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English Plus

Starter
Student's Book

Second edition

OXFORD

Starter unit

VOCABULARY • Classroom language

Greetings

- 1 1.02 Listen and read the dialogues. Then choose the correct words.

Mr Ross is a student / ~~teacher~~.

1 Sally is a student / teacher.

2 Tom and Rosa are friends / teachers.



Mr Ross Hello, Sally.

Sally Hello, Mr Ross.

Mr Ross How are you today?

Sally I'm fine, thanks. And you?

Mr Ross I'm good, thanks.



Tom Hi, Sally.

Sally Hi, Tom.

Tom This is my friend, Rosa.

Sally Hi, Rosa. Nice to meet you.

Rosa Nice to meet you.

- 2 1.02 Work in pairs. Listen again. Then practise the dialogues.

- 3 Work in pairs. Change the words in blue in the dialogues. Then practise the new dialogues.

4 Starter unit

Everyday phrases

- 4 1.03 Listen and repeat the everyday phrases. Then practise the phrases with your partner.

1 Excuse me.

6 What's this in English?

2 Please ...

7 Can you repeat that?

3 Thank you.

8 Can you spell that?

4 You're welcome.

9 What does this mean?

5 I don't understand.

10 Can I go to the toilet?

Instructions

- 5 1.04 Match instructions 1–8 with pictures A–H. Then listen and check.

1 Stand up.

5 Read the text.

2 Sit down.

6 Write sentences.

3 Open your book.

7 Listen and repeat.

4 Close your book.

8 Talk with a partner.



- 6 **USE IT!** Work in pairs. Play a game. Act out and guess the instructions in exercise 5.

Days and months

- 7  1.05 Write the days of the week in the correct order. Listen and check. Then listen again and repeat.



- 1 Monday
- 2
- 3
- 4
- 5
- 6
- 7

- 8  1.06 Listen. Say the next day.

1 Thursday.

- 9  1.07 Complete the calendar with the months in the box. Then listen and repeat.

April August December
February June October

January	February	March
1	May	2
July	3	September
4	November	5

The alphabet

- 10  1.08 Listen and repeat the letters.



- 11  **USE IT!** Work in pairs. Play a game. Ask your partner to spell the days and months.

Can you spell 'Friday'?

Yes. F-R-I-D-A-Y.

Can you spell 'July'?

Yes. J-U-L-Y.



VOCABULARY • In the classroom

I can introduce people and talk about classroom objects.

THINK! How many people are in your class?

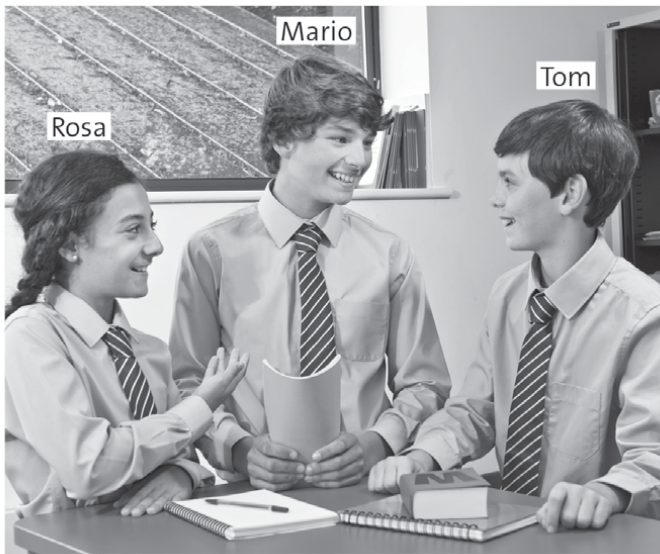
- 1 1.09 Complete the dialogue with the key phrases. Then listen and check.

KEY PHRASES

Meeting people

See you later.
Bye!
Hello

I'm fine, thanks.
This is my friend ...
How are you?



Rosa Hello, Tom.
Tom Hi, Rosa.
Rosa 1 Mario. He's from Italy.
Tom Hi, Mario. 2 ?
Mario 3 And you?
Tom Good, thanks.
Rosa Oh! It's time for class.
Tom OK. 4
Rosa Bye!
Mario 5 , Tom!

- 2 Read the dialogue again. Complete the sentences with the words in the box.

friends Italy school

Rosa and Tom are *friends*.

- 1 Mario is from
2 The students are at

- 3 1.09 Work in groups of three. Listen again. Then practise the dialogue. Change the names in blue.

- 4 1.10 Match classroom objects 1–12 with pictures A–L. Then listen and repeat.

- | | | |
|----------|---------------|-------------|
| 1 pen | 5 pencil case | 9 ruler |
| 2 rubber | 6 desk | 10 pencil |
| 3 bag | 7 poster | 11 notebook |
| 4 bin | 8 book | 12 chair |



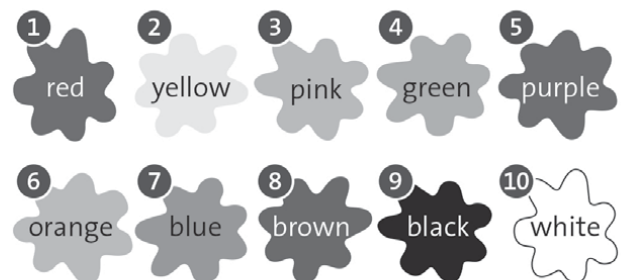
- 5 1.11 Listen. Then practise the dialogue.

