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STOPWATCH

**Student's Book
& Workbook**

1

Viviane Kirmeliene



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la cuarentena por el Coronavirus.**

STOPwatch

**Student's Book
& Workbook**

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Viviane Kirmeliene





58 St Aldates
Oxford OX1 1ST
United Kingdom

© 2017 Ediciones Santillana, S. A.
Leandro N. Alem 720
C1001AAP Buenos Aires, Argentina

First published by
© **Richmond Publishing, S.A. de C.V.**
© **Text: Viviane Kirmeliene and Simon Brewster**

ISBN: 978-950-46-5415-5

Publisher: Mabel Manzano
Editorial Team: Daniel Altamirano, Suzanne Guerrero, Kimberly MacCurdy, Joep van der Werff, Hipertexto, Mónica Tosi
Art and Design Coordinators: Karla Avila and Jaime Angeles
Design: Karla Avila, Jaime Angeles
Layout: Erick López, Daniel Mejía, Virginia María Lasta
Cover Design: Karla Avila
Cover Photograph: © IPGGutenbergUKLtd/ Thinkstock.com
Photo Research: Mónica Tosi

Illustrations: Berenice Muñiz pp. 100, 101; Ismael Vásquez pp. 21, 44, 86, 102, 103, 110, 122, 126, 151; Karla Avila p. 125; Tomas Benitez pp. 42, 43, 46

Photographs: p. 7 © Chipmunk131/Shutterstock.com, © Rawpixel.com/Shutterstock.com, p. 8 © marco mayer/Shutterstock.com, © Drean Drobot/Shutterstock.com, © SydaProductions/Shutterstock.com, © Tyler Olson/Shutterstock.com, p. 9 © passion artist/Shutterstock.com, © Zabrotskaya Larysa/Shutterstock.com, p. 10 © SydaProductions/Shutterstock.com, p. 11 © iravgustin/Shutterstock.com, p. 12 © Aaron Amat/Shutterstock.com, © Croisy/Shutterstock.com, p. 15 © xiver/Shutterstock.com, © Photographee.eu/Shutterstock.com, © charnsitr/Shutterstock.com, © Globe Turner/Shutterstock.com, © Vigen M/Shutterstock.com, © BestPhotoStudio/Shutterstock.com, p. 16 © imanhakim/Shutterstock.com, © Scanrail1/Shutterstock.com, © cobalt88/Shutterstock.com, © Tetiana Yurchenko/Shutterstock.com, © Lucky Team Studio/Shutterstock.com, © Kathy Hutchins/Shutterstock.com, p. 20 © julie deshaies/Shutterstock.com, p. 21 © Lightspring/Shutterstock.com, © Tarzhanova/Shutterstock.com, © pondpony/Shutterstock.com, © Great Vector Elements/Shutterstock.com, © Margo Harrison/Shutterstock.com, p. 25 © best4u/Shutterstock.com, © JONGSUK/Shutterstock.com, © box912/Shutterstock.com, © Aleksei Bezrodniy/Shutterstock.com, p. 26 © ProStockStudio/Shutterstock.com, p. 31 © Jacek Chabraszewski/Shutterstock.com, © g-stockstudio/Shutterstock.com, p. 34 © Tofudevil/Shutterstock.com, © Tle 411/Shutterstock.com, © Denis Starostin/Shutterstock.com, p. 35 © wk1003mike/Shutterstock.com, p. 37 © Sabphoto/Shutterstock.com, © Kues/Shutterstock.com, © Daxiao Productions/Shutterstock.com, © All_White Background/Shutterstock.com, p. 40 © Featureflash/Shutterstock.com, © s_bukley/Shutterstock.com, © Tinseltown/Shutterstock.com, p. 42 © Denys Prykhodov/Shutterstock.com, p. 43 © Katerina Davidenko/Shutterstock.com, p. 44 © Vivek Agrawal/Shutterstock.com, p. 46 © Andrew F. Kazmierski/Shutterstock.com, © Oscity/Shutterstock.com, © John Wollwerth/Shutterstock.com, p. 49 © Thinglass/Shutterstock.com, © Dan Kitwood/Shutterstock.com, p. 53 © Alexzel/Shutterstock.com, p. 55 © Skokloster Castle/Open Image Archive, p. 58 © Denys Prykhodov/Shutterstock.com, p. 62 ©, Iakov Filimonov/Shutterstock.com, p. 69 © Syda Productions/Shutterstock.com, © Likoper/Shutterstock.com, p. 83

Kirmeliene, Viviane
Stopwatch 1 : Student's Book / Viviane Kirmeliene ; Simon Brewster. - 1a ed. 2a reimp.- Ciudad Autónoma de Buenos Aires : Santillana, 2020.
168 p. ; 28 x 22 cm.

ISBN 978-950-46-5415-5

1. Inglés. 2. Educación Secundaria. 3. Libro de Texto. I. Brewster, Simon. II. Título.
CDD 420.712

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First Edition Published 2017
Third Printing: January 2020

The publishers would like to thank all those who have contributed to the development of this course.

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Este libro se terminó de imprimir en el mes de enero de 2020 en Arcángel Maggio – división libros, Lafayette 1695, Ciudad Autónoma de Buenos Aires, República Argentina.






Contents




- 4 **SCOPE AND SEQUENCE**
- 7 **Unit 0** How are you?
- 13 **Unit 1** How important is technology to you?
- 27 **Unit 2** What makes a good friend?
- 41 **Unit 3** How do you get around?
- 55 **Unit 4** What do you like eating?
- 69 **Unit 5** What can you do?
- 83 **Unit 6** How do you spend your free time?
- 97 **Unit 7** What are you doing?
- 111 **Unit 8** Where were you yesterday?
- 125 **WORKBOOK**
- 158 **Just for Fun Answer Key**
- 159 **GRAMMAR REFERENCE**
- 168 **Verb List**

Scope and Sequence

Unit	Vocabulary	Grammar	Skills
<p>4</p>  <p>How are you?</p>	<p>Greetings and farewells: Hi, hello, goodbye, bye, see you, good morning / afternoon / evening, nice to meet you</p> <p>Personal information: What's your name / surname? How old are you? Who's your best friend?</p> <p>Letters of the alphabet: A to Z</p> <p>Colours: black, blue, brown, green, grey, orange, pink, purple, red, white, yellow</p> <p>Numbers: 0 - 100</p> <p>Classroom items: eraser, scissors, sharpener, paper clip, notebook, pencil, desk, notepad</p>	<p>The verb <i>be</i>; <i>May I...? / Can I ...?;</i> Indefinite articles</p>	<p>Listening: Understanding instructions</p> <p>Speaking: Interacting with others</p>

 <p>How important is technology to you?</p>	<p>Technology collocations: check e-mail, listen to music, make phone calls, make a video, play games, send messages, share photos, shop online, surf the Internet, take photos, watch films</p> <p>Countries and nationalities: Argentina / Argentinian, Australia / Australian, Brazil / Brazilian, China / Chinese, Egypt / Egyptian, France / French, Greece / Greek, India / Indian, Italy / Italian, Japan / Japanese, Peru / Peruvian, Switzerland / Swiss, Thailand / Thai, The United Kingdom (The UK) / British, The United States (The US) / American, Turkey / Turkish</p>	<p>The verb <i>be</i> (+, -, ?); Contractions; Introduction to <i>Can / Can't</i>; Demonstrative pronouns; <i>Wh</i>-questions; Imperatives</p>	<p>Reading: Using key words</p> <p>Writing: Writing search terms for a search engine</p> <p>Project: Making a technology infographic</p>
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Unit	Vocabulary	Grammar	Skills
 <p>What makes a good friend?</p>	<p>Physical description: blonde, braces, chubby, glasses, long, medium height, medium weight, short, thin</p> <p>Personality adjectives: fun, intelligent, kind, outgoing, rude, serious, shy</p> <p>Description / Opinion adjectives: attractive, bad, beautiful, boring, crowded, excellent, exciting, fun, great, interesting, noisy, old, popular, quiet, terrible, top</p>	<p><i>like + verb + ing;</i> <i>like + verb + noun;</i> The verb <i>have got (+, -, ?);</i> Possessive adjectives</p>	<p>Listening: Predicting information</p> <p>Writing: Describing a holiday destination</p> <p>Project: Making a self-care kit</p>
 <p>How do you get around?</p>	<p>Places in a city: bakery, bank, bar, bus stop, café / coffee shop, chemist, church, cinema, grocery, gym, hospital, library, mosque, office building, park, petrol station, restaurant, school, shopping centre, shops, square, synagogue, theatre</p> <p>Transportation: bike, bus, car, motorcycle, plane, train, underground</p> <p>Giving directions: cross, go past, turn left, turn right, walk straight ahead</p>	<p>Imperatives; <i>There is / There are (+, -, ?);</i> Short answers; <i>Where</i></p>	<p>Listening: Following directions on a map</p> <p>Reading: Identifying the objective of a text</p> <p>Speaking: Asking for and giving directions</p> <p>Project: Creating a poster to present an eco-friendly means of transportation proposal</p>
 <p>What do you like eating?</p>	<p>Food and drink: apple, banana, beans, beef, bread, broccoli, butter, carrot, cheese, chicken, egg, fish, juice, milk, onions, oranges, pasta, rice, soda / soft drink, water</p> <p>Months of the year: January, February, March, April, May, June, July, August, September, October, November, December</p>	<p><i>I like / I don't like;</i> <i>He / She likes / He / She doesn't like;</i> <i>and, or, but;</i> Countable and uncountable nouns; Quantifiers: <i>some, any;</i> Imperatives for instructions</p>	<p>Reading: Identifying main ideas</p> <p>Speaking: Recommending a restaurant</p> <p>Project: Writing a healthy menu</p>

Unit	Vocabulary	Grammar	Skills
 <p>What can you do?</p>	<p>Sports: baseball, basketball, cricket, cycling, football, hockey, rugby, swimming, tennis</p> <p>Jobs and occupations: artist, journalist, nurse, scientist, social worker, teacher</p>	<p><i>Do / Play</i> (sports); <i>Can / Can't</i> (ability, permission and prohibition); <i>Would / Wouldn't like to + infinitive</i></p>	<p>Listening: Identifying people's jobs and occupations Speaking: Talking about sports and sportspeople Project: Making a sports manual</p>
 <p>How do you spend your free time?</p>	<p>Chores and Free-time activities: clean (your) room, do the dishes, do homework, go to the park, hang out with friends, play video games, take out the rubbish, walk the dog, watch a film</p> <p>Emotions: angry, bored, excited, happy, nervous, sad, scared, tired</p>	<p><i>Have to;</i> Simple Present (+, -, ?); Short answers</p>	<p>Reading: Reading for specific information Speaking: Inviting, accepting and rejecting an invitation Project: Carrying out and presenting a survey</p>
 <p>What are you doing?</p>	<p>House rooms: attic, bathroom, bedroom, dining room, kitchen, living room, study room</p> <p>House objects: armchair, bath, bed, bookcase, chair, cooker, desk, sofa, table, television (TV), toilet, wardrobe</p> <p>Clothing: blouse, boots, coat, dress, gloves, hat, high heels, jacket, jeans, pyjamas, trousers, sandals, scarf (scarves), shirt, shoes, shorts, skirt, socks, sweater, tie, trainers, trousers, T-shirt</p>	<p><i>be + wear + ing;</i> Present Continuous (+, -, ?)</p>	<p>Listening: Listening for detail Writing: Using adjectives to describe pictures Project: Making a podcast</p>
 <p>Where were you yesterday?</p>	<p>Text purposes: entertain, inform, persuade</p> <p>Adverbs and adverbial phrases of time: (two) (days) ago, last (week), now, today, yesterday</p>	<p>Past of <i>be</i>: was, were (+, -, ?); Short answers</p>	<p>Listening: Predicting information Writing: Making a holiday scrapbook Project: Writing a daily schedule or holiday plan</p>



How are you?

