

1

Tuesdays are boring!

Get going

1 Look at the photos. Who are the two people?



- a teachers
- b students from one school
- c friends at different schools

2 27 Read and listen to the conversation. Write *Robin* or *Eliza* next to the sentences below.

- 1 Tuesdays are rubbish! Robin
- 2 Spaghetti? It's disgusting! _____
- 3 Music is fantastic! _____

Hi, Eliza. 😞

Hi, Robin. Are you OK?

No, I'm not. It's terrible Tuesday. 😞

Terrible Tuesday!?!?

Yeah, Tuesdays are boring. 😞 Are they boring for you?

No, they aren't. They're cool! Music class is today! 🎵

Is the music teacher OK?

Yes, he is. Mr Cooper is brilliant. And spaghetti is in the school café. It's delicious! 😊

No, it isn't! It's disgusting! 😞

Vocabulary

Adjectives for likes and dislikes

3 Look at the photos and the adjectives for showing likes and dislikes. Choose the correct adjectives.



1 boring / delicious



2 brilliant / disgusting



3 interesting / rubbish



4 boring / disgusting



5 boring / brilliant



6 fantastic / rubbish



7 fantastic / terrible



8 terrible / delicious

4 28 Listen and check. Then listen again and repeat.

5 Complete the table with adjectives from Exercise 3.

Adjectives to describe likes	Adjectives to describe dislikes
fantastic	

6 Choose the correct adjectives.

- 1 The book isn't interesting. It's boring / fantastic.
- 2 Jennifer Lawrence is a good actor. She's brilliant / rubbish.
- 3 My music teacher is great. Music class is interesting / terrible.
- 4 Pizza? Yes, please! It's delicious / boring!
- 5 'Five Seconds of Summer are rubbish.' 'No, they aren't - they're fantastic / delicious!'

7 Complete the sentences with the adjectives below.

brilliant delicious disgusting interesting rubbish

- 1 *Refugee Boy* isn't boring. The story is brilliant !
- 2 The pizza is great. It's _____ !
- 3 The book is great. It's _____ .
- 4 One Direction are a terrible pop group. The music is _____ .
- 5 'Pasta?' 'No thanks - it's _____ !'

1 Introducing yourself

Practical English

1 Agustín is a new student at Hayworth School in Nottingham. Clare is introducing herself to him. Complete the conversation with the words below.

Agustín Bye Hi I'm it is meet
Nice see thirteen you



Clare: ¹ Hi _____, ² _____
Clare. Is it your first day at the school?
Agustín: Yes, ³ _____.
Clare: What's your name?
Agustín: I'm ⁴ _____.
Clare: Agustín? It's an interesting name. It's nice to ⁵ _____ you.
Agustín: ⁶ _____ to meet you, too.
Clare: Where are you from?
Agustín: I'm from Argentina.
Clare: Wow! Argentina is great! My friend Rocio is from Argentina, too! How old are you?
Agustín: I'm twelve. And ⁷ _____?
Clare: I'm ⁸ _____.
Agustín: Are the teachers OK?
Clare: Yes, they are. The teachers are brilliant.
Agustín: Oh, good!
Clare: OK, ⁹ _____ you, Agustín.
Agustín: See you, Clare. ¹⁰ _____.

2 29 Listen and check.

3 Complete the mini-conversations with the highlighted phrases from Exercise 1.

- 1 Hi, I'm Max. _____
Nice to meet you, Max.
- 2 _____
I'm Carolina.
- 3 Nice to meet you. _____
- 4 _____
I'm from Chile.
- 5 _____
I'm thirteen.
- 6 See you, Lucas.
See you. _____

Listening

4 30 Put the conversation in the correct order. Then listen and check.

- _____ Matt: Chile? Brilliant! How old are you?
_____ Sofia: See you, Matt. Bye!
_____ Matt: Nice to meet you, too. Where are you from?
_____ Matt: I'm thirteen, too. See you, Sofia.
1 _____ Matt: Hi, I'm Matt. Is it your first day at the school?
_____ Sofia: I'm from Chile.
_____ Sofia: I'm thirteen. And you?
_____ Sofia: Yes, it is. I'm Sofia. Nice to meet you.