Rosa What's this in English?
Tom It's a pencil.
Rosa Oh, yes. Thank you.
Tom You're welcome.



- 6 Change the word in blue and practise the dialogue again. Use other objects in exercise 4.

- 7 1.12 Listen and repeat the colours.



- 8 **USE IT!** Work in pairs. Play a game. Say a colour. Your partner guesses the correct object. Use the classroom objects in exercise 4.



S LANGUAGE FOCUS • *be*: singular affirmative

I can talk about people and classroom objects.

- 1 Study the table. Then complete the sentences with the short forms of *be*.

Singular affirmative	
Long form	Short form
I am	I'm
You are	You're
He is	He's
She is	She's
It is	It's



I'm a student.



1 You a student.



2 He / She a student.



3 It an alien!

- 2 Choose the correct words.

The student are / am / is at school.

- Mario are / is / am Rosa's friend.
- I's / 'm / 're in English class now.
- This am / is / are my pencil case.
- Mr Ross are / am / is a teacher.
- You 's / 're / 'm welcome!

- 3 Complete the sentences with the words in the box.

I'm is is It's What's You

It's a pencil case.

- '..... your name?'
- Kathy in this class.
- 'Hello, John.'re in class 4C.'
- Joe from London.
- 'Hello. your English teacher.'

- 4 Follow the lines. Match 1–6 with a–f. Then write sentences with the correct forms of *be*.

She's from Italy.



1	She	a	green
2	You	b	a ruler
3	I	c	from Italy
4	The bag	d	a nice boy
5	He	e	at school
6	It	f	my friend

- 5 **USE IT!** Work in pairs. Make sentences about the people and objects on page 6.

Mario is from Italy.

The ruler is yellow.



VOCABULARY • Countries and nationalities

I can talk about where people are from.

THINK! Where are you from?

1 Jen
I'm from Canberra.

2 Jeff
I'm from London.

3 Omar
I'm from Rabat.

4 Eren
I'm from Ankara.

5 Paulo and Lina
We're from Brasília.

6 Lucie and Pavel
We're from Prague.

7 Aiko and Haru
We're from Tokyo.

8 Emily
I'm from Washington, D.C.

- 1** 1.13 Look at the people in the photos. Listen and read. Match the people with some of the countries in the box. There are two extra countries.

Argentina Australia Brazil
the Czech Republic Japan Morocco
Russia the UK the USA Turkey

- 1 Jen **Australia** 5 Paulo and Lina
2 Jeff 6 Lucie and Pavel
3 Omar 7 Aiko and Haru
4 Eren 8 Emily

- 2** Work in pairs. Make sentences about the people and places in exercise 1 with the phrases in the box. Your partner says the correct names.

He's from She's from
They're from It's a city in

They're from Brasília.
It's a city in Brazil.

Paulo and Lina.

- 3** 1.14 Copy and complete the table with the nationalities in the box and the countries in exercise 1. Then listen and check.

American Argentinian Australian
Brazilian British Czech Japanese
Moroccan Russian Turkish

Country	Nationality
the USA	American

- 4** 1.15 Listen and complete the sentences with countries and nationalities from exercise 3.

Marco is from **Brazil**. He's **Brazilian**.

- 1 Mia is She's from
2 Sally is from She's
3 Mikhail is from He's
4 Yasmin is She's from
5 Jack is He's from

- 5** **USE IT!** Write sentences about the nationalities of famous people you know.

Keira Knightley is from the UK.
She's British.



Finished?

Think of more countries and nationalities.
Check in your dictionary.
Hungary / Hungarian

S LANGUAGE FOCUS • *be*: singular and plural

I can talk about where people are from.

- 1 Look at the pictures and study the sentences. Then complete the table with the short forms of *be*.



1 We're from London.



2 You're British.



3 They're American.

Singular	Plural
I am = I'm	We are = We ¹
You are = You're	You are = You ²
He / She / It is = He's / She's / It's	They are = They ³

- 2 Match 1–6 with a–f to make sentences.

- | | |
|--------------|------------------------------|
| 1 I | a is a teacher. |
| 2 Japan | b is twelve. |
| 3 We | c 're my friends. |
| 4 Mrs Miller | d is an interesting country. |
| 5 They | e 'm at school now. |
| 6 Marco | f 're students. |

I'm at school now.

- 3 Complete the sentences with the correct forms of *be*.

Istanbul is a big city.

- Sarah from Manchester.
- My family and I from a big city.
- The books blue.
- Paulo from Rio de Janeiro.
- You and your friends students.
- I in the classroom now.

- 4 Rewrite the sentences in exercise 3. Use the subjects in the box and short forms of *be*.

He I It She They We You

It's a big city.

- 5 1.16 Read and listen to the dialogue. Then complete the key phrases.



- Emma Hello. What's your name?
 Jack I'm Jack. And you?
 Emma My name's Emma. Where are you from?
 Jack I'm from Manchester, in England.
 Emma And how old are you?
 Jack I'm eleven.

KEY PHRASES

Asking for personal information

- What's your?
- are you from?
- How are you?

- 6 **USE IT!** Practise the dialogue in exercise 5. Then change the words in blue and practise again.

David Toronto, Canada ten years old
 Kim Sydney, Australia twelve years old

Hello. What's your name?

I'm David. And you?



VOCABULARY • Numbers

I can recognize and use numbers.

THINK! Can you count to twenty in English?

