

Vocabulary: free-time activities, daily routines, animals, pets, school rules, family members

Grammar: present simple, prepositions of time (*in/at/on*), adverbs of frequency, possession, *have to/not have to, should, shouldn't, ought to, oughtn't to*, adverbs/adjectives; conjunctions (*and/or/but*)

Everyday English: making arrangements, telling the time

Pronunciation: /s/, /z/, /ʌz/, /d/, /ð/

Writing: an email giving news

Culture: School Life in the UK; Russia's favourite animal

Curricular (Science): Reptiles

Module 3

Day after day

Vocabulary

Free-time Activities

1 Listen and say.

- playing board games
- watching DVDs
- sending text messages
- snowboarding
- going to the library
- listening to music
- rollerblading
- surfing the Net
- going to the pool
- hanging out with friends
- reading books



OVER TO YOU!

like 😊 not like ☹️

I like

and

I don't like and

A



Leonid

B



Mary & Adam

C



John & Becky

D



Sam

3a Daily routines

Vocabulary

- 1 a) Complete with: *get, have (x4), walk (x2), do (x2), watch, brush, go*.
 Listen and check, then say.
- b) What do you do *in the morning* ☀️, *in the afternoon* 🌞, *in the evening* 🌙?

In the morning, I get up, I have ... and then I ...



1 up



2 a shower



3 breakfast



4 to school



5 lessons



6 sport



7 dinner



8 my homework



9 the dog



10 a DVD

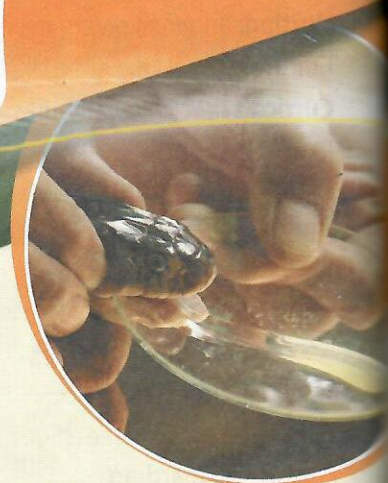


11 my teeth



12 to bed

Snake Milking



Reading

- 2 a) We usually milk cows, sheep and goats. Can we milk snakes? What does Bill do at work? Is his job dangerous?
 Listen and read to find out.

b) Read and complete the sentences.

- Bill works on
- In the morning, he
- At work he
- Bill's job is important because

Grammar see p. GR4 Present simple (affirmative)

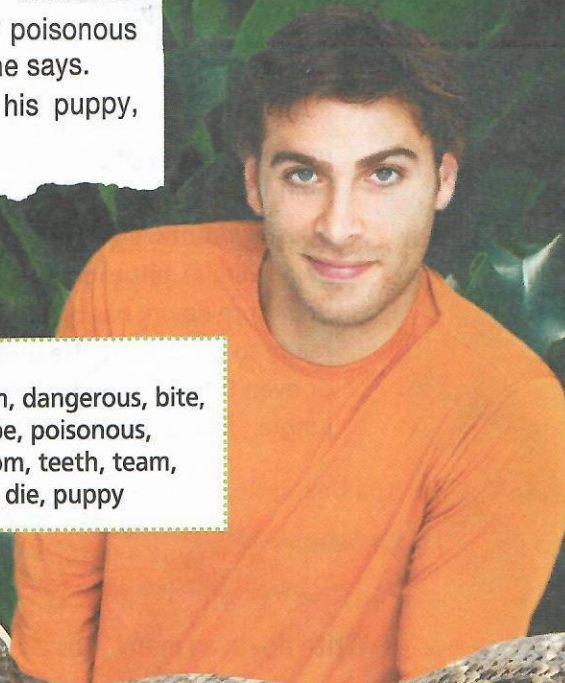
- 3 Read the table. How do we form *present simple*? Find examples in the text.

SINGULAR	PLURAL
I/You walk to school. He/She/It walks to school.	We/You walk to school. They walk to school.
We use present simple to talk about:	
<ul style="list-style-type: none"> daily routines: <i>Every morning, I eat eggs for breakfast.</i> habits: <i>John plays tennis on Saturdays.</i> permanent states: <i>They live in London.</i> 	
Time expressions: every day/week, every afternoon/evening, on Mondays, etc.	

Spelling rules

- verb + **-s** → I run – he runs
- verbs ending in **-ch, -o, -sh, -ss, -x, + -es** → I watch – he watches, I go – he goes, I wash – he washes
- verbs ending in consonant + **y** drop the **-y** and take **-ies** → I study – he studies

We milk cows, we milk goats, but what about milking snakes? Well, Bill Hernandez does this every day! He works at a snake farm in Florida, USA. His daily routine is dangerous. The snakes often bite Bill on his hands and arms. Every morning Bill gets up early and walks to the farm. He catches different types of poisonous snakes from their enclosures and 'milks' them in his laboratory. The snakes bite a special glass cup and the venom falls into it from their teeth. In the afternoons Bill and his team make medicine or 'antivenin' from this venom. Bill knows his job is very important. "Each year poisonous snakes bite 8,000 people in the USA. They die without antivenin," he says. In the evenings Bill tries to forget all about snakes! He walks his puppy, Holly, and reads a book before he goes to bed.



Check these words

milk, cow, goat, snake farm, dangerous, bite, hand, arm, early, catch, type, poisonous, enclosure, laboratory, venom, teeth, team, make, medicine, antivenin, die, puppy

Put the verbs in brackets in present simple. Which express: a daily routine? a habit? a permanent state?

- 1 I (listen) to music after school.
- 2 Matt (like) reading.
- 3 Tony and Jill (work) in a shop.
- 4 Sally (walk) to school every day.
- 5 We (live) in a village.

Pronunciation: /s/, /z/, /vz/

Write the 3rd-person singular forms of the verbs from the text in your notebooks.

Copy the table in your notebooks. Listen and tick (✓) the correct boxes. Listen again and repeat.