1  Match the dialogues with the pictures. Then listen and repeat.

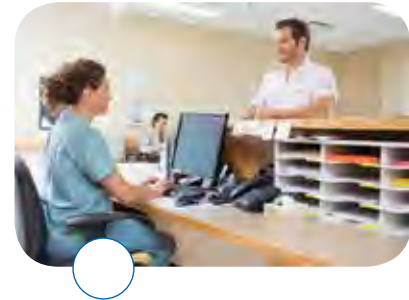
8



1. **A:** Hi, Lisa!
B: Hi, Danna! How are you? Such a long time!
A: I'm fine! How are you?
B: I'm doing great! It's so nice to see you again!

2. **A:** What's your phone number?
B: It's 156 789-4263.
A: May I call you tomorrow?
B: Sure!

3. **A:** What's your surname?
B: It's Parker.
A: Can you spell it, please?
B: Yes. P-A-R-K-E-R.
4. **A:** Hi, I'm Sam. What's your name?
B: I'm Lucy, I'm a new student.
A: Nice to meet you, Lucy.
 Welcome to my school.
B: Thanks, Sam. Nice to meet you, too.



Guess What!

We say *first name* or simply *name*:
 Anna, John, etc.

Your *surname* (UK) is your family name:

Smith, Garcia, etc.

Some people have got a *middle name*:

John Joseph Wright, Anna Eva Garcia, etc.



2 **Think Fast!** Imagine you are a new student. Introduce yourself to your classmate.

A: Hi! I'm (Ethan). I'm a new student here. What's your name?

B: I'm...  Municipio de La Matanza

La Matanza,  de La Provincia

3 Listen and repeat.



4 Work in pairs. Spell your best friend's full name. Swap roles.

A: S-U-S-A-N (pause) G-R-A-N-T.

B: Susan Grant!

A: That's right!

5 Label the following colours. Then listen and repeat.

grey white orange brown red yellow
black purple pink green blue



Numbers 1 - 20

- 1 one
- 2 two
- 3 three
- 4 four
- 5 five
- 6 six
- 7 seven
- 8 eight
- 9 nine
- 10 ten
- 11 eleven
- 12 twelve
- 13 thirteen
- 14 fourteen
- 15 fifteen
- 16 sixteen
- 17 seventeen
- 18 eighteen
- 19 nineteen
- 20 twenty



5 Stop and Think! Complete the patterns. Then listen and check.

1. zero, one, _____, _____, _____, five
2. ten, _____, thirty, _____, fifty, _____
3. five, _____, _____, twenty, twenty-five, _____
4. two, _____, six, _____, ten, _____, fourteen
5. _____, fifty-six, fifty-nine, _____, _____, sixty-eight
6. _____, _____, eighty, _____, one _____, hundred

Guess What!

- 21 twenty-one
- 22 twenty-two
- 23 twenty-three
- 30 thirty
- 40 forty
- 50 fifty
- 60 sixty
- 70 seventy
- 80 eighty
- 90 ninety
- 100 one hundred



7 Answer these questions about yourself.

1. What's your name?

2. What's your surname?

3. How old are you?

4. Who's your best friend?

5. What's your favourite number?

6. What's your favourite colour?

Guess What!

We use the question *How old are you?* to ask about a person's age.

How old are you?

I'm twelve (years old).

10



Think Fast! In pairs, ask and answer questions using the phrases in Activity 7. Swap roles.

A: What's your name?

B: My name's (Pauline).

A: What's your surname?

B: It's...



6 Circle the correct option. Then listen and check.

Julia: ⁽¹⁾ Hi! I'm Julia Thompson. I'm a new student.

What's your name / How old are you?

Zoe: My name's Zoe Green.

Julia: ⁽²⁾ How are you / How do you spell Zoe?

Zoe: Z-O-E.

Julia: ⁽³⁾ How old are you / What's your name ?

Zoe: I'm fourteen years old. What about you?

Julia: I'm thirteen.

Zoe: ⁽⁴⁾ Who's your best friend / What's your favourite colour?

Julia: My best friend's Alan Smith.

Zoe: Nice to meet you, Julia.

Julia: ⁽⁵⁾ Thanks / Nice to meet you, too! See you later.

Guess What!

We say *Nice to meet you* when we meet a person for the first time.

We ask *How are you?* when we greet a person we already know. The answers can be *Fine, thanks! / Great! etc.*



10 7 Listen and number.

- Open your books at page 29, please.
- May I go to the toilet, please?
- Can I have some water, please?
- Look at the board, please.
- Can you please be quiet?
- Can you read the text, please?
- Excuse me, I don't understand.
- Can you repeat, please?
- How do you say this in English?
- How do you spell *homework*?

May and Can

We use *May I ...?* and *Can I ...?* to ask for permission.

Can I use your pencil, please?

May I ask you a question, Mr Smith?

11 8 Look at the picture and number the items. Then listen and repeat.

- 1 eraser
- 2 scissors
- 3 sharpener
- 4 paper clip
- 5 notebook
- 6 pencil
- 7 desk
- 8 notepad



A / An / A pair of

- a notebook
- an eraser
- a pair of scissors

We don't use *a / an* in the plural form. We add an *s* to the noun.

two pencils



12 Think Fast! In your notebook, make a list of the classroom items you find in your backpack.

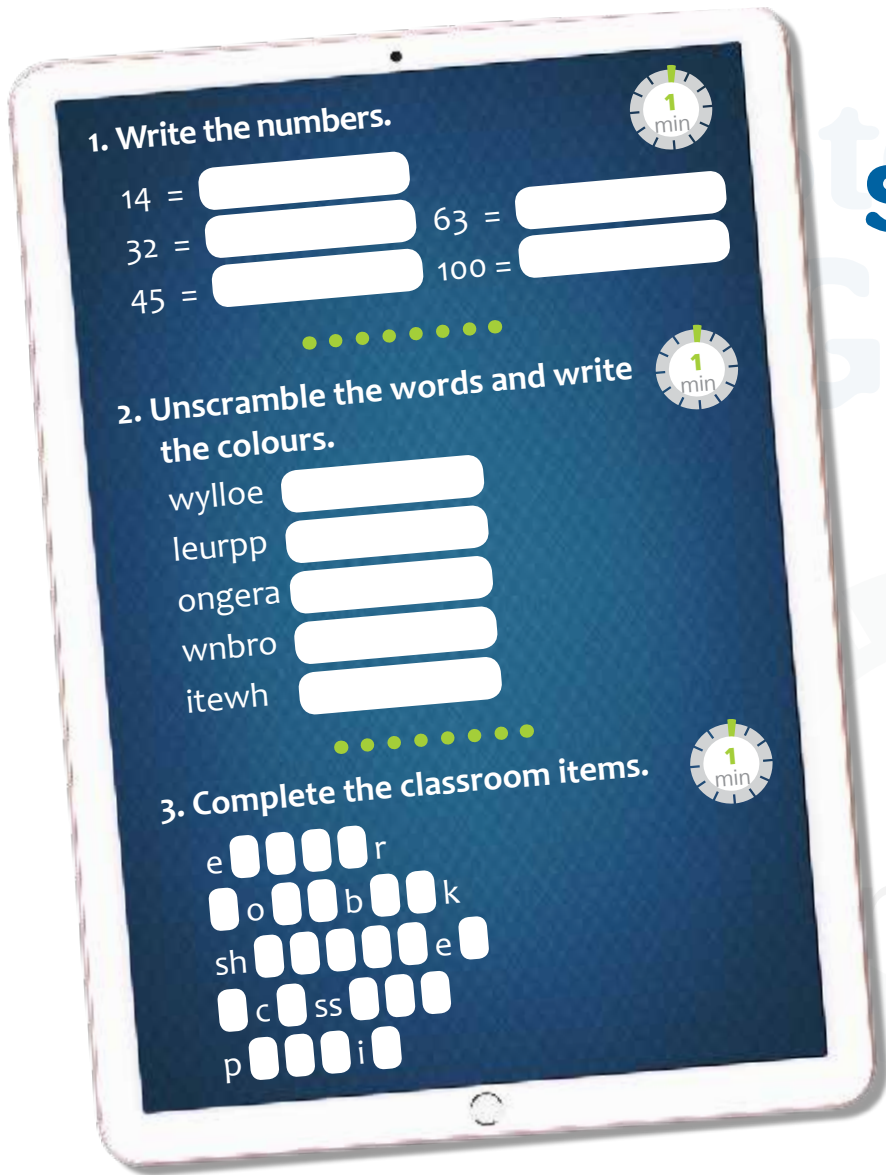
1 Play the Stopwatch Game.

Start... now!



After one minute...

Time's up!
Stop!

1. Write the numbers. 1 min

14 = 63 =

32 = 100 =

45 =

2. Unscramble the words and write the colours. 1 min

wylloe

leurpp

ongera

wnbrö

itewh

3. Complete the classroom items. 1 min

e r

o b k

sh e

c ss

p i

Stopwatch Game

Your result:

15 correct answers:
Excellent!

14 - 11 correct answers:
Very good!

10 - 8 correct answers:
Good

7 - 5 correct answers:
Fair

4 - 0 correct answers:
Ouch!

2  Listen and check your answers.



How important is technology to you?

Municipio de Caltepec

La Naturaleza de La Provincia

1 Listen and number.

▶ 14



2 Complete the dialogue.

_____ can take play is school 's

Sam: Hi Maggie! What a great mobile phone!
(1) _____ it new?

Maggie: Yes! It (2) _____ a smartphone.

Sam: Wow! What (3) _____ you do with it?

Maggie: I can make phone calls, listen to music,
check e-mail, take photos...

Sam: That's cool! Can you (4) _____ games?

Maggie: Yes, and I can shop online, too.

Sam: Can you use it at (5) _____?

Maggie: Actually, I can only use it in the technology class... but only for
special tasks, for example (6) _____ photos and make videos.

3 Listen and write T (True) or F (False).

- Annie's favourite app is Messenger because she can communicate with her family. _____
- Pauline's favourite social network is Facebook because she can share photos with friends. _____

4 In pairs, say your e-mail address. Swap roles.

A: What's your email address?

B: My e-mail address is...

Can / Can't

We use *can / can't*:

- to describe ability
I can play online games.
I can't shop online.
- to ask for / give permission
Can I make a phone call, please?
- to express prohibition
You can't take photos here.

