't go to the park .	Do I go to the park? Does he go to the park? Do they go to the park?

6. a) My plane arrives at 4 o'clock.
b) Winters in Russia are colder.
c) We don't go abroad twice a year.
d) Does David enjoy basketball?
e) How often do you speak English?
f) Henry doesn't read comics at school.
7. 1. spends 3. go 5. sits
2. don't travel 4. aren't
8. a) Harvey sings in a musical.
Harvey doesn't sing in a musical.
Does Harvey sing in a musical?
b) It is a warm summer evening.
It isn't a warm summer evening.
Is it a warm summer evening?
c) She has got pets.
She hasn't got pets.
Has she got pets?
d) Amelie loves chocolates.
Amelie doesn't love chocolates.
Does Amelie love chocolates?
e) The clouds are dark.
The clouds aren't dark.
Are the clouds dark?

Adverbs of frequency

- A. 4. ... to be... main
- B. 1. a) always d) sometimes
b) usually e) rarely
c) often f) never
2. a) George **never** gets up early.
b) Peter and Mary **always** swim after school.
c) My sister **usually** does her homework during her break.
d) My father **often** buys the newspaper on Sundays.
e) I **rarely** take a taxi.
f) My young brother **sometimes** watches TV after doing his homework.
3. a) I don't **usually** have to work o Saturdays.
b) George **often** listens to the radio.
c) Margaret is **always** very generous.
d) Our TV set **sometimes** breaks down
e) The baby **rarely** cries during the night.
f) Mary can **never** remember my name.
4. a) I have a good photographic memory but I always forget names. **correct**
b) Tom **often** gets very angry.

- c) I am **usually** very tired after a day at the office.
 d) I **never** take a bath after dinner, only in the morning. **correct**
 e) Peter **rarely** loses his car keys.
 f) My parents have **always** lived in Figueira da Foz. **correct**

Present continuous

- A. 1. ... present... to be... ing...
- B. 1. a) I **am reading** a new book at the moment.
 b) He **isn't working** at the library now, he **is studying** Arts at the University.
 c) She **isn't writing** a letter, she **is reading** a newspaper.
 d) They **are playing** the piano at the moment.
 e) We **aren't listening** to the radio, we **are watching** the new TV programme.
 f) You **are winning** the match but you **aren't playing** well.
2. a) He is reading a newspaper.
 b) He is sleeping.
 c) She is writing.
 d) They are playing tennis.
 e) They are watching TV.
 f) They are talking.
3. a) Am I eating a nice ice cream?
 b) Are you shopping at the mall?
 c) Is he dancing with his girlfriend?
 d) Is she drinking a cocktail with some friends?
 e) Are we swimming at the municipal pool?
 f) Are they travelling around Europe?
4. a) George **isn't eating** breakfast.
 b) They **aren't sitting** in the garden.
 c) I am **not learning** Japanese.
 d) She **isn't painting** an old chair.
 e) The sun **isn't shining** in the sky.
 f) We **aren't playing** basketball at the stadium.
5. a) No, she is studying in Barcelona.
 b) Yes, I am working hard.
 c) No, they are listening to the radio.
 d) Yes, he is washing his car.
 e) Yes, they are learning French.
 f) No, he is working in a restaurant.

Past simple – irregular verbs

- A. 1. past; a year ago; last week; yesterday
 2. ... ed
 3. ... forms
- B. 1. a) went d) swam
 b) were e) walked
 c) visited f) had
2. a) Andrew **didn't spend** his summer holidays in the Algarve.
 b) My parents **didn't buy** a new car last year.
 c) Peter's mum **didn't make** a cake for dessert yesterday.
 d) Carol **didn't write** a nice composition for the English class last week.
 e) They **didn't leave** for the cinema twenty minutes ago.
3. a) flew e) started
 b) stayed f) left
 c) worked g) returned.
 d) found
4. a) Did Mary go on a school trip last month?
 b) Did she play the piano yesterday?
 c) Did Kevin give Marion a nice present for her birthday?
 d) Did Paul pass all his exams last year?
 e) Did Charles drive to Scotland?
 f) Did Phil leave the office at five last evening?
5. a) Helen didn't go to the mountains.
 b) She met some friends.
 c) She didn't play football on the beach.
 d) She visited a museum.
 e) She didn't send a postcard to a friend.
 f) She ate at a restaurant.

Past continuous

- A. 1. ... to be... ing...
- B. 1. a) was listening
 b) were waiting
 c) was living
 d) were watching.
 e) were winning
 f) was talking

2. a) Were you having dinner when she called?
 b) Were they listening to the news when Mary arrived?
 c) Was Lily writing a letter when the fire alarm rang?
 d) Was Peter making a phone call when I called?
 e) Were Carol and George having breakfast when Jean arrived?
 f) Was the telephone ringing when Paul was having a bath?
3. a) was living
 b) was studying
 c) was doing
 d) was working

Connectors

- A. 1. a) The film was very long ~~so~~/~~or~~ we went home very late.
 b) They didn't have any money ~~but~~/~~or~~ they wanted to eat out.
 c) We couldn't go out ~~and~~/because the weather was terrible
 d) He is a very good basketball player ~~because~~/and a good student.
 e) I don't know where I left my diary. It's in the kitchen ~~or~~/~~so~~ in the library.
 f) Students study more when/~~but~~ they have tests.
2. a) but d) when
 b) so e) because
 c) and f) or
3. a) Paul's at the office **or** at the gym. I'm not sure.
 b) This "Bed and Breakfast" is very comfortable **but** very small.
 c) This weather is wonderful: it's warm **and** sunny.
 d) Joe lent me his history book **because** I had to study and I couldn't find mine.
 e) I went to the library to return a book **when** I saw Mary.
 f) Stephanie is moving to London **so** she can be near her parents.