- 1 I do - he
- 2 I work - he
- 3 I get up - he
- 4 I catch - he
- 5 I fall - it
- 6 I know - he
- 7 I say - he
- 8 I try - he

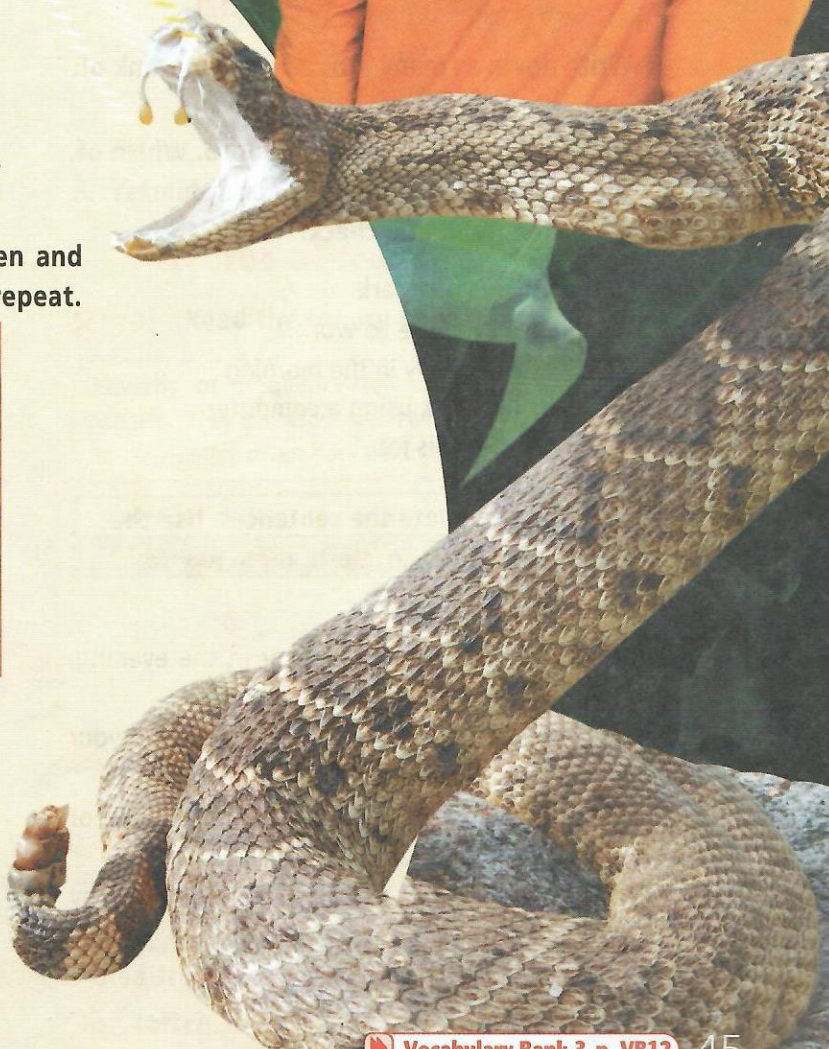
	/s/	/z/	/vz/

Speaking & Writing

Make notes under the headings. Use your notes to talk about Bill's daily routine.

Morning **Afternoon** **Evening**

THINK! Compare your routine to Bill's. In three minutes write a few sentences. Tell the class.



3b Work days

Check these words

office work, outdoors, wildlife photographer, dawn, get ready, work shifts, hide, jungle, keep still, wait for a chance, return, share, beauty of nature


In the wild


Do you catch the bus or tube in the mornings? Lots of people do this to get to work but Nathan Dell doesn't. Nathan doesn't do office work. He works outdoors as a wildlife photographer. He often gets up before dawn, has breakfast, then he gets ready to go to work. He doesn't work shifts or even 9 to 5. He hides among trees in the jungle, keeps very still and waits for a

chance to photograph an animal. At the end of the day he returns to his camp. After dinner he checks the photographs on his computer. He sometimes works late to send the pictures to the magazine he works for. It's a tiring and dangerous job, but Nathan is happy to share the beauty of nature with people all over the world through his photographs.


Vocabulary & Reading

1 Write down as many jobs as you can think of.

2  Look at the man in the photo. Which of the sentences (1-5) are true about him?

 Listen, read and check.


- 1 Nathan works in a park.
- 2 He catches the tube to work.
- 3 He starts work early in the morning.
- 4 He sends his work using a computer.
- 5 He doesn't like his job.

3 a)  Complete the sentences. Use the words from the **Check these words** section.

- 1 Nurses work in the morning or in the evening. They
- 2 and don't move. There's something on your head.
- 3 Secretaries do, such as sending emails or answering phone calls.
- 4 Police officers don't usually work indoors. They work
- 5 The morning shift starts very early, just before

b)  **THINK!** Complete the sentence.

I admire Nathan because ...

Grammar  **Present simple (negative/interrogative)**

4 Read the table. Find examples in the text.

NEGATIVE

*I/You/We/They **don't play** sport.*

*He/She/It **doesn't play** sport.*

INTERROGATIVE & SHORT ANSWERS

*Do I/you/we/they **go** running on Saturday?*

*Yes, I/you/we/they **do**./No, I/you/we/they **don't**.*

*Does he/she/it **cook** on Sunday afternoons?*

*Yes, he/she/it **does**./No, he/she/it **doesn't**.*

5 Anna and Yulian have busy weekends. Look at their timetables and correct the sentences. Use the verbs *have, do, go, watch, play*.

	Anna	Yulian
Saturday	10:00 tennis lesson	10:00 football practice
	16:00 homework	18:00 chores
	18:00 out with friends	out with friends
Sunday	10:00 chores	10:00 computer games
	16:00 violin lesson	16:00 homework
	18:00 film	18:00 film

- 1 Anna and Yulian have a music lesson on Saturday mornings. *Anna and Yulian don't have a music lesson on Saturday mornings. Anna has a tennis lesson and Yulian has football practice.*
- 2 Anna hangs out with her friends on Saturday mornings.
- 3 Yulian does chores on Sunday mornings.
- 4 Anna and Yulian watch a film on Saturday evenings.
- 5 Anna does her homework on Sunday afternoons.
- 6 Anna and Yulian play computer games on Sunday evenings.

Listening

6 a) Listen to Nestor and Olga. Decide if the statements are T (true) or F (false).

	Nestor	Olga
go to school		
like Maths		
do sport		
get up early		
live in a flat		

b) Complete with: *do, does*. Then answer the questions.

- 1 Nestor go to school?
- 2 Nestor get up early?
- 3 Nestor and Olga live in a flat?
- 4 Olga like Maths?
- 5 Olga do sport?

Prepositions of time

7 a) Study the table, then complete with *at, in* or *on*.

AT	the time (<i>at 3 o'clock</i>), at weekends/the weekend, at midday/night
IN	in the morning/afternoon/evening, months/seasons (<i>in May, in the winter</i>), years (<i>in 2010</i>)
ON	days (<i>on Saturday(s), on Monday morning(s)</i>), dates (<i>on 8th June</i>), on weekdays

- 1 Irina doesn't work Saturdays.
- 2 My birthday is 20th December.
- 3 He never works the evening.
- 4 They go to school weekdays.
- 5 I have a dancing lesson 6 o'clock.

Speaking

b) Use the phrases to ask and answer.

- watch TV/the evenings
- get up/7 o'clock
- do your homework/Friday evenings
- do sport/the winter
- buy a magazine/weekends

A: *Do you watch TV in the evenings?*

B: *Yes, I do. Do you ... ?*

Adverbs of frequency

8 a) Read the theory box.

Adverbs of frequency tell us how often something happens. They go before the main verb, but after the verb 'to be'. *Tommy often goes skating. He is never late.*

always	usually	often	sometimes	never
100%	75%	50%	25%	0%

b) How often do you ...