Focus

Pronunciation: The letter r

31 In English, we don't always pronounce the letter r. Listen to these words. In which words can you hear the r sound?

- | | | | | | |
|-------------|-------------------------------------|-------------|--------------------------|----------|--------------------------|
| 1 boring | <input checked="" type="checkbox"/> | 5 favourite | <input type="checkbox"/> | 9 word | <input type="checkbox"/> |
| 2 board | <input checked="" type="checkbox"/> | 6 thirteen | <input type="checkbox"/> | 10 write | <input type="checkbox"/> |
| 3 Argentina | <input type="checkbox"/> | 7 terrible | <input type="checkbox"/> | | |
| 4 brilliant | <input type="checkbox"/> | 8 where | <input type="checkbox"/> | | |

32 Listen to the words. Then listen again and repeat.

These words have the r sound.

brown group interesting rubbish

These words haven't got the r sound.

afternoon morning number teacher

33 Listen and repeat the sentences. Then practise saying them with a partner.

- 1 Mr Brown is my favourite teacher.
- 2 Mornings are terrible, but afternoons are really great!
- 3 The number three is my favourite number and the number thirteen is not!

Grammar Position of adjectives

1 Read the examples. Then study the table.

It's an **interesting** name.

Argentina is **great**!

The teachers are **brilliant**.

Is it **cold** today?

What is your **favourite food**?

be + adjective	Adjective + noun
The spaghetti is delicious .	You aren't a terrible actor !
The book isn't interesting .	Monday is a rubbish day .
Is the book old ?	What's your first name ?
Are the pizzas delicious ?	Where is the new backpack ?

2 Where do the adjectives go in the sentences? Write the adjectives in the correct gap.

- It's six o'clock and it's a nice evening.
- (nice)
- Mmm, the pasta _____ is _____.
(delicious)
- I'm thirteen today. Birthdays _____ are _____!
(brilliant)
- Is Mrs Lewis a _____ teacher
_____? (fantastic)
- The _____ idea is _____. (terrible)
- The _____ game is _____.
(boring)
- Are _____ they _____ students?
(good)

Focus

Grammar: really

Really makes an adjective stronger. It always goes before an adjective.

The book is **really** interesting.

Today is a **really** rubbish day.

3 Reorder the words to make sentences or questions.

- a / I'm / terrible / not / student
I'm not a terrible student.
- Is / he / brilliant / a / actor / ?

- spaghetti / really / The / delicious / is

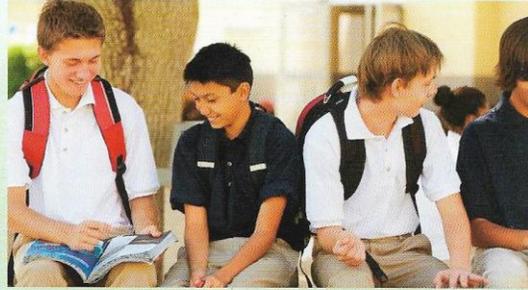
- an / book / interesting / It's

- lessons / boring / English / aren't

- brilliant / a / You're / teacher / really

Speaking

4 Imagine there is a new student from a different country at your school. Work with a partner and make notes for a conversation with the new student. Use the table to help you.



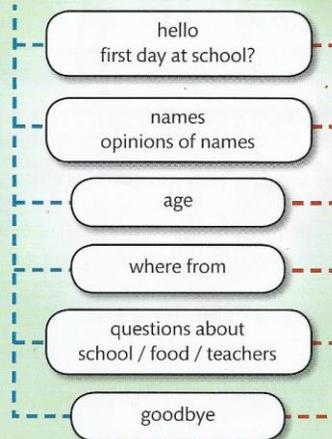
What to say ... when you meet a new student.

You	New student
Hi.	Hey.
Nice to meet you.	Nice to meet you, too.
What's your name?	It's ...
Where are you from?	I'm from ...
How old are you?	I'm ... And you?
See you. / Bye.	See you. / Bye.

You



New student



Put it together

Role-play your conversation with a partner.

All about me

Write to *Hello World* magazine! What are your likes? What are your dislikes? Tell us all about you!

A Abby, 12



Hi! I'm Abby, and I'm from the UK.

My favourite **pop star** is Ariana Grande. She's a brilliant singer. **One Direction** is NOT my favourite pop group. They're terrible! Bye!