Guess What!

To read an e-mail address in English,
say *at* for @ and *dot* for .

sam2004@webmail.com



sam2004 at webmail dot com

30
sec

5 **Time to test!** What's your favourite app? Why?



La Maitanza

de la Provincia

12 Match the countries and the nationalities. Then listen and repeat.

- | | |
|--|---------------------|
|  1. Argentina | _____ South African |
|  2. Brazil | _____ Taiwanese |
|  3. Canada | _____ Mexican |
|  4. China | _____ French |
|  5. France | _____ Chinese |
|  6. Germany | _____ Japanese |
|  7. Italy | _____ Italian |
|  8. Japan | _____ German |
|  9. Mexico | _____ Canadian |
|  10. South Africa | _____ Swiss |
|  11. Switzerland | _____ American |
|  12. Taiwan | _____ Brazilian |
|  13. The United Kingdom | _____ British |
|  14. The United States | _____ Argentinian |

Guess What!
 In English, we write countries and nationalities with capital letters.
 I'm from Colombia. = I'm Colombian.

7 Complete the dialogue.





Where are you from?

I'm ⁽¹⁾ _____.

Where ⁽²⁾ _____?

I'm ⁽³⁾ _____.

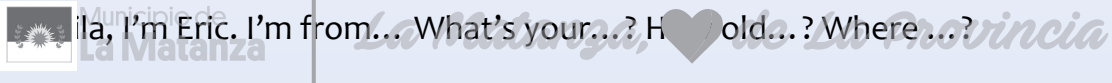
13 Listen and complete the profiles.

	Full name: ⁽¹⁾ _____		Full name: ⁽⁷⁾ _____
	Age: ⁽²⁾ _____		Age: ⁽⁸⁾ _____
	Country: ⁽³⁾ _____		Country: ⁽⁹⁾ _____
	Nationality: ⁽⁴⁾ _____		Nationality: ⁽¹⁰⁾ _____
	E-mail address: ⁽⁵⁾ _____		E-mail address: ⁽¹¹⁾ _____
	Favourite electronic device: ⁽⁶⁾ _____		Favourite electronic device: ⁽¹²⁾ _____

9 In pairs, use the information in Activity 8 and practise a conversation.

A: Hi! I'm Keila. I'm from Spain.

B: Hello, Keila, I'm Eric. I'm from... What's your...? How old...? Where...?



1 Complete the dialogue.

isn't 's not you Is she

Amy: Hi, Tom! Look at this photo of my friend Kim.

Tom: ⁽¹⁾ _____ she from Japan?

Amy: No, she ⁽²⁾ _____.

Tom: Where is ⁽³⁾ _____ from?

Amy: She ⁽⁴⁾ _____ from China.

Tom: How old is she?

Amy: She's 14. What about ⁽⁵⁾ _____? Are you 14, too?

Tom: No, I'm ⁽⁶⁾ _____ 14. I'm 15.

16

2 Answer these questions.


1. What's this?

It's a _____ → 

2. What's that?

It _____ → 

3. What are these?

They're _____ → 

4. What are those?

They _____ → 

3 Work in pairs. Identify school objects in your classroom.

Ask and answer questions.

A: What are those, (Ana)?

B: They're (books). What s' that?

A: It's a ...



4 Stop and Think! In your notebook, write sentences about these famous teenagers.



Municipalidad de La Matanza



La Matanza de La Provincia

Verb to be

Affirmative

I **am** from India.

He / She / It **is** from Australia.

We / You / They **are** Bolivian.

Interrogative

Am I from Spain?

Is he / she / it from Uruguay?

Are we / you / they Argentinian?





Negative

I **am not** from The USA.

He / She / It **is not** Portuguese.

We / You / They **are not** from Denmark.

Demonstrative Pronouns

<p>this singular + nearby</p> 	<p>these plural + nearby</p> 
<p>that singular + far</p> 	<p>those plural + far</p> 

Guess What!

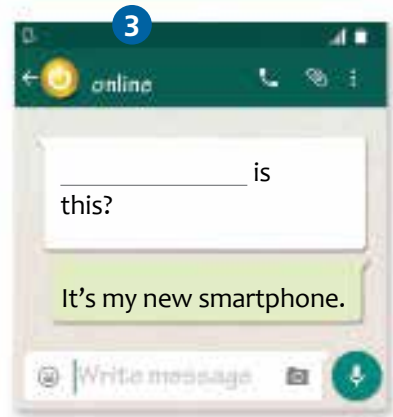
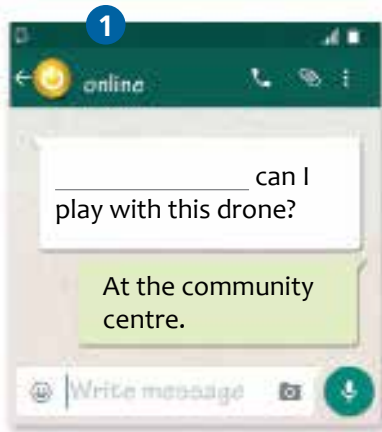
We can use contractions in informal texts:

I'm (am) Carol.

She's (is) Vicky.

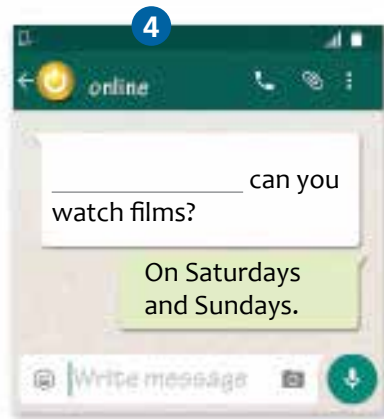
You're (are) Peter.

5 Read and complete using question words.



Question Words

- What?
- Where?
- Who?
- When?



Guess What!

We call questions with question words *Wh- questions* because most of the words begin with *wh*: *what, when, where, who*.

6 Unscramble and match.

1. can / what / play / games / you / ?

2. you / volleyball / can / play / where / ?

3. when / you / music / can / listen to / ?

4. who / take / you / can / photos of / ?

My friends and family.

In the evenings.

At school.

FIFA 2016 and Mario Kart 8.



7 Think Fast! Choose three questions. Ask and answer with a classmate.

1. who / play games / with?
2. Where / listen to music?
3. What / share online?






4. where / take photos?
5. what / favourite app?
6. when / play games?

A: Where can I take photos?

B: I park.

1 Read and match the questions with the actions.

1. What's the meaning of *inbox*?
2. What is my doctor's phone number?
3. Where is 253 Water Street?
4. When can I see *Pirates of the Pacific 3*?
5. Who is the President of France?

-  find an **address**
-  look up **facts**
-  find contact information
-  find a definition
-  look up film timetables

2 Read and complete the sentences.

technology

Use **lowercase** letters. To a search engine, *technology* is the same as **TECHNOLOGY**.

226 oke street 226 oak street

Spelling is important! Search engines can only recognise correct spelling. They can only correct minor spelling errors.

president of the United States

Don't use punctuation or words like *a*, *the* or *of*. Search engines can only focus on **key words**.

maths game algebra

Be specific. The Internet has got a lot of information. Add **key words** to limit the search results.

'I have a dream'

Use **quotation marks** for exact phrases.

1. Use _____ letters.
2. Correct _____ is important.
3. Don't use _____.
4. Use _____, not *a*, *the* or *of*.
5. Add _____ to limit the search results.

Imperatives

We use the imperative form, for example, in instructions and explanations:

Use quotation marks for exact phrases.

Don't use punctuation marks.

Guess What!

The three most popular search engines are Google, Bing and Yahoo.

Write search phrases for each question.

1. Where is 1600 Pennsylvania Avenue?

map 1600 pennsylvania ave usa

2. What is the capital of Australia?

3. What is the origin of the quotation: 'That's one small step for a man'?

4. What are the **lyrics** to the Beatles' song: *Hello, Goodbye*?

5. What is the temperature in the Sahara Desert?

6. What is the translation of *hello* in Turkish?



Stop and Think! How can you find **reliable** information on the Internet?

Glossary

address: the location of a place

facts: information that is true

lowercase: small letters: a, b, c – not A, B, C

key words: important / content words

quotation marks: inverted commas

lyrics: words of a song

reliable: something you can believe or trust





Canada, from the Iroquois word for village

NAME



Ottawa



CAPITAL

35 million people



POPULATION

English and French



OFFICIAL LANGUAGES

- more than 50 indigenous languages
- six forms of sign language

OTHER LANGUAGES



red and white bars with a red maple leaf in the centre

FLAG



• maple syrup (for hotcakes)

• poutine (French fries with cheese and gravy)

FAMOUS FOODS



• The Royal Canadian Mounted Police, or Mounties, wear red uniforms with a red coat and a brown hat.

• Many video games are from Canada, such as FIFA, Prince of Persia and NBA Live.

OTHER FACTS



1 Read and answer the questions.

1. What is the meaning of *Canada*? _____
2. Canada has got two official languages. What are they? _____
3. The Canadian flag is red and white. What is in the centre? _____
4. Poutine is a popular Canadian dish. What's in it? _____
5. Canadian Mounties (police officers on horses) are famous for their uniforms. What colour are their coats? _____
6. Some popular video games are from Canada. What is one example? _____

2 Listen and number the cities.

Florence Bouchard

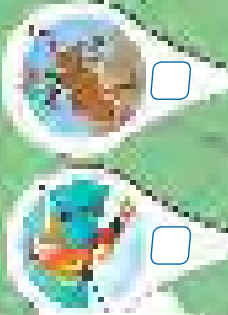


3

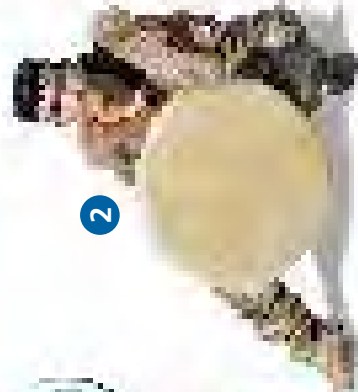
Sarina Jiang



1



Amaruk Sataa



2

Amit Singh



5



- you can see **ranches** and **rodeos**.
- is a very small town.
- you can play golf and go skiing.
- you can find Italian immigrants.
- you can visit underground museums.

3 Listen again and match.

1. In Toronto
2. In Vancouver
3. In Montreal
4. In Calgary
5. In Iqaluit



4 Stop and Think! Can you find people from different cultures in your country? What can you say about their cultures?

Glossary

maple leaf



ranch



coat









rodeo



hat



1 Read and tick (✓) the places where you use your mobile phone to do these activities.

	Home	School	Transportation	Restaurants	
watch videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
listen to music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
play games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
send messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
take photos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
make phone calls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

22

2 Look at the technology infographic on page 23 and write the number.

How many people...

1. watch videos at school? _____
2. take photos at restaurants? _____
3. listen to music at home? _____
4. make phone calls on transportation? _____
5. send messages at school? _____
6. play games at home? _____

3 Make a class technology infographic.

1. Observe the people at home, at school, in shops and at restaurants.
2. Note the number of times you can see a person do each activity.
3. Report your findings in a table.

