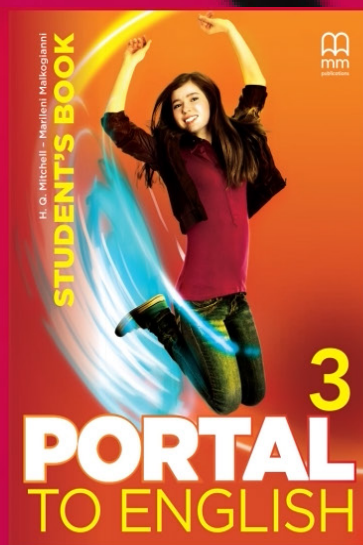
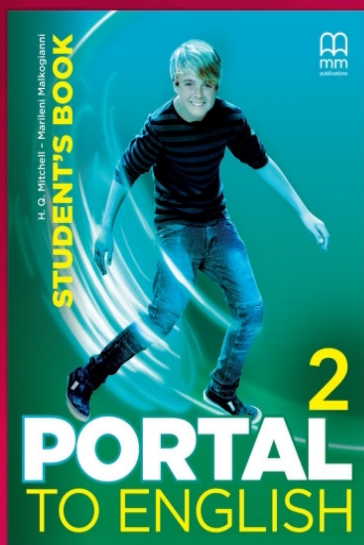
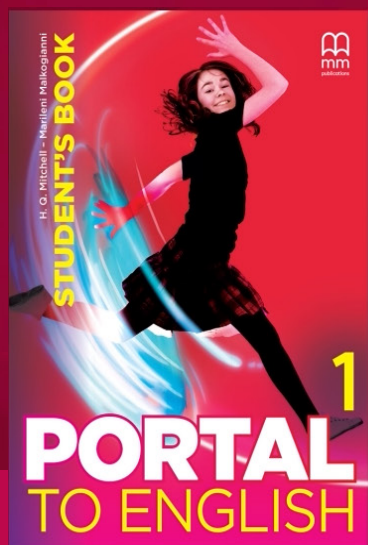


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Serie adaptada a  
los requisitos de  
la **LomLoe**.

# PORTAL TO ENGLISH



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# PORTAL

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Portal to English is a brand new series designed to engage learners and to equip them with the skills necessary to excel in the modern, ever-changing world.

**4 LEVELS** ■■■■

**Beginners to Intermediate**

**A1, A2, B1**

**Portal to English** is an inspiring course for teenagers which takes learners from Beginners to Intermediate level. The course follows the requirements of the Common European Framework of Reference and focuses on the systematic development of key competences. The course is organised in topic-based modules, which allows learners to deal with a variety of topics in depth. In this way, learners are enabled to communicate successfully in English in a wide range of social situations and environments.

## COURSE FEATURES

- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting functional language in real-life situations
- An integrated approach to the development of the four skills
- Systematic development of reading and listening skills and subskills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- Progressive development of speaking skills through functional language
- Step-by-step approach to writing
- Activities designed to develop 21st century skills
- Activities encouraging critical thinking and personal response
- Practical tips helping students to become autonomous learners
- A round-up section in each module providing regular revision and consolidation
- Culture and CLIL pages including projects
- Songs
- A grammar reference section
- Three videos per module

**and much, much more!**





# Components

## FOR STUDENTS



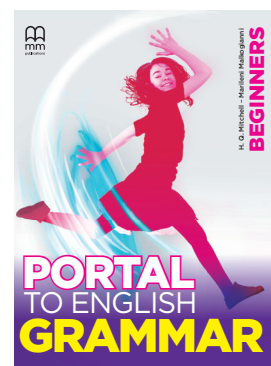
Student's Book



Full-colour Workbook



Student's  
CD-ROM



Grammar Book

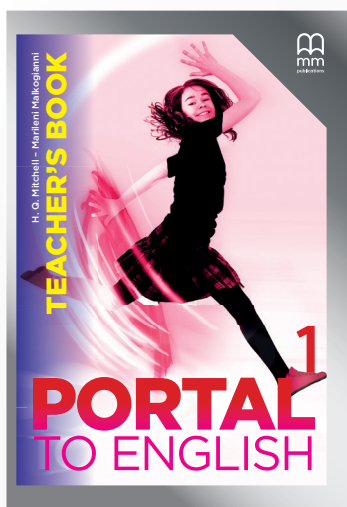


Online multimedia  
resources for students

- Practice (extra activities)
- Tests
- Vocabulary List



## FOR TEACHERS



Interleaved Teacher's Book



Class CDs



Teacher's Resource CD/CD-ROM  
(including Tests for the coursebook,  
Grammar Tests, key to Grammar Book  
activities and video worksheets with  
teacher's guide)



Interactive Whiteboard Material  
(also including videos and games)

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• How do you spell...?	• a/an
• What's your phone number?	• this/that
• How old are you?	• Plurals (regular -s)
• What's the time?	• Imperative
<b>Module 1 This is me</b>	
• The verb <i>be</i>	
• Possessive adjectives	
• What...? / Who...?	
• Where... from?	
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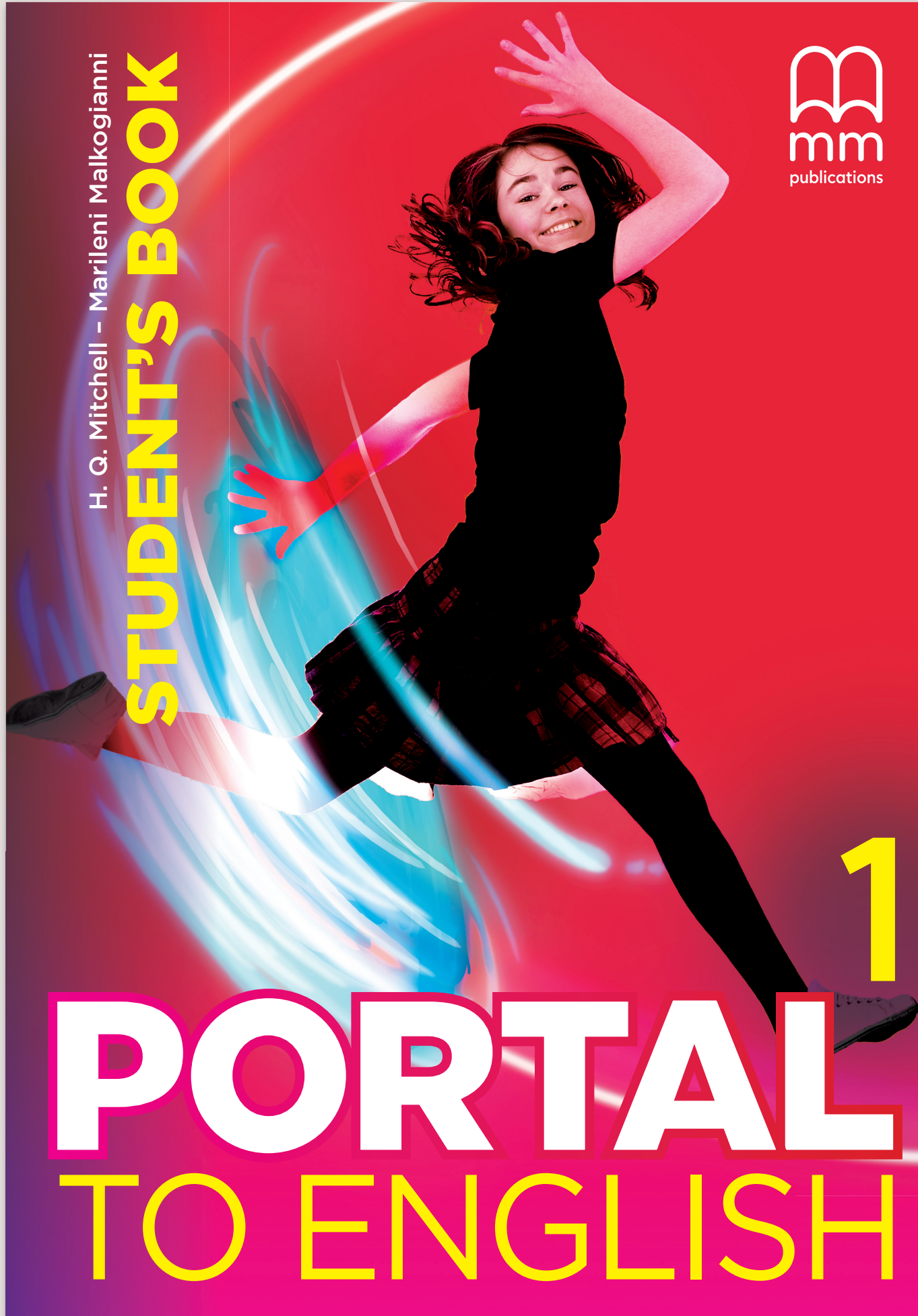
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H. G. Mitchell – Marileni Malkogianni