B Pancho, 13



Hey! My name is Pancho, and I'm from **Argentina**. My favourite **food** is *asado* - it's delicious.



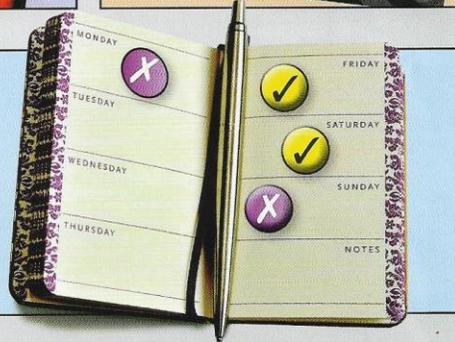
But ravioli is disgusting!



C Louisa, 13



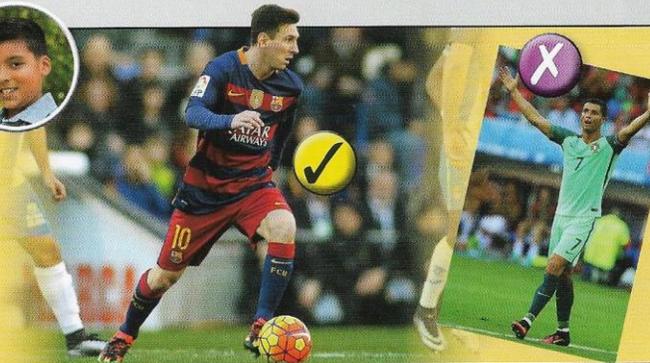
Hello! I'm Louisa, and I'm from Australia. My favourite **days** of the week are Friday and Saturday. They're brilliant! Sundays and Mondays? They're terrible!



D David, 12



Hey! I'm **David**, and I'm from Uruguay. In my opinion, Lionel Messi is a brilliant football player. Ronaldo is rubbish - he isn't my favourite! See you!



1 My likes and dislikes

Project

Stage 1: Preparing

- Read Zac's poster. What is his second name? Complete the table.

Name:	Zac Richards
Age:	
From:	
Likes:	
Dislikes:	

Stage 2: Planning your project

- You are going to make a poster all about you.
- Make a table with your name, age, home town, and likes and dislikes.
- Think of adjectives to describe your likes and dislikes.

Name:	Alejandro Diaz
From:	Puerto Madryn
Age:	12
Likes:	chocolate – delicious Avicii – fantastic
Dislikes:	macaroni – disgusting Justin Bieber – terrible

Name:	
From:	
Age:	
Likes:	
Dislikes:	

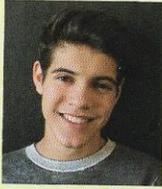
Stage 3: Writing a draft

- Write sentences for your poster. Write on paper or your computer.
- Use subject pronouns and the verb *be*.
- Use adjectives for likes and dislikes, too.

Stage 4: Checking

- Swap your work with a partner. Check your partner's work carefully.
- Is there lots of new language from the unit on the poster?

Hello, it's me!



I'm Zac Richards.

I'm from
Edinburgh.
It's brilliant!



I'm thirteen. 13

Football is fantastic!



Tennis is rubbish!



Pizza is delicious!



Pasta is disgusting!



Stage 5: Finalising and presenting

-  Make your digital poster.
-  Make your poster.

- Add photos and pictures to your poster.
- Tell your class about the likes and dislikes in your poster.
- Read the other posters. Choose your three favourite posters. Tell a partner why you like them.

1 Hello, it's me!

Vocabulary Greetings p.12

1 Match the greetings to the pictures.

Good-afternoon Goodbye
Good morning Goodnight

1 Good afternoon



2



3



4



2 Complete the table with the greetings.

Bye Good-afternoon Goodbye Good evening
Goodnight Hey Hi

Formal	Informal
Good afternoon	

3 Complete the mini-conversations with the greetings below.

Bye Good evening Good-morning Hi

- Teacher: Good morning, Elena.
Student: Good morning, Mrs Brown.
- Amy: Hey!
Kate: _____, Amy.
- Waiter: Good evening.
Ben: _____.
- Mum: Goodbye, Tom.
Tom: _____, Mum.