Worksheet – Comprehension exercises and vocabulary

Working with text

- A.

Name	Ron
Age	11
City	Liverpool
Nationality	English
School year	7th form
- B. 1. different 2. nice 3. big 4. always 5. fastest
- C. 1. Each student has got a locker
 2. Some teachers let us choose our seat in the classroom but not all of them.
 3. It's important to know the fastest way to the canteen to get there early.
 4. My classmates are cool and some of the girls in my class are pretty.
- D. 1. What's his name?
 2. How old is he?
 3. Where does he live?
 4. Why is it important to know the fastest way to the canteen?
 5. When does he play football?
- E. 7th form; locker; classroom; subject; teachers; gym; library; canteen; labs; football field; classmates.
- F. Personal answer.
- II.
- A. 1. same
 2. enjoy
 3. latest
 4. big
- B. 1. c) 2. d) 3. a) 4. b)
- C. 1. ... the same things as kids in America or other European countries do.
 2. ... on the television or at the cinema.
 3. ... listen to it all the time.
 4. ... Busted, McFly, JLo, Beyonce, Pink, Britney, Justin Timberlake, 30 seconds to Mars.

- D. Chatting, texting friends on their mobiles, hanging out with their friends, listening to music, shopping, playing computer games, watching movies, going on the internet, watching TV, playing guitar.
- E. 1. No, they aren't. They do the same things as kids in America or other European countries do.
2. No, they "enjoy chatting to and texting friends on their mobiles".
3. She has her big selection of music on her MP3.
4. In Britain, most young people listen to punk, garage, house, rock, pop and R&B.
- F. Personal answer.

III.

- A. 1. d. 2. e. 3. b. 4. a. 5. c.
- B. 1. late
2. after
3. far
4. hates
5. inside
- C. 1. **False.** She always wakes up early and has time for doing other things, like running.
2. **False.** Margaret only skis on Saturdays during the winter occasionally.
3. **False.** She often rides her horse after work.
4. **True.**
- D. 1. Does Margaret live in England?
2. Yes, it is.
3. What's her favourite hobby? It's horse riding.
4. She usually goes to the gym when it's raining outside.
5. Where does Margaret work?
- E. Personal answer.

Working with vocabulary

- A.
- | Family | School | Other |
|---------------|-----------|------------|
| mother-in-law | classmate | boyfriend |
| step-father | teacher | friend |
| cousin | Tutor | girlfriend |
| relative | | |

- B. 1. brother-in-law 4. cousin
2. mother-in-law 5. sister
3. nephew 6. grandmother
- C. 1. neighbours 4. boyfriend
2. relatives 5. sister
3. friends 6. aunt
- D. 1. father 4. uncle
2. husband 5. nephew
3. sister 6. daughter

Worksheets – Text types

Narrative

- A.
1. Charlie Bucket; Grandpa Joe and Grandma Josephine; Grandpa George and Grandma Georgina; Mr Bucket and Mrs Bucket.
2. The present tense.
3. wasn't; was; were; was; was given; were; slept; wasn't; was; wasn't; were
4. **Adjectives:** large; uncomfortable; only; old; tired; other; bad; freezing; cold; awful; better; poor.
Adverbs: nearly; enough; so; extremely.
- B. 1. ... description... present simple... story... past simple
2. a) past simple
b) adjectives ... adverbs
c) story... characters... places
- C. Personal answer

Description

- A. On; next to; above; on the left; behind; under; between
- B. 1. favourite; cosy; comfortable; blue; beautiful; bright; amazing; deep; friendly; best; nice; spotted; soft; huge; fluffy; white
2. a) To describe her room, Patty needs adjectives to characterize objects, people and animals. Colours are adjectives, too. She also uses prepositions of place to help you visualize her description.

- C.**
1. We describe places, objects or people with the help of adjectives; they characterize things and are placed before the noun.
 2. The main verbs found in descriptive texts are be/there to be.
 3. To help locate the place of objects in a description we need prepositions of place.

Poetry

- B. Who is Who?** By Benjamin Zephaniah

I used to think nurses were women
 I used to think police were men
 I used to think poets were boring
 Until I became one of them.

- C. William Carlos Williams**

THIS IS JUST TO SAY

I have eaten
 the plums
 that were in

 the icebox
 and which
 you were probably
 saving
 for breakfast

Forgive me
 they were delicious
 so sweet and
 so cold.

- E. Here is an example:**

Predictable
 Poor as a church mouse.
 strong as an ox,
 cute as a button,
 smart as a fox.

thin as a toothpick,
 white as a ghost,
 fit as a fiddle,
 dumb as a post.

bald as an eagle,
 neat as a pin,
 proud as a peacock,
 ugly as sin.

When people are talking
 you know what they'll say
 as soon as they start to
 use a cliché.

- F. Some examples:**

Tell me if you think you know
 How to make a turtle go / how to walk on snow / how
 to make a good show / ...

Tomorrow's my birthday and I'll be thirteen
 As a present I hope not to get a tin / I can't wait to be
 eighteen / You can bring Mr Bean / It would be cool
 to have the Queen

- G. Example of a rap**

The students' rap
 Writing on the board with the chalk
 The teacher stopped her talk
 She snapped her fingers – snap! Snap! Snap!
 To teach the students how to rap!

With a pencil she started to tap
 And the children decided to clap!
 Get the rhythm, get the beat
 Drum with the fingers, stamp your feet.

Snap your fingers, tap your toes
 As they do in TV shows.
 Just snap, tap or clap
 To make the students' rap!