**STUDENT'S BOOK**



**1**

# **PORTAL** **TO ENGLISH**



introduction to the topic of the module through visual prompts and brief discussion

# 3 DAY IN DAY OUT

Monday

Wednesday

Sunday

Tuesday

Thursday

Friday

Saturday

## Discuss:

- Can you put the days of the week in the correct order? Write 1-7. Then listen and check. 🔊
- What day is it today?
- Which days are weekdays and which are the weekend?
- What's your daily routine like? How busy are you?

objectives of module clearly presented

## In this module you will learn...

- to talk about routines and habits
- to talk about your free-time activities
- to talk about the means of transport people use
- to say how often you do things
- to talk about your likes and dislikes (e.g. sports)
- to give an opinion
- to write about your favourite day of the week



Portal to Module 3

short video introducing the topic of the module



3a

## Vocabulary

Listen and repeat.



get up



have a shower



brush my teeth



get dressed



go to school



have breakfast/  
lunch/dinner



get home



do homework



go to bed

### NOTE

With actions, we use **have**, not **have got**.  
*Ted has breakfast every morning.*  
*I have a shower every evening.*

warm-up activities  
introducing the topic

## Read

**A** Look at the pictures and the title of the comic strip. What do you think the comic strip is about? Listen, read and check your answers.

# STUDENT OR TEACHER?



*I get up at 7.00 and make breakfast with my mum. Then I go to school.*



*My teacher probably gets up at 8.00.*



*We learn lots of things at school, but we have tests, too. Tests aren't easy!*



*My teacher corrects tests. That's easy.*



*I get home at 4.30 and do my homework. Boring! After dinner, I watch TV. I go to bed early. Weekdays aren't fun!*



*My teacher probably goes out with friends, and goes to bed late! I want to be a teacher, too!*

**B** Read again and write **T** for True or **F** for False.

1. The girl goes to school at 7.00 in the morning.
2. On Mondays, the teacher gets up at 6.30.
3. Tests are hard work for the girl and the teacher.
4. The girl watches TV and then has dinner.
5. After school, the teacher meets her friends.

animated comic strips presenting language in an engaging and motivating manner



an inductive approach to presenting grammar

# Grammar

▶ Portal to Grammar

## Present Simple (affirmative)

I	cook	He	cooks
You	watch	She	watches
We	go	It	goes
They	study		studies

**BUT**

We use the **Present Simple** for habits or actions that happen regularly.

grammar clearly presented and practised

grammar explanations and grammar reference section at the back of the book

I get up at 6.30 on weekdays. I go to school at 7.30 and get ready for class.



I've got fifty tests to correct. This is hard work!



I get home at 6 p.m. Then I've got housework and work for school, too. I want to be a student again!



## Prepositions of time

<b>at</b>	ten o'clock, half past one, etc. the weekend noon/midday/night/midnight
<b>in</b>	the morning, the afternoon, the evening Monday, Tuesday, etc.
<b>on</b>	Sunday morning/afternoon/evening/night weekdays

Complete with the Present Simple of the verbs in brackets and circle the correct preposition in blue.

1 **On / At** weekdays, I 2 ..... (get) home from school 3 **at / in** three o'clock. I 4 ..... (do) my homework and then 5 ..... (play) football with my friends.  
6 **On / In** the evening, my mum 7 ..... (make) dinner and my dad 8 ..... (help) her. After dinner, we 9 ..... (watch) TV.

## Pronunciation

**A** ▶ Listen and repeat. What's the difference between **a**, **b** and **c**?

**a.** gets **b.** does **c.** watches

**B** ▶ Listen and tick (✓) the sound you hear.

	gets /s/	does /z/	watches /ɪz/
writes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
plays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
speaks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
brushes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

pronunciation activity

## Speak & Write

short writing activity

**C** Find the words **early**, **easy** and **boring** in the text. Then find their opposites in the text.

early ≠ .....  
easy ≠ .....  
boring ≠ .....

**A** Talk in pairs about the time you **get up** and **go to bed** on weekdays and at the weekend.

*On weekdays, I get up at 8.00. What about you?*  
*On weekdays, I...*  
*At the weekend, I...*  
...

**B** Write a few sentences about the time you **get up** and **go to bed** on weekdays and at the weekend. Then write about a friend.

On weekdays, I get up at...  
At the weekend, I...  
On weekdays, Kelly gets up at...  
At the weekend, she...

various speaking activities

# 3b

## Vocabulary

**A** Listen and repeat.



shop assistant



doctor



police officer



chef



dentist



photographer



waiter/waitress



farmer



firefighter



nurse

**B** Discuss.

- Which of the people above can you find in a...?



shop



restaurant



hospital

- Which of the people work outdoors?
- Which of the people wear a uniform or special clothes?

activities focusing on reading for gist

## Read

**A** Read the text and match the questions a-c with the paragraphs 1-3. Then listen and check your answers.

- Do you relax in the afternoon?
- Do you like your jobs?
- Do you start your day early?



## A Day in the Life of a Superhero

### Steve

**1** Yes, I do. In the morning, I work at a comic bookshop, but I don't work there all day. I start work at nine o'clock and I finish at one o'clock. I love comics.

**2** No, I don't. You see, I've got two jobs, but I don't mind! In the afternoon, I work at a children's hospital. I'm not a doctor, I'm not a nurse, I'm a superhero! I wear a cool superhero costume and I visit the children. We play games and read books. Kids love superheroes!

**3** Of course I do! Every day I meet new people – at the shop and at the hospital. That's my favourite part!

various text types presenting topics relevant to students' age and interests

emphasis on vocabulary presented through visual prompts

variety of activities helping to consolidate vocabulary e.g. categorising



# Grammar

Portal to Grammar

## Present Simple (negative-questions)

NEGATIVE	
I	don't (=do not) play
You	
He	
She	doesn't (= does not) play
It	
We	
You	don't (=do not) play
They	

QUESTIONS	
Do	I play?
	you
	he
Does	she play?
	it
	we
Do	you play?
	they

SHORT ANSWERS	
Yes, I do.	No, I don't.
	you
	he
Yes, she does.	No, she doesn't.
	it
	we
Yes, you do.	No, you don't.
	they

Complete the sentences with **do**, **does**, **don't** or **doesn't**.

- A:** ..... your dad work at weekends?

**B:** Yes, he ..... He's a doctor at Mayfield Hospital.

**A:** What about your mum?

**B:** My mum ..... work at weekends. She's a teacher.
- A:** ..... you like football?

**B:** Yes, I ..... I'm crazy about it.

**A:** ..... your brother like football, too?

**B:** No, he ..... He ..... like sports.
- A:** ..... your cousins live in London?

**B:** No, they ..... They ..... live in England. They live in Paris.

# Barton

**B** Read again and complete the sentences with a **word** or **short phrase**.

- Steve works at a ..... and at a .....
- His morning job starts at ..... and finishes at .....
- In his afternoon job, Steve wears a ..... costume.
- The children read ..... and play ..... with Steve.
- Steve meets ..... at his jobs.

activities focusing on reading for detail

## Listen

Listen to three dialogues and choose **a** or **b**.

### Dialogue 1

Diane's sister is a ..... at a pizza restaurant.

- a.** waitress **b.** chef

### Dialogue 2

Ted finishes work at ..... on Tuesdays.

- a.** 5.00 **b.** 8.00

### Dialogue 3

Alex and Jack ..... on Thursdays.

- a.** play basketball **b.** watch basketball on TV

a variety of listening tasks

## Speak

### GUESSING GAME

Go to the Speaking Activities section.