	At home	At school	On transportation	At restaurants
watch videos				
listen to music				

4. Add the results from the entire class. Find a classroom total for each activity.

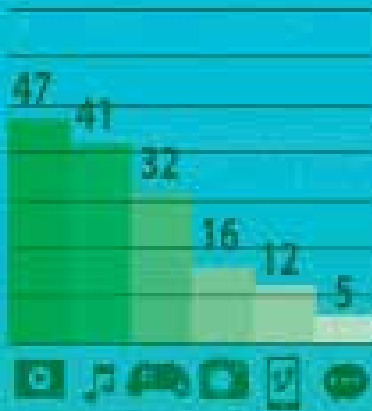
	At home	At school	On transportation	At restaurants
watch videos	47	3	36	5
listen to music	41	4	58	0

5. Make your infographic. Report the results on bar graphs.

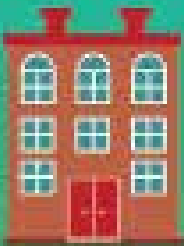


USES of technology

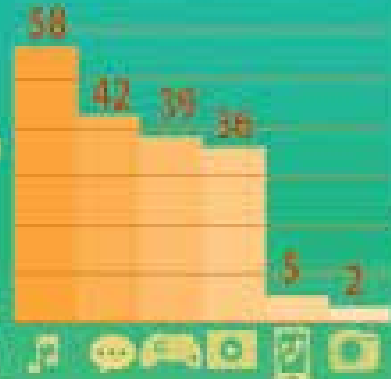
At home



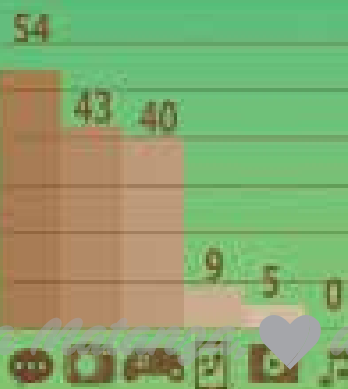
At school



On transportation



At restaurants



1 Read and match.

1. watch 3. surf 4. listen 5. shop 7. check
 2. share 6. make 8. send

photos to music online films
 phone calls e-mail the Internet messages

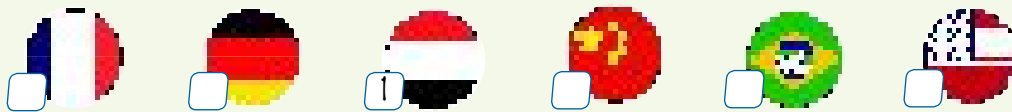
2 Look at the actions in Activity 1. What can you do? What can't you do?

I can make phone calls. I can't share photos.

3 Unscramble the names of the countries. Then match the countries and the nationalities.

- | | |
|------------------------|-----------|
| 1. eyptg _____ | American |
| 2. azilbr _____ | Brazilian |
| 3. inach _____ | Chinese |
| 4. fncera _____ | Egyptian |
| 5. geanyrm _____ | French |
| 6. untedi stesta _____ | German |

4 Match the flags with the corresponding countries in Activity 3.



5 Complete with I, you, he, she, it, we or they.

- Susan is Italian. _____ is from Rome.
- Giulia and Claire aren't at home. _____'re at school.
- Brian isn't at home. _____'s at the community centre.
- _____ 'm from Buenos Aires, Argentina.
- _____ are a new student. What's your name?
- Madrid is a beautiful city. _____'s in Spain.

7. Ker  aren't at the club now.  're at   de La Matanza,  de La Provincia

6 Look and complete.

1. I + am = I'm

4. + are = we're

2. you + =

5. + = they're

3. she + = she's

6. he + =

7 Write the contractions.

1. Alan is not Uruguayan. He is Mexican. isn't He's

2. Margaret and James are not British. They are American. _____

3. I am from Japan. I am not from Taiwan. _____

4. We are Chilean. We are not from Paraguay. _____

5. They are not Scottish. They are from Wales. _____

6. She is from South Africa. She is not from Morocco. _____

8 Complete and answer the questions.

1. Where _____ you _____ photos? _____

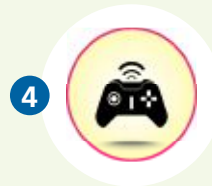
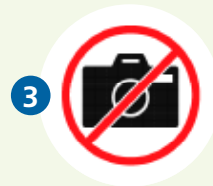
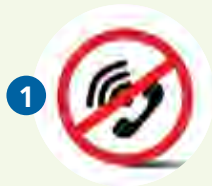
2. What _____ your favourite games? _____

3. When _____ you _____ to music? _____

4. Who _____ you send messages to? _____

9 Label the pictures.

Don't take photos. Surf the Internet.
Play online games. Don't make phone calls.



30 sec 10 Think Fast! Look and identify the functions of the devices. What can you do with them?



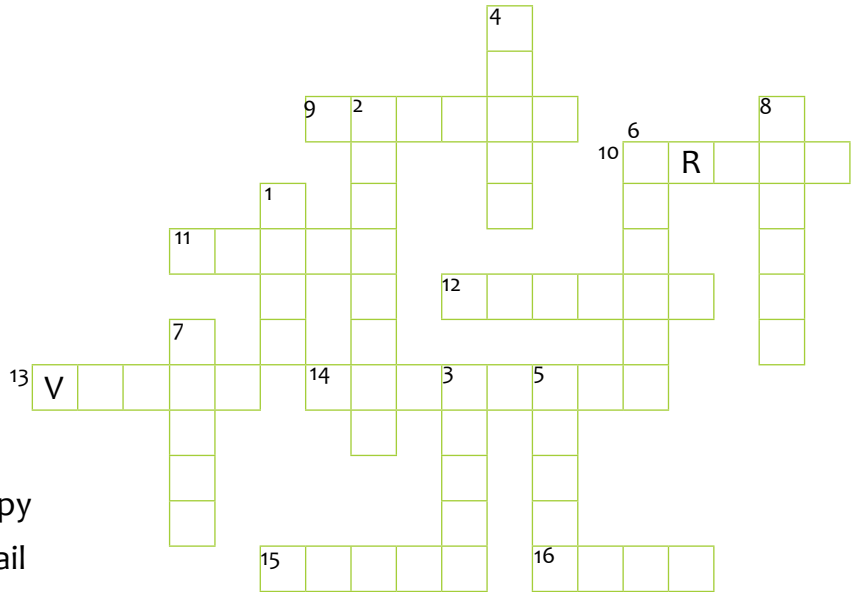
1 Complete the phrases and do the crossword puzzle.

Down ↓

1. watch a _____
2. surf the _____
3. _____ photos
4. _____ e-mail
5. play _____
6. take _____
7. _____ to an e-mail
8. shop _____

Across →

9. _____ to music
10. _____ a paper copy
11. _____ a new e-mail
12. _____ junk mail
13. make a _____
14. send _____
15. make _____ calls
16. _____ an important e-mail



▶ 26

2 Put the words in the correct category.

English

Greek

Chile

Turkey

Welsh

Ireland

Scotland

Turkish

Uruguay

Chilean

Uruguayan

India

England

Wales

Indian

Scottish

Irish

Greece

Countries

Nationalities





What
makes a
good
friend?



1 Discuss.

1. Do you like playing video games?
2. Have you got an avatar?

Guess What!

An *avatar* is the representation of a player in a video game.

2 Listen and tick (✓) the correct option.

Description 1 Description 2 Description 3


28



HOME • AVATARS • CUSTOMISE YOUR AVATAR



AVATARS



FACE


HAIR

long  short 



brown  



blond  


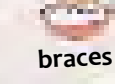
red  

black 

EYES



brown  blue 

green  dark 




glasses  braces 

BODY

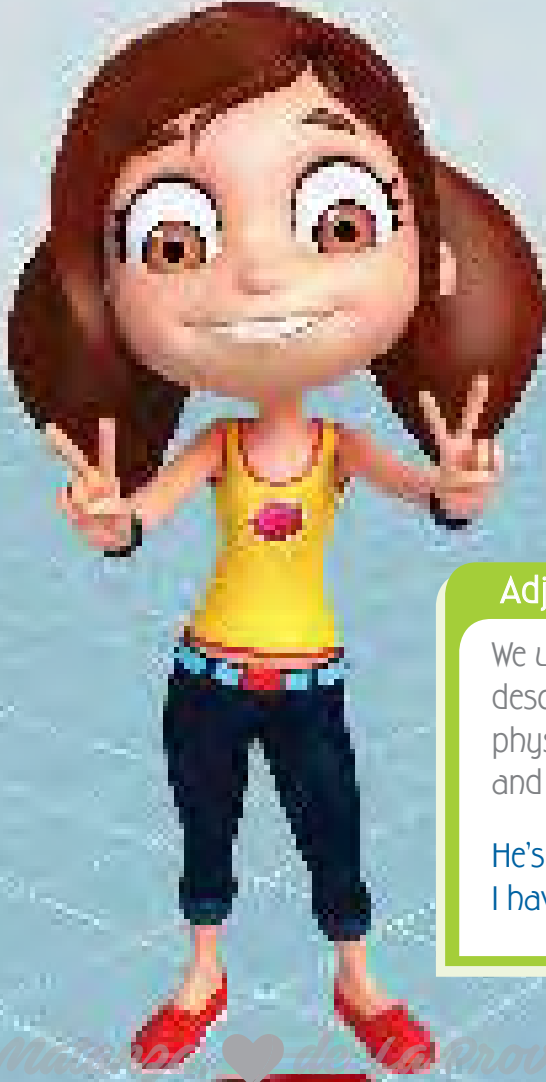
HEIGHT

short  medium height  tall 

WEIGHT

thin  medium weight  chubby 

SkinnySarah04



SAVE

Adjectives

We use adjectives to describe, for example, physical characteristics and personality.

He's **tall** and **thin**.

I have got **short** hair.

3 Use adjectives to complete the physical descriptions of two of these avatars.

1. K-Man is _____ and chubby. He has got _____ black hair and dark eyes.
2. MsSunshine is medium height and _____. She has got long _____ hair and blue _____.

1

K-MAN



K-Man

2



MsSunshine

3



SoccerJim

4



MrTie



2 min

4 Think Fast! Describe the other two avatars. Ask your teacher to help you with new vocabulary.

Guess What!
Some adjectives have opposites:
kind ≠ rude
shy ≠ outgoing
fun ≠ serious

5 Complete the personality descriptions using the avatar names.

1



Ms Marr is a maths teacher. She's kind: she likes helping her students. Her avatar is _____.

2



Mr Bowers is shy: he doesn't like talking to people. But his avatar isn't shy! It's _____.

3



Ken isn't serious. He likes telling jokes all the time: he's fun! His avatar is _____.

4



James likes sports and he's intelligent: he likes getting good marks in school. His avatar is _____.

6 Listen and number.

1. Jesse rude
2. Will shy
3. Olivia intelligent
4. Luke fun

Like + verb + -ing / noun
I like helping people.
We don't like football.
He likes avatars.
She doesn't like telling secrets.



7 **Work and Think!** Describe a friend.

anqa, ♥ de Lu Procinha

Good or bad

Friends?

