



# Contents

Unit	Vocabulary
 <b>Welcome!</b> Page 4	Greetings and farewells. Personal details: <i>first name, surname, age, nationality, etc.</i> Countries and nationalities. School subjects: <i>Maths, Science, Geography, IT, etc.</i> Adjectives: <i>fit, good-looking, attractive, young, old, etc.</i>
 <b>Around town</b> Page 14	Jobs: <i>chef, dentist, nurse, doctor, firefighter, waitress, etc.</i> Places in a town: <i>café, supermarket, restaurant, park, library, etc.</i> Means of transport: <i>bus, taxi, train, bike, underground, motorcycle, etc.</i> Adjectives: <i>easy, difficult, simple, dangerous, risky, interesting, etc.</i> Prepositions of place: <i>between, opposite, next to, behind, on (the corner)</i>
 <b>Project Work 1</b> Page 24	
 <b>Cool clothes</b> Page 28	Clothes and accessories: <i>shirt, T-shirt, trousers, skirt, dress, necklace, cap, bracelet, etc.</i> Possessive adjectives: <i>my, your, his, her, our, their</i> Possessive pronouns: <i>mine, yours, his, hers, ours, theirs</i> Numbers 21 to 100. Adjectives: <i>nice, friendly, messy, hard-working, tidy, lazy, comfortable, smart, classic, etc.</i>
 <b>The weather and us</b> Page 38	Weather conditions: <i>sunny, rainy, cloudy, stormy, hot, warm, cold, etc.</i> The four seasons: <i>summer, autumn, winter, spring</i> The months of the year. Dates and ordinal numbers. Prepositions of time: <i>in (spring), in (April), on (1<sup>st</sup> March)</i> Actions: <i>get up, have breakfast, study alone, go to school, take a bus, do sports</i>
 <b>Project Work 2</b> Page 48	
 <b>Time and time again</b> Page 52	Music styles: <i>jazz, pop, opera, rock, gospel music, reggae</i> Musical instruments: <i>violin, saxophone, recorder, electric guitar, etc.</i> Verbs: <i>like, hate, love, prefer, play, practise, live, etc.</i> Telling the time: <i>o'clock, half past, a quarter to, a quarter past</i> Wh-words: <i>What, Where, When, Why, Who, What time, How often (revision)</i>
 <b>Doing and feeling it</b> Page 62	Activities: <i>swimming, playing football, riding a bike, running, reading, studying, sleeping, eating (some cake), etc.</i> Animals: <i>sheep, duck, rooster, cow, pig</i> Body parts: <i>ears, fingers, tongue, eyes, nose</i> Sense verbs: <i>see, touch, feel, taste, smell, hear, sound</i> Adjectives: <i>hard, soft, loud, quiet, salty, sweet, delicious</i>
 <b>Project Work 3</b> Page 72	
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Language and Grammar	Values
<p><i>How's everything? / Great, thanks. And you?</i>            Verb to be (revision) / <i>Do you like...?</i> (revision)  <i>Can you spell (your surname), please?</i> (revision)  <i>Where are you from? / I'm from...</i>  <i>Are they Italian? / Yes, they are. / No, they aren't.</i></p>	<p>Being nice to others.            Respecting multicultural diversity.            Applying yourself to get good marks at school.</p>
<p><i>What's your job? / What do you do? / I'm a (an)...</i>  <i>I like my job because it's (interesting).</i>  <i>Have you got (a risky job)? / Yes, I have. / No, I haven't.</i>  <i>Where do you work? / I work in (a restaurant).</i>  <i>How do you go to work? / (I go to work) by bus.</i>  <i>Excuse me, where's (the library), please? / It's (next to)...</i></p>	<p>Having a job and working hard at it.            Keeping yourself and others safe when travelling.            Helping others find their way around.</p>
<p><i>What's (he) wearing? / (He)'s wearing (jeans and a T-shirt).</i>  <i>She's (nice and friendly) but she's (a bit quiet).</i>  <i>Whose (watch) is that? / It's (my watch). / It's (mine). / It's (Joe's).</i>  <i>Can I help you? / Yes, please!</i>  <i>How much are (these trainers)? / They're (56 euros).</i></p>	<p>Being honest and returning lost things to their owners.            Being tolerant and accepting people's different interests.            Being a careful shopper.</p>
<p><i>What's the weather like in (spring)? / It's (sunny and warm).</i>  <i>When's (your birthday)? / It's on (2<sup>nd</sup> June). / It's in (June).</i>  <i>Do you study Science alone? / Yes, I do. / No, I don't.</i>  <i>What sports do you play? / I play football and tennis.</i>            Frequency adverbs: <i>always, usually, sometimes, never</i>  <i>How often do you...? / (Once) (Twice) (Three times) a week.</i></p>	<p>Celebrating and respecting important dates.            Asking for help and being helpful in return.            Helping reduce human influence on climate change.</p>
<p>Adverbs of degree: <i>a lot, very much, at all</i>  <i>(She) likes... / (She) loves... / (She) doesn't like... / (She) hates...</i>  <i>(He) studies Music and plays the violin. (She) goes to Music School. (He) doesn't take a bus.</i>  <i>Does (she) like pop? / Yes, (she) does. / No, (she) doesn't.</i>  <i>What does (he) like? / (He) likes rock and jazz. / Where does (she) live? / (She) lives...</i>  <i>What time is it, please? / It's (eight o'clock).</i></p>	<p>Being tolerant and accepting people's different interests.            Being punctual and organising your activities well.            Optimising your productivity with daily or weekly routines.</p>
<p><i>What are you doing? / I'm (listening to music).</i>  <i>Is (she) watching TV? / Yes, (she) is. / No, (she) isn't.</i>  <i>(We) aren't swimming in the river. (He) isn't reading a book.</i>  <i>What does it (taste) like? / It (tastes sweet).</i>  <i>It smells (horrible). / It feels (soft).</i></p>	<p>Respecting people's right to privacy at home and elsewhere.            Being a good conversationalist and listener.            Discussing and exchanging views on different issues.</p>