(adapted) John Foster

Biography

- A.**
1. b)
 2. a) F b) T c) T d) T e) F
- B.**
2. 1889 – He was born in London
 1895 – He and his family entered the Lambeth
 Workhouse
 1905 – He won the part of Billy in a West End
 production of Sherlock Holmes
 1913 – He was discovered by a film producer
 1914 – He began to direct his own films
 3. a) a young child.
 b) poor
 c) six
 d) USA.
 e) character
 f) director
- C.** Personal answer

Workbook – iLearn

UNIT 1

- I
- A. 2. The USA / American
3. Belgium / Belgian
4. Norway / Norwegian
5. The Czech Republic / Czech
6. Australia / Australian

B.

I	R	I	S	H	B	D	E	N	M	I	T	I	B	E	G	R	E	L	O	W	P
C	E	F	W	O	U	J	C	I	C	T	H	S	P	O	R	T	U	G	A	L	O
M	O	D	I	G	P	X	K	D	I	A	T	B	E	N	T	B	G	F	M	P	R
D	G	I	T	K	M	O	S	A	O	L	I	S	B	N	P	R	L	O	N	D	T
R	U	S	Z	I	T	A	M	W	L	Y	O	R	O	A	C	E	F	D	G	M	U
Q	E	T	E	U	O	A	S	F	I	R	E	L	A	N	D	G	J	N	K	Z	G
W	R	Y	R	I	P	D	F	H	K	S	L	X	V	N	E	Y	O	A	P	A	U
E	P	O	L	I	S	H	E	N	J	K	S	S	M	N	B	G	F	L	D	S	E
D	Q	E	A	U	X	Q	E	T	I	P	A	R	L	O	O	G	R	O	R	E	S
V	Z	O	N	O	T	N	A	I	L	A	T	I	S	P	A	N	I	P	H	I	E
J	I	L	D	B	K	S	U	B	T	I	F	X	O	P	A	T	N	Y	H	S	G

- C. 1. cafeteria
2. gym
3. lab
4. library
5. classroom
6. playground

- D. 1. office
2. teacher's room
3. pitch
4. headteacher's office

- E. 1. maths
2. biology
3. English
4. history
5. computer / ICT
6. geography

- F. 1. i) 3. e) 5. a) 7. h) 9. d)
2. c) 4. b) 6. g) 8. f)

- G. 1. Twenty to eight / seven forty
2. A quarter past two / two fifteen
3. Midday
4. Twenty-five past four / four twenty-five
5. Half past one / one thirty
6. Ten past ten
7. Midnight
8. A quarter to seven / six forty-five

- H. 1. What's your name? My name is...
2. When were you born? I was born...
3. What's your job? I'm a student.
4. What are your hobbies? My hobby is... My hobbies are...
5. What nationality are you? I'm Portuguese.

II

- A. 2. Danny likes skating but he doesn't like surfing.
3. Pat and Ginny enjoy music but they hate doing sports.
4. My cat loves the sun but he it doesn't like bad weather.
5. My sister and I love tea but we don't like coffee.

- B. 1. is 3. is 5. is 7. are
2. am 4. are 6. is 8. are

- C. 2. I'm not a very positive person
Am I a very positive person?
3. You aren't very good friends.
Are you very good friends?
4. Ann isn't an amazing student.
Is Ann an amazing student?
5. We aren't the best players in our team.
Are we the best players in our team?

- D. 1. has got 3. haven't got 5. hasn't got
2. have got 4. has got

- E. Possible answers.
1. Have you got a nice winter coat?
2. Has she got any brothers or sisters?
3. Has he got friendly teachers?
4. Have they got any computer games?

- F. 1. have got 5. haven't got
 2. are 6. has got
 3. is 7. has got
 4. is 8. is

- G. 1. fond of/bad at
 2. good at/bad at
 3. interested in/fond of

- H. Personal answer.

- I. 1. **He/she** gives **them** an exam every month.
 2. **They** visit **her** during the holidays.
 3. **She** writes **him** a postcard on their anniversary.
 4. **It** likes to play with **us**.
 5. **We** always buy **it** on Sundays.

- J. 1. Where 3. How old 5. How many
 2. What 4. Why 6. Who

- K. 1. gets up 6. plays 11. watches 16. participate
 2. has 7. enjoy 12. surf 17. goes
 3. has 8. have 13. go 18. does
 4. drives 9. are 14. listen 19. plays
 5. starts 10. reads 15. do

- L. 2. Michael doesn't come to my house every Saturday.
 Does Michael come to my house every Saturday?
 3. Mum doesn't wash our clothes daily.
 Does mum wash our clothes daily?
 4. We don't swim twice a day to train for the
 championship.
 Do we swim twice a day to train for the
 championship?

- M. Personal answer.

III

- A. 1. Personal answer (example: ... I like **being with my friends**, but I don't like **studying in the library**.)
 2. Personal answer (example: ... I like **playing computer games**, but I don't like **doing my homework**.)

- B. Personal answer.

- C. Personal answer.

- D. 1. My favourite subject is... because...
 2. For me, difficult subjects are... and... The easy subjects are... and...
 3. Yes/No, because...
 4. Three positive aspects of my school: ...
 5. Yes/No, I like to be in...
 6. There are... students in my class, ... girls and... boys.
 7. Yes/No, because...

IV

- B. 1. **False**. Sarah gets dressed and then she has breakfast.
 2. **False**. Sarah and her sister usually have lunch in the school canteen.
 3. **True**
 4. **False**. At weekends she wakes up later.
 5. **False**. They all have dinner in the dining room.

- C. 1. During the week, Sarah always gets up at 7:30.
 2. She has breakfast in the kitchen.
 3. They go to school by car. Their father drives them.
 4. She has ballet lessons after school, on Tuesdays and Thursdays.