- read in bed?
- help with chores?
- catch a bus?
- go to the library?
- buy a newspaper?
- do the shopping?
- send text messages?

Writing


9 Write a few sentences about what you do at weekends. Use adverbs of frequency (*often, always, usually, sometimes, never*).


3C Culture Corner

Check these words


interesting, make friends, last a lifetime, attend, GCSEs, qualifications, further studies, school uniform, catch up with, after-school activities, compete with, choir, instrument, orchestra, musical events, complete, experience

Reading & Listening

1  What is school life like in England? Decide if the sentences are **T** (true) or **F** (false).


 Listen, read and check.

- 1 Children go to secondary school when they are 11 years old.
- 2 Pupils leave school able to work or go to college.
- 3 All children in England wear uniforms to school.
- 4 There is school on Saturday.
- 5 The school teams play with each other.
- 6 The students can become members of various clubs.

2  Choose the correct word.

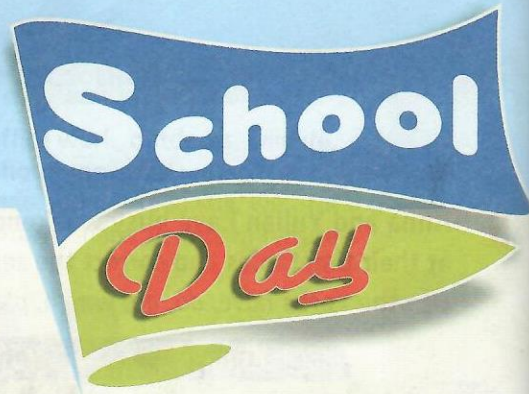
- 1 Some children **join/attend** the school choir.
- 2 Pupils **do/perform** after-school activities.
- 3 Children **enter/go** to secondary school from the age of 11.
- 4 Some pupils **play/compete** in the football team.

Speaking & Writing

3  Read the text again and make notes under the headings. Use your notes to talk about schools in England.

- Subjects • Lessons • Breaks • Food
- Clubs

4 What is school life like in Russia? Make notes under the headings from Ex. 3. Tell the class about it.



School days can be the best days of a child's life. They learn a lot of interesting things and they can make friends that last a lifetime.

School Subjects

Children in England attend secondary school between the ages of 11 and 16. They study a lot of different subjects like English, Maths, Science, Geography and Art. From the ages of 14 to 16 all pupils prepare for their GCSEs. These are qualifications that pupils can use to get a job or go on to further studies.

School Life

Most schools in England have a school uniform. The uniform usually has the school's colours. Children go to school during the week and have up to 8 lessons a day. They have a morning break of about 15 minutes and a one-hour lunch break when they can catch up with their friends. Some pupils eat lunch in the school canteen but many bring a packed lunch.

After-School Activities

The day doesn't always end at 3:30 pm. A lot of pupils do after-school activities. Some are members of their school's football or hockey teams and compete with other schools in their area. Other pupils are in the school choir or play an instrument in the orchestra and perform in musical events during the school year. There are other clubs that pupils can join such as the art, drama or computer club to give them the complete learning experience.



Asking/Telling the time

1 Listen and say.



six o'clock or six



half past six or six thirty



quarter to six or five forty-five



quarter past six or six fifteen



twenty to six or five forty



twenty past six or six twenty

2 a) Listen and number the clock faces in the order you hear them.



A



B



C



D



E



F

b) In pairs, use the clock faces from Ex. 2a to ask and tell the time, as in the examples.

A: Excuse me. Have you got the time, please?

B: Yes, it's ten forty/twenty to eleven.

A: Excuse me, please. What time is it?

B: It's twelve o'clock.

Making arrangements

3 a) Listen and say.

- Do you want to ...?
- That sounds good.
- What time do you want to meet?
- What time is it now?
- Is 6:30 OK for you?
- Let's meet (at the tennis courts) at 7:30.
- OK, see you there.

b) The sentences are from a dialogue between two friends. Where do they agree to meet? At what time?

Listen and read to find out.

Vasily: Do you want to play tennis in the park later, Leo?

Leo: That sounds good. What time do you want to meet?

Vasily: What time is it now?

Leo: It's quarter past three.

Vasily: Right. Well, is 6:30 OK for you?

Leo: Not really. My guitar lesson finishes at 6:30.

Vasily: That's not a problem. Let's meet at the tennis courts at 7:30, then. Don't be late.

Leo: OK, see you there.

4 Find sentences in the dialogue which mean:
 - Make sure you're on time. - That's a great idea.
 - No, it isn't. - Do you want to meet at half past six? - That's OK.

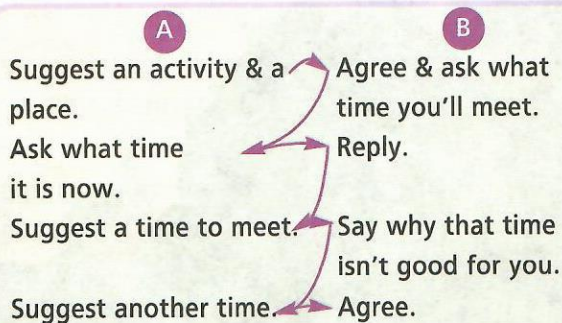
Pronunciation: /d/, /ð/

5 Copy the table in your notebooks. Listen and tick (✓) the correct boxes. Listen again and repeat.

	/d/	/ð/		/d/	/ð/		/d/	/ð/
dad	<input type="checkbox"/>	<input type="checkbox"/>	dirty	<input type="checkbox"/>	<input type="checkbox"/>	there	<input type="checkbox"/>	<input type="checkbox"/>
that	<input type="checkbox"/>	<input type="checkbox"/>	then	<input type="checkbox"/>	<input type="checkbox"/>	dear	<input type="checkbox"/>	<input type="checkbox"/>