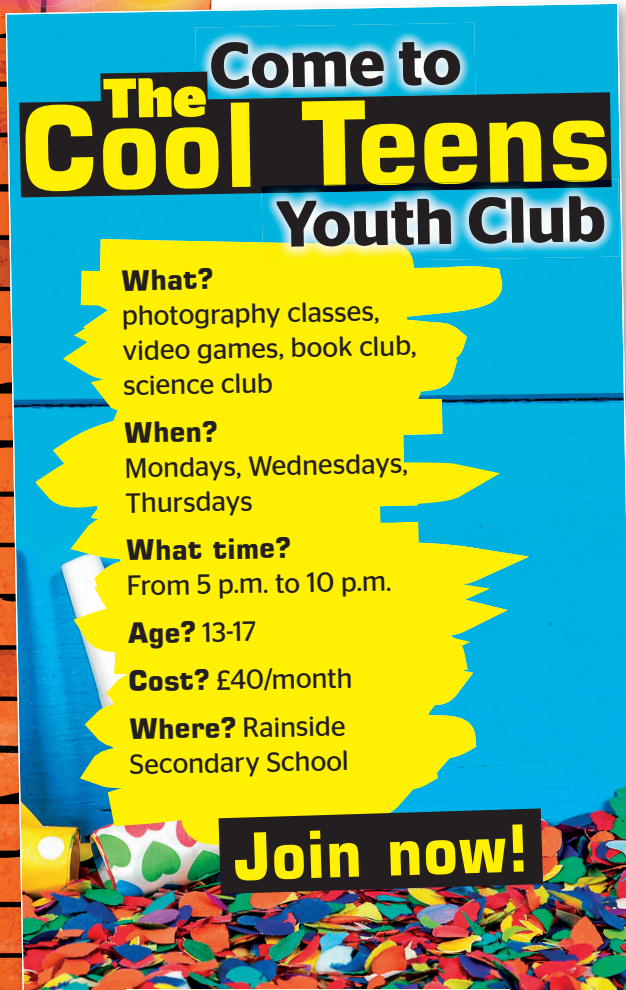
systematic development of reading skills

3c

## Read

**A** Read the flyer and the sentences 1-4. Write **T** for True or **F** for False.

**B**  Look at the picture. What do you think the dialogue between the two boys is about? Listen to the dialogue and check your answers. Then read it out in pairs.



**Come to**  
**The Cool Teens Youth Club**

**What?**  
photography classes,  
video games, book club,  
science club

**When?**  
Mondays, Wednesdays,  
Thursdays

**What time?**  
From 5 p.m. to 10 p.m.

**Age?** 13-17

**Cost?** £40/month

**Where?** Rainside  
Secondary School

**Join now!**

1. The youth club is open every day. ☐
2. You can go to the book club in the mornings. ☐
3. Twelve-year-olds can't join the youth club. ☐
4. One week at the youth club is £40. ☐



### Over to you...

#### Discuss.

- Would you like to join The Cool Teens?
- What would you choose to do?



**Dylan** Hey, Ethan. What do you do in your free time?

**Ethan** I take pictures of birds.

**Dylan** Huh?

**Ethan** It's for a photography project at The Cool Teens. I take pictures of birds in different places and then I post the pictures on the youth club's website.

**Dylan** Where do you take the pictures?

**Ethan** At the park, at the swimming pool...

**Dylan** Cool project! I want to join, too. When do you go to the youth club?




**Ethan** I go on Wednesdays, but they have a photography class on Thursdays, too.

**Dylan** Well, I can't go on Thursdays. What time do you go on Wednesdays?

**Ethan** At five o'clock.

**Dylan** That's great! See you there!

**C** Read again and complete the card below.

	<b>Membership Card</b> 	
	YOUTH CLUB: _____	
	NAME: <u>Ethan Benton</u>	
	CLASS: _____	
	DAY: _____	TIME: _____
		

## Vocabulary

🔊 Match the pictures with the free-time activities. Then listen and check your answers.



- listen to music
- go to the cinema
- do arts and crafts
- go rollerblading/skateboarding
- hang out with friends
- go shopping
- talk on the phone
- read articles /
- watch videos on the Internet

### NOTE

We use **go** with activities.  
*go shopping, go skateboarding*

We use **go to** with places.  
*go to the cinema, go to the swimming pool, go to school*



### Over to you...

#### Discuss.

- What do you do in your free time at home?
- Do you go out with friends or family?
- What's your favourite free-time activity?

## Grammar

▶ Portal to Grammar

### Present Simple (Wh-questions)

**A:** **What** do you do on Saturdays?

**B:** I go shopping.

**A:** **When** do you go shopping?

**B:** On Saturdays.

Circle the correct options.

1. **A:** **What / What time** do you go to the swimming pool?  
**B:** At six o'clock.
2. **A:** When **Mary watches / does Mary watch** videos on the Internet?  
**B:** In the afternoons.
3. **A:** **When / Where** do your sister and her friends hang out?  
**B:** At the youth club.
4. **A:** When **you ride / do you ride** your bike in the park?  
**B:** At the weekend.
5. **A:** **Where / What** do you do on Saturdays?  
**B:** I go to the cinema with my friends.

pair work activities helping students develop their communication and collaboration skills while practising the language taught

## Speak

Talk in pairs.

**Student A:** Choose an activity from the ones below and ask your partner questions to find out as much as possible about it.

watch DVDs    hang out with friends  
go shopping    ride a bike    listen to music  
go to the cinema    do arts and crafts  
play football    watch videos on the Internet

**Student B:** Answer Student A's questions.

**Do you watch DVDs in your free time?**

**Yes, I do.**

**When do you watch DVDs?**

**At the weekend.**

**Who do you watch DVDs with?**

**Alone or with my cousins.**

**Where do you watch DVDs?**

**At home.**

activities encouraging critical thinking and personal response



3d

## Vocabulary

**A** Listen to the sounds. Which of the means of transport do you recognise?

**B** Complete with the words in the box. Then listen and check your answers.

taxi motorbike car bus

practical tips helping students to develop skills and become autonomous learners

**TIP!** Learn whole phrases (e.g. verb + noun), not just individual words.



take a 1 .....



take the 2 .....



use/take the underground



drive a 3 .....



ride a 4 .....

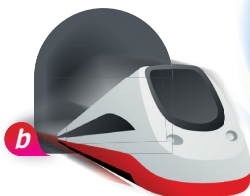


walk

## Listen 1

Listen to three short dialogues. How do Lisa, Greg and Mike get to work or school every day? Match the people with the pictures a-d. There is one extra picture which you do not need to use.

**Over to you...**  
Discuss.  
• Which is the most popular means of transport in your town/city?



Lisa

Greg

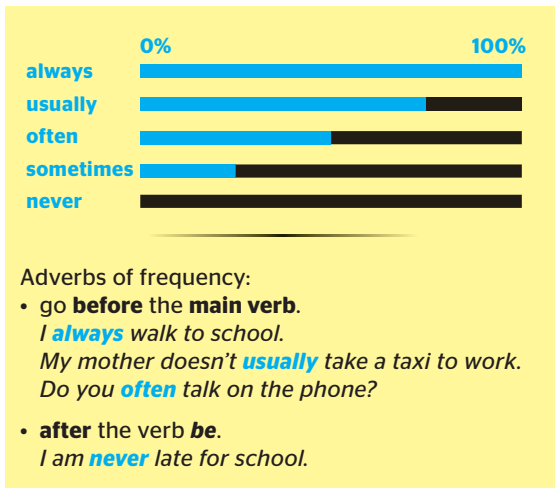
Mike



# Grammar

## Portal to Grammar

### Adverbs of frequency



**A** Write the sentences using the adverbs of frequency in brackets.

1. Tim rides his motorbike to work. (usually)  
.....
2. My friends and I don't watch DVDs at the weekend. (often)  
.....
3. Does Fred go to bed at 10.30? (always)  
.....
4. We're tired after school. (sometimes)  
.....

**B** Listen to the second dialogue from **Listen 1** again and note down the two adverbs of frequency you hear.

## Listen 2

**A** Listen to a dialogue between a girl (Janet) and a boy (Lee). What is their relationship? Choose **a** or **b**.

- a. They are classmates.
- b. They are brother and sister.

