

GOLD

experience

STUDENT'S BOOK

2ND EDITION

Rose Aravanis & Carolyn Barraclough

A1

Pre-Key for
Schools

 Pearson

CONTENTS

Unit	Reading	Grammar	Vocabulary 1 and 2
Starter Welcome to my world	topic: posts about family skill: identifying personal information	possessive adjectives possessive 's <i>to be</i> – present simple	numbers family words the alphabet months countries nationalities
1 Come in page 11	topic: a birthday party – story skill: using photos to understand a text task: sentence completion	<i>there is/there are</i> (+ <i>some/any</i>) (p14) <i>have got</i> (p16)	things in a room (p12) prepositions of place (p12) the home (p15)
2 What a week! page 21	topic: a different school day skill: looking at the questions before you read task: multiple-choice cloze	present simple: positive and negative (p24) present simple: questions and short answers (p26)	everyday activities (p22) free time activities (p25)
3 Animal magic page 31	topic: what are armadillos like? skill: choosing a word for a gap task: gapped text with picture cues	adverbs of frequency (p34) present simple: question words (p36)	animals (p32) the world around us (p35)
4 Let's explore page 43	topic: a real-world adventure game skill: choosing an answer task: multiple-choice cloze	imperatives; <i>must/mustn't</i> (p46) <i>can/can't</i> (ability); object pronouns (p48)	buildings and places in town (p44) vehicles (p47)
5 Fun with food page 53	topic: Mexican Day of the Dead skill: thinking before you read task: comprehension questions	present continuous (all forms) (p56) countable and uncountable nouns with <i>a/some/any</i> (p58)	food and drink (p54) the weather (p57)

Listening	Speaking	Writing	Switch on
<p>topic: dates and nationalities</p> <p>skill: listening to numbers and places</p>	<p>topic: speaking about dates and preferences</p> <p>skill: reporting personal information</p>		
<p>topic: homes around the world</p> <p>skill: choosing the correct picture</p> <p>task: multiple choice (pictures)</p>	<p>topic: phone conversations</p> <p>skill: using appropriate levels of formality</p> <p>task: make a phone call</p>	<p>topic: favourite things</p> <p>skill: using capital letters</p> <p>task: make a personal profile</p>	<p>video: tiny house tour</p> <p>project: tiny house presentation</p>
<p>topic: going to school</p> <p>skill: writing numbers</p> <p>task: gap fill</p>	<p>topic: a school timetable</p> <p>skill: answering questions about you</p> <p>task: answer questions about your day</p>	<p>topic: favourite days</p> <p>skill: using punctuation</p> <p>task: write interview questions</p>	<p>video: Kung Fu School</p> <p>project: perfect school day</p>
<p>topic: an Australian nature reserve</p> <p>skill: reading questions before you listen</p> <p>task: matching</p>	<p>topic: similarities and differences between animals</p> <p>skill: saying what you think and why</p> <p>task: picture sets</p>	<p>topic: fairy penguins</p> <p>skill: using <i>and, but</i></p> <p>task: write a description of an animal</p>	<p>video: panda protection</p> <p>project: animal sanctuaries</p>
<p>topic: a game app</p> <p>skill: finding things in a picture</p> <p>task: gap fill</p>	<p>topic: visiting a new place</p> <p>skill: finding your way around</p> <p>task: ask for help</p>	<p>topic: notes, lists and messages</p> <p>skill: identifying information to include</p> <p>task: write a message</p>	<p>video: school journeys</p> <p>project: video diary</p>
<p>topic: a kite festival</p> <p>skill: finding people in a picture</p> <p>task: matching</p>	<p>topic: good and bad weather</p> <p>skill: talking about pictures</p> <p>task: find differences between two pictures</p>	<p>topic: planning a party</p> <p>skill: making notes</p> <p>task: write a description of a party</p>	<p>video: Frozen Museum</p> <p>project: Fun Food Museum</p>

CONTENTS

Unit	Reading	Grammar	Vocabulary 1 and 2
6 Back in time page 63	topic: a TV show about the past skill: finding the right type of word task: gapped text with picture cues	past simple: <i>be</i> (p66) past simple: regular verbs (p68)	adjectives to describe things (p64) things we do (verbs) (p67)
7 Bright sparks page 75	topic: amazing teenagers skill: identifying words that go together task: sentence completion	past simple: irregular verbs and questions (p78) past simple: question words (p80)	jobs (p76) irregular verbs (p79)
8 Top to toe page 85	topic: friends and twins – physical appearance skill: reading quickly task: multiple-choice cloze	comparative adjectives (p88) superlative adjectives (p90)	parts of the body (p86) clothes (p89)
9 School's out page 95	topic: different sports to try skill: transferring information task: matching	<i>be going to</i> (p98) <i>like/love + -ing; want to + infinitive</i> (p100)	sport and activities (p96) health problems (p99)
10 Films and friends page 107	topic: a film academy task: multiple-choice cloze		

Grammar file	page 114
Speaking and writing file	page 134
Pairwork file	page 143
Audioscripts	page 144
Irregular verb list	page 151

Listening	Speaking	Writing	Switch on
<p>topic: a night in a castle skill: identifying information you need task: multiple choice (pictures)</p>	<p>topic: life in the past skill: supporting a partner task: talk about a picture</p>	<p>topic: a pirate museum skill: choosing the right word task: write a blog post</p>	<p>video: Frontier House project: life in the past</p>
<p>topic: making a robot for a competition skill: spelling words carefully task: gap fill</p>	<p>topic: the model plane (picture story) skill: using linking words task: tell a story from pictures</p>	<p>topic: a personal story skill: making your writing clear task: write about a famous person</p>	<p>video: skateboard star project: improvement action plan</p>
<p>topic: people with world records skill: guessing an answer task: gap fill</p>	<p>topic: unusual world records skill: making a guess task: make guesses about pictures</p>	<p>topic: a visit to a pet shop skill: writing a story based on pictures task: write a short story</p>	<p>video: meet my family project: record breakers</p>
<p>topic: future dreams skill: checking answers task: multiple choice (short texts)</p>	<p>topic: talking about plans skill: interacting with a partner task: plan an activity weekend</p>	<p>topic: holiday activities skill: setting out a clear message task: write a postcard</p>	<p>video: survival fun project: survival school</p>
<p>topic: making a film task: multiple choice (dialogue)</p>	<p>topic: different types of film task: exchange opinions</p>	<p>topic: favourite films task: write a review</p>	



My favourite thing is spaghetti!



STARTER

Welcome to my world

READING

read short texts about Sam and his family

GRAMMAR

use *to be* to talk about you and your family

LISTENING

listen for topics in a video call

SPEAKING

talk about your favourite things

WRITING

write sentences about yourself, your family and your classmates

- 1 Look at the photo on the left. How old do you think he is?

explore language

numbers

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

- 2 S.1 Listen and repeat the numbers.

Me and my family

- 3 S.2 Look at the photo and guess the answers to these questions. Listen and check your answers.

- 1 How old is Sam now?
- 2 What's his favourite colour?
- 3 Is spaghetti his favourite food now?

- 4 S.3 Read the quiz. Listen again and choose Sam's answers.

- 5 Work in pairs. Ask and answer the quiz questions. Tell the class.

Nina, what's your favourite colour?

I like yellow.



All about you!

Answer the questions about you – then we can find your new friend!

Write your name and age here:

- 1 What's your favourite colour?
A green B red C yellow D blue
- 2 What's your favourite animal?
A cat B dog C horse D other
- 3 What's your favourite food?
A Italian food B Chinese food
C Mexican food D other
- 4 What's your favourite hobby?
A music B computer games
C photography D other
- 5 What's your favourite sport?
A football B swimming
C basketball D other



- 6 Sam wants to tag his family in his photo. Match some of these words with the people in the photo (A-F).

brother dad/father grandfather/grandad
grandmother/grandma grandparents mum/mother
parents sister



- 7 Read Sam's post. Find the name of each person in the photo.

Here's a photo of my family at home. It's my favourite photo, but I'm not in it – I'm behind the camera, of course!

This is my mum, Carmen, and this is my dad, Joe. She's thirty-seven and he's forty. Here's my brother, Oscar. He's five. This is my sister. Her name's Molly. She's six. Our family name is Gates. We're from London.

Here are my grandmother and grandfather, Ed and Jill Jones. They're fifty-nine and sixty-two – and they love computer games!

explore grammar

→ p114

possessive adjectives

We use possessive adjectives before nouns, to show possession.

I you he she it we they
my your his her its our their

Her name's Molly. **Our** family name is Gates.

- 8 Read the grammar box. Complete the sentences with possessive adjectives.

- I'm Sam. _____ family is from London.
- This is my mum. _____ name's Carmen.
- This is my dad. _____ name's Joe.
- Ed and Jill are my grandparents. _____ family name is Jones.

explore language

more numbers

10	20	23	30	40
ten	twenty	twenty-three	thirty	forty
50	57	60	70	
fifty	fifty-seven	sixty	seventy	
80	90	99	100	
eighty	ninety	ninety-nine	one hundred	

- 9 5.4 Read the language box. Listen and repeat. Then write each person's age in numbers.

Carmen Ed Jill Joe Molly Oscar

Carmen is 37.

explore grammar

→ p114

to be – present simple: positive and negative

We use *to be* to talk about people and their age, nationality or where they come from.

+	-
I am twelve years old. = I'm	I'm not thirteen.
You are my friend. = You're	You aren't my brother.
He is ten. = He's	He isn't eleven.
She is eight. = She's	She isn't nine.
It is my favourite. = It's	It isn't bad.
We are cousins. =	We aren't sisters.
They are sixty-five. =	They aren't seventy.

- 10 Read the grammar box. Complete the text with these words. You can use the words more than once.

am are aren't is isn't

Here's my photo of my aunt and uncle with my cousins and their dog. They ¹ _____ from London. They're from Manchester.

My uncle's name ² _____ Andy and my aunt's name is Jane. She ³ _____ my dad's sister. They are married.

The boys ⁴ _____ my cousins, Joel and Tom.

I ⁵ _____ very close to Joel. He ⁶ _____ fifteen and we ⁷ _____ good friends.

Tom ⁸ _____ very old – he's only five.



- 11 5.5 Listen and check your answers. Find each person in the photo and say a sentence about them.

Starter Welcome to my world

- 1 5.6 Can you say the alphabet in English? Listen and practise.

The alphabet

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

- 2 Sam and his new online friends are on a video call for the first time. Guess the things they talk about.

birthdays favourite things home town homework
name and age school

- 3 5.7 Listen and check your answers.

- 4 5.8 Listen to the girls' names again. Write the letters you hear.

- 5 Work in pairs and spell your first name and family name. Your partner writes the letters they hear.

explore grammar

→ p114

to be – present simple: questions

We use *to be* in questions to ask about people and their age, nationality or where they come from.

? **Are you eleven?** Yes, I **am**. / No, I'm **not**.
Is your sister ten? Yes, she **is**. / No, she **isn't**.

- 6 Read the grammar box. Complete the questions with *Is* or *Are*. Then ask and answer the questions.

- Sam's sister on the video call?
- the girls sisters?
- the twins twelve?
- the twins' birthday in May?

- 7 5.9 Can you say the months in English? Listen and practise.

Months

January February March April
May June July August
September October November December

- 8 5.10 Listen and match the names (1–6) with the birthdays (A–G). There is one birthday you do not need.

- | | |
|-----------|-----------------|
| 1 Charlie | A 1st May |
| 2 Lily | B 2nd December |
| 3 Mary | C 3rd July |
| 4 Daisy | D 4th April |
| 5 Dan | E 5th October |
| 6 Jack | F 22nd February |
| | G 31st August |



explore grammar

→ p114

possessive 's

We use name + ' (apostrophe) + -s to show a person's favourite things or things people have.

Nina's favourite colour is yellow.

Sam's favourite food is Italian.

- 9 Read the grammar box. Work in pairs. Ask and answer questions about your birthday. Tell the class.

When's your birthday? It's 5th May.

Alev's birthday is the fifth of May.



- 10 Find your country on the map. What's the name of your country in English?
- 11 Do you know people in other countries? Find the countries on the map.

- 12 Write these countries in the correct places (1-10) on the map.

Australia Britain China Mexico Nigeria Poland
Russia Spain Turkey the USA

- 13 Work in pairs. Where are the people in the photos from? Use the countries in Ex 12 to help you.

- | | |
|-------------------------------------|---------------------------------|
| 1 Elif's from T..... | 6 Sam and Molly are from B..... |
| 2 Diego's from M..... | 7 Ju's from C..... |
| 3 Millie's from the U..... | 8 Olu's from N..... |
| 4 Alyona and Inessa are from S..... | 9 Anna's from R..... |
| 5 Stefan's from P..... | 10 Ryan's from A..... |

- 14 Write sentences about each person's nationality. Use these words.

Australian American British Chinese
Mexican Nigerian Polish Russian
Spanish Turkish

Anna's Australian.

- 15 5.11 Listen and answer the questions.

game ON

Work in pairs. Close your book. Your partner asks questions about the people in the photos.

Is Ju from Australia? No, he isn't.

UNIT CHECK

Wordlist

Numbers

- 1 one
- 2 two
- 3 three
- 4 four
- 5 five
- 6 six
- 7 seven
- 8 eight
- 9 nine
- 10 ten
- 11 eleven
- 12 twelve
- 20 twenty
- 23 twenty-three
- 30 thirty
- 40 forty
- 50 fifty
- 57 fifty-seven
- 60 sixty
- 70 seventy
- 80 eighty
- 90 ninety
- 99 ninety-nine
- 100 one hundred

Family

- aunt (n)
- brother (n)
- cousin (n)

- dad/father (n)
- grandfather/grandad (n)
- grandmother/grandma (n)
- grandparents (n, pl)
- mum/mother (n)
- parents (n)
- sister (n)
- uncle (n)

Months

- January (n)
- February (n)
- March (n)
- April (n)
- May (n)
- June (n)
- July (n)
- August (n)
- September (n)
- October (n)
- November (n)
- December (n)

Ordinal numbers

- 1 = 1st / first
- 2 = 2nd / second
- 3 = 3rd / third
- 4 = 4th / fourth
- 5 = 5th / fifth
- 6 = 6th / sixth
- 7 = 7th / seventh

- 8 = 8th / eighth
- 9 = 9th / ninth
- 10 = 10th / tenth
- 21 = 21st / twenty-first
- 22 = 22nd / twenty-second
- 23 = 23rd / twenty-third
- 24 = 24th / twenty-fourth, etc.

Countries and nationalities

-  America / the USA → American
-  Australia → Australian
-  Britain → British
-  China → Chinese
-  England → English
-  Mexico → Mexican
-  Nigeria → Nigerian
-  Poland → Polish
-  Russia → Russian
-  Spain → Spanish
-  Turkey → Turkish

Other

- animal (n)
- banana (n)
- basketball (n)
- birthday (n)
- blue (adj)
- camera (n)
- cat (n)
- close (adj)
- colour (adj)
- computer game (n)
- dog (n)
- favourite (adj)
- food (n)
- football (n)
- green (adj)
- hobby (n)
- home town (n)
- homework (n)
- horse (n)
- How old are you? (phr)
- map (n)
- name (n)
- photography (n)
- red (adj)
- school (n)
- spell (n)
- sport (n)
- swimming (n)
- team (n)
- yellow (adj)

Practice

1 Work in pairs. Find things in the wordlist that are important for you. Why are these things important?

- 1 a number
- 2 a month
- 3 an ordinal number
- 4 a person
- 5 a country or nationality

- 1 Twelve: I'm twelve.
- 2 May: My dad's birthday is in May.

2 Write the nationalities from the wordlist in the correct groups.

-ish	-an/-ian	-ese

3  S.12 Listen and write the sentences you hear.

“

My room
is **my special**
world.



Look at the photo and answer the questions.

1 Find these things in the photo.

bed chair lamp table wall window

2 What's your opinion of this room?

😊 great 😐 OK 😞 boring

1

Come in

VOCABULARY 1

things in a room, prepositions of place

READING

topic: a birthday party – story

skill: using photos to understand a text

task: sentence completion

GRAMMAR

there is/there are (+ some/any)
have got

VOCABULARY 2

the home

LISTENING

topic: homes around the world

skill: choosing the correct picture

task: multiple choice (pictures)

SPEAKING

topic: phone conversations

skill: using appropriate levels of formality

task: make a phone call

WRITING

topic: favourite things

skill: using capital letters

task: make a personal profile

SWITCH ON

video: tiny house tour

project: tiny house presentation

1 Come in

VOCABULARY 1

Power up

1 What colour are these things in your room?

bed covers curtains floor mat walls



things in a room

2 Match the things in the photos (A-L) with these words.

bin clock cushions desk lamp laptop
mirror noticeboard pictures shelf (shelves)
TV wardrobe

3 1.1 Listen and check your answers.

Listen again and repeat.

4 Look at the words in Ex 2. Which things are in your room? Make a list.

5 Look at your list from Ex 4. What colour are these things in your room? Tell a partner.

The bin is blue.

prepositions of place

6 Look at pictures 1-10. Make a sentence about each picture with these words.

above behind between in in front of near next to
on opposite under

Picture 1: The cat is **in** the bag.



7 Work in pairs. Give your list from Ex 4 to your partner. Ask and answer questions about the things in his/her room.

Where's the bin?

It's next to the desk.

game on quick draw

Work in pairs and play 'Quick draw'. Take turns to quickly draw an object in a location and ask and answer questions.

A: What's in my picture?

B: Is it a laptop on a shelf?

A: No, it isn't.

B: Is it a laptop on a desk?

A: Yes, it is.



READING

Power up

1 Look at the pictures. What can you say about the room?

skill tip

Use pictures to help you understand a story.

2 Read the story and answer the questions.

- 1 How many children are there?
- 2 What are their names?
- 3 Where are they?

3 e Read the story again. Complete the sentences with one, two or three words in each gap.

Picture A

Today Joanna is twelve years old.

1 Her is in an escape room.

Picture B

2 There's a message in

3 There's a under the bed.

Picture C

4 There's a for the box.

5 The mat is the floor.

6 There is a under the mat.

Sum up

4 Each of these words describes an object in the story. Write the objects.

- 1 birthday
- 2 secret
- 3 big
- 4 special
- 5 red

Speak up

5 In your opinion, is Joanna's party fun? What other parties are fun?

Parties in the park are fun.



Joanna's twelve today. Ben and Kate are at her birthday party. 'Happy birthday, Jo!' The party is in an escape room. It's a special room with a big puzzle game. The door is locked.

Jo: Help! Is there another door?

Kate: Yes, there is. But where is it?

Jo: Look. There are some instructions on the table in front of you.

Ben: 'Here's your puzzle. Let's begin. Are there any papers in the bin?'



Jo: Yes, there are! There's a message in the bin: 'Is there a box under the bed? Is there a key behind something red?'

Ben: Here's the box – look! But it's locked.

Kate: And here's something red. A red picture on the wall ... with a key behind it!

Ben: Well done, Kate!



The key is for the box under the bed.

Jo: What's inside? Open it, Ben.

Ben: It's another key and another message. 'Under the mat on the floor, can you find a secret door?'

Kate: Yes, there is a door! It's the escape door! We're out!

GRAMMAR

1 Read the grammar box below. Choose the correct words to complete the sentences.

- 1 There's / There are a white desk in Tara's room.
- 2 There isn't / aren't a bin in my room.
- 3 There isn't / aren't any pictures in your room.
- 4 There's / There are some cushions in Fred's room.

explore grammar

→ p116

there is/there are (+ some/any)

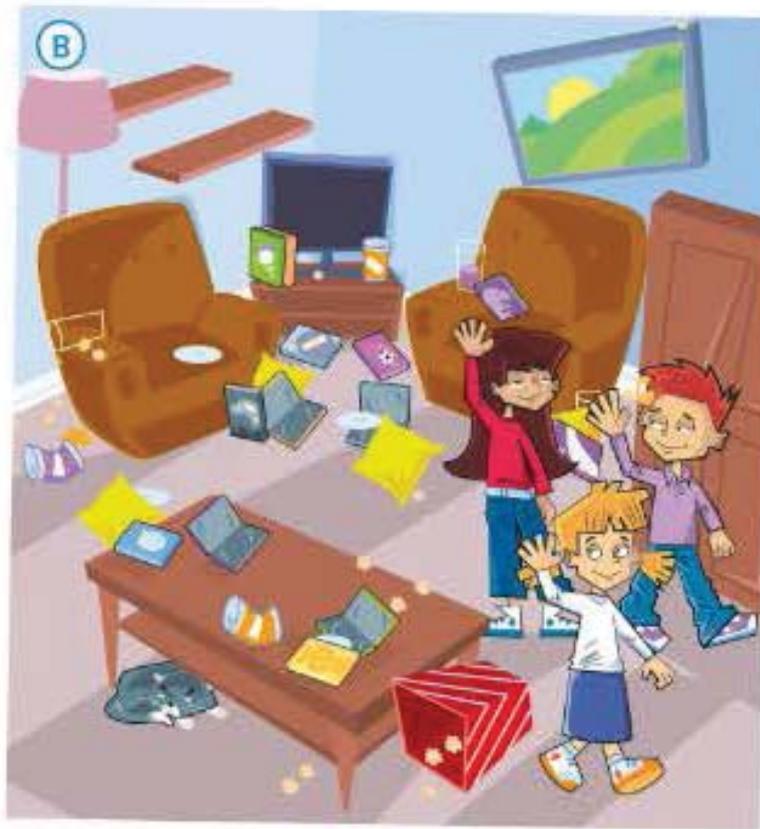
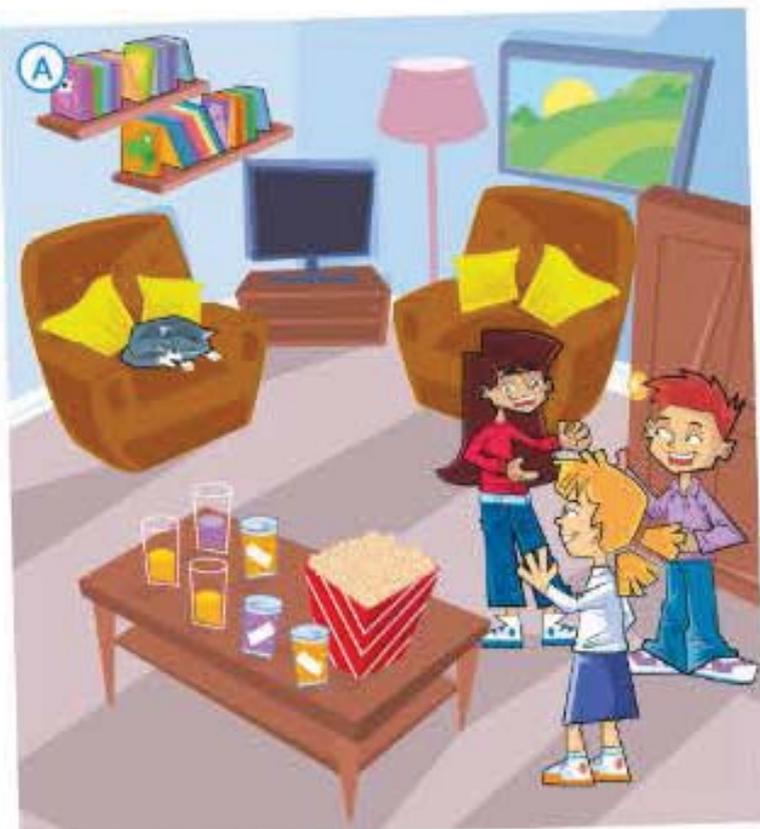
We use *there's/there isn't + a/an + noun* to say where something is.

We use *there are + some + noun/there aren't + any + noun* to say where two or more things are.

- + **There's a** message in the bin.
- There are some** instructions on the table.
- There **isn't** a key on the table.
- There **aren't any** papers on the bed.
- ? **Is there** another door? Yes, there **is**. / No, there **isn't**.
- Are there any** papers in the bin? Yes, there **are**. / No, there **aren't**.

2 1.3 Watch or listen. Choose the sentences you hear.

- 1 There aren't any clothes in the cupboard near the door.
- 2 There is a bed next to the window.
- 3 There isn't an iPad on my desk.
- 4 At the end of my bed there's a big TV.
- 5 There are lots of cushions on the end of my bed.



3 1.4 Listen and repeat. Focus on the highlighted words.

- 1 There **are** lots of cushions.
- 2 There **are** some books.
- 3 There **s** a big bed.
- 4 There **s** a TV.

4 Work in pairs. Choose picture A or B. Write three questions about your picture.

Is there a lamp next to the TV?

Are there any computer games on the shelves?

5 Work in pairs. Ask and answer your questions.

Is there a lamp behind the chair in Picture A?

No, there isn't.

6 e Work in pairs. Find differences between pictures A and B.

In picture A there's a lamp next to the TV, but in picture B ...

Speak up

7 Work in pairs. Write two questions about your partner's room. Ask and answer your questions.

Is there a TV in your room?

No, there isn't.

VOCABULARY 2

the home

1 1.5 Look at Joe's apartment. Listen to Joe and repeat.

2 Find these things in Joe's apartment. Say where they are.

bed light picture TV window

3 The chairs are in the dining room.

3 Read the language box. Work in pairs. Ask and answer questions about Joe's apartment. Then ask and answer questions about your classroom.

How many windows are there?

explore language

We use *How many ... ?* to ask about numbers.

How many bedrooms are there?



4 **e** Look at the picture of the Hill family's house and follow the instructions.

Complete the sentences.

- 1 The orange cat is in the living room. The other cat is
- 2 are in the garden.

Answer the questions.

3 How many dogs are in the bathroom?

4 How many children are upstairs?

Write two sentences about the picture.

- 5
- 6

game on 'Yes/No' game

Play in two teams. Team 1 chooses a home on this page. Team 2 asks questions to guess the home. Team 1 can only answer 'yes' or 'no'.



1 Come in

LISTENING

Power up

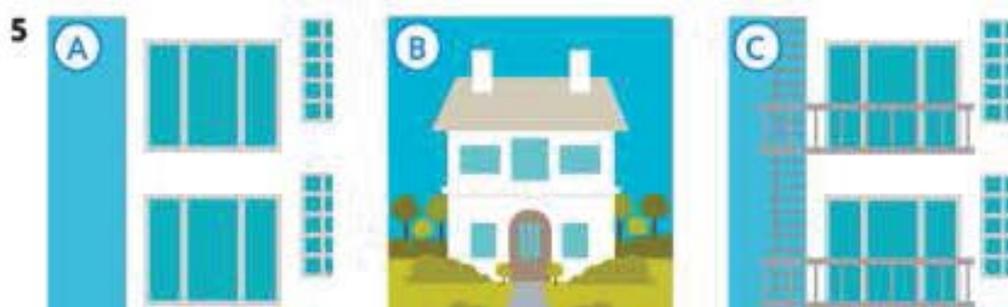
Describe your home. Talk about these things.

balcony door garden rooms windows

There are two bedrooms and a big living room ...

Listen up

2 Work in pairs. Look at the pictures in question 1. Which pictures show houses and which show apartments?



exam tip: look first

First look at the pictures. Then listen. Then choose the answer.

3 **e** 1.6 Look at the pictures in Ex 2. Listen and choose the correct picture, A, B or C.

explore grammar

→ p116

have got

We can use *have got* to talk about part of a building or person. We can also use it to talk about relationships (with family and friends) or possessions.

+ We've got a big apartment.

It's got yellow walls.

- It hasn't got a balcony.

We haven't got a garage.

? Has it got stairs outside?

Have you got a garden?

Yes, it has. / No, it hasn't.

Yes, we have. / No, we haven't.

4 Read the grammar box. Then look at the table. Find Nina and Luke's homes in Ex 2. Write sentences about them.

Nina's apartment	Luke's house	
X	✓	a garden
X	✓	yellow walls
✓	X	red walls
✓	X	a balcony

Luke's house has got a garden.

5 Work in pairs. Ask and answer about Nina and Luke's homes.

Has Luke's home got red walls?

No, it hasn't.

Has Nina's apartment got a balcony?

Yes, it has.

SPEAKING

Power up

1 Work in pairs. Practise the conversation.

What's your mobile number?

It's 07987 324 165.

07987 324 165. Is that right?

Yes, that's right.

2 Work in pairs and practise the conversation with your own numbers. Make a note of your partner's number and ask them to check it.

A: What's your mobile number?

B: It's

A: (Write the number you hear.)
..... Is that right?

(Show the number to your partner.)

B: Yes, that's right. / No, this number is wrong.

(Correct the number if it is wrong.)

3 1.7 Complete the phone conversation with these questions. Listen and check your answers.

Have you got your key?

Is it in the plant pot next to the wall?

Where are you? Where's the spare key?

Kay: Hi, Mum. I'm at home, but the door is shut. ¹.....

Mum: I'm at work. ².....

Kay: Er, no I haven't. I think it's in the kitchen. ³.....

Mum: Umm, it's under the mat.

Kay: No, it isn't.

Mum: ⁴.....

Kay: No. Oh yes, I've got it now. Thanks. Bye, Mum! See you later!

Speak up

4 1.8 Listen and write the words you hear.

bye ~~hello~~ hi thanks

Jacob: Hello, Mrs Reeves. It's Jacob here. Is Rosy there, please?

Mum: Yes, of course. Just a minute ...

Rosy: Hi? Jacob?

Jacob: ¹....., Rosy! Have you got my maths homework?

Rosy: Your maths homework? I'm not sure ... Oh, yes. It's in my bag!

Jacob: Oh good. ²....., Rosy.

Rosy: That's OK. ³.....!

5 Work in small groups. Practise the conversation in Ex 4.

Speaking extra

6 Make a phone call to a friend. Ask if he/she has your English book. Use Ex 4 and the skill tip to help you. What words will you need to change if you call a teacher?

skill tip

Some words in English are formal. Some words are informal.

Use these words with family, friends and children:

hi thanks bye

Use these words with other people:

hello thank you goodbye

7 Practise the conversation in Ex 6 with different things and people.

1 Come in

WRITING

Power up

- 1 Which of these things have you got in your room?

birthday cards books cinema/concert/sports tickets
photos postcards posters

- 2 Look at Jorge's noticeboard and find these things.

a website a city a country a film a name

- 3 Answer the questions.

- 1 Jorge has got a sister. What's her name?
- 2 What's Jorge's favourite film?
- 3 What's his mobile number?
- 4 Where are the bears from?
- 5 How old is Jorge?
- 6 Who is his friend?

- 4 Complete the sentences with *about*, *of* or *from*. Use Jorge's noticeboard to help you.

- 1 Here's a book elephants.
- 2 That's a photo my grandparents.
- 3 This is a postcard my friend George.
- 4 'Jungle Book' is a boy with animal friends.
- 5 This website is full funny stories.
- 6 That menu is my favourite café.

- 5 e Complete Emma's profile with five of these words. Then choose the best title, A, B or C.

blue fantastic favourite my picture poster Spain tickets your

- A My favourite footballer players
- B My favourite colour
- C All about my favourite sport

- I have some tickets for a football match. ¹ team is Chelsea. It's a ² team!
- I like everyone in the team, so I don't have a ³ player. But I'm from ⁴, so I prefer watching players from my country!
- This is a photo of me in my football kit - ⁵ is a great colour!



Plan on

6 You are going to create your own profile. Think about these questions. Use Jorge's noticeboard to help you.

- 1 Who is your birthday card from?
- 2 Who is in your photos?
- 3 Where is your postcard from?
- 4 What event is your ticket from?
- 5 Where is your menu from?

Write on

7 Look at Emma's profile in Ex 5. Make your own profile about a few of your favourite things. Use your answers from Ex 6 and the useful language to help you.

useful language:

talking about your favourite things

Here are some of my ...
This is ...
That's ...
My favourite ... is ...

Improve it

8 Check your spelling. Check that capital letters are in the correct places. Use the skill tip to help you.

skill tip

Use capital letters:

- at the start of a sentence.
- for the names of people and places.
- for days of the week, months, countries and nationalities.

Remember to use a full stop (.) at the end of a sentence.



SWITCH ON

Tiny house tour

- 1** Work in pairs. List five rooms in a house.
- 2**  Watch the clip. Is Annabel's house different from your house? Give two examples.
- 3**  Watch again and answer the questions. Which things does Annabel talk about?
 - knives
 - clothes
 - stairs
 - windows
 - shower
 - garden
- 4** Watch again. Are these statements true (T) or false (F)?
 - 1 Annabel likes living in a tiny house.
 - 2 The kitchen is very big.
 - 3 There are shelves next to the door.
 - 4 The stairs were a present from her family.
 - 5 Annabel doesn't like reading or taking photos.
- 5** Work in pairs. Complete the sentences about Annabel's house.
 - 1 Annabel's sofa big.
 - 2 The shelves next to the door.
 - 3 The loft upstairs.
 - 4 There a kitchen downstairs.

Project

6 Work in pairs. Design a tiny house. There are only four rooms. What things do you need? Draw your tiny house and present it to the class. Explain your ideas.

This is our tiny house.

There is a ...

There are ...

UNIT CHECK

Wordlist

Things in a room

- bin (n)
- clock (n)
- cushion (n)
- lamp (n)
- noticeboard (n)
- pictures (n)
- laptop (n)
- shelf (pl: shelves) (n)
- mirror (n)
- desk (n)
- TV (n)
- wardrobe (n)

Prepositions of place

- above
- behind
- between
- in

■ in front of

● ■ near

●■ next to

● on

■ under

The home

- balcony (n)
- bathroom (n)
- bedroom (n)
- dining room (n)
- downstairs (adv)
- garage (n)
- garden (n)
- kitchen (n)
- lift (n)
- living room (n)
- stairs (n)
- upstairs (adv)

Other

- apartment (n)
- bed (n)
- bed cover (n)
- birthday card (n)
- book (n)
- boring (adj)
- box (n)
- car (n)
- chair (n)
- cinema/concert/sports tickets (n)
- computer game (n)
- curtain (n)
- desk (n)
- door (n)
- floor (n)
- great (adj)
- house (n)
- key (n)

- light (n)
- lock (n)
- mat (n)
- mobile (n)
- object (n)
- OK (adj)
- orange (adj)
- outside (n)
- party (n)
- photo (n)
- pink (adj)
- postcard (n)
- poster (n)
- secret (adj)
- special (adj)
- table (n)
- wall (n)
- window (n)

Practice

1 Use the wordlist to find:

- 1 things that you can see in the classroom now.
- 2 places in the home that are **not** rooms.
- 3 small things that you can carry in your school bag.

2 Write three true sentences about people and things in your classroom. Use prepositions of place in each sentence.

My desk is near the teacher's desk.

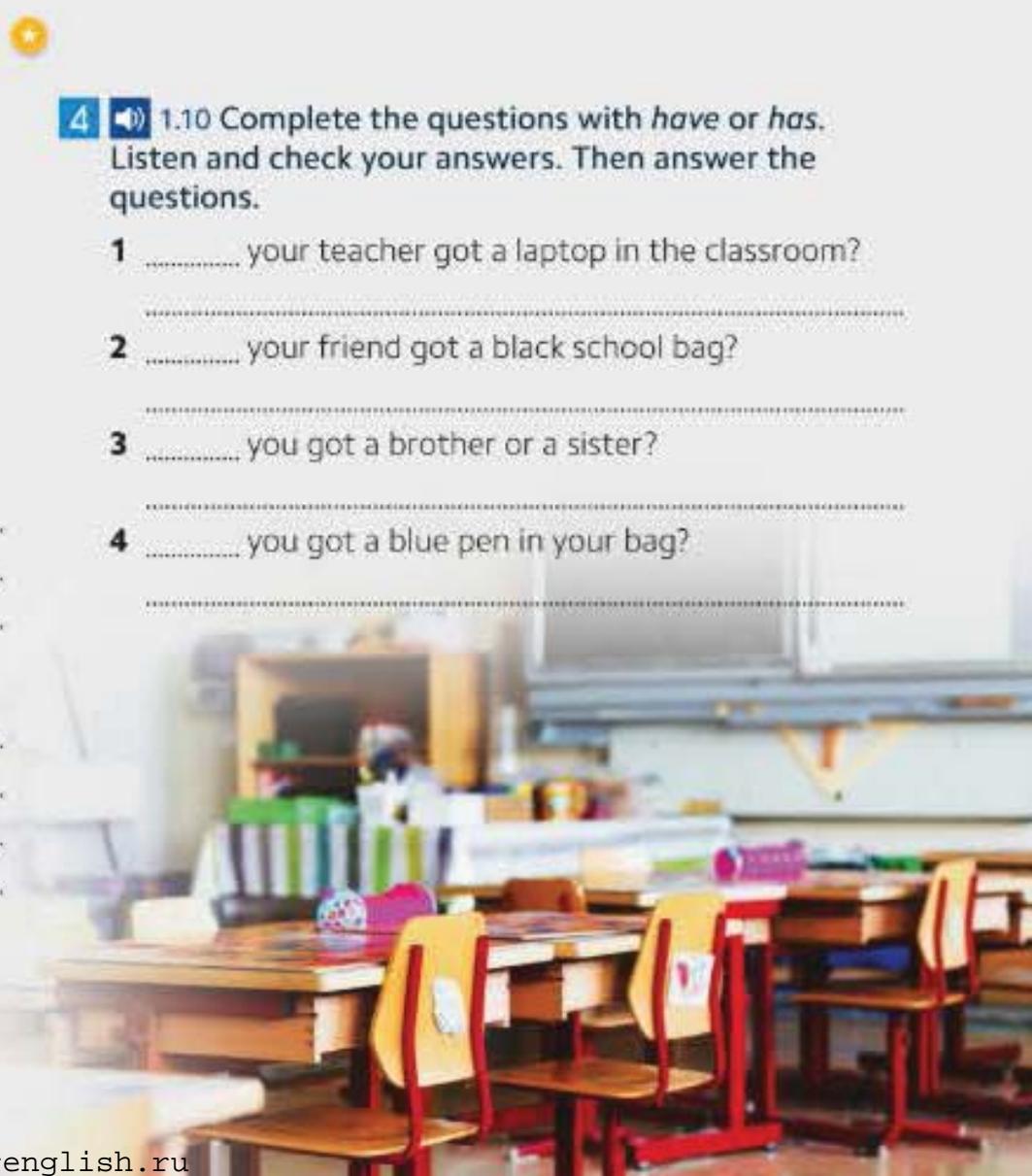
- 1
- 2
- 3

3 1.9 Listen and write the sentences you hear.

- 1
- 2
- 3
- 4

4 1.10 Complete the questions with *have* or *has*. Listen and check your answers. Then answer the questions.

- 1 your teacher got a laptop in the classroom?
.....
- 2 your friend got a black school bag?
.....
- 3 you got a brother or a sister?
.....
- 4 you got a blue pen in your bag?
.....



