

Catrin E. Morris, Paola Tite with Grazia Cerulli and Luke Prodromou

# SPRINT

Енглески језик за 5. разред основне школе, пета година учења  
УЏБЕНИК



# Welcome to SPRINT

In each unit you will find:

## Vocabulary

Presentation of the new vocabulary of the unit.

## LEARN TO LEARN

Peculiarities in the use of the English language.

## Presentation 1

Articles, blogs, web pages, to discover the English language and culture.

### 5 Daily routines

**Vocabulary** *Word Bank p. 124*

1 Match the words in the two columns to find ten daily activities.

1 arrive / leave	a breakfast / a shower / afternoon lessons
2 catch	b homework / sport
3 do	c home
4 get	d to bed / to school
5 play / chat	e the bus / the train
6 go	f with friends
7 have	g TV
8 watch	h to school / up

2 Listen, check and repeat.

3 Look at the pictures on pages 60-61 and write the corresponding expression from Exercise 1 in the space.

### 5 Inside the life of a music prodigy

**Presentation 1**

4 Read and listen to a typical day of Laura, a young cellist.

My typical day? Am you ready to listen? OK, let's start. On weekdays I get up at 6:30 a.m. I have a quick shower and a big breakfast. I don't practice the cello before 7 a.m. because my sister complains. As I get to school (that's early), watch how as you. The next day, I have lessons at home with my mum. She always works on my technique every time. I get home from school at 3 p.m. in the afternoon and do my homework until 6. I try to practice the cello for 1 hour during the evening but I have a lot of books to watch. TV, play on the computer or chat to my friends. My music very musicians go to bed early. My always in bed before 10 p.m.

At weekends I listen to music on my phone with my friends, but only if I don't have competitions or concerts.

**practise** \_\_\_\_\_  
**complain** \_\_\_\_\_  
**take a bit of break** \_\_\_\_\_

5 **Comprehension** Are these sentences true (T) or false (F)?

Laura has breakfast before 7 a.m.  T  F  
 2 She has lunch at school.  T  F  
 3 She arrives home at 3 p.m.  T  F  
 4 She doesn't go to bed late during the week.  T  F  
 5 At the weekend, when she's free, she goes out with friends.  T  F

6 Read the end of Lara's story and decide whether the sentences are true (T) or false (F). Yesterday I was up at 7 a.m. because it was Sunday. Life was never easy for artists especially women. For example, actors were only men. So, practicing all day is not the worst thing.

1 Lara was up late.  T  F  
 2 In the past, both men and women were actors.  T  F  
 3 Lara thinks that life for artists was always difficult in the past.  T  F

7 **Pairwork** Tell your partner about your typical day. Take notes about your partner's routine if necessary.

A: I got up at 7. I have breakfast and I go to school by car. What about you?  
 B: I got up at 7:15. I have a shower...

8 **Over to you** Tell the class about your partner's typical day.  
 Gemma gets up at 7...

### 8 We're waiting for Logan

**Presentation 2**

1 Who is the winner of the competition? Listen and read the dialogue.

Ann: Hey girls, what are you doing in town?  
 Eve: We're waiting for Logan. He's looking for clothes for the ceremony.  
 Ann: Can I join you? Logan always needs my help. His clothes aren't right to receive his friend!

Ann: Are you trying on the white dress?  
 Eve: No, I'm not. But what I'm wearing here is smart. Look!  
 Ann: No, it isn't smart. Logan's on his way and these trousers...  
 Logan: What? No way! I prefer this. T-shirt. I don't seem to feel like a winner!  
 Ann: Well, you look like a happy with that T-shirt...

Ann: You look great girls. Thank you. Well, this is Logan's big moment.  
 Eve: Well, are you wearing traditional Bangladeshi clothes?  
 Ann: Yes, I am.  
 Eve: What? Logan! You look amazing! And you're still in a smart suit!  
 Eve: Logan, the judge is calling you! Go and get your prize!

**clothing**

2 Listen again and repeat.

3 **Comprehension** Answer the questions.

1 What is Logan doing?  
 2 What clothes does Ann choose for Logan?  
 3 What is Ann wearing at the ceremony?  
 4 Is Logan wearing smart clothes for the ceremony?

### 8 Vocabulary

4 Match the pictures with the correct vocabulary.

5 What are you wearing today? Describe what you are wearing to your partner.  
 I'm wearing a blue t-shirt, blue jeans and...

6 **Pairwork** Choose a person in your class and memorize what he / she is wearing. Your partner must guess who he / she is by asking questions.

A: Is she a girl?  
 B: Yes, she is.  
 A: Is she wearing a blue jumper, jeans and trainers?  
 B: No, she isn't.

7 **Kids at work!** Imagine yourself in these situations. Write short texts to describe what you are wearing.

At my birthday party  
 On a summer holiday  
 On a winter's day

## Presentation 2

A photo story with young people who live and study in London.

## Vocabulary

A second vocabulary section in each unit.

Grammar taught in small steps: you will observe the rule and apply it immediately by speaking to your friend.

## Grammar

Tables, complete explanations, examples and exercises. The Grammar reference section at the end of the Workbook offers further explanations.

### 3 Grammar

**have got: Present simple**

Full form	Contracted form
He/She/It has got	He/She/It's got
They have got	They've got
I have got	I've got
We have got	We've got

**FOCUS**

1 **More English!** Find one mistake and correct it.

1 I have got a lot of stuff in my bag.  
 2 I have got a lot of stuff in my bag.  
 3 I have got a lot of stuff in my bag.  
 4 I have got a lot of stuff in my bag.

2 **Match the questions with the short answers.**

1 Have you got a long nose?  No, he hasn't.  
 2 Has Logan got long hair?  No, she hasn't.  
 3 Have you got blue eyes?  No, they have.  
 4 Has your friend got a beard?  No, she has.  
 5 Have they got red hair?  No, they haven't.

### 6 Describing experiences

1 Watch the video in which Elis tells Amy about a film she saw. What film is she talking about?

A  The Lion King B  Men of Steel C  The Ring King

2 Watch the video again and complete the dialogue between Amy and Elis.

Amy: I wanted to see 'It's a Wonderful Life' but I'm not usually interested in that kind of film.  
 Elis: I know. I saw it last night. I liked it.  
 Amy: Where was your last night? I heard you were in the cinema with my dad and my brother.  
 Elis: What film were you?  
 Amy: The Ring King. But Dad said I was too young.  
 Elis: The film with Emma Watson? I heard the plot is good, but the script is boring!  
 Amy: I know. I saw it last night.  
 Elis: The Lion King, with Johnny Depp.  
 Amy: Men of Steel, amazing!  
 Elis: And I missed the beginning... So we saw Men of Steel instead.  
 Amy: Tell me what you thought of it.  
 Elis: I loved it. It was a great film. I enjoyed it so much. I enjoyed it so much. I enjoyed it so much. I enjoyed it so much.

3 **Kids at work!** Choose one of your favourite films. Complete the profile.

Film: \_\_\_\_\_  
 Year: \_\_\_\_\_  
 Cast: (interesting / fantastic / amazing / disappointing)  
 Plot: (boring / annoying / surprising / disappointing / interesting, etc.)  
 Special effects: (amazing / shocking / disappointing / awesome)  
 Highlights: \_\_\_\_\_

4 **Pairwork** Use the information in your profiles to talk about your favourite films. Follow the example.

A: Tell me about the film you went to see.  
 B: I saw... and I loved it! The director is...

## Functions

Videos to introduce communicative functions: you will learn by watching and listening to your English peers, then it will be your turn to speak!