Speaking


6 Arrange to meet your partner. Use the sentences from Ex. 3a to act out your dialogue. Follow the plan.



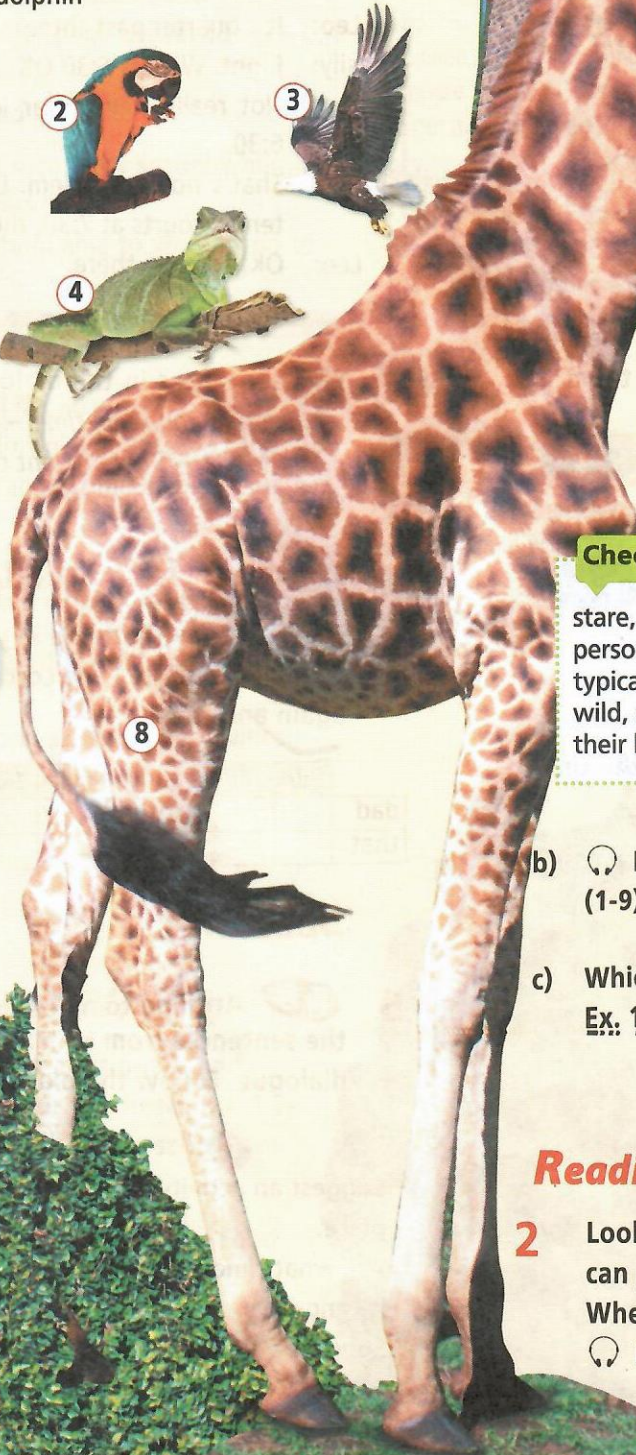
3e True Friends

Vocabulary Animals

1 a)  Match the pictures to the animals.


 Listen and check.

- iguana • bear • giraffe • cat • monkey
- parrot • elephant • horse • ant
- hamster • goldfish • eagle • snake
- duck • dolphin




Check these words

stare, normal, leaves, twigs, slice, playful, personality, leader, treat, guests, hug, typical, conservation project, rare, in the wild, acre, estate, exotic, owner, staff, do their best, feel welcome, gentle

- b)  Listen and say which of the animals (1-9) from Ex. 1a you hear.
- c) Which of the animals mentioned in Ex. 1a can be pets?

Reading & Listening

- 2 Look at the pictures in the text. What can you see? Is there such a place? Where is it?
-  Listen and read to find out.

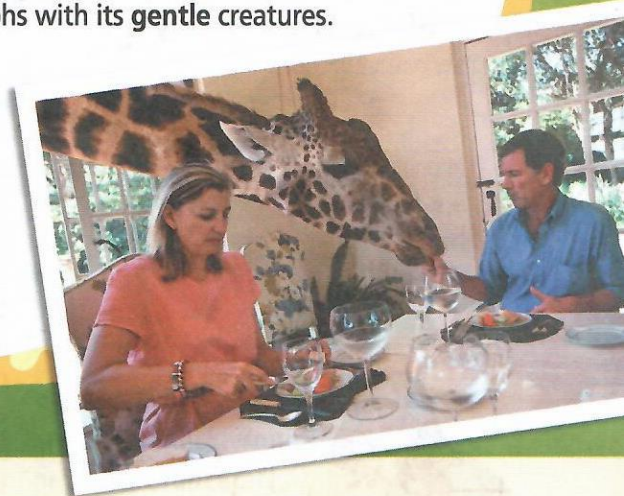
What's for Breakfast?


3e

What's it like to wake up in the morning and see Lynne, a 5-metre tall Rothschild giraffe, staring through your window? It sounds **strange**, but this is a **normal** morning at the Giraffe Manor, a hotel in Kenya, Africa.


Every morning before 9 o'clock the giraffes walk over and put their heads through the open windows to see what's for breakfast. In the wild, giraffes eat leaves and twigs, but here at the hotel, they prefer a slice of toast and some orange juice. These **playful** creatures are like members of the family. Each one has its own name and personality. Lynne is the leader and loves treats from the guests. Arlene likes hugs while Barney is like a typical teenager – even though he's only 3.

The hotel is also a conservation project. The Rothschild giraffe is a rare animal with only a few hundred left in the wild. On the 140-acre estate there are also exotic birds and antelopes. The owners and the staff do their best to make their guests feel welcome. Giraffe Manor is a place that promises an **amazing** experience and lots of photographs with its gentle creatures.




3  Now read the text and for questions 1-4 choose the best answer (A, B, C or D). Find evidence in the text.

- 1 What animals live at Giraffe Manor?
A Only giraffes.
B Wild animals.
C Only rare animals.
D Birds, giraffes and antelopes.
- 2 What do the giraffes like doing in the morning?
A Eating from the trees.
B Sharing guests' meals.
C Opening the windows.
D Playing with the families.
- 3 What does Lynne enjoy?
A Hugs. C Kisses.
B Treats. D Leaves.
- 4 What is special about the Rothschild giraffes?
A They are very tall.
B They are exotic.
C There aren't many left.
D They only eat sweets.

4  Use the words from the **Check these words** section to complete the sentences.

- 1 Lynne, the giraffe, doesn't think it's rude to at people through windows.
- 2 The in the hotel are very friendly and always ready to help guests.
- 3 Chocolate is a welcome sweet for everyone.
- 4 You can't see a Rothschild giraffe everywhere. It's a(n) animal.
- 5 On the there are exotic birds and antelopes.
- 6 The owners made all their feel welcome.
- 7 Giraffes eat and
- 8 The is the head of the group that everyone else follows.
- 9 The staff always to make sure the guests have a nice time.

5  Match the adjectives in bold in the text to their synonyms: *exceptional, typical, uncommon, kind, lively, fantastic*.

Speaking & Writing


6 **THINK!** In three minutes write some reasons why someone should go to Giraffe Manor. Tell the class about it.

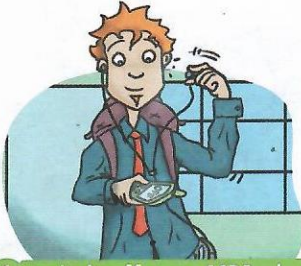
7 Imagine you are at Giraffe Manor. Send your English pen friend an email. In your email write: *where you are, what the place is like, what is special about it and what you like the most*.

3f An amazing school

Vocabulary

School & school rules

- 1 a) In a minute write down as many school subjects as you can. Which is your favourite?
- b)  Listen and say.