1 Discuss.

Have you got a good friend?
Is your friend really kind?
Are you a good or a bad friend?

2 Read and circle the correct option.

1



She **has got** / **have got** a helpful friend.

2



They **have got** / **has got** arguments.

3



He **have got** / **has got** a new mobile phone.



They **haven't got** / **have got** good marks.

5



We **have got** / **has got** different favourite teams.



They **haven't got** / **have got** a jealous friend.

3 Complete.

1. Have you _____ long hair? Yes, I _____.
2. _____ they got green eyes? No, They _____.
3. _____ it _____ white hair? Yes, _____.
4. _____ he _____ many friends? No, _____.
5. What colour eyes _____ you _____? I've got black eyes.
6. What colour hair _____ Emily _____? She _____ got fair

Have got / Has got

We use *have got* to describe:

• possessions:

I have got a new iPod.

Has he got a smartphone?

• relationships:

I have got good friends.

She **hasn't got** a boyfriend.

• physical characteristics:

I've got short hair.

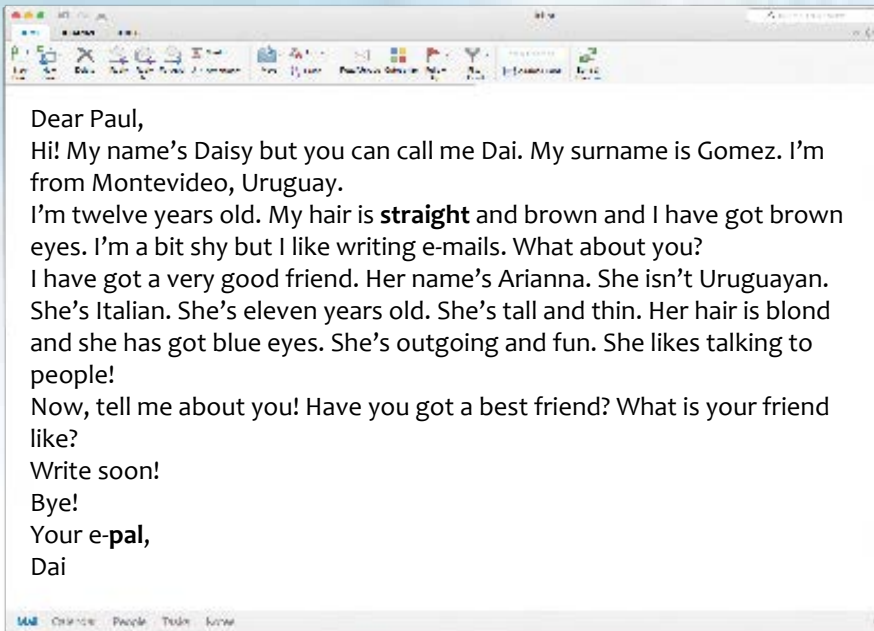
She **has got** brown eyes.

4 Work in pairs. Student A: Choose a classmate and describe him / her.
Student B: Guess his / her name. Swap roles.

A: She has got blond hair and brown eyes.

B: Is she tall...?

5 Read this e-mail and write T (True) or F (False).



- | | | |
|--|---|---|
| 1. Daisy is outgoing. | T | F |
| 2. Paul and Daisy are e-mail friends. | T | F |
| 3. Daisy has got a nickname . | T | F |
| 4. Arianna doesn't like talking to people. | T | F |
| 5. Daisy has got straight brown hair. | T | F |

6 Find and underline possessive adjectives in the e-mail in Activity 5.

7 Circle the correct option.

(1) Your / My best friends are Jane and Tom. Jane is tall and thin and (2) his / her hair is red. Tom is chubby and short and (3) his / our hair is black. They are from England. (4) Their / Your houses



Possessive Adjectives

We use possessive adjectives to describe parts of the body, relationships and possessions:

- My hair is long.
- Your eyes are blue.
- His marks are good.
- Her friends are kind.
- Its hair is soft.
- Our school is big.
- Your students are great.
- Their books are interesting.

31



Glossary

argument: disagreement

jealous: upset and angry because a person has got something you want

straight: not curly

interesting: unusual, exciting

pal: friend

nickname: an informal name you are called by your friends or family



Municipio de La Matanza

La Matanza de La Provincia

1 18 Label the pictures. Then listen and check.

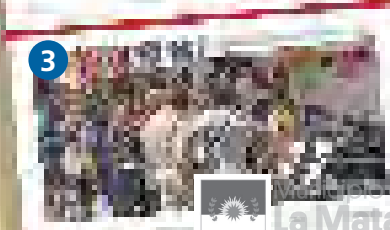
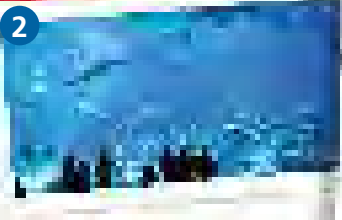
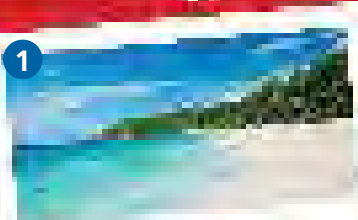
- amusement park
- aquarium
- art museum
- beach
- historic centre
- mountains
- street market
- zoo

32

Top Attractions in Bongo Beach



Average temperature: 28° C Average hotel price: \$\$\$\$
Average restaurant price: \$\$\$



La Matanza

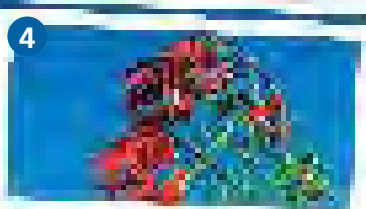
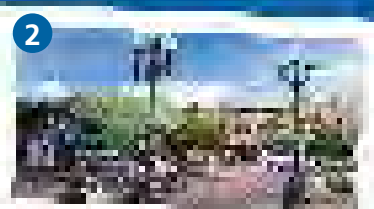
The Ultimate Teen Travel Guide

The Beach or the Mountains?

Top Attractions in Triple Peaks



Average temperature: 8° C Average hotel price: \$\$\$
Average restaurant price: \$\$








3 min

2 Think Fast! List the attractions you can find in a town or city in your country.

Glossary
average: a typical level

Bongo Beach - Practical Information

-  **Mango Beach** in Bongo is great ★★★★★! Good for surfing, playing and relaxing and having fun ★★★★★. You can take beautiful selfies ★★★★★ with the ocean.
-  The **restaurants on Bongo Beach** are good ★★★☆. But the food at the Hamburger Place is terrible ☆☆☆!
-  The **Bongo Art Museum** is a boring place ☆☆☆. The artworks aren't interesting.
-  The **Downtown Street Market** is very noisy ☆☆☆. And it's always crowded ☆☆☆.
-  The **Bongo Aquarium** is great ★★★★★! You need 3 hours to see it!

1 min

Think Fast! Look at the information and identify the best attractions of Bongo Beach.

Adjectives

attractive
bad
beautiful
boring
crowded
excellent
exciting
fun
good
great
interesting
noisy
old
popular
quiet
terrible
top

33

4 Look at the adjectives list in the box. In your notebook, classify them into *positive* and *negative* words.

5 Read the information. Then read and match.

- | | |
|-----------------------|--|
| 1. great beaches | <input type="checkbox"/> very bad, horrible |
| 2. a fun activity | <input type="checkbox"/> attractive photos |
| 3. beautiful pictures | <input type="checkbox"/> very good, excellent for swimming |
| 4. terrible food | <input type="checkbox"/> not interesting to visit |
| 5. a boring museum | <input type="checkbox"/> full of sounds, not quiet |
| 6. a noisy restaurant | <input type="checkbox"/> an exciting thing to do |
| 7. a crowded place | <input type="checkbox"/> with many people |

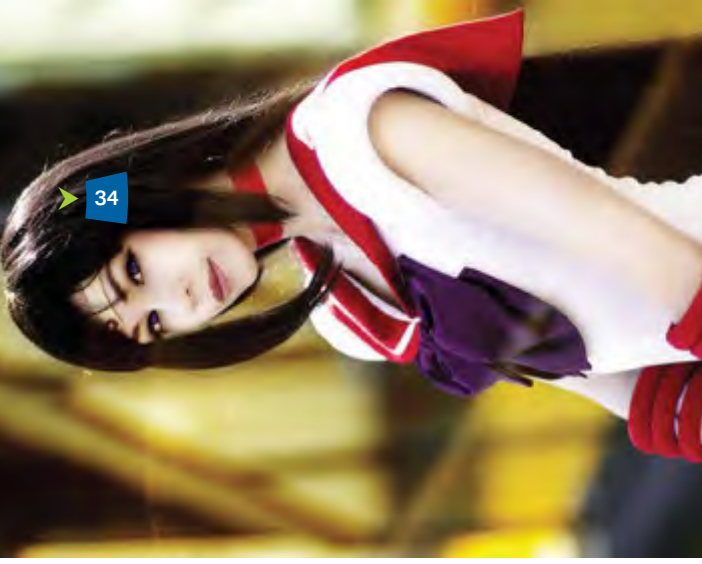


Stop and Think! Where do you like going on holiday? Do you like the beach or the mountains? Why?

7 In your notebook, write a short text describing your favourite holiday destination.



La Matanza, de La Provincia



BALD RED WARRIOR
 F baldredwarrior
 baldredwarrior@Memail.com



1 Read the encyclopedia entry.

Then circle T (True) or F (False).

1. The word **cosplay** is the combination of three other words. T F
2. Cosplayers like dressing as anime, manga and video game characters. T F
3. Cosplayers haven't got special events or meetings. T F
4. The Japanese word for business cards is **meishi**. T F

1 min

2 Think Fast! Look and identify: an anime illustration, a **meishi** card and a picture of cosplay from fantasy, history and video games.

Cosplay – the practice of **dressing up** as a character—usually from **manga**, **anime** or **video games**. Cosplay has got its origins in Japan, where it is pronounced **cosupure** (コスモード).

The word **cosplay** is a combination of the words **costume** and **play**.

Cosplayers like speaking and walking like their characters.

They like planning and creating their costumes

carefully. Most cosplayers in Japan have got their own **meishi**,

or business cards. Cosplayers like exchanging cards at meetings and events.



B ¹⁹ **Listen and answer. Why does Midori like cosplay?**

Midori likes cosplay for three reasons:

1. Because she loves _____.
2. Because she can **become** _____.
3. Because she can make _____.



Municipio de La Matanza

4 Answer Yes, she has or No, she hasn't.

1. Has Midori got a favourite manga character? _____
2. Has Midori got invitations to cosplay conventions in Japan? _____
3. Has she got a simple costume? _____
4. Has she got friends in the cosplay community? _____



S Stop and Think! Have you got a hobby?

Guess What!

In shops, cosplay costumes can cost up to \$300 not including shoes, a wig, a hat and other accessories!