**B** Listen again and answer the questions. Choose **a** or **b**.

**TIP!** Before you listen, read the questions and answers carefully.

1. When does Janet usually go to the park?  
a. after school  
b. at weekends
2. How do Lee and his friends get to the park?  
a. They ride their bikes.  
b. They take the bus.
3. What does Lee often do at the park?  
a. He reads a book.  
b. He takes pictures.
4. What does Lee never do at the park?  
a. play football  
b. go rollerblading

## Speak

Talk in pairs. Look at the places in the box. How do you get to these places?

school    a friend's house  
the park    the cinema  
the swimming pool

a variety of communicative tasks practising the language taught

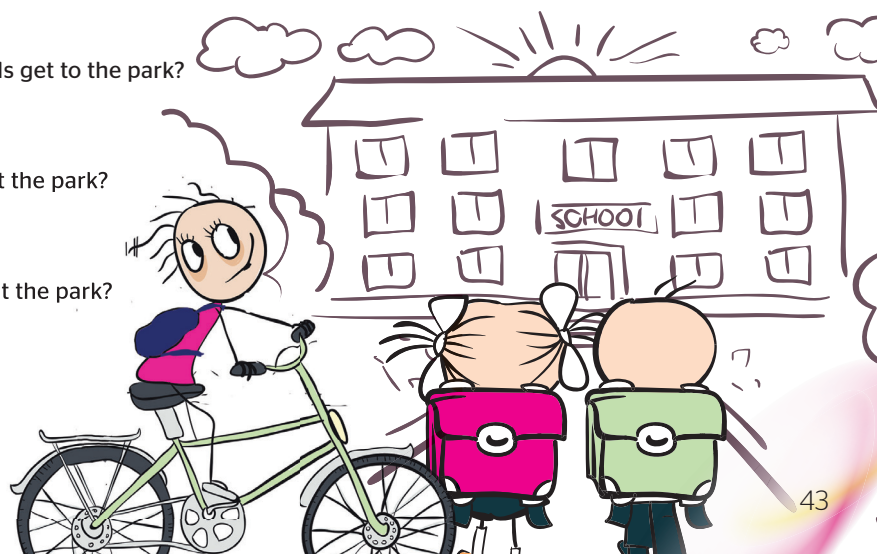
**How do you get to school every day?**

*I always walk to school. It's near my house. What about you?*

*I usually...*

*Do you usually ride your bike to the park?*

...



systematic development of listening skills

3e

## Vocabulary

Listen and repeat.  
Do you do any of the following? When?

play



tennis



table tennis



volleyball

go



swimming



running



cycling

systematic  
development of  
speaking skills

do



gymnastics



athletics



Over to you...

Discuss.

- Which sports are team sports and which are individual sports?
- Which sports are popular in your country?

## Listen

A Listen to two friends, Jill and Bill, talking about sports. In the table below, put a ✓ for the sport they like and an ✗ for the sport they don't like.

	running	volleyball
Jill		
Bill		

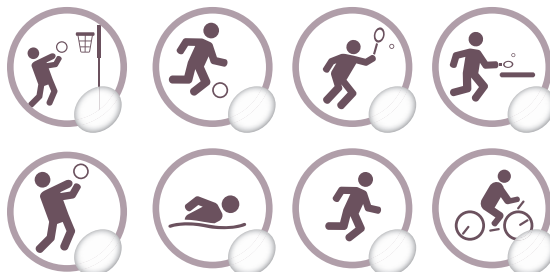
B Read the sentences below and put the dialogue in the correct order. Write 1-6. Use the answers in the table above for help. Then listen and check your answers.

- ☐ Really? I love it. I think it's fun.
- ☐ I don't like volleyball very much. What about you?
- ☐ Ugh... No, I don't. I think it's boring.
- ☐ What about volleyball? Do you like volleyball?
- ☒ 1 Hey, Jill, do you like running?
- ☐ I like it very much. I play in a team.

## Speak

A Do you like these sports? How much? Write the emoticon next to each one.

:-) Yes, very much! :-| It's OK. :-( No!



B Listen to the phrases in the tables and repeat them. Then talk in pairs about the sports above.

### Saying you like something

I like (tennis) very much.  
I like (tennis) a lot.  
I really like (tennis).  
I love (tennis).  
I'm crazy about (tennis).  
(Tennis) is my favourite sport.

### Expressing opinion

fun.  
cool.  
exciting.  
I think it's...  
boring.  
hard.

### Saying you don't like something

I don't like (tennis) very much.  
I don't like (tennis) at all.  
I hate (tennis).

Do you like....?

Yes, I do. I think it's fun. /  
No, I don't. I think it's boring.  
What about you?  
I like... very much. / It's OK. /  
I don't like... at all.

systematic development of writing skills

sample text functioning as a model

## Speak & Write

**A** Read about Rita's favourite day of the week and complete the table below.



*I love Saturdays!*  
 My favourite day of the week is Saturday. In the morning, after breakfast, I go to the youth club with my cousin, Jenna. We have a tennis lesson at 10.30. We're both crazy about tennis! In the afternoon, I do my homework, but after that I don't stay at home. I go to the park with my friends. We usually play basketball or volleyball. In the evening, my family and I often have dinner at our favourite pizza restaurant or we go to the cinema. Saturdays are busy but I think they're great!

Favourite day: <u>Saturday</u>		
	What?	Who with?
Morning	tennis lesson	with <input type="text"/>
Afternoon	<input type="text"/> and <input type="text"/>	<input type="text"/>
Evening	<input type="text"/> or <input type="text"/>	with <input type="text"/>

**B** Read about Rita's day again and underline the phrases that show that she likes something.

**C** Complete the table below about your favourite day of the week. Then talk in pairs.

Favourite day: .....		
	What?	Who with?
Morning		
Afternoon		
Evening		

*What's your favourite day of the week?*

...

*What do you do in the morning?*

...

*What do you do in the afternoon?*

...

*What do you do in the evening?*

...

speaking activity helping students prepare for producing their own piece of writing

**D** Read and make sentences by putting the words in the correct order.

### WORD ORDER

In English, we always put the subject of a sentence before the verb in affirmative and negative sentences.

**subject + verb**  
 I do arts and crafts.  
 Molly doesn't play tennis.

useful guidance enabling students to develop their writing skills

1. watches / in / Tina / TV / afternoon / the
2. don't / much / sports / very / like / I
3. comics / cousin / read / my / doesn't
4. goes / Ken / school / swimming / after
5. 8.15 / starts / at / school

**E** Write a paragraph about your favourite day of the week. Use the information in activity C.

guided writing task

*My favourite day of the week is ...*  
*In the morning, ...*  
*In the afternoon, ...*  
*In the evening, ...*

**TIP!**

**Remember:**

- to include phrases that show that you like this day.
- to check the word order in your writing (subject + verb, adverbs of frequency)

useful tips enabling students to develop skills and strategies

## 3 Round-up Vocabulary

**A Match.**

1. play	a. a car
2. do	b. swimming
3. go	c. on the phone
4. listen	d. with friends
5. ride	e. to music
6. brush	f. dressed
7. talk	g. volleyball
8. drive	h. my teeth
9. get	i. a motorbike
10. hang out	j. my homework

**Score: 0/10**

**B Circle the correct options.**

- Jenny **does / has** a shower every morning.
- My sister is a shop **officer / assistant** at a bookshop.
- Victor's mum works at a Chinese restaurant. She's a **farmer / waitress**.
- A: Do you like sports?  
B: Yes, very much. I do **running / gymnastics** every Tuesday and Thursday.
- I don't like this film. It's **boring / fun**.

**Score: 0/5**

## Grammar

**C Complete the sentences with in, on or at.**

- I always go to bed early ..... weekdays.
- My friends and I often go to the cinema ..... Saturday evenings.
- Ryan has a tennis lesson ..... half past seven every day.
- Kevin usually goes skateboarding ..... the afternoon.
- Harriet and Emily go cycling ..... the weekend.
- My aunt is a nurse. She often works ..... night.

**Score: 0/6**

**D Complete with the Present Simple of the verbs in brackets.**

- Emma and Sophie ..... (take) the bus to school every day.
- My mum often ..... (go) shopping on Fridays.
- Fred ..... (study) hard for school.
- The film ..... (finish) late, so we can't watch it.
- Connor ..... (stay) at home and ..... (read) articles on the Internet in his free time.

**Score: 0/6**

**E Circle the correct options.**

- A: **What time / When** do you do arts and crafts?  
B: After school.
- A: **What does / do** firefighters wear at work?  
B: They wear a uniform.
- A: **You do / Do you** want to join a youth club?  
B: No, I **don't / doesn't** like youth clubs.
- My brother **sometimes / never** meets his friends after school and they go rollerblading.
- A: Does Steve **plays / play** the guitar in the school band?  
B: Yes, he **plays / does**. He's very good at music.
- Anne **often helps / helps often** her sister with her homework.

**Score: 0/8**

## Communication

**F Complete the dialogue with the sentences a-e.**

a. How do I get there?  
b. Where is the competition?  
c. What time does it start?  
d. What about you?  
e. I think it's exciting.