1 switch off your MP3 player



2 be on time



3 wear a school uniform



5 take part in sports

The Flying Fruit Circus School




- 1 ► Imagine a school where the students don't play football and basketball in their sports lessons. Instead, they learn to juggle and fly fast through the air on a trapeze! Well, a school like this really exists. It's called the Flying Fruit Fly Circus School and it's in Wodonga, Australia.
- 2 ► The students at this school study circus skills such as acrobatics, clowning, trapeze and tightrope walking. They also study dance, theatre and music and take part in many performances and tours.
- 3 ► Students don't spend all day flying through the air though! They have to work hard at all the normal subjects, like Maths and Science, too. There are also rules like at an ordinary school. Students have to be on time, wear a school uniform and switch their mobile phones off in class (they sometimes don't have to switch off their MP3 players, though!). Also, they don't get into the school easily. They have to do a circus skills course, and then the school chooses its students.
- 4 ► After leaving the circus school, some students become performers, and others don't. But all the students have a unique experience at the school. It's a place where ordinary students can do extraordinary things!

Check these words

juggle, trapeze, exist, circus skills, acrobatics, tightrope walking, performance, course, performer, unique experience

The Flying Fruit Fly Circus has videos of its performances on YouTube! You should take a look. They're amazing!

- 3 a)  Read the text again. Match the headings (A-E) to the paragraphs (1-4). There is one extra heading.

- | | |
|-------------------------|--------------------|
| A Not All Fun and Games | D Be Famous |
| B An Unforgettable Time | E A Special School |
| C Special Studies | |

- b)  Listen and check. How similar is this school to yours? Write sentences.

In my school we don't study circus skills, but in the Flying Fruit Fly Circus School students study acrobatics, clowning, trapeze and tightrope walking.

Reading & Listening

- 2 Look at the pictures with the text. What is unusual about this school? What subjects do you think students study here? Read the text to find out.

Grammar

see
p. GR5

Have to

4 Read the theory. Find examples in the text from Ex. 2.

AFFIRMATIVE/NEGATIVE

You/We/They **have to/don't have to** work.He/She/It **has to/doesn't have to** work.

INTERROGATIVE/SHORT ANSWERS

Do I/you/we/they **have to** work? Yes, I, etc. **do./No**, I, etc. **don't**.Does he/she/it **have to** work? Yes, he, etc. **does./No**, he, etc. **doesn't**.

- We use **have/has to** to express obligation/duty: *We **have to** wear a uniform at school. (It's the rule./It's a duty.)*
- We use **don't/doesn't have to** to express lack of obligation: *She **doesn't have to** work on Saturdays. (It isn't necessary.)*

5 a) Complete with: *have to, has to, don't have to, doesn't have to*, as in the example.

- Dina *doesn't have to* sign in every morning. (✓)
- Dina and Leonid respect their teachers. (✓)
- Dina and Leonid be silent in the school library. (✓)
- Dina and Leonid wear a uniform. (x)
- Leonid show an ID card. (x)
- Dina study acrobatics. (✓)

b) Use the phrases to ask and answer questions, then tell the class what your partner *has to/doesn't have to* do.

- do sport at school
- do the washing-up every day
- walk to school
- do homework every evening
- share the bedroom with a brother/sister

A: Do you *have to* do sport at school?B: Yes, I do. Do you *have to* ... ?

Should/Ought to

6 Read the theory, then complete with *should/ought to* or *shouldn't/oughtn't to*.

We use **should/shouldn't** to give advice/make a suggestion: *You **should** go to the circus! It's great! (It's a good idea.) You **shouldn't** smoke. (It's not a good idea.)* We use **ought to/oughtn't to** to give advice: *You **ought to** be polite. (It's a morally right.)*

In class ...

- You always listen to the teacher.
- You talk to others.
- You ask questions if you don't understand.
- You chew gum.

Adjectives/Adverbs

7 Read the theory and find examples in the text from Ex. 2.

- Adjectives** describe nouns. They usually go before nouns but after the verb *to be*: *He's a **good** teacher.* They are the same in the singular and plural: *The students are **great**.*
- Adverbs** describe verbs: *He speaks Russian **well**.* (How does he speak Russian? Well.)

Formation

adjective + -ly *quiet* → *quietly*; adjective ending in -e + -ly *terrible* → *terribly*; adjective ending in -y + -ily *happy* → *happily*; irregular forms: *good* → *well*; *fast* → *fast*; *hard* → *hard*; *early/late* → *early/late*

8 Choose the correct word.

- Konstantin juggles really **good/well**.
- Vera walks **quickly/quick**.
- She's a **careful/carefully** driver.
- Maxim is really **badly/bad** at Maths.
- My teacher speaks **softly/soft**.

9 a) Complete the sentences with the correct adverbs formed from the adjectives: *polite, late, happy, quiet, good*.

- The children play in the playground.
- I think Galina sings really!
- He sat and waited.
- He often leaves work
- Speak to your teachers

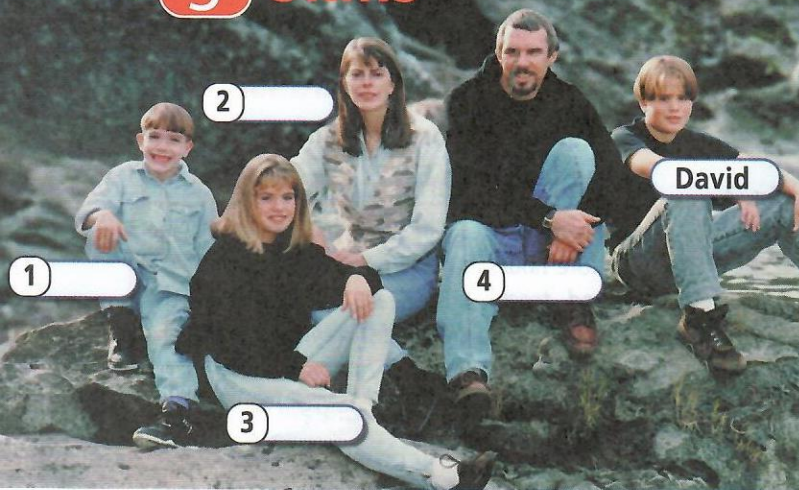
b) Complete the sentences using degrees of comparison of adverbs.

- Lila reads English (**fast**) but Andrey read (**slow**) than others.
- Teddy speaks French (**fast**) in class but I still speak (**slow**).
- I usually rise (early) than others on weekdays but on my days off, I rise (late).
- My sister and I would like to travel to the Black Sea but (much) of all.