5 Build your competences

British teen lives

Warm up

- 1 In your opinion, which of the following activities do British teenagers do in their free time?
- eat at restaurants
  - play sport
  - go shopping
  - go to the park
  - listen to music
  - go to church
  - play computer games
  - play in a band

Reading

2 Read the texts and check your answers.

ZOE

I watch a bit of TV and I love eating cartoons, so I usually have my tablet next to me when I'm sitting with my friends. We usually meet every Tuesday and Wednesday. That, with films or cartoons on TV or their own music, is how we spend our time!

**ESTHER**  
I love playing my keyboard piano in my bedroom. I always go to my room which my friends are staying in and we usually just read the newspaper. We sometimes eat fast food or go to the cinema in the evening.

ESTHER

I like going to the cinema because I love all my favourite things like my TV, books, games, music, films and food. I love to go to the cinema and to the theatre in the evening.

ANDY

I like going to the cinema because I love all my favourite things like my TV, books, games, music, films and food. I love to go to the cinema and to the theatre in the evening.

DYLAN

I'm never at home or in school. I go to the park with my friends to do homework. My phone has messages from my friends and the teacher about the homework. I don't like to do it but I have to.

- 3 Indicate whether these sentences are true (T) or false (F).
- Zoe watches manga cartoons on her tablet.
  - She usually goes out with friends.
  - Other teens shopping.
  - She usually buys a lot of clothes.
  - Dylan is usually at home with friends at weekends.
  - He is very good at skateboarding.
  - Andy plays the guitar.
  - He doesn't often go out with friends.
  - His mum makes dinner for his friends.

Build your competences 5

Listening

4 Listen to the phone call between Katie and Ryan and complete the notes.

Drama class

when: Tuesday at 11.00  
teacher: Mr. Smith  
how much: £15 every lesson  
where: School  
teacher's phone number: 01234 567890  
phone after: 01234 567890

Speaking

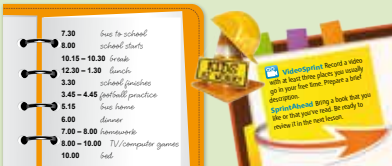
5 Pairwork Talk about what you usually do in your free time. Follow the given suggestions.

Tell me about...

- your daily routine, I get up at... and have breakfast. Then I...
- when and how you go to school, I go to school by / on... the subjects you study at school and which you like / don't like, I study... and I like..., but I don't like... when school finishes, School finishes at...
- when you do homework, I do my homework at...
- how you spend your free time, In my free time, I...
- which activities in exercise 1, you prefer and why, I prefer shopping because I like fashion.

Writing

6 Imagine that this is your agenda. Write a letter to your best friend to describe your typical day. Use the suggestions in Exercise 5 as examples.



Tasks specially designed to help you prepare for the official tests  
**K** - A2 Key (Cambridge English)  
and **T** - Trinity English exams.

**Build your competences**  
Practice of the four linguistic abilities with cultural topics and CLIL readings.

Test your competences and Extra practice

Every two units, recapitulative exercises with self-evaluation. In the Extra practice section you will be able to practise with activities aimed at the preparation for certifications.

7-8 Test your competences

Vocabulary

- Circle the odd one out.
  - 1 sandals, shirt, shoes, trainers
  - 2 arm, foot, head, punch
  - 3 baseball, basketball, windy, water polo
  - 4 ball, bat, post, arm
  - 5 happy, hot, sunny, windy
  - 6 cloud, fog, rain, sad
  - 7 scarf, skirt, sock, shoulder
  - 8 rounder, handball, jumper, volleyball

Functions

2 Look at the table. Write questions and answers about the skills of Superhero, the super hero.

Read backwards	✓
Use computers	✓
Fly	✓
Free dive	✓
Remember numbers	✓
Run fast	✓

Can Superhero read backwards?  
Yes, he can.

- 1 ?
- ?
- ?
- ?
- ?

3 Answer the questions with your own information.

- 1 What's the weather like today?
- 2 What are you wearing today?
- 3 What do you like doing in your free time?
- 4 What do you have doing in your free time?
- 5 How well can you speak French?
- 6 How well can you ski?

Self-evaluation

1	2	3	4	5
Communicative competences				
Linguistic competences				
Strategic competences				
4 I need to review...				

Grammar

4 Complete the rules of the school gym. Use the negative imperative by using the verbs from the box.

- clear error forget do wear

**SCHOOL GYM RULES**

- 1 the gym make up or jewellery in
- 2 \_\_\_\_\_ or stay in the gym without a teacher
- 3 \_\_\_\_\_ to wear up before you do any physical activity
- 4 you're ill \_\_\_\_\_ physical activities if explaining what to do!

5 Read the tips and write sentences about the people's preferences.

- 1 Tom / not like / watch TV
- 2 We / love / eat / chocolate
- 3 I / hate / play / tennis
- 4 You / like / read / comics
- 5 Your mum / like / sing / karaoke

Extra practice 7-8

1 Write the name of the sports next to its correct description.

- 1 An outdoor sport going up mountains or rocks on ropes.
  - A climbing
  - B sky diving
  - C jujitsu
  - D juggling
- 2 A sport with two teams of 11, where you score goals with a ball.
  - A basketball
  - B soccer
  - C tennis
  - D badminton
- 3 A sport everybody can do. It's a type of slow running.
  - A judo
  - B karate
  - C jujitsu
  - D badminton
- 4 A sport you can do indoors in a pool or outdoors in a river or the sea.
  - A canoeing
  - B water polo
  - C swimming
  - D water skiing
- 5 You can kick and karate in these sports, which include karate and judo.
  - A judo
  - B jujitsu
  - C jujitsu
  - D badminton

2 Choose the correct answers (A, B or C) to complete the conversations.

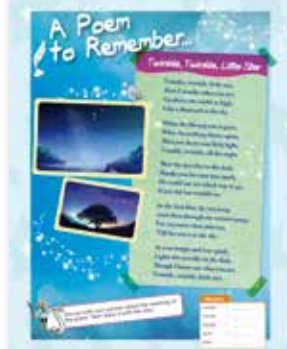
- 1 What's the weather like?  
A It's late.  
B It's really hot.  
C I'm going out.
- 2 I'm wearing my new jumper!  
A It's colourful.  
B How much is it?  
C No, I'm not.
- 3 What are you doing?  
A I'm singing.  
B We're playing computer games.  
C I'm making a cake.

3 Fill in the blanks to complete James' postcard.

Hi Sam,  
We're having a really fun time in Cornwall! The sun is \_\_\_\_\_ and the sky is blue!  
What's the weather \_\_\_\_\_ at home?  
Big sea. Mum says 'Hello, Sam' sitting by the pool because she \_\_\_\_\_  
I'm very well, but I don't feel \_\_\_\_\_  
I'm on a beach because they built really \_\_\_\_\_  
getting. As for me, I'm feeling very happy because I can read 'Hello' \_\_\_\_\_  
you doing? Are you? \_\_\_\_\_ Sam? Hope all \_\_\_\_\_  
See you soon!  
James

A Poem to Remember...

Learn a meaningful classic poem with Sprint!



Culture and Festivals

At the end of your book, a section dedicated to the culture, history, and main celebrations of the English-speaking world will enable you to examine and compare multiple cultures.

**Culture LONDON**

1 Look at the pictures and match them with the correct titles.

- 1 Kew Gardens
- 2 London Eye
- 3 Piccadilly Circus
- 4 Speaker's Corner
- 5 Public transport
- 6 Big Ben and Houses of Parliament
- 7 Trafalgar Square

2 Read the text and check your answers.

**Facts and figures about London**

The capacity of the London Eye is 800 passengers and it travels at 28cm per second.

The London Underground is used for 5.8 million journeys a day on 11 different lines. Six million passengers use 7,500 double-decker buses to and from 15,500 bus stops in London.

There are over 8,000 cheap public bars at 500 drinking stations around London, and 23,000 black pubs in London.