“

Welcome to our classroom.

”

Look at the photo and answer the questions.

- Find these people in the photo.
 - students
 - teacher
- Which of these things can you see in the photo?

whiteboard book chair desk pen
pencil paper laptop

- How is this the same as your classroom?
How is it different?

2

What a week!

VOCABULARY 1

everyday activities

READING

topic: a different school day
skill: looking at the questions before you read
task: multiple-choice cloze

GRAMMAR

present simple: positive and negative
present simple: questions and short answers

VOCABULARY 2

free time activities

LISTENING

topic: going to school
skill: writing numbers
task: gap fill

SPEAKING

topic: a school timetable
skill: answering questions about you
task: answer questions about your day

WRITING

topic: favourite days
skill: using punctuation
task: write interview questions

SWITCH ON ▶

video: Kung Fu School
project: perfect school day

2 What a week!

VOCABULARY 1

Power up

1  2.1 Listen and repeat. Then answer the questions.

Monday	Friday
Tuesday	Saturday
Wednesday	Sunday
Thursday	

1 What's the date today?
Today is Tuesday 18th October.

2 What's your favourite day?
Friday is my favourite day.

Everyday activities

2 Put the pictures (A–J) in the correct time order (1–10).

3  2.2 Listen and check your answers.
 Listen again and repeat.

4 Write about you. Use phrases from the language box.

In the morning, I have breakfast.

explore language

We use *have* with different nouns to mean different things.

have breakfast/lunch/dinner
have a shower/a bath

We use *in the* to talk about the time of day.

in the morning/afternoon/evening

We use some words with specific actions.

get up/dressed

 go to school/bed

game on think of two things ...

Work in pairs. Close your books. Say a time of day. Your partner says two things they do at that time.



READING

Power up

1 What do you think these numbers are about? Match them with the notes (1–5).

16 450 1,500 7.30 4.00

2 Read the article and check your answers.

skill tip

It's a good idea to think about the meaning of short words in a text.

and = adding an extra item

but = adding something different

3 e Read the skill tip. Then read article again. Choose the correct answer for each gap.

- | | | |
|----------|--------|--------|
| 1 A be | B with | C from |
| 2 A but | B with | C and |
| 3 A have | B has | C are |
| 4 A do | B up | C be |
| 5 A have | B do | C go |
| 6 A your | B her | C his |

- 1 school ends
- 2 school starts
- 3 number of students in some Welsh schools
- 4 number of students in some Korean schools
- 5 students' age

Sum up

4 Complete the sentences.

- 1 Sarah, Ewan and Tommy are from
- 2 Seyong and Young Chan are from
- 3 In some Welsh schools, students can use their
- 4 Some South Korean students have extra lessons until at night.

Speak up

5 How is your school different from Korean schools? How is it the same?

My school is different. I go to school at ... There are

A different school day



Sixteen-year-old Sarah, Ewan, and Tommy are ¹..... Wales in the UK. This week, they're at school in South Korea. Is school life the same or different there?

Korean school In Wales, Sarah, Ewan, and Tommy go to a small school with about 450 students, boys ²..... girls together. But in South Korea, some schools ³..... got about 1,500 students and most schools aren't mixed. Sarah doesn't go to the boys' school with Ewan and Tommy. She goes to a girls' school.

Morning On their first day, Sarah, Ewan, and Tommy get ⁴..... early. They get dressed in school uniforms. School starts at 7.30. At the boys' school, the students give their phones to the teacher. It's very quiet. 'They don't talk,' says Ewan. In Wales, these students have their phones with them. They talk in lessons, too.

Afternoon and evening Both schools finish at about four o'clock. Some Korean students in the documentary don't watch TV or play computer games after school. Sarah and her friend Seyong ⁵..... dinner at school and do homework there all evening. Ewan and ⁶..... friend Young Chan study at a 'hagwon' school for extra lessons. It finishes at ten o'clock. What a day!

In South Korea, students always help clean the classrooms and school.

GRAMMAR

1 Read the grammar box below. Choose the correct words to complete the sentences.

- 1 I **get** / **gets** up at 7.00.
- 2 Our English lesson **start** / **starts** at 9.00.
- 3 My parents **play** / **plays** computer games with me.
- 4 We **don't** / **doesn't** have TVs in our bedrooms.

explore grammar

→ p118

present simple: positive and negative

+ School **starts** at 7.30. They **go** to a small school.

- I/We/You/They **don't talk**. He/She/It **doesn't go** to the boys' school.

! After *he/she/it*:

- | | |
|-------------------------------|---------------------------------------|
| A add -s. | School starts at 7.30 in the morning. |
| B add -es after -o, -ch, -sh. | She goes to the girls' school. |
| C change -y to -ies. | He studies. |

2 Complete the text with the present simple form of the verbs in brackets.

KUNG FU SCHOOL

The Shaolin Tagou School in China is a kung fu school. There are about 40,000 students at this school! Sixteen-year-old TianTian ¹..... (love) her school. What's it like?

I ²..... (get up) very early on school days. My day starts at 5.00 in the morning and ³..... (finish) at 9.30 at night! We study school subjects in the morning and we ⁴..... (do) kung fu training in the afternoon and evening. I want to be a kung fu actor and make kung fu films one day.

I ⁵..... (not go) home after school. I sleep there. We have one free day a week. We ⁶..... (not study) on Sunday. On my free day, I ⁷..... (talk) to my friends, play games and watch TV. I don't see my parents. They ⁸..... (live) far away.

3 The sentences are wrong. Correct them by making them negative. Then read the text and write the correct answer.

1 TianTian's school day starts at 8.00 in the morning.

2 Kung fu training finishes in the afternoon.

3 TianTian goes home after school.

4 TianTian watches TV in the evening.

5 TianTian's parents see her on Sunday.

4 2.4 Pronunciation: -s endings. Listen and repeat.

1 sleeps: -s TianTian sleeps at school.

2 goes: -z She goes to a kung fu school.

3 watches: -iz She watches TV on Sunday.

5 2.5 Listen and choose the sentence you hear (A or B). Which sentences are true for you and your friends?

1 A I get up early on Saturday.

B I don't get up early on Saturday.

2 A My friend does her homework in the morning.

B My friend doesn't do her homework in the morning.

3 A My friends play football.

B My friends don't play football.

4 A My friend likes English lessons.

B My friend doesn't like English lessons.

6 Write four sentences about your week. Use these phrases.

do my homework play games go to my friend's house
get up go to school watch TV

I don't do my homework every day.

Speak up

7 Work in pairs. Tell your partner your sentences from Ex 6. Your partner will tell the class about you.

Jason gets up early in the morning.

VOCABULARY 2

free time activities

1 Match these words with the photos.

a party card games computer games football
 fun singing lessons swimming lessons
 the beach the cinema the drums the guitar
 volleyball



1



2



3



4



5



6

2 Match these verbs with the pairs of activities in Ex 1.

go to have play

3 2.6 Listen to Ivan. Which activities in Ex 1 does he do? On which days? Complete the list.

- | | | | |
|-------------|-------|------------|-------|
| 1 Monday | | 4 Thursday | |
| | | 5 Friday | |
| 2 Tuesday | | 6 Saturday | |
| 3 Wednesday | | 7 Sunday | |

explore language

We use *at* + time, *on* + day, *in* + month.

I get up **at** 7.30.

We have swimming lessons **on** Monday.

Our holiday starts **in** July.

4 Read the language box. Complete Ivan's blog with *in*, *on* or *at*.

My school holidays

We have a one-week holiday for New Year ¹..... January.

We have a week in the spring and another week ²..... November, too.

We have a long summer holiday ³..... June, July and August.

On the last day of school, classes finish early – ⁴..... 1 p.m.

⁵..... June my parents have a day's holiday ⁶..... Russia Day.

We go to the beach with all my family and we have a picnic.

Speak up

5 When are your school holidays? What do you do in your holidays?

My school holidays are in ...

game on

play, have or go to?

Write six activities or places. Then work in pairs. Say an activity. Your partner says *play, have or go to*.

Card games.

Play card games.

2 What a week!

LISTENING

Power up

- 1 Do the quiz. Find another student who has the same answers.



'Back to school' QUIZ

- How do you travel to school?
bike bus car walking
- How long is your journey to school?
0–15 minutes 15–30 minutes
30–45 minutes
- What's your favourite subject?
art English geography history
maths science



Listen up

- 2 2.7 Listen to Oscar's interview with Lorena. Which of these questions do you hear?

- Do you walk to school?
- What time do you go to school?
- Does your brother go with you?
- Do you talk to your friends on the journey?
- Do you and your friends like school?

exam tip: writing numbers

You can write numbers with letters (*twenty*) or numbers (*20*).

- 3 2.8 Read the exam tip. Listen again and write the correct answer in each gap.

Interview with Lorena

- time the canoe comes: half past in the morning
- Lorena's brother's name:
- number of children on the canoe:
- examples of things students do on the canoe: and do homework
- Lorena's favourite subject:

explore grammar

→ p118

present simple: questions and short answers

We use *do/does* for questions and short answers.

A *Do + I/we/you/they + infinitive + ?*

Do you walk to school?

Yes I do. / No, I don't.

B *Does + he/she/it + infinitive + ?*

Does your brother go with you?

Yes, he does. / No he doesn't.

- 4 2.9 Pronunciation: *Do you*. Listen and repeat.

1 **Do you** walk to school?

2 **Do you** meet your friends?

3 **Do you** like the journey?

- 5 Read the grammar box. Put the words in the correct order to make more interview questions.

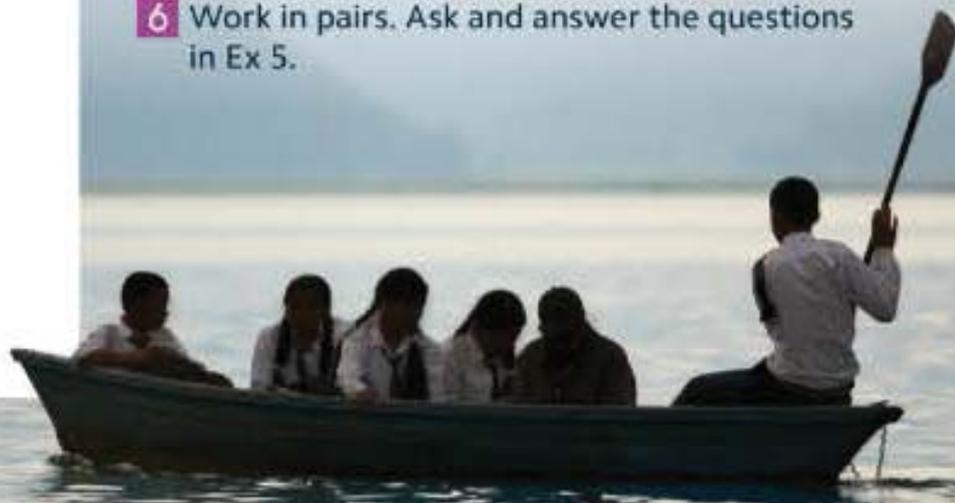
1 with your friends / go to school / do / you?

2 do / have a shower / you / before school?

3 do / do / you / before your lessons / your homework?

4 your teacher / on the bus / go to school / does?

- 6 Work in pairs. Ask and answer the questions in Ex 5.



SPEAKING

Power up

1 What time do you do these things?

- I go to school at ...
 - I do my homework at ...
 - I go home at ...
 - I go to bed at ...
- I do my homework at about six o'clock.

explore language

2.00 = two o'clock



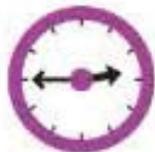
2.30 = two thirty / half past two



2.15 = two fifteen



2.45 = two forty-five



A: What time do you have maths? B: I have maths at ...

Peak up

2 Read the language box. Work in pairs. Choose a day. Ask and answer questions about your day. Tell the class about your partner's day.

Isabel does her homework at about five fifteen.

3 Read Gabriel's timetable and complete his sentences.

- 1 My school starts at
- 2 We have a break at in the morning.
- 3 I have maths on and
- 4 I don't have art on
- 5 My history lesson starts at
- 6 My history lesson ends at

	Monday	Tuesday
7.45	start school	start school
8.00-8.45	art	sport
9.00-9.45	maths	music
10.00-10.15	break	break
10.15-11.00	history	geography
11.15-12.00	science	maths
12.15-12.45	lunch	lunch
1.00-1.45	geography	science
2.00	go home	go home

4 Listen to Gabriel talking about his school day. Work in pairs. Take turns to ask and answer the questions about you. Change the highlighted words.

Do you have **maths** on **Monday**?

Yes, I do. I have **maths** on **Monday** and **Tuesday**.

What time does your **maths** lesson start on **Monday**?

It starts at **nine o'clock**.

Do you have **art** in the morning or in the afternoon?

I have **art** in the **morning**.

exam tip: questions

In a speaking exam, you answer questions about you. What time do you go to school? Do you like your school? Why/Why not? Think about your answers.

5 Read the exam tip. Work in pairs. Make four questions for your partner. Ask and answer your questions.

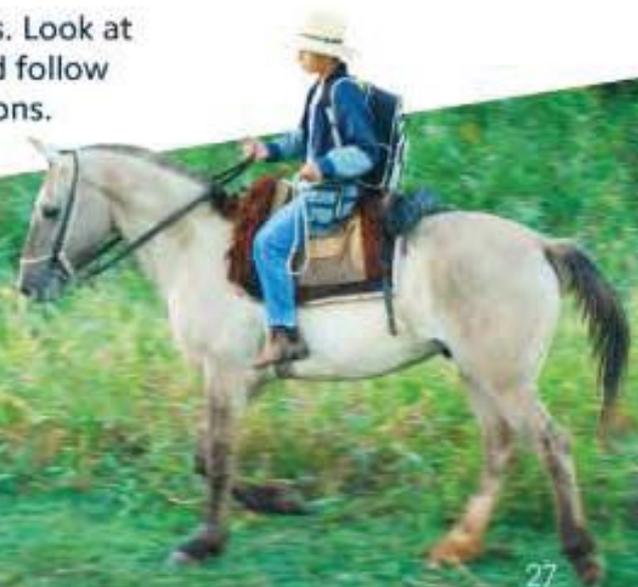
- what time / you / have / lunch?
- you / like / music?
- what time / your art lesson / end?
- you / have / geography / on Tuesday?

Speaking extra

6 Work in pairs. Think about your school day and make questions. Ask and answer your questions. Use the exam tip to help you.

Do you like ... ? What time ... ? Do you have ... ?

7 Work in pairs. Look at page 143 and follow the instructions.



2 What a week!

WRITING

Power up

- 1 What do you like about weekends? What do you like about weekdays?
- 2 Read the article and complete these time phrases.
 - 1 the weekend
 - 2 school days

explore language

We use short forms when we speak or for informal writing.

We use an apostrophe (') to replace a missing letter or word.

I am = I'm, he is = he's, we do not = we don't, he has got = he's got

- 3 Read the language box. Choose text A or B and find examples of apostrophes. Write the full forms where possible.
don't = do not

Plan on

- 4 Read Carla's interview with her new friend, Joe. What is missing?



Hi, Joe. Im twelve and Im from Spain. How old are you? Where are you from?

Carla

Im thirteen. Im from Paris in France.

Joe



Do you like films?

Carla

Yes, I do. I go to the cinema with my friends on Saturday.

Joe



Do you like weekends?

Carla

Of course. I love weekends. I dont like Mondays.

Joe

- 5 Rewrite Carla's interview with the correct punctuation.

Weekends **vs** weekdays

A Alex is from the UK. At the weekend, he sees his friends on Saturday. On Sunday he does his homework. 'I like weekends, but Monday's my favourite day.' Alex enjoys Monday because his class has a very special dance lesson after school. They learn capoeira on the beach. 'We've got a team with six boys. It's difficult, but it's fun. We're entering a competition next month!'



B Zara, aged twelve, is from Malaysia. Her friends say, 'Girls don't play the drums!' but it's her favourite activity. On school days, Zara gets up at seven o'clock, but she doesn't play the drums. 'The people in the next apartment don't like it!' So Zara learns the drums from online videos, like Nur Amirah Syahira's videos. At the weekend, Zara goes to her uncle's garage and plays the drums all day. 'Saturday and Sunday are great days!'



Write on

- 6 Write three interview questions to ask a friend. Use the interview in Ex 4 to help you.
- 7 Work in pairs. Swap interview questions. Write answers to the questions.

Improve it

- 8 Check apostrophes, capital letters, full stops and question marks in your questions and answers. Use the skill tip to help you.

skill tip

Use a question mark (?) at the end of a question.

Use apostrophes (') for short forms and possessive 's.

Use capital letters (A, B, C) for names, days, months, cities and countries.

Use a full stop (.) at the end of a sentence.



SWITCH ON

Power up

- 1 Work in pairs. List as many school subjects as you can.
- 2  Watch the clip. Is this school different to your school? Give two examples.
- 3  Watch again. Are these statements true (T) or false (F)?
 - 1 Qiao Tan Tan is sixteen years old.
 - 2 She doesn't like reading.
 - 3 She doesn't want to be a kung fu actress.
 - 4 Her favourite kung fu actor is Jackie Chan.

Project

- 4 Work in pairs. Design a perfect school day and present it to the class. Think about these things.
 - What subjects do you study?
 - What other activities can you do?
 - What time do you start and finish?
 - What do you do in the morning and afternoon?

	Monday	Tuesday	Wednesday	Thursday	Friday
7.45					
8.00-8.45					
9.00-9.45					

- 5 Vote for the best school day. Give reasons.



UNIT CHECK

Wordlist

Days of the week

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

Everyday activities

- I do my homework
- I get dressed
- I get up
- I go to bed
- I go to school
- I have a shower
- I have breakfast
- I meet my friends
- I play computer games
- I watch TV

Free time activities

- go to the beach
- go to the cinema
- have a party
- have fun
- have singing lessons
- have swimming lessons
- play card games
- play computer games
- play football
- play the drums
- play the guitar
- play volleyball

Other

- 2.00 = two o'clock
- 2.15 = two fifteen
- 2.30 = two thirty / half past two
- 2.45 = two forty-five
- art (n)
- at the weekend (phr)
- bike (n)



- blackboard (n)
- book (n)
- bus (n)
- canoe (n)
- chair (n)
- classroom (n)
- date (n)
- desk (n)
- end (v)
- geography (n)
- go home (phr)
- happen (v)
- have a lesson (phr)
- have a shower/a bath (phr)
- have breakfast/lunch/dinner (phr)
- have history/maths etc. (phr)
- history (n)
- in the afternoon (phr)
- in the evening (phr)
- in the morning (phr)
- journey (n)
- lesson (n)
- maths (n)
- mixed (adj)
- music (n)
- on school days (phr)
- paper (n)
- pen (n)
- pencil (n)
- picnic (n)
- quiet (adj)
- school subject (n)
- science (n)
- sport (n)
- spring (n)
- start (v)
- student (n)
- study (v)
- teacher (n)
- timetable (n)
- travel (v)
- uniform (n)
- Wales (n)
- What time ... ? (phr)

Practice

1 Use the wordlist to find:

- 1 things that you do in the evening or at the weekend, including sport.
- 2 words and phrases you can use after *have*.
- 3 lessons that you can study at school.

2 Write three true sentences about your lessons and your school.

There are 700 students in my school.

- 1
- 2
- 3

3 2.11 Listen and complete the sentences with an activity word.

- 1 We have lessons at four o'clock on Friday.
- 2 I go to at 10.00.
- 3 I play on Tuesday evening.
- 4 My brother plays the

4 2.12 Listen and write the sentences you hear.

- 1
- 2
- 3
- 4

“

We can
learn a
lot from
animals.

”



Look at the photo and answer the questions.

1 Are these animals good pets? Why/
Why not?

duck elephant horse mouse rabbit

2 Have you got any pets? Tell the class
about them.

3

Animal magic

VOCABULARY 1

animals

READING

topic: what are armadillos like?
skill: choosing a word for a gap
task: gapped text with picture
cues

GRAMMAR

adverbs of frequency
present simple: question words

VOCABULARY 2

the world around us

LISTENING

topic: an Australian nature
reserve
skill: reading questions before
you listen
task: matching

SPEAKING

topic: similarities and
differences between animals
skill: saying what you think
and why
task: picture sets

WRITING

topic: fairy penguins
skill: using *and*, *but*
task: write a description of
an animal

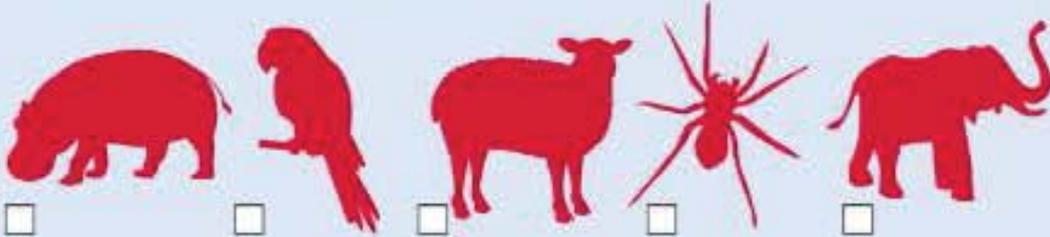
SWITCH ON ▶

video: panda protection
project: animal sanctuaries

VOCABULARY 1

Power up

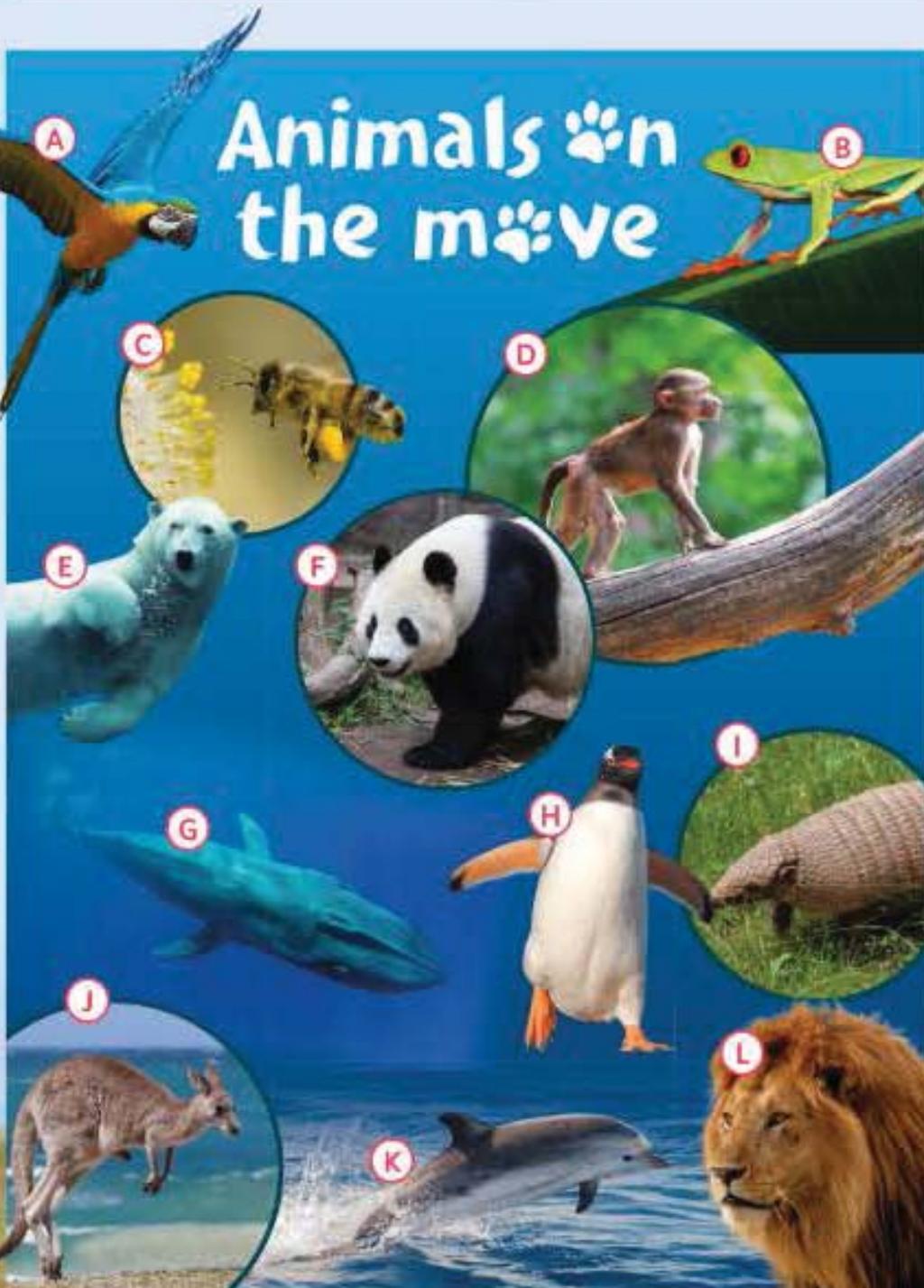
1 Which of these animals are big? Which are small? Put them in order (1-5) from biggest to smallest.



animals

2 Match these words with the animals in the poster (A-L).

armadillo bee blue whale dolphin frog kangaroo lion monkey
panda parrot penguin polar bear



- 3 3.1 Listen and check your answers.
- 4 Work in pairs. Ask and answer questions about the animals in the poster.

What's J?

It's a kangaroo.

- 5 3.2 Listen and guess the animal.

1 A armadillo	B whale	C lion
2 A frog	B snake	C bat
3 A panda	B monkey	C sheep
4 A kangaroo	B penguin	C parrot

animal actions

6 3.3 Listen and repeat.



7 Work in pairs. Match the animals in Ex 2 with the actions. Then make sentences.

walk	jump	swim	climb	run	fly
lion	lion	lion	lion	lion	-
-	frog	frog	-	-	-

Frogs jump and swim, but they don't fly.

8 Read the sentences and write the animals.

- 1 This animal is small. It flies, but it isn't a bird.
- 2 This animal is big, but it isn't a polar bear. It's black and white.
- 3 You can find this animal in Australia. It jumps, but it isn't a frog.
- 4 This animal swims. It's about thirty metres long.

game on spell it backwards

Work in pairs. Take turns to spell a word backwards. Your partner guesses the word.

A-D-N ...

Panda!

READING

Power up

- 1 Read Flavio's post. Where is he from? What is his post about?
- 2 In one minute, find this information about armadillos in the post.
 - 1 their favourite food:
 - 2 their hobbies:

Flavio

12 years old

Cerrado region,
Brazil



I haven't got a pet, but a very special animal lives in our ¹..... . It's small and brown with a hard shell. Her name is Maddy and she's an armadillo. There are lots of armadillos in South and Central America because they love warm places.

I don't see Maddy every day because she's usually at home under the ground. Armadillos ²..... for about sixteen hours a day! Maddy doesn't often go out in the hot ³..... . She always eats in the early ⁴..... and evening. Maddy loves insects like spiders. She sometimes eats fruit. Big armadillos can eat small animals like ⁵..... and mice, but Maddy never eats them!

Maddy has some interesting hobbies. She often digs in our garden, but Mum and Dad don't like that. She sometimes swims in the river near our home. Armadillos can stay under the ⁶..... for about six minutes! And when Maddy sees a dog, she curls up in a small ball. She looks very funny. Of course, Maddy isn't a pet. She's a wild animal. But she's **nearly** a pet.

- 3 **e** Read the post again. Choose a word below. Write the correct words next to numbers 1–6. Use the exam tip to help you.



frogs



monkeys



garden



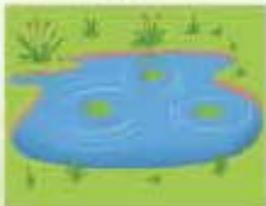
morning



sing



sleep



water



car



sun

exam tip: choosing words

To choose the correct word for a gap, look at the words before and after the gap.

- 4 Choose the best title for Flavio's post.

A Maddy's big adventure

B Maddy the armadillo

C Maddy's favourite pet

Sum up

- 5 Close your books. Say three things you know about armadillos now.

Speak up

- 6 Work in pairs. Compare armadillos with people.
Armadillos live under the ground. People don't live under the ground.



Giant armadillos are over one metre long. Pink fairy armadillos are fifteen centimetres long.

GRAMMAR

1 Read the grammar box below. Complete the chart with *often*, *sometimes* and *usually*.



explore grammar → p120

adverbs of frequency
adverb before main verb
A subject + adverb + verb
 She **always eats** in the early morning.
B subject + *don't/doesn't* + adverb + verb
 Maddy **doesn't often go out** in the hot sun.
adverb after be
C subject + *be* + adverb
 She's **usually** at home.

2 3.5 Put the adverbs in the correct place. Watch or listen. Which sentences do you hear?

- 1 I go on my phone. (always)
- 2 I play football. (often)
- 3 I am late for school. (usually)
- 4 I have a bath. (never)
- 5 I watch TV. (sometimes)

3 Work in pairs. Look at the sentences in Ex 2 again. Make similar sentences about you.

I'm **never late for school.**

4 3.6 Listen and complete the interview with adverbs of frequency.

Ed: Amy, you're a wildlife photographer. Is it an easy job?

Amy: No. Animals are ¹..... difficult to photograph.

Ed: Why is that?

Amy: Well, because they ²..... move a lot. And I'm not ³..... close to them.

Ed: Are you outside all day?

Amy: Yes. I ⁴..... work at night, too. I love my job, but I'm ⁵..... cold and wet.

Ed: Do you do any activities in your free time?

Amy: No. Er, I ⁶..... sleep!

5 Complete the text with these phrases.

always get up are never often jump often live
 sometimes take usually learn usually sleep

Monkey life

You can find rhesus monkeys in many countries. They ¹..... in jungles, but these monkeys live in a city in India. At night they ²..... in trees, but in the day they walk around the city streets.

Monkeys ³..... early in the morning and look for breakfast. They eat fruit and insects – especially spiders! They ⁴..... food from homes and shops. They like crisps and biscuits!

The babies ⁵..... far from their parents. Young rhesus monkeys ⁶..... to swim in pools or rivers when they are a few days old. The teenagers ⁷..... into the water. They have a lot of fun.

Speak up

6 Work in pairs. Say true sentences about your family or friends. Use these words.

always never often sometimes usually
 be (am/is/are) eat get up have fun sleep swim

My sister **never gets up early on Saturdays.**



VOCABULARY 2

the world around us

1 Match these words with the places in the picture (A-H).

cave desert forest jungle lake mountain river sea

2 Put the words in Ex 1 in the correct group.

land	water

explore language

We use *the* to talk about specific places, things, people, etc.

Camels live in **the** desert.

We also use *the* when there is only one in the world.

the Earth, **the** sun, **the** moon

3 Read the language box. Work in pairs. Where do these animals live?



bat



dolphin



fish



snake



camel



mountain goat



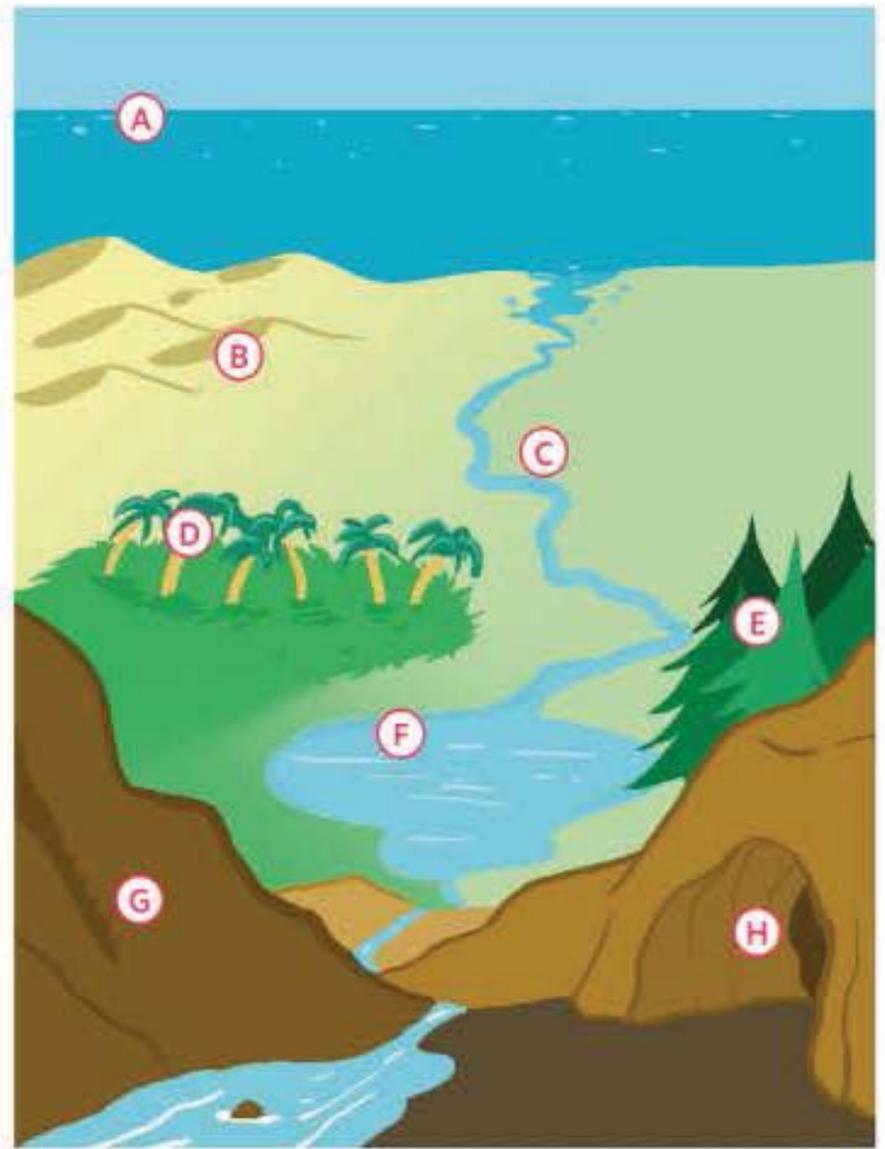
brown bear



crocodile

Do snakes live in the forest?

They sometimes live in the forest.
They usually live in the jungle.



4 3.7 Read the sentences and complete the words. Listen and check your answers.

- Brown bears live in this place. f.....
- Dolphins live in this place. s.....
- A hot place. Camels live here. d.....
- Snakes often live here. j.....
- Bats sometimes sleep here. c.....
- Goats often climb in these places. m.....
- Be careful. Crocodiles usually swim here. r.....

Speak up

5 Work in pairs. Think of some wild animals in your country. Tell your partner about them.

There are bears here. They usually live in the mountains.

game on what is it?

Work in pairs. Close your book. Say a sentence about one of the animals on this page. Your partner guesses the animal.

It usually lives in the jungle.

Is it a brown bear?

Yes, it is. / No, it isn't.

3 Animal magic

LISTENING

Power up

- 1 What animals can you see in the photos? Which one is a koala?
- 2 What country do all these animals live in? Which animals do you think are dangerous?

Listen up

- 3 3.8 Read the exam tip. Lily and Dan are on holiday with their family. Listen and check your answers in Ex 2.

exam tip: read first

Read all the questions before you listen.

- 4 3.9 Listen again. Which animal (A–H) does each person like? There is one animal you do not need.

- | | |
|-----------------|-----------------|
| 1 Lily | 4 Mum |
| 2 Grandma | 5 Dan |
| 3 Dad | 6 Grandad |

explore grammar

→ p120

present simple: question words

We use *When, What, Where, Who, Why* and *How* + *do/does* to ask for information.

Where do they live?

What do you know?

When do they sleep?

How do you spell 'koala'?

Why does it sit in the grass?

How often does it swim?

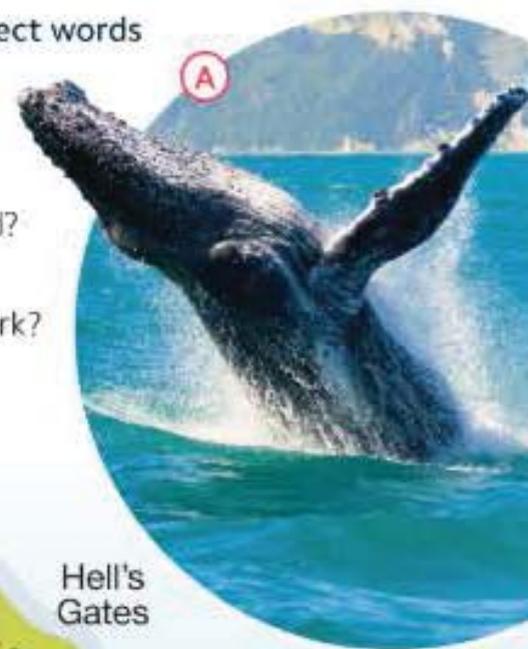
- 5 3.10 Pronunciation: *do*. Listen and repeat.

1 Where do they live? 2 What do you know? 3 When do they eat?

- 6 Read the grammar box. Choose the correct words to complete the sentences.

- 1 What / How do you spell your name?
- 2 Where / What do you live?
- 3 Who / What do you do at the weekend?
- 4 When / Who is your best friend?
- 5 When / What do you do your homework?
- 6 Why / Where do you like animals?

- 7 Work in pairs. Ask and answer the questions in Ex 6.



SPEAKING

Power up

- 1 Think of an animal. Work in pairs. Ask your partner questions and guess their animal.

Where does it live? Has it got four legs?
What does it eat? Is it a camel?

Speak up

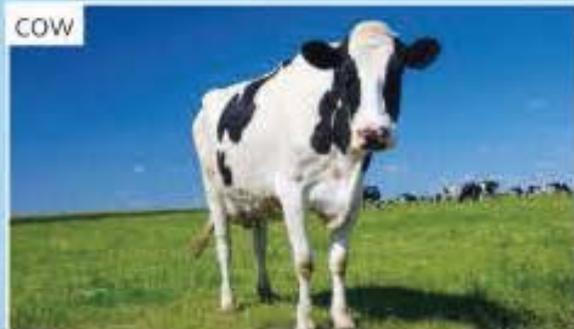
- 2 3.11 Listen to a conversation about the photos below. Answer the questions.

- Which two places do they talk about?
A zoo B wildlife park C farm
- Which animal does the girl choose? Why?
- Which two animals does the boy choose? Why?

chicken



cow



giraffe



sheep



- 3 Choose the best answer (A or B).

- Which is different?
A Maybe it's the chicken because it's small.
B I like chickens because they make eggs.
- Why do you think it's the giraffe?
A But it doesn't live on a farm.
B Because the other animals live on a farm.
- Which do you think is the odd one out?
A I think it's the giraffe because it's tall.
B There are three animals.

skill tip

Say what you think and use *because* to give a reason.
I think it's the giraffe **because** it's tall.