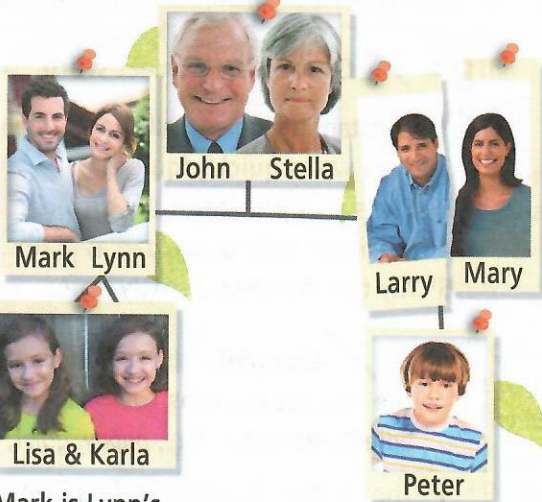
Speaking & Writing

10 Write what you *have to/don't have to do* at your school. Tell the class about it.

3g Skills



2 a) Look at Lisa's family tree. Complete the sentences.



- 1 Mark is Lynn's
- 2 Lynn is John and Stella's
- 3 Mary is Lisa and Karla's
- 4 John is Peter's
- 5 Larry is Peter's
- 6 Karla is Peter's
- 7 Mark is Peter's
- 8 Stella is John's
- 9 Karla is John's
- 10 Stella is Lisa's

b) Fill in: *married, twins, single, only, divorced.*

- 1 Peter hasn't got a wife. He's
- 2 Mark and Lynn are
- 3 Mary and Larry aren't married now. They're
- 4 Peter hasn't got any brothers or sisters. He's a(n) child.
- 5 Lisa and Karla look the same. They're

Vocabulary & Grammar

- 1 a) Listen and match the people to their names. Who's David's *father, mother, brother, sister*? Tell the class about it.
- b) Form pairs. Listen and check, then repeat.

father (dad)	sister	daughter
son	husband	mother (mum)
brother	uncle	wife
grandson	cousin	grandmother/grandma
grandfather/grandad		granddaughter
nephew		cousin
		niece

3 Ask and answer questions. Use *who's* or *whose*.

Possession

- singular noun + 's: *John's mum*
- plural noun + 's: *the girls' aunt*
- irregular plural + 's: *the men's house*

see
p. GR6

Who's ...? Who is ...? *Who's Lynn? She's Mark's wife.*
Whose ...? (who the possessor is) *Whose daughter is Lynn? John and Stella's.*

- A: *Who's Karla?*
B: *She's Lisa's sister. Whose cousin is Peter?*
A: *He's Lisa and Karla's cousin. Who's Larry?*

Listening & Speaking

4 Listen to Amy and Nick talking about their families and decide if the sentences are *T* (true) or *F* (false).

- 1 Amy is Nick's cousin.
- 2 Nick is an only child.
- 3 Amy has got a big family.
- 4 Amy's mum is a doctor.
- 5 Nick's parents are divorced.
- 6 Nick lives with his grandparents.

Identifying people

5 a) Read the dialogue. Who's Mary?

- A: Who's that girl with you, Sandy?
B: Which one?
A: The one with the long brown hair.
B: That's my cousin, Mary.
A: She's very pretty.
B: Thanks.



b) Bring family photographs. Act out similar dialogues to find out who each person is.

An email giving news

- 1 a) Read the rubric and answer the questions.

This is part of an email you received from your English pen friend Stella.

"How are things there? Are your parents OK? Write back and tell me all about you."

Write an email to Stella giving her your news.

- 1 What does the rubric ask you to write?
- 2 Who is the reader?
- 3 What is it about?

- b) Read the email. Name the people in the photograph.

Dear Stella,

1 Hi! I'm glad you're OK! Everything's fine here. I've only got good news to tell you.

2 Mum's got a new job. She works as a teacher at a primary school three blocks from home. She likes it a lot. The only problem is that she gets up very early. She has to be at school at 7:30 every morning. Dad wants to learn Spanish! He has lessons every afternoon. Andrei and I go swimming. We go to the pool five times a week. Andrei finds it tiring, but I'm really keen on it. I think it's fun. I also want to learn to play a musical instrument. I can have guitar lessons on Mondays or piano lessons on Fridays, but I can't decide. What do you think?

3 Have to go now. Mum wants me to help her with the housework. Write again soon.

Love,
Alisa



- 2 Match the paragraphs to the headings.

- A closing remarks – request to write back
- B opening remarks; comment on the last email
- C family news

- 3 a) Read the theory box. Find examples in Julia's letter.

Linking ideas

see
p. GR6

We use **and** for things that are similar.

*Anton likes skiing **and** snowboarding. We use **but** for things that are different. *I enjoy PE, **but** I don't like Maths.**

We use **or** to give a choice. *You can have **cola or orange juice**.*

- b) Complete with: *and, but, or*.

- 1 Alina likes music, she doesn't like Maths.
- 2 Do you want to go to the cinema watch a film?
- 3 I love surfing the Net sending emails.
- 4 PE is really fun, it's sometimes tiring.
- 5 Geography is interesting fun.

Writing (an email giving news)

- 4 Answer the questions.

- 1 How many people are there in your family?
- 2 What are their names?
- 3 What do they do?
- 4 What extra activities do you do?

- 5 **Portfolio:** Use your answers from Ex. 4 to write an email to your English pen friend giving your news (80-100 words). Follow the plan. You can use Julia's email as a model.

Plan

Dear (your friend's first name),

Para 1: opening remarks (*Hi! How are you?*)



Para 2: write your news (*what your parents/brothers/sisters do; how often*)

Para 3: closing remarks; ask your friend to write back. (*Have to go now ... Write back ...*)

Yours,


(your first name)