A: Hey, Stu. Do you like table tennis?  
B: Yes, I like it a lot. 1 .....  
A: Really? It's my favourite sport, too, and I'm a very good player. 2 .....  
B: I'm very good at it, too.  
A: Listen, do you want to come to a table tennis competition this Friday? We can be a team.  
B: Sure! 3 .....  
A: At 4.30 p.m.  
B: 4 .....  
A: At Mayfair Sports Club.  
B: 5 .....  
A: It's easy. Take the underground to Mayfair Park.  
B: OK. See you there.

**Score: 0/10**  
**Total score: 0/45**

## Now I can...

- talk about routines and habits
- talk about my free-time activities
- talk about the means of transport people use
- say how often I do things
- talk about my likes and dislikes (e.g. sports)
- give an opinion
- write about my favourite day of the week

**Culture Page: British and American English differences**

**Portal to Videos**

vocabulary, grammar and communication revision activities

a self-evaluation section promoting learner autonomy

videos consolidating the vocabulary, grammar and functions of the module

original songs that engage students and practise language in a different context

(Modules 3 & 4)

# Free time

Complete the song with the words in the box. Listen and check your answers. Then sing.

Saturday   phone   fun   hang   tired   pool   love   park

Every day after school  
I go swimming in the 1 .....  
I 2 ..... swimming, it's great 3 .....  
Sports, sports, sports for everyone.

After school, after school  
Free-time activities are really cool  
Go outdoors or stay at home  
With your friends or alone!

Every 4 ..... my friends and I  
Go to the 5 ..... and spend some time  
We ride our bikes or just 6 ..... out  
It's a nice place, check it out!

After school, after school  
Free-time activities are really cool  
Go outdoors or stay at home  
With your friends or alone!

When I'm 7 ..... I stay at home  
I watch TV or talk on the 8 .....  
I don't mind, you see, I find things to do  
I like it at home. What about you?

After school, after school  
Free-time activities are really cool  
Go outdoors or stay at home  
With your friends or alone!



text giving cultural information about English-speaking countries and allowing for comparisons with students' own culture

## 1 Culture Page

### Flags of English-speaking countries

**A** Look at the flags a-e below. Do you recognise them? Match them to the people 1-5. Then listen, read and check your answers.

**Ireland**  
My name is Sinead and I'm from Ireland. I speak English and Irish. The Irish flag has got three stripes: one green, one white and one orange.

**UK**  
I'm Brian. I live in London. London is the capital city of the UK. My country's flag is red, white and blue.

**South Africa**  
My name is Daisy. I live in South Africa. My country's flag has got six colours: red, white, green, yellow, black and blue.

**Canada**  
I'm Justin. I'm Canadian and I live in Montreal. I speak English and French. My country's flag is red and white.

**Australia**  
My name's Mike. I live in Canberra, Australia. It's the capital city. My country's flag is red, white and blue, and it's also got white stars.

**B** Read again. Look at the information below and match.

- the capital of the UK
- the languages the Irish girl speaks
- the languages the boy from Montreal speaks
- the capital of Australia

a. English and French  
b. London  
c. English and Irish  
d. Canberra

**PROJECT**  
Make a poster!  
Draw your country's flag and complete the paragraph below.

My name is .....  
I live in ..... and .....  
I speak .....  
This is my country's flag. It's .....

Project work

text giving cross-curricular information linking English with other school subjects

## 2 CLIL: Maths

### Bar Graphs

**A** Look at the picture of class 2C below and imagine that they are doing a survey on hair colour. Write the results of the survey in the table.

HAIR COLOUR	NUMBER OF STUDENTS
Dark	
Fair	
Red	

**B** Look at the bar graph below. It shows the results of the survey above. Answer the questions 1-3. Choose a or b.

Hair colour survey: Class 2C

- What do the numbers in blue in the bar graph show?  
a. number of students b. number of different hair colours
- How many students are there in the class?  
a. seven b. fourteen
- What is the most common hair colour in the class?  
a. dark b. red

**C** Look at the table below. It shows the results of class 2C's survey on eye colour. Answer the questions 1-4 and make a bar graph with the information.

EYE COLOUR	NUMBER OF STUDENTS
Brown	8
Blue	3
Grey	2
Green	1

- What information does the table give us?
- How many students have got grey eyes?
- How many bars will the bar graph have?
- What information do you need to complete the gaps 1-5? Complete the gaps. Then draw the bars.

1 .....  
2 ..... 3 ..... 4 ..... 5 .....

**PROJECT**  
Do a class survey!  
Do a survey on eye colour in your class. Be sure to follow the three stages in the TIP below.

EYE COLOUR	NUMBER OF STUDENTS
Brown	
Blue	
Grey	
Green	

**TIP!**  
Stage 1: Collect the data.  
Stage 2: Organise the data.  
Stage 3: Use the data to create a bar graph.

Project work

3a

**A** Unscramble the days of the week.

1. USYHDIRTA .....
2. DOMYAN .....
3. ADNUSY .....
4. YRIDAF .....
5. ESUTYDA .....
6. ROTASYUA .....
7. ESNEDWADY .....



**B** Do the crossword.

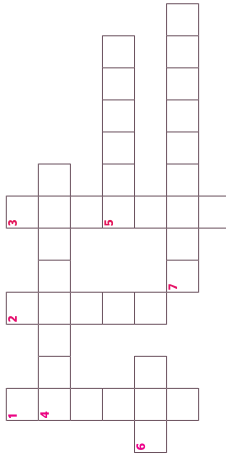


**Down:**

1. have a .....
2. brush my .....
3. get .....

**Across:**

4. do .....
5. go to .....
6. go to .....
7. have .....



**C** Complete the sentences with the words in the boxes.

- |          |      |           |     |         |      |
|----------|------|-----------|-----|---------|------|
| 1. early | late | 2. boring | fun | 3. easy | hard |
|----------|------|-----------|-----|---------|------|
- School starts at 8.30 a.m. so I want to watch TV every day.  
 we get up very .....!  
 on weekdays. I'm not crazy about football.  
 But at the weekend we get up .....  
 It's ..... language.

**D** Circle the correct options.

1. Lily **want** / **wants** to be a French teacher.
2. My cousins **watch** / **watches** TV after school.
3. We **learn** / **learns** lots of cool things at school.
4. My friends and I **play** / **plays** basketball.

**E** Complete the texts with the correct form of the verbs in brackets.



Anne 1 ..... (get) up at 7.30 every day. She 2 ..... (have) breakfast, and then she 3 ..... (brush) her teeth. Then she 4 ..... (go) to school. In the afternoon, she 5 ..... (get) home at four o'clock and she 6 ..... (study). After dinner, she 7 ..... (watch) TV with her sister.

Dawson and Alvin are brothers, and they 8 ..... (go) to school at 8 a.m. After school, they 9 ..... (ride) their bikes home and they 10 ..... (do) their homework. In the evening, they 11 ..... (watch) TV and 12 ..... (read) comics. Then they 13 ..... (make) dinner with their parents.



5. My sister is a teacher and she **correct** / **corrects** students' tests every weekend.

**F** Complete the sentences with **at**, **in** or **on**.

1. .... the weekend, my brother and I go to bed ..... midnight.
2. We have lunch ..... noon every day.
3. Julie does her homework ..... Saturday evening.
4. Kevin and I skateboard ..... the afternoons ..... weekdays.
5. My parents get up ..... 6.00 a.m. and go to work.



**G** Write about the daily routine of one of your family members. Use phrases from activity B.



**A** Complete the sentences with the phrases in the box.

watch videos on the Internet    do arts and crafts    go shopping  
listen to music    watch DVDs  
go to the cinema    talk on the phone    go skateboarding



4

We .....  
.....

5

We .....  
.....

6

I .....  
.....

7

I .....  
.....

8

We .....  
.....

9

We .....  
.....

**B** Complete with the correct question word. Use **When, What, Who or Where**.

1. A: ..... do you go skateboarding with?  
B: My best friend.
2. A: ..... time do you go rollerblading in the park?  
B: At four o'clock.
3. A: ..... do you have your English class?  
B: On Wednesdays and Fridays.
4. A: ..... does your father wear to work?  
B: A uniform.
5. A: ..... do you do arts and crafts?  
B: At the youth club.
6. A: ..... do you have a shower?  
B: In the morning.

**C** Write questions for the answers below. Use **When, What, Who or Where** and the prompts in brackets.

1. A: *Where does your cousin ride his bike?*  
B: At the park.
2. A: .....  
(your brother / go / youth club)  
B: At the weekend.
3. A: .....  
(you / go / swimming pool)  
B: On Tuesdays and Thursdays.
4. A: .....  
(you / do / your free time)  
B: I post pictures on my website.
5. A: .....  
(you / have dinner / Sundays)  
B: At an Italian restaurant.
6. A: .....  
(Kelly / do / Saturdays)  
B: She watches videos on the Internet.