**COMPARING CULTURES**

6 Imagine you are on a Ferris Wheel looking over your city. Describe what you see.

What are the main tourist attractions? - Where are they? - How are they? - Which are your favourites?

From the Eye it is possible to see... It is also possible to see... There is a... visible from the Eye. My favourite tourist attractions are...

# Contents



## Starter Unit p. 8

### Vocabulary

Alphabet and spelling • Animals • Numbers (1-100) • Regular and irregular plurals • School objects • Time • Days, months and seasons • Ordinal numbers and dates • School subjects • Classroom language • Timetable

### Unit

### Vocabulary

### Grammar



## 1 Welcome to our school p. 16

Countries and nationalities  
Greetings

be: present simple  
Possessive adjectives and pronouns  
Indefinite article *a/an*  
Definite article *the*



## 2 My family p. 26

Family members  
Adjectives to describe personalities

Present simple  
Present continuous  
Question words: *Who, What, Where, When, Which, How old*  
Demonstrative pronouns: *this, that, these, those*  
Comparison of adjectives

Test your competences 1-2 p. 36

Extra practice 1-2 p. 37



## 3 My favourite things p. 38

Personal possessions  
Physical descriptions

*have got (Present simple)*  
Present simple vs. Present continuous  
The Possessive 's



## 4 At home p. 48

The house: rooms and furniture  
Food and drinks

Prepositions of place  
*there is / there are*  
Would like + noun/verb  
*there / they're / their*  
Countable and uncountable nouns  
*some / any*  
*How much? / How many?*

Test your competences 3-4 p. 58

Extra practice 3-4 p. 59

## Functions

Asking and saying your name, your age, your favourite colour, the time, the date and your birthday

Pronunciation	Functions	Build your competences	Resources
/θ/ and /ð/	Greetings and introductions	<b>CLIL – Geography: Around the UK</b> <b>Reading:</b> Understanding an article about amusement parks in the United Kingdom <b>Listening:</b> Understanding two guys talking about their own cities <b>Speaking:</b> Introducing yourself to a companion giving personal information <b>Writing:</b> Writing a post in a blog giving personal information	<b>WORKBOOK</b> <b>Grammar reference</b> Section 1, 3, 4
/ɪ/ and /i:/	Talking about yourself and others	<b>Culture: Modern families</b> <b>Reading:</b> Understanding an article about the modern British family <b>Listening:</b> Understanding a guy talking about his family <b>Speaking:</b> Interacting in a dialogue talking about modern families <b>Writing:</b> Writing an email describing a typical family in your own country	<b>WORKBOOK</b> <b>Grammar reference</b> Section 7, 8, 18, 19, 28
/h/	Describing people physically	<b>Culture: Avatars</b> <b>Reading:</b> Understanding an article about avatars <b>Listening:</b> Understanding the description of applications related to avatars <b>Speaking:</b> Describing someone to let others guess who you are talking about <b>Writing:</b> Writing an email describing yourself and objects you own	<b>WORKBOOK</b> <b>Grammar reference</b> Section 9, 10, 18, 19, 20
/ə/ and /ʌ/	Shopping for food	<b>Culture: School menus</b> <b>Reading:</b> Understanding an article about a food blogger's story <b>Listening:</b> Understanding an interview about the importance of balanced diet in canteens <b>Speaking:</b> Interacting in a dialogue talking about your own diet <b>Writing:</b> Writing an email describing your school's canteen menu	<b>WORKBOOK</b> <b>Grammar reference</b> Section 6, 11-15

# Contents

Unit	Vocabulary	Grammar
<b>5</b> Daily routines p. 60	Daily routines Musical instruments	Past simple: be Adverbs of frequency Prepositions of time: <i>at, on, in</i> Prepositions of movement
<b>6</b> That's entertainment p. 70	Entertainment Adjectives to describe feelings	Past simple: regular/irregular verbs Affirmative: regular and irregular verbs Negative Questions and short answers
Test your competences 5-6 p. 80		Extra practice 5-6 p. 81
<b>7</b> I can dance p. 82	Sports The body	<i>can</i> and <i>could</i> (ability, permission, possibility) <i>very well, well, quite well, (not) at all</i> Imperative – Affirmative and negative <i>like / love / hate + -ing</i>
<b>8</b> What's the weather like? p. 92	The weather Clothes	be going to ... Comparison of adjectives – long adjectives <i>Have to</i> – for obligations <i>Like</i> as a preposition <i>must/mustn't</i> (permission, bans)
Test your competences 7-8 p. 102		Extra practice 7-8 p. 103
Word bank 1-8 pp. 104-112		

A poem to remember p. 113

Culture pp. 114-125 The British Isles • London • Wales • Scotland • Northern Ireland • British Food • Sports and leisure in the UK

Festivals pp. 126-128 Halloween • Christmas and Boxing Day • Pancake Day and Easter

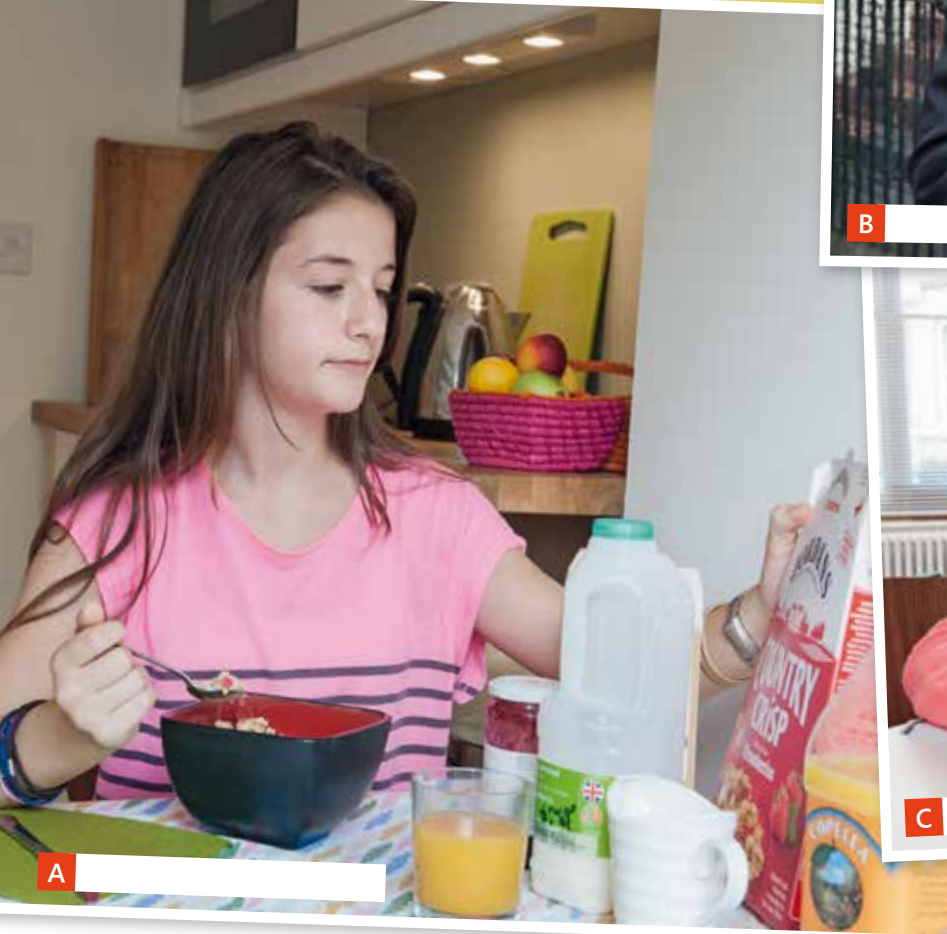
Drama Reader pp. 129-144 The Wonderful Wizard of Oz