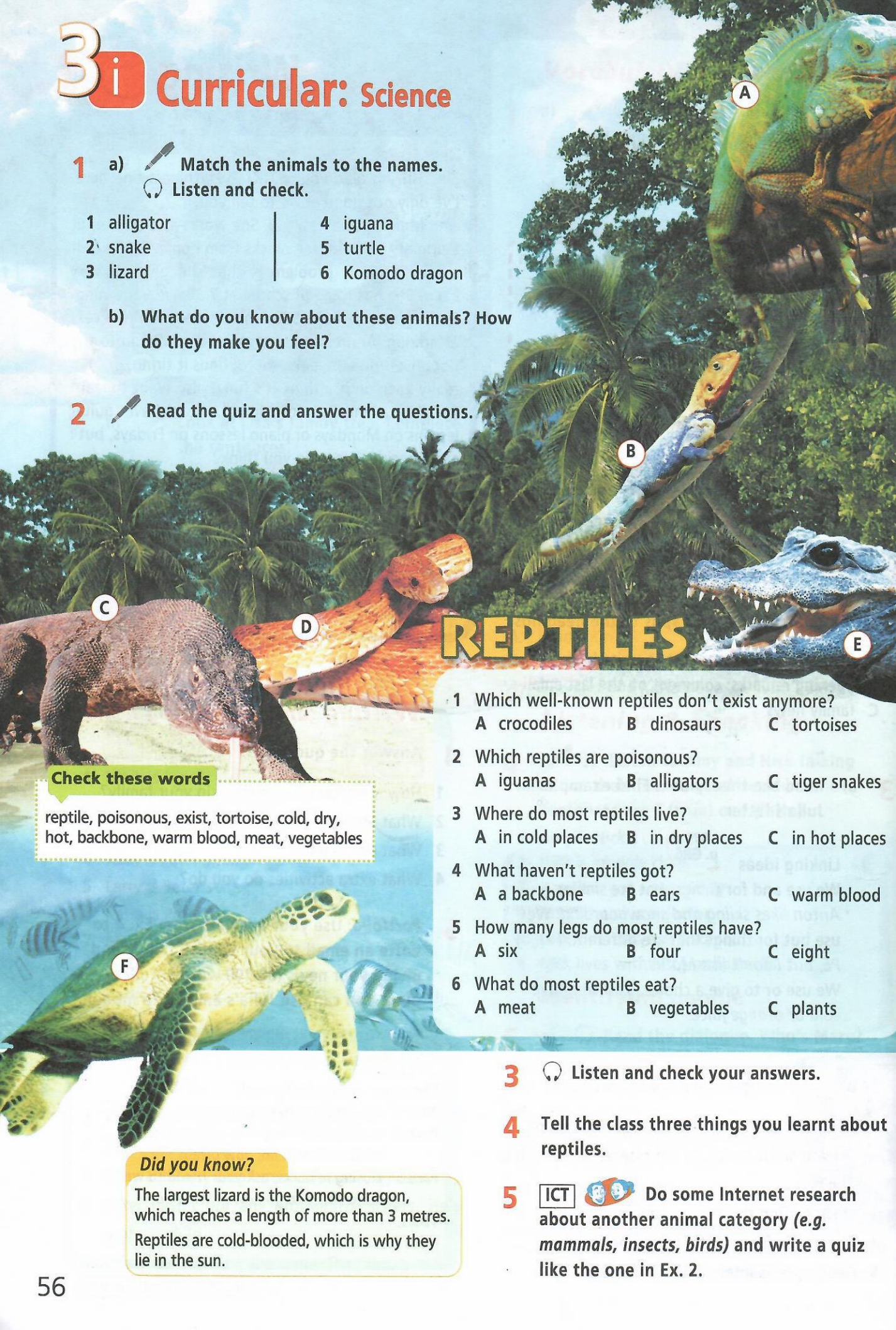
3i Curricular: Science

- 1 a)  Match the animals to the names.
 Listen and check.

- | | |
|-------------|-----------------|
| 1 alligator | 4 iguana |
| 2 snake | 5 turtle |
| 3 lizard | 6 Komodo dragon |

- b) What do you know about these animals? How do they make you feel?

- 2  Read the quiz and answer the questions.




REPTILES



Check these words

reptile, poisonous, exist, tortoise, cold, dry, hot, backbone, warm blood, meat, vegetables

- Which well-known reptiles don't exist anymore?
 A crocodiles B dinosaurs C tortoises
- Which reptiles are poisonous?
 A iguanas B alligators C tiger snakes
- Where do most reptiles live?
 A in cold places B in dry places C in hot places
- What haven't reptiles got?
 A a backbone B ears C warm blood
- How many legs do most reptiles have?
 A six B four C eight
- What do most reptiles eat?
 A meat B vegetables C plants

- 3  Listen and check your answers.

- 4 Tell the class three things you learnt about reptiles.

- 5   Do some Internet research about another animal category (e.g. *mammals, insects, birds*) and write a quiz like the one in Ex. 2.

Did you know?

The largest lizard is the Komodo dragon, which reaches a length of more than 3 metres. Reptiles are cold-blooded, which is why they lie in the sun.

Language Review 3

1 Match the words.

- | | |
|------------|------------------------|
| 1 send | A a shower |
| 2 do | B work |
| 3 catch | C with friends |
| 4 have | D the dog |
| 5 start | E my homework |
| 6 walk | F text messages |
| 7 go | G the Internet |
| 8 hang out | H the bus |
| 9 surf | I a musical instrument |
| 10 play | J to bed |

2 Choose the correct words.

Cheetahs are 1) mammals/ reptiles that belong to the cat 2) family/course. They are very fast 3) land/air animals. They 4) live/stay in Africa. They are a(n) 5) endangered/risky species because they can't adapt to new 6) environments/areas easily. They also 7) have/take difficulty finding food to eat.



3 Write the time.

- | | | | |
|---|-------|---|-------|
| 1 | 10:30 | 4 | 8:30 |
| 2 | 9:15 | 5 | 12:00 |
| 3 | 20:45 | 6 | 3:10 |

4 Write the correct word.

- 1 My mum's sister is my
- 2 My aunt's husband is my
- 3 My mum's mum is my
- 4 My dad's parents are my
- 5 My parents' son is my

5 Choose the correct prepositions.

- 1 He listens to/at music while he does his homework.
- 2 Snakes can bite you in/on your hands.
- 3 How do you get at/to work?
- 4 She starts work in/at 9 o'clock.
- 5 Let's look at the photographs on/in the computer.
- 6 He takes photographs of/from wild animals in/into the jungle.
- 7 Sue is in/on the school choir.

6 Complete with: daily, office, do, conservation, brush, take, work, feel, hours, poisonous.

- | | |
|------------------|--------------------|
| 1 outdoors | 6 medicine |
| 2 routine | 7 welcome |
| 3 snake | 8 project |
| 4 my teeth | 9 my best |
| 5 work | 10 work long |

GAME

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

- exotic birds • aunt • uncle • grandmother • study hard
- typical teenager • keep still • work shifts • work late • go shopping
- have dinner • go to bed • free time • have lunch
- take part in • catch up with • get up • niece • office work

Quiz

Decide if the sentences are T (true) or F (false). Read through Module 3 and write a quiz of your own.

- | | |
|------------------------------------|--|
| 1 Some snakes are poisonous. | 6 The Rothschild giraffe is an endangered species. |
| 2 Snakes haven't got legs. | 7 People can make antivenin from snakes' venom. |
| 3 Snakes are cold-blooded. | |
| 4 Reptiles haven't got a backbone. | |
| 5 Kenya is in Europe. | |

Listening (True/False statements)

- 1 Work in pairs. Answer the questions.
- 1 What do the people in your family look like?
 - 2 How old are the people in your family?
 - 3 What are your parents' jobs?


Study skills

True/False statements

Read the rubric, then the statements to familiarise yourself with the content of the recording.

- 2 a) Read Ex. 2b and the statements (1-6). Answer the questions (1-4) below.

- 1 Are you going to listen to a monologue or a dialogue?
- 2 What is James talking about?
- 3 Which family members do you think James mentions?
- 4 Which jobs can you find in the statements?

b)  You're going to listen to James talking to a friend of his about his family. Listen and choose the correct box. Compare with your partner.

- 1 James's aunt, Anna, is an actress on TV.
- 2 James's sister, Katie, can speak several languages.
- 3 James looks like his brother Sam.
- 4 James's father, Lucas, is in his late forties.
- 5 Emma wants to become a biologist.
- 6 James wants to be an actor.