1 1.17 Listen and repeat the numbers.

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

2 1.18 Listen and write the numbers. Then complete the sums.

$$3 + 9 = 12$$

- a + =
 b + =
 c + =
 d + =
 e + =
 f + =

3 1.19 Listen and check.

4 Work in pairs. Play a game. Choose a number. Then make a sum.

twenty

Eight and twelve is twenty.

5 1.20 Match the numbers in the box with the words. Then listen and repeat.

25 38 49 51 64 72 87 93 110

sixty-four **64**

- a thirty-eight
 b twenty-five
 c ninety-three
 d one hundred and ten
 e seventy-two
 f forty-nine
 g eighty-seven
 h fifty-one

6 1.21 Work in pairs. Do the quiz. Then listen and check.

fifty-two seven sixty sixty
 thirty thirty-one twenty-four

TIME QUIZ

- There are sixty seconds in a minute.
- There are minutes in an hour.
- There are hours in a day.
- There are days in a week.
- There are days in January.
- There are days in June.
- There are weeks in a year.

7 **USE IT!** Play Bingo. Choose five numbers. Then listen to your teacher's instructions.



S LANGUAGE FOCUS • *there is / there are*

I can talk about what's in our classroom.



- 1 Look at the picture. Complete the sentences with the words in the box. Then study the rules.

book boys girl teacher

There's a **teacher**. Her name is Mrs Carter.

- There are two They are friends.
- There's one Her name is Daisy.
- There's an orange on Mrs Carter's desk.

RULES

We use **There's + a / an** for one person or thing.
We use **There are** for two or more people or things.
We use numbers when we count things.

- 2 Look at the picture of the classroom again. Write sentences with 's or are.

- | | |
|--------------|----------------------------|
| boys | There are two boys. |
| 1 desks | There |
| 2 yellow bag | There |
| 3 students | There |
| 4 chairs | There |
| 5 red book | There |
| 6 teacher | There |
| 7 blue bin | There |
| 8 posters | There |

- 3 1.22 Listen to Tim talking about his class. Write **true** or **false**.

- There's one teacher.
- There are twenty-three students.
- There are twelve girls in the class.
- There are twenty-three desks and chairs.
- There's one poster.



- 4 **USE IT!** Work in pairs. Say sentences about your own classroom. Use **There's** and **There are**. Your partner says if the sentences are true or false.

There are twenty desks.

False!

Finished?

What's in your bag? Make a list. Then tell your partner.

There are two books in my bag.

1 I'm into that!

VOCABULARY • Adjectives

I can describe people, places and things.

- ✿ Extra listening and speaking p72
- ✿ Project p78
- ✿ Curriculum Extra p84
- ✿ Culture p90

THINK! Look at the photos. What can you see?

- 1 1.23 Read and listen to the clues in the *Secret sentence!* puzzle. Match clues 1–10 with photos A–J to find the secret sentence letters.
- 2 Complete the secret sentence with the secret letters from exercise 1. Then finish the sentence so that it is true for you.
- 3 1.24 Match 1–5 with opposite adjectives a–e. Then listen and repeat.

1 cheap	a bad
2 new	b easy
3 boring	c expensive
4 good	d old
5 difficult	e interesting
- 4 Ask and answer to test your partner.

What's the opposite of 'interesting'?

'Boring'.



SECRET SENTENCE!

CLUES

PHOTO

SECRET LETTER

- 1 an old phone
- 2 a good actor
- 3 an interesting book
- 4 a cheap watch
- 5 an easy question
- 6 a bad singer
- 7 a new guitar
- 8 an expensive car
- 9 a difficult sport
- 10 a boring film

D

M

SECRET SENTENCE!

1 M y 2 a 3 o 4 r 5 t 6
7 c 8 o 9 s 10 re ...



Language point: *a / an*

5 Study the rules.

RULES

We use **an** before vowels (*a, e, i, o* and *u*).

an apple **an** old book

We use **a** before consonants (*b, c, d, f, g*, etc.).

a red apple **a** book

6 Complete 1–6 with *a* or *an*.

a new singer

an old film

1 cheap car

2 boring colour

3 expensive phone

4 interesting actor

5 difficult book

6 easy word in English

7 **USE IT!** Work in pairs. Think of examples for 1–6 in exercise 6. Compare with your partner.

Titanic is an old film.

Avatar is an old film, too.

Finished?

Think of more examples:

- a bad actor
- an expensive watch
- an old singer
- a good film
- an easy book
- a difficult word in English

1

READING • Favourite things

I can predict the content of a text from photos.

THINK! What are your interests?



Username

Password

Log in

WHAT ARE YOU INTO?

Tell us about your favourite people and things.

1 ☒ B

Eric

Hello there! I'm into computer games. My favourite is *Minecraft*. It isn't easy, but it's a lot of fun! I'm also into football. My favourite team are Manchester United. They're excellent!

2 ☐

Katy

Hi Eric! I'm not into computer games or football. I'm into pop music. My favourite pop singer is Ariana Grande. She's from Florida, in the USA. Her songs are amazing!

3 ☐

Mike

You're right, Katy. Ariana is good, but she isn't my favourite singer. I'm into Bruno Mars. His music is cool! I'm also into the *Star Wars* films. My favourite is *The Force Awakens*.

4 ☐

Lily

I'm into films and my favourite actor is Jennifer Lawrence. She's fantastic! I'm also into pop music. My favourite band are Years & Years. They're from London and their music is excellent.