Glossary.....

dressing up: wearing special clothes, like costumes, for fun

become: be



shoes



hat



wig



1 Complete the chart with words from the cloud.

FUN
 SERIOUS
 QUIET
 JEALOUS
 INTELLIGENT
 KIND
 RUDE
 INTERESTING
 SHY
 OUTGOING
 BORING

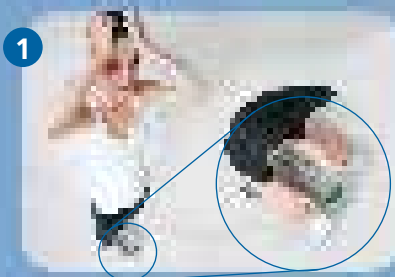
36

Characteristics		
Positive	Neutral	Negative



2 Stop and Think! Describe yourself physically and emotionally.

3 Look and number the thought bubbles.



I'm very shy.

My friends are talking about me.

I'm not intelligent.

I'm chubby.

4 Make a self-care kit.



Step 1:

Get a box to store the items in your kit. You can also use a zipper storage bag.



- listen to my favourite music
- play with my dog
- **eat** chocolate
- **think** of the people I love
- read my favourite book
- **drink** some hot tea
- **hold** a stress ball

Step 2:

Write a list of things that make you feel good in difficult times.

Step 3:

Pick up items related to your list that could be stored in the box / bag.

Step 4:

Keep the box in an accessible place, so that you can see it.



Step 5:

Use one or more items from your box when you need to feel good!

Tips!

You can include an item from your childhood—choose something that can bring happy memories, for example, a teddy bear. Add or change the items in your self-care kit when you want.

Glossary

eat



think



drink



hold



1 Classify the words.

black blond brown chubby intelligent long
outgoing rude short shy tall thin

Physical Description		Personality Traits
Hair	Body	

2 Look and complete the descriptions.

Jake, Grace, Zoe, Ava and Alan are very good friends.

1. Jake is _____ and thin. He has got very short _____ hair.
2. Grace is short and medium _____. She has got _____ brown hair.
3. Zoe is _____ height. She has got _____ brown hair.
4. Ava has got long _____ hair. She is _____ and thin.
5. Alan is tall and _____. He has got _____ straight blond hair.

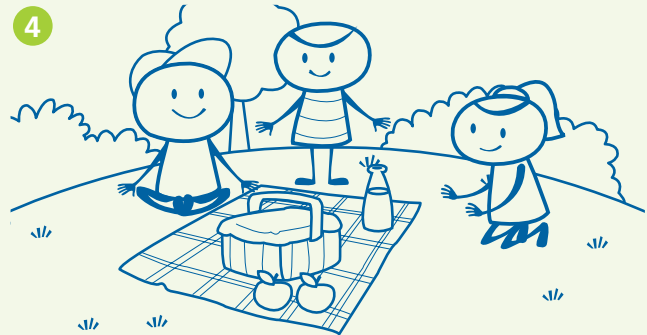
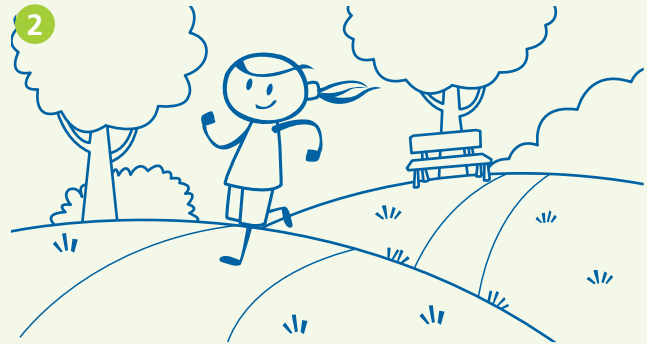


3 Complete the sentences using like + the verbs in the affirmative or negative form.

1. Kylie is a good friend. She likes respecting (respect) her friends' ideas.
2. Sean and Elijah are good friends. They _____ (criticise) each other's opinions.
3. I think I'm a good friend. I _____ (tell) my friends' secrets to other people.
4. Alex is a good friend. He _____ (listen) to his friends.

4 Look at the pictures and write sentences.

have a picnic run play football read a book



1. They like _____
2. She likes _____
3. _____
4. _____

5 Fill in the gaps with my, his, her, our or their.

These are ⁽¹⁾ my friends John and Kate.

Kate's Spanish. She's ⁽²⁾ _____ best friend. She's medium height and medium weight.

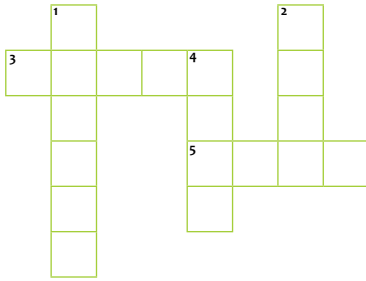
⁽³⁾ _____ eyes are blue and she has got blond hair.

John is Spanish, too. ⁽⁴⁾ _____ hair is dark and ⁽⁵⁾ _____ eyes are brown.

They are football fans. ⁽⁶⁾ _____ favourite football team is Real Madrid.

We have got friends in common. ⁽⁷⁾ _____ friends don't like football!

1 Use opposites to do the crossword puzzle.



Down

- 1. thin
- 2. chubby
- 4. short (height)

Across

- 3. tall
- 5. short (hair)

2 Write the celebrities' names.

▶ 40



Hugh Jackman



Katy Perry



Emma Watson



Jim Parsons

1. _____ hasn't got a beard or a moustache. He isn't Wolverine in the X-Men movies.
2. _____ hasn't got short hair and brown eyes. She's not from the UK.
3. _____ hasn't got blue eyes. He isn't a very intelligent scientist in a TV series.
4. _____ hasn't got dark hair and green eyes. She's not a singer.

3 Circle 4 positive words with a green marker and 4 negative words with a red marker.

SHINTELLIGENTRUDSTUBTERRIBLCONCKINDJEAFLONSCYBOSBAPB
 INTERESTINGOUTSOINGNOISZYKFUNXNDBORINGOUTGOING



How
do you get
around?



Guess What!

bike = bicycle

plane = airplane

1 Listen and number the places on the map.

2 Read and tick (✓) the correct places.

1. You need to buy : chemist school
2. You need : bank supermarket
3. You want to drink : café park
4. You need to buy : grocery shopping centre
5. You need to buy : school bakery

Places in Town

bakery	mosque
bank	office building
bar	park
bus stop	petrol station
chemist	restaurant
church	school
cinema	shopping centre
grocery	shops
gym	square
hospital	synagogue
library	theatre

3 Classify the forms of transportation in the chart.

Public	Private
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

Prepositions

between
 behind
 in front of
 next to
 on (the corner of)
 (Purple St.)
 opposite

2 min **4 Think Fast!** Count all the bikes, buses and motorcycles on the map.

5 **21 Listen and circle the correct option.**

- Alyssa: I go to grandma's house by bike / motorcycle.
- Ben: I go to school by bus / train.
- Cathy: I go on holiday by bus / plane.
- Dan: I go to school by underground / car.

Guess What!

UK	US
chemist	= drugstore
grocery	= convenience store
petrol station	= gas station
shop	= store
shopping centre	= mall
underground	= subway

6 Discuss. How do you go to school?

7 Look at the map and fill in the gaps with suitable prepositions.

- The museum is _____ the school.
- The police station is _____ the fire station.
- The theatre is _____ the supermarket and the stadium.
- The petrol station is _____ the corner of the street.



8 Stop and Think! In your notebook, draw a street map and write a short text describing your neighbourhood.

1 Read and follow the directions on the map.



Walking Directions from Waterloo Station to London Eye 6 minutes

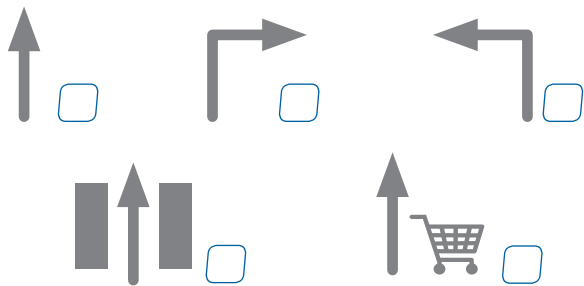


1. When you leave the station, **turn left**.
2. Turn left on York Road. **Walk straight ahead**.
3. **Go past** the supermarket and the coffee shop.
4. **Turn right** on Chicheley Street. Turn right on Belvedere Road.
5. Turn left into Jubilee Gardens and **cross** through it.

- LOCATIONS
- SAVE
- HOME
- SHARE



2 Read the directions again and number the arrows.



Imperatives



Walk straight ahead... but **don't go** past the coffee shop.



☰ Look at the signs. Correct the sentences.

1



Don't stop here.

2



Park your car here.

3



Don't turn left.

4



Drive over 50 km/h.

5



Turn right.

6



Ride your bike here.

45



4 **Think Fast!** In your notebook, write directions from the London Eye to Westminster Abbey.

5 **What is there in your neighbourhood?** Complete the survey questions.

	Yes	No
1. <u>Is there</u> a bar?		
2. _____ any tall buildings?		
3. _____ a chemist?		
4. _____ any theatres?		
5. _____ a church?		
6. _____ many squares?		
7. _____ a fire station?		
8. _____ any cafés?		
9. _____ any libraries?		
10. _____ an underground station?		

6 Use your survey questions in Activity 5 to interview your classmate. Swap roles.

A: Are there any tall buildings in your neighbourhood?

B: Yes, there are. / No, there aren't.

There is / There are

Affirmative

There's a restaurant.

There are two libraries.

Interrogative

Is there a school?

Are there any groceries?

Negative

There isn't a theatre.

There aren't any cafés.

Guess What!

We use **some** in affirmative sentences.

There are **some** shops.

We use **any** in interrogative and negative sentences.

Are there **any** bakeries?

There aren't **any** parks.

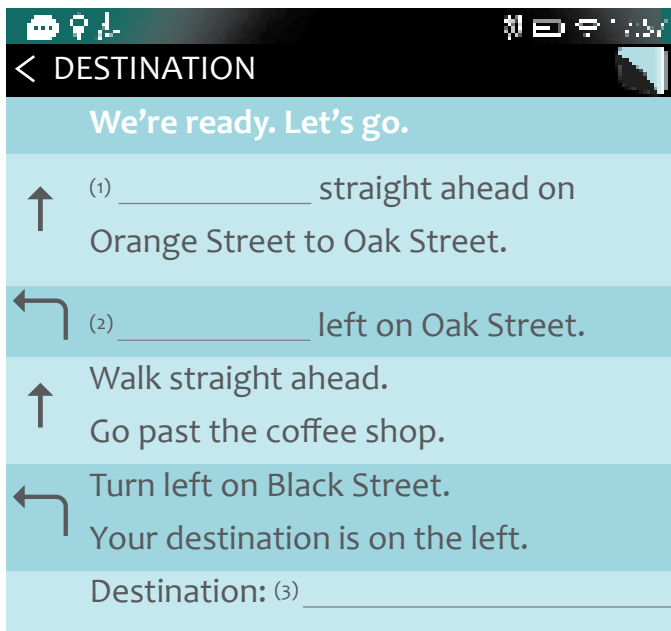
1 ²² Listen to the directions and follow the route on the map. Write the places below.