True	False

Study skills

Multiple choice reading

Read the text quickly to get the gist. Read the questions and possible answers. Find the part in the text that contains the answer to the question. Read carefully trying to find synonymous phrases. Remember the questions follow in the order they appear in the text.

Reading (Multiple Choice)

- 3 a) Look at the title of the text and read the first sentence in each paragraph. What do you expect to read about? Read through and check.

COOL JOBS:

Veterinarian - Viktor Asimov



It's fun being a vet. I like it because although it is hard work, every day is different! It all depends on what is wrong with the animals that come in.

At my clinic, I work long days on Mondays, Wednesdays and Fridays, and short days on Tuesdays, Thursdays and Saturdays. Sunday is my day off so I can spend some time with my family.

My day at my clinic begins at 7 am. My receptionist opens the door, turns on some music, and makes everyone a cup of tea or coffee. My assistant cleans and feeds the animals. The phones start to ring, and people make appointments. This is a very busy time of day!


At 9 am, pet owners start to arrive with their sick pets. Appointments take up the whole morning. At midday, I stop for 2 hours. I don't examine any new animal patients. I use these 2 hours to have lunch and do all my paperwork.

At 2 pm, I start to see sick animals again. At 5 pm, three students from a local school who love animals arrive to help out. I am always happy to see their smiling faces!

From 5 pm to 7 pm, I continue to see animal patients. Then, at 7 pm, we close our doors and the clean-up begins! We tidy the clinic, feed and clean the animals. Of course, we also stroke them, and give them hugs and cuddles, too! Then, we turn off the lights and go home. This is the type of day I aim for. But of course unexpected things sometimes happen!



Speaking (Describe a picture)

b)  Read the text and answer the questions (1-6).

- 1 Viktor says he likes his job because
- A there is a lot of variety.
 - B he likes hard work.
 - C he likes to make animals better.
 - D he sees lots of different animals.

2 Viktor works

- A seven days a week.
- B different hours every day.
- C full days only on some days.
- D even when he is at home.

3 At the start of the day, people in Viktor's clinic

- A let the staff into the clinic.
- B play with the animals.
- C make a lot of phone calls.
- D have a lot to do.

4 During the day, Viktor

- A has to do administration work.
- B sometimes gives talks at local schools.
- C often has no time for lunch.
- D teaches students who want to be vets.

5 Viktor examines sick animals

- A all day.
- B between 9 am and 5 pm.
- C all day except 12 pm-2 pm.
- D 9 am-12 pm & 5 pm-7 pm.

6 The text is about

- A why Viktor is a vet.
- B Viktor's daily routine.
- C a special day in Viktor's clinic.
- D Viktor's love of animals.

c)  Complete the sentences.

- 1 Viktor likes his job because
- 2 He works long days in the week, but not
- 3 He starts work
- 4 There's a break at
- 5 In the afternoon, they've got help from

4   Listen to someone and complete the gaps.

The photograph shows a family having 1) There's the father, mother and two 2) They are at the table in the 3) They are in casual 4) On the 5), there are cornflakes, fruit and orange juice. The parents look happy.



Study skills

Describing photographs

When you describe a photo, imagine you are describing it to a person who can't see it. Be as detailed as possible. Talk about people and their clothes, time of day, place, weather, other things/objects you can see and people's feelings.

5 Look at the photo and make notes under the headings in the *Study Skills* box. Use your notes to describe the photo.



Writing (Writing Bank 1: Informal letters p. WB1)

6 a) Read the rubric. Think of vocabulary related to the points in the rubric.

You have received a letter from your English pen friend, Kim.

What is a typical weekday routine for you? When does your day start? What do you do in the morning, at noon, in the afternoon and evening?

Write her a letter and answer her questions.

b) Write your letter. Follow the plan.

Plan

Dear Kim,

Para 1: opening remarks, reason for writing

Para 2: describe your typical weekday routine

Para 3: closing remarks, ask about your friend's typical weekday routine

(your first name)



Reading & Listening

- 1 a) Look at Misha, the Moscow Olympics 1980 mascot. What animal is it?
 b) What do you know about this animal? How do the Russians feel about it?
 🎧 Listen, read and check.

2 Read the text and answer the questions.

- 1 Where do brown bears live?
- 2 What do they look like?
- 3 What do they eat?


3 ✎ Use words from the text to label the picture.

Speaking

- 4 ✎ Copy and complete the table. Use the completed table to present the brown bear to the class.

Name:	
Lives in:	
Looks like:	
Eats:	

Writing

- 5  **ICT** Find information on the Internet about two other animals in Russia. Write short paragraphs. Present them to the class.

Russia's Favourite Animal



Russia is a big country and lots of animals live there. One animal, the common brown bear, has a special place in the hearts of the Russian people though.

The brown bear lives in the mountains and forests of Russia. It is a very large animal with a large round head, small round ears, and a long mouth with 42 teeth. Its fur is thick and it has large paws with long claws that can grow up to 10 cm long. It eats berries and nuts, roots, grasses, insects and fish.

This big and beautiful animal is a favourite character of Russian fairytales and cartoons. In fact, the brown bear is so popular that it is the national symbol of Russia.

Check these words

common, special place, in the hearts of, mountains, forests, fur, paws, claws, grow, berries, nuts, roots, grasses, insects, fish, fairytales, cartoons, national symbol

1 large round ...

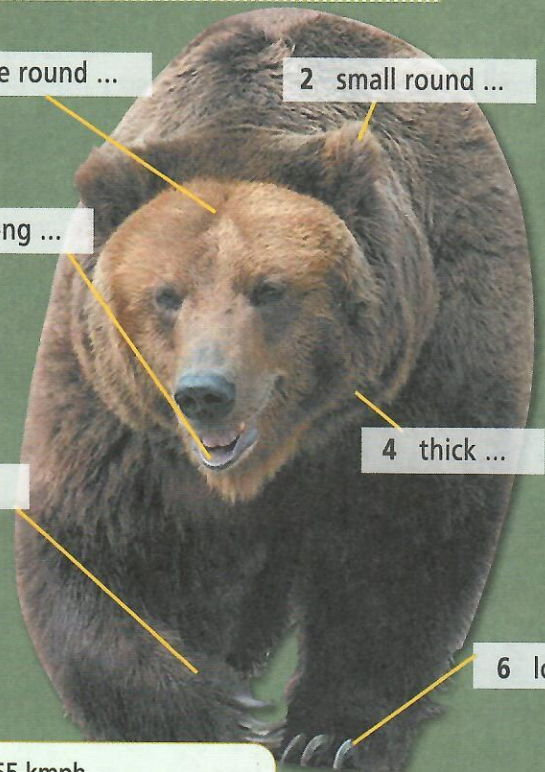
2 small round ...

3 long ...

4 thick ...

5 large ...

6 long ...



Did you know?

The brown bear can run as fast as 55 kmph. Learn more about the Russian bear: <http://gotourl.ru/12254>