**D** Choose **a** or **b**.

1. A: What time does the youth club open?  
B: .....  
a. In the morning.  
b. At 10.00.
2. A: Do you like shopping?  
B: .....  
a. I go shopping with my aunt.  
b. Yes, I do.
3. A: Where does Claire work?  
B: .....  
a. Every day.  
b. At a hospital.
4. A: When do you go to the youth club?  
B: .....  
a. At the weekend.  
b. I go alone.
5. A: What do you do after school?  
B: .....  
a. I play computer games.  
b. No, I don't.



**E** Listen to a short dialogue and circle the correct options on the flyer.

**ACTIVE TEENS**

**YOUTH CLUB**

SEEDS SECONDARY SCHOOL

**JOIN NOW!**

**OPEN:** ① weekdays / weekends

**ACTIVITIES:** arts and crafts, photography, video games, book club, ② football / basketball

③ 4 p.m. / 5 p.m. - 8 p.m.    AGES: 12 - ④ 16 / 17

£ 80 / month



**F** Answer the questions.

1. What do you do in your free time?  
.....
2. When do you do your homework?  
.....
3. Do you go to the cinema on Saturdays?  
.....
4. What time do you go to school?  
.....
5. Where do you hang out with your friends?  
.....



**A** Look at the pictures and complete the sentences, as in the example.



How do you get to school/work?



1. I ride my motorbike.



2. He sometimes \_\_\_\_\_, but she \_\_\_\_\_.



3. We \_\_\_\_\_.



4. I \_\_\_\_\_.



5. We \_\_\_\_\_.

**B** Make sentences by putting the words in the correct order.

1. to / time / music / sometimes / my / in / listen / free / I / .

2. are / My / late / for work / never / parents / .

3. eat / On / we / pizza / don't / Mondays / usually / .

4. homework / park / the / Kate / does / her / sometimes / in / .

5. at / restaurant / always / midday / is / Terry's / open / .

6. take / she / underground / work / Does / the / to / often / ?

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**C** Answer the questions.

1. How do you usually get to school?

2. Do your parents often drive to work?

3. What do you never do at the weekend?

4. Do you always do your homework after school?

5. What time do you usually get up at weekends?

**D** Read the magazine article and write **T** for True or **F** for False.

## What means of transport do you use?

I'm a university student, and I also work at a restaurant at the weekend. I live near the university, so I walk there every day. The restaurant isn't near my house, so I ride my brother's motorbike there or I take the bus.

**Mike**

I'm 14 years old and I'm a student. I can't drive, so I haven't got a car. My friends and I never take the bus to school. We walk or ride our bikes. Every Wednesday, my cousin and I take the underground and go to a youth club.

**Donna**

I'm a nurse and I work at a hospital. It's not near my house, so I drive my car there or ride my motorbike. On Saturdays, I hang out with my friends. We take the underground and go to the cinema.

**Jackie**

- Mike walks to work.
- Mike sometimes takes the bus.
- Donna doesn't drive a car.
- Donna never rides her bike to school.
- Jackie has got a motorbike.
- Jackie uses the underground at the weekend.

36

## 3 Round-up

**A** Write.

1. three days of the week

2. three jobs

3. three means of transport

**B** Complete the sentences with the words in the box.

ready uniform open lunch busy

- The swimming pool isn't \_\_\_\_\_ on Sundays, so we can't go.
- I'm sorry, I can't help you. I'm \_\_\_\_\_.
- What time do you have \_\_\_\_\_?
- My father wears a \_\_\_\_\_ to work. He's a police officer.
- I have a shower and then I get \_\_\_\_\_ for school.

**C** Choose the correct options.

- Cartier **rides / takes** a motorbike to work.
- Amelia **does / goes** athletics every afternoon.
- I've got lots of work, but I don't **join / mind**.
- My mum is a **doctor / farmer**. She works in a hospital.
- We're students in **secondary / favourite** school.
- Steve reads **videos / articles** on the Internet.

**D** Look at the table below. Write sentences about what Karen does at the weekend.

	ALWAYS	USUALLY	OFTEN	SOMETIMES	NEVER
watch DVDs		✓			
go shopping				✓	
play table tennis					✓
do arts and crafts			✓		
go to the cinema	✓				

1. Karen usually watches DVDs at the weekend.

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



38

**E** Complete with the Present Simple of the verbs in brackets.

1. A: \_\_\_\_\_ (you / learn) English or Spanish at school?

B: We \_\_\_\_\_ (learn) both languages.

2. A: What \_\_\_\_\_ (your brother / do) after school?

B: He \_\_\_\_\_ (do) his homework and \_\_\_\_\_ (watch) TV.

3. A: \_\_\_\_\_ (you / play) video games in your free time?

B: No, I \_\_\_\_\_ (not like) video games very much.

4. What time \_\_\_\_\_ (the lesson / start)?

5. John \_\_\_\_\_ (not go) running after school.

He \_\_\_\_\_ (go) cycling.

6. When \_\_\_\_\_ (Melinda and Jessica / go) shopping?



**F** Complete with **at**, **in** and **on**.

- Gary often gets up \_\_\_\_\_ seven o'clock.
- Dentists don't usually work \_\_\_\_\_ the weekend.
- Jim usually gets home at 6.00 \_\_\_\_\_ the evening.
- I want to go to the cinema \_\_\_\_\_ Tuesday evening.
- \_\_\_\_\_ weekdays, Mr Smith takes the bus to work.
- We never go to bed \_\_\_\_\_ midnight, it's very late.

**G** Match.

- What do you do in your free time?
- What day is it?
- Do you like table tennis?
- Does Betty like cycling?
- What time do you have English lessons?
- How do you get to work?

- No, she doesn't.
- I like it very much. It's my favourite sport.
- At six o'clock in the afternoon.
- I take a taxi.
- Thursday.
- I go running.

**H** Complete the dialogue with the sentences **a-d**.

- What sports do you like?
- Do you like it?
- I like it a lot, too.
- I hate it.

A: Hey, Jeff! What do you do in your free time?

B: I'm crazy about football. I think it's fun. 1 \_\_\_\_\_.

A: Ugh... 2 \_\_\_\_\_ It's boring.

B: Really? 3 \_\_\_\_\_.

A: I like volleyball very much.

B: Nice. 4 \_\_\_\_\_.

Do you want to play volleyball after school?

A: Of course!



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### 3 Round-up

Read the text and write T for True or F for False.

## Max the Chef!



Hi, I'm Max. I'm a chef, and I work at a famous Italian restaurant on weekdays. I love my job and it's lots of fun. In the morning, I get up very early, at 7 a.m. I have a shower and get dressed. Then I go to work at 8 a.m. I've got a car, but I always use the underground to get to work. At the restaurant, I make lots of pizzas every day. It's my favourite food. I'm usually tired after work, so I relax in the evening and watch TV. In my free time, I write articles about different kinds of pizza, and I post them on the Internet. I also like sports very much. I play tennis with my friend Tim every Saturday, and I go cycling every Sunday afternoon.

1. Max doesn't think his job is boring.
2. Max goes to work at seven o'clock in the morning.
3. Max drives his car to work.
4. Max writes articles and posts them on the Internet.
5. Max goes cycling every afternoon.



Read the text again and answer the questions.

1. Where does Max work?
2. What does Max do there?
3. What does Max do after work?
4. Who does Max play tennis with?

Demanding activities



Listen to two friends, Jake and Sally, talking about sports. Tick the sports that **Jake** does in his free time.



Listen again and answer the questions about **Sally**.

1. Does she like swimming?
2. When does she do gymnastics?
3. Where does she play basketball?
4. What is her favourite sport?

40

### 3 Think it through



Write the words in the correct category.

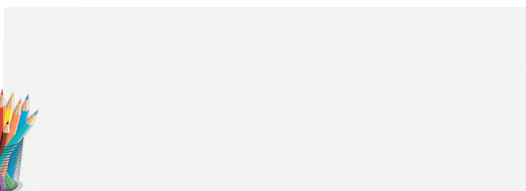
taxi chef underground arts and crafts  
shop assistant rollerblading motorbike dentist skateboarding

jobs	means of transport	free-time activities

Look at the pictures and circle the odd one out. What do the other three have in common?