Pronunciation	Functions	Build your competences	Resources
/s/, /z/ and /ɪz/	Talking about daily routines	<p><b>Culture: British teen life</b></p> <p><b>Reading:</b> Understanding an article about the routines of British teenagers</p> <p><b>Listening:</b> Understanding two guys talking about their own routines</p> <p><b>Speaking:</b> Interacting in a dialogue talking about what you do in your free time</p> <p><b>Writing:</b> Writing a letter describing a typical teenager's day</p>	<p><b>WORKBOOK</b></p> <p><b>Grammar reference</b></p> <p>Section 5, 15-17</p>
/ed/	Describing experiences	<p><b>Culture: Nelson Mandela</b></p> <p><b>Reading:</b> Understanding a text about the life of Nelson Mandela</p> <p><b>Listening:</b> Understanding a journalist talking about the day Mandela was set free</p> <p><b>Speaking:</b> Simulating an interview with Mandela with guidelines</p> <p><b>Writing:</b> Writing a simulated interview with Mandela with guidelines</p>	<p><b>WORKBOOK</b></p> <p><b>Grammar reference</b></p> <p>Section 29, 30</p>
/æ/ and /ɑː/	Talking about ability	<p><b>CLIL – PE: Team sports</b></p> <p><b>Reading:</b> Understanding an article about a sport</p> <p><b>Listening:</b> Understanding a conversation about sports</p> <p><b>Speaking:</b> Describing images by answering questions</p> <p><b>Writing:</b> Writing an email about your favourite sport</p>	<p><b>WORKBOOK</b></p> <p><b>Grammar reference</b></p> <p>Section 21-23, 25</p>
/dʒ/, /tʃ/ and /ʃ/	Talking about what we are doing	<p><b>CLIL – Science: Water, water, everywhere!</b></p> <p><b>Reading:</b> Understanding an article about the correct use and conservation of water</p> <p><b>Listening:</b> Understanding a speech about water as a resource</p> <p><b>Speaking:</b> Interacting in a dialogue talking about the usage of water</p> <p><b>Writing:</b> Writing an email about your holiday in an eco-friendly resort</p>	<p><b>WORKBOOK</b></p> <p><b>Grammar reference</b></p> <p>Section 24, 26-28</p>



# 5

# Daily routines



A



B




C

## Vocabulary ▶ Word Bank p. 109

1 Match the words in the two columns to find out daily activities.

- |                  |  |
|------------------|--|
| 1 arrive / leave | a breakfast / a shower / afternoon lessons |
| 2 catch          | b homework / sport                         |
| 3 do             | c home                                     |
| 4 get            | d to bed / to school                       |
| 5 play / chat    | e the bus / the train                      |
| 6 go             | f with friends                             |
| 7 have           | g TV                                       |
| 8 watch          | h to school / up                           |

2  Listen, check and repeat.

3 Look at the pictures on pages 60-61 and write the corresponding expression from Exercise 1 in the space.

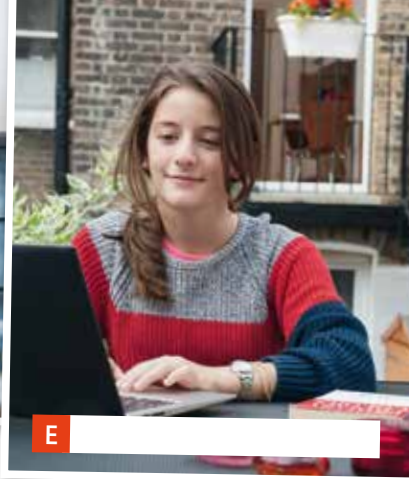
### LEARN TO LEARN

Which means of transportation do you usually use? Look at the different ways to express it in English:

I **catch** the bus / train.

I **go by** bus / train / car.

I go **on** foot.



5

## Presentation 1

4 Read and listen to a typical day of Laura, a young cellist.

# Inside the life of a music prodigy

My typical day? Are you ready to listen? OK, let's start. On weekdays I get up at 6.30 a.m., I have a quick shower and a big breakfast. I don't practise the cello before 7 a.m. because my sister complains! At 8 I go to school but I don't catch the bus as we live near the school. I have lunch at home with my mum. She doesn't work so she helps me organise my time. I get home from school at 3.30 in the afternoon and do my homework until 6. I try to practise the cello for 3 hours during the evening, but I take a lot of breaks to watch TV, play on the computer or chat to my friends. My mum says musicians go to bed early, so I'm always in bed before 10 p.m.! At weekends I listen to music or go out with my friends, but only if I don't have competitions or concerts.

### Glossary

practise	=	_____
complain	=	_____
I take a lot of breaks	=	_____

5 **Comprehension** Are these sentences *true* (T) or *false* (F)?

- |   | T                                   | F                        |
|---|-------------------------------------|--------------------------|
| Laura has breakfast before 7 a.m.                             | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 1 She catches the bus to school.                              | <input type="checkbox"/>            | <input type="checkbox"/> |
| 2 She has lunch at school.                                    | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3 She arrives home at 3 p.m.                                  | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4 She doesn't go to bed late during the week.                 | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5 At the weekend, when she's free, she goes out with friends. | <input type="checkbox"/>            | <input type="checkbox"/> |

6 Read the end of Lara's story and decide whether the sentences are true (T) or false (F).

Yesterday, I was up at 7 a.m. because it was Sunday. Life was never easy for artists especially women. For example, actors were only men. So, practising all day is not the worst thing.

- |   | T                                   | F                        |
|---|-------------------------------------|--------------------------|
| 1 Lara was up late.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2 In the past, both men and women were actors.                        | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3 Lara thinks that life for artists was always difficult in the past. | <input type="checkbox"/>            | <input type="checkbox"/> |

7 **Pairwork** Tell your partner about your typical day. Take notes about your partner's routine if necessary.

- A *I get up at 7, I have breakfast and I go to school by car. What about you?*  
 B *I get up at 7.15, I have a shower...*

8 **Over to you** Tell the class about your partner's typical day.