- D. 1. get up 5. have 9. has
 2. gets up 6. don't drink 10. go
 3. prepares 7. prefer
 4. reads 8. drinks

- E. 1. What time do you usually get up?
 2. Where do you have breakfast every morning?
 3. Who is your favourite singer?
 4. When do you get everything ready for the next day?

- F. 1. I
 2. We... us
 3. She
 4. They... her

- G. 1. Pablo is Spanish.
 2. John is Australian.
 3. François is French.
 4. Gary is British.
 5. Lara is Italian.

- H. 1. playground
 2. gym
 3. classroom

C.



- There are 4 glasses and 3 cups on the table.
There is a chair.
There is a vase with flowers on the work-surface.
There is a box on the floor.
There is a saucepan on the cupboard.
There isn't a clock on the wall.
There is a ball behind the girl on the right.

D. Personal answer

IV

B.

Name	Relationship	Age	Job	Interests	Chores
Jan	father	fifty-two	accountant	gardening; listening to music; reading books about political science; bird watching; travelling	
Marie	mother	forty-seven	nurse	bird watching; travelling	
Peter	brother	sixteen	student	computers; sports like football and hockey; his friends and girlfriend	dusting; mopping; cleaning the room
-----	grandmother	seventy-eight	-----	-----	-----
Pauline	cousin	fourteen	student?	-----	-----

- "I have quite a large extended family"; "I also have a lot of aunts, uncles and cousins"
- "She likes bird watching and travelling too, so whenever my parents can they go some place interesting for nature watching."
- "... the four of us live together in our flat..."; "Since we have a cottage with a garden they both spend a lot of time there."

- "... she still lives in her own flat"
- "My parents gave me certain chores around the house. I don't mind helping out because everyone in a family should contribute in some way."

- Paul and his family live together in a flat.
- His brother is interested in computers and sports like football and hockey. He also spends a lot of time with his friends and his girlfriend.
- Paul's favourite cousin is his uncle's daughter Pauline because they have a lot in common and are both fourteen.
- When they have chores he and his brother fight about who has to do what.
- Paul doesn't mind helping in the house.

1. my / yours 3. his 5. his
2. ours 4. hers

1. are saying 4. is staying
2. is sleeping 5. don't like
3. takes

1. There is a hairdryer on the bed.
2. There are pillows on the bed.
3. Is there a teddy bear on the bed?
4. Are there any clothes on the bed?
5. There isn't a computer on the bed.
6. There aren't any photographs on the bed.

1. at 6. between
2. next to 7. in front of
3. above 8. on
4. under 9. behind
5. in 10. on the right; on the left

2. Whose picture is this? It's Mr. Callum's.
3. Whose keys are these? They're his wife's.
4. Whose car is this? It's my neighbours'.
5. Whose computer is this? It's Charles's.

1. umbrellas 3. days 5. wives
2. buses 4. copies

K. Personal answer

UNIT 3

I

- A. 1. responsible 3. polite 5. happy
2. lazy 4. shy 6. rude

- B. 1. d 2. c 3. f 4. a 5. e 6. b

- C. 1. long; tall 5. lazy
2. thin 6. young; new
3. sad 7. ugly
4. rude 8. pessimistic

D.

B	H	F	F	T	Y	B	N	M	K	E	S	F	C	V	G	Y	U	O	P	A	C
R	T	R	F	M	A	G	I	A	P	A	H	D	Q	D	F	T	Y	T	I	P	O
A	D	W	R	O	S	I	T	L	A	L	E	R	M	O	L	E	D	A	M	Y	T
C	C	Q	J	O	E	R	T	R	O	U	S	E	R	S	A	S	C	V	E	F	T
E	V	A	A	P	R	E	F	T	L	F	L	S	L	U	C	Y	T	R	A	W	B
L	F	X	C	G	T	S	O	E	U	R	F	S	W	H	O	D	U	N	N	T	E
E	T	C	K	T	G	Q	Y	X	D	E	G	V	B	T	R	A	I	N	E	R	S
T	Y	V	E	U	B	S	T	R	O	H	S	Ç	C	E	D	A	Q	U	E	M	U
B	J	M	T	A	H	B	U	E	J	D	U	C	L	A	V	E	L	O	P	E	O
G	T	R	I	K	S	G	J	Y	H	A	P	P	A	S	Q	C	A	L	Y	D	L
M	S	P	A	E	C	A	L	K	C	E	N	W	D	C	U	I	S	W	A	M	B

- E. strawberry; cucumber; broccoli; potato; tomato

- F. 1. Glass; bottle; carton 6. packet
2. packet 7. packet
3. glass; bottle; cup 8. tin; glass; bottle
4. tin; glass; bottle 9. packet
5. tin; glass; bottle; carton 10. glass; bottle

- G. spotted, striped, checked, flowery, printed, plain

II

- A. 1. There are interesting films on TV.
2. The girl is beautiful!
3. They've got a very modern house.
4. Are your classmates polite?
- B. 1. immature 3. untidy 5. kindness
2. explanation 4. illogical
- C. 2. I wasn't sleepy all day. / Was I sleepy all day?
3. You weren't at school until 5. / Were you at school until 5?
4. Peter and James weren't good friends. / Were Peter and James good friends?
5. Wendy wasn't at her grandmother's on Saturday. / Was Wendy at her grandmother's on Saturday?

- D. more extraordinary than / less extraordinary than / as extraordinary as
prettier than / less pretty than / as pretty as
better than / less good than / as good as
more intelligent than / less intelligent than / as intelligent as
worse than / less bad than / as bad as
hotter than / less hot than / as hot as

- E. 2. A bike is less expensive than a car.
3. Peter is as happy as Mark.
4. Lady Gaga is thinner than Adele.
5. Adrian's house is less comfortable than Julian's house.
6. Money isn't so necessary as health.