Destination 1: _____ Destination 2: _____



2 Complete the instructions and write the destination. Start at the entrance of Green Park.

3 Work with a partner. Give directions to a place on the map. Start at the X-Mall. Swap roles.



Guess What!
 St. → Street
 Ave. → Avenue

Giving directions

There are many ways of giving the same directions:

Walk straight ahead...

Walk / Go down...

Walk / Go along...

Turn left / right on / into...

Make a left / right...

4 Read the text below and tick (✓) its objective.

1. to give information about signs 2. to advertise products 3. to give directions

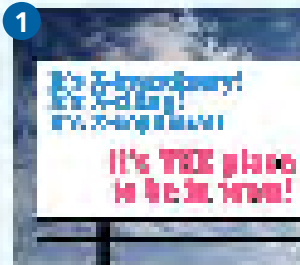
5 Read the text again. Write the places in Chronopolis where the signs are located.

Sign 1: _____ Sign 2: _____ Sign 3: _____

New Signs around Chronopolis

The article was written by Mary Green - Writing On Special Report - 10th 11 2015 AM.

Our magazine readers tell us about fun and interesting things in the city. Let's look at some signs in public places. Check some of them out below ([click here](#) to see all the signs!). Can you guess where they are?



An X-treme sign!
This is a **huge billboard** outside some teenagers' favourite place in the city. What's this place?



Stop for the ducks!
Believe it or not, this sign is in **downtown** Chronopolis... but where? **Pedestrians** and bike riders, **watch out for** Mother Duck and her ducklings!



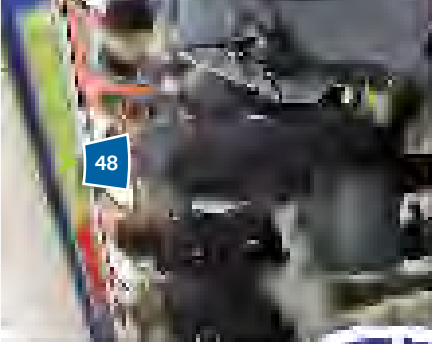
Keep calm and...
Keep calm signs are very popular. This sign is stencil graffiti on the wall of a famous place in Chronopolis. It's located on Oak Street.

6 Circle T (True) or F (False).

- | | | |
|---|---|---|
| 1. There are pictures from different cities. | T | F |
| 2. You can see more pictures of signs on the webpage. | T | F |
| 3. The X-Mall sign is small. | T | F |
| 4. It is difficult to find <i>Keep calm...</i> signs. | T | F |
| 5. There are ducks in Chronopolis. | T | F |

Glossary

- huge:** enormous
- billboard:** a big sign, outdoors
- downtown:** central area of a city
- pedestrians:** people that walk
- watch out for:** look out for something / someone



1  ²³ Listen and answer the questions.

1. What are the colours of the two **Underground** lines at Blackfriars Station?
2. What is the name of the green line at Blackfriars Station?
3. What colours are the Underground lines at Oxford Circus Station?

2 Plan your trip to Oxford Circus.

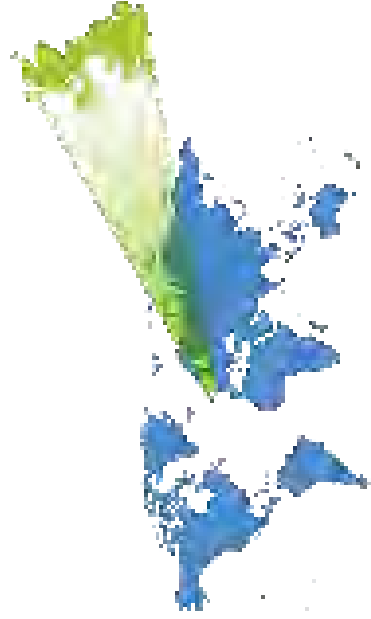
Take the ⁽¹⁾ _____ ⁽²⁾ line to _____.
Change to the ⁽³⁾ _____ line and travel to ⁽⁴⁾ _____.



3 Think Fast! Plan a trip from Blackfriars Station to Hyde Park Corner.

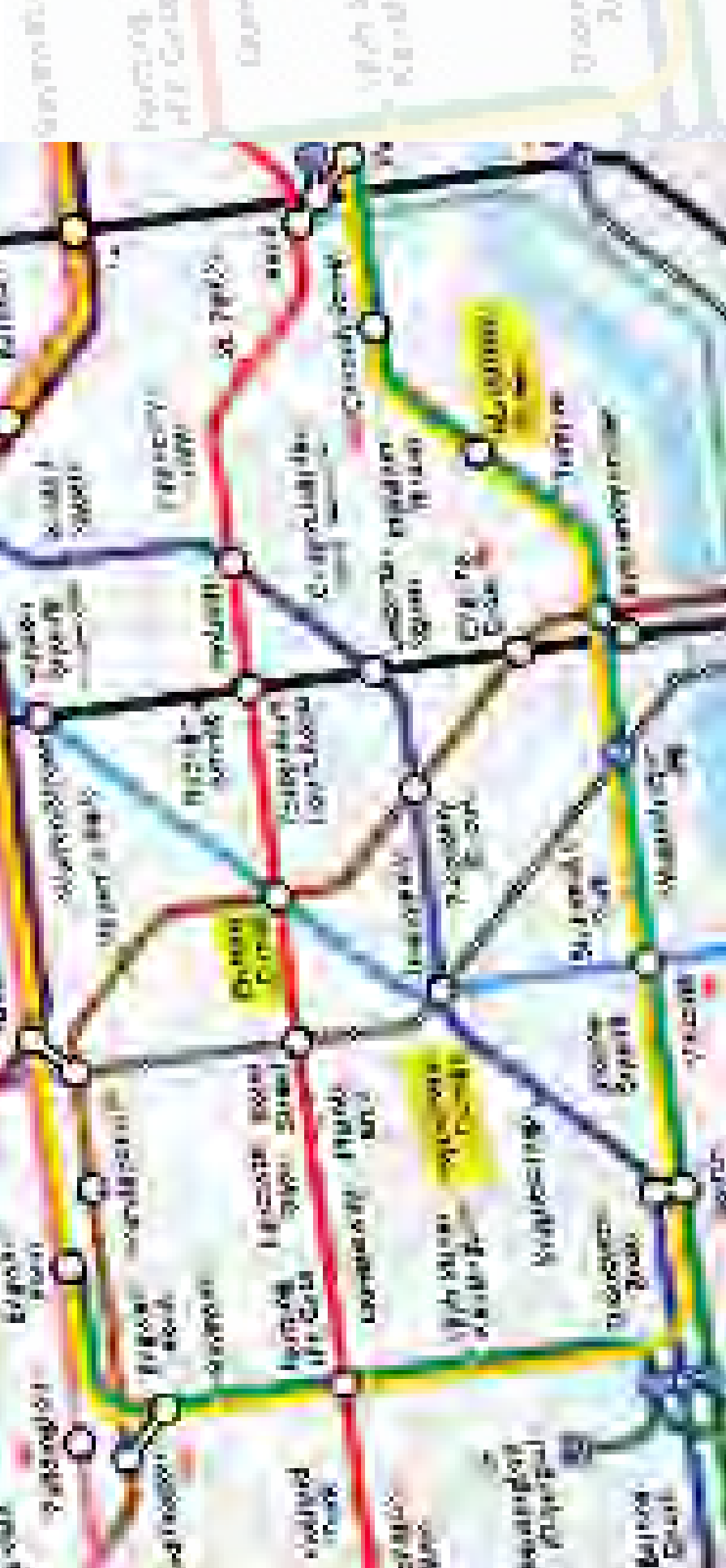
4 Read the timetable and answer in groups.

1. What line is this timetable for?
2. What colour is this line on the map?
3. Is the timetable valid every day of the week?
4. What time is the first train from Heathrow Airport Terminal 5 (T5) on a weekday?



Glossary

underground:
the tube in the
UK, especially
London



PICCADILLY LINE

London Underground Piccadilly Line

Zone	From	To	Time	Fare
Zone 1	Heathrow	Windsor	15 min	£1.50
Zone 2	Windsor	Windsor	15 min	£1.50
Zone 3	Windsor	Windsor	15 min	£1.50
Zone 4	Windsor	Windsor	15 min	£1.50
Zone 5	Windsor	Windsor	15 min	£1.50
Zone 6	Windsor	Windsor	15 min	£1.50
Zone 7	Windsor	Windsor	15 min	£1.50
Zone 8	Windsor	Windsor	15 min	£1.50
Zone 9	Windsor	Windsor	15 min	£1.50
Zone 10	Windsor	Windsor	15 min	£1.50
Zone 11	Windsor	Windsor	15 min	£1.50
Zone 12	Windsor	Windsor	15 min	£1.50
Zone 13	Windsor	Windsor	15 min	£1.50
Zone 14	Windsor	Windsor	15 min	£1.50
Zone 15	Windsor	Windsor	15 min	£1.50
Zone 16	Windsor	Windsor	15 min	£1.50
Zone 17	Windsor	Windsor	15 min	£1.50
Zone 18	Windsor	Windsor	15 min	£1.50
Zone 19	Windsor	Windsor	15 min	£1.50
Zone 20	Windsor	Windsor	15 min	£1.50
Zone 21	Windsor	Windsor	15 min	£1.50
Zone 22	Windsor	Windsor	15 min	£1.50
Zone 23	Windsor	Windsor	15 min	£1.50
Zone 24	Windsor	Windsor	15 min	£1.50
Zone 25	Windsor	Windsor	15 min	£1.50
Zone 26	Windsor	Windsor	15 min	£1.50
Zone 27	Windsor	Windsor	15 min	£1.50
Zone 28	Windsor	Windsor	15 min	£1.50
Zone 29	Windsor	Windsor	15 min	£1.50
Zone 30	Windsor	Windsor	15 min	£1.50
Zone 31	Windsor	Windsor	15 min	£1.50
Zone 32	Windsor	Windsor	15 min	£1.50
Zone 33	Windsor	Windsor	15 min	£1.50
Zone 34	Windsor	Windsor	15 min	£1.50
Zone 35	Windsor	Windsor	15 min	£1.50
Zone 36	Windsor	Windsor	15 min	£1.50
Zone 37	Windsor	Windsor	15 min	£1.50
Zone 38	Windsor	Windsor	15 min	£1.50
Zone 39	Windsor	Windsor	15 min	£1.50
Zone 40	Windsor	Windsor	15 min	£1.50
Zone 41	Windsor	Windsor	15 min	£1.50
Zone 42	Windsor	Windsor	15 min	£1.50
Zone 43	Windsor	Windsor	15 min	£1.50
Zone 44	Windsor	Windsor	15 min	£1.50
Zone 45	Windsor	Windsor	15 min	£1.50
Zone 46	Windsor	Windsor	15 min	£1.50
Zone 47	Windsor	Windsor	15 min	£1.50
Zone 48	Windsor	Windsor	15 min	£1.50
Zone 49	Windsor	Windsor	15 min	£1.50
Zone 50	Windsor	Windsor	15 min	£1.50



S Stop and Think: How can you be respectful of people on public transportation?