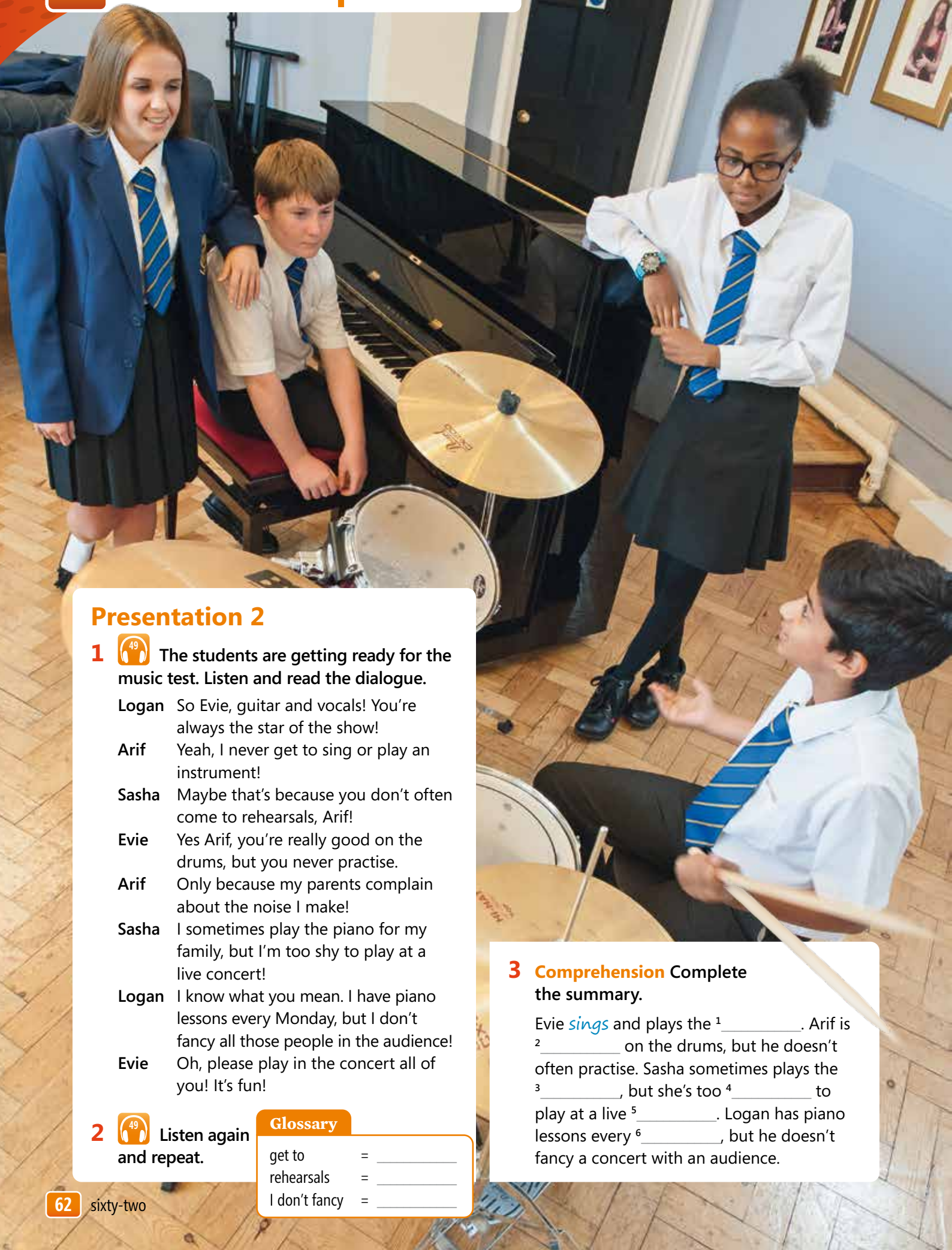
*Gemma gets up at 7, ...*

### → Be - Past Simple


*I **was** up at 6:30 a.m.  
 My grandma **was** an actor.  
 My parents **were** musicians.*



# 5 You never practise



## Presentation 2

**1**  The students are getting ready for the music test. Listen and read the dialogue.

- Logan** So Evie, guitar and vocals! You're always the star of the show!
- Arif** Yeah, I never get to sing or play an instrument!
- Sasha** Maybe that's because you don't often come to rehearsals, Arif!
- Evie** Yes Arif, you're really good on the drums, but you never practise.
- Arif** Only because my parents complain about the noise I make!
- Sasha** I sometimes play the piano for my family, but I'm too shy to play at a live concert!
- Logan** I know what you mean. I have piano lessons every Monday, but I don't fancy all those people in the audience!
- Evie** Oh, please play in the concert all of you! It's fun!

**2**  Listen again and repeat.

### Glossary

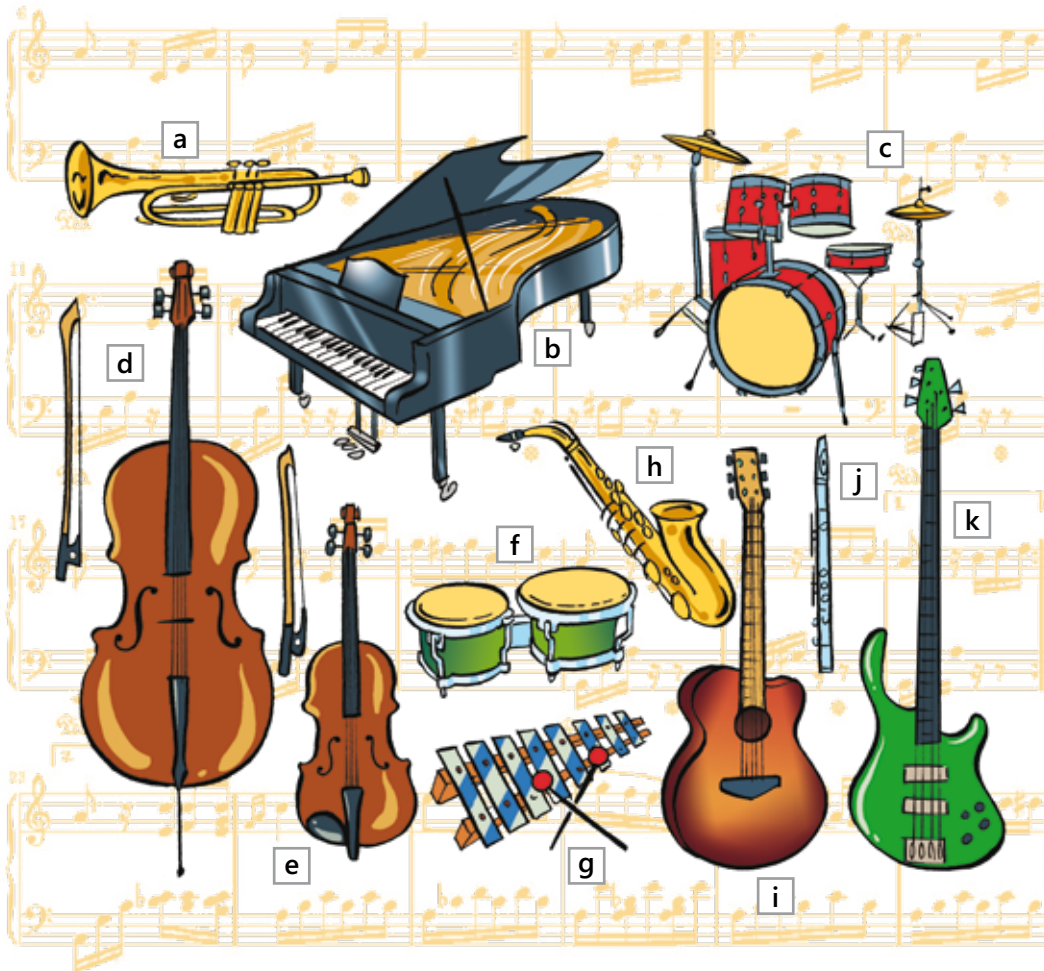
- get to = \_\_\_\_\_
- rehearsals = \_\_\_\_\_
- I don't fancy = \_\_\_\_\_

**3 Comprehension** Complete the summary.

Evie *sings* and plays the <sup>1</sup> \_\_\_\_\_. Arif is <sup>2</sup> \_\_\_\_\_ on the drums, but he doesn't often practise. Sasha sometimes plays the <sup>3</sup> \_\_\_\_\_, but she's too <sup>4</sup> \_\_\_\_\_ to play at a live <sup>5</sup> \_\_\_\_\_. Logan has piano lessons every <sup>6</sup> \_\_\_\_\_, but he doesn't fancy a concert with an audience.

## Vocabulary ▶ Word Bank p. 109

4 Match the words 1 – 11 with the pictures a – k.



### Musical instruments

- 1  piano
- 2  guitar
- 3  drums
- 4  trumpet
- 5  saxophone
- 6  flute
- 7  bass guitar
- 8  xylophone
- 9  violin
- 10  bongos
- 11  cello

5  What instruments do they play? Listen and complete the sentences.

David plays the *violin*, but he never practises.

- 1 Shanaz always plays the \_\_\_\_\_ when she's sad.
- 2 Julia and Pat usually take the \_\_\_\_\_ to parties.
- 3 Joseph sometimes plays the \_\_\_\_\_ in the school orchestra.
- 4 Tim and Ricky often play the \_\_\_\_\_ in music classes.

6 **Over to you** Add the adverbs of frequency and form sentences that are true for you.