Look at activity B and make your own odd one out activity. You can draw or stick pictures. Your partner has to find the picture that doesn't belong.



activities developing  
higher-order  
thinking skills  
(e.g. classification)

98



3C

**Read**

**A** Read the flyer and the sentences 1-4. Write **T** for True or **F** for False.

**The Cool Teens Youth Club**

**What?** photography classes, video games, book club, science club

**When?** Mondays, Wednesdays, Thursdays

**What time?** From 5 p.m. to 10 p.m.

**Age?** 13-17

**Cost?** £40/month

**Where?** Rainside Secondary School

**Join now!**

1. The youth club is open every day.

2. You can go to the book club in the mornings.

3. Twelve-year-olds can't join the youth club.

4. One week at the youth club is £40.

**Over to you...**

**Discuss.**

- Would you like to join The Cool Teens?
- What would you choose to do?

**B** Look at the picture. What do you think the dialogue between the two boys is about? Listen to the dialogue and check your answers. Then read it out in pairs.

**Dylan** Hey, Ethan. What do you do in your free time?

**Ethan** I take pictures of birds.

**Dylan** Huh?

**Ethan** It's for a photography project at The Cool Teens. I take pictures of birds in different places and then I post the pictures on the youth club's website.

**Dylan** Where do you take the pictures?

**Ethan** At the park, at the swimming pool... Cool project! I want to join, too. When do you go to the youth club?

**Ethan** I go on Wednesdays, but they have a photography class on Thursdays, too.

**Dylan** Well, I can't go on Thursdays. What time do you go on Wednesdays?

**Ethan** At five o'clock.

**Dylan** That's great! See you there!

**C** Read again and complete the card below.

**FUNCTIONS**

Talking about free-time activities

**STRUCTURES**

Present Simple with Wh-questions

**VOCABULARY**

alone come join month (be) open park photography place post sth on a website secondary school swimming pool teen youth club

**Free-time activities**

do arts and crafts go rollerblading go shopping go skateboarding go to the cinema hang out with friends listen to music read articles on the internet talk on the phone watch DVDs watch videos on the internet

**Phrases**

In my free time... What time...? When...? Where...?

**Read**

**A** **AIMS:**

- to help Ss create expectations and make hypotheses about the text based on visual prompts and their background knowledge
- to present vocabulary in the context of a flyer
- to give Ss practice in reading for specific information

- Ask Ss to look at the layout of the text and tell you what it is (a flyer for a youth club).
- Ask Ss some questions:
  - What does the flyer advertise? a youth club
  - What is the name of the youth club? The Cool Teens
  - Ask Ss to read through the flyer and underline any unknown words.
  - Ask Ss some questions:
    - What does The Cool Teens Youth Club offer? photography classes, video games, a book club, and a science club
    - When is The Cool Teens Youth Club open? On Mondays, Wednesdays and Thursdays from 5 p.m. to 10 p.m.
    - How much does it cost to go to The Cool Teens Youth Club? £40 a month.
    - Where is The Cool Teens Youth Club? at Rainside Secondary School
- Have Ss do the activity.
- Check the answers with the class.
- Explain any unknown words and choose several Ss to read the flyer aloud.

**KEY**

1. F 2. F 3. T 4. F

**Background information**

£ (pound) is the basic unit of money in the UK and a few other countries. The British pound is officially called pound sterling. The pound sterling equals 100 pence. The symbol £ is the capital letter L written in the style of old-fashioned handwriting and it represents the Latin word, libra.

3C

**Over to you**

**AIMS:**

- to give Ss the opportunity to have a further discussion about youth clubs
- Ask Ss the questions in the box
- Elicit answers and initiate a short discussion.

**KEY**

**Would you like to join The Cool Teens?**

Yes, I think it's fun.

**What would you choose to do?**

I would choose photography classes because I think photography is very interesting.

**B** **CD1 67**

**AIMS:**

- to present vocabulary, structures and functions in the context of a dialogue
- to give Ss practice in identifying the main idea of a dialogue

- Ask Ss to look at the picture of the bird and the flyer in activity A.
- Ask Ss the question in the rubric.
- Elicit answers, but do not correct Ss at this stage.
- Play the recording and have Ss follow in their books and check their predictions. Tell them to underline unknown words at the same time.
- Check Ss' predictions with the class.

**KEY**

The dialogue is about a photography project in which a boy, Ethan, takes pictures of birds.

**What does Ethan do for his project? He takes pictures of birds in different places and then he posts them on the youth club's website.**

**Does Ethan take pictures of birds at the park? Yes, he does.**

**Does Dylan like Ethan's project? Yes, he does.**

**When does The Cool Teens Youth Club have photography classes? On Wednesdays and Thursdays.**

**When can Dylan go to the Youth Club? On Wednesdays.**

**C** **AIM:**

- to give Ss practice in reading for specific information
- Have Ss read the dialogue again and do the activity.
- Check the answers with the class.

**KEY**

**Youth Club:** The Cool Teens

**Class:** photography

**Day:** Wednesday

**Time:** five o'clock

### Vocabulary

CDI 48

AIMS: • to introduce vocabulary related to free-time activities

- Ask Ss to look at the pictures and read the phrases underneath.
- Have Ss do the activity.
- Play the recording and have Ss check their answers.
- Check the answers with the class.

#### KEY

listen to music: **3**  
go to the cinema: **5**  
do arts and crafts: **6**  
go rollerblading/skateboarding: **7**  
hang out with friends: **2**  
go shopping: **8**  
talk on the phone: **1**  
read articles / watch videos on the Internet: **4**

- Play the recording again and pause it so that Ss can repeat what they hear.
- Draw Ss' attention to the NOTE and explain it.

### Over to you

AIMS: • to give Ss the opportunity to have a further discussion about free-time activities

- Ask Ss the questions in the box.
- Elicit answers and initiate a short discussion.

#### KEY

suggested answers

**What do you do in your free time at home?**  
I watch videos on the Internet and listen to music.

**Do you go out with friends or family?**  
I usually go out with my friends. We go to the park or we go shopping.

**What's your favourite free-time activity?**  
Hanging out with friends is my favourite free-time activity.

#### OPTIONAL ACTIVITY

- Do a class survey to find the most popular free-time activity for girls and boys.
- Present the results in a bar graph on the board.
- Alternatively, divide the class into two groups, boys and girls, and draw two bar charts, one for boys and one for girls.

### Grammar

AIMS: • to present and give Ss practice in using the Present Simple with Wh-questions

- Ask Ss to read through the examples.
- Draw Ss' attention to the two questions (*What do you do on Saturdays? / When do you go shopping?*).
- Ask Ss to tell you what they notice about these questions (*they begin with the question words What and When*).

### Vocabulary

- 43 Match the pictures with the free-time activities. Then listen and check your answers.



listen to music

go to the cinema

do arts and crafts

go rollerblading/skateboarding

hang out with friends

go shopping

talk on the phone

read articles /

watch videos on the Internet

#### NOTE

We use **go** with activities.  
*go shopping, go skateboarding*  
We use **go to** with places.  
*go to the cinema, go to the swimming pool, go to school*



### Over to you...

Discuss.

- What do you do in your free time at home?
- Do you go out with friends or family?
- What's your favourite free-time activity?

### Grammar

#### Present Simple (Wh-questions)



**A:** What do you do on Saturdays?  
**B:** I go shopping.  
**A:** When do you go shopping?  
**B:** On Saturdays.

Circle the correct options.

- A:** What / What time do you go to the swimming pool?  
**B:** At six o'clock.
- A:** When Mary watches / does Mary watch videos on the Internet?  
**B:** In the afternoons.
- A:** When / Where do your sister and her friends hang out?  
**B:** At the youth club.
- A:** When you ride / do you ride your bike in the park?  
**B:** At the weekend.
- A:** Where / What do you do on Saturdays?  
**B:** I go to the cinema with my friends.

### Speak

Talk in pairs.

**Student A:** Choose an activity from the ones below and ask your partner questions to find out as much as possible about it.

watch DVDs   hang out with friends  
go shopping   ride a bike   listen to music  
go to the cinema   do arts and crafts  
play football   watch videos on the Internet

**Student B:** Answer Student A's questions.

*Do you watch DVDs in your free time?*

*Yes, I do.*

*When do you watch DVDs?*

*At the weekend.*

*Who do you watch DVDs with?*

*Alone or with my cousins.*

*Where do you watch DVDs?*

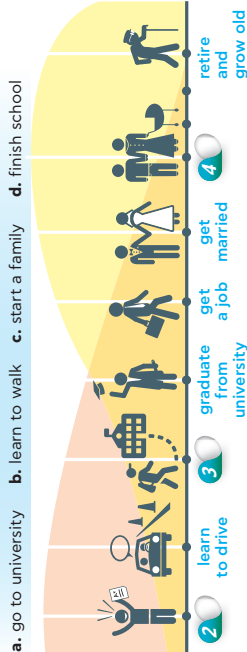
*At home.*



# 2a

## Vocabulary

1. Look at the timeline with the different life events. Complete gaps 1-4 with the phrases a-d below. Then listen and check your answers.