- 4 e Read the skill tip. Work in pairs. Look at the photos. Which animal is the odd one out in each group? Why? Think about where it lives, how it moves, what it eats and its size.

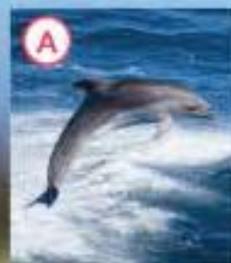
1



2



3



Speaking extra

- 5 Work in pairs. Choose four animals for an 'odd one out' question. Present your ideas to the class. They guess the odd one out.

Which is the odd one out?

I think it's the giraffe because it doesn't live on a farm.

3 Animal magic

WRITING

Power up

- 1 Look at the photos. What can you see? What do you know about these animals?
- 2 Read about fairy penguins. How are they different from other penguins?



- 3 Read the language box. Find the words *and* and *but* in the article.

explore language

We use *and* to link similar ideas.

Penguins walk **and** swim.

We use *but* to link different ideas.

Fairy penguins live in Australia, **but** other penguins live in cold places.

- 4 Join the sentences with *and* or *but*. Use the language box to help you.

- 1 Fairy penguins live on land. Their food is in the sea.
- 2 Penguin chicks stay in their nests. They wait for their food.
- 3 Penguins live in cold countries. They live in some hot countries, too.
- 4 Penguins eat fish. They don't eat meat.

Fairy penguins

Fairy penguins live in Australia. They are different from other penguins because they are very small. They are only thirty-three centimetres tall. Other penguins live in very cold places, but not fairy penguins. They don't like the cold. They make their nests under the ground, near the sea. The baby penguins, called chicks, live in the nests. The father usually looks after the chicks when they are young. The mother goes out and finds food. She swims all day, but she comes back to the nest at night to feed her chicks.



Plan on

skill tip

Make a plan before you write.

- 5 Complete the notes about fairy penguins.

	fairy penguins
Where do they live?	1.....
How big are they?	They're small – only 33 cm tall.
What do you know about them?	They make a nest under the ground. 2..... 3..... 4.....

- 6 Look at the information about blue whales. Complete the table about another animal. Use books or the internet to help you.

	blue whales	my animal
Where do they live?	sea	
How big are they?	very big: 25–32 metres long	
What colour are they?	blue	
What do you know about them?	<ul style="list-style-type: none"> not fish often live with other whales usually live for 80–90 years 	

Write on

- 7 Find a photo of your animal. Write a description. Use your notes from Ex 6 to help you. Use *and* and *but*.

Improve it

- 8 Add one more sentence with *and* or *but* to your description.



SWITCH ON

Panda protection

- 1 Work in pairs. Think of an animal. Is this animal common in your country? Is it endangered? Think of three ways you can protect animals.
- 2  Watch the clip. Where do the pandas live?
- 3  Watch again. Put these things in the correct order (1–5).
 - A panda exercises.
 - A panda mum cleans a baby panda.
 - A panda eats a carrot.
 - Baby pandas go to sleep.
 -1..... A baby panda drinks milk.
- 4 Write three questions about the panda sanctuary. Work in pairs. Ask and answer your questions.

Project

- 5 Work in two groups. Research two animal sanctuaries. You can use books or the internet to help you. What do the animals in the sanctuary do? Find more information about the animals and present your sanctuary to the class.

The tigers live ...

The tigers eat ...

The tigers sleep ...

UNIT CHECK

Wordlist

Animals

- armadillo (n)
- bat (n)
- bear (n)
- bee (n)
- bird (n)
- blue whale (n)
- camel (n)
- chick (n)
- chicken (n)
- cow (n)
- crocodile (n)
- dog (n)
- duck (n)
- elephant (n)
- fish (n)
- frog (n)
- giraffe (n)

- goat (n)
- grass (n)
- hippo (n)
- horse (n)
- insect (n)
- kangaroo (n)
- koala (n)
- lion (n)
- monkey (n)
- mouse (n)
- panda (n)
- parrot (n)
- penguin (n)
- pet (n)
- polar bear (n)
- pool (n)
- rabbit (n)
- shark (n)

Animal actions

- climb (v)
- fly (v)
- jump (v)
- run (v)
- swim (v)
- walk (v)

Where animals live

- farm (n)
- ground (n)
- land (n)
- national park (n)
- nest (n)

The world around us

- cave (n)
- desert (n)
- forest (n)
- jungle (n)
- lake (n)
- mountain (n)
- river (n)
- sea (n)

Other

- biscuit (n)
- crisps (n, pl)
- dig (v)
- egg (n)
- the moon (n)
- the sun (n)
- wild animal (n)
- wildlife photographer (n)

Practice

1 Use the wordlist to find:

- 1 farm animals and zoo animals.
- 2 places you can go to.
- 3 actions that people can do.

2 Write three true sentences about you and animals.

I've got a pet cat.

- 1
- 2
- 3

3 3.12 Listen and write the sentences you hear.

- 1
- 2
- 3
- 4

4 3.13 Complete the questions with these phrases. Listen and check your answers. Then answer the questions.

do you how many what do you why do you

- 1 often go to the zoo or a wildlife park?
.....
- 2 know about Australian animals?
.....
- 3 like English lessons?
.....
- 4 hours a week do you watch TV?
.....



REVIEW: UNITS 1-3

1 Choose the odd one out.

- 1 panda climb shark lion
- 2 get dressed go to bed
have fun have a shower
- 3 window door wall cupboard
- 4 walk polar bear jump run
- 5 sea lake river swim
- 6 shelf cave laptop picture
- 7 desert forest jungle guitar
- 8 garden kitchen bathroom bedroom

2 Choose the correct answer, A, B or C.

- 1 My guitar is of the cupboard in my bedroom.
A next B in front C on
- 2 There are some parrots the roof of your house!
A between B next to C on
- 3 My pet rabbit lives our garden.
A in B under C above
- 4 My grandparents' house is a river and a forest.
A between B above C in
- 5 My aunt and uncle live upstairs in the apartment us.
A in B under C above
- 6 There are lots of pets in the house to us.
A near B next C behind

3 Put the words in the correct group.

bathroom cave desert downstairs garage
jungle kitchen lake lift mountains

natural world	home

4 R1.1 Listen and complete the text.

My life in Rio

I'm from the UK, but I live in Rio de Janeiro, Brazil, now.

The teachers at my new ¹ are great. There's a garden outside, too. When we look out of the classroom window, we sometimes see ² in the trees! There are lots of ³, too, because there's a forest next to the school. It's like a ⁴ with lots of different animals. There aren't any ⁵, but there is a big wild cat, called a jaguar.

I get home from school at about 4 p.m. I like our ⁶ in Rio. Before dinner, I sit outside on the ⁷ and look at the sea. At the weekends I usually ⁸ my new friends.

5 Look and read. Choose the correct words and write them on the lines.



fly



get dressed



living room



go to bed



stairs



jump

People watch TV in this part of the home. living room.

- 1 You do this with your clothes in the morning.
- 2 You climb these to go up inside a building.
- 3 Birds and bats can do this, but people can't.
- 4 You do this at night when you want to sleep.
- 5 Horses and people can do this.

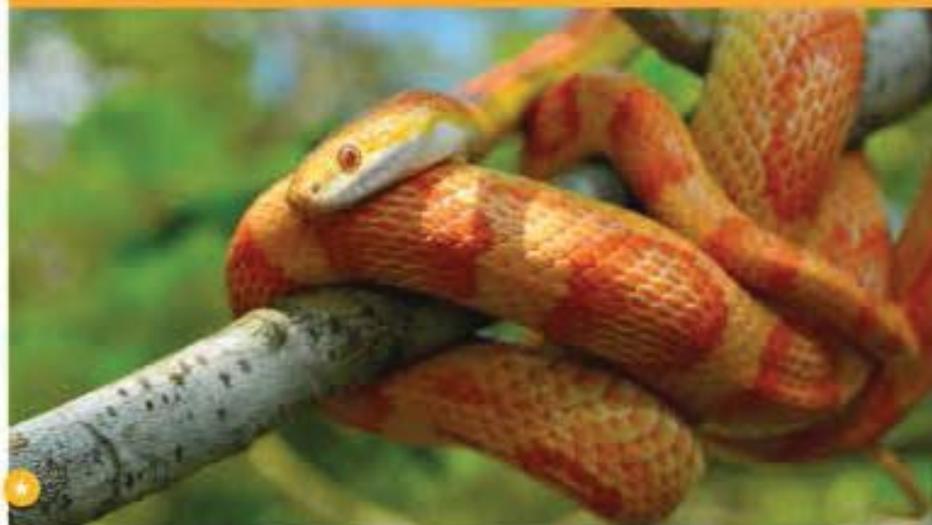
Review: Units 1-3

1 Choose the correct words to complete the sentences.

- 1 There **is** / **are** lots of animals at the wildlife park.
- 2 There **isn't** / **aren't** any kangaroos here.
- 3 The penguins **has** / **have** got a small lake to swim in.
- 4 The park **hasn't** / **haven't** got any farm animals.
- 5 There **is** / **are** a new baby elephant.
- 6 The wildlife park **has** / **have** got a great website.

2 Complete the blog post with the correct form of the verbs in brackets.

I've got a pet snake called Cora. She ¹..... (be) a corn snake from the USA. Cora ²..... (live) in a small glass house with a bedroom like a small cave. There's a special warm mat on the floor because snakes ³..... (like) hot places. Cora ⁴..... (not eat) every day. She ⁵..... (eat) one meal at the weekend. My sister and I ⁶..... (play) with Cora in the evening. I ⁷..... (love) snakes, but my brother ⁸..... (not like) them!



3 **R1.2** Listen and complete the questions. Then answer the questions about you.

- 1 do you do your homework?
- 2 do you watch TV?
- 3 do you talk to every day?
- 4 do you like?
- 5 is your journey to school?

4 Match the questions (1-6) with the answers (A-F).

- | | |
|---------------------------------------|---------------------------|
| 1 When do you have guitar lessons? | A In Barcelona. |
| 2 Where do you live? | B They're blue. |
| 3 Is there a laptop in your room? | C Yes, I do. |
| 4 How do you spell your name? | D M-A-R-C-O-S. |
| 5 Do you play computer games online? | E No, there isn't. |
| 6 What colour are your bedroom walls? | F On Saturday. |

5 e Look at the picture and follow the instructions.



Complete the sentences.

- 1 The penguins are next to
- 2 One parrot is red and green and the other parrot is

Answer the questions.

- 3 Where are the kangaroos?
- 4 What do the elephants like?

Write two sentences about the picture.

- 5
- 6

6 Think of a new animal character for an online game! Choose a name and a place from these lists. Then think about the questions and write sentences about your animal character.

Amelia Edward Grace Hugo

Africa Australia South America Spain

- 1 What is the animal and what is its name?
- 2 Where does it live?
- 3 What colour is it? And how old is it?
- 4 What does it do every day?
- 5 Has it got any friends? Who are they?
- 6 Draw a picture of your character.

Grace is a koala from Australia. She isn't grey; she's purple!

Adventures happen when you go outside

Look at the photo and answer the questions.

1 Look at the words below. Where do you think these people are?

park school forest garden city

2 Where do you go for a day out? Choose one of these words to describe the place you visit. What things can you see or do?

beautiful fun great nice pretty

4

Let's explore

VOCABULARY 1

buildings and places in town

READING

topic: a real-world adventure game

skill: choosing an answer

task: multiple-choice cloze

GRAMMAR

imperatives

must/mustn't

can/can't (ability)

object pronouns

VOCABULARY 2

vehicles

LISTENING

topic: a game app

skill: finding things in a picture

task: gap fill

SPEAKING

topic: visiting a new place

skill: finding your way around

task: ask for help

WRITING

topic: notes, lists and messages

skill: identifying information to include

task: write a message

SWITCH ON

video: school journeys

project: video diary

VOCABULARY 1

Power up

1 Where are these things near you? Name the street.

bus stop park playground school shop

There's a park in Mountain Road.

buildings and places in town

2 4.1 Look at the map. What are the names of the places (1-13)? Listen and check your answers.

3 Look at the map and choose the correct words to complete the text. Use the highlighted words to help you.



In my town, the bus stop to my school is opposite the **'bank / museum**. After school on Fridays, I have kung fu lessons at the sports centre near the **'museum / hospital**. At weekends, my friends and I sometimes go to the cinema near the **'park / square**. After that we go to our favourite **'café / shopping centre** next to the cinema. In summer, we often go to the open-air swimming pool. It's opposite the **'bus station / supermarket**.



4 4.2 Listen and write the name or number.

1 2 3

5 Work in pairs. Answer the questions. Then tell the class.

- 1 Do you live in a village, town or city?
- 2 Name two streets near you. Spell their names.
- 3 Name two shops. Spell their names.

game on memory test

Close your books. Work in pairs and make a list of the places on this page and their locations. You have one minute!

READING

Power up

i Look at the photo and read the text quickly. Answer the questions.

- 1 What can you see?
- 2 What is the name of the game?
- 3 How do you play it?

Read on

2 e Read the text again. Choose the correct answer for each gap. Use the exam tip to help you.

- 1 **A** What **B** Who **C** How
- 2 **A** is **B** are **C** am
- 3 **A** do **B** does **C** don't
- 4 **A** of **B** on **C** to
- 5 **A** your **B** her **C** their

exam tip: choosing answers

Are there three answers to choose from? Say every sentence with each answer in the gap. Cross out (X) any answers you think are wrong.

Sum up

3 Put the instructions in the correct order (1–6).

- Explore your town.
- ...1... Download the free app.
- When you see some treasure, press the 'X' button.
- Have fun!
- Take a photo.
- When you have ten things, join a team.

Speak up

4 Work in pairs. What's good or bad about your town?

There's a sports centre next to our school, but there isn't a cinema in the town centre.



Treasure Hunt
EMC Entertainment Co

4.5 ★★★★★
27,657,580

TRY NOW

INSTALL

In-app purchases

How do I start the game?

Just download the free app. Then come outside with your phone. Explore your town, find all the treasure and 'catch' it.

¹ do I play?

Just walk around the streets in your town. Can you see any treasure? No? Don't worry! When you ² near some treasure, your phone makes a noise. Look at your phone's screen. Is there a gold egg near the café or a gold cup in the middle of the street?

What do I ³ when I see some treasure?

First, you 'catch' the treasure. Just touch the treasure on your screen. Now the treasure is yours – and you win 100 points! Take a photo of your treasure in each place – for example, next ⁴ the bus station or near the sports centre. Don't forget because you win extra points for this!



What's next?

Find lots of treasure. When you have ten things, join a team. Teams work together and win more points. Have fun and enjoy ⁵ new game. But please remember: you must be careful in the town centre. You mustn't walk into people! Also, don't cross the street in front of cars. And don't fall into a river!

GRAMMAR

i Read the grammar box below. Match 1–4 with A–D to make sentences.

- | | |
|---------|-----------------------|
| 1 Find | A worry! |
| 2 Walk | B fall in a river! |
| 3 Don't | C around the streets. |
| 4 Don't | D all the treasure. |

explore grammar

→ p122

imperatives

We use imperatives to give instructions.

+ **Press** the 'X' button.

Collect lots of treasure.

- **Don't cross** the street in front of cars.

Don't forget!

To be polite, we often use *please* before or after imperatives.

Please remember. Come here, **please**.

4.4 Listen and follow the instructions.

4.5 Listen to two sentences. The voice goes up to ask politely. Listen again and repeat.

Write your name here.

Write your name here, *please*.

e Read the conversations. Choose the correct answer, A or B.

1 Teacher: Write your name here, please.

Amanda: **A** What's your name?

B OK. Of course.

2 Mum: Please buy some apples at the supermarket.

Paul: **A** But we haven't got any apples.

B Of course. Do you want some bananas, too?

3 Sara: Meet me near the sports centre after school.

Mark: **A** Great. See you there.

B I love sports.

5 Work in pairs. Practise the conversations in Ex 4. Change the highlighted words.

explore grammar

→ p122

must/mustn't

We use *must/mustn't* before a verb to give a strong instruction.

I/you/he/she/we/they + must/mustn't (must not + infinitive)

You **must** be careful on busy streets.

You **mustn't** (must not) walk into people.

6 Read the grammar box. Match the sentences (1–4) with the signs (A–G). You do not need three of the signs.

1 Don't talk on your phone.

2 Buy your tickets here.

3 You mustn't feed these birds.

4 You mustn't take photos.



Speak up

7 You are a teacher. Give three instructions to your students. You can be on a school trip or in the classroom.

Please be at school at 8.30.

You mustn't eat in the classroom.

VOCABULARY 2

vehicles

1 Match the words with the photos (A-C).

1 lorry plane car



2 boat train helicopter



3 taxi bike bus



4 motorbike van tram



2 4.6 Listen and check your answers. Listen again and repeat.

3 Look at the picture below. What vehicles can you see?



In Dubai, there are some hover taxis. They are taxis, but they fly like a helicopter!

4 Work in pairs. Look at the picture and ask and answer the questions.

- 1 How many motorbikes are there?
- 2 Where is the bus?
- 3 What colour are the taxis?
- 4 Is the blue car in front of the bus or behind it?

5 Work in pairs. Make more questions like in Ex 4. Ask and answer your questions.

explore language

talking about travel

We use *go + by* with different types of transport.

I *go by* bus/car/train to school.

other verbs

We can also use other verbs to describe movement/action.

I *cycle/walk* to school.

6 Read the language box. Complete the sentences with the verbs in the language box.

- 1 We don't usually train.
- 2 We've got bikes and Adam and I usually to school.
- 3 Mum always bus to work.
- 4 They can or cycle to the station. It isn't far.
- 5 Does she always car?

Speak up

7 How do you usually go to school? What about your friends?

I usually ...

My friends ...

4 Let's explore

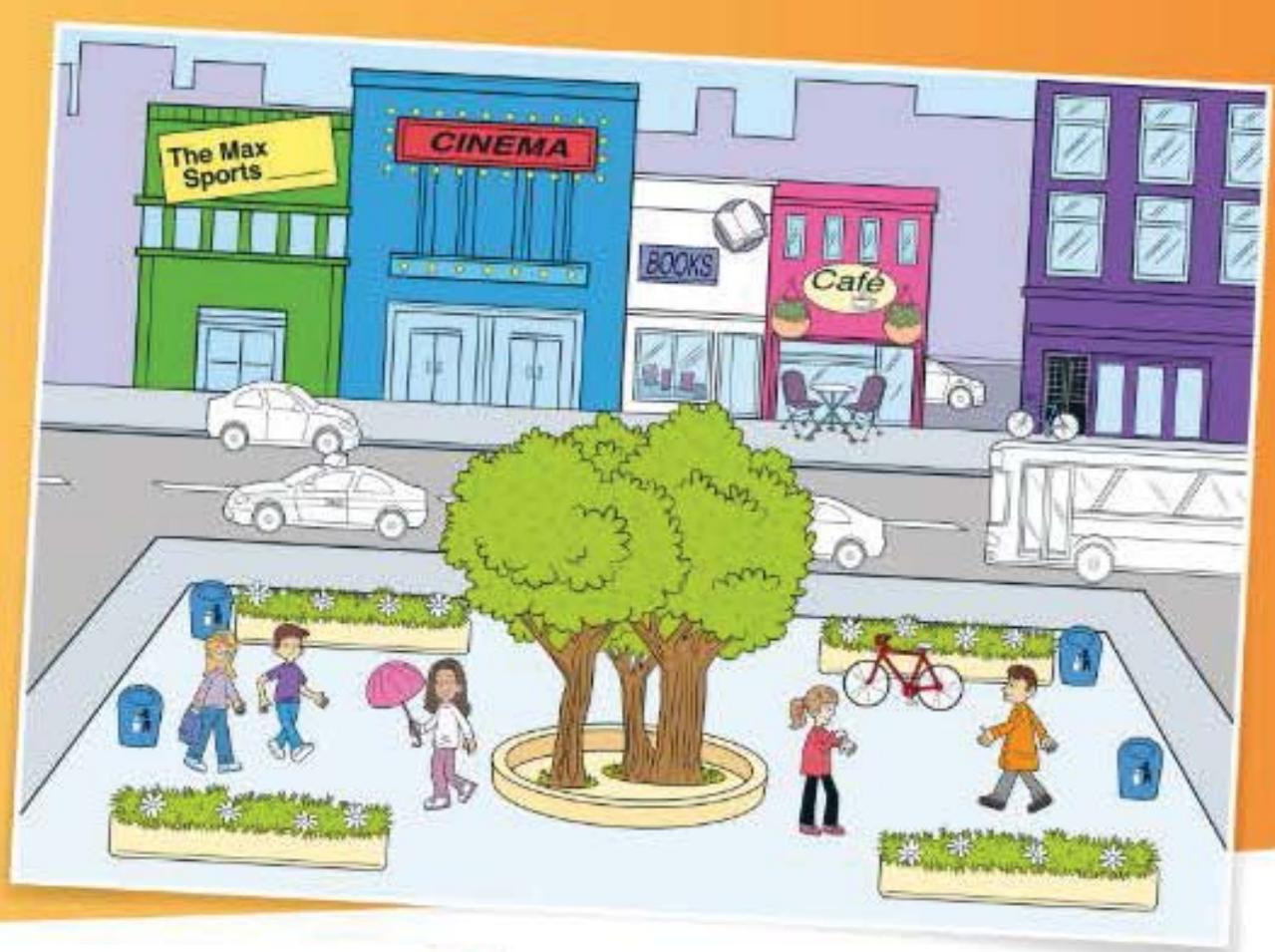
LISTENING

Power up

- 1 Work in pairs. Look at the picture and find things in these colours. Make sentences.



There's a red bike here.



Listen up

- 2 4.7 Listen. What game has Eva got? What are the rules?
- 3 4.8 Read the exam tip. Listen to the instructions. What's the missing word?

exam tip: finding things in a picture

When you must find things in a picture, listen carefully for phrases with prepositions of place, e.g. *in*, *on*, *under*.

- 4 4.9 Listen and complete the sentences with a colour word.
- The shop next to the café is
 - The bus is
 - The flowers in the square are
 - The car near the cinema is

explore grammar

→ p122

can/can't

We use *can* to talk about ability.

+ I **can** see the taxi. - I **can't** find them.

? Can you see it? Yes, I **can**. / No, I **can't**.

- 5 Read the grammar box and complete the conversation with *can* or *can't*. Work in pairs and practise the conversation. Make it true for you.

Jim: I love sports. I ¹..... run five kilometres and I ²..... jump two metres.

Ed: ³..... you swim 400 metres?

Jim: Yes, I ⁴..... Can you?

Ed: No, I ⁵....., but I ⁶..... swim really fast!

- 6 Read the grammar box below and complete the sentences with object pronouns. Look at the highlighted words to help you.

- Alex have **you** got a bag? Can I give my phone?
- You can look at **the sweets** in the shop, but you mustn't touch
- John and I** want a photo together. Please take a photo of
- Does **Mr Jones** know where the bus station is? Ask
- The next bus** is at 3.30. We must wait for here.
- That girl's** bag is really heavy. Come on, let's help

explore grammar

→ p122

object pronouns

We use object pronouns instead of nouns, usually because we know what the object is. They usually come after the verb.

subject pronouns

I you he she it we they

object pronouns

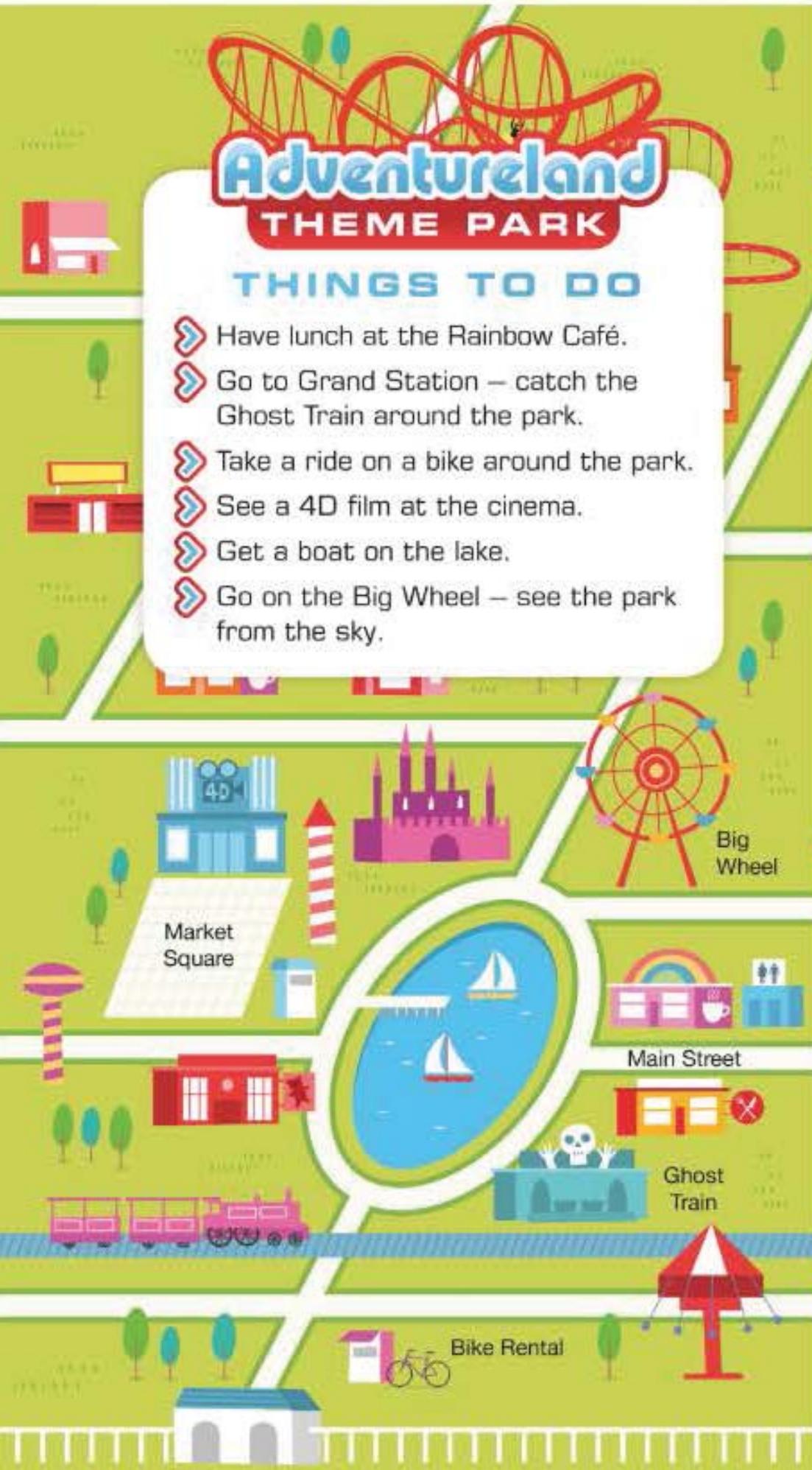
me you him her it us them

Can you help **me**? I can't see **it**.

SPEAKING

Power up

- 1 Look at the theme park map and read the advert. What activities can you do? Find the places on the map.



- 2 Work in pairs. You are planning a day out with your partner. Choose three activities you both want to do and plan your day.

Speak up

useful language: asking for help

Excuse me.

Can you help me?

Where's ..., please?

Where are the toilets, please?

- 3 Read the useful language and complete the conversations with these phrases.

excuse me go left opposite where's

- 1 **A:** Excuse me, the lake, please?
B: Er, Then it's in front of you.
A: Great. Thank you.
- 2 **A:** Where's the café, please?
B: I think it's the souvenir shop, on Main Street.
A: OK. Thanks very much.

- 4 4.10 Listen and check your answers.

skill tip

When you don't understand, you can say:

I'm sorry, I don't understand!

Can you repeat that, please?

Can you say that again?

- 5 Choose a place in the theme park. Work in pairs and take turns to ask for help. Use the useful language and skill tip to help you.

Excuse me. Where are the toilets, please?

Go right. They're next to the Rainbow Café.

Can you repeat that, please?

Of course. Just go right here. They're next to the Rainbow Café.

Speaking extra

- 6 Work in pairs. Ask for and give directions to a place in your town. Draw a map and present it to the class.

4 Let's explore

WRITING

Power up

1 How often do you write these things?

- | | |
|-----------------|-------------------------|
| 1 text messages | 5 emails |
| 2 lists | 6 posts on social media |
| 3 short notes | 7 postcards |
| 4 letters | |

1 sometimes write emails.

2 Match these messages (A-D) with four of the types of writing in Ex 1 (1-7).

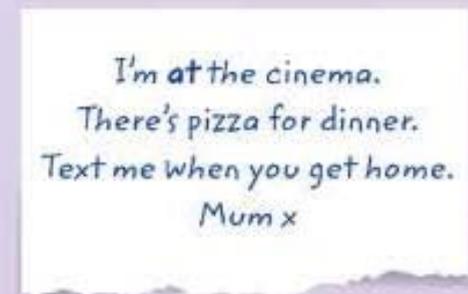


3 You are having a party. Choose one of these things and write a list. Read your list to the class.

friends to invite to your party presents you want food you want to eat

4 Look at the words in bold in the messages below. Which words do we use to talk about these things?

- the place to meet
- a road or street
- the time to meet



Plan on

skill tip

- Make messages short and clear.
- Use simple sentences.
- Add useful information.

5 Read the skill tip. You want to meet a friend in town. What information do you give in a message?

- day
- country
- time
- place
- age
- name

Write on

explore language

write a message to friends

We use short sentences when we write messages to friends.

Hi

Meet me at the *café/cinema*.

Be there at ... o'clock.

See you later/soon.

Jay

6 e Read the language box. You want to go to town on Saturday with your friend Lee. Write a message to Lee. In the message:

- **ask** Lee to **come to town** with you on Saturday.
- say **where** you want to go in town.
- tell Lee a **time** and **place** you can meet.

Write **25 words** or more.

Improve it

7 Work in pairs and swap messages. Compare and check. Do your messages cover all the points in Ex 6?



SWITCH ON

School journeys

- 1** Work in pairs. List as many kinds of transport as you can.
- 2** Watch the clip. What different kinds of transport do you see?
- 3** Watch again. Match the people with the sentences.

	Teresa, Ángela and Filomena	Vidal	Sayana
A I wake up at 5.30 a.m.			
B I have a two-hour journey.			
C I stay at school all week.			
D I live on an island.			
E I go to school with my family.			

4 Which journey did you think was the most interesting? Why?

Project

5 Work in pairs. Talk about your journey to school. Make a video diary of your journey to school and back home. What transport do you use? What places do you see? Do you travel with friends or family? Present your video to the class.

UNIT CHECK

Wordlist

Buildings and places in town

- bank (n)
- bridge (n)
- bus station (n)
- café (n)
- cinema (n)
- hospital (n)
- museum (n)
- shop (n)
- shopping centre (n)
- souvenir shop (n)
- sports centre (n)
- square (n)
- street (n)
- supermarket (n)
- swimming pool (n)
- theme park (n)

Vehicles

-  bike (n)
-  boat (n)
-  bus (n)
-  car (n)
-  helicopter (n)
-  lorry (n)
-  motorbike (n)
-  plane (n)
-  taxi (n)
-  train (n)
-  tram (n)
-  van (n)

Other

- beautiful (adj)
- black (adj)
- brown (adj)
- bus stop (n)
- buy (v)
- email (n)
- fun (adj)
- gold (adj)
- great (adj)
- grey (adj)
- letter (n)
- list (n)
- nice (adj)
- opposite (prep)
- park (n)
- playground (n)
- post (on social media) (n)
- pretty (adj)
- prize (n)
- purple (adj)
- road (n)
- school (n)
- short note (n)
- silver (adj)
- snack (n)
- text message (n)
- town (n)
- white (adj)
- win (v)

Practice

1 Use the wordlist to find:

- 1 places where you can buy food.
- 2 vehicles with four wheels.
- 3 words which have two parts (e.g. *text message*).

2 Write three true sentences about you and places or vehicles.

I sometimes go to the supermarket with my parents.

- 1
- 2
- 3

3 4.11 Listen and write the sentences you hear.

- 1
- 2
- 3
- 4

4 4.12 Listen and complete the questions. Then answer the questions.

- 1 Can you travel on a in your town?
.....
- 2 Which goes to the
from here?
.....
- 3 What buildings are next to and
near your school?
.....
- 4 Who in your family can drive a?
.....



“

The best time
for **ice cream**
is always.

”

Look at the photo and answer the questions.

- 1 What ice cream flavours can you see in the photo? Use these words.

carrot chocolate coconut
grape mango orange pear
pineapple watermelon

- 2 You can try an unusual ice cream. Which one do you choose? Why?

bubble gum cheeseburger pizza
potato egg

5

Fun with food

VOCABULARY 1

food and drink

READING

topic: Mexican Day of the Dead

skill: thinking before you read

task: comprehension questions

GRAMMAR

present continuous (all forms)
countable and uncountable
nouns with *a/some/any*

VOCABULARY 2

the weather

LISTENING

topic: a kite festival
skill: finding people in a picture
task: matching

SPEAKING

topic: good and bad weather
skill: talking about pictures
task: find differences between two pictures

WRITING

topic: planning a party
skill: making notes
task: write a description of a party

SWITCH ON ▶

video: frozen museum
project: fun food museum

VOCABULARY 1

Power up

1 You're thirsty. Which drink would you like? Why?



orange juice



lemonade



water



milk



milkshake

food and drink

2 Do you eat food from other countries? Look at the school meals. Which one do you like?



3 5.1 Match these words with the food in photos A–D. Listen and check your answers.

- beans bread carrots cheese egg fruit meat
pasta rice salad sandwich vegetables

4 e Choose the correct words from Ex 3 and write them on the lines.

- 1 A group of foods – for example, apples and oranges.
- 2 You can put cheese or meat between bread to make this.
- 3 You use milk to make this food. It's usually yellow or white.
- 4 A group of foods – for example, carrots and potatoes.
- 5 A popular food in Italy – for example, spaghetti.

5 5.2 Which meal are they talking about? Listen and match the speakers (1–4) with the photos (A–D).

game on two-minute lists

What food and drink is good for you? What food and drink is not good for you? Make two lists. You have two minutes. Compare your list with a partner.

READING

Power up

1 Read the skill tip. Look at the title of the report and the photos. What questions do you want to ask?

Why is it a special celebration?

What's the girl's name?

skill tip

Before you read, think of questions you want to find answers for. Use the title and pictures to help you.

2 Read the report. Match the questions (1-3) with the paragraphs (A-C).

1 Is this a special meal?

2 Are you painting this white thing?

3 What are you doing to your face?

3 Read the report again. Answer the questions.

1 Who is the news reporter?

2 Name some 'happy things' about this holiday.

3 Why is Gabriela standing very still in the photo?

4 What food has she got on her plate?

Sum up

4 Complete the text about the report with one word in each gap.

It's 1 This report is about Day of the Dead in 2 Gabriela and her sisters are painting 3 skulls. They've got purple and 4 paint. On Day of the Dead people wear fancy 5 Some people paint their 6 Gabriela takes a 7 It's a picture of the 8 on her plate.

Speak up

5 What festivals are there in your country? What do you eat at these festivals?

A SPECIAL CELEBRATION

A report for *Language News*, by Richard Collins

It's 1 November and I'm in Mexico. I'm talking to Gabriela about a very special holiday: we're celebrating Day of the Innocents today and tomorrow is Day of the Dead. It's a time to remember, but it isn't a day to be scared. It's a happy holiday with parties, dancing, singing, fireworks and food. So, what are Gabriela and her family doing today?



A

“ Here you can see we've got sugar skulls. All of the children have these for Day of the Dead. We aren't eating them at the moment; we're painting them with food colours and names. Purple and orange are important colours. ”

B

“ Skulls, skeletons and flowers are an important part of the celebrations. We use them for fancy dress and face painting. In this picture, my cousin is painting my face. I'm not moving or talking. I'm standing very still because I don't want paint in my eyes! ”



C

“ It's the evening and we're sitting at the table now. We're having a special dinner for this celebration. Here's a photo of my food. There's salad, rice, a taco and enchiladas! We have fruit, special bread and hot chocolate, too. Do you feel hungry? ”



GRAMMAR

1 Read the grammar box below. Write the *-ing* form of the verbs.

- | | |
|----------------|--------------------|
| 1 paint: | 4 celebrate: |
| 2 do: | 5 sit: |
| 3 have: | 6 play: |

explore grammar

→ p124

present continuous

We use the present continuous for something happening now or something happening in a picture/photo.

We use the verb *to be* (*am, is, are*) + the main verb + *-ing*.

- + We're **painting** them with bright colours.
We're **sitting** at the table now.
- I'm **not moving**.
We **aren't eating** them at the moment.

? Are you **painting**?

Yes, I am. / No, I'm not.

We also use the present continuous for something happening around now.

It's 1 November and we're **celebrating**.