- 1 I \_\_\_\_\_ play a musical instrument.
- 2 I \_\_\_\_\_ do sport.
- 3 I \_\_\_\_\_ sleep at my best friend's house.
- 4 I'm \_\_\_\_\_ late for school.
- 5 I \_\_\_\_\_ go to bed after midnight!

7 In groups of four, discuss and write the ideal routine for a student of your age and share it with the class.

### → Adverbs of frequency

0% —————> 100%  
never sometimes often usually always

*In our ideal routine, students  
get up at...  
They never...  
They sometimes...*



# 5 Grammar

## Adverbs of frequency

### → FOCUS

0% —————> 100%  
**never sometimes often usually always**

I **never** study in the evening.  
 She **sometimes** goes to concerts.  
 We **often** go to the cinema.  
 They **usually** get up at 8 a.m.  
 You are **always** late for school.

Adverbs of frequency are used to indicate the frequency of an action.  
 The adverbs of frequency come **after** the verb *be*, but placed **before** other verbs.

### 1 Translate the adverbs of frequency into your native language.

- 1 never \_\_\_\_\_
- 2 sometimes \_\_\_\_\_
- 3 often \_\_\_\_\_
- 4 usually \_\_\_\_\_

### 2 Describe how often Aisha does the following activities.

always / walk to school  
*Aisha always walks to school.*

- 1 never / be late for her lessons
- 2 often / finish classes at 2 p.m.
- 3 always / go to music lessons
- 4 sometimes / help her mum at home
- 5 often / play with her little brother
- 6 usually / do her homework after dinner

## Prepositions of time: at, on, in

### → FOCUS

School starts **at** 9 o'clock.  
 I don't go to school **on** Sundays / **on** 25th December.  
 I have long holiday **in** summer.

We use **at** with times, holidays, meals (*at 2 p.m. at Christmas, at lunch and in expressions such as at the weekend, at night, at noon / midnight.*

We use **on** with the days of the week and dates (*on Monday, on someone's birthday, on 1st January.*)

Preposition **in** is used with the parts of the day (*in the morning / afternoon / evening*), months, seasons and years (*in February, in summer, in 2021.*)

### 3 Complete the text with the correct prepositions of time.

The Science Museum in London opens every day **at** 10 a.m. and closes <sup>1</sup> \_\_\_\_\_ 6 p.m. <sup>2</sup> \_\_\_\_\_ summer and <sup>3</sup> \_\_\_\_\_ winter. It is closed <sup>4</sup> \_\_\_\_\_ Christmas, <sup>5</sup> \_\_\_\_\_ 24th, 25th and 26th December. There are special tours and events. The tour of the Exploring Space gallery starts <sup>6</sup> \_\_\_\_\_ 2 p.m. <sup>7</sup> \_\_\_\_\_ the school holidays.

### 4 Round up! Complete the dialogue with the verbs in the box and add the prepositions of time: at, on or in.

have are don't go ~~starts~~ finishes

David Tell me about your week at school.

Luca Boring! School **starts** <sup>1</sup> \_\_\_\_\_ <sup>2</sup> \_\_\_\_\_ 8.30 a.m. and <sup>3</sup> \_\_\_\_\_ 1.30 p.m. every day. And we <sup>4</sup> \_\_\_\_\_ classes <sup>5</sup> \_\_\_\_\_ Saturdays too!

David Really? We <sup>6</sup> \_\_\_\_\_ to school <sup>7</sup> \_\_\_\_\_ weekends in Wales.

Luca Lucky you! How long <sup>8</sup> \_\_\_\_\_ your summer holidays? In Italy we get three months!

David That's incredible. We only have six weeks!

### 5 Listen and check.

## Prepositions of movement / place: by, on, at

### → FOCUS

The car is travelling **at** 50km an hour.  
 Do you like travelling **by** train?  
 She goes to school **on** foot.

### 6 Complete the sentences with the correct prepositions of movement.

- 1 Jane likes to walk. She always goes to work \_\_\_\_\_ foot.
- 2 She usually goes to work \_\_\_\_\_ car.
- 3 Are you afraid when you are travelling \_\_\_\_\_ plane?

▶ Grammar reference 15, 16, 17



## be: Past simple Affirmative

I / He / She / It	was
We / You / They	were

### → FOCUS

I **was** up at 7 o'clock.  
The life of artists **was** difficult.  
They **were** happy.

The **Past simple** of be has two different forms: **was** and **were**.

We use *Past simple* for actions, events and situations that happened at a definite time in past. We use expressions like: *yesterday, last night, in September, two days ago, in 1978.*

My little brother **was** hungry after school.  
I **was** late for class yesterday.  
Last weekend we **were** at the museum.

## 7 Complete the sentences with the appropriate Past simple form of be.

I **was** home at 8.

- They \_\_\_\_\_ at school at 7 yesterday morning.
- You and I \_\_\_\_\_ at a café together.
- I \_\_\_\_\_ in England last summer.
- My birthday \_\_\_\_\_ a month ago.
- We \_\_\_\_\_ home at 4 p.m.

## 8 Circle the correct answer.

They were / was here last Sunday.

- The film *was* / *were* funny.
- The weather *were* / *was* beautiful yesterday.
- Jill *was* / *were* at the doctor's.
- My grandparents *was* / *were* farmers.
- I *was* / *were* in a different class last year.

▶ Grammar reference 5

## be: Past simple Negative

Full form	Contracted form
I/He/She/It was not	I/He/She/It wasn't
We/You/They were not	We/You/They weren't

### → FOCUS

We **were** at the restaurant, but the food **wasn't** good.  
The artists **weren't** famous.  
**was + not = wasn't**  
**were + not = weren't**

## 9 Write sentences from exercise 8 in negative form.

They **weren't** here last Sunday.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## 10 Write sentences in the affirmative (✓) or negative (✗) form.

I / in London / last summer (✗)

*I wasn't in London last summer.*

- The boys / at the football match/yesterday. (✓)  
\_\_\_\_\_.
- Evie / at home / last Sunday. (✗)  
\_\_\_\_\_.
- You / at the party / last night. (✗)  
\_\_\_\_\_.
- We / in Dublin / two months ago. (✓)  
\_\_\_\_\_.
- My friend and I / in the USA / last year. (✓)  
\_\_\_\_\_.

# 5 Grammar

## be: Past simple

### Questions and short answers

Full form	Full form	Contracted form
Was I happy?	Yes, I was.	No, I wasn't.
Were you happy?	Yes, you were.	No, you weren't.
Was she / it / he happy?	Yes, he / she / it was.	No, he / she / it wasn't.
Were we / you / they happy?	Yes, we / you / they were.	No, we / you / they weren't.

### → FOCUS

What **was** the weather like yesterday?  
**Was** Samantha born in Serbia? Yes, she **was**.  
**Were** your parents or grandparents from France?  
 Yes, they **were**. No, they **weren't**.

**11** Write the sentences from exercise 10 again in the interrogative form.

*Was I in London last summer?*

**12** Write the questions and then give short answers in the affirmative (✓) or negative (✗) form as indicated in the brackets.

the job / difficult (✓)

*Was the job difficult? Yes, it was.*  
 the artist / rich (✗)

*Were the artists rich?*  
*No, they weren't.*

1 the magic tricks / funny (✗)

2 the children's hands / dirty (✓)

3 the science exam / easy (✗)

4 your new jacket / expensive (✗)

5 their homework / interesting (✓)

6 the book / boring (✓)

## there was / there were

### → FOCUS

*There was* a big fire last night.  
*There were* many firefighters on the scene.  
 I'm afraid we are late. *There was* a train at 11 o'clock.