- F. 1. the best
2. the busiest
3. the nicest
4. the most precious
5. the most boring
6. the most popular

- G. 1. because 3. and 5. but 7. and
2. so 4. or 6. when

III

- A. 2. In the morning I buy some bread at the supermarket (In the morning).
3. Mr Simms usually parks his car in the garage.
4. We don't play tennis in the park at the weekend.
5. On Tuesdays Sam prepares documents at the office.
6. My boyfriend doesn't like going to parties every night.

- B. Personal answer.

- C. 1. new 4. most 7. good
2. faster 5. more 8. delicious
3. best 6. than 9. tasty

- D. Personal answer.

- E. 1. a. chopped c. pepper e. beaten
b. pinches d. bread f. water

- F. 2. a. 3; b. 4; c. 2; d. 1; e. 6; f. 5

IV

- B.** 1. **False:** Teens worry about their friends' opinion on their clothes.
 2. **True**
 3. **False:** she is the lead singer in a band.
 4. **True**

- C.** 1. their friends' opinion / to what their friends think
 2. high-waisted denim shorts, white top, boots, feather necklace
 3. let her wear short skirts.

- D.** 1. Teens worry about what their friends think of their clothes.
 2. Grace was.
 3. She says her style is Indie and Rock.
 4. They are unfair because they don't let their children wear all they want.
 5. When it is cold she must wear a jacket.

- E.** 1. was
 2. wasn't / were
 3. were / wasn't / was
 4. were / was

- F.** 1. e 2. d 3. b 4. a 5. c 6. f

- G.** 1. shorter 4. communicative as
 2. thinnest 5. less heavy
 3. most colourful

- H.** 1. bracelet 4. shoes
 2. earrings 5. jacket
 3. skirt 6. dress

- I.** Personal answer.

UNIT 4

I

A.

Place	People	Equipment
theatre court field stage gym home games store	team referee spectator players singer fans friends	ball skis guitar racket helmet stick trainers computer

- B.** 1. d 2. b 3. a 4. f 5. g 6. e 7. h

- C.** 1. e 2. a 3. c 4. b 5. f

- D.** bicycle – scooter – train – underground – van – plane
 – helicopter – ship – boat – bus

E. 1.

Car	drive, get in, get out of
Bus	catch, drive, get on, get off
Boat / ship	row, sail, board
Bicycle / Scooter	ride
Plane / Helicopter	fly, get on, get off

2. **b)** Poppy and Lolly always catch the bus to school.
c) We sail our boat on Saturdays.
d) I ride my yellow scooter every day.
e) They fly their helicopter to the island.
 3. **a)** skate **b)** air balloon **c)** sleigh **d)** caravan

- F.** 1. **F** – It's next to the women's clothes shop.
 2. **F** – It's on First Avenue.
 3. **F** – Turn right.
 4. **T**
 5. **F** – Go along Pine Street/ Second Avenue.
 6. **F** – take the second turning on the right.

- G.** 1. Train Station 3. Chinese Restaurant
 2. Women's Wear 4. Police Station

- H.** 1. turn right 2. go up
 3. turn left 4. first on the right
 5. go along 6. second on the left
 7. go down 8. go back

- I.** **A:** What are you doing here?
B: I'm just shopping.
A: What are you shopping for?
B: Some new clothes. How about you?
A: I'm looking for some funky clothes.
B: Have you found anything?
A: I found a few pairs of jeans.
B: Where did you get those?
A: I found them at the shopping centre.
B: Those are really cute.
A: Do you want me to show you where I found them?
B: I would like that. Thank you.

- J.** 1. shopping 4. clothes
 2. trainers 5. size
 3. sweater 6. credit card

- K. 1. shop 4. changing room
2. cashier 5. trolley
3. wallet/purse 6. shelves

II

- A. 1. The new student lived in London.
2. Albert studied German last year.
3. He and Annie had a hamster.
4. In his free time Albert collected football cards.

- B. 2. **Neg:** Ross didn't travel to Spain.
Int: Did Ross travel to Spain?
3. **Aff:** Jennifer went alone to the shopping centre.
Int: Did Jennifer go alone to the shopping centre?
4. **Aff:** James drank all this coke.
Neg: James didn't drink all this coke.

- C. 2. were 12. didn't happen
3. came 13. put
4. saw 14. opened
5. happened 15. ran
6. went 16. was
7. heard 17. managed
8. sounded 18. screamed
9. got 19. disappeared
10. decided 20. said
11. didn't see

- D. 2. Sarah is going to dance hip-hop.
3. I'm not going to stay at home.
4. Are we going to phone Jake?
5. They aren't going to listen to reggae.
6. Are you going to learn parasailing?

- E. 2. ... is... going to do...?
3. ... isn't going to eat...
4. ... is going to fly...
5. ...'m not going to see...
6. ... is going to give...

- F. 1. e) 2. f) 3. a) 4. c) 5. d)

- G. 1. should 3. couldn't 5. shouldn't
2. might 4. could

- H. 1. (3rd picture) 4. (2nd picture)
2. (5th picture) 5. (4th picture)
3. (1st picture)

- I. 2. swimming 6. dancing
3. travelling 7. cutting
4. studying 8. disagreeing
5. running 9. listening

- J. 2. were singing 5. was playing
3. was doing 6. was sleeping
4. was running.