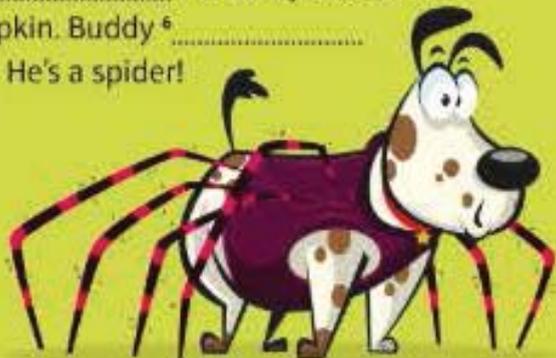
Note: Spellings sometimes change.

sit → **sitting** make → **making**

2 Complete the text with the present continuous form of these verbs.

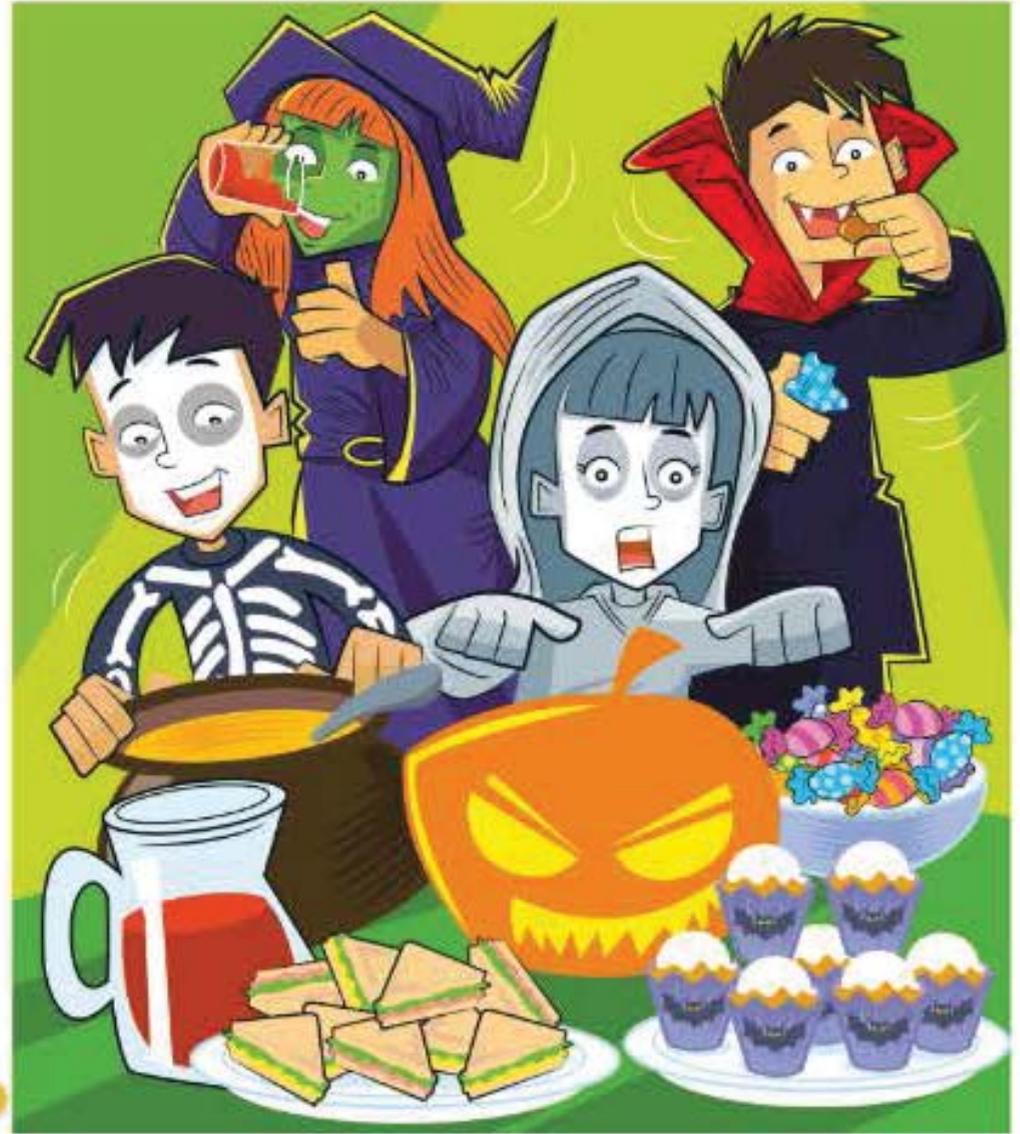
have make not feel not sit watch wear

It's 31 October. This evening is Halloween. Lisa's dog Buddy ¹ her. Lisa ² something. It's her fancy dress. Lisa and Buddy ³ pasta for dinner. They ⁴ at the table. It's the evening. Lisa ⁵ her fancy dress. She's a pumpkin. Buddy ⁶ happy. He's a spider!



3 Complete the questions with *is* or *are*. Look at the picture below and answer the questions.

- 1 the children having a party?
- 2 a boy drinking?
- 3 the girls wearing glasses?
- 4 a girl eating?



4 Complete the sentences about the picture.

- 1 One boy chocolates.
- 2 One girl a ghost costume.
- 3 One girl juice.

5 5.4 Listen and answer the questions about the picture.

- 1 Why are the children having a party?
- 2 Who is Ed?
- 3 What is Mary Jane drinking?
- 4 What is Paul doing?

Speak up

6 Make more sentences about the picture. Share them with the class.

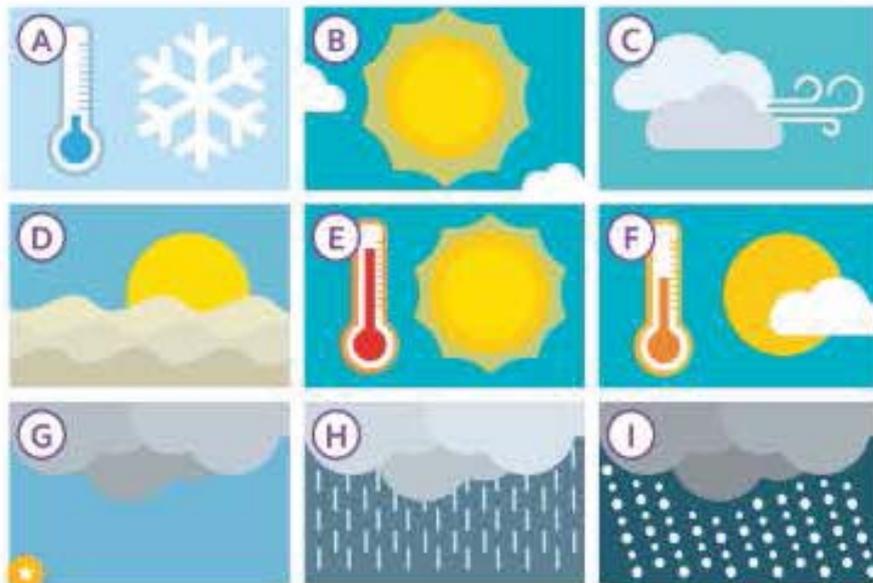
This girl/boy is smiling/wearing ...
He/She isn't eating/drinking ...

VOCABULARY 2

the weather

5.5 Match the pictures (A-I) with these words. Listen and check your answers.

cloudy cold foggy hot rainy snowy
sunny warm windy



2 Read the language box. Work in pairs. What's the weather like in your country today? In how many ways can you describe it?

What's the weather like?

It's cold and cloudy.

explore language

We usually use *it's* + adjective to talk about the weather. It's sunny/cloudy/windy/foggy/cold/cool/warm/hot. We can also use a verb for special examples.

It's raining/snowing.

3 Read about the celebrations on the right (1-3) and match them with the photos (A-C).

4 **5.6** Listen to people talking about the celebrations in Ex 3. Choose the correct answer, A, B or C.

1 A It's cloudy. B It's windy. C It's raining.

2 A It's cold. B It's warm. C It's hot.

3 A It's winter. B It's June. C It's spring.

Speak up

5 Think of another area in your country. What's the weather like there? Tell the class.

Food celebrations around the world

1 The Thai Pongal festival in Sri Lanka is in January. People are cooking rice in milk today. It's an important part of the celebrations. This girl has got lots of rice on her plate. It's her favourite food.

2 It's May in the Philippines. Time for the Pahiyas celebration. Farmers in the town of Lucban are smiling. They're putting fruit and vegetables on their houses! It's a celebration of food.

3 In Russia there's a festival to celebrate bread and pancakes. It's the Maslenitsa festival. It's usually in February or March. Are these people wearing bread? Yes, they've got bread necklaces!



5 Fun with food

LISTENING

Power up

- 1 When do you have a meal outside?
What kind of things do you eat?

Listen up

- 2 Look at the picture of a kite festival.
What's the weather like? What are the people doing? Use the skill tip to help you.



skill tip

Think of verbs for the actions in the picture, so you know what you are listening for, e.g. *fly, sit, stand, watch, eat*.

- 3 5.7 Listen and match these names with the people in the picture (A–E).

Ben Ella Jason Kim Mrs Sasaki



- 4 Read the grammar box. Can you count these things? Put them in the correct group. Then write which words are plural.

a sandwich an egg an orange bread cheese chocolate
olives pasta rice sweets tomatoes

countable

tomatoes – plural

uncountable

bread

- 5 Add three more food and drink words to each group in Ex 4.

- 6 Complete the text with *a/an* or *some/any*.

In our picnic basket, there are ¹ drinks.
There's ² orange juice and water.

There isn't ³ pasta, but there's ⁴
salad. We've got ⁵ bread and cheese and there's
⁶ egg sandwich for me. There's ⁷ fruit,
too. There aren't ⁸ apples, but there's ⁹
big watermelon.



Speak up

- 7 Work in pairs. Think of your favourite sandwich and what's in it. Ask and answer questions.

Is there any cheese?

Yes! And there's some ...

explore grammar

→ p124

countable and uncountable nouns with *a/some/any*

Uncountable nouns are things we can't count. They don't usually have a plural form. We don't use *a/an* before uncountable nouns; we use *some*.

countable		uncountable
singular	plural	
a drink	some drinks	some food
a sweet	some sweets	some fruit
an apple	some apples	some cheese
		some pasta

We use a singular verb with uncountable nouns.

Our **food is** with Mum.

Note: We use *any* with plural and uncountable nouns in negative forms and questions.

I can't see **any** of my **friends** now.

Have we got **any fruit**?

SPEAKING

Power up

- 1 Look at picture A. Name objects that you know. Ask about objects that you don't know. Use the useful language to help you.

useful language: finding the right word

When you don't know a word, you can say:

How do you say ... in English?

I can't remember this word in English.

What's the English word for ... ?

- 2 Work in pairs. Find these things in picture A. Ask and answer questions with *How many ... ?* about each thing.

bottle bowl cup glass plate

- 3 How many bottles are there?
- 3 Work in pairs. Look at pictures A and B and find the differences. Use these questions to help you.

Are things:

- a different colour?
- a different number (how many)?
- in a different place (where)?
- not in the picture?

Speak up

- 4 e Work in pairs. Talk about the differences between pictures A and B. Use the exam tip to help you.

In picture A ..., but in picture B ...

In the first picture ..., but in the second picture ...

exam tip: use the present continuous

Use the present continuous to talk about some types of weather and people's actions in pictures.

Speaking extra

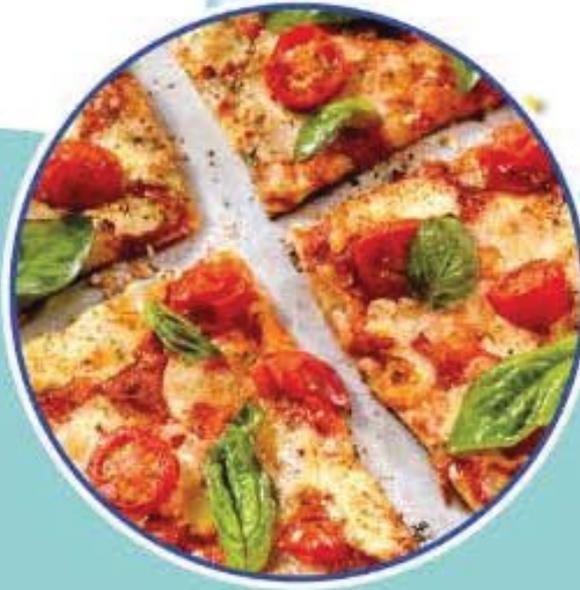
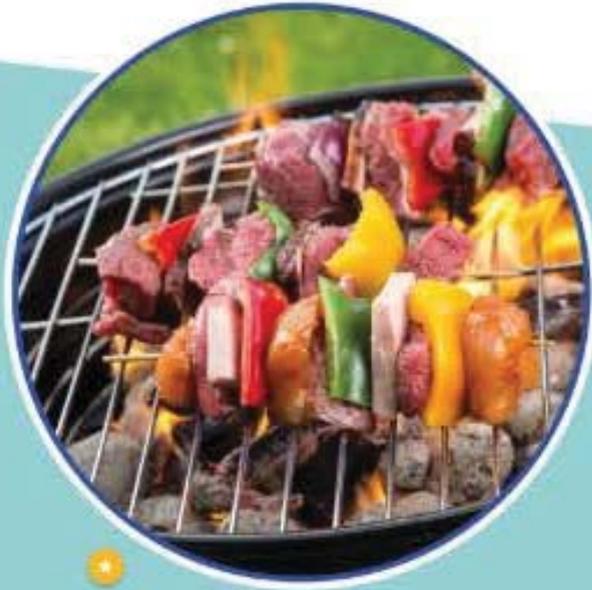
- 5 Work in pairs. Find two pictures and talk about the differences between them. Make a presentation for the class.
- 6 Work in pairs. Look at page 143 and follow the instructions.



WRITING

Power up

- 1 You are planning a party. What is the celebration?
- 2 Look at the photos. What type of food would you choose for your party?



- 3 Look at the menu below. Plan a menu for your party. Use the food from Ex 2 and think of more food and drink.

Menu for a
barbecue party

<u>Food</u>	<u>Drinks</u>
* chicken	* lemonade
* tomato salad	
* cake	

- 4 Read the application form for a party location and answer the questions.

- 1 What's the person's name?
.....
- 2 What's his email address?
.....
- 3 How old is he?
.....
- 4 What type of party does he want?
.....
- 5 What else do you learn about him?
.....

The
Outdoor
Activity
Centre

PARTY
application
form

Please write your name in BLOCK CAPITALS.

Last name: First name:

Home phone or mobile:

Email:

Age (years):

Please choose a meal A, B or C:

A barbecue

B picnic

C buffet (indoors)

Number of guests at your party:

**In about thirty words, tell us about your party.
What's it for? Who is coming? What food and drinks
do you want?**

This is my thirteenth birthday party. My friends from school are coming. Our favourite food is burgers and pizza. We'd like fruit juice and water.



SWITCH ON

Plan on

5 You want to have a party at the Outdoor Activity Centre. What do you want for your party? Think about these questions and make notes.

- 1 What is the date of your party?
- 2 What is the time of your party?
- 3 How many people are coming?
- 4 What do you want to do?

Date: 25th February

Write on

6 Read the skill tip and the description in the application form. Write a description of your party in 25 words or more. Use your notes from Ex 5 to help you.

skill tip

Read instructions carefully. How many words do you need to write? Where will you find help to write your answer?

7 Work in pairs. Swap descriptions with your partner. Create an application form for your partner. Ask and answer questions to get all the information you need. You can use the application form to help you.

Improve it

8 Work in pairs. Did your partner complete the form correctly? Can you include more information?

Frozen Museum

- 1** Work in pairs. Think of as many facts about ice cream as you can. You have two minutes.
- 2**  Watch the clip. Which of these things can you do at the Ice Cream Museum?
 - 1 learn about the history ice cream
 - 2 eat ice cream
 - 3 play games
 - 4 take photos
- 3**  Watch again. Work in pairs. Do you think it is a museum? Why/Why not?
- 4** Would you like to visit somewhere like this? Why/Why not?

Project

- 5** The people in your city/town want a Fun Food Museum! Can you help them with your ideas? Work in groups of four. Design your museum and present it to the class. Vote for the best museum. Think about these things.
- What's your food?
 - What can you see and do in this museum?
 - How many rooms are there?
 - What is the colour/theme of your museum?

UNIT CHECK

Wordlist

Food and drink

- apple juice (n)
- beans (n pl)
- bread (n)
- cake (n)
- carrot (n)
- cheese (n)
- cheeseburger (n)
- chicken (n)
- chocolate (n)
- coconut (n)
- egg (n)
- fruit (n)
- grape (n)
- hot chocolate (n)
- lemonade (n)
- mango (n)
- meat (n)
- milk (n)
- milkshake (n)
- olive (n)
- orange (n)

- orange juice (n)
- pasta (n)
- pear (n)
- pineapple (n)
- pizza (n)
- potato (n)
- pumpkin (n)
- rice (n)
- salad (n)
- sandwich (n)
- soup (n)
- sweet (n)
- tomato sauce (n)
- vegetable (n)
- water (n)
- watermelon (n)

Seasons

- spring (n)
- summer (n)
- autumn (n)
- winter (n)

The weather

-  cloudy (adj)
-  cold (adj)
-  foggy (adj)
-  hot (adj)
-  rainy / it's raining (phr)
-  snowy / it's snowing (phr)
-  sunny (adj)
-  warm (adj)
-  windy (adj)

Other

- barbecue (n)
- bottle (n)
- bowl (n)
- buffet (n)
- celebrate (v)
- celebration (n)
- cup (n)
- delicious (adj)
- drink (n, v)
- eat (v)
- fancy dress (n)
- festival (n)
- fireworks (n pl)
- glass (n)
- Halloween (n)
- hungry (adj)
- kite (n)
- picnic (n)
- plate (n)
- remember (v)
- rucksack (n)
- sad (adj)
- scared (adj)
- skull (n)
- thirsty (adj)
- trainers (n pl)

Practice

1 Use the wordlist to find:

- 1 fruit.
- 2 drinks.
- 3 three countable nouns and three uncountable nouns.
- 4 some food you want for dinner.

2 Write three true sentences about food you like or don't like.

I love barbecues. I think the food is delicious!

- 1
- 2
- 3

3 5.8 Listen and write the sentences you hear.

- 1
- 2
- 3
- 4

4 5.9 Listen and answer the questions.

- 1
- 2
- 3
- 4

“
New things
are **better**
than
old things.”



Look at the photo and answer the questions.

- 1 What is this? Is it old or new?
- 2 Describe the object. You can use these words.

beautiful big clean dirty old new
small ugly

- 3 Have you got any old things? What have you got? How old is it/are they?

6

Back in time

VOCABULARY 1

adjectives to describe things

READING

topic: a TV show about the past

skill: finding the right type of word

task: gapped text with picture cues

GRAMMAR

past simple: be

past simple: regular verbs

VOCABULARY 2

things we do (verbs)

LISTENING

topic: a night in a castle

skill: identifying information you need

task: multiple choice (pictures)

SPEAKING

topic: life in the past

skill: supporting a partner

task: talk about a picture

WRITING

topic: a pirate museum

skill: choosing the right word

task: write a blog post

SWITCH ON ▶

video: Frontier House

project: life in the past

6 Back in time

VOCABULARY 1

Power up

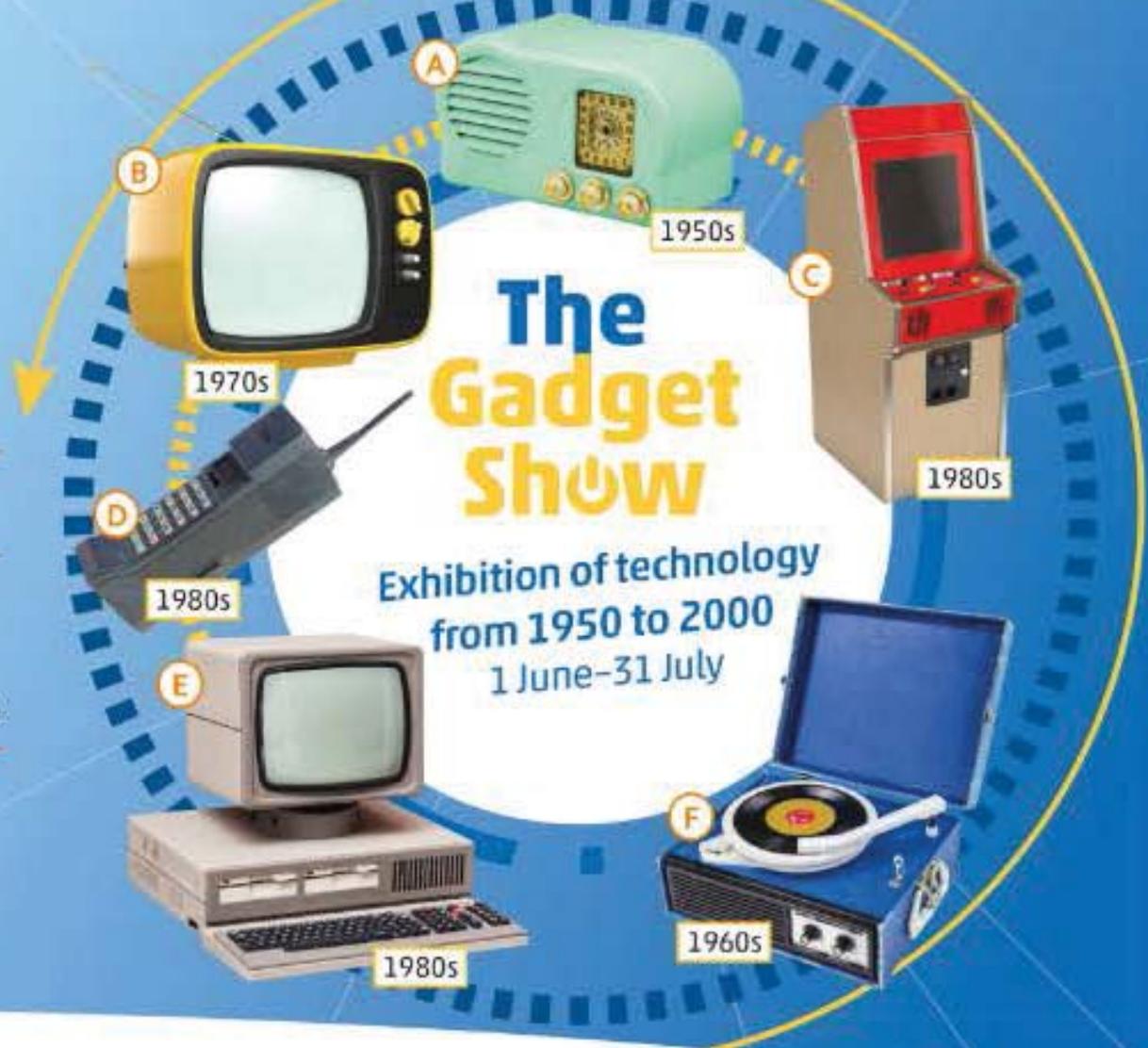
- 1 Work in pairs. Match these words with the objects in the poster (A-F).

computer computer game mobile phone
radio record player TV

- 2 6.1 Listen and repeat the years on the timeline.

1950 1960 1979 1985 1990 2000 2010 2020

- 3 Work in pairs. Do you use these gadgets? Which gadget looks interesting?



Adjectives to describe things

- 4 6.2 Complete the sentences with opposite words. Use five of these adjectives. Listen and check your answers.

boring clean difficult dirty easy
interesting loud old quick
quiet slow small

- 1 My laptop is very **quick**, but this computer from 1980 is
- 2 We've got a **new** radio, but this is an radio from 1950.
- 3 These **large** mobiles don't fit in your pocket! I'm glad my mobile is
- 4 Some museums are **boring**, but this exhibition is very
- 5 Today's computer games are **difficult**, but this one looks

- 5 6.3 Listen and match the sounds with five of the adjectives in Ex 4.

- 6 Read the language box and put the words in the correct order.

- 1 dad's car / dirty / is
- 2 sad / a / we're watching / film
- 3 my teacher / old / isn't

explore language

We use an adjective before a noun or after the verb *be* to describe a thing, person or place.

My brother likes **loud** music. This programme is **interesting**.

Speak up

- 7 Work in pairs. Think of two examples for each pair. Share your ideas with the class.

- 1 an easy subject, a difficult subject
- 2 a loud song, a quiet song
- 3 an interesting hobby, a boring hobby

English is an **easy** subject.

game on adjective pairs

Work in pairs. Write all the adjectives from Ex 4 on separate pieces of paper.

Turn them upside down on your desk.

Take turns to turn over two of them. Have you got a pair of opposite words?

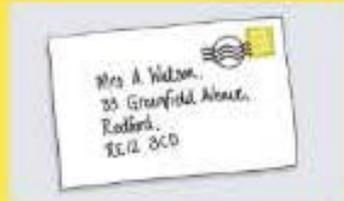
Yes? Keep the cards and have another turn.

No? Put them back.

READING

Power up

- 1 Describe the room in the photo. Do you think it is in a modern house? Why/Why not?
- 2 Read the first paragraph of the article. Find the boy's name and surname.
- 3 **e** Read the skill tip. Then read the whole article. Choose a word below. Write the correct words next to numbers 1–5.



address



parents



kitchen



boring



dirty



vegetables



happy



house



difficult

skill tip

Think about the type of word you need for each gap.

Does it describe something? You need an adjective.

Is it an object? You need a noun.

Sum up

- 4 Look at these titles for the article. Which one do you think is best? Tell the class.

- 1 Time travellers
- 2 Family life from 1950 to 1980
- 3 My house was a time machine
- 4 The Robshaw family
- 5 Fred Robshaw's adventure

Speak up

- 5 Look at the adjectives in bold in the article. Make your own sentences with them.

Football matches are **exciting**.

How many people get the chance to live in the past? Not many! Last year Fred Robshaw and his family were 'time travellers'. How was that possible? They were on a TV show about family life in the 1970s. Fred's **1** and his sisters Rosalind and Miranda were very happy because they love history. Fred wasn't so sure. He likes **modern** life.

In the TV programme the Robshaw family's **2** was like a time machine with **different** furniture and paint. Fred was very **surprised** because the living room was orange! 'Why?' he asked. 'What a nightmare!' The **3** and bathroom were a terrible green colour, too. Even the **old-fashioned** car was bright yellow.

Were some things **4** to live with? 'Yes. The food and clothes weren't very nice. And the evenings were **quiet**. 1970s life was sometimes **5** because there weren't any mobiles or computer games. There was radio and TV and there were games though, so family life was **fun**.'

Do you want to try life in the past? The TV company are looking for more families to make different programmes. It isn't an easy life, but it is **exciting**. And it's a **good** story to tell your friends!



GRAMMAR

1 Read the grammar box below and match 1–4 with A–D to make sentences.

- | | |
|-----------------|-----------------------|
| 1 There was | A any computer games. |
| 2 There weren't | B there was. |
| 3 Was there | C a record player. |
| 4 Yes, | D a TV? |

explore grammar → p126

past simple: *be*

We use the past simple of *be* to talk about things that happened in the past.

Was is the past simple of *am* and *is*.

Were is the past simple of *are*.

There was/were is the past simple of *there is/are*. We use it in the same way.

+ Fred **was** very surprised.

Last year Fred and his family **were** 'time travellers'.

- He **wasn't** so sure.

The food and clothes **weren't** very nice.

? **Was** it possible? Yes, it **was**.

Were some things difficult to live with? Yes, they **were**.

2 6.5 Listen to a conversation about a school trip. Are the statements true (T) or false (F)?

- Matt wasn't in school yesterday.
- The trip was to a science museum.
- The weather was cold.
- There were hot drinks in the café.

3 6.6 Pronunciation: *was/were*. Listen and repeat.

4 Make pairs of true sentences about yesterday. Use *was/wasn't* or *were/weren't*.

- the day
- the date
- the weather
- at home / at school
- my friends

1 Yesterday wasn't Saturday. It was ...

5 Read parts of a conversation and complete the questions with *was/were*.

1 Look, Sam! Here are my photos.

Good! in the cupboard?

2 This is an interesting photo.

Yes, it's great. How old ?

3 I think I was on holiday with some friends.

Where ?

4 It was a very cool motorbike.

Yes, your bike?

5 It was a long time ago.

..... any cars in those days?

6 6.7 Match Grandad's answers (A–E) with the questions in Ex 5 (1–5). Listen and check your answers.

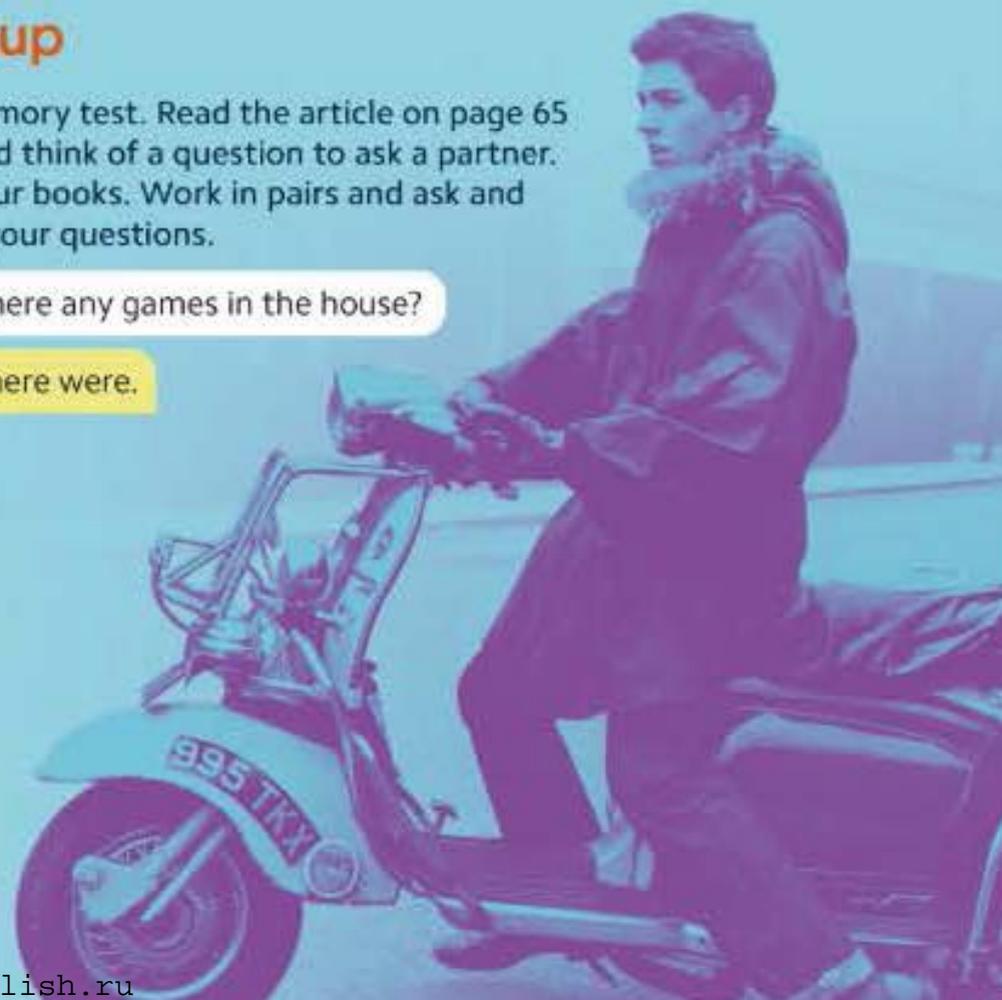
- A Erm, no. It wasn't my bike. It was my friend's bike.
- B No, they weren't. They were in an old box in the garage.
- C Oh, I can't remember. Were we in Spain? Hmm ...
- D Yes, there were, of course! I'm not that old!
- E I was young there – about twenty, I think. It's a very small photo.

Speak up

7 Do a memory test. Read the article on page 65 again and think of a question to ask a partner. Close your books. Work in pairs and ask and answer your questions.

Were there any games in the house?

Yes, there were.



VOCABULARY 2

things we do (verbs)

Read the story. What do the highlighted verbs mean? Use a dictionary to help you.



Hanna always **visits** her gran in the summer. She **stays** in Gran's old farmhouse for a week.



She **travels** there by train. The train usually **arrives** in the afternoon. Then Hanna **texts** her parents.



In the farmhouse, Hanna **helps** Gran every day. They **tidy** the house together.



In the afternoon, they **walk** in the woods with the dogs. Gran **talks** about the past.



After their walk, they **wash** the dogs. Then they **clean** their boots.



Gran and Hanna **change** their clothes. Then it's time for dinner.

2 6.8 Look at the highlighted verbs in Ex 1. Listen and repeat.

3 Complete the phrases with verbs from Ex 1. Match the definitions (1–5) with the phrases (A–E).

- | | |
|---|--|
| 1 You do this with water and shampoo. | A t_____ to school |
| 2 You can do this in a car or on a bus. | B w___ your hair |
| 3 You do this when the house is dirty. | C t___ to students |
| 4 You do this after a sports lesson. | D c_____ your shoes and clothes |
| 5 Teachers do this when they are teaching. | E c_____ the floor |

4 Read the language box. Work in pairs. Put the words in the correct order and complete the sentences for you. Use the words in brackets to help you.

- | | |
|---|-----------------|
| 1 often / I / text | (who?) |
| 2 wash / sometimes / I | (what?) |
| 3 sometimes / I / help | (who?) |
| 4 my family and I / stay / often | (where?) |
| 5 I / tidy / sometimes | (what? / when?) |

explore language

word order

Sentences in English usually follow this pattern:
subject + verb + object.

subject	verb	object
The dog	is chasing	the cat.
The cat	is chasing	the dog.

game on memory test

Work in pairs. Remember your partner's answers from Ex 4! Your partner says Yes or No.

You often text Carlos.

No, I often text Juan.

Our castle trip

LISTENING

Power up

- 1 Is there a famous castle in your country? What do you know about it?
- 2 Read the beginning of a report on a trip to a castle. Where were the students? How long for? Who was with them?

Last summer a group of students from our school visited Warwick Castle and stayed for the night.

Our parents didn't stay with us, but we texted them when we arrived. And, of course, the history teachers were there. We enjoyed our trip. This is what happened.

Listen up

- 3 Read the exam tip and look at the information in Ex 4. Think about the information you need to complete the report.

exam tip: listening for information

What information are you listening for? A time? A number? A thing?

- 4 6.9 Listen and choose the correct picture, A, B or C.

1 On the first day the students arrived at:



2 How many students were there in Warwick Castle?



3 In the evening the students talked to their friends and played:



4 They stayed in bedrooms at the castle. The beds were:



5 There was a noise in the night. It was:



explore grammar

→ p126

past simple: regular verbs

We use the past simple to talk about things that happened in the past.

For most verbs, we add **-ed** to the end of the verb.

Last summer we **stayed** in Warwick Castle.

We add **-d** if the verb ends in **-e**.

We **arrived** ... in the afternoon.

We use **didn't** before the verb for negatives.

Our parents **didn't stay** with us.

We **didn't cook** our dinner.

Note: For verbs ending in consonant + **-y**, we change **-y** to **-i** and add **-ed**.

tidy - **tidied**

- 5 6.10 Pronunciation: **-ed** endings. Listen and repeat.

/d/ played stayed changed

/t/ stopped looked washed

/ɪd/ visited started texted

- 6 Read the grammar box. Complete the sentences with the past simple form of these verbs.

arrive clean cook listen tidy visit

- 1 My uncle us yesterday.
- 2 I the bathroom last week.
- 3 My dad the dinner yesterday evening.
- 4 We home at 3.30 yesterday.
- 5 Jo to music all weekend.
- 6 We our room yesterday.

WRITING

Power up

- 1 What pirates do you know from films or stories?
- 2 Do you know anything about pirate ships or flags? What do you know about pirates?
- 3 Read Daniela's blog post about a museum and check your answer.



A pirate's life for me

In July I was on holiday in the Bahamas, with my family. We visited the Pirate Museum in Nassau. The museum opened at 9 a.m. and we arrived early. We were the first ¹ that day. We looked inside a large pirate ship. In the 'bedrooms' the ² were hammocks for the pirates to sleep in. Then we learned about pirate life in 1700. Blackbeard was a very famous pirate, but they weren't all men. There were ³ pirates, too. My brother and I liked the black pirate flags, but Mum didn't ⁴ them because they were black! The flags weren't all the same. The pirates had a different flag for each ship. My favourite was Henry 'Long Ben' Avery, I even drew his flag! We listened to loud pirate songs. It was a very ⁵ day. I loved it!

- 4 Complete Daniela's blog post with these words. You do not need four of the words.

animals beds boring family interesting
like music visitors walked women

- 5 Find examples of these things in Daniela's blog post.

1 an adjective	3 an opinion
2 a past tense verb	4 the name of a place

explore language

time words

We can use some time words to talk about the past in the same way as we use them to talk about the present.

in July at 9 a.m. in 1700 then

We go to Spain **in July**.

I met Harry for the first time **in July**.

- 6 Read the language box. Work in pairs. Tell your partner about a museum you visited.
In August I visited the Science Museum.



7 Make notes about your visit to a museum or another special place.

- 1 What was the museum / special place?
.....
- 2 Where was it?
.....
- 3 Who were you with?
.....
- 4 What time did it open?
.....
- 5 What time did you arrive?
.....
- 6 What was in the museum / special place?
.....
- 7 What did you learn?
.....
- 8 What was your opinion of your visit?
.....

Write on

8 Write a short blog post about your visit. Use your notes from Ex 7 and the skill tip to help you.

skill tip

Check: Are the words in your sentences in the right order? Think about the position of adjectives and subject/object order.

Improve it

9 Check that you have these things in your blog post.

- | | |
|------------------------------------|------------------------------|
| 1 an adjective | 3 an opinion |
| 2 a verb in the past simple | 4 the name of a place |



SWITCH ON

Frontier House

- 1** Work in pairs. Name three animals you can find on a farm.
- 2** Watch the clip. Which of these is not true?
 - 1 The children went back to 1883.
 - 2 They walked to school.
 - 3 Some teachers were very old.
 - 4 There wasn't a library at the school.
- 3** Watch again. Who does what job?

	Logan	Aine and Tracy	Erinn
1 works with the cows			
2 looks after the animals			
3 works in the field			
4 carries the water			

Project

- 4** Work in pairs. Research a time from the past that was very different. Find out as much information as possible. Think about these things.
 - What did people eat?
 - What vehicles did they have?
 - What free time activities did they do?
 - What was different from today?
- 5** Create a poster for your time in the past. Present your research to the class.

UNIT CHECK

Wordlist

Gadgets

-  computer (n)
-  computer game (n)
-  mobile phone (n)
-  radio (n)
-  record player (n)
-  TV (n)

Adjectives to describe things

- big
- boring
- clean
- difficult
- dirty
- easy

- interesting
- large
- loud
- new
- old
- quick
- quiet
- slow
- small

Things we do (verbs)

- arrive
- change
- clean
- help
- stay
- talk
- text
- tidy

- travel
- visit
- walk
- wash

Past simple verbs

- learned
- liked
- listened
- lived
- loved
- opened
- started
- stopped

Other

- beautiful (adj)
- boots (n)
- different (adj)
- exciting (adj)

- farmhouse (n)
- fun (adj)
- furniture (n)
- good (adj)
- hammock (n)
- modern (adj)
- old-fashioned (adj)
- paint (n)
- pirate (n)
- ship (n)
- surprised (adj)
- terrible (adj)
- traveller (n)
- ugly (adj)
- woods (n)

Practice

1 Use the wordlist to find:

- 1 things you do in the classroom.
- 2 adjectives to describe your classroom or things in it.
- 3 adjectives to describe you and your family.

2 Write three true sentences about things you did this morning.

I opened my school books.

- 1
- 2
- 3

3  6.12 Listen and write the sentences you hear.

- 1
- 2
- 3
- 4

4  6.13 Complete the questions with *was*, *were* or *did*. Listen and check your answers. Then answer the questions.

- 1 the weather nice at the weekend?
.....
- 2 there any good programmes on TV last night?
.....
- 3 your last class geography?
.....
- 4 What time your English lesson start today?
.....