1 Look at the photos. What are the people's interests?

2 Read the messages in the online forum. Match people 1–4 with photos A–D.

3 1.25 Read and listen to the messages again. Write **true** or **false**.

- Eric is into computer games and football.
- Minecraft* is a difficult game for Eric.
- Katy and Mike are into music.
- Mike's favourite singer is Ariana Grande.
- Lily's favourite band are from Florida.

4 **VOCABULARY PLUS** Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 16 in the Workbook.

5 **USE IT!** Work in pairs. What are you into? Are you into the same things as Eric, Katy, Mike and Lily?

I'm into football, too. My favourite team are Chelsea. They're amazing!

1 LANGUAGE FOCUS • be: affirmative and negative • Possessive adjectives

I can talk about people's interests.

be: affirmative and negative

1 Study the table. Then write the short forms.

Affirmative	
I'm	into computer games.
You're / We're / They're	excellent!
He's / She's / It's	amazing!
Negative	
I'm not	into computers.
You / We / They aren't	from London.
He / She / It isn't	my favourite.

- is = 's 3 are = _____
 1 are not = _____ 4 am not = _____
 2 am = _____ 5 is not = _____

2 Choose the correct words.

- Computer games is / are fun.
 1 We 's / 're good at computer games.
 2 Eric and his friends are / is into football.
 3 I aren't / 'm not into pop music.
 4 The new *Star Wars* film is / are amazing!
 5 You isn't / aren't in Paul's class.
 6 Our teacher isn't / aren't from the UK.

3 Complete the sentences with the affirmative (✓) or negative (X) forms of be.



- Bruno Mars is a singer. ✓
Minecraft isn't a pop band. X
 1 Ariana Grande _____ from Florida. ✓
 2 I _____ a famous actor. X
 3 You _____ in the UK now. X
 4 Your friends _____ at school today. ✓
 5 I _____ a student. ✓
 6 We _____ eighteen years old. X

4 Write true sentences with affirmative and negative forms of be.



- I / from London. I'm *not* from London.
Minecraft / difficult. *Minecraft* is difficult.
 1 Football / a boring sport.
 2 My friends / into computer games.
 3 English / an easy language.
 4 Old films / interesting.
 5 One Direction / my favourite band.



Possessive adjectives

5 Complete the table with the words in the box.

her his its ~~my~~ our their your your

Subject pronoun	I	you	he	she	it	we	you	they
Possessive adjective	my	_____	_____	_____	_____	_____	_____	_____

6 Complete the sentences with the correct possessive adjectives.

- You're in my class. What's *your* name?
 1 I'm into music. _____ favourite band are Coldplay.
 2 Eric's into football. It's _____ favourite sport.
 3 They're British. _____ names are Katy and Lily.
 4 We're from the UK. _____ capital city is London.
 5 My brother and I are French, but _____ family name is English.

7 USE IT! Play a game. Write three sentences about a friend in the class using be. Read them to the class. The other students guess the person.

My friend is into ... Her favourite ... is / are ...
 She isn't into ... What's her name?

Finished?

Write sentences about two other friends.

1 VOCABULARY AND LISTENING • After school

I can read questions before I listen.

THINK! Look at the photos. How many activities can you name?



- 1 1.26 Match the activities in the box with photos 1–10. Then listen and repeat.

art athletics basketball chess
drama football gymnastics music
science swimming

- 2 1.27 Listen and write the activities.
1 gymnastics

- 3 Read and answer the questions in the *After-school activities survey*.

- 4 1.28 Listen to Dan's answers to the survey. Complete the information in the form. Compare your answers in exercise 3.

- 5 **USE IT!** Work in pairs. Ask and answer the questions in the *After-school activities survey*.

I'm in the music club.

I'm into swimming.

AFTER-SCHOOL ACTIVITIES SURVEY

- What's your name?
- How old are you?
- Are you in any clubs at school? Y / N
☐ drama ☐ art ☐ chess
☐ science ☐ music
- Are you into sports? Y / N
☐ swimming ☐ athletics ☐ gymnastics
☐ basketball ☐ football
- What's your favourite sport?
- Who's your favourite sportsperson?

1 LANGUAGE FOCUS • be: yes / no questions and short answers

• Question words

I can ask and answer questions.

be: yes / no questions and short answers

1 Study the questions and answers.

Questions	Answers
Are you in any clubs?	Yes, I am. No, I'm not.
Is he into sports?	Yes, he is. No, he isn't.
Are clubs fun?	Yes, they are. No, they aren't.

2 Match questions 1–6 with answers a–f.

- Is basketball an interesting sport? c
- Is Jennifer Lawrence an actor?
- Are we in English class now?
- Are you from the USA?
- Are your friends in the drama club?
- Is Bruno Mars an English actor?

- Yes, we are.
- No, I'm not.
- Yes, it is.
- No, they aren't.
- Yes, she is.
- No, he isn't.



3 1.29 Complete the questions and answers. Then listen and check.

- A Is the music club boring?
B No, it isn't.



- A you in a sports team?
B Yes,
- A John and Kelly into athletics?
B No,
- A the drama club fun?
B Yes,
- A John in the chess club?
B No,
- A we at school now?
B Yes,

Question words

4 Match the questions with the answers in the box. Then complete the rules with the question words.

At 10.00 a.m. Football
He's thirteen In my bag Mrs Baker

What's your favourite sport? *Football.*

- How old is Tom?
- Who is your teacher?
- Where are your books?
- When is maths class?