- K. 2. was preparing 5. was reading
3. was trying 6. were listening
4. were getting 7. weren't studying

- L. 1. when 3. while 5. when
2. while 4. when

III

A. Personal answer.

B. Personal answer.

C. Personal answer.

D. **You:** Good morning/afternoon. Can/could you tell me the way to Pizza World, please?

Policeman: Good morning/afternoon. Which one do you want, the old or the new one?

You: I'm not sure. I would like to go to the one in Russell Square.

Policeman: Well, it's easy. Go along that street, turn left at the traffic lights and Pizza World is the third building on the right. But the old one in St Martin's road is better, in my opinion.

You: Thanks. Bye

Policeman: Have a nice lunch.

E. Rachel and Sue were talking to each other.

Milly was sitting on the counter.

Ronald was leaning against the counter.

Brandon wasn't sitting at the table. He was sitting on a bench by the counter.

Ashley was holding a strawberry pie in her hands.

Marley, her dog, was lying on the floor, next to Ashley.

IV

- B. 1. trip 3. crowded 5. ancient
2. present 4. replaced 6. went back

C. 1. 3 2. 2 3. 4 4. 1

- D. 1. "I was a bit worried about paying for the trip"
 2. "most of the roads in the city are replaced by stairs."
 3. "in general people walk, take boats or cycle."
 4. "two days later I took a plane back to London."

- E. 1. She is Carrie's Italian friend.
 2. She took a plane to go to Italy.
 3. Because most of the roads in the city are replaced by stairs and there are many canals.

- F. 1. Carrie visited the city but she didn't take the tube.
 2. Carrie took photos but she didn't go to a fashion show.
 3. She saw monuments but she didn't buy a scooter.

- G. 1. Tourists can't take a normal taxi in Venice.
 2. In Venice people can walk or take water buses.
 3. You should taste Italian ice cream.
 4. Tourists might spend a lot of money.

- H. 1. Carrie and Isabella were eating spaghetti.
 2. She was getting in a water taxi.
 3. Isabella was putting a Venetian mask on Carrie.

- I. 1. "isn't going to be..."
 2. "aren't going to use..."
 3. "is going to invite..."

- J. 1. When he got up the sun was shining.
 2. While they were playing football, it began to rain.
 3. When you called me I was checking my emails.

- K. Personal answer.

UNIT 5

I

- A. **City:** airport; block of flats; car park; museum; traffic lights; pavement;
Countryside: village; mountain; forest; farm; cattle; fruit trees.

- B. a. exhaust fumes d. ozone layer
 b. global warming e. acid rain
 c. habitat

C.

L	T	R	U	B	B	I	S	H	R	H
K	S	M	O	G	D	M	M	W	S	O
Z	F	L	B	X	E	Q	P	E	I	M
N	U	Y	T	T	T	G	M	T	W	H
H	E	B	H	N	C	U	A	Y	X	M
M	L	A	Z	O	F	N	K	B	L	L
E	M	L	C	I	T	S	A	L	P	A
L	C	D	X	D	W	A	S	T	E	F
S	L	A	C	I	M	E	H	C	W	M

- D. 1. cloudy... showers
 2. thunderstorms
 3. fog
 4. Wind
 5. sun

- E. 1. b 2. c 3. d 4. e 5. a

- F. 1. hotel
 2. resort
 3. mountain bungalow
 4. youth hostel
 5. campsite

- G. 1. f 3. b 5. g 7. e
 2. c 4. d 6. a 8. h

- H. 1. leisure time 6. youth hostel
 2. holidays 7. package holiday
 3. hitchhiking 8. resorts
 4. backpacking 9. travel agent
 5. campsite

- I. 1. book 3. breakfast
 2. packed 4. accommodation

- J. 1. passport 4. weather
 2. luggage 5. boarding pass
 3. reservation

II

- A. 1. towards 4. out of
 2. through 5. across
 3. into

- B.** 1. first ... then ... finally
2. because
3. when
- C.** 1. Fill in
2. go on
3. find out
4. look after
5. come back
- D.** 1. will finish
2. won't come/ will not come
3. will visit
4. will have
5. won't close / will not close
- E.** 1. She's going to the cinema with Tommy.
2. Is he going to stop working soon?
3. When are you flying to New York?
4. Ann is meeting Susan at seven tonight.
5. Pete's going to buy a new car soon.
- F.** 1. thirsty
2. afraid
3. healthy
4. careless
5. lucky
- G.** 1. herself
2. himself
3. myself
4. ourselves
5. yourselves
- H.** 1. -body
2. -thing
3. -where
4. -thing
5. -body
6. -where
- E.** 1. nowhere
2. Nobody
3. something
4. anybody
5. anything

III

- A.** 1. There aren't many similarities. In a big city we can find polluted air, traffic and noise but we can also go to the cinema, to the shopping centre. These things are hard to find in a small village. On the other hand there are schools and shops both in the cities and in the villages... (personal answer)
2. The main differences are the fresh air, green spaces, animals, the calm and quiet life... (personal answer)
- B.** 1. ... there will be lots of sun. /It will be sunny.
2. ... it will be cloudy.
3. ... there will be lots of dark clouds in the sky.
4. ... it will be rainy.
- C.** Personal answer.
- D.** I can separate the rubbish; recycle paper, plastic and glass; turn off the tap when brushing my teeth; take short showers; unplug my mobile as soon as it has been charged; walk or ride a bike as much as possible; turn off the lights, TV and computer when not in use... I can't prevent global warming; stop pollution; protect animals; ...
Maybe I can ask my parents to walk me to school instead of driving me; I can join a green organization; ...
- E.** 1. I went to... (personal answer)
2. I went last summer / last Christmas ... (personal answer)
3. I travelled with my parents / friends / family ... (personal answer)
4. We travelled by plane / car / coach ... (personal answer)
5. Yes/No, because ... (personal answer)

IV

B.