REVIEW: UNITS 4-6

1 Choose the odd one out.

- 1 arrive loud tidy visit
- 2 quick large slow sunny
- 3 beans lorry van plane
- 4 bridge travel square bank
- 5 rice chicken pasta café
- 6 Monday spring winter autumn
- 7 cloudy windy foggy stay
- 8 hospital boat park supermarket

2 Choose two of your answers in Ex 1. Explain why you think they are the odd one out.

3 Read the sentences and complete the words.

- 1 You can watch films in this place.
c_____
- 2 When something is not interesting, it's this.
b_____
- 3 You do this when you use a vehicle.
t_____
- 4 You make this food with two pieces of bread.
s_____
- 5 When something is not easy, it's this.
d_____
- 6 You can see old things here.
m_____
- 7 This quick vehicle has got two wheels.
m_____
- 8 The weather is usually like this when it's hot.
s_____
- 9 This is what you do to get clean.
w_____
- 10 When your room is messy you have to do this.
t_____

4 R2.1 Listen to Gaby and Zach and complete the table.

	things Gaby likes	things Zach likes
1 place		
2 food		
3 vehicle		
4 weather		

5 e Read the article and choose the correct answer for each gap.

Flynn McGarry is a famous young cook from the USA and he started when he was only eleven years old! Flynn makes fantastic food in his own restaurant every evening. The restaurant is in New York. It's winter now and the streets are white because it's ¹..... outside. But inside the kitchen it's very ²..... – about thirty degrees!

Lots of people are working here, but the kitchen must always be ³..... Flynn is very happy with his new menu. He ⁴..... about food a lot! Now he's cooking some ⁵..... It looks great. I'm very hungry!



- | | | |
|------------------|------------------|--------------------|
| A food | B drink | C breakfast |
| 1 A windy | B raining | C snowing |
| 2 A sunny | B hot | C cold |
| 3 A small | B clean | C old |
| 4 A talks | B eats | C does |
| 5 A salad | B cheese | C chicken |

Review: Units 4-6

1 Match the sentences (1-5) with the signs (A-H). You do not need three of the signs.

- 1 You can't eat or drink here.
- 2 Don't drink the water.
- 3 You can cycle here.
- 4 You mustn't turn right.
- 5 Walk, don't run.

2 Choose two of the extra signs from Ex 1. Write a sentence to explain each sign.

3 Complete the blog post with these words.

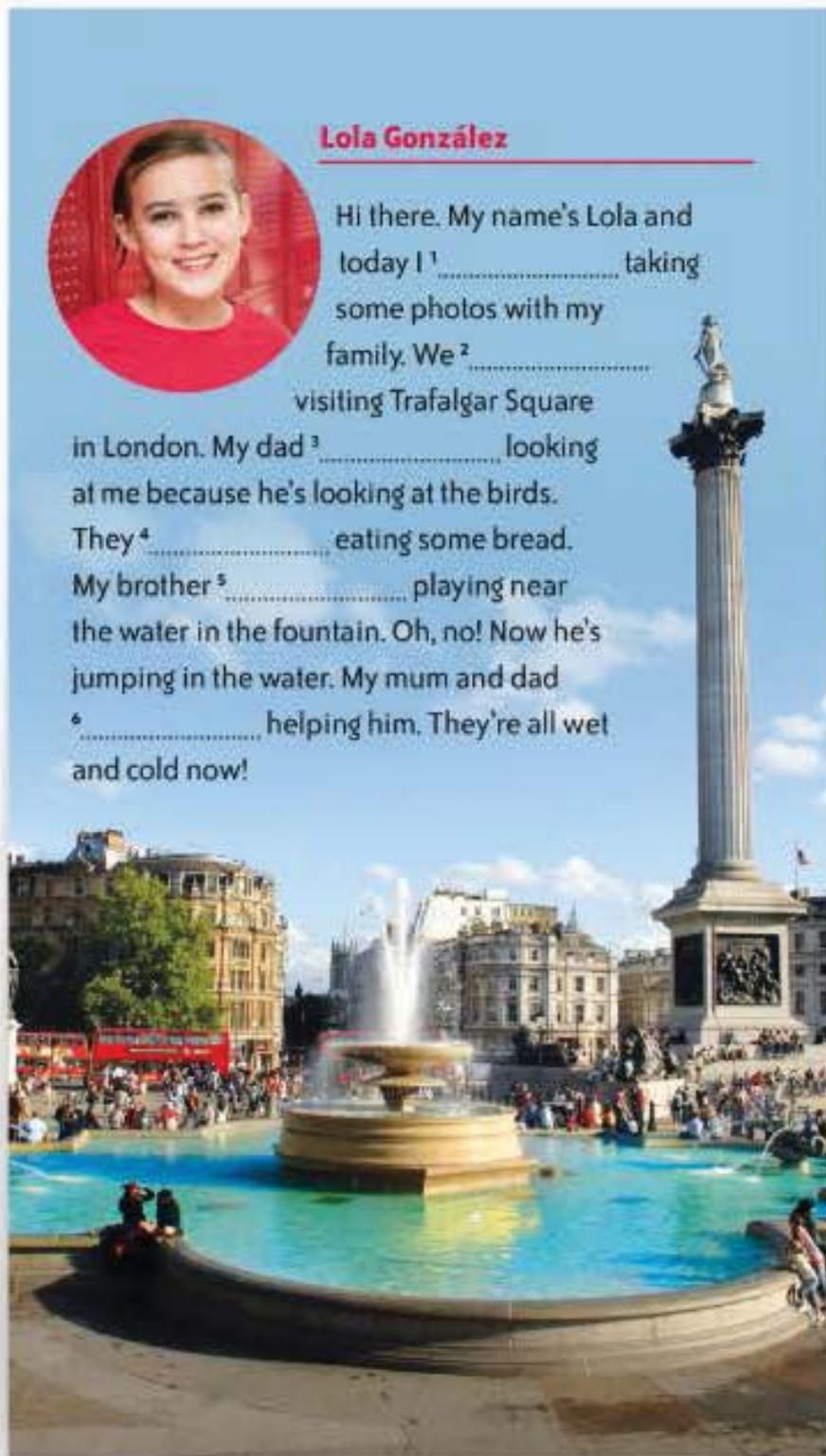
are isn't 'm 're (x2) is



Lola González



Hi there. My name's Lola and today I ¹ taking some photos with my family. We ² visiting Trafalgar Square in London. My dad ³ looking at me because he's looking at the birds. They ⁴ eating some bread. My brother ⁵ playing near the water in the fountain. Oh, no! Now he's jumping in the water. My mum and dad ⁶ helping him. They're all wet and cold now!



4 Complete the conversation with *was/wasn't* or *were/weren't*.

Jake: Hi, Ferne. Were you at school yesterday?

Ferne: No, I ¹ at school. I ² at a basketball match.

Jake: Lucky you! ³ the match at the sports centre?

Ferne: Yes, it ⁴

Jake: ⁵ there a lot of people there?

Ferne: No, there ⁶, but we enjoyed it. It ⁷ a good match. We ⁸ the winners!

5 R2.2 Listen to four sentences from a phone conversation and choose the correct answer, A, B or C.

- 1 **A** I'm playing a computer game.
B I played a computer game.
C I don't play computer games.

- 2 **A** Yes, that's a good idea.
B Yes, so do I.
C Yes, I am.

- 3 **A** No, I don't.
B No, I can't.
C No, I haven't.

- 4 **A** Oh, sorry. My phone was in my bag.
B Oh, that's great. Well done!
C Oh, really? Where were they?

6 Write a short message to a friend. Ask and tell him/her about things that are happening now. You can use these words.

at the moment now

Hi, Luis. What are you doing at the moment? I'm ...

“

I'm good
at **making**
things.

”

Look at the photo and answer the questions.

- 1 Are you good at making things?
- 2 Look at these words. What are you good at?

art languages maths music
science sport other

- 3 What other school subjects do you enjoy?

7

Bright sparks

VOCABULARY 1

jobs

READING

topic: amazing teenagers
skill: identifying words that go together
task: sentence completion

GRAMMAR

past simple: irregular verbs and questions
past simple: question words

VOCABULARY 2

irregular verbs

LISTENING

topic: making a robot for a competition
skill: spelling words carefully
task: gap fill

SPEAKING

topic: the model plane (picture story)
skill: using linking words
task: tell a story from pictures

WRITING

topic: a personal story
skill: making your writing clear
task: write about a famous person

SWITCH ON

video: skateboard star
project: improvement action plan

VOCABULARY 1

Power up

1 Would you like to be a teacher? Do you think it's an easy job? Why/Why not?

2 7.1 Match these jobs with the pictures (A-L). Listen and check your answers.

artist basketball player dentist doctor farmer game developer journalist
nurse photographer scientist singer taxi driver



jobs

3 7.2 Listen and choose the correct job, A, B or C.

- | | | |
|-----------------------|------------------|----------------|
| 1 A journalist | B artist | C singer |
| 2 A dentist | B doctor | C nurse |
| 3 A basketball player | B farmer | C photographer |
| 4 A nurse | B game developer | C scientist |

4 Look at the questions and interests on the right. Choose the things that are true for you.

5 Work in pairs. Take turns to ask your partner questions and choose a job for him/her.

Do you enjoy ... ?

Yes, I do. I also like ...

You can be a ...

What do you enjoy?
What are you good at?

sports exercise
being outside music
singing acting
making things maths
science computers
writing art
talking helping people

READING

Power up

- 1 Read the article quickly. What is each person's interest?
- 2 e Read the article again. Complete the sentences with one, two, three or four words in each gap. Use the skill tip to help you.

Mo'Ne's favourite sport is baseball.

- 1 With Mo'Ne's help, her baseball team won
- 2 Mo'Ne's book is for
- 3 Ben because lots of people played his game.
- 4 After his first game, Ben had
- 5 Kiara is from She was when she wrote her essay about orange skins.

skill tip

Think about words that go together (e.g. *make an app, have an idea, write an essay, win a match*).

- 3 Look at the title of the article and answer the questions.
 - 1 Is the title interesting?
 - 2 Does it tell you about the article?
 - 3 Can you think of a better title?

Sum up

- 4 Close your books. Try to remember important information from the article. Where is each person from? What are they good at?

Speak up

- 5 Are you similar to any of the people in the article? Why/Why not?

THREE STORIES

A MO'NE DAVIS Mo'Ne is from the USA and she's very good at sport. She loves baseball, basketball and football but her favourite sport is baseball.

Did you know that Mo'Ne played in the Little League Baseball World Series when she was thirteen? Girls don't often play in the World Series. Mo'Ne helped her team to win a big match. Millions of people saw her on TV and she became famous. Later, Mo'Ne wrote a book for children about her time as a baseball player.

B BEN PASTERNAK Ben is from Australia. He was fifteen when he made a colour-matching game called *Impossible Rush*. Over one million people bought the app and played the game. Ben was very happy!

Did Ben stop there? No, he didn't. Ben went to the USA. He had another idea. This time he made an app for young people. They can use the app to sell things they don't want, like clothes or books.

C KIARA NIGHRIN Kiara Nighrin is a young scientist from South Africa and she loves science. South Africa is a hot country. It doesn't often rain. Kiara had an idea to use the skin of oranges to hold water in the fields. It's an exciting idea for farmers. Orange skins can hold a lot of water. When she was fifteen, Kiara wrote an essay about her idea and it won a competition. The prize was 50,000 dollars! Kiara wants to be a scientist or a science writer.



GRAMMAR

1 Read the grammar box below. Match the present and past forms of the verbs.

- | | |
|----------|----------|
| 1 sing | A bought |
| 2 do | B wrote |
| 3 go | C sang |
| 4 have | D did |
| 5 know | E had |
| 6 see | F made |
| 7 make | G saw |
| 8 buy | H won |
| 9 win | I went |
| 10 write | J knew |

explore grammar

→ p128

past simple: irregular verbs

Some verbs don't use -ed in the past simple. We call these irregular verbs.

Ben **went** to the USA.

People **saw** her on TV.

past simple: questions

We make questions in the same way for regular and irregular verbs.

Did Ben **stop** there?

Yes, he **did**. / No he **didn't**.

Did you **know** that Mo'Ne played in the Little League Baseball World Series when she was thirteen?

Yes, I **did**. / No, I **didn't**.

2   7.4 Watch or listen to three people talking about what they did last weekend. Match the sentences (A–C) with the speakers (1–3).

- A We went to the park and I played baseball.
 B After school I had pancakes with my family.
 C I bought a new skirt and a new T-shirt.

3   7.5 Watch or listen again. Answer the questions. Use short answers. Then give extra information.

- 1 Did Speaker 1 go to his cousin's party?
 2 Did Speaker 2 buy a new T-shirt last weekend?
 3 Did Speaker 3 wake up at ten o'clock on Saturday?

4 Emma is talking to Pedro and Paulo about their YouTube videos. Complete the questions with verbs from Ex 1.

- 1 So, Pedro and Paulo, nice to meet you. Did you any YouTube videos last week?
 2 That's good. Did you your new song?
 3 What about your fans? Did they any new blog posts for social media?
 4 Did you you have one million followers on social media now?
 5 Did you to New York for the TV interview?

5 Match the answers (A–E) with the questions in Ex 4 (1–5).

- A Yes, we did. We made a new one. Lots of people watched it!
 B Yes, sure. Some of them wrote about our TV interview.
 C No. We didn't have time to travel. We talked over the internet, of course!
 D No, we didn't. Wow! That's amazing news!
 E No. It wasn't a music video. We just talked.

Speak up

6 Write three questions to find out about your partner's weekend. Then work in pairs. Ask and answer your questions. Use the grammar box to help you.

Did you go to the cinema at the weekend?

Yes, I did. I ...

VOCABULARY 2

irregular verbs

- 1 Read the article. Complete the gaps with these past simple forms. Look at the present forms in brackets to help you.

built could found gave learnt left
said saw thought took

- 2 7.6 Listen to the verbs from Ex 1 and repeat.

- 3 Work in pairs. Complete the questions with the past simple form of these verbs. Then ask and answer the questions.

build give leave say take think

- Shubham's family Belgium?
- What his parents when he asked them a question?
- Shubham about blind people's problems?
- the big printer Shubham an idea?
- What kind of printer Shubham
- some news reporters photos?

game on verb pairs

Play in teams. One team finds and says the present form of a verb. The other team finds and says the past simple form.

say	make	saw	have
go	found	learn	give
think	gave	said	went
made	sing	see	find
had	learnt	sang	thought



Shubham Bannerjee is from the USA. He was born in Belgium, but his family ¹..... (leave) Belgium and moved to California, USA, when he was three.

When he was thirteen, Shubham ²..... (think) about the problems of blind people for a science project. 'How do they read texts and emails?' he asked. 'Google it!' ³..... (say) his parents.

Shubham ⁴..... (find) there was a special braille printer for blind people. It changed the text to braille on the paper so blind people ⁵..... (can) feel the message. It was amazing, but it was big. And the price was \$2,000. This ⁶..... (give) Shubham an idea. He ⁷..... (learn) about braille printers. Then he ⁸..... (build) a small printer with Lego® bricks. The price was about \$350 dollars.

Soon Shubham won prizes for his idea. News reporters ⁹..... (take) photos. Then people at Intel® ¹⁰..... (see) the printer and liked it very much. It was an exciting time for Shubham!

- 4 Correct the sentences about things Lily did yesterday. Use the words in brackets.

Lily left school at 5 p.m. yesterday. (4 p.m.)

She didn't leave school at 5 p.m. She left at 4 p.m.

- Lily took a laptop to school yesterday. (mobile phone)
- Lily saw her friend George at school. (Georgia)
- Lily's teacher said 'Hello' when the pupils arrived. ('Good morning')
- Lily learnt about irregular verbs in her English class. (regular verbs)
- Lily's friend found some sweets in her bag. (some chocolate)

Speak up

- 5 Think of two things you learnt about this week. Share them with the class.

LISTENING

Power up

- 1 What can you see in the photo?
- 2 Work in pairs. What famous robots do you know from films or history?

Listen up

skill tip: spell words carefully

If you hear a spelling in the recording, it means you must spell that word correctly to get full marks.

- 3  7.7 Read the skill tip. Listen to the interview with Clare about a competition for young engineers. Complete the notes.

Robotics competition

- 1 Clare and her friend's age:
..... years old
- 2 Clare's friend's name:
- 3 Name of the competition:
..... Robotics Competition
- 4 Colour of the robot:
- 5 How many weeks did they work on the robot?
- 6 Did they enjoy the competition?
.....

explore **grammar**

→ p128

past simple: question words

We use question words (*when, what, where, who, how*) at the start of a question, before *was/were* or before *did* + infinitive.

Where was the competition?

What did she say?

We can also use question phrases: *what time, how much, how long, how often, what colour, how old*.

- 4  7.8 Read the grammar box. Complete the questions with these question words. Use the responses to help you. Listen and check your answers.

what when where why

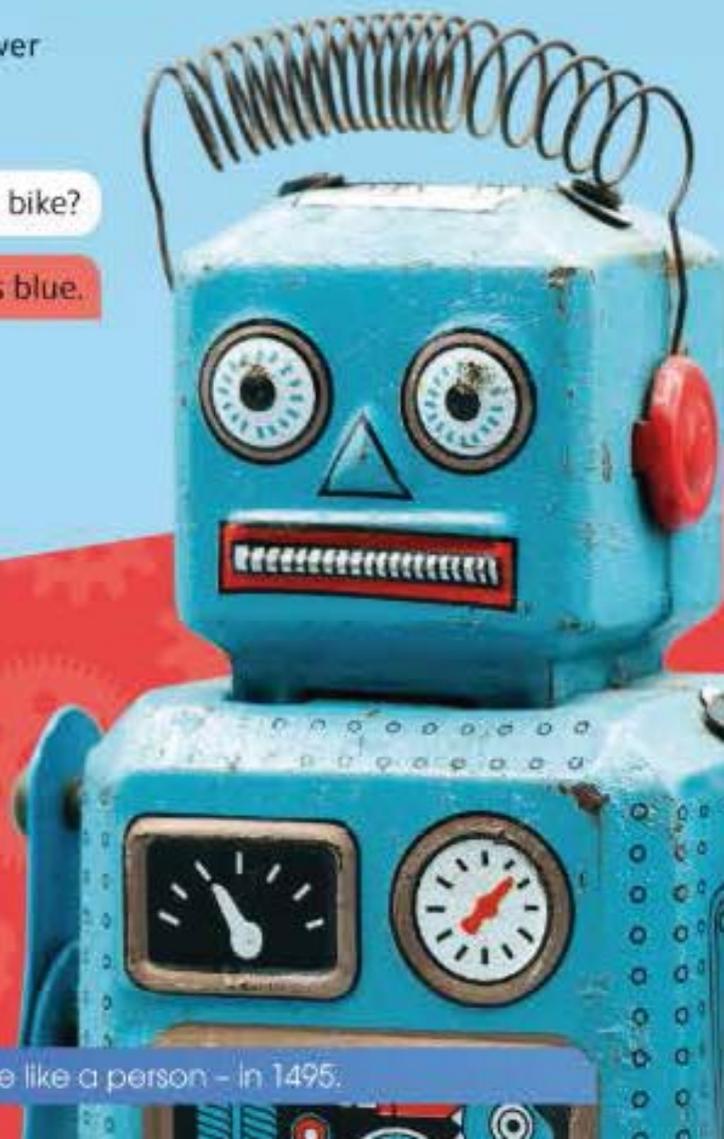
- 1 did Clare and Matt make the robot?
In April and May.
- 2 did they paint it blue?
Because it's the colour of their school uniform.
- 3 did Clare say about the robot?
They didn't have any help.
- 4 was the competition?
In Sydney.

- 5  7.9 Pronunciation. Listen to the questions in Ex 4. Does the voice go up or down? Listen again and repeat.

- 6 Work in pairs. Ask and answer two past simple questions. Use question words.

What colour was your first bike?

It was blue.



SPEAKING

Power up

- 1 Do you watch or make videos online? Give examples.
- 2 Look at picture A below and choose the correct answer in these questions.

- 1 Where did Paul go?
 - A to a park B to the airport
- 2 Who did he go with?
 - A his family B his friend
- 3 What did he do there?
 - A He flew a model plane.
 - B He went inside a plane.



- 3 Look at all the pictures (A-D). Make questions about them. Use the past simple.
 - 1 where / Paul / go / with his plane?
 - 2 what / be / the weather / like?
 - 3 what / his friend Sandy / do?
 - 4 why / they / make / a film?
 - 5 where / be / the plane?
- 4 Work in pairs. Ask and answer the questions in Ex 3.



Speak up

- 5 e Read the skill tip and language box. Work in pairs. Tell the story in the pictures. Take turns to talk about each picture.

skill tip

When you see a picture story, try to say one or two sentences about each picture. Use linking words to put your ideas together.

explore language

linking words for speaking

and – add a similar idea *then* – one action after another
but – add a different idea *when* – a point in time

Speaking extra

- 6 Think of an interesting video you watched or made and answer the questions. Tell the class.
 - 1 What was the video about?
 - 2 When did you watch/make it?
 - 3 Where did you watch/make it?
 - 4 What happened first?
 - 5 What happened then/next?
 - 6 Did you enjoy it?
- 7 Work in pairs. Look at page 143 and follow the instructions.

WRITING

Power up

- 1 Who is your favourite famous person? What do you know about him/her?
- 2 Who is Adriana's favourite famous person? What do you know about her?
- 3 Read Adriana's text about Tatiana Calderón for a school project. Find five things about Tatiana's life in the text.

Tatiana Calderon is a racing driver from my country, Colombia. She's great!



Adriana

explore language

giving information about people

- He/She's from ... (place)
- He/She was born in ... (year/place)
- He/She grew up in ... (place)

- 4 Read the language box. Find the phrases in the text.
- 5 Write three sentences about you. Use the phrases in the language box.
I'm from ...

Plan on

- 6 Complete the table about Tatiana. Use your answers in Ex 3 to help you.

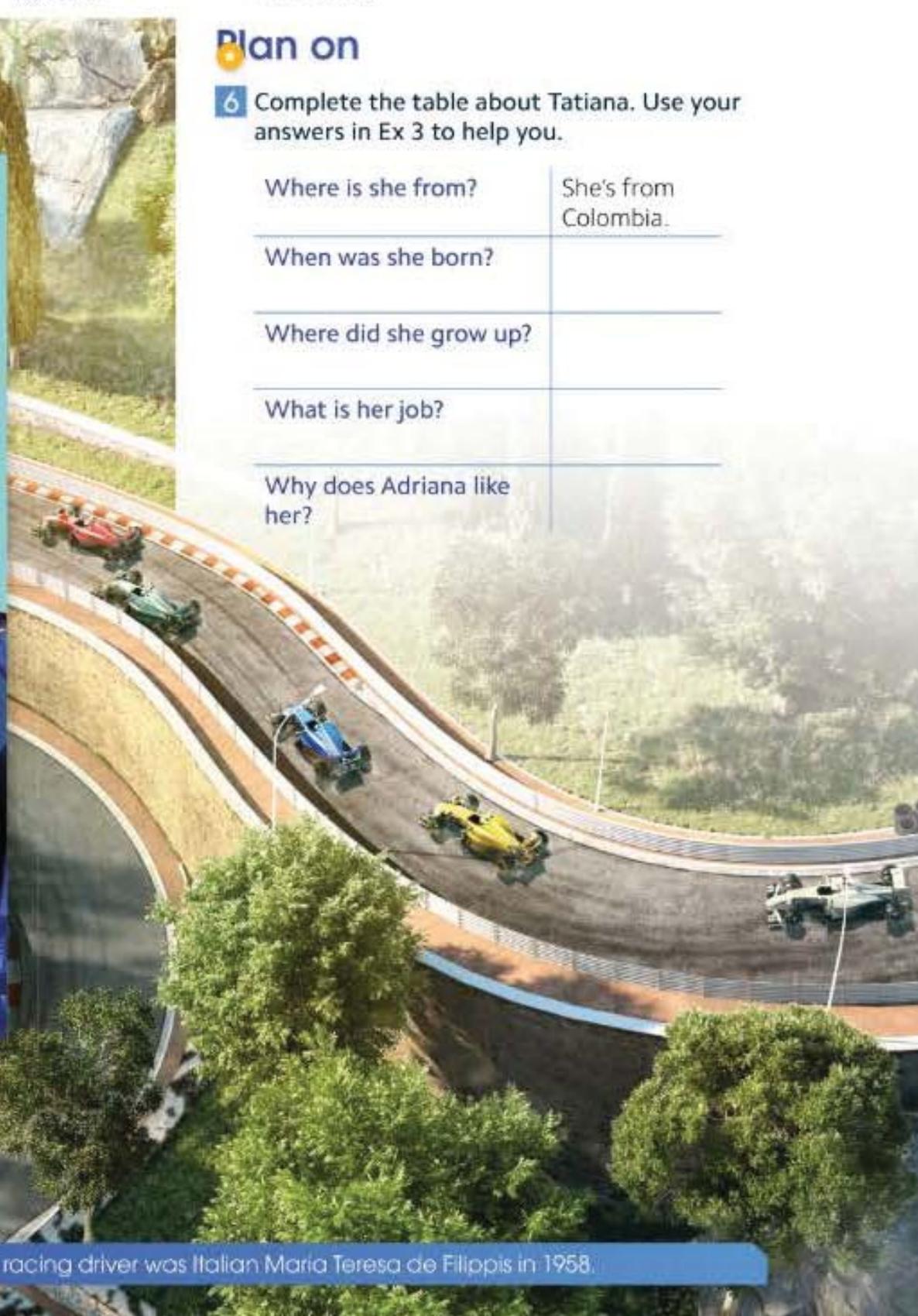
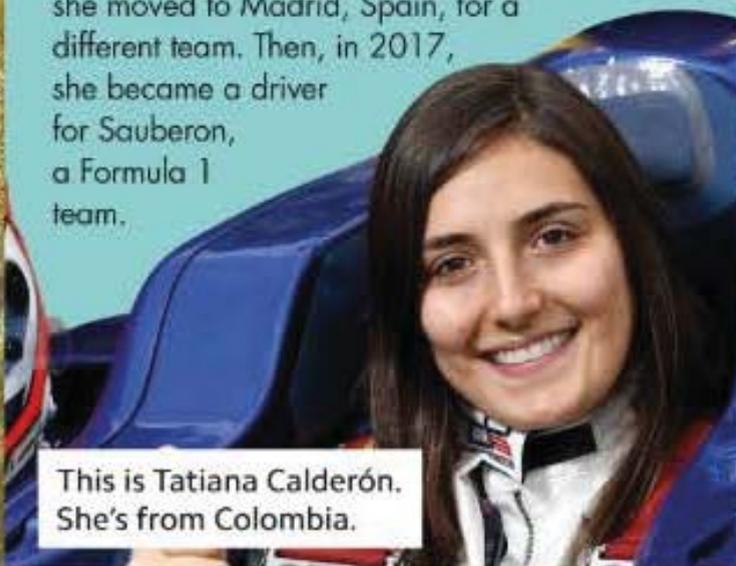
Where is she from?	She's from Colombia.
When was she born?	
Where did she grow up?	
What is her job?	
Why does Adriana like her?	

Tatiana Calderón is a famous racing driver. She drives Formula 1 cars. She is my favourite famous person because she's from Colombia, like me, and is a role model for people here. She was born in March 1993 and she grew up in Bogota.

When she was five, she went to a go-kart track. She started her career racing go-karts and in 2005 Tatiana won the Easykart National Championship.

After school she lived in Indianapolis, USA, so she could train with her team. After that she moved to Madrid, Spain, for a different team. Then, in 2017, she became a driver for Sauber, a Formula 1 team.

This is Tatiana Calderón. She's from Colombia.



- 7** Complete the table about your favourite famous person. Use books or the internet to help you.

What is his/her name?

Where is he/she from?

Where did he/she grow up?

When was he/she born?

What is his/her job?

Why do you like him/her?

exam tip: write clearly

Can people read your writing? In an exam, your writing has to be tidy and clear.

Write on

- 8** Read the exam tip. Write a text about your famous person for a school project. Use your answers in Ex 7 to help you.

Improve it

- 9** Find some pictures for your text. Add captions to your pictures and include them in your project.

This is Lionel Messi.

He was born in Argentina.



SWITCH ON



Skateboard star

- 1** Work in pairs. Think of three things you want to be good at. Tell your partner.
- 2** Watch the clip. Name three places where Zion skateboards.
- 3** Watch again. Are the statements true (T) or false (F)?
 - 1** Zion started skating when he was eight.
 - 2** Zion has no brothers or sisters.
 - 3** Danny was Zion's skateboarding teacher.
 - 4** Zion has won a lot of skateboarding competitions.

Project

- 4** Work in pairs. Choose an activity you both want to be better at. Discuss things you can do to improve.
- 5** Work in the same pairs. Write an action plan with five things you can do to improve. What do you want to achieve at the end? Think about these things.
 - Is there anywhere special you can go to practise your activity?
 - Do you know anyone who can help you?
 - Can you watch experts or professionals do the activity?
 - Can you change the food you eat?
 - Can exercising more help you?
 - Can you buy anything to help you?

We can watch tennis on TV.
 We can practise playing tennis in the park.
 We can buy a new tennis racket.
 We want to play tennis with Nadal.

UNIT CHECK

Wordlist

Jobs

- artist (n)
- basketball player (n)
- dentist (n)
- doctor (n)
- farmer (n)
- game developer (n)
- journalist (n)
- nurse (n)
- photographer (n)
- scientist (n)
- singer (n)
- taxi driver (n)

Irregular verbs

- be born – was born
- become – became
- build – built
- buy – bought
- can – could
- do – did
- find – found
- give – gave
- go – went
- grow up – grew up
- have – had
- know – knew

- learn – learnt
- leave – left
- make – made
- say – said
- see – saw
- sing – sang
- take – took
- think – thought
- win – won
- write – wrote

Other

- be good at + school subject/hobby (phr)
- competition (n)
- exercise (n)
- field (n)
- hold (v)
- language (n)
- robot (n)
- singing (n)
- skin (of oranges) (n)
- sport (n)

Practice

1 Use the wordlist to find:

- 1 three jobs – and name a real person who does those jobs.
- 2 three things you can do at school.

2 Write three sentences about things you didn't do yesterday.

I didn't buy a pizza at lunchtime.

- 1
- 2
- 3

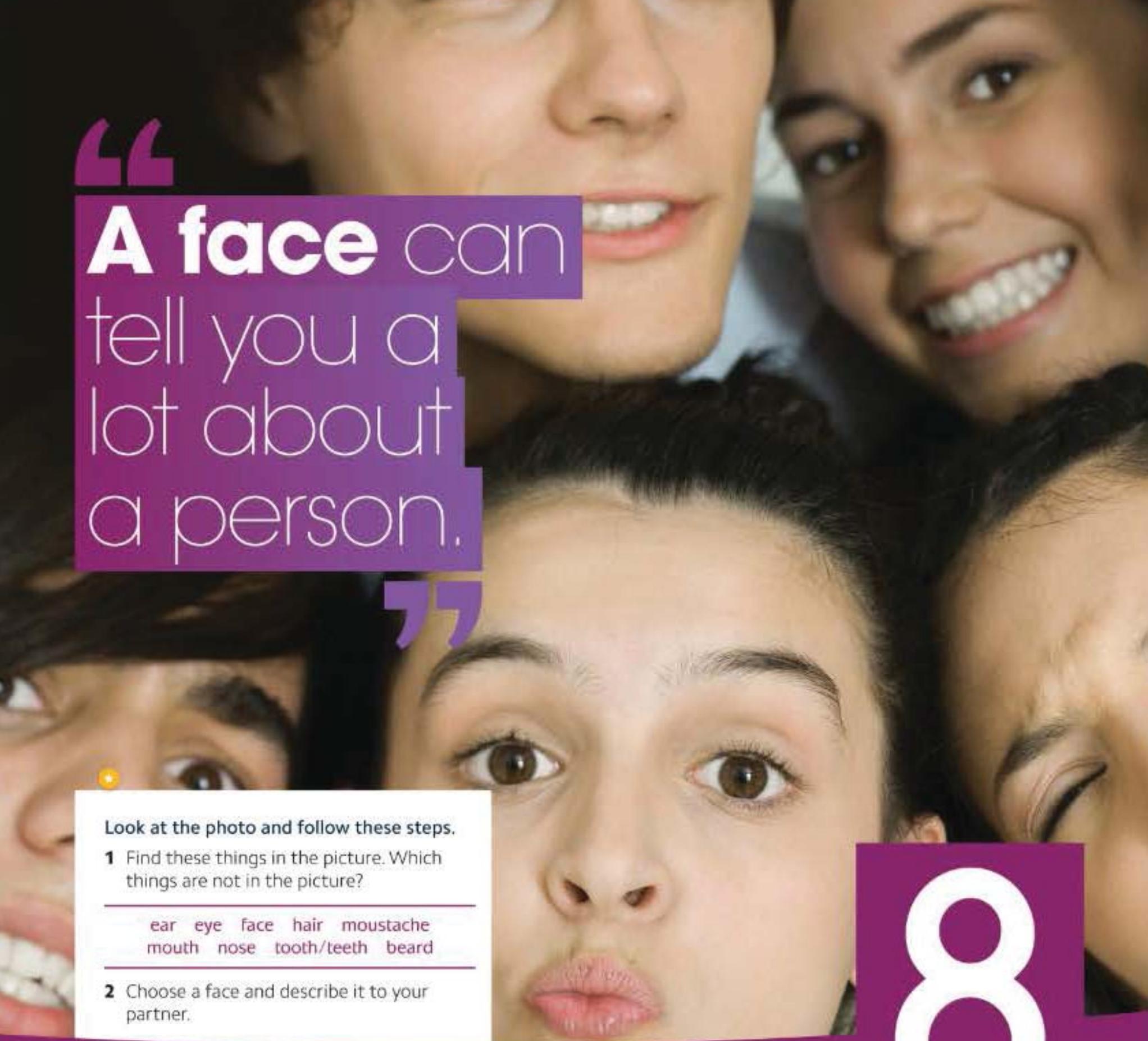
3 7.10 Listen and write the sentences you hear.

- 1
- 2
- 3
- 4

4 7.11 Listen and complete the questions. Then answer the questions.

- 1 did you learn in this unit?
.....
- 2 did you go last weekend?
.....
- 3 did you get up yesterday?
.....
- 4 were you last year?
.....





“**A face** can
tell you a
lot about
a person.”

Look at the photo and follow these steps.

1 Find these things in the picture. Which things are not in the picture?

ear eye face hair moustache
mouth nose tooth/teeth beard

2 Choose a face and describe it to your partner.

8

Top to toe

VOCABULARY 1

parts of the body

READING

topic: friends and twins –
physical appearance

skill: reading quickly

task: multiple-choice cloze

GRAMMAR

comparative adjectives

superlative adjectives

VOCABULARY 2

clothes

LISTENING

topic: people with world
records

skill: guessing an answer

task: gap fill

SPEAKING

topic: unusual world records

skill: making a guess

task: make guesses about
pictures

WRITING

topic: a visit to a pet shop

skill: writing a story based on
pictures

task: write a short story

SWITCH ON ▶

video: meet my family

project: record breakers

VOCABULARY 1

parts of the body

Power up

1 Look at the photo. What do you think these people are doing?

- A making a world record
- B doing a special dance
- C taking part in a tradition

useful language:

talking about position in photos

At the bottom ...

In the middle ...

At the top ...



2 Read the useful language. Match the descriptions (1-3) with the people in the photo (A-C).

- 1 These people from Spain are making a human pyramid called a castell (castle). It's a very old tradition. People at the bottom of the pyramid go first. They have their **feet** on the ground.
- 2 Next, people in the middle climb up another person's **back** and stand on that person's **shoulders**. They mustn't step on another person's **head** or **neck**! The people below put their **hands** on the **legs** and **knees** of the person above.
- 3 Then a child or small person climbs to the top of the pyramid. They must be careful where they put their **fingers** and **toes**! The person at the top stands with their **arms** up. The castell is finished!

3 Read the descriptions again. How many of the words in bold can you see in the photo?

4 Answer the questions.

- 1 It's between your fingers and your arm. What is it?
- 2 It's between your head and your shoulders. What is it?
- 3 You've got ten of these, but they aren't on your hands. What are they?

5 8.1 Look at the photos. What kind of hair have they got? What colour is it? Choose the correct word for each photo. Listen and check your answers.



1 dark / straight



2 long / fair



3 straight / wavy



4 fair / dark



5 red / dark



6 blonde / dark



7 curly / short



8 brown / red



9 blonde / brown



10 curly / straight

game on guess the person

Work in pairs. Choose a classmate and describe his/her hair. Can your partner guess who it is?

READING

Power up

1 What do you know about twins? Answer the questions.

- 1 Are they always born on the same day?
- 2 Are they sometimes a sister and a brother?
- 3 Do they usually look the same?

Read on

2 Read the skill tip. Look the photos. Which pair do you think are twins? Which pair are friends? Read the article quickly and check.

skill tip

Do you need to find an answer quickly? Don't read all the text. Use your finger to find the information you need (e.g. names or numbers).

3 e Read the article again. Choose the correct answer (A, B or C) for each gap.

- | | | |
|-----------|---------|-----------|
| 1 A our | B my | C your |
| 2 A got | B get | C getting |
| 3 A on | B at | C in |
| 4 A a | B an | C some |
| 5 A had | B were | C did |
| 6 A their | B there | C they're |

Sum up

4 Close your books. Say two things about the twins in the article and two things about the friends.

Speak up

5 Work in pairs. Take turns to describe the people in your family.

DOUBLE

My name's Aaron and I've got a question for you. Do you look like '.....' friends? Scientists say that we often choose friends who look like us. When people meet me and my friend Miguel for the first time, they often ask, 'Are you brothers?' And people sometimes think we're twins!

Of course, when you know us, there are lots of differences. For example, Miguel is two centimetres taller than me and our faces aren't really the same. My eyes are lighter blue and Miguel's teeth are nicer than mine. Oh, and I've '.....' bigger feet than him! I'm worse at maths than Miguel, but I'm better at sport. We sometimes swap names and seats '.....' the classroom. It's fun because our teachers never know!



TROUBLE

Twins aren't always the same, of course. Some girls from our town are '.....' interesting example. When people meet Lucy and Maria Aylmer for the first time, they never ask, 'Are you sisters?' And people never think they're twins!

Maria and Lucy '.....' born on the same day, to the same parents, but they look very different. Maria's hair is darker and curlier than Lucy's. Lucy's skin is lighter too, as she takes after her dad, not her mum. Even '.....' personalities are different. Is this a problem for the girls? Not really, because their friends and teachers always know who is who!



Most twins are not identical (= not exactly the same). About thirty percent are identical.

GRAMMAR

1 Read the grammar box below. Write the comparative form of these adjectives.

- | | |
|------------------|---------------|
| 1 sad | 4 happy |
| 2 straight | 5 long |
| 3 hot | 6 easy |

explore **grammar** p130

comparative adjectives

We use adjective + *-er* (+ *than* + noun) to compare two people, groups or things.

Maria's hair is **darker** and **curlier** than Lucy's.