RULES

We use ...

- for people. 4 for things.
- for age. 5 for times.
- for places.

5 Choose the correct question words. Then write true answers.

How / Where old are you?

- Who / Where is your school?
- When / Who is your English class?
- Who / What is your favourite actor?
- How / What is your favourite colour?

6 Order the words to make questions.

your / is / name / what / ? *What is your name?*

- from / you / are / where / ?
- you / old / are / how / ?
- is / birthday / your / when / ?
- favourite / is / who / person / your / ?
- your / what / food / favourite / is / ?

7 USE IT! Work in pairs. Imagine you are famous people. Take turns to interview each other. Ask and answer the questions in exercise 6.

What's your name?

My name's Lionel Messi.



Finished?

Write five *yes / no* questions for your partner. Guess your partner's answers. Ask your partner and check.

Is green your favourite colour? No, it isn't.

1 SPEAKING • Giving personal information

I can ask and answer questions about personal information.

THINK! Are you in a club or team?

Mr Green Hello. What's your name?
 Adam My name's Adam Leary.
 Mr Green Sorry? Adam ... ?
 Adam Leary.
 Mr Green Can you spell that, please?
 Adam Yes, it's L-E-A-R-Y.
 Mr Green That's great, thanks. How old are you?
 Adam I'm eleven.
 Mr Green OK. What's your address?
 Adam It's 10 Walton Road, Oxford.
 Mr Green And what's your home phone number?
 Adam It's 01865 7946 0381.
 Mr Green Fantastic! Welcome to the football club!



- 1 1.30 Watch or listen. How old is Adam?
- 2 1.30 Watch or listen again. Then practise the dialogue in pairs.
- 3 Read the dialogue again. Complete the key phrases.

KEY PHRASES

Questions about personal information

- 1 What's your ?
- 2 Can you that, please?
- 3 What's your ?
- 4 What's your phone number?

- 4 1.31 **PRONUNCIATION:** The alphabet
Listen and practise the sounds.

Sounds	Letter names
/ eɪ /	A H J K
/ ɪː /	B C D E G P T V
/ e /	F L M N S X Z
/ aɪ /	I Y
/ əʊ /	O
/ juː /	Q U W
/ aː /	R

- 5 1.32 Listen to the spellings and write the names.

- | | |
|---------|---------|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |

- 6 **USE IT!** Work in pairs. Use the information on the cards to prepare a new dialogue. Use the dialogue in exercise 1 to help you. Then practise the dialogue.

Name: Ellie Jones

Age: 11

Address: 39 Witney Road,
Manchester

Home phone number: 020 6734 5219

Name: Gavin Miles

Age: 12

Address: 45 London Street, Oxford

Home phone number: 01865 5426 1873

1

WRITING • An email

I can write an email about myself.

THINK! What is your email address?**1** Read Ana's email to Marie. What sport is Ana into?**YOUR SCHOOL E-FRIEND!**

Your new e-friend is a French girl.
Her name is Marie Dubois and she's from Paris.
She's eleven years old.

✉ Send an email to your new friend.

Inbox

Hi Marie,

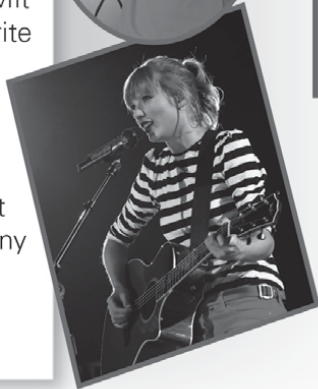
How are you? My name's Ana Rivera. I'm from Oxford, in England, but my family is from Madrid, in Spain. I'm eleven years old.

I'm into pop music and Taylor Swift is my favourite singer. My favourite band are One Direction. They're British. I'm also into sports. I'm in the basketball team at school.

What about you? Who are your favourite singers or bands? What sports are you into? Are you in any teams or clubs at school?

Please write soon! Bye for now.

Ana

**2** Read the email again and complete the key phrases.**KEY PHRASES****An informal email**

- | | |
|------------------|-----------------------|
| 1 Hi, | 4 Please write! |
| 2 .....are you? | 5 .....for now. |
| 3 Whatyou? | |

Language point: Capital letters**3** Match 1–5 with the words with capital letters in Ana's email.a person *Marie, Ana Rivera, Taylor Swift*

- | |
|--------------------------------------|
| 1 a country |
| 2 a city |
| 3 a band / team |
| 4 the first word of a sentence |
| 5 a language or nationality |

STUDY STRATEGY**Checking your work**

Check your writing before you give it to your teacher. Read carefully and look for mistakes. You can ask a friend to check your work, too.

4 Read the study strategy and correct Sam's email. There are ten more mistakes.

Mail

Hi adam, Adam

How are you? my name's Sam. i'm twelf years old and i'm from Glasgow, in scotland. I'm into films and my favourite actor is Chris hemsworth. i'm also into football. My favourite team are chelsea. bye for now.

Sam

5 **USE IT!** Follow the steps in the writing guide.**WRITING GUIDE****A TASK**

Write an email to a new e-friend.

B THINK AND PLAN

- What's your name?
- Where are you from?
- How old are you?
- What are you into?
- What are your favourite things?
- Are you in any teams or clubs at school?
- Write questions for your friend.

C WRITE

Start the email:

Hi ... ,

Give your information:

My name's

Ask your questions:

What about you?