I can greet people.



W2

Adjectives for likes and dislikes p.14

4 Complete the adjectives in the puzzle. Find the mystery word.

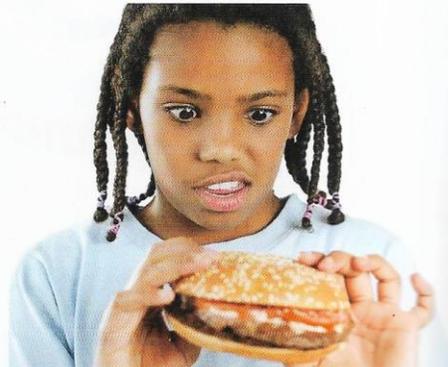


The mystery word is _____.

5 Match the opposites.

- | | | |
|-------------|-------|---------------|
| 1 rubbish | _____ | a terrible |
| 2 boring | _____ | b disgusting |
| 3 fantastic | _____ | c brilliant |
| 4 delicious | _____ | d interesting |

6 Choose the correct adjectives.



- No, thanks. The burgers here are disgusting / delicious!
- Martina Stoessel is my favourite singer. She's brilliant / terrible.
- This film isn't interesting. It's fantastic / boring.
- The Hunger Games* is a brilliant / terrible book. It's very interesting.
- Pizza is my favourite food. It's delicious / disgusting.
- This music isn't very good. The singer is rubbish / fantastic.

I can describe things I like and don't like.



1

Grammar Verb *be*: yes/no questions and short answers

1 Match the questions to the answers.

- 1 Are you in Class 4C? b
- 2 Is Ana a student? _____
- 3 Is it Monday? _____
- 4 Are you and Paul from the US? _____
- 5 Are Marcos and Bruno friends? _____

- a Yes, they are.
- ~~b No, I'm not.~~
- c No, it isn't.
- d Yes, she is.
- e No, we aren't.



2 Complete the questions and short answers.

- 1 Are you from the City of Buenos Aires?
No, I'm not .
- 2 _____ Martin a good student?
Yes, _____.
- 3 _____ you and Sofia friends?
Yes, _____.
- 4 _____ it your birthday today?
No, _____.
- 5 _____ Zac and Lara at your school?
Yes, _____.

3 Write questions. Then write true answers.

- 1 You / thirteen / ?
 Are you thirteen?
 No, I'm not. / Yes, I am.
- 2 your best friend / in your class / ?
- 3 it / Monday / ?
- 4 you and your friends / good students / ?
- 5 your parents / teachers / ?

Position of adjectives

4 Correct the mistakes in the sentences.

- 1 Mrs Smith is a teacher brilliant.
 Mrs Smith is a brilliant teacher.
- 2 Is the boring book?

- 3 The burgers are delicious really.

- 4 What's his name first?

- 5 Saturday is fantastic a day.

I can ask and answer questions with the verb *be*.



W4

Practical English Introducing yourself

1 Reorder the words to make sentences and questions.

- 1 your / name / What's / ?
 What's your name?
- 2 thirteen / I'm

- 3 you / from / Where / are / ?

- 4 Martina / name's / My

- 5 old / How / you / are / ?

- 6 Lara / I'm / Hi,

- 7 to / you / Nice / meet

2 Complete the conversation with the phrases below.

How old are you? ~~I'm~~ Kev: I'm thirteen.
Nice to meet you. See you. Where are you from?

Kev: Hi, ¹ I'm Kev. Are you the new student?

Lola: Yes, I am. I'm Lola.

² _____ Kev.

Kev: Nice to meet you, too.

³ _____

Lola: I'm from Mexico.

Kev: Mexico? My friend Carlos is from Mexico, too.

⁴ _____

Lola: I'm twelve. And you?

Kev: ⁵ _____ Oh, it's
ten o'clock. See you, Lola.

Lola: ⁶ _____ Kev. Bye!

3 Look at the conversation in Exercise 2 again. Then complete the conversation. Use your own ideas.

You: _____

Juan: Hi, I'm Juan. Nice to meet you.

You: _____, too.
_____?

Juan: I'm from Uruguay.

You: _____?

Juan: I'm thirteen. And you?

You: _____

Juan: See you.

You: _____

I can greet people and introduce myself.