If an adjective ends with a vowel (*a, e, i, o, u*) + a consonant (*b, c, d, etc.*), we double the last letter.

big – bigger

If an adjective ends with a consonant + *-y*, we change *-y* to *-i* and then add *-er*.

curly – curlier

Note: *Good* and *bad* are irregular adjectives.

good – better bad – worse

2 8.3 Complete the sentences with the comparative form of the adjectives in brackets. Watch or listen and check your answers.

- 1 I am (short) than my sisters.
- 2 I have a (young) brother but he's (tall) than me.
- 3 I'm still (heavy) than him.
- 4 I have one (old) brother.

3 8.4 Pronunciation: comparative adjectives. Listen and repeat.

- 1 I'm older than my brother.
- 2 Today's homework's easier than yesterday's.
- 3 My eyes are bigger than my sister's.

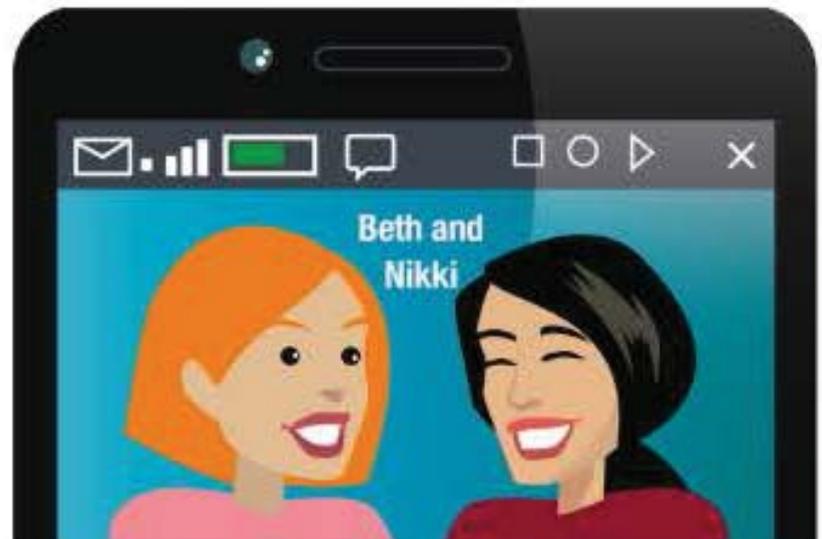
4 Complete the sentences with the comparative form of the adjectives in brackets.

- 1 I think my dancing is (good) than my mum's.
- 2 My cousin's garden is (pretty) than our garden.
- 3 Valeria's hair is shorter than mine. It's also a little (fair).
- 4 People say that my sister is (happy) than me.
- 5 My brother is (bad) at maths than me.

5 Robert is comparing people in his family. Look at the pictures and write six sentences with these adjectives.

curly dark long old short tall young

I'm taller than my dad.



Speak up

6 Work in pairs. Take turns to compare two of your friends or two people in your family.

Anna is older than Eve.

VOCABULARY 2

clothes

1 **8.5** Match these words with the clothes in the picture (A-N). Listen and check your answers.

boots cap dress hoodie jeans
sandals shirt shorts skirt socks
sunglasses tights trainers T-shirt

2 **e** Read the sentences and write the words from Ex 1.

- 1 People often wear these shoes when they play a sport.
- 2 You wear these over your eyes on a sunny day.
- 3 Boys and girls like to wear these. They're often blue.
- 4 You wear this on your head.
- 5 In hot weather these shoes are nice and cool.
- 6 This top has something you can put on your head.
- 7 You wear these on your legs in winter.
- 8 You put these on your feet in winter when it's snowing.
- 9 You wear these on your legs in summer when it's very hot.
- 10 You wear this on your legs. It's long or short.

3 **8.6** Look at the picture and listen. Who are they talking about?

explore language

We use *some* or *a pair of* before clothes that end in -s:
I've got **some** jeans/shorts/shoes.

or:

I've got **a pair of** jeans/shorts/shoes.

4 Read the language box. Make sentences comparing the clothes in the picture. Use these words and your own opinions.

better bigger brighter cooler longer
nicer shorter smaller

I think Jack's shirt is cooler than Sam's hoodie.

Speak up

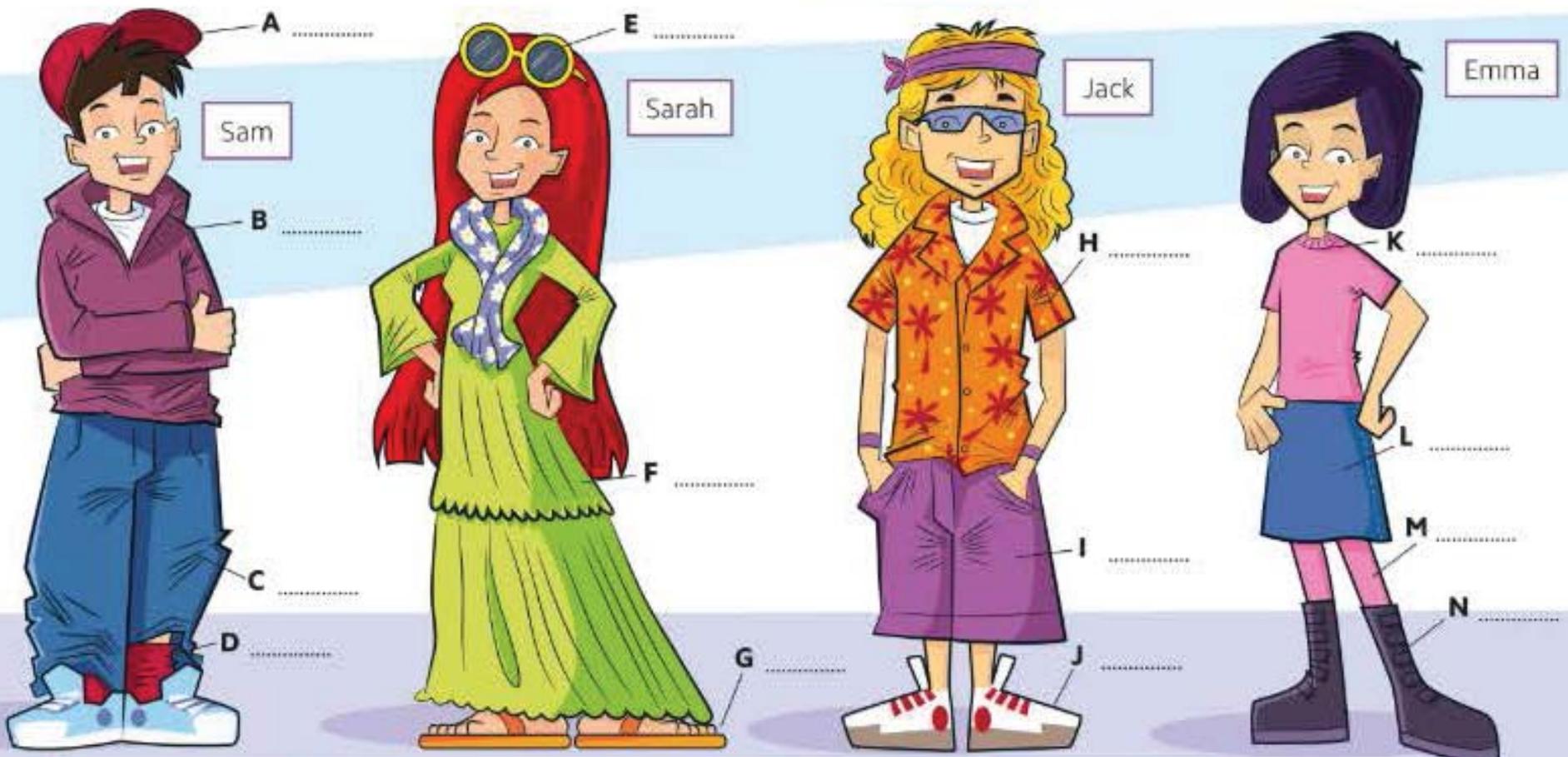
5 Work in pairs. Choose two things you are wearing. Describe them and say which is *nicer/bigger/brighter*.

game on guess who

Work in pairs. Describe one of the people in the picture. Don't say who it is. Your partner has to guess.

He's/She's wearing ...

Is it Sarah?



Levi Strauss made the first jeans in the 1860s. They were stronger than normal trousers.

LISTENING

Power up

1 Usain Bolt is the world's fastest man. What other things can people get a world record for?

2 These people also have world records. What do you think their records are for?



Listen up

3 8.7 Listen and match the names (1–5) with the records (A–E).

- | | |
|--------------------------|-----------------------|
| 1 Marcel Fernandes Fihlo | A long hair |
| 2 Bronwyn Taylor | B fast texting |
| 3 Aldrin Garcia | C visiting both poles |
| 4 Abril Lorenzatti | D strong teen |
| 5 Jonathan Silverman | E skateboard jumps |

exam tip: think first

Read each question and try to guess the answer. This helps you to think about the information you are listening for.



4 8.8 Read the exam tip. Then read the notes and guess the answers. Listen again and complete the notes.

Young record breakers!

- Marcel Fernandes Fihlo comes from this country:
- Bronwyn Taylor's age when she was the strongest British teenager:
- 114 centimetres: the record for the highest skateboard on a flat surface
- The reason Abril Lorenzatti started growing her hair: a bad
- Jonathan Silverman's age when he visited the North and South Poles:

explore grammar

↪ p130

superlative adjectives

We use superlative adjectives to compare people or things and to say that one is at the top or bottom of that group. We usually use *the* before a superlative adjective.

Abril Lorenzatti has got **the longest** hair.

Look at the spelling:

tall – taller – **the tallest** nice – nicer – **the nicest**
 easy – easier – **the easiest** big – bigger – **the biggest**

Good and bad are irregular adjectives.

good – better – **the best** bad – worse – **the worst**

We don't say *the biggest number of ...*; we say *the most ...*

5 Read the grammar box. Complete the questions with the superlative form of the adjectives in brackets.

- Who are your (good) friends?
- Who is (young) person in your family?
- Which is (easy) subject for you?
- Which is (bad) subject for you?
- Who has got (long) hair in your family?

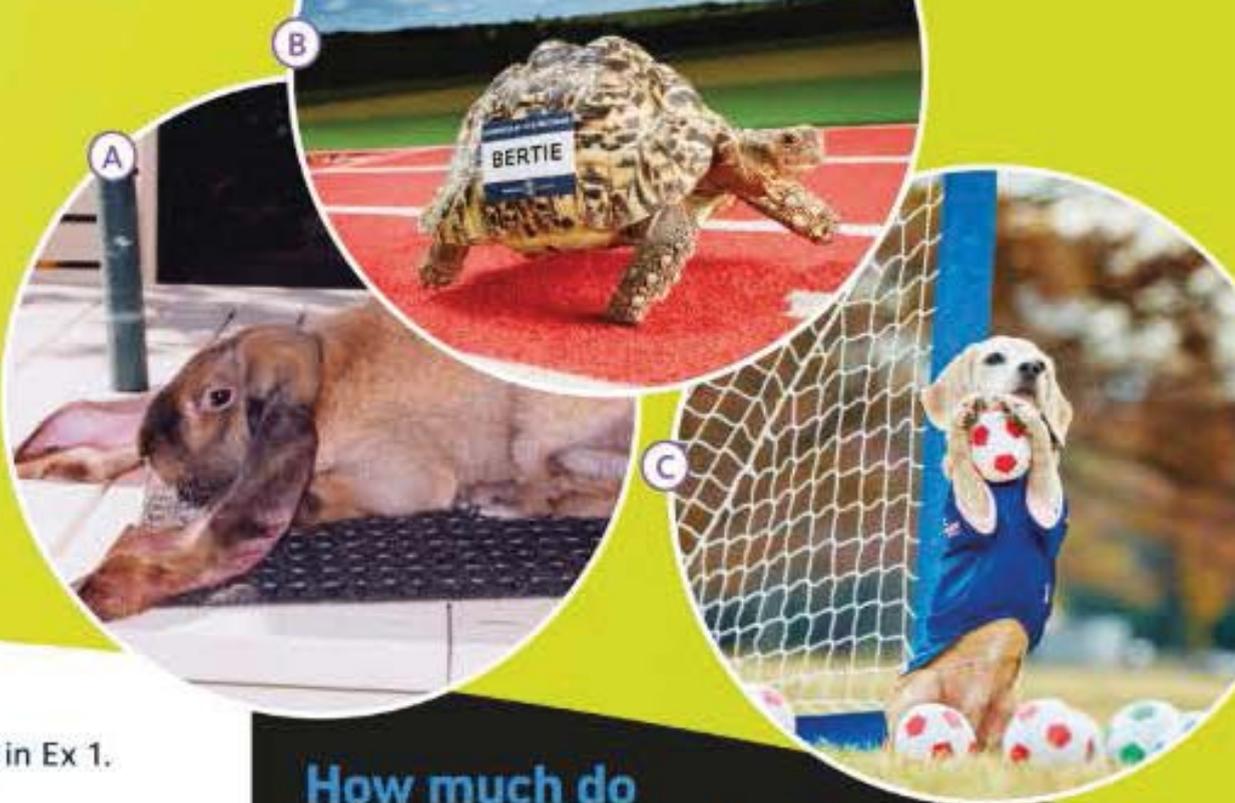
6 Work in pairs and ask and answer the questions. Tell the class about your partner.

SPEAKING

Power up

- 1** Look at the photos. All of these animals have world records. Match these superlatives with the animals (A–C).

the best the biggest the fastest



Speak up

- 2 e** Read the questions about the animals in Ex 1. Choose the correct answer (A, B or C).

1 What record do you think this rabbit has?

- A** Has it?
- B** I guess it's got the biggest ears.
- C** Yes, I think it has.

2 What about this tortoise? I guess it's the fastest.

- A** Or perhaps it's the slowest.
- B** I guess, too.
- C** Is it?

3 Do you think this is the best dog goalkeeper in the world?

- A** Yes, I know. **B** Yes, I think. **C** Maybe.

- 3** **8.9** Listen and check your answers to Ex 1 and 2.

exam tip: guessing

There are no 'right' or 'wrong' answers in the speaking exam. You can make a sensible guess.

- 4** Read the exam tip. Look at the photos (D–F) and guess the world records. Use phrases from the useful language. Use the clues to help you.

What's the world record in photo D?

I guess it's...

useful language: making a guess

Is it ...? Perhaps it's ... Maybe it's ... I guess it's ...

- 5** **8.10** Listen and check your answers.

- 6 e** Which of the pictures A–F is different? Why?

- 7** What world record would you like to break? Why? Find someone who agrees with you.

How much do YOU know about world records?



Clues

- the tallest
- the biggest
- the smallest



WRITING

Power up

- 1 Do you know the names of any famous writers? Who is the best writer for young people?
- 2 Read the story and answer the questions.
 - 1 Who is the writer?
 - 2 Who is the main character?
 - 3 Where does the story happen?
 - 4 What is it about?

- 3 Find phrases with *look* in the story and complete the sentences.
 - 1 The dog like Rose.
 - 2 Rose at a cat.
 - 3 The cat happy.

- 4 Match the meanings of *look* (A–C) with the sentences in Ex 3 (1–3).

- A see something
- B have a similar appearance
- C show an emotion

explore language

speech marks

When a person in a story speaks, use speech marks before and after their words.
 'It's the best pet!' says Rose.

- 5 Read the language box. Nina uses speech marks in her story. Add speech marks to these sentences. Use the language box to help you.

- 1 I like cats, says Daniel.
- 2 Mum says, Do you want a pet?
- 3 That's a great idea! says Dad.
- 4 Sam's the tallest boy in the class, says the teacher.
- 5 The man says, The parrots cost twenty pounds.
- 6 You're our favourite cousin, say the boys.

The pet shop

by Nina Carmen



Rose is at the pet shop with her mum and dad. She wants a new pet. The white mouse is nice, but it's small.



Rose looks at a cat. It's bigger than the mouse. It's got longer hair. The cat looks happy.



A dog sees Rose. It's the biggest animal in the shop. It's got the longest hair. The dog looks like Rose. 'It's the best pet!' says Rose.

Plan on

6 Work in pairs. Look at the picture story. What is happening in each picture? Answer the questions.

- 1 Picture 1: Who is the young woman in the story? What's the name of her dog?
- 2 Picture 2: What does Lulu do?
- 3 Picture 3: How do the people feel?

Is Lulu the **worst dog**?



Write on

7 **e** Write a story about the pictures in Ex 6. Write 25 words or more. Use the exam tip to help you.

exam tip: picture order

Write about all the pictures, in the correct order.

Improve it

8 Work in pairs and swap stories. Did your partner write about all the pictures? Did your partner use 'look' in their story? Check these things.

- ideas
- speech marks
- spelling
- number of words



SWITCH ON

Meet my family

- 1 Work in pairs. Describe someone in your family. Your partner guesses who it is.
She has long blonde hair and brown eyes. She is quite tall and slim. She is older than me.
- 2 Watch the clip. What is special about the Van Nes family and their home?
- 3 Watch again and answer the questions.
 - 1 Are the Van Nes family the tallest in Britain?
 - 2 How many children are there in the Van Nes family?
 - 3 How tall is the tallest person in the family?
 - 4 Name three things the Van Nes family bought from the shop.

Project

- 4 What world records do you know? Research a world record that interests you. Find out as much information as possible. Think about these questions.
 - 1 What is the record?
 - 2 Who has the record?
 - 3 When/Where was the record set?
- 5 Work in groups to prepare a poster for each world record. Create one more world record that does not exist and present your posters to the class. The class must guess the fake world record.

UNIT CHECK

Wordlist

Parts of the body

- arm (n)
- back (n)
- foot/feet (n)
- finger (n)
- hand (n)
- head (n)
- knee (n)
- leg (n)
- neck (n)
- shoulder (n)
- toe (n)

The face

-  beard (n)
-  ear (n)

-  eye (n)
-  hair (n)
-  moustache (n)
-  mouth (n)
-  nose (n)
-  tooth/teeth (n)

Hair

- blonde (adj)
- brown (adj)
- curly (adj)
- dark (adj)
- fair (adj)
- long (adj)

- red (adj)
- short (adj)
- straight (adj)
- wavy (adj)

Clothes

- boots (n)
- cap (n)
- hoodie (n)
- jeans (n)
- sandals (n)
- shirt (n)
- shorts (n)
- skirt (n)
- sunglasses (n)
- tights (n)
- trainers (n)

Other

- hold your breath (phr)
- identical (adj)
- personality (n)
- skin (n)
- swap (v)
- toenail (n)
- trick (n)
- twin (n)
- world record (n)
- worm (n)

Practice

1 Use the wordlist to find:

- 1 seven parts of the body that are small.
- 2 four parts the body that are big.
- 3 three things you are NOT wearing now.

2 Write three true sentences about your hair and clothes.

My hair isn't long or short.

- 1
- 2
- 3

3 8.11 Listen and complete the sentences.

- 1 My teacher is than me.
- 2 My boots are than my trainers.
- 3 This T-shirt is the colour.
- 4 Our class is the class in the school.

4 8.12 Listen and complete the questions. Then answer the questions.

- 1 Who is the person in your family?
.....
- 2 What is the lesson for you?
.....
- 3 Who has got the hair in your class?
.....
- 4 What's the programme on TV at the moment?
.....

“

Let's go
to the
beach!

”

Look at the photo and answer the questions.

- 1 What is the boy doing?
- 2 Do you do any of these activities? How often?

cycling football dancing
basketball volleyball kung fu

- 3 What are your favourite sports?

9

School's out

VOCABULARY 1

sports and activities

READING

topic: different sports to try
skill: transferring information
task: matching

GRAMMAR

be going to
like/love + -ing; want to + infinitive

VOCABULARY 2

health problems

LISTENING

topic: future dreams
skill: checking answers
task: multiple choice (short texts)

SPEAKING

topic: talking about plans
skill: interacting with a partner
task: plan an activity weekend

WRITING

topic: holiday activities
skill: setting out a clear message
task: write a postcard

SWITCH ON

video: survival fun
project: survival school

VOCABULARY 1

Power up

- 1 Work in pairs. Are any of these sentences true for you?
- 1 I like watching sport on TV or at matches.
 - 2 I don't like team sports.
 - 3 I don't like sport competitions.
 - 4 I like trying different sports – things we don't do at school.

sport and activities

- 2 9.1 Look at the photos. Listen and guess the activity, A, B or C.
- | | | |
|-------------------|--------------------|-------------------|
| 1 A swimming | B beach volleyball | C sailing |
| 2 A rock climbing | B dancing | C mountain biking |
| 3 A yoga | B skateboarding | C cycling |
| 4 A football | B basketball | C rollerblading |
- 3 e Work in pairs. Look at 1–4 in Ex 2. Which activity (A, B or C) is the odd one out in each group? Why?

explore language

play, go and do

We can use *play*, *go* or *do* with sports and activities.

play before ball sports and competitive sports.
 play football play basketball play tennis

go + -ing before activities ending in *-ing*.
 go swimming go skiing go rock climbing

do before non-ball sports or free-time activities.
 do exercise do yoga do art

Note: We say: *go camping*, *go shopping*.

- 4 Read the language box and complete the text with the correct form of *play*, *go* or *do*.

My friends and family do lots of different sports. My sister Alice ¹..... surfing at the beach. I ²..... beach volleyball for a local team. My dad ³..... yoga. My mum ⁴..... tennis at a tennis club. Every weekend, my cousin Nick ⁵..... rollerblading in the park. And in winter we sometimes ⁶..... skiing in the mountains. What about you?

- 5 9.2 Listen and check your answers.
- 6 Work in pairs. Look at the photos. Tell your partner what activities you do at the weekend.



skateboarding



football



swimming



cycling



dancing



rock climbing



beach volleyball



rollerblading



sailing



yoga



mountain biking



basketball

READING

Power up

1 What do you usually do in the summer?

go to a beach play sports see friends stay with relatives

2 Look at the text. Where do you think it's from?

an advert a social media site a TV guide

exam tip: question order

The information in the texts may be in a different order from the questions.

3 e Read the exam tip. Then read the text. Choose the correct answer.

Which person:

	Milla	Charlie	Max
1 is going to go to a theme park?	A	B	C
2 is going to buy something soon?	A	B	C
3 likes sports that are different?	A	B	C
4 isn't good at popular team sports?	A	B	C
5 is going to do a water sport?	A	B	C
6 is going to stay with relatives?	A	B	C
7 is going on holiday with a lot of people the same age?	A	B	C

Sum up

4 What are Milla, Charlie and Max going to do this summer?

Speak up

5 Work in pairs. Whose plans do you like best? Why?

I like Charlie's plans because ...

Try something different!

Are you looking forward to your summer holidays? What are you going to do?

I'm not very good at ball sports like football and basketball, so I'm going to try hobby horsing. 'What's that?' you ask. Well, it's a new sport and it's very popular here in Finland. First, you buy a hobby horse. It looks like a toy! Then you ride your horse. You run and jump over small walls and fences. It's good exercise and it's great fun and you don't need a helmet!



Milla

6 I'm going to buy my hobby horse tomorrow. Then I'm going to practise at home. My friends are going to teach me. We're going to take part in competitions, too!



Charlie

6 Hobby horsing looks great! My sister and I are going to go to a summer camp next week. We're going to play beach volleyball every day. We're going to go surfing, too. They have lots of surfboards at camp. I can't wait! We like unusual sports and competitions, too. We skip in competitions! Try it! You only need a skipping rope and two or three friends!



Max

6 I'm not going to try skipping or hobby horsing! We're going to visit my grandparents. They're going to take us to a big theme park. We aren't going to do any new sports, but we like tennis, skateboarding, rollerblading and cycling. We have rackets, bikes, rollerblades and skateboards at our grandparents' house.



GRAMMAR

1 Read the grammar box. Complete the conversation with these words.

are going not to

A: I'm going ¹ go to Italy this summer.

B: ² you going to fly there?

A: No, I'm ³ I'm ⁴ to travel by train.

explore grammar

→ p132

be going to

We use *be + going to + verb* to talk about plans for the future.

+ We're **going to visit** my grandparents.
They're **going to take** us to a big theme park.

- We **aren't going to do** any new sports.

? **Are you going to try** hobby horsing?

Yes, I am. / No, I'm not.

2 Work in pairs. Practise the conversation in Ex 1. Make the conversation true for you.

3 9.4 Complete the sentences with *going to* and the verbs in brackets. Watch or listen and check your answers.

1 This year, I'm (go) Marbella in Spain.

2 I'm (bring) my sunglasses and my sunhat.

3 In New York, we are (do) lots of sightseeing.

4 Me and my family are (visit) the Universal Studios.

4 9.5 Watch or listen again. Choose the things you hear.

America beach grandparents swimming water skiing

5 What activities are Tara and her brother Fraser going to do at summer camp? Look at the table and complete the paragraph.

6 Work in pairs. Ask and answer questions about Tara and Fraser.

Is Fraser going to play baseball?

No, he isn't.

7 Work in pairs. Ask and answer questions about your plans for the summer. Make notes about your partner.

1 visit / your grandparents?

5 sleep / a lot?

2 play / a lot of sport?

6 meet / your friends?

3 go / swimming?

7 watch / a lot of TV?

4 read / some books?

8 have / fun?

Are you going to visit your grandparents?

Yes, I am.

8 Tell the class about your partner.
Ella isn't going to play a lot of sport, but she's going to go swimming.

Speak up

9 Work in pairs. Talk about your other plans for the summer.

My sister and I are going to go rollerblading.

I'm going to go to the beach.

SUMMER CAMP

Let us know which activities you're going to do this summer.



	Tara	Fraser
surfing	X	✓
swimming	X	✓
baseball	✓	X
rock climbing	✓	X
dancing	✓	✓
cycling	✓	✓

Tara isn't going to go surfing or swimming. She's going to play baseball. She's ¹ , too. Fraser isn't ² or ³ He's ⁴ and ⁵ Both Tara and Fraser are ⁶ and ⁷

VOCABULARY 2



Health problems

1 Match the sentences (1-8) with the people in the picture (A-H).

- 1 I've got **sunburn**.
- 2 I've got **toothache**.
- 3 I've got **stomachache**.
- 4 I've got a **headache**.
- 5 I've got a **sore throat**.
- 6 I've got a **temperature**.
- 7 I've got a **cold**.
- 8 I've got a **cough**.

3 Complete the nurse's notes with health problems.

Today was a very busy day at camp. George and Vicky have got ¹..... because they were out in the hot sun all day. I gave them some sun cream. They must use it tomorrow.

Carl has got ²..... because he ate a lot of green apples. He isn't having any dinner. I'm going to see him again tomorrow.

Rachel has got ³..... The dentist is going to look at her teeth in the morning.



explore language

have got

We use *have got* for illnesses.
 I've got a headache/toothache.
 She's got a cold.

2 9.6 Read the language box. Listen and complete the sentences with each person's problem.

- 1 Ricky
- 2 Nadia
- 3 Lidia
- 4 Louisa
- 5 David

4 Work in pairs. You don't feel well. Tell your partner about your health problem. Ask and answer.

- A: Are you OK?
- B: Yes, I'm fine. What about you? Are you OK?
- A: No I'm not.
- B: What's the matter? Have you got a temperature?
- A: Yes, I have. / No, I haven't.

game on word bingo

Write four health problems. Listen to your teacher. Cross out your words when the teacher says them. The first person to cross out four words shouts 'Bingo!'

LISTENING

I love Joel Parra from Spain. He plays basketball.



Power up

- 1 Who is your favourite sports person? What sport do they play or do?

Listen up

- 2 9.7 Matt, Kate, Beth and Dean are talking about sports they like. Listen and write two sports for each person.

Matt: Beth:
 Kate: Dean:

explore grammar → p132

like/love + -ing

We use *like/love + -ing* for things we enjoy.

- I **love** travelling.
- I **don't like** getting up early.
- Do you **like** playing sports?

want to + infinitive

We use *want to + infinitive* for things we want for the future.

- I **want to help** people.
- I **don't want to be** a dancer.
- Do you **want to work** in China one day?

exam tip: listen carefully

Listen carefully before you answer. You may hear two similar pieces of information!

- 3 9.8 Read the exam tip. Some people are talking about the future. Listen and choose the correct answer (A, B or C).

- | | |
|---|--|
| <p>1 You hear a boy telling an interviewer about his plans for the future. What does he want to do?</p> <ul style="list-style-type: none"> A have a gym B learn to dance C live in a different village | <p>4 You hear a teacher asking a student about his lessons. What does the student say about China?</p> <ul style="list-style-type: none"> A He wants to travel by bike in China. B He wants to study in China. C He wants to work in China. |
| <p>2 You hear two friends talking about jobs. What does the girl want to be?</p> <ul style="list-style-type: none"> A a dancer B a doctor C an ambulance driver | |
| <p>3 You hear two friends talking about the future. What is the girl's dream?</p> <ul style="list-style-type: none"> A to swim every day B to be a famous swimmer C to teach swimming | |



- 4 9.9 Read the grammar box. Complete the conversation with the correct form of the verbs in brackets. Listen and check your answers.

Seb: What job do you want ¹..... (do)?
 Olivia: I'm not sure, really.
 Seb: Well, you're a good basketball player. Do you want ²..... (be) a sportsperson?
 Olivia: I like ³..... (play) basketball, but I don't really want ⁴..... (play) it all the time! I want ⁵..... (work) with sportspeople, maybe as a coach. What about you?
 Seb: Well, I want ⁶..... (be) a sports reporter. It's perfect because I love ⁷..... (talk) about football and tennis matches!
 Olivia: Do you like ⁸..... (play) sports?
 Seb: Yes, I do. But I love ⁹..... (watch) them more!

- 5 Work in pairs. Ask and answer the highlighted questions in Ex 4.
 6 Write three sentences about what you want to do in the future. Work in pairs and tell your partner.

I want to ...

SPEAKING

Power up

- 1 Look at the holiday adverts. Which activities on the adverts do you like best?

Speak up

- 2  9.10 Listen to two friends talking about the adverts. Do they choose a holiday from the adverts? Why/Why not?



Lakes and rivers
HOLIDAY EXPERIENCE!

- kayaking
- wakeboarding
- sailing
- swimming and diving

Do you want an exciting summer?
Then a lakes and rivers holiday is for you!

[More information](#)
[Register here](#)

skill tip

Are you working with a partner? Look at him/her when you're speaking.

- 3 Work in pairs. Read the skill tip. Choose your favourite holiday and plan a weekend of activities. Use the useful language to help you.

Weekend plan

Saturday morning

Saturday afternoon

Sunday morning

Sunday afternoon

useful language: working together

What are we going to do in the afternoon?
What about swimming?
Let's go swimming!
How about swimming?

Speaking extra

- 4 Talk to other students. Did they plan the same activities as you in Ex 3? Suggest the activities you planned and find out.

Let's go diving in the morning!

Mmm. I'm not sure. What about...?



Mountain camp HOLIDAYS

Do you like outdoor adventures?
Then come camping in the mountains
this summer.

There are lots of fun things to do:

- photography • rock climbing • nature walks
- having dinner round a camp fire

Call 9806789 or visit our website
for more information.

Bring your own sleeping bag.



WRITING

Power up

1 Where in the world would you like to go on holiday?

- a beach in Australia
- a rainforest in Brazil
- Disneyland in Paris
- somewhere different

2 Read Jack's postcard and answer the questions.

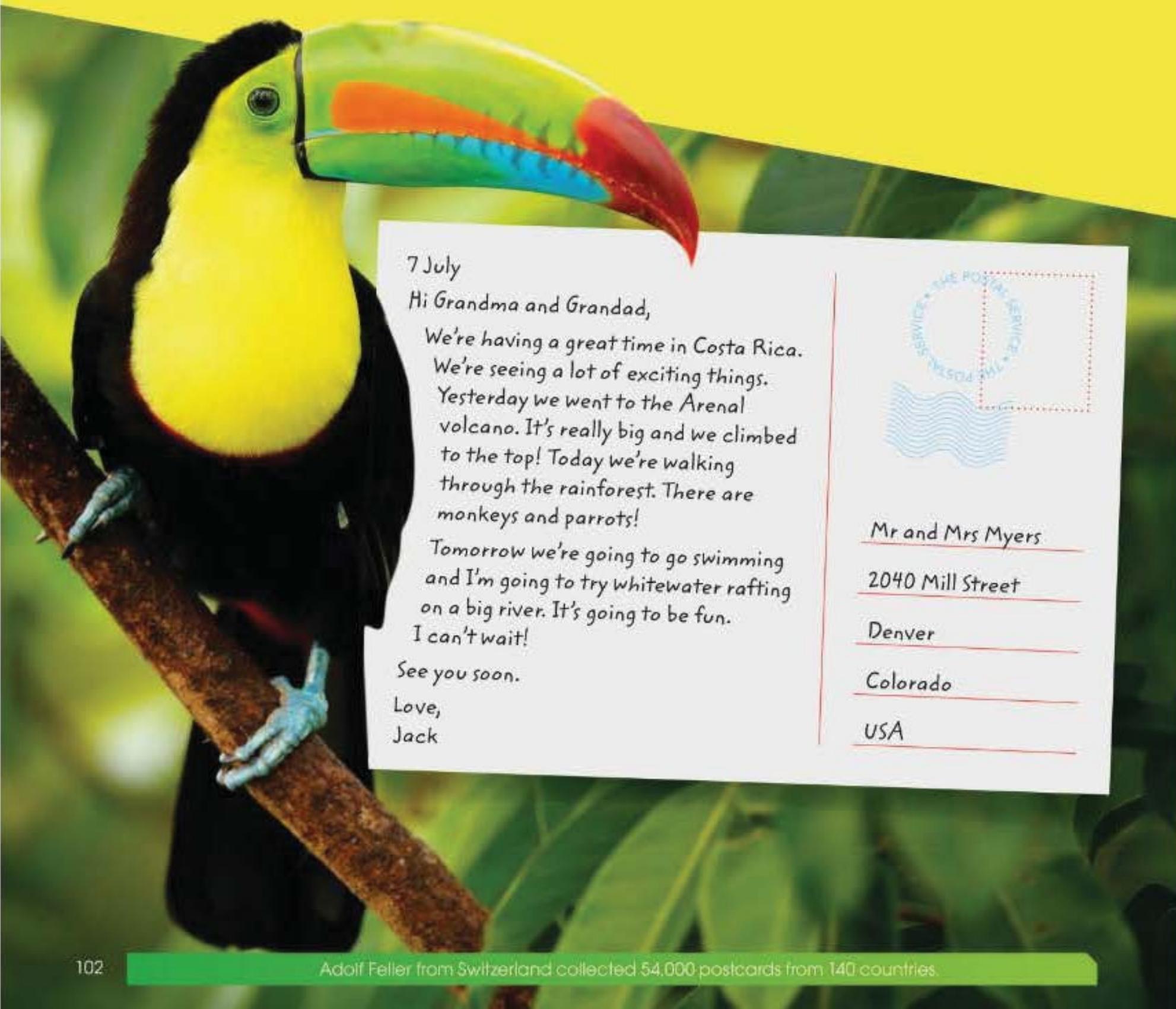
- 1 Who is the postcard to?
- 2 Where do Jack's grandparents live?
- 3 How does Jack say 'hello' and 'goodbye'?
- 4 Where is Jack?

3 Find these things in Jack's postcard.

- 1 Jack's grandparents' address
- 2 the date
- 3 Jack's name
- 4 Jack's grandparents' name

4 Find examples of these things in Jack's postcard.

- 1 Jack says what he's doing in general.
- 2 Jack says what he did yesterday.
- 3 Jack says what he's doing today.
- 4 Jack says what he's going to do tomorrow.



7 July

Hi Grandma and Grandad,

We're having a great time in Costa Rica. We're seeing a lot of exciting things. Yesterday we went to the Arenal volcano. It's really big and we climbed to the top! Today we're walking through the rainforest. There are monkeys and parrots!

Tomorrow we're going to go swimming and I'm going to try whitewater rafting on a big river. It's going to be fun. I can't wait!

See you soon.

Love,
Jack



Mr and Mrs Myers

2040 Mill Street

Denver

Colorado

USA

Plan on

- 5 Work in pairs. You're away on a summer holiday. Where are you? What are you doing?
- 6 You want to write a postcard to your friend. Make notes in the table. Use your ideas from Ex 5.

where I am

what I did
yesterday

what I'm
doing today

what I'm
going to do
tomorrow

Write on

skill tip

Postcards need the name and address of who you are sending it to. Remember to put the greetings, names and address in the correct place.

- 7 Read the skill tip. Find a picture and make a postcard. Write 25 words or more. Use the useful language to help you. In your postcard:
 - say what you did yesterday.
 - say what you're doing today.
 - say what you're going to do tomorrow.

useful language: writing a postcard

Hi ...
I'm having a great time in ...
Yesterday we went to ...
Today we're ...
Tomorrow we're going to go to ...
See you soon.
Love,

Improve it

- 8 Remember, postcards are informal and friendly. Did you use short forms? Did you use apostrophes (*I'm*, *we're*, etc.)? Read your postcard again and check.



SWITCH ON

Survival fun

- 1 Work in pairs. Name three team activities. What team activities do you enjoy? Why?
- 2  Watch the clip. What is the bad news at the start?
- 3  Watch again and answer the questions.
 - 1 What are the challenges they do?
 - 2 How many girls do the challenges?
 - 3 What is the problem with the boys' raft?
 - 4 Who wins the first challenge?
- 4 Would you enjoy taking part in a survival school like this? Why/Why not?

Project

- 5 You are organising a survival school. Plan two challenges for your students. Think about these things.
 - the names of the challenges
 - the rules
 - safety
 - teamwork
 - the environment
- 6 Create a poster or video advertisement for your survival school. Present your ideas to the class.

UNIT CHECK

Wordlist

Sport and activities

- baseball (n)
- beach volleyball (n)
- camping (n)
- cycling (n)
- dancing (n)
- mountain biking (n)
- rock climbing (n)
- rollerblading (n)
- sailing (n)
- skateboarding
- skiing (n)
- surfing (n)
- tennis (n)
- whitewater rafting (n)
- yoga (n)

Health problems

- cold (n)
- cough (n)
- headache (n)
- sore throat (n)
- stomachache (n)
- sunburn (n)
- temperature (n)
- toothache (n)

Other

- ambulance (n)
- camp (v)
- do exercise/yoga/etc (phr)
- fence (n)
- go swimming/skiing (phr)
- helmet (n)
- holiday (n)
- How are you? (phr)
- I've got a cold/cough/etc. (phr)
- play basketball/tennis/etc. (phr)
- practice (n)
- racket (n)
- skipping (n)
- skipping rope (n)
- surfboard (n)
- What's the matter? (phr)

Practice

1 Use the wordlist to find:

- 1 health problems people have in winter.
- 2 a sport you sometimes play/do with your friends.
- 3 objects people use to do a sport.