Where to	England and Scotland
Who with	Some friends
Means of transport used	Underground
Favourite shop	Dr. Martens store
Places/Cities visited	London, Edinburgh, Bath, York, Stratford-Upon-Avon, Shakespeare's birth place, Oxford University, (Old Woollen Mill stores, Dr. Martens store, Harrods)
Best memories	the people (they were mostly all very nice).

- C.** 1. Lucy liked the underground that goes all around the city, the great shopping, and the entertainment.
2. In London tourists can travel around the city by underground, they can go shopping to Dr. Martens store or to Harrods and they have a lot of entertainment, some right on the streets.
3. Lucy and her friends stayed at the University of Edinburgh Pollock Halls in Edinburgh.
4. Scotland is famous for its shortbread.
5. What Lucy liked best were the people.
- D.** 1. b 2. f 3. a 4. d 5. c
- E.** 1. Joe is very happy because his team won the competition.
2. I was listening to music at the same time I was doing my homework.
3. The girls were watching while Mark and Derrick were having PE.
4. The teacher was already in the classroom when Peter arrived.
- F.** 1. into 2. through 3. towards 4. across
- G.** 1. myself 3. ourselves
2. himself 4. yourself
- H.** 1. is going to snow
2. will meet
3. is going to move
4. aren't going to help
- I.** 1. somebody 4. somewhere
2. anything 5. something
3. nobody
- J.** Personal answer.
- 3.** a. END b. SKY c. OLD d. FAR
e. JOB f. PUT g. TRY
- 4.** a. station; b. glass; c. window; d. lotion; e. subway
- 5.** late, cola, school, sale, cool, tea, set, each, scale, hole, seat, hot, toe...
- 6.** a. Paul plays rugby.
b. Jane doesn't sing Opera.
c. Mary dances hip-hop.
d. Fred does kitesurf.
- 7.** Stick Boy and Match Girl in Love
a. figure
b. hot
c. burn
d. stick?
e. quick
- 8.** break – broke be – was wear – wore
think – thought take – took make – made
come – came bring – brought say – said
write – wrote run – ran leave – left
sleep – slept feel – felt buy – bought
swim – swam
- 9.** Little Red Riding Hood

Once upon a time, there was a pretty girl called Little Red Riding Hood. One day, she left her home to take a basket of cakes through the woods to her grandmother's house. On the way she met a bad wolf who asked her, "Where are you going?". "I'm taking this basket of cakes to Grandmother", said Little Red Riding Hood and skipped off through the wood.

But the wolf took a shortcut to Grandmother's house, put Grandmother's night gown/ nightie/pyjamas on and got into her bed. When Little Red Riding Hood arrived, she asked: "Granny, why are your eyes so big?". "To see you better", he said. "And why is your nose so big, too?". "To smell you better, my dear". "And your teeth are big, too". "To eat all your cakes better!" The wolf jumped up and was about to eat the basket of cakes, but Little Red Riding Hood called a wood-cutter, who chased the bad wolf out of the door and off into the wood/bushes.

The End

Workbook – iPlay

1. Ball, sunglasses, boat, sandcastle, towel, spade, life-belt, lifeguard, umbrella, swimsuit, bucket, cap, shell
2. a. Do not touch Mr Dutch's backpack!
b. It's cold and the goat's in a coat!
c. Dogs bark in the park downtown.
d. Ten bad bats hidden in a bar.
e. Eight frogs picking up bugs.

10. what are you doing?
sleepwalking.
sleepwalking.
I'm too tired to jog.
11. a. Toast b. egg c. jam d. juice e. cereals
12. In Picture A there is a red balloon, there are 5 candles and a red sweet next to the cake. There are two m&ms on the table, a green and a red one but there is no lollipop. The girl on the left has got brown hair and the boy on the right hasn't got glasses. There are also more blue stripes on his hat.
13. a. fish b. wish c. son d. done e. dish
14. surfboard, volleyball, postcard, rollercoaster, swimsuit, suitcase, campsite, sunglasses
15. 1. Raining
2. Cloudy
3. Sunny
4. Snowing
5. Cold
6. Freezing
7. Foggy
8. Windy
16. a. Q. What did the glue say to the teacher?
A. "I'm stuck on you."
b. Q. Why was the music teacher not able to open his classroom?
A. Because his keys were on the piano.
c. Q. What do you do if a teacher rolls her eyes at you?
A. Pick them up and roll them back to her!
d. Q. What object is king of the classroom?
A. The ruler!
e. Q. Why did the teacher draw on the window?
A. Because he wanted his lesson to be very clear!
17. a. holiday
b. sing
c. learn
d. bathroom
18. 3, 1, 4, 2
20. A dog
21. One. The others were coming from St Ives.
22. "Are you a bee I see? Oh, oh... you are a bee!"
23. a. castle b. convent c. cell d. caravan
d. kennel e. stable f. nest g. web
24. b. house c. football d. flower e. television
f. meal g. fashion h. car
25. b. dances c. fruit d. nationalities e. jewelry
f. planets g. vegetables h. diseases
26. 1. Mrs Gibson
2. Mrs Hughes
3. Mr Davies
4. Mrs Davies
5. Mr Gibson
6. Father Brown
7. Mr Williams
8. Mr Hughes
27. shy – talkative; thick – thin; healthy – unhealthy;
easy – difficult; sweet – bitter; strong – weak;
unkind – kind; uncomfortable – comfortable;
safe – dangerous; interesting – boring;
old – modern; light – heavy
28. humble ✓ in love ✓ desperate happy
curious angry ✓
useful ✓ shy jealous ✓ confident hopeful ✓
29. Fares; ship; platform; motorcycle; leave; engine; east;
traffic; connection; on board; departure; reservations;
steward; driver; roundabout; ticket; terminal; luggage;
get off; far; return; near; arrival; liner; railway station;
north; hire a car; road; deck; kilometres; stop; port of
embarkation
30. Grocer 1; Butcher 2; Bakery 3; Greengrocer 4;
Chemists 5; Hardware shop 6; Stationers 7; Florist 8;
Sweet shop 9; Dairy 10; Newsagents 11; Toy shop 12;
Pet shop 13; Record shop 14; Clothes shop 15
31. a. skiing b. jacket c. salmon d. lawyer
e. guitar f. radish g. rabbit h. throat i. cousin
j. Sweden
32. soap; stopping