**13** Complete the text with *there was*, *there were*, *there wasn't* or *there weren't*.

*There was* a big fire in our school last night. It was in the kitchen and it was very dangerous because \_\_\_\_\_ a smoke alarm and \_\_\_\_\_ any fire extinguishers. We were lucky because \_\_\_\_\_ two fire escapes, but \_\_\_\_\_ a ramp. \_\_\_\_\_ lots of students outside. \_\_\_\_\_ many teachers also.

**14** Complete the journalist's interview.

A *Was there* a big fire at your school?

B Yes, \_\_\_\_\_.

A \_\_\_\_\_ a fire alarm?


B No, \_\_\_\_\_.


A \_\_\_\_\_ any fire escapes?

B Yes, \_\_\_\_\_ two.

### ▶ Grammar reference 5

## Pronunciation: /s/, /z/, /ɪz/

**1**  Listen and repeat the tongue twister.  
 Zac says it's a song for his lizards.

**2**  Listen and write the words in the box in the correct columns. Then listen again and repeat.

soft zip is churches waits dreams please  
 lesson manages talks washes goes does sleeps

/s/	/z/	/ɪz/

## Talking about daily routines

1  Watch the video and complete Elis and Amy's agendas with their appointments for the week.




### USEFUL LANGUAGE

When are you free?  
 I'm free / not free on...  
 I always have...  
 I usually play... on...  
 What about on... ?  
 I usually do...  
 Every day  
 In the morning  
 That's not a problem.

Amy's weekly planner				
Monday	Tuesday	Wednesday	Thursday	Friday

Elis's weekly planner				
Monday	Tuesday	Wednesday	Thursday	Friday
			maths lesson	

2  Watch the video again and complete Elis and Amy's dialogue.

I always have I often help my mum I sometimes go  
 I'm never free ~~I'm usually free~~  
 is always out usually free on Tuesdays

**Amy** When are you free to do our science project?  
*I'm usually free* on Thursdays.

**Elis** <sup>1</sup> \_\_\_\_\_ a maths lesson on Thursdays.  
 What about Friday? <sup>2</sup> \_\_\_\_\_ to my dad's house but...

**Amy** No, I always go to drama club and <sup>3</sup> \_\_\_\_\_  
 on Mondays as I have dance class.

**Elis** ... and I play tennis on Mondays, but I'm  
<sup>4</sup> \_\_\_\_\_. What about you?

**Amy** <sup>5</sup> \_\_\_\_\_ with the shopping on Tuesday,  
 but that's not a problem...

**Elis** Cool! Tuesday it is! Where?

**Amy** My house, as my mum <sup>6</sup> \_\_\_\_\_ shopping  
 on Tuesday!

3 **Kids at work!** Talk to your partner about a free afternoon to study together with him / her.

When are you free?

*I'm not free on Monday because I usually do karate. Are you free on Tuesday?*

*No, I always play football on Tuesdays and Thursdays.*

# 5 Build your competences

## British teen lives

### Warm up

1 In your opinion, which of the following activities do British teenagers do in their free time?

- eat at restaurants     play sport     go shopping     go to church  
 go to the park     listen to music     play computer games     play in a band

### Reading

2 Read the texts and check your answers.

#### ZOE

I watch a lot of TV as I love manga cartoons, so I download them on my tablet too! I don't often go out with my friends. We usually meet in our houses, listen to music, chat, watch films or sometimes try to draw our own cool manga storyboards!



#### ESTHER

I love fashion so my favourite pastime is shopping! I always go to town with my friends on Saturday, but we usually just window shop as we haven't got any money! We sometimes eat fast food or go to the cinema in the evening.



#### DYLAN

I'm never at home at weekends! I go to the park with my friends to skateboard. We often have competitions, and the loser always buys the winner some chocolate or an ice cream. I always win! I'm the best!



#### ANDY

I don't often leave my bedroom because I have all my favourite things there: my TV, books, guitar, music system. My mum often brings me food and drinks at lunch and dinner time. Life is sweet!



3 **K** Indicate whether these sentences are *true* (T) or *false* (F).

- Zoe watches manga cartoons on her tablet.
- 1 She usually goes out with friends.
  - 2 Esther loves shopping.
  - 3 She usually buys a lot of clothes.
  - 4 Dylan is usually at home with friends at weekends.
  - 5 He is very good at skateboarding.
  - 6 Andy plays the guitar.
  - 7 He doesn't often go out with friends.
  - 8 His mum makes dinner for his friends.


- | T                                   | F                        |
|-------------------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/>            | <input type="checkbox"/> |
| <input type="checkbox"/>            | <input type="checkbox"/> |
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| <input type="checkbox"/>            | <input type="checkbox"/> |

#### Glossary

own	=	_____
window shop	=	_____
loser	=	_____



## Listening

- 4  **K** Listen to the phone call between Katie and Ryan and complete the note.

**Drama class**

**when:** Tuesday at \_\_\_\_\_

**teacher:** \_\_\_\_\_

**how much:** \_\_\_\_\_ every lesson

**where:** \_\_\_\_\_

**teacher's phone number:** \_\_\_\_\_

**phone after:** \_\_\_\_\_

## Speaking

- 5 **T** **Pairwork** Talk about what you usually do in your free time. Follow the given suggestions.

### Tell me about...

- your daily routine; *I get up at... and have breakfast. Then I ...*
- when and how you go to school; *I go to school by / on...*
- the subjects you study at school and which you like / don't like; *I study... and I like..., but I don't like...*
- when school finishes; *School finishes at...*
- when you do homework; *I do my homework at...*
- how you spend your free time; *In my free time, I...*
- which activities in exercise 1 you prefer and why. *I prefer shopping because I like fashion.*




## Writing

- 6 **K** **T** Imagine that this is your agenda. Write a letter to your best friend to describe your typical day. Use the suggestions in Exercise 5 as examples.

7.30	bus to school
8.00	school starts
10.15 – 10.30	break
12.30 – 1.30	lunch
3.30	school finishes
3.45 – 4.45	football practice
5.15	bus home
6.00	dinner
7.00 – 8.00	homework
8.00 – 10.00	TV/computer games
10.00	bed



 **VideoSprint** Record a video with at least three places you usually go in your free time. Prepare a brief description.

**SprintAhead** Bring a book that you like or that you've read. Be ready to review it in the next lesson.



## Daily routines



get up



have breakfast



have a shower



leave home



catch the bus



go to school



have lunch



do afternoon lessons



arrive home



do homework



do sport



play with friends



play computer games



have dinner



chat to friends



go to bed

## Musical instruments



piano



guitar



drums



trumpet



saxophone



flute



violin



xylophone



bass guitar



bongos



cello



keyboard

# The British Isles

1 Look at the map and put each name in the correct space.

- |                     |                  |
|---------------------|------------------|
| 1 The British Isles | 4 Orkney Islands |
| 2 Isle of Wight     | 5 Hebrides       |
| 3 Shetland Islands  |                  |

2 Read the text and check your answers.

People are unsure about the difference between the terms United Kingdom, Great Britain and the British Isles. The United Kingdom of Great Britain and Northern Ireland is the political union of England, Wales, Scotland and Northern Ireland. Great Britain is a geographical term which indicates England, Scotland and Wales, but not Northern Ireland.

The British Isles is also a geographical term that includes the two main islands of Great Britain and Ireland, including the Republic of Ireland, where people are Irish, not British, and over 6,000 little islands around the UK. Far north are the Shetland Islands; to the west the Hebrides and the Orkney Islands are just off the most north-easterly point of the UK. At the other end of the UK, south-west, are the Isles of Scilly. And off the south-east coast of England is the Isle of Wight, also nicknamed the Ghost Isle or the Dinosaur Isle!