2 Write three true sentences about sports you like/don't like.

I don't like sailing. I usually feel sick in a boat.

- 1
- 2
- 3

3 9.11 Listen and write the sentences you hear.

- 1
- 2
- 3
- 4

4 9.12 Listen and complete the questions. Then answer the questions.

- 1 Who is your next lesson?
.....
- 2 When are you your English homework?
.....
- 3 What are you on TV this evening?
.....
- 4 Where are you this weekend?
.....



REVIEW: UNITS 7-9

1 Choose the odd one out.

- 1 sore throat shoulders stomachache sunburn
- 2 long fair shorts dark
- 3 gave left said take
- 4 farmer dentist singer baseball
- 5 skirt wavy T-shirt sandals
- 6 cycling temperature cold cough

2 Choose the correct answer, A, B or C.

- 1 Freya's hair is and straight.
A long B tights C cough
- 2 It was a very hot day yesterday and now I have!
A a cold B sunburn C toothache
- 3 These are too big for my feet.
A jeans B shorts C boots
- 4 My hair isn't long; it comes down to my
A shoulders B knees C toes
- 5 My sister's favourite sport is
A sweatshirt B rollerblading C trainers
- 6 Ed wants to see the because he's got a cold.
A nurse B scientist C artist

3 Write these words in the correct group.

beach volleyball build give learn
mountain biking photography rock climbing sailing
see skateboarding skiing tennis think
understand walk write

things we do (verbs)

sports and activities

4  R3.1 Listen and complete the text with one word in each gap.

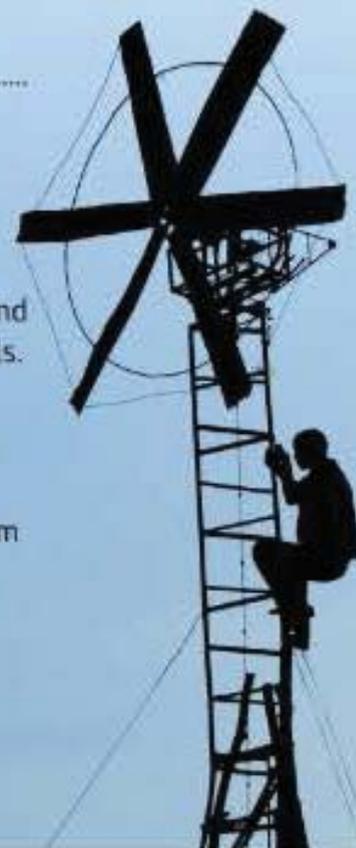
Windmill Boy



When William Kamkwamba was a boy, there wasn't any electricity in his village in Malawi, Africa. William ¹ school when he was fourteen because his family didn't have much money. He got a job, but he ² to the library every evening.

One day, William ³ an interesting book about science. When he opened it, he ⁴ pictures of windmills. They move in the wind and they can make electricity. He read the book and ⁵ about windmills.

This ⁶ William an idea. He wanted to make a windmill. 'You're crazy,' his friends ⁷ William used an old bike and some wood. He ⁸ a windmill and it worked. The village had electricity. His friends and family were very happy!



5 **e** Read the sentences and write the words.

You can't see your own neck or this part of your body. **back**

- 1 This person uses paint to make pictures.
.....
- 2 You have this when your body is very hot and ill.
.....
- 3 You do this when you're trying to have an idea.
.....
- 4 People wear these on a sunny day.
- 5 This person can help people when they have health problems.

1 Choose the correct words to complete the sentences.

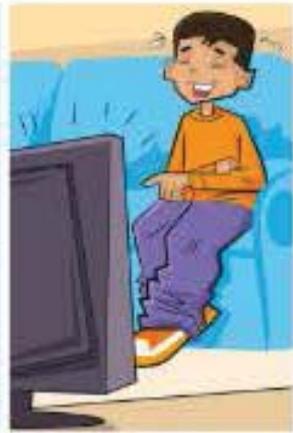
- 1 Elephants are **big / bigger / biggest** than kangaroos.
- 2 Pizza is the **easy / easier / easiest** food to make.
- 3 I think this T-shirt is **nice / nicer / nicest**, but I don't like that hoodie.
- 4 Cats are **good / better / best** pets than horses.

2  R3.2 Listen and match four of these names with four of the pictures.

Anjit Chris Dora Holly Laura Oliver



1



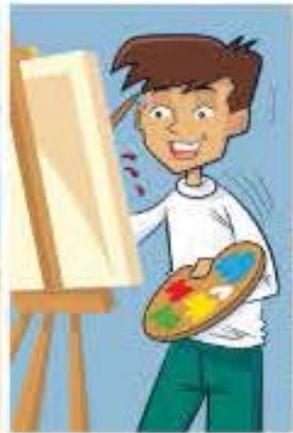
2



3



4



5



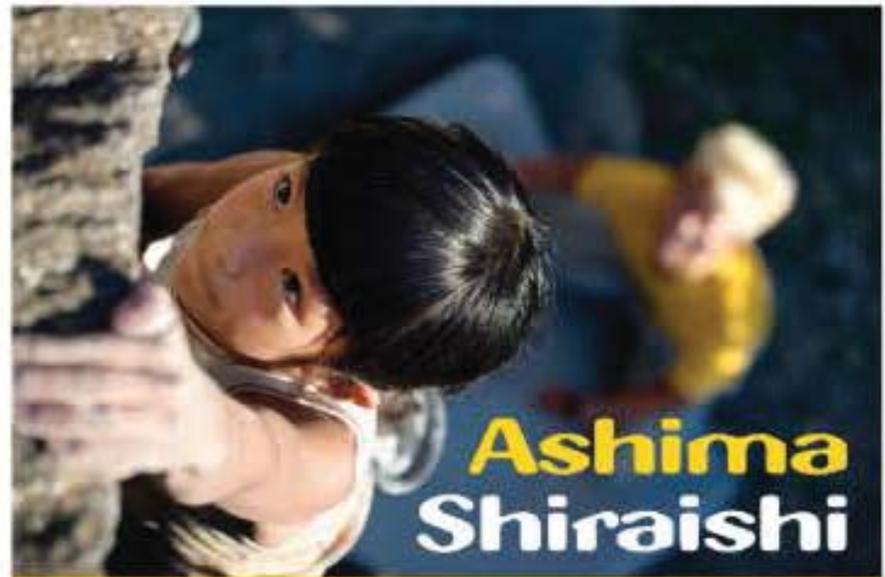
6

3 There are two people you didn't hear about in Ex 2. Look at the pictures and say what they did yesterday.

4 Match the questions (1-6) with the answers (A-F).

- | | |
|--|--------------------------------|
| 1 Did you see the new <i>Batman</i> movie? | A Yes, they are. |
| 2 What did you do at summer camp? | B Last weekend. |
| 3 Are these boots bigger than those boots? | C Because it was his birthday. |
| 4 When did you buy those trainers? | D Yes, I am. |
| 5 Are you going to have a party? | E No, I didn't. |
| 6 Why did you give him a present? | F I learnt to surf. |

5 e Read the article and choose the correct answer for each gap.



Many years ago, Ashima Shiraishi's parents left Japan and moved to the USA. Their daughter Ashima was ¹..... in New York in 2001. Now she is one of the ²..... women rock climbers in the world. ³..... did this happen?

Ashima's father took her rock climbing when she was six. When she was ten, Ashima was the ⁴..... person to climb some very difficult rocks called Crown of Aragorn.

Then, in 2017, Ashima ⁵..... the women's sport prize at the USA Climbing Sport and Speed Open National Championship. Now she's very famous. What is she ⁶..... to do next?

- | | | |
|------------|------------|-------------|
| 1 A made | B born | C done |
| 2 A strong | B stronger | C strongest |
| 3 A How | B What | C Who |
| 4 A young | B younger | C youngest |
| 5 A won | B win | C wins |
| 6 A go | B going | C went |

6 Choose three sportspeople to compare. Write 4-5 sentences about them. Use these adjectives or choose your own.

big good old quick short small tall young

Luis Scola, Marcos Delia and Patricio Garino are basketball players from Argentina. Marcos is older than Patricio, but...

“

There are
lots of
ideas in
my head.

”



Look at the photo and answer the questions.

- 1 What's your favourite animation film?
- 2 Have you got a good idea for a film?

10

Films and friends

READING

topic: a film academy
task: multiple-choice cloze

LISTENING

topic: making a film
task: multiple-choice
(dialogue)

SPEAKING

topic: different types of film
task: exchange opinions

WRITING

topic: favourite films
task: write a review

READING

Power up

- 1 What kinds of films do you like? Why?
- 2 Look at the photo in the advert on page 109. What kind of film are they making?

Read on

- 3 Read the advert and answer the questions.
 - 1 What kinds of films can you make at this summer school?
 - 2 How much do you pay for a one-week course?
 - 3 What happens at the end of the courses?
 - 4 Is the main tense in the advert the present simple or the present continuous? Why?
- 4 e Read the advert and choose the correct answer, A, B or C.

1 A study	B want	C enjoy
2 A chooses	B choosing	C choose
3 A an	B a	C the
4 A Do	B Did	C Does
5 A but	B and	C so
6 A was	B are	C is
7 A of	B than	C to
8 A their	B our	C your

Sum up

- 5 How are the two courses in the advert different? How are they the same?
- 6 Work in pairs. Do the grammar quiz.

grammar quiz

Match these words with the explanations (1-4). Then find four more examples of this tense on the page.

do/does often present simple regular activities

- 1 the name of a tense
- 2 one reason we use this tense
- 3 an adverb of frequency we use with this tense
- 4 words we use in questions with this tense

Speak up

- 7 Which course from the advert do you want to do? Why?



Summer film school!

Every summer, hundreds of young people learn about films with us. Do you ¹..... to be a film-maker? Then join our film school this summer!

We have two different courses: you can choose Animation or Action Films. Both courses are one week long and cost \$100. Students always enjoy our film school and they sometimes ²..... both courses! We have ³..... big party on the last day. We show all the new films and we give you a certificate, too!



▶ Animation Films

⁴..... you like animation films? We teach 'stop frame animation'. On the first day, students plan their films. Then students make small clay figures or use Lego figures, like the *Lego Batman* film! The next day we teach students about good pictures ⁵..... tricks with a camera. Students make their films for two days. Then they show their films. We all watch them and give our opinions.

◀ Action Films

This course ⁶..... for actors and film-makers. It's fun, but it's more difficult ⁷..... the animation course. Students work in groups to plan their films. We teach acting skills as well as costumes and make-up. Students make ⁸..... films for three days before they show them. Every year we see a lot of different topics like dance and sports or family life and school life. Whatever subject you choose, we always enjoy your films!



LISTENING

Power up

- 1 Look at the photos. Describe what the people are doing. Use the present continuous. What do you think they are saying?
- 2 Do the grammar quiz. Then complete the interview with a young film-maker below. Use the present continuous.

grammar quiz

Match these words with the explanations (1–4). Then find four more examples of this tense on the page.

is/are now present continuous
things that are happening now

- 1 the name of a tense
- 2 one reason we use this tense
- 3 a word we often use with this tense
- 4 words we use before the main verb with this tense

- 1 **Interviewer:**
(you / make / a new film?)
Henry: Yes,
- 2 **Interviewer:**
(you sister / act in the film?)
Henry: Yes,
- 3 **Interviewer:**
(your parents / help / you?)
Henry: No,
- 4 **Interviewer:**
(you / enjoy / it?)
Henry: Yes,

Listen up

- 3 10.2 Listen and match the photos (A–B) with two of the conversations (1–5).
A B
- 4 10.3 Listen again and choose the correct answer, A, B or C.
 - 1 What day did the course start?
A Monday B Wednesday C Friday
 - 2 Where is the kung fu group filming?
A in the kitchen B in the bathroom C on the stairs
 - 3 How many people are dancing in the Sunny Day film?
A four B five C fifty
 - 4 Who is making an animation?
A Robert B David C Harry
 - 5 What time does the show start?
A 6.15 B 6.30 C 6.45

game on guess the action

Work in pairs. Choose an activity from unit 9 and act it out. Your partner guesses what you are doing. Use the present continuous.

Are you surfing? No, I'm skateboarding.



A



SPEAKING

Power up

- 1 Where do you watch films? Use the present simple with *always, usually, often, sometimes or never*.

I usually watch films at home. I don't often watch films at the cinema.

- 2 Work in pairs. Do the grammar quiz.

grammar quiz

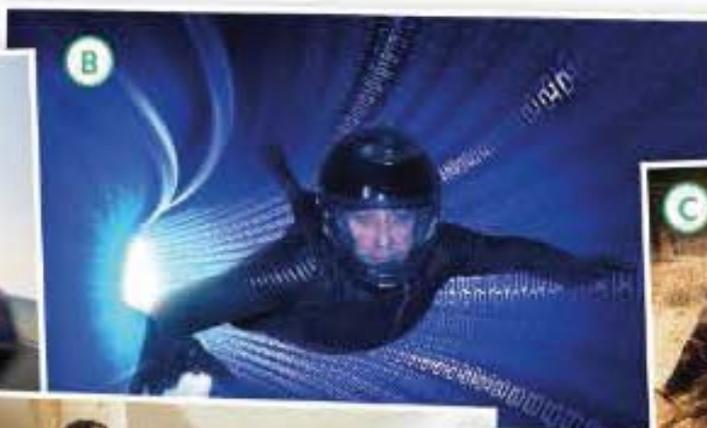
Read the questions in Ex 5 and choose the correct answer, A or B.

- Which tense is in these questions?
 - present simple
 - present continuous
- What do we use this tense for?
 - talking about facts or opinions
 - talking about what's happening now.

Speak up

- 3 Match six of these types of film with the photos (A-F).

action adventure film animal film
family film science fiction film
sport film superhero film



- 4 What's your favourite type of film from Ex 3? Give an example.

- 5 10.4 Listen to a conversation. Which two questions do you hear? Which three photos do the people talk about?

- Do you think action adventure films are interesting?
- Do you like superhero films?
- Why do you like sport films?
- How many films have you watched this year?

- 6 e Answer the questions in Ex 5.

- 7 Work in pairs. Ask and answer questions about the different types of film. Use these words.

boring fun good great interesting

Do you think family films are interesting?

No, I think they're boring.

Speaking extra

- 8 Tell the class your opinion about each type of film. Say why you like/don't like each one. Give some examples.

I like family films because they're interesting and funny.
Peter Rabbit is great.

game on act it out

Work in groups. Act out an important scene from a well-known film. Another group describes what you are doing and guesses the film.

WRITING

Power up

- 1 Your friend went to the cinema at the weekend. Write some questions to ask him/her. Use the past simple.

What did you ... ?

Who did you ... ?

Where did you ... ?

Was it ... ?

- 2 Work in pairs. Ask and answer your questions from Ex 1. Use ideas from any films you know.



What did you watch at the cinema?

I saw a Batman film this weekend with my brother. I really liked it!



- 3 Read the film reviews from a website. Which film do you want to watch?

- 4 e Complete the reviews with one word each gap.

- 5 Do the grammar quiz.

grammar quiz

Match these words with the explanations (1-4). Then find four more examples of this tense on the page.

did past simple yesterday
things that happened in the past

- 1 the name of a tense
- 2 one reason we use this tense
- 3 a word we often we use with this tense
- 4 the word we use in questions with this tense

Favourite FILMS



The Last Jedi

I loved this film because it was very exciting. I think this is ¹ best *Star Wars* film. Watch this action-adventure film now!

Rating: ★★★★★



Coco

A Mexican boy, Miguel, wants to be a musician. This is a very good story. I watched ² at the cinema with my family and we all had a good time.

Rating: ★★★★★



Pirates of the Caribbean: Salazar's Revenge

Jack Sparrow is a great character. He's very interesting, too. I enjoyed this film, ³..... my brother was bored.

Rating: ★★★★★



Captain Underpants, the Movie

Captain Underpants is a funny cartoon about a boy and ⁴..... friends. My friend and I laughed a lot when ⁵..... watched this film together.

Rating: ★★★★★



Wonder

We saw a great film on TV last night about a boy with a problem. My sister didn't like *Wonder*, but I thought it ⁶..... very interesting and different.

Rating: ★★★★★

Plan on

6 Think about the last film you saw. Make notes.

1 What film did you see?

.....

2 Add more details:

- Where?
- When?
- Who with?

.....

.....

.....

3 What is the film about?

.....

.....

4 What happened?

.....

.....

5 Opinion: was it a good film?

.....

.....

Write on

7 e Write a short review (25–30 words) of your film. Use your notes from Ex 6. Find photos of the characters for your review. In your review:

- say what film you saw and who the main characters were.
- give some details of what happened in the film.
- give your opinion of the film.

Improve it

8 Read your review and make any necessary changes to improve it.

9 Share your review with the class. Which film is the most popular?

GRAMMAR FILE STARTER UNIT

REFERENCE

possessive -'s

We use an apostrophe (') + -s after a name to show possession, e.g. a person's favourite things or things they have.

This is Sam's camera.

Sam's favourite hobby is photography.

We also use an apostrophe (') + -s after a noun (usually a person or an animal) to show possession.

This is my dog's ball.

My team's shirts are blue.

Be careful! We use apostrophes for other things, too. See the verb *be*, on the right.

subject pronouns and possessive adjectives

We use subject pronouns (*I, you, etc.*) instead of a name or noun. Each subject pronoun has a possessive adjective. See the table below.

We use possessive adjectives (*my, your, etc.*) to show possession. They go before a noun (e.g. *name*).

subject pronouns	possessive adjectives
I	my
you	your
he	his
she	her
it	its
we	our
they	their

What's **your** name?

My name's Sam.

Is this Sam's camera?

Yes, it's **his** camera.

Be careful! We don't use *the* before a possessive adjective.

be – present simple: positive and negative

We use the verb *be* to talk about people, things, animals and places.

We can use subject pronouns (*I, you, he, she, it, we, they*) before the verb. This shows which person we are talking about. The verb comes after the subject pronoun.

We often use the short form when we talk. We use it when we write to friends and family.

Be careful! In the short form, we join the subject pronoun and the verb (*be*) in one word (e.g. *she is = she's*). We use an apostrophe in the place of missing letters.

positive (short forms)	negative (short forms)
I'm	I'm not
you're	you aren't
he's/she's/it's	he/she/it isn't
we're	we aren't
they're	they aren't

We often use the full form when we write, especially in essays or important letters.

positive (full forms)	negative (full forms)
I am	I am not
you are	you are not
he/she/it is	he/she/it is not
we are	we are not
they are	they are not

be – present simple: questions

To make questions with *be*, we start with the verb (*am, is, are*) before the subject pronoun (*I, you, he, she, etc.*).

It is → Is it?

questions	short answers
Am I?	Yes, I am. / No, I'm not.
Are you?	Yes, you are. / No, you aren't.
Is he/she/it?	Yes, he/she/it is. / No, he/she/it isn't.
Are we?	Yes, we are. / No, we aren't.
Are they?	Yes, they are. / No, they aren't.

Be careful! Remember the question mark (?) at the end of a question.

PRACTICE

possessive 's

- 1 Rewrite the sentences with the apostrophe in the correct place.

My mums car is red.

My mum's car is red.

- 1 This is the cats toy.

- 2 My sisters pens are in her bag.

- 3 My cousins name is Ross.

- 2 Choose four more sentences where the 's is the possessive 's (and not the short form of be).

What is Brazil's capital city?

- 1 His birthday's in July.
 2 Victor's sister is thirteen.
 3 Magda's family name is Smith.
 4 He's from Beijing in China.
 5 My teacher's desk is big.
 6 She's my cousin.
 7 What is your school's phone number?

-

subject pronouns and possessive adjectives

- 3 Choose the correct words to complete the sentences.

- 1 We're twelve. **Our** / **Your** names are Meg and Dan.
 2 She's my sister. **His** / **Her** name is Alecca.
 3 They're my cousins. **Our** / **Their** names are Greg and Carrie.
 4 He's my uncle. **His** / **Her** name is Stuart.
 5 I'm from the UK. **My** / **Its** name is James.
 6 Are you Zara? Is this **your** / **her** phone?

be - present simple: positive and negative

- 4 Write *am*, *is* or *are* after the subject pronouns.

I *am*

- 1 you
 2 he
 3 she
 4 it
 5 we
 6 they

- 5 Match the sentences (1-5) with the flags (A-E).

- 1 Maria is from Spain.
 2 Alex is from Portugal.
 3 Ken and Lian are from China.
 4 I'm from Poland.
 5 We're from Argentina.



- 6 Write negative sentences about you and your friends/family. Use these words.

brother(s) cousin(s) eight English five Portugal
 Russian sister(s) sixteen Turkey twenty

- 1 I ...
 2 I ...
 3 [name] ...
 4 [name] ...
 5 We ...
 6 We ...
 I'm not sixteen.
 Vassili and Kosta aren't brothers.

be - present simple: questions

- 7 Complete the questions. Then answer them.

Are you a student?

- 1 you ten?
 2 your birthday in December?
 3 your friends great?
 4 your mum's birthday in March?
 5 your dad forty?

REFERENCE

there is/there are (+ some/any)

We use *there is/there are* to talk about what we can see in front of us.

We often use short forms where possible (*there's, there isn't, there aren't*).

We use *there is/isn't + a/an + noun* to talk about one thing (= singular).

There's a big window.

There isn't a mat on the floor.

We use *there are (+ some or a number) + noun* to talk about more than one thing (= plural).

There are some photos of our family in the living room.

For negatives, we use *there aren't + any* to talk about more than one thing.

There aren't any windows.

positive	
singular	plural
there's (there is) + a/an	there are + two/three/four there are + some

negative	
there isn't (there is not) + a/an	there aren't (there are not) + any

For questions, we change the order of the words. We use *are there any* to talk about more than one thing.

There are some pictures on the wall. →

Are there any pictures on the wall?

questions	
Is there + a/an ... ?	Are there + any ... ?

Short answers match the form of the question.

Is there a table in the kitchen? Yes, there is.

short answers	
Yes, there is. No, there isn't.	Yes, there are. No, there aren't.

have got

We use *have got* to talk about things that belong to us. *Have* (without *got*) is also common in American English.

We often use the short form of *have got* ('ve got) and *has got* ('s got).

We use *have/has got + a/an + noun* to talk about one thing (= singular).

Ed's got a pet dog.

I haven't got a TV in my bedroom.

have got + some/any

We use *have/has got (+ some or a number) + noun* to talk about more than one thing (= plural).

I've got some pictures on my bedroom wall.

For negatives, we use *haven't/hasn't got + any + plural noun* to talk about more than one thing.

We haven't got any pets.

positive	
I've/We've/You've/They've got (have got)	a garden.
He's/She's/It's got (has got)	some pictures.

negative	
I/We/You/They haven't got (have not got)	a garden.
He/She/It hasn't got (has not got)	any pictures.

For questions, we change the order of the words.

I've got a new phone. → Have you got a new phone?

questions	short answers
Have I/we/you/they got a garden?	Yes, I/we/you/they have. No, I/we/you/they haven't.
Has he/she/it got a garden?	Yes, he/she/it has. No, he/she/it hasn't.

PRACTICE

there is/there are (+ some/any)

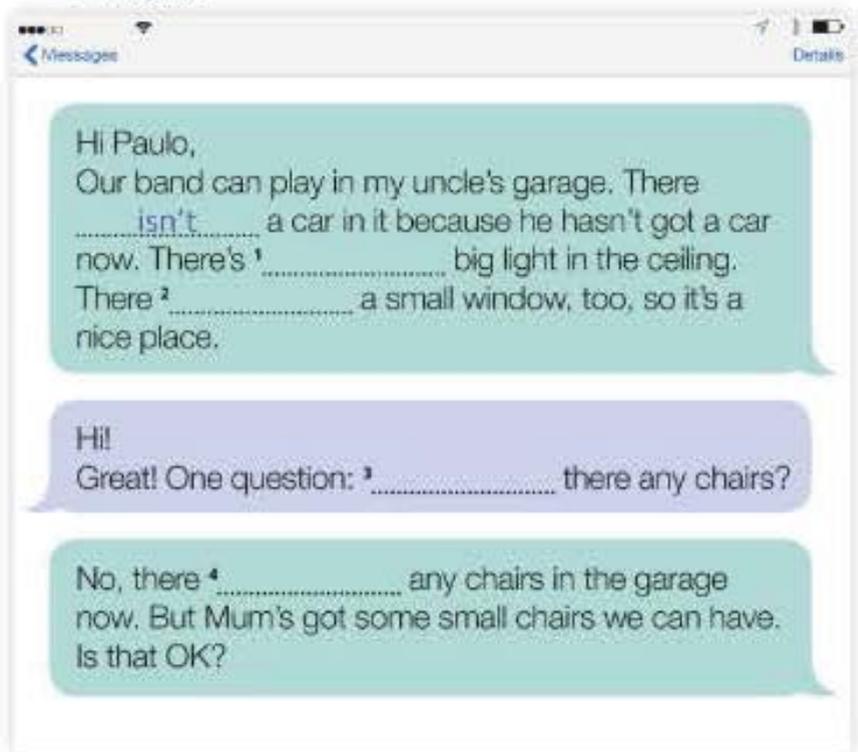
1 Put the words in the correct order to make sentences.

- 1 table / there / TV / on / is / a / the
.....
- 2 lamps / there / in / three / room / the / are
.....
- 3 isn't / a / in / pen / there / my / bag
.....
- 4 in / there / classroom / aren't / the / any students / students
.....
- 5 there / the / is / poster / a / on / wall?
.....
- 6 under / the / bags / are / any / there / desk?
.....
- 7 any / there / the / are / shelves / wall / on?
.....
- 8 in / two / keys / are / my / there / bag?
.....

2 Complete the sentences with the correct form of *there is/there are*.

- 1 some books on the shelves.
- 2 a mobile phone on my desk.
- 3 (not) a TV in my room.
- 4 (not) any posters on the walls.
- 5 A: a laptop in your room?
B: Yes,
- 6 A: any computer games on the shelves?
B: Yes,
- 7 A: any books on your desk?
B: No,
- 8 A: a lamp near your bed?
B: No,

3 e Complete the text messages with one word in each gap.



have got

4 Complete the sentences with the correct form of *have got*.

- 1 My mum two sisters.
- 2 I a lot of cousins.
- 3 They two children.
- 4 My best friend a guitar.
- 5 Maria a dog and a cat.
- 6 We a blue car.
- 7 You got a nice family.
- 8 Our teacher a lot of books.

5 Complete the questions with *have got (+ a/an/any)*.

- 1 garden at home?
- 2 big bedroom?
- 3 pets?
- 4 electric guitar?
- 5 brother and sisters?
- 6 How many cousins (you)?

6 Answer the questions in Ex 5. Use *a/an, some* or a number.

- 1
- 2
- 3
- 4
- 5
- 6

REFERENCE

present simple: positive and negative

We use the present simple for regular activities.

We use short forms (with apostrophes) for negatives: *don't*, *doesn't*. The apostrophe replaces the 'o' in *not*.

positive	
I	play computer games.
We	like swimming.
You	go to bed at 11.00.
They	do a lot of homework.

He	plays computer games.
She	likes swimming.
It	goes to bed at 11.00. does a lot of homework.

negative	
I	don't (do not) play computer games.
We	don't (do not) like swimming.
You	don't (do not) go to bed at 11.00.
They	don't (do not) do a lot of homework.
He	doesn't (does not) play computer games.
She	doesn't (does not) like swimming.
It	doesn't (does not) go to bed at 11.00. doesn't (does not) do a lot of homework.

Be careful! For *he*, *she* and *it*, make sure you add -s or -es to the verb.

We add -s to most verbs.

She **likes** science.

He **meets** his friends in the park.

It **starts** at 7.30 in the morning.

We add -es after -o, -ch, -sh:

He **goes** to the boys' school.

She **watches** TV in her bedroom.

It **finishes** at 4.00 in the afternoon.

He **does** homework every day.

If a verb ends with a consonant + -y, we change -y to -i and then add -es.

She **studies** English with a private teacher.

He **tidies** his room at the weekend.

present simple: questions and short answers

We make questions with *do* or *does*. The main verb doesn't change in the question form.

questions		
Do	I we you they	play computer games? like swimming?
Does	he she it	go to bed at 11.00?

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

Note: Use this order to make present simple questions with question words and phrases (e.g. *what time*). There are more question words in Unit 3.

question word	do/does	subject	verb
What time	does	the film	start?



PRACTICE

present simple: positive and negative

1 Choose the correct words to complete the sentences.

- 1 My brother **go / goes** to a different school from me.
- 2 My friend and I **meet / meets** in town at the weekend.
- 3 Our dog **has / have** a shower after a walk.
- 4 My cousins **play / plays** football with us.
- 5 My grandma **watch / watches** TV with her cat.
- 6 My sister **study / studies** music in Italy.

2 Make the sentences in Ex 1 negative.

3 Make sentences from the prompts.

1 we / get up / early in the morning on school days

2 we / not go / to school on Sunday

3 our mum / go / to work at 8.30

4 Dad / have / lunch at work on weekdays

5 our sister / not like / art lessons

6 our grandfather / watch / TV all the time!

present simple: questions and short answers

4 Complete the questions with *do* or *does*.

- 1 your mum get up late at the weekend?
- 2 you watch TV?
- 3 your teacher give you lots of homework every week?
- 4 your lessons start at 9.00 in the morning?
- 5 your friend talk a lot in lessons?
- 6 What time your school finish in the afternoon?

5 e Choose the correct answer (A, B or C).

I like maths lessons.

- A Do you?
- B Have you?
- C Are you?

1 Does John play basketball?

- A Yes, it is.
- B Is she?
- C Yes, he does.

2 What time do you go to school?

- A It starts at 9.00.
- B At half past eight.
- C I go on my bike.

3 Do students in your school wear uniforms?

- A She wears a hat.
- B Yes, they do.
- C No, there isn't.

4 What days do you have English lessons?

- A On Monday and Wednesday.
- B Yes, I do.
- C I have got a lot of English homework.

5 We go to school by bus. What about you?

- A Yes, I like buses.
- B It starts at 8.00.
- C I walk with my friend.

6 Complete the questions with the present simple form of the verbs in brackets.

- 1 (you/get up) early on Sunday?
- 2 (your parents/work) on Saturday?
- 3 (you and your friends/play) a lot of computer games?
- 4 (your best friend/come) to your house at the weekend?
- 5 (you/do) your homework every day?
- 6 (your teacher/help) you in class?

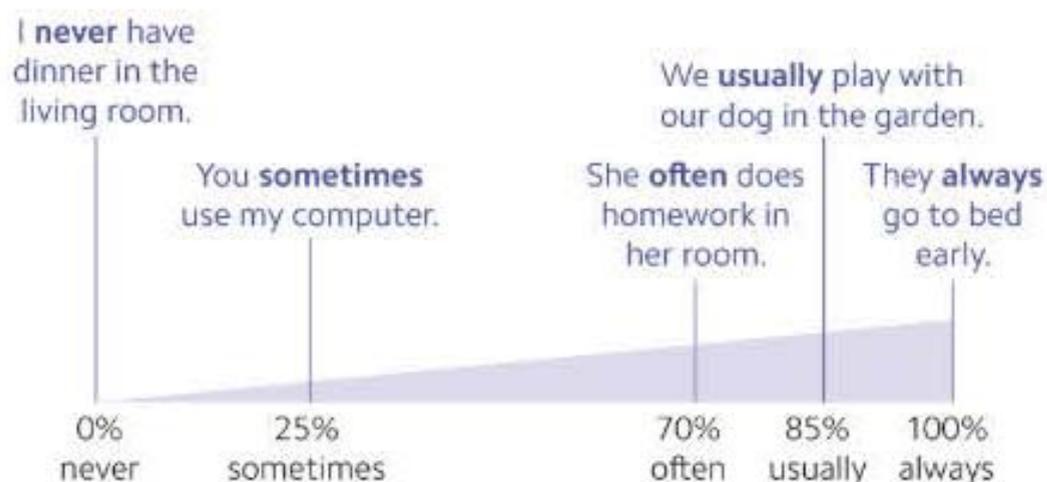
7 Answer the questions in Ex 6.

- 1
- 2
- 3
- 4
- 5
- 6

REFERENCE

adverbs of frequency

We use adverbs of frequency to say how often something happens.



positive

I		
We	often get up	early.
You	sometimes go to bed	
They		
He	often gets up	
She	sometimes goes to bed	
It		

negative

I		
We	don't often get up	early.
You	don't usually go to bed	
They		
He	doesn't often get up	
She	doesn't usually go to bed	
It		

with be

I	'm/'m not often	early. in this classroom. at the zoo.
We		
You	are/aren't often	
They		
He	is/isn't often	
She		
It		

present simple: question words

Use this order to make present simple questions with *who, what, when, where*, etc.

question word	do/does	subject	verb
What/How/Where/When	do	I/we/you/they	play?
What/How/Where/When	does	he/she/it	

We can use other question words and phrases with the present simple.

What time do the monkeys eat?

Where does he go?

What do you see at the zoo?

Who do you know at the new school?

When do you go to the beach?

Which school do you go to?

Why do you like monkeys?

How do you know?

How many students do you know?

How often does she talk to her cat?

Remember! Questions with *Why?* usually have answers with *Because ...*



PRACTICE

adverbs of frequency

1 Put the words in the correct order to make sentences.

1 penguins / always / fish / eat

.....

2 never / sharks / sleep

.....

3 sometimes / play with / I / my pet goat

.....

4 fruit / like / usually / bats

.....

5 lions / for sixteen hours a day / sleep / often

.....

2 Look at the table. Choose a different word from each column. Make four sentences.

James	usually	play football	in the morning
Amelia	often	watch TV	on Saturday
Lucy and Tom	never	eat pasta	in the afternoon
Sue and Max	always	phone a friend	on school days
Harry	sometimes	have a party	in the evening
Julie	not often	go to the zoo	at the weekend

James never eats pasta at the weekend.

3 Make sentences about you and the people in your life. Use *never*, *sometimes*, *often*, *usually* and *always*.

My English teacher sometimes gives us homework.

present simple: question words

4 Put the words in the correct order to make questions.

1 lions / sleep / do / when?

.....

2 go / you / to the zoo / do / how often?

.....

3 the zoo / what time / open / does?

.....

4 do / armadillos / where / live?

.....

5 do / know / you / desert animals / what / about?

.....

5 e Choose the correct answer (A, B or C).

How often do you watch animal programmes on TV?

A I don't often watch them.

B I always watch TV in the evening.

C Yes, I really enjoy them.

1 Where do monkeys sleep?

A Yes, they do.

B They often sleep.

C They usually sleep in trees.

2 How do kangaroos jump?

A They use their long legs and tails.

B Because they like it.

C They're very good at it.

3 What do armadillos eat?

A They like insects and spiders.

B Armadillos never eat.

C I don't like armadillos.

4 Why do you like snakes?

A Do you like them?

B They live in the jungle.

C Because they're interesting.

6 Complete the questions with question words.

1 do you have breakfast?

2 do you like your best friend?

3 do you sit next to at school?

4 do you spell your name?

5 do you do in your English class?

7 Answer the questions in Ex 6.

1

2

3

4

5

REFERENCE

imperatives

We use imperatives to tell people what to do.
 We form the imperative with the infinitive without *to*.
 We form the negative with *don't* (or *do not*).
 We can use *please* before or after an imperative to be polite.

Please close the door. Close the door, **please**.

Positive	Negative
Close the door.	Don't (Do not) close the door.
Work in pairs.	Don't (Do not) work in pairs.

must/mustn't

We use *must* when it's very important or necessary for a person to do something.
 We use *must/mustn't* before a verb to give a strong instruction.

Be careful! The main verb is without *to*.
 The form of *must* doesn't change. We usually use the short form (*mustn't*) for the negative.

positive		
I/You/He/She/It/ We/They	must	go. stay here. be quiet.

In negatives, we write two 't's in *mustn't*, but we say 'musn't'.

negative		
I/You/He/She/It/ We/They	mustn't (must not)	go. stay here. be quiet.

questions		
Must	I/you/he/she/it/ we/they	go? stay here? be quiet?

short answers	
Yes, I/he/she/it/we/you/they	must.
No, I/he/she/it/we/you/they	mustn't.

can/can't

We use *can/can't* to talk about things we can do (ability).
 I **can** speak English.

Be careful! The main verb is without *to*.
 The form of *can* doesn't change. We usually use the short form (*can't*) for the negative.

positive		
I/You/He/She/It/ We/They	can	sing. dance. swim.

negative		
I/You/He/She/It/ We/They	can't (cannot)	sing. dance. swim.

questions		
Can	I you he she it we they	sing? dance? swim?

short answers	
Yes, I/he/she/it/we/you/they	can.
No, I/he/she/it/we/you/they	can't.

object pronouns

We use object pronouns instead of nouns, usually because we know what the object is.

An object pronoun replaces a noun (person or thing).

Object pronouns usually come after the verb.

Give the bag to **James**. → Give it to **him**.

Give the phone to **Rosa**. → Give it to **her**.

subject pronouns	object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
they	them

PRACTICE

imperatives

1 Complete the sentences with the imperative form of these verbs.

close come not open not play read sit

- John, can I talk to you? here, please.
- The door is open. Sarah, please it.
- It's cold outside. Please the window.
- Harry and Ella, please at this table, opposite Nick and Karen.
- Charlie and Zoe, basketball in the classroom!
- Pat and May, this story in your books.

must/mustn't

2 Complete the sentences with *must* or *mustn't*.

- You write on the wall!
- We be at the bus stop by ten o'clock.
- We cross the street in front of cars.
- You be late for school.

can/can't

3 e Choose the correct answer (A, B or C).

Can you sing a song in English, Lisa?

- A** Yes, I can. **B** Yes, I am. **C** Yes, I have.

- Can your friend write a letter in Chinese?
A No, they can't. **B** No, she can't. **C** No, we can't.
- Can students cycle to your school?
A Yes, we like our school.
B No, we can't come on the school bus.
C Yes, we can walk or use our bikes.
- Can you buy sweets near your school?
A Yes, we have dinner here every day.
B Yes, I love the shops in the town centre.
C Yes, there's a small shop opposite the school.
- Can you and your friends see a river from your school?
A Yes, we can. **B** Yes, they can. **C** Yes, I can.
- Can you see a bus stop from your home?
A No, I can't stop now.
B No, but there's a bus stop near the shop.
C No, my home isn't near the school.