Finish the email:

Please write soon.

D CHECK

- spelling mistakes
- capital letters

1 REVIEW

Vocabulary

1 Complete the adjectives.

- 1 That exercise is e _ _ y.
- 2 This exercise isn't d _ _ _ _ _ t.
- 3 That's a very g _ _ d film.
- 4 These bags are £5. That's c _ _ _ p.
- 5 This art book is i _ _ _ _ _ g.
- 6 Those new phones are e _ _ _ _ _ e.
- 7 That computer game isn't b _ _ _ _ g.

2 Match the words in the box with pictures 1–9.

art athletics basketball chess drama
gymnastics music science swimming



Language focus

3 Write sentences with the correct forms of *be*.

- 1 I / be / a good student.
- 2 You / not be / from Brazil.
- 3 Sally / be / in my class.
- 4 My friends / not be / at home now.
- 5 We / not be / into team sports.
- 6 The art club / be / on Thursday.

4 Write the correct pronouns or possessive adjectives.

- 1 're into sports. **Our** favourite is football.
- 2 'm a student. **My** favourite subject is art.
- 3 **That** girl is my friend. name is Ana.
- 4 **They're** British, but family is from India.
- 5 **Wales** is in the UK. capital city is Cardiff.
- 6 's an actor. **His** name is Will Smith.
- 7 're into music. Who's **your** favourite singer?

5 Complete questions 1–8 with the question words in the box. Then match them with answers a–h.

Are Are How Is What
When Where Who

- 1 you from the USA?
 - 2 's your favourite sport?
 - 3 Mark a good student?
 - 4 's your favourite actor?
 - 5 your friends into pop music?
 - 6 old is your friend Melissa?
 - 7 is your science class? At ten o'clock?
 - 8 are your friends? At school?
- a No. It's at nine o'clock. e No. They're at home.
b She's fourteen. f No, I'm not.
c Yes, he is. g Johnny Depp.
d Basketball. h Yes, they are.

Speaking

6 Complete the dialogue with the words in the box.

address club name number please spell

- Brad Hi there. What's your ¹.....?
- Lisa It's Lisa Yager.
- Brad Sorry, can you ²..... that,
³.....?
- Lisa Yes, it's Y-A-G-E-R.
- Brad What's your home phone ⁴.....,
please?
- Lisa It's 020 6678090.
- Brad And what's your ⁵.....?
- Lisa 25 Norton Road, Liverpool.
- Brad Great! Welcome to the ⁶.....!

Listening

7 1.33 Listen to Karen and Ben. Choose the correct words.

- Karen**
- 1 She's **eleven** / **twelve** years old.
 - 2 She's in the **basketball** / **drama** club at school.
 - 3 The club is on **Tuesday** / **Thursday**.
- Ben**
- 4 He's **eleven** / **twelve** years old.
 - 5 The **art** / **chess** club is at **four** / **five** o'clock.
 - 6 The club is **cheap** / **expensive**.

1 PUZZLES AND GAMES

1 Find five adjectives in the grid. Each adjective is in a different colour. Then match the adjectives with the opposites below.

expensive *cheap*

1 new 3 bad
2 interesting 4 difficult

L	(E)	R	G	F	O	D	A
S	O	L	(H)	Y	W	N	K
I	B	O	E	I	N	(A)	D
U	(C)	T	O	R	E	S	R
D	E	R	M	(P)	A	E	G

2 THREE IN A ROW. Complete the grid with the phrases in the box. The first person in the class to finish is the winner.

bad actor difficult word easy game
expensive car good film interesting book
new phone old band pop singer

an	a	a
a	an	an
an	a	a

3 ROLL THE DICE. Work in groups. Follow the instructions.



- Take turns.
- Roll the dice. Look at the number on the dice.
- Find the verb below with the same number.
- Make a true sentence with the verb.
- The first person to say six correct, true sentences is the winner.

= is	= am	= are
= isn't	= 'm not	= aren't

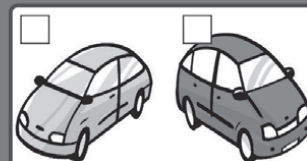
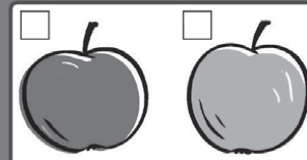
5! I'm not into Ariana Grande.

4 DIFFERENT OR THE SAME? Tick (✓) one object in each box. Then work in pairs. Ask questions and compare with your partner. Are your objects the same?

Yes, it is.

Is your apple red?

No, it isn't. My apple is green.



5 GUESS THE ACTIVITY. Work in groups. Choose an activity or sport from the box. Act it out in front of your group. Don't speak! The other students guess the activity.

athletics art basketball chess
drama football gymnastics music
science swimming

6 SIT DOWN! Work in groups. Follow the instructions.

- Choose a leader.
- Everybody stands up.
- The leader asks the questions below.
- The group listen to the questions and answer. Say 'No, I'm not!' and sit down, or say 'Yes, I am!' and get ready for the next question.
- The winner is the last person standing.
- When you finish, write six new questions and play the game again.
- Take turns to be the leader.

Are you in an English lesson now?

Are you from a big city?

Are you into music?

Are you into computer games?

Are you into football?

Are you in a club?

2 Family and friends

VOCABULARY • Families

I can talk about my family.

- ✦ Extra listening and speaking p73
- ✦ Project p79
- ✦ Curriculum Extra p85
- ✦ Song p93

THINK! How many people are there in your family?