33. a. 4 e. 5
b. 3 f. 7
c. 6 g. 2
d. 1

34. The Mary Rose.

Workbook – iWatch

School of Rock

A. Before watching tasks

1. They learn rock music; they learn music... (personal answer).

- | | |
|--|---|
| <p>2. Rock band
Electric guitar synthesizer
keyboards
bass guitar
drums</p> | <p>Classical orchestra
violin
bass guitar
cello
drums
flute
harp</p> |
|--|---|

3. b. comedy

B. While-watching tasks

1. a. Jack Black 1. Ned Schneebly
b. Joan Cusack 2. Dewey Finn
c. Mike White 3. Rosalie Mullins
2. a. 2. b. 1 c. 3
3. a. Zack is a 10-year-old guitar prodigy.
b. He can help Dewey win a "battle of the bands" competition, which would solve his financial problems and put him back in the spotlight.
c. He decides to form a rock-and-roll band with the students and win a competition called "Battle of The Bands" to raise the prize and be recognized in the show business.
4. a. 1 b. 5 c. 6 d. 2 e. 4 f. 7 g. 3

C. After watching tasks

1. a. band d. private
b. money e. job.
c. friend f. competition

2. Yes/No, because... (personal answer)
3. Never to give up your dreams. (personal answer)
4. My favourite character in the film is... because... (personal answer)

Ratatouille

A. Before watching tasks

1. c) cooking
2. b) a rat that wants to be a chef
3. d) French vegetable dish

B. While-watching tasks

1. a. 4 b. 6 c. 5 d. 7 e. 1 f. 8 g. 3 h. 2
2. a. Skinner
b. Remy
c. Collette
d. Anton Ego
e. Linguini
f. Émile
3. a. False
b. True
c. False
d. True
e. True
f. Not mentioned

C. After watching tasks

- a. 4 b. 3 c. 1 d. 5 e. 2

Over the Hedge

A. Before watching tasks

1. d. e e.
2. b.; c.; d.; e.; g.

B. While-watching tasks

1. RJ; Vincent; Verne; Hammy; Stella; Gladys; Ozzie, Heather and their cubs; Lou and his daughter Penny
2. **a.** president of the homeowners association; **b.** striped skunk; **c.** porcupine family; **d.** red squirrel; **e.** tortoise; **f.** opossum; **g.** raccoon; **h.** bear
3. **a.** Gladys
b. Stella
c. Ozzie, Heather and their cubs
d. Hammy
e. Verne
f. Lou
g. RJ
h. Vincent
4. **a.** 4
b. 6
c. 2
d. 7
e. 1
f. 8
g. 3
h. 11
i. 10
j. 5
k. 9
5. **a.** RJ
b. Vincent
c. Vincent
d. RJ
e. Vincent
f. Verne
g. Hammy
h. Lou
i. Verne
j. Porcupine father
k. Gladys
6. **a.** Humans / People; **b.** the Hedge
c. the dinner table

C. After watching tasks

1. Personal answer.

2. Personal answer.
3. Animals just eat according to their needs, as a way to survive. People, however, make eating a priority and use and abuse of it in terms of quantity and frequency.

Avatar

A. Before watching tasks

1. **a)** fiction
b) moon
c) Pandora
d) humanoids
e) divine
f) representation

B. While-watching tasks

1. **a)** Jake Scully
b) Neytiri
c) Colonel Quaritch
d) Grace Augustine
e) Trucy Chacon
f) Tsu'tey
g) Parker Selfridge
2. **a.** False
b. True
c. False
d. True
e. True
f. False
g. True
h. Not mentioned
i. False
3. **a)** 4
b) 1
c) 3
d) 5
e) 2

C. After watching tasks

1. Personal answer.

The blind side

A. Before watching tasks

- John Lee Hancock
 - Broderick Johnson, Andrew Kosove, Gil Netter
 - Quinton Aaron, Sandra Bullock, Tim McGraw, Kathy Bates
- Personal answer.
- The football player is very tall and strong comparing to the woman next to him.

B. While-watching tasks

- the USA
 - a poor homeless teenager
 - his foster family
 - American football player
- c; e; d; h; a; g; b; f
-

	Before	After
Who took care of him	Family Services until he became homeless	The Tuohys family
Where he lived	In the streets or at a friend's house	In the Tuohys' rich and comfortable house
Where he slept	In the school gym	In his first real bed at the Tuohys
How he dressed	He wore an old grey polo shirt, big dark shorts and a pair of old sneakers	He began wearing modern, striped polo shirts, new shorts and new sneakers
School results	He was considered childish and he had bad results	He was able to get the necessary levels to play at University level

- T
 - F
 - T
 - F
 - F
 - T
 - F
 - T
 - T
 - T
 - F
 - T
 - F
 - F

C. After watching tasks

- The main message is that prejudice can't make us blind. With generosity and support everybody can make a difference. There's always hope of changing our lives.
- Personal answer.
- the Thanksgiving dinner
 - American football
- Personal answer.