4 Answer the questions in Ex 3 about you.

object pronouns

5 Complete the sentences with object pronouns.

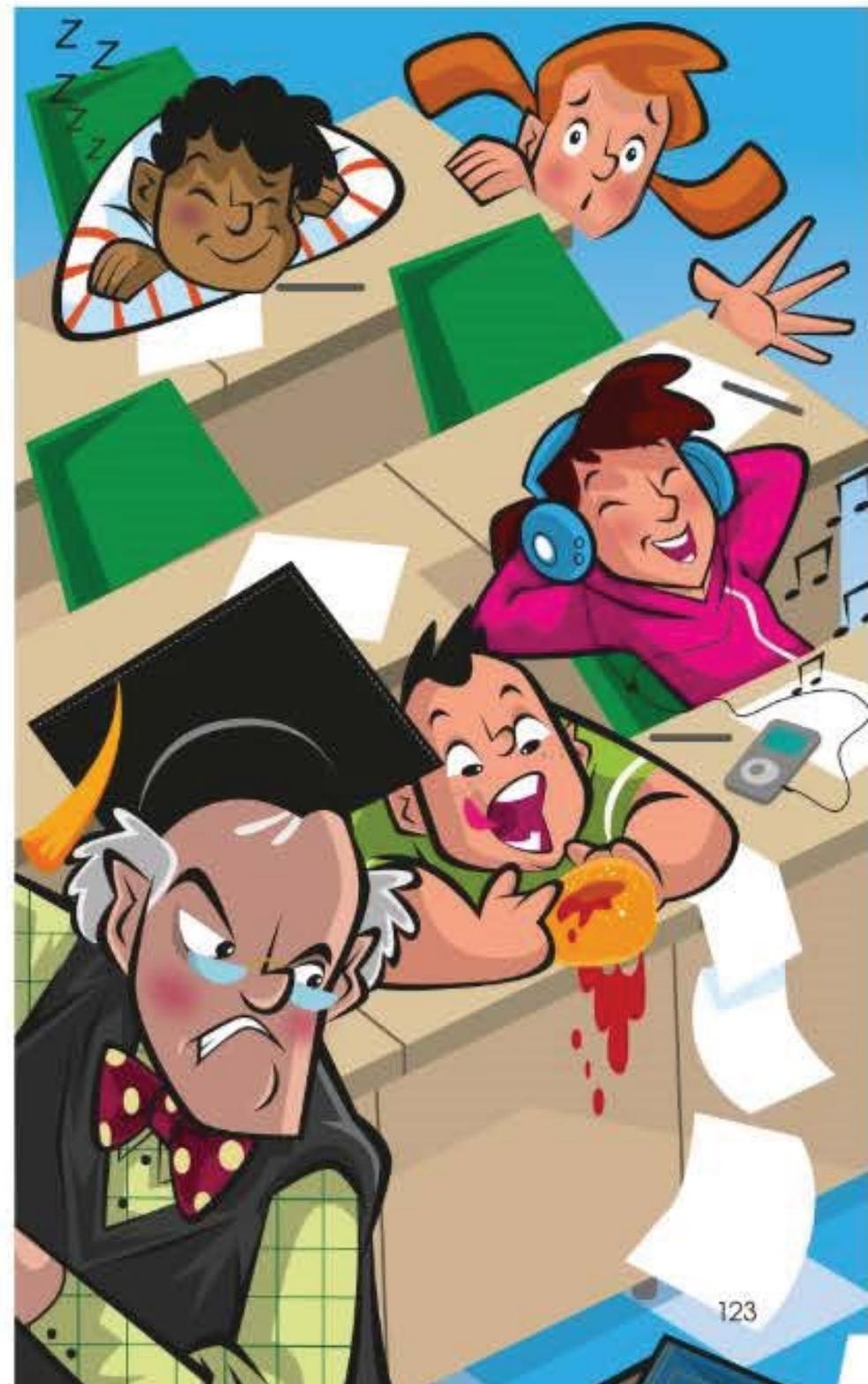
- Look at those giraffes. Come on, let's take a photo of
- Give me your number. Then I can phone
- Excuse me, can you help? I want to go to Museum Square.
- Our teacher gives homework every day.
- The bridge is very big. Look at!

6 Look at the picture and tell the students what to do! Write three sentences. Use imperatives, *must/mustn't* and *can/can't*.

.....

.....

.....



REFERENCE

present continuous

We use the present continuous to talk about:

- something happening now.
The students **are listening** to the teacher now.
Are you watching this programme?
- something happening in a picture/photo.
In this photo, I**m standing** next to my best friend.
- something happening around now.
We**re learning** about Mexican food this week.

We use the verb *be* (*am, is, are*) + main verb + *-ing*.

We often use the short form *be*: *I'm, you're, he's, she's, etc.*

positive		
I	'm (am)	listening.
He/She/It	's (is)	playing volleyball.
We/You/They	're (are)	doing my homework.

negative		
I	'm not (am not)	listening.
He/She/It	isn't (is not)	playing volleyball.
We/You/They	aren't (are not)	doing my homework.

questions		
Am	I	listening.
Is	he/she/it	playing volleyball.
Are	we/you/they	doing my homework.

short answers		
Yes,	I he/she/it we/you/they	am. is. are.
No,	I he/she/it we/you/they	'm not. isn't. aren't.

For most verbs, we just add *-ing*.

look: I**m looking** out of the window.

play: They**re playing** football.

For verbs ending in a silent *-e*, we remove the *-e* and add *-ing*.

have: We**re having** dinner now.

make: I**m making** some bread.

For verbs ending in consonant + vowel + consonant, we double the final consonant.

sit: They**re sitting** in the square.

shop: I**m shopping** for a birthday present.

Be careful! Don't double the consonant with these verbs: *listen, happen, open*.

Note: We often use these time words after the present continuous: *at the moment, now*

question words with the present continuous

Question words go before the verb *be*.

question word	be	subject	verb
What	are	you	doing?
Where	are	they	going?
Who	is	she	talking to?

countable and uncountable nouns with *a/some/any*

Most nouns have singular and plural forms.

Please buy **a melon**. Let's buy **three melons**.

I've got **an apple**. Jessie's got **lots of apples**.

Some nouns are uncountable. They have only one form. We can't use *a/an* or numbers with uncountable nouns. Many uncountable nouns refer to food.

There's **some bread** in the cupboard.

We're having **rice** for dinner.

positive (<i>some</i> ✓, <i>any</i> X)	There are some bananas in the kitchen. There's some rice in the cupboard.
negative (<i>some</i> ✓, <i>any</i> X)	Are there any eggs ? Is there any bread ?
questions (<i>some</i> ✓, <i>any</i> X)	Are there any apples ? Is there any pasta ?

Use *some/any*: with plural nouns (e.g. *some apples, some onions*) and with uncountable nouns (e.g. *some bread, some milk*).

Use a singular verb with uncountable nouns.

The bread **is** on the table.

That chocolate **looks** delicious!

PRACTICE

present continuous

1 Put the words in the correct order to make sentences.

1 painting / Peter / a picture / is

2 are / Rachel and Joy / to / music / listening

3 aren't / Max and Paddy / football / now / playing

4 at the moment / I'm / eating lunch / not

5 lemonade / Elana / is / drinking?

6 watching / are / this programme / you?

2 Complete the sentences with the present continuous form of these verbs.

drink eat have (x2) not learn sit

1 I a glass of milk now.

2 My teacher her dinner.

3 My friend on the floor.

4 We a picnic in the classroom.

5 I English.

6 I a big party this evening.

3 Are the sentences in Ex 2 true for you? Change them if they are false.

4 e Complete the conversation with one word in each gap. Use short forms.

Gran: Hi Jade. Are you watching the film on TV? It's about our town.

Jade: Yes, I ¹ watching it now.

Gran: Is Ben there?

Jade: No, he ² He ³ playing football at the moment.

Gran: ⁴ your mum and dad watching the film with you?

Jade: No, they ⁵ They ⁶ making the dinner.

5 e Choose the correct answer (A, B or C).

Hi. I'm going out now. What are you doing, Joe?

A I'm fine thanks. And you?

B I'm watching my favourite programme.

C Yes, I'm doing it.

1 Where are you going?

A To the school picnic.

B I'm not going.

C Are you really?

2 Why are you sitting there? Come on.

A Yes, I like this chair.

B No, I'm not.

C OK. I'm coming.

3 What are you carrying?

A Er, I've got some lemonade.

B I'm hungry, too.

C I love picnics. Let's go.

countable and uncountable nouns with *a/some/any*

6 Choose the correct words to complete the sentences.

1 There aren't **any** / **some** apples in the fruit bowl.

2 Have we got **any** / **some** cheese in the fridge?

3 Is there **a** / **an** egg in that sandwich?

4 There are **a lot of** / **any** carrots in this salad.

5 My lunch box is empty. I haven't got **a lot of** / **any** food.

6 They've got **any** / **some** good pasta in that shop.



REFERENCE

past simple: *be*

We use *was* and *were* (the past tense of *be*) to talk about the past.

I **was** at a football match with my uncle yesterday.

Lots of people **were** there.

It **was** a great match.

positive		
I/He/She/It	was	at home.
We/You/They	were	

We usually use short forms in negative sentences.

My brother **wasn't** at the football match with us yesterday.

We **weren't** near the front.

It **wasn't** a cold day.

negative		
I/He/She/It	wasn't (was not)	at home.
We/You/They	weren't (were not)	

For questions, we change the order of the words.

questions		
Was	I /he/she/it	at home?
Were	we/you/they	

short answers	
Yes, I/he/she/it	was.
No, I/he/she/it	wasn't.
Yes, we/you/they	were.
No, we/you/they	weren't.

there was/there were

There was/There were is the past form of *there is/there are*.

We use *some* and *any* in the same way in the past as in the present.

For questions, we change the order of the words.

We use *any* for plural questions.

questions		
Was	there	a big TV?
Were	there	any old cars?

short answers	
Yes, there	was.
No, there	wasn't.
Yes, there	were.
No, there	weren't.

past simple: regular verbs

We use the past simple to talk about things that happened in the past.

We use it for finished actions that are not happening now.

For most verbs, we add *-ed* to the verb in positive sentences.

positive		
I/He/She/It	watched	TV last night.
We/You/They		

We make negative sentences with *did/didn't* and the base form of the verb.

We don't add *-ed* to the verb in negative sentences.

We usually use short forms in negative sentences.

negative		
I/He/She/It	didn't (did not) watch	TV last night.
We/You/They		

We don't add *-ed* to the verb in questions.

We change the word order in questions.

questions		
Did I/he/she/it	watch	TV last night?
we/you/they		

short answers	
Yes, I/he/she/it/we/you/they	did.
No, I/he/she/it/we/you/they	didn't.

For most verbs, we just add *-ed*.

live → **lived** stay → **stayed** visit → **visited**

For some verbs, the spelling changes.

If a verb ends in a consonant + *-y*, we change *-y* to *-i* and then add *-ed*.

study → **studied** tidy → **tidied**

BUT verbs ending in vowel + *-y* are regular.

enjoy → **enjoyed**

With verbs ending in consonant + vowel + consonant, we double the final consonant.

stop → **stopped** travel → **travelled**

Be careful! Don't double the consonant with these verbs: *listen, happen, open*.

PRACTICE

past simple: *be*

1 Choose the correct words to complete the sentences.

- 1 Where **was** / **were** you this morning?
- 2 I **wasn't** / **weren't** in school yesterday.
- 3 Our class **was** / **were** on a trip to the museum.
- 4 There **was** / **were** some very old toys there.
- 5 There **wasn't** / **weren't** any visitors.
- 6 What time **was** / **were** it?

2 Match the questions (1–6) with the answers (A–F).

- | | |
|---|-----------------------------|
| 1 Was there a bathroom in the house? | A It was sunny. |
| 2 Were there any chairs in the kitchen? | B Yes, there was. |
| 3 Were you cold there? | C I was five. |
| 4 Was it a big house? | D No, it wasn't. |
| 5 What was the weather like? | E No, I wasn't. |
| 6 How old were you? | F No, there weren't. |



past simple: regular verbs

3 Write the past form of the verbs.

- 1 study
- 2 dance
- 3 play
- 4 use
- 5 listen
- 6 travel

4 Match the sentences (1–6) with the pictures (A–F).

- 1 I watched my favourite programme on TV last night.
- 2 I listened to music on the bus.
- 3 My friend texted me at noon.
- 4 I visited a museum last week.
- 5 I asked my teacher a question.
- 6 I called my cousin this morning.

REFERENCE

past simple: irregular verbs

We use the past simple to talk about things that happened in the past.

We use it for finished actions that are not happening now.

For irregular verbs, we don't add *-ed* to make the past simple. Each irregular verb has its own form.

I **saw** you at the weekend.

She **went** to school at 8.00 o'clock.

They **did** their homework.

Some verbs change one or two letters, but look similar to the present form.

know – knew

make – made

sing – sang

win – won

For other verbs, the present form and the past simple form can be very different.

buy – bought

do – did

go – went

Be careful! Take time to learn irregular verbs.

positive

I/He/She/It	went	to London.
We/You/They		

We make negative sentences with *did/didn't* + the base form of the verb.

I **didn't see** you yesterday.

She **didn't go** to school at 9.00 o'clock.

They **didn't do** their homework.

We usually use short forms for negative sentences.

negative

I/He/She/It	didn't (did not)	to London.
We/You/They	go	

We change the order of words in questions.

questions

Did I/he/she/we/you/they	go	to London?
---------------------------------	-----------	------------

short answers

Yes,	I/he/she/we/you/they	did.
No,		didn't.
Yes,	I/he/she/we/you/they	did.
No,		didn't.

question words with the past simple

Questions words go at the start of the question.

question word	<i>did</i>	subject	verb
Where	did	you	go?
Who	did	they	see?

We can also use question phrases in the same way.

What time did you go?

How much did they buy?

How long did he sit in the car?

How often did she have dance lessons?

What colour did she paint her room?



PRACTICE

past simple: irregular verbs

1 Choose the correct form of the verbs to complete the sentences.

- 1 My friend and I **built** / **build** a robot last week.
- 2 We **found** / **find** a cat in the garden this morning.
- 3 My mum **buyed** / **bought** me a new T-shirt yesterday.
- 4 We all said 'Good-bye' when they **leave** / **left**.
- 5 I **could** / **can** see the moon last night
- 6 Our teacher **gived** / **gave** us a lot of homework yesterday.

2 Make questions in the past simple. Use these verbs.

find go have see sing

- 1 you / your friends yesterday?
.....
- 2 your parents / breakfast with you?
.....
- 3 you all / in the music lesson this morning?
.....
- 4 you / some money in the street on the way to school?
.....
- 5 you / to the cinema at the weekend?
.....

3 Read the sentences and write questions in the past simple.

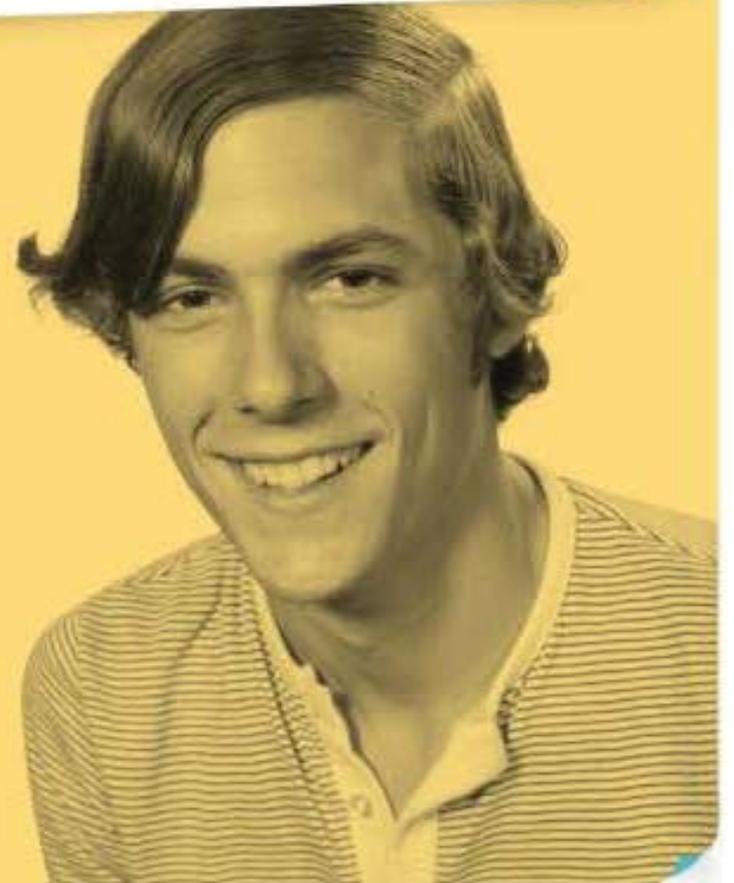
- 1 Carol went home. (when?)
.....
- 2 Olivia and Lina saw an animal. (what?)
.....
- 3 Harry sang a song. (why?)
.....
- 4 I travelled to London. (how?)
.....
- 5 They found a music player. (where?)
.....

4 Complete the story with these words. There are five extra words.

competition first good looked name
nice saw swim won wrote

My grandad, John Dallas, was born in Greece in 1950. He was very ¹..... at sport and he loved swimming. When he grew up, he moved to Australia. He was in a big ²..... and he won his race. A newspaper reporter ³..... the race. 'You were fantastic!' he said.

John's parents didn't see the race. He phoned them in the evening. 'Did you win?' they asked. 'Yes, I ⁴..... a cup!' said John. His parents were very happy. The next day, the reporter ⁵..... about John. He was in all the newspapers. After that he became famous!



REFERENCE

comparative adjectives

We use an adjective + *-er* (+ *than* + noun) to compare two people, groups or things.

When we use a comparative adjective in front of a noun, name or personal pronoun (*me, you, him, her, etc.*), we add *than*.

I'm thirteen. Kate's twelve.

I'm **older than** Kate.

Kate's **younger than** me.

Our class is **smaller than** your class.

Your class is **bigger than** my class.

subject + <i>be</i>	adjective	<i>than</i>	object
Francesca is	taller	than	me.
My room is	tidier	than	Maya's room.
Your feet are	bigger	than	David's feet.

We can also use comparative adjectives with *have got* for physical features.

I've got **darker** hair than you.

You've got **bigger** feet than me.

Harry's got **curlier** hair than Mark.

spelling

We usually add *-er* to the adjective.

strong – **stronger** (than)

quiet – **quieter** (than)

If the adjective ends in *-e*, we just add *-r*.

nice – **nicer** (than)

large – **larger** (than)

If an adjective ends with a vowel + a consonant, we double the last letter.

big – **bigger** (than)

hot – **hotter** (than)

If an adjective ends with a consonant + *-y*, we change *-y* to *-i* and then add *-er*.

curly – **curlier** (than)

pretty – **prettier** (than)

funny – **funnier** (than)

dirty – **dirtier** (than)

ugly – **uglier** (than)

easy – **easier** (than)

Be careful! *good* and *bad* are irregular adjectives.

good – better (than)

bad – worse (than)

Note: These rules are for short adjectives. You will learn the rules for long adjectives (e.g. *interesting, exciting*) next year.

superlative adjectives

We use *the* + adjective + *-est* to compare three or more people or things.

I'm thirteen. Kate's twelve. Dan's eleven.

I'm older than Kate and Dan.

I'm **the oldest**.

Dan is younger than Kate and me.

Dan's **the youngest**.

subject + <i>be</i>	<i>the</i>	adjective
Francesca is	<i>the</i>	tallest in the class.
My room is	<i>the</i>	tidiest in the house.
Your feet are	<i>the</i>	biggest in our family.

We can also use superlative adjectives with *have got* for physical features.

I've got **the darkest** hair.

You've got **the biggest** feet.

Harry's got **the curliest** hair.

spelling

If an adjective ends with a vowel + a consonant, we double the last letter.

big – bigger (than) – **the biggest**

hot – hotter (than) – **the hottest**

If an adjective ends with a consonant + *-y*, we change *-y* to *-i* and then add *-er*.

curly – curlier (than) – **the curliest**

pretty – prettier (than) – **the prettiest**

funny – funnier (than) – **the funniest**

Be careful! *good* and *bad* are irregular adjectives.

good – better (than) – **the best**

bad – worse (than) – **the worst**

Note: These rules are for short adjectives. You will learn the rules for long adjectives (e.g. *interesting, exciting*) next year.

PRACTICE

comparative adjectives

1 Choose the correct answer (A, B or C) to complete the sentences.

- Jenny is shorter Alice.
A than B to C of
- Today is than yesterday.
A hotter B hot C hotter
- This exercise is than some of the exercises.
A easier B easier C easier
- They are taller than
A I B my C me
- Sam is at maths than Chris.
A better B good C gooder
- Elana is at art than Tina.
A worst B bad C worse

2 Put the words in the correct order to make sentences.

- Adam / bigger / me / than / is
.....
- Ella / than / Sam and Jack / older / are?
.....
- than / my trainers / your trainers / aren't / newer
.....
- curlier / his hair / your hair / is / than
.....
- I am / happier / today / than / yesterday
.....
- is / the weather / hotter / now?
.....

3 Give your opinion on each pair of things. Use the adjective in brackets to make a sentence.

- Sunday or Monday? (bad)
.....
- bananas or apples? (nice)
.....
- basketball or football? (good)
.....
- maths or music? (easy)
.....
- your brother/sister or your friend? (loud)
.....
- your teacher or your friend? (funny)
.....

superlative adjectives

4 Choose the correct answer (A, B or C) to complete the sentences.

- Jenny is youngest girl in the class.
A - B a C the
- Which is the animal in the world?
A faster B fastest C fastest
- The weather was bad last week, but the day was Tuesday.
A worse B worst C baddest
- Mia and Sue are older than me, but Mia is the
A older B old C oldest
- Sam is the at maths in my year.
A better B good C best
- Tim and Ed are louder than me, but Ed is the
A loudest B loud C louder

5 Put the words in the correct order to make sentences.

- the / I'm / of my brothers and sisters / biggest
.....
- isn't / my dad / in our family / oldest / the
.....
- my newest / my jeans / are / clothes
.....
- curliest / the / of all my friends / is / Maria's hair
.....
- Angelo and Rita / are / happiest / I know / the / people
.....
- the / is / today / hottest / day / of the summer?
.....

6 Give your opinion on each group of things. Use the words in brackets to make a sentence.

- Sunday, Monday or Thursday? (bad day)
.....
- oranges, bananas or apples? (nice fruit)
.....
- basketball, swimming or football? (good sport)
.....
- maths, English or music? (easy lesson)
.....
- your brother/sister, your teacher or your friend? (loud person)
.....
- your brother/sister, your teacher or your friend? (funny person)
.....

REFERENCE

be going to

We use *be going to* for personal intentions about the future.

I'm **going to tell** Mum what you said.

We're **going to visit** my grandma next month.

My brother is **going to go** to university in Canada.

We use the verb *be* in front of *going to* + the infinitive of the main verb.

positive

I	'm (am)	going to leave tomorrow.
He/She/It	's (is)	
We/You/They	're (are)	

negative

I	'm not (am not)	going to leave tomorrow.
He/She/It	isn't (is not)	
We/You/They	aren't (are not)	

questions

Am	I	going to leave tomorrow?
Is	he/she/it	
Are	we/you/they	

short answers

Yes,	I	am.
	he/she/it	is.
	we/you/they	are.
No,	I	'm not.
	he/she/it	isn't.
	we/you/they	aren't.

We also use *be going to* for future plans and intentions which we aren't sure about.

Sandra's **going to have** a party soon.

Is your dad **going to drive** you to summer camp?

like/love + -ing; want to + infinitive

We use *like/love + -ing* for things we enjoy doing.

I **like reading** in bed.

My dog **loves swimming** in the sea.

Sally **likes playing** football.

We don't usually use *love + -ing* in negative sentences or questions. We use *like + -ing*.

I **don't like climbing**.

The children **don't like playing** in the rain.

Simon **doesn't like skiing**.

positive

I/We/You/They	like/love	swimming.
He/She/It	likes/loves	

negative

I/We/You/They	don't like	swimming.
He/She/It	doesn't like	

questions

Do	I/we/you/they	like	swimming?
Does	he/she/it		

short answers

Yes, I/He/She/it/we/you/they	do.
No, I/He/She/it/we/you/they	don't.

We use *want to + infinitive* for intentions and things we want for the future.

Harry **wants to be** an astronaut.

I **want to travel** to different countries.

We **want to meet** your cousins.

positive

I/We/You/They	want	to be a swimmer.
He/She/It	wants	

negative

I/We/You/They	don't want	to be a swimmer.
He/She/It	doesn't want	

questions

Do	I/we/you/they	want	to be a swimmer?
Does	he/she/it		

PRACTICE

be going to

1 Put the words in the correct order to make sentences.

1 you / going / are / to / sailing / go

.....

2 not / climbing / go / going / I'm / to

.....

3 play / they're / to / going / basketball

.....

4 he / going / to / swimming / go / is?

.....

5 isn't / try / hobby horsing / to / she / going

.....

6 do / to / yoga / going / they / aren't

.....

2 Complete the sentences with the words in brackets and the correct form of *going to*.

1 (Dan/play) basketball tomorrow.

2 (we/talk) to the teacher this afternoon.

3 (you/go) to the cinema at the weekend?

4 (you/go) rollerblading tomorrow.

5 (we/not go) skiing in the winter.

6 (your parents/phone) you later?

3 What are these people going to do? Write six sentences.



Josh

Harry

Dave

Pete

Emma

Cara

Jenny

Megan

like/love + -ing; want to + infinitive

4 Put the words in the correct order to make sentences.

1 love / I / climbing

.....

2 playing / my brother / likes / baseball

.....

3 my sister / to be / wants / a dancer

.....

4 to Mexico / to go / want / my mum and dad

.....

5 my cousin / like / rollerblading / doesn't

.....

6 in the sea / our dog / swimming / loves

.....

5 Complete the questions with the correct form of the verbs in brackets.

1 Do you (want/play) football tomorrow?

2 Do you (like/play) basketball?

3 Do you (want/do) kung fu or yoga?

4 Do you (want/go) to the beach?

5 What do you (like/do) in the summer?

6 What do you (want/do) tomorrow?

6 Match these answers (A–C) with the questions in Ex 5 (1–6).

A Yes, I do.

B No, I don't.

C I like going to the beach and ...

D I want to ...

7 Answer the questions in Ex 5.

SPEAKING AND WRITING FILE

SPEAKING FILE UNIT 1

make a phone call to friends or family

1 Work in pairs. Choose a phone number for your partner to read out.

A **09963 557722**

B **0818 288433**

C **02375 401196**

D **01406 237780**

2 Work in pairs. Practise the phone conversation. Change the names and the phone number.

A: Hello? Is that Lidia?

B: Yes. Is that Marco?

A: Yes. Hi Lidia. Have you got Marina's phone number?

B: Yes, I have. Just a minute... It's 07992 319588.

A: That's great. Thanks, Lidia.

exam tip: intonation

Say the questions like this:

↗
Hello?

↗
Is that Lidia?

explore language

make a phone call to friends or family

Hi, Dad/Lidia.

Thanks.

It's Marco here.

That's OK.

Is Lidia there?

Bye.

3 Act out your conversation to the class. Who can write the correct phone number?

WRITING FILE UNIT 1

a personal profile

plan

- 1 Think about a few of your favourite things.
- 2 Find things to put in your profile. (e.g. pictures, postcards, birthday cards).
- 3 Think of information about the things in your profile.

write

- 1 In a notebook, write sentences about the things in your profile.
 - What's in the pictures or photos?
This is a photo of my family/my favourite singer.
 - Who are the people in the photos?
This is my mum. That's my dad.
 - Where is the postcard from?
Here is a postcard from Mexico.
 - Who is the birthday card from?
This is my favourite birthday card. It's from Victor.
- 2 Check your English is correct.
- 3 Write the sentences in the correct place in your profile.

check

- Have I got one or two sentences for each picture, photo and card?
- Are the sentences next to the correct picture, photo and card?
- Are there capital letters a) at the start of sentences and b) for names of people and places?
- Is my writing clear?

extra

Choose two of these things and add them to your profile. Remember to add pictures.

my classroom my favourite colour
my favourite music my pet

talk about timetables and routines

1 Look at the table and make three questions for a partner.

Do you	get up	at	6.00	at the weekend?	
	have breakfast		7.00		
	have lunch		1.00		on Monday morning?
	have dinner		10.00		on school days?
	go to bed				

2 Work in pairs. Ask and answer your questions from Ex 1. Use short answers.

Do you have lunch at 2.30 at the weekend?

Yes, I do. / No, I don't.

exam tip: extra information

Add extra information in your answers.

No, I don't. I have lunch at 1.30.

explore language

talk about timetables and routines

What time do you have (subject) on (day)?

Do you have ... ?

1 I don't have ...

3 Tell the class about your partner's answers.

Elena gets up at 11.00 at the weekend.

a mini interview

plan

- 1 Think about the questions you want to ask your partner.
- 2 Think about the answers to the questions.
- 3 Write your partner's name on a piece of card. You can add a photo, too.

write

- 1 Write five questions on a piece of paper.

Do you like parties?

Do you go to bed early?

Do you have music lessons?

Do you play any sport?

Do you like computer games?

- 2 Work in pairs and ask your partner your questions.
- 3 Write his/her answers.
- 4 Stick your questions and answers on your piece of card.

check

- Have I got five questions?
- Are there question marks (?) at the end of questions?
- Have I got five answers?
- Are there full stops (.) at the end of sentences?

extra

Swap interview cards with another pair. Choose a person and tell the class about him/her.

Samia likes parties and she likes music, too.

say what you think and why

1 Work in pairs. Think of six questions you can ask about an animal. Use these ideas to help you.

- what colour / be / it?
- where / it / live?
- how / it / move?
- other questions?

2 What is your partner's favourite animal? Ask and answer your questions and guess.

3 Work in pairs. Look at the photos (A–D). Which animal is the odd one out? Why?



exam tip: listen to ideas

Be polite! Listen to other people's ideas.

explore language

say what you think and why

- I think** it's the frog. What do you think?
- I think it's the bee **because** it flies.

4 Share your ideas from Ex 3 with the class. Do they agree?

a description of an animal

plan

- 1 Choose an animal for your description (e.g. a wild animal or bird).
- 2 Find a picture of it.
- 3 Find information about it. Look online.
- 4 Make a list of interesting facts.
- 5 Put the facts in a clear order.

write

- 1 Write a sentence with important information first.
Parrots/Penguins live in South America.
- 2 Write other things about the subject.
They are blue/red/black and white.
- 3 End with one or two interesting facts.
They usually/often/sometimes ...

check

- Have I got a picture with my description?
- Is the information in sentences?
- Are the sentences in a clear order?
- Am I using *and* and *but*?

extra

Write a description of an animal in your country. You can add questions as headings (e.g. *What does it eat?*).

asking for and giving directions

1 Choose a volunteer from the class and cover his/her eyes. The volunteer can ask for directions to these places.

my desk the bin the board the door the window



2 As a class, take turns to give directions.

exam tip: ask for help

You don't understand the directions?
Say, 'Can you say that again, please?'

explore language

ask for and give directions

Excuse me.	Go straight on.
Can you help me?	Go left/right.
Where's ..., please?	It's on your left/right.

3 Choose another volunteer and repeat the steps in Ex 1 and 2.

a message

plan

- 1 What is your message about (e.g. a meeting in town)?
- 2 Make a list of information for your message.
 - the place to meet
 - the name of the road or street
 - the time to meet
 - other information?

write

- 1 Write a greeting.
Hi Zoe!
- 2 Write the important information first.
Meet me at the Rainbow Café in North Street.
- 3 Remember to give information about time.
Can you be there at 3.00?
- 4 Add other small points.
Text me when you get this.
- 5 End your message with a phrase and your name.
See you soon,
Christina

check

- Is my message short and clear?
- Is all the important information there?
- Does it end with a phrase and my name?

extra

Write a message to a friend about your birthday party.

ask about a picture

 Work in pairs. Look at the pictures and say what the people are doing.



exam tip: use time words

Start sentences with words and phrases like *now* and *at the moment*.

 At the moment, Emily's having breakfast.

2 Work in pairs. Choose a photo/picture from Units 1-5. Ask and answer questions about your partner's photo/picture. Can you guess which unit it is from?

explore language

ask about a picture

- Who are the people in the picture?
- Where are they?
- What are they doing?
- What's happening in the picture?

a description of a party

plan

- 1 Why are you having your party?
- 2 When is your party?
- 3 Who is coming?
- 4 What food/drinks do you want?

write

Think about all the important information:

- 1 Say why you are having the party.
This is my thirteenth birthday party.
- 2 Say where and when.
It's at the Outdoor Activity Centre, on 25 April, at 6.30 p.m.
- 3 Say who is coming.
All my friends from school and my cousins are coming.
- 4 Write about the food and drinks.
We all love pizza and cola – it's our favourite food.

check

- Is all the important information there?
- Is the information in clear sentences?
- How many words can I write? Is the number of words in my description correct?

extra

Do you want to have any activities at your party? Choose one of these things or use your own ideas.

dancing football singing

Write some short sentences about the activities at your party.

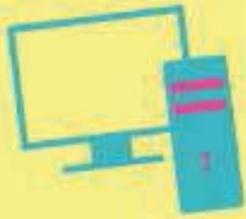
check with a partner

Work in pairs. Practise saying these years.

1915 1924 1962 1975
1980 1983 2011

2 Work in pairs. Look at questions 1–4 in the quiz. Can you guess the answers?

History quiz

- 1** Were there colour TVs in 1980? 
- 2** Were there bathrooms in houses in 1962? 
- 3** Were there telephones in 1915? 
- 4** Were there home computers in 1983? 
- 5**
(your question)
- 6**
(your question)

exam tip: ask your partner

Are you working with a partner? Ask him/her what he/she thinks.

explore language

check with a partner

What do you think? / Is that right?

Yes, I think so. / I'm not sure.

3 Work in pairs. Think of two more questions and add them to the quiz. Ask another pair.

4 Check your answers with your teacher.

a blog post

plan

- 1** Think of a subject for your post (e.g. a day out, a family event, a party).
- 2** Find a picture for it.
- 3** Find information about it. Look online.
- 4** Think about your subject.
- 5** Make a list of information and ideas.
- 6** Put them in a clear order.

write

- 1** Write some information about the place and time.
Last month there was a big family party for ...
- 2** Write about your experience.
The party was in I liked ...
- 3** Write your own ideas and opinions. Have fun!
Was it a great day? Of course! It was fantastic!

check

- Is the information in the post interesting for the reader?
- Is it in a clear order?
- Have I got my ideas in it?

extra

Write a short post about your favourite day out or family event.

ask about past experiences

1 Make five questions about a sports event in the past. Use these ideas to help you.

- 1 where / you / go?
- 2 how / you / go / there?
- 3 what / you / do / there?

2 Work in pairs. Choose an event each (A or B). Think of your answers to the questions from Ex 1. Write notes if you need to.



3 Ask and answer your questions from Ex 1.

explore language

ask about past experiences

- When/Where/What/How did you ... ?
 Did you ... ?
 What was ... ?

exam tip: show interest

Do you like what you hear? Say, 'Oh, great!' or, 'Oh, cool!'

a project about a famous person plan

- 1 Choose a person to write about for your project.
- 2 Find pictures of him/her.
- 3 Find information. Look online.
- 4 Put the information in a clear order.

write

- 1 Write the important information first.
 ... is a singer/artist/football player.
- 2 Write some interesting facts about your subject.
 He/She is from (country).
 He/She was born in (year).
 He/She grew up in (city/town/village/area).
- 3 Write about what people think of your subject. Say why.
 People like ... because
- 4 Give your own ideas.
 I think he/she is great/cool/fantastic because

check

- Have I got pictures of my subject?
- Is there some information next to each picture?
- For a project about a person, am I using these phrases: *is from, was born in, grew up in*?
- Is my writing easy to read?

extra

Write a project about a famous person from your country.

make a guess

 Work in pairs. Ask and answer the quiz questions.



WORLD FACTS QUIZ

Which is:

- | | |
|--|--|
| 1 the highest mountain in the world?
A K2
B Mont Blanc
C Everest | 4 the smallest country?
A Vatican City
B Monaco
C Luxemburg |
| 2 the longest river in the world?
A the Nile
B the Amazon
C the Danube | 5 the fastest land animal?
A a lion
B a cheetah
C a dingo |
| 3 the biggest country?
A the USA
B China
C Russia | 6 the biggest animal?
A an African elephant
B a blue whale
C a giraffe |

- 1** Work in pairs. Write three questions about world facts. Can your partner answer them?

Which is the biggest country in the world?

Is it Russia?

exam tip: make a guess

Not sure about something? Make a guess!

explore language

make a guess

- Is it ... ? I think you're right.
 Maybe it's ... Yes, I think it is. / No, I don't think it is.
 Yes, maybe it is.

- 3** Work with two other students. Compare your other answers to the quiz.
- 4** Share your answers with the class. Then check with your teacher.

a story

plan

- 1 Look at all the pictures. What is happening?
- 2 Think about the words you need for things and actions.
- 3 What are the people saying? Can you put this in your story?

write

Write your story. Write twenty words or more.

- 1 Write about each picture. Short sentences are OK.
- 2 Use some describing words (adjectives), e.g. *big/small* or a colour.
- 3 Join some ideas with *and* or *but* to make a longer sentence.

check

- Did I write twenty words or more?
- Did I write about each picture?

extra

Write a story about one of your favourite TV programmes.



make a suggestion

1 Work in pairs. Which of the activities in the photos do you like?

SEE SYDNEY

Go rollerblading on the Harbour Bridge.

Go surfing.

Go cycling round the parks.

Take a trip on a boat.

Listen to music at Sydney Opera House.

Go shopping.



2 Work in pairs. You are going to spend three days in Sydney, Australia. You can do three of the activities. Plan your visit.

- On Friday
- On Saturday
- On Sunday

explore language

make a suggestion

We use *Let's + infinitive* or *How/What about + -ing*.

Let's play tennis in the morning.

Mmm ...**what about going** swimming?

exam tip: take turns

Are you working with a partner?

Take it in turns to speak.

3 Work with another pair. As a group, decide what you are going to do each day.

a postcard

plan

- 1** Find a postcard with a nice picture.
- 2** What can you say about your holiday? Make a list of interesting things.
- 3** Write the name and address of your friend or family member on the right.

write

- 1** Write a friendly greeting.
Hi ...
- 2** Start with something general.
I'm having a great time.
- 3** Write about what you did yesterday.
Yesterday I went/saw ...
- 4** Write about what you're doing today.
Today I'm ...
- 5** Write about what you're going to do tomorrow.
Tomorrow I'm going to ...
- 6** End your postcard.
See you soon.
(Love,) Zach

check

- Is the information in my postcard interesting?
- Is my friend's name and address on the right?
- Is the address in the correct order? Are there any mistakes?
- Is my name at the end?
- Have I got a stamp?

extra

Write a holiday postcard to a person in your family.