- 1 1.34 Complete the table with the words in the box. Listen and check. Then listen again and repeat.

aunt brother cousin dad
daughter grandad grandma
mum sister son uncle

male	female	male or female
brother		

- 2 1.35 **PRONUNCIATION:** /ə/ Listen and repeat.

mother father brother sister

STUDY STRATEGY

Using a bilingual dictionary

You can use a bilingual dictionary to check the meaning of new words.

- 3 Read the study strategy. Then find the words in the box in a bilingual dictionary. Add the words to the table in exercise 1.

grandparents husband parents
nephew niece wife

- 4 1.36 Look at Victoria's family tree. Listen and read the clues on page 23. Then write the correct names in the family tree.

My family tree

by Victoria



Hi!
My name's
Victoria!

Language point: Possessive 's

5 Look at Victoria's family tree and complete the sentences with 's and the correct names.

Victoria 'My sister's name is Julia.'

1 Lisa 'My brother..... name is

2 Michael 'My mum..... name is

3 Victoria 'My grandad..... name is

4 Maggie 'My sister..... name is

5 Kyle 'My dad..... name is

6 Julia 'My grandma..... name is

6 **USE IT!** Work in pairs. Ask your partner questions about their family. Draw your partner's family tree.

What's your mum's name?

Alicia

And your dad's name?

John

Finished?

Write sentences about the people in your family.

My mum's name is

She's years old.

She's into

Clues

My parents are great. Their names are David and Amanda.

My sister's name is Julia. She's into swimming. My brother's name is Michael. He's into music.

I've got one aunt. Her name is Susan and she's into tennis. Her husband's name is Peter and he's a big football fan.

Kyle is my favourite cousin. He's into art and he's cool. Lisa and Maggie are Kyle's little sisters. They're twins!

My grandad's name is Greg. He's from Scotland. My grandma's name is Mary. She's from Boston, in the USA.

My grandad and grandma have got two children. My dad is their son and my aunt Susan is their daughter.



uncle

aunt



6



7

cousin

cousins



8



9

and

2 READING • A report about a circus

I can understand the general idea of a text.

THINK! What is a circus? What are clowns?

WHAT'S ON?

Fiona Dixon, reporter

I've got a fantastic plan for this weekend. The Zoppé Circus is in town! It's unusual because it isn't big or modern. It's a small circus with twenty-five performers and it's about 150 years old.



The leader of the Zoppé family circus is Giovanni. He's American, but his parents are from Italy. Giovanni is an acrobat and he's also Nino the Clown. He's very funny! Giovanni has also got a helper. His name's Julien and he's Giovanni's son. They're a great team!

Giovanni Zoppé has got two sisters, Tosca and Carla. Tosca is an acrobat and a dancer. She dances on a horse! Her husband is Papino the Clown, but his real name is John. Carla Zoppé and her German husband Rudolf are animal trainers. Their horse and dog shows are amazing!

The Zoppés are in town for only one weekend. Their circus has got seats for 500 people and there are three shows every day. Get your tickets soon! Don't miss it! 😊

1 Read the magazine report. What is the best title?

- a Amazing dog show
- b My weekend
- c A family circus

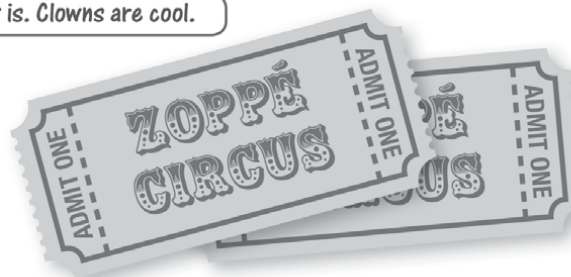
2 1.37 Read and listen to the report again and write **true** or **false**. Correct the false sentences.

- 1 Fiona thinks the circus is interesting.
- 2 The Zoppé family's circus is new.
- 3 Julien Zoppé's dad is from Italy.
- 4 Giovanni and John are clowns.
- 5 Tosca and Rudolf are acrobats.

3 **VOCABULARY PLUS** Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 24 in the Workbook.

4 **USE IT!** Work in pairs. Is the Zoppé Circus fun? Why / Why not?

Yes, it is. Clowns are cool.



2

LANGUAGE FOCUS • *have got*: affirmative and negative

I can talk about my family and possessions.

have got: affirmative

- 1 Study the table. Read the report on page 24 again and underline all of the examples of *have got*.

Affirmative	
Long form	Short form
I / You have got	I / You 've got
He / She / It has got	He / She / It 's got
We / They have got	We / They 've got

- 2 Complete the sentences with the correct forms of *have got* from the table in exercise 1.

You've got a plan for the weekend.

- The Zoppé Circus a lot of seats.
- Giovanni a son.
- I a photo of the clowns.
- Tosca some horses.
- You and I tickets to the circus.
- Carla and Giovanni a sister.

- 3 Write sentences with *has got* or *have got*.



I / a cousin in the UK. I've got a cousin in the UK.

- My friend / an expensive watch.
.....
- We / a science test today.
.....
- Our teacher / a computer in class.
.....
- I / a lot of books at home.
.....
- My parents / three children.
.....

- 4 Work in pairs. Which sentences in exercise 3 are true for you?

have got: negative

- 5 Study the table. Complete the short forms with the words in the box.

hasn't haven't haven't

Negative	
Long form	Short form
I / You have not got	I / You ¹ got
He / She / It has not got	He / She / It ² got
We / They have not got	We / They ³ got



- 6 Choose the correct words.