**Over to you...**

Discuss.

- At what age do people in your country usually do the following things?

get married   learn to drive   get their first job   retire

**NOTE**

We can say:

- at 18
- at the age of 25
- when they are 15

## Read

A Listen, read and choose the best title (a, b or c) for the blog.

a. FUN WITH FRIENDS   b. FOR THE FIRST TIME   c. AN EXPERIENCE I WANT TO FORGET

**HENRY'S BLOG**

I got my first skateboard last year, at the age of thirteen. The skateboard was a present from my aunt and uncle. I was so happy when I saw it! You see, all my friends had skateboards, and I wanted one, too. The first time I tried it wasn't at the skatepark, of course, it was in our driveway. I fell a few times, so I decided to practise a lot before I went to the skatepark with my friends. I didn't want to fall in front of them. I'm very good at skateboarding now, and I can do lots of stunts.

I was six years old when I lost my first tooth. It happened during lunchtime at school. I bit my chicken sandwich, but something was difficult to chew. "What did Mum put in my sandwich? Nuts?" I thought. When I saw the tooth, I was excited because I was the last person in my class to lose a baby tooth. When I told my classmates, they thought it was funny and started laughing!

B Read again and write T for True or F for False.

- Henry lost his first tooth at home.
- Henry bit on a nut and lost his tooth.
- When Henry lost his tooth, he told the other students.
- Henry got his first skateboard a year ago.
- Henry's parents gave him the skateboard.
- When Henry got the skateboard, he went to the skatepark with his friends.
- Henry knows how to do a lot of skateboarding stunts.

## Grammar

### Past Simple

AFFIRMATIVE	NEGATIVE
I You He She visited/went It We You They	I You He She didn't (did not) visit/go It We You They

QUESTIONS	TIME EXPRESSIONS
I you he she it we you they	yesterday last night/week/year, etc. in 2013, etc. two days/months ago

### NOTE

The Past Simple of the verb **be** is **was/were**.  
My friends **were** at the cinema yesterday,  
but **I was** at home.

A Find irregular verbs in the blog to complete the table below.

IRREGULAR VERBS	
lose →	tell →
bite →	get →
think →	have →
see →	fall →

B Complete with the **Past Simple** of the verbs in brackets.

- Mark ..... (not buy) a skateboard. He ..... (buy) rollerblades.
- A: Where ..... (be) you yesterday?  
B: At the stadium. I ..... (watch) the basketball game. It ..... (be) fantastic!
- When my sister ..... (be) eight, she ..... (decide) to get a pet. She ..... (choose) a parrot and ..... (call) it Trickle.
- A: ..... the kids ..... (enjoy) the camping trip last weekend?  
B: Yes, they ..... (have) lots of fun and ..... (take) lots of pictures.

## Write & Present

A Make a timeline for yourself with different life events. Write them in the order they happened and include the year. Present your timeline to the class.



B Make a similar timeline for one of your parents. If you don't know enough information, ask your parents. Present the timeline to the class.

## Pronunciation

A Listen and repeat. What's the difference between a, b and c?

a. walked   b. stayed   c. started

B Listen and tick (✓) the sound you hear.

	walked /w/	stayed /d/	started /d/
finished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
decided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
happened	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
worked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
practised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
called	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
waited	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Read

A Discuss.

- What kind of museums have you been to?
- Which museum is your favourite one?
- Have you been to or would you like to visit a natural history museum?
- What kind of exhibition halls can you find at such a museum?

B Listen, read and match the pictures 1-3 with the people **Brian**, **Lisa** and **Jennifer**.

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**Eastwood Secondary School**

*Year 11, Liam Cooper's class*

## A trip to the American Museum of Natural History

At Eastwood Secondary School we believe it's important to learn by experience. So last Thursday we visited the American Museum of Natural History as part of a five-day trip to New York City. Here are some of the things that our students enjoyed the most!

**Brian**

There were so many things to see at the museum, like dinosaur halls and reptile halls, but what really amazed me was in the Hall of North American forests. There, you can see a slice of a tree trunk which used to be part of a 92-metre-tall tree in California. This particular tree was a giant sequoia and was 1,400 years old when it was cut down. Fortunately, people aren't allowed to cut down sequoia trees any more.

**Lisa**

It was my first time there, so I didn't know what to expect. When we entered the Hall of Ocean Life, I was amazed! There's a model of a giant blue whale which is hanging from the ceiling! It's huge! The guide who was showing us round told us that it's almost 29 metres long and weighs over 9 tonnes! I imagine that! Another place I liked was the Hall of African Mammals. It has models of elephants and lions - animals which I absolutely love!

**Jennifer**

For me, the dino fan, the dinosaur halls were the best! That's where you can find the biggest collection of dinosaur bones in the world. I couldn't stop taking pictures. My favourite hall was the one with the 65-million-year-old fossil of Tyrannosaurus Rex and fossils of other dinosaurs whose names I forgot. T-Rex was very powerful, but I think the most terrifying thing was its head with its huge jaw full of 15-centimetre-long sharp teeth. One thing I learnt was that it had a larger brain than most other dinos. Big, strong... and clever!



1



2



3

## Grammar

Portal to Grammar

Relative Pronouns:  
**who / which / that / whose**  
Relative Adverb: **where**

PEOPLE	THINGS/ ANIMALS/IDEAS	POSSESSION	PLACE
who / that	which / that	whose	where

- Mrs Sanders is the teacher **who/that** took us to the planetarium.
- The person **(who/that)** we want to speak to is called James Miles.
- Giant sequoias are trees **which/that** grow in California.
- My favourite book is the one **(which/that)** I bought at the museum.
- Andy is the boy **whose** dad is a scientist.
- The room **where** they show videos is very dark.

Complete the text with **who, which, that, whose** or **where**. If they can be omitted, put them in brackets.

Last month, my classmates and I went on a school trip to a beautiful park 1 ..... is in central London - we went to Hyde Park. It is one of the biggest parks in the city and has a large area 2 ..... you can play football, cricket, and lots of other sports. Many of my classmates 3 ..... are crazy about football spent their time on the football pitches. For me, the horse riding routes were the best. I spent time riding with a friend 4 ..... favourite hobby is also horse riding. We had so much fun! I loved Hyde Park and it's a park 5 ..... I'd like to visit again!

## Listen

1) Listen to a tour guide talking about a national park and complete the fact file.

Name:	District National Park
Visitors per year:	2 over
Country:	3
Lake: <b>Windermere</b>	Depth: about
Number of people who go on cruises:	about
Mountain: <b>Scafell</b>	Pike Height:

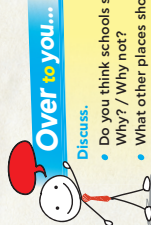
## Speak

INFORMATION GAP

Talk in pairs. Go to the Speaking Activities section.

C Read again and write **T** for True, **F** for False or **NM** for Not Mentioned.

- Brian, Lisa and Jennifer all go to the same school.
- Brian's favourite exhibit was in one of the dinosaur halls.
- The slice of the tree is from a tree which grew to be 92 years old.
- Lisa's classmates liked the model of the blue whale.
- Lisa saw models of some of her favourite animals in the Hall of African Mammals.
- Jennifer saw the largest dinosaur model in the world at the museum.
- Jennifer remembers the names of all the dinosaurs whose fossils she saw.
- T-Rex's teeth were 5 cm long.



Discuss.

- Do you think schools should visit museums? Why? / Why not?
- What other places should schools visit? Why?

## Vocabulary

1) Listen and read. Then complete the sentences.

Units of Measurement

**Weight**

gram (g)

kilogram, kilo (kg)

tonne (t)

**Length**

centimetre (cm)

metre (m)

kilometre (km)

- The distance between Paris and London is 344 .....
- Adult Asian elephants weigh between 2.5 and 5.5 .....
- Scientists believe that Tyrannosaurus Rex was up to 12 ..... long and 3.7 ..... tall, and weighed between 5,000 and 7,000 .....
- My cat's tail is 30 ..... long.
- We only have 150 ..... of sugar.

Is that enough for the cake?





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