Key to lines, new endpoints

- Bakerloo
- Central
- Circle
- District
- Great Northern
- Hammersmith & City
- Jubilee
- Metropolitan
- Northern
- Piccadilly
- Victoria

1 Work in pairs. Complete the table about the means of transportation in your city.

 uses fossil fuel

 eco-friendly

✓✓✓ = too many!

✓✓ = some

✓ = a few



☆☆☆☆☆ = excellent

☆☆☆☆ = very good

☆☆☆ = good

☆☆ = fair

★ = bad

Means of Transportation	In My Town?	Ecological Impact	Rating
	✓✓✓	 	★☆☆☆☆
		 	☆☆☆☆☆
		 	☆☆☆☆☆
		 	☆☆☆☆☆
		 	☆☆☆☆☆
		 	☆☆☆☆☆
		 	☆☆☆☆☆
Other:		 	☆☆☆☆☆

2 Work with a partner to answer the questions.

1. Are people happy with the means of transportation in your city?
2. Are there efficient, eco-friendly means of transportation in your city?

3 Brainstorm a new, eco-friendly means of transportation.

Means of Transportation	Name and Logo	Type of Renewable Fuel	Route

4 Create a poster to present your proposal.

Tips

1. Take some time to practise your presentation.
2. Try not to read from a paper while speaking. You can improvise if necessary.

Glossary

fossil fuel:

petrol, natural gas, coal

eco-friendly:

doesn't use fuel or uses renewable fuel

5 Present your proposal to your classmates.

Speak clearly. Take turns with your partner.

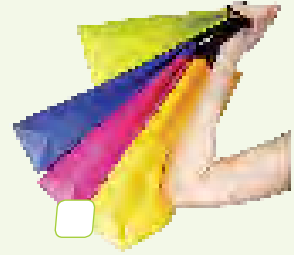
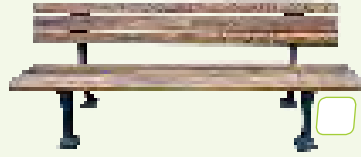
Some useful expressions:

- Good morning / afternoon.
- Our proposal for a new means of transportation in _____ city is a _____ means of transportation.
- We call it _____ and this is its logo.
name
- It can run on _____ type of renewable fuel.
- It can go from _____ place in the city to _____ place in the city.



1 Number the pictures. What place does each picture suggest?

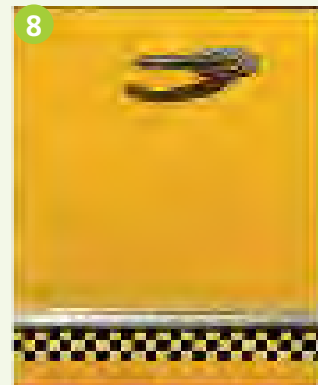
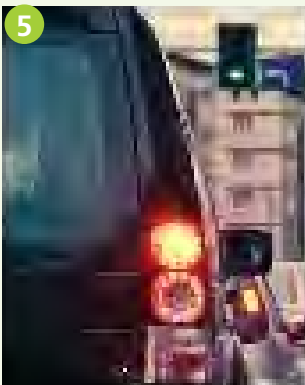
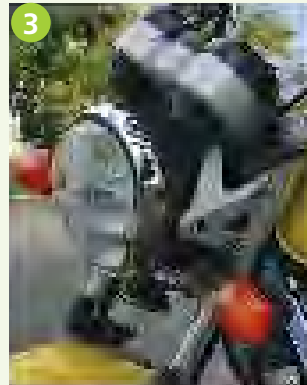
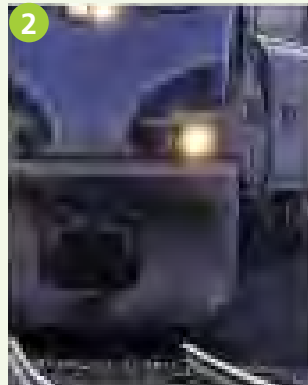
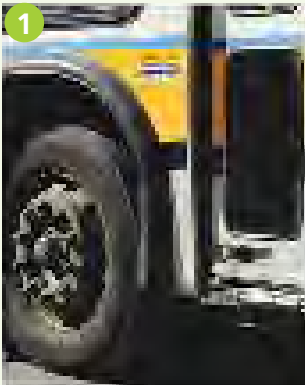
1. bank
2. grocery
3. café
4. chemist
5. shopping centre
6. park
7. school
8. supermarket



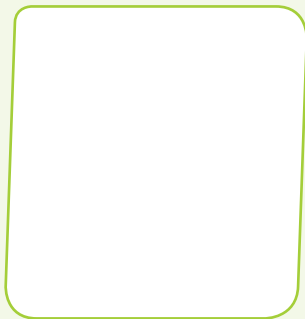
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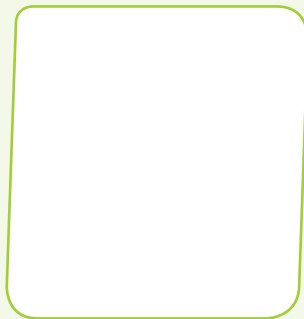
2 Look and label.



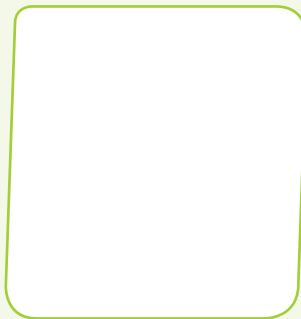
3 Draw signs for the instructions.



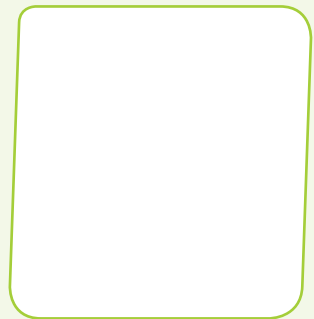
1. Turn left.



2. Don't walk here.

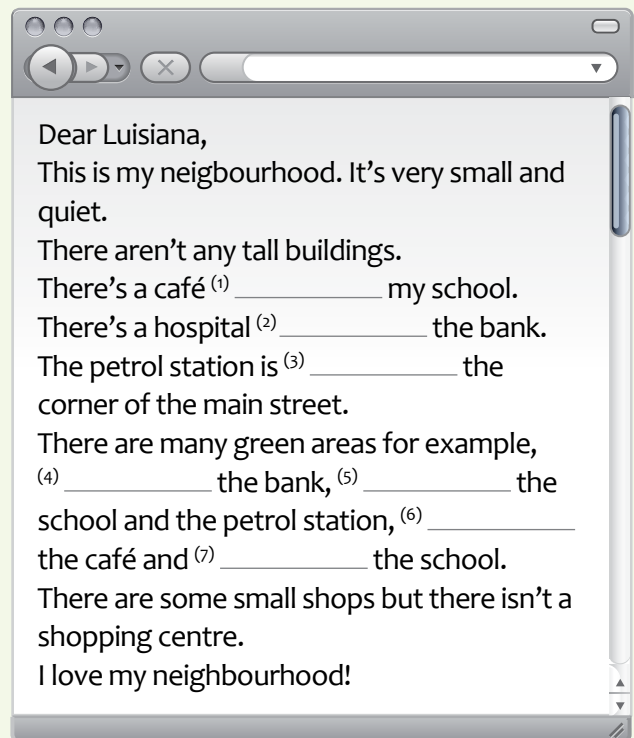
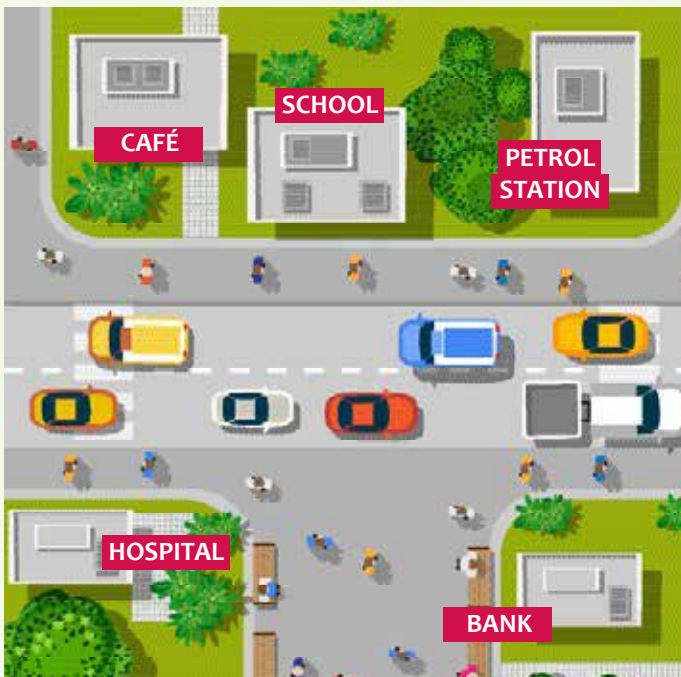


3. Stop.



4. Don't turn right.

4 Look at the map and complete the e-mail with the correct prepositions.



5 Read the e-mail in activity 4. Then fill in the blanks with either questions or answers.

1. Are there any tall buildings? _____.
2. _____? It's between the café and the petrol station.
3. Where is the petrol station? _____.
4. Is there a shopping centre? _____.
5. Are there any parks? _____.
6. Where is the bank? _____.

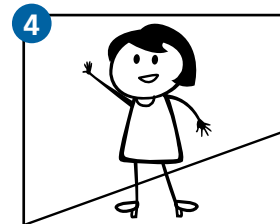
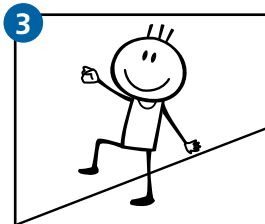
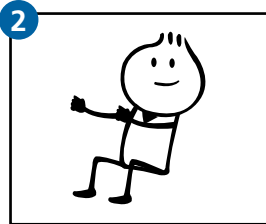
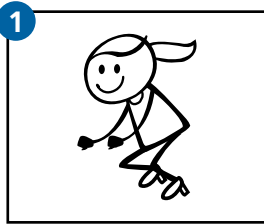
1 Find the places in the word search (→, ↓ or ↘). Tick (✓) the missing word.

- bakery
- bank
- café
- chemist
- park
- school
- supermarket

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

54 2 Write the forms of transportation that you can't see!

bike bus car taxi



3 Unscramble the words. Use the numbered letters to find the secret direction.

1. Turn TIRHG.

8	9	10	6	

2. Turn FLET.

3	12		

3. COSRS the park.

7		5		

4. LAWK past the school.

1	2		4	

5. NOD'T cross the street.

				'
13			11	

1	2	3	4	5	6	7	2	8	9	10	11	2	10	12	2	13



Stopwatch is a fast-paced, eye-catching course for secondary students, from true beginners to B1. Our unique, four-level (full edition) or seven-level (split edition) structure allows schools to fine-tune their selections according to the specific needs and abilities of their students. Relevant topics and impactful images will keep students engaged and learning, while the carefully-designed curriculum ensures that they can advance and succeed.

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ISBN 978-950-46-5415-5



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