The UK flag, or 'Union Jack', is red, white and blue and it includes the crosses of the English, Scottish and Northern Irish flags, but not the Welsh flag, a red dragon. There are symbols for each country too: a red rose for England; a thistle for Scotland; a shamrock for Northern Ireland; a leek or a daffodil for Wales.

The population of the UK is over 63 million, with over 53 million people in England, over 5 million in Scotland, almost 2 million in Northern Ireland and over 3 million in Wales.

London is the capital city of England and the UK and it is a very international city with residents from many different countries. Other important English cities are Birmingham, Leeds, Manchester and Liverpool. Edinburgh is the capital of Scotland, Cardiff of Wales and Belfast of Northern Ireland.

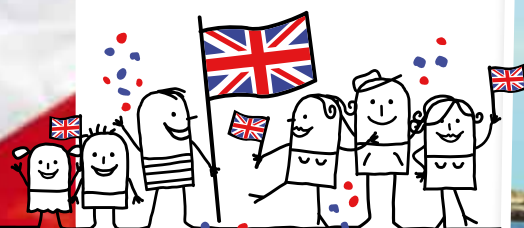
English is the official language of the United Kingdom. Other recognised regional languages are Irish, Scottish Gaelic, Welsh and Cornish.



Kisimul Castle, Outer Hebrides

## Glossary

off	=	_____
thistle	=	_____
shamrock	=	_____
leek	=	_____
daffodil	=	_____

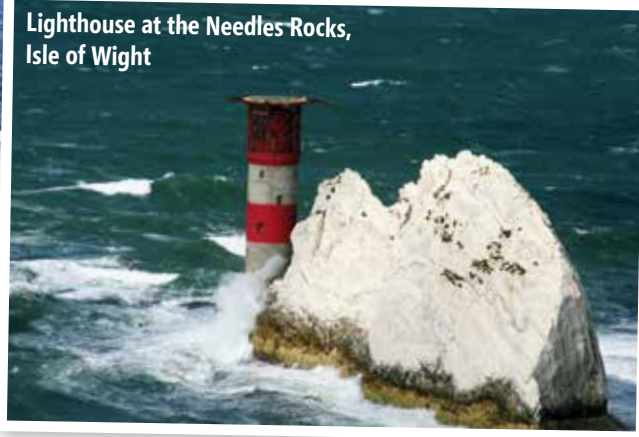






# Culture

5 Complete the table with the information from Exercise 2.



Lighthouse at the Needles Rocks, Isle of Wight

3 Complete the card with the missing information.

Great Britain    United Kingdom    The British Isles

- 1 \_\_\_\_\_: England, Scotland, Wales and Northern Ireland
- 2 \_\_\_\_\_: England, Scotland and Wales
- 3 \_\_\_\_\_: Great Britain, Ireland and over 6,000 little islands

4 Read the text again and complete the sentences with the words in the box.

~~London~~    The Isle of Wight    63 million  
 The Isles of Scilly    The Orkney Islands  
 Cardiff    Union Jack

*London* is the capital city of England and the UK.

- 1 \_\_\_\_\_ are off the UK's most north-easterly point.
- 2 \_\_\_\_\_ are off the south-western part of the UK.
- 3 \_\_\_\_\_ is nicknamed the Ghost Isle or the Dinosaur Isle.
- 4 \_\_\_\_\_ is the name of the UK flag.
- 5 \_\_\_\_\_ is the population of the UK.
- 6 \_\_\_\_\_ is the capital of Wales.

	UK
Official name	<i>The United Kingdom of Great Britain and Northern Ireland</i>
Geographical parts	
Main islands / groups of islands	
Flags	
Symbols	
Population	
Main languages	



Troy Town Maze, Scilly

## COMPARING CULTURES

6 **Pairwork** Speak to your partner about the differences between the United Kingdom and your country by answering the questions.

- Are they geographically different?
- What are the names of the flags of each country and what colours are they?
- Are there different symbols in each country? What are they?
- What is the population of each country?
- Are there different languages? Which ones?



# Culture

## LONDON

1 Look at the pictures and match them with the correct titles.

- 1  B Kew Gardens
- 2  London Eye
- 3  Eros in Piccadilly Circus
- 4  Speakers' Corner
- 5  Public transport
- 6  Big Ben and Houses of Parliament
- 7  Trafalgar Square



2 Read the text and check your answers.



## Facts and figures about London

London is a really famous city all over the world. There are more visitors to the **London Eye** every year than to the Pyramids! From the giant observation wheel in central London, on a clear day there are spectacular views of London in all directions for 40km, but it isn't very fast: just double the speed of a tortoise!

A short distance from Whitehall, the administrative heart of London, and very near the Houses of Parliament, is Number 10 **Downing Street**, the British Prime Minister's official residence. For security reasons it is impossible to open the door to Number 10 from the outside, there isn't a handle! Number 10 is also home to Larry, a five-year-old cat from London's famous Battersea Dogs and Cats home. His official title is Chief Mouser to the Cabinet Office! London is a very green city and about one third of it is parks and open spaces. In **Hyde Park** it is also possible to speak on any subject at **Speakers' Corner**. Famous past speakers include Marx, Lenin and Orwell!

**Kew's Botanic Gardens** is one of four UNESCO world heritage sites in London. There are 50,000 different plant species and a special treetop walkway 18m high and 200 m long. In Kensington Gardens there is the statue of children's literature character Peter Pan. Other iconic statues in London include Nelson in **Trafalgar Square**; Eros, god of love in **Piccadilly Circus**, and Britannia, the female personification of Britain from Roman times.

London is a fantastic city for sports too. It is the only city to host the Olympic Games three times, and is home to 13 professional football teams, but only one team, Arsenal, is also the name of an underground station. The 'Tube', the nickname of the London underground, is actually over 150 years old and home to about half a million London mice, made famous in a series of children's books called *Underneath the Underground*. Alternatively there are red double-decker buses, or black cabs for mouse-free travel in London!

### MORE FIGURES

The capacity of the London Eye is 800 passengers and it travels at 26cm per second.

The London underground is used for 3.5 million journeys a day on 11 different lines.

Six million passengers use 7,500 double-decker buses to and from 19,500 bus stops in London.

There are over 8,000 cheap public bikes at 550 docking stations around London, and 23,000 black cabs in London.

### Glossary

wheel	=	_____
handle	=	_____
world heritage	=	_____
mouse-free	=	_____





E



F



G



### 3 Read the text again and answer the questions.

What is the London Eye? *It's a giant observation wheel in central London.*

- Who is Larry and where is he from?
- Why isn't there a handle on the door to 10 Downing Street?
- Where is Speakers' Corner?
- At what time in history is Britannia from?
- How old is the London underground?
- What means of transport are mouse-free in London?

### 4 **K** Listen to a tour guide describing the view from the London Eye and answer the questions.

Today the weather is...

- A bad.      **B** good.      C OK.

- The residence of King Henry VIII was...  
A Hampton Court.  
B St James's Palace.  
C Windsor Castle.
- Wimbledon is the centre of British...  
A cricket.      B football.      C tennis.
- The Tower of London is famous for its...  
A silhouette.  
B torture chamber.  
C wall.
- Regent's Park is home to a...  
A zoo.      B museum.      C circus.

### 5 **Pairwork** Complete a Factfile about your city. In pairs, ask and answer these questions.

#### FACTFILE

City name:

Means of transport:

Places of interest:

Sports teams:

Important information:

*What's the name of your town or city? Is there...? What different means of transport...? Are there...? What important...?*

## COMPARING CULTURES

### 6 Imagine you are on a Ferris Wheel looking over your city. Describe what you see.

- What are the main tourist attractions?
- Where are they?
- Are there parks, football grounds or castles visible?
- Which are your favourites?

*From the Eye it is possible to see...*

*It is also possible to see...*

*There is / are ... visible from the Eye.*

*My favourite tourist attractions are...*