You hasn't got / haven't got eight sisters.

- The cat hasn't got / haven't got blue eyes.
- We hasn't got / haven't got school at the weekend.
- Kathy hasn't got / haven't got a dog.
- I hasn't got / haven't got a new computer.
- The students hasn't got / haven't got new books.

- 7 Write true sentences with the words in the box. Use the affirmative or negative forms of *have got*.

a big classroom a big house a blue car
a cat a drama club a new phone
a new TV a ruler a sister three pens
twenty classes two children two schools

- My parents
- I
- We
- Our school
- My friend
- Our town

- 8 **USE IT!** Write true sentences about your family and possessions. Read your sentences to a partner. Then tell the class about your partner.

We haven't got a dog. We've got a cat.

Murat hasn't got a dog. He's got a cat.

Finished?

Look at the classroom objects on page 6. Which things have you got in your bag? Write affirmative and negative sentences with *have got*.



2

VOCABULARY AND LISTENING • Describing people

I can use pictures to help me understand an interview.

THINK! What colour is your hair?

- 1 1.38 Check the meaning of the adjectives in the box. Find the opposites of 1–4. There are three extra words. Then listen and check.

chatty dark fair friendly long
nice old ~~quiet~~ short sporty
tall unfriendly young

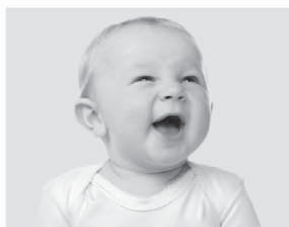
chatty *quiet*

- 1 fair 3 tall
2 young 4 friendly

- 2 Look at the pictures. Choose the correct words.



1 old / dark / sporty



2 young / quiet / tall



3 fair / sporty / chatty



4 unfriendly / friendly / nice

- 3 Look at the photos of the family in the *TV guide*. Answer the questions.

- 1 Who is the man?
2 Who is the woman?
3 How many children have they got?

- 4 1.39 Listen to an interview. Then look again at the photos in the *TV guide*. Match the names in the box with the people.

Brooklyn Cruz David
Harper Romeo Victoria

- 5 1.39 Read the interviewer's notes. Then listen to the interview again. Write the answers to the questions.

Interview notes

- 1 Where are they from?
2 Are they in the UK all the time?
3 How many children have they got?
4 What are the boys' names?
5 What is their daughter's name?
6 Who has got long, fair hair?
7 Who is sporty?

- 6 **USE IT!** Write true sentences about the people in the box. Use the words in exercise 1.

actor cousin friend
grandad mother singer

My friend Claire is tall and fair. She's friendly and chatty.



TV guide

The Beckham Family

TV7 20.00

Our reporter Amy Thorn tells us about this world-famous family.



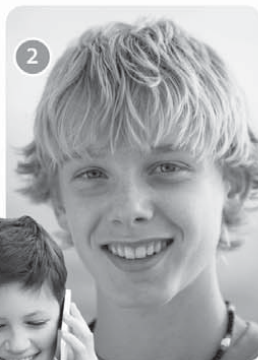
2 LANGUAGE FOCUS • *have got*: questions and short answers

I can ask and answer questions about people and possessions.

1 Study the table. Choose the correct forms.

Questions		
¹ Has / Have	I / you / we / they	got fair hair?
² Has / Have	he / she / it	got dark hair?
Short answers		
Yes,	I / you / we / they	³ has / have.
No,	I / you / we / they	⁴ hasn't / haven't.
Yes,	he / she / it	⁵ has / have.
No,	he / she / it	⁶ hasn't / haven't.

2 Complete the sentences with the correct forms of *have got*.



- Have you and your sister got short hair?
No, we **haven't**.
- your friend Peter fair hair?
Yes, he
- Lisa's parents fair hair?
No, they
- you a new mobile phone, Sam?
Yes, I
- Anna a blue bag?
No, she
- the little girl a dog?
Yes, she

3 Write questions with the correct forms of *have got*. Then study the picture and ask and answer the questions.



they / a dog? **Have they got a dog?**

1 the father / dark hair?

2 the mother / fair hair?

3 the tall girl / a phone?

4 the boy / a green T-shirt?

5 the baby girl / a football?

4 Make questions with *have got*. Then ask and answer the questions.

you / eight cousins? **Have you got eight cousins?**

1 we / English homework today?

2 your parents / a big car?

3 our teacher / fair hair?

4 you / a new computer?

5 our class / thirty chairs?

5 USE IT! Change the words in blue in exercise 4. Then ask and answer the new questions with your partner.

Finished?

Write more questions and ask your partner.

2 SPEAKING • Describing people

I can describe people in photos.

THINK! Have you got a favourite family photo? Who is in the photo?

- Jason That's a nice photo, Emma.
 Emma Thanks! It's a photo of my family.
 Jason Who's that boy on the left?
 Emma That's Tommy. He's my cousin.
 Jason Is that your mum on the right?
 Emma No. That's my aunt, Julie.
 Jason She looks nice.
 Who's that in the middle?
 Emma That's my mum!
 Jason Ah, yes! You look like her.



1 1.40 Watch or listen. Who is in the photo?

2 1.40 Watch or listen again. Then practise the dialogue in pairs.

3 Read the dialogue again. Complete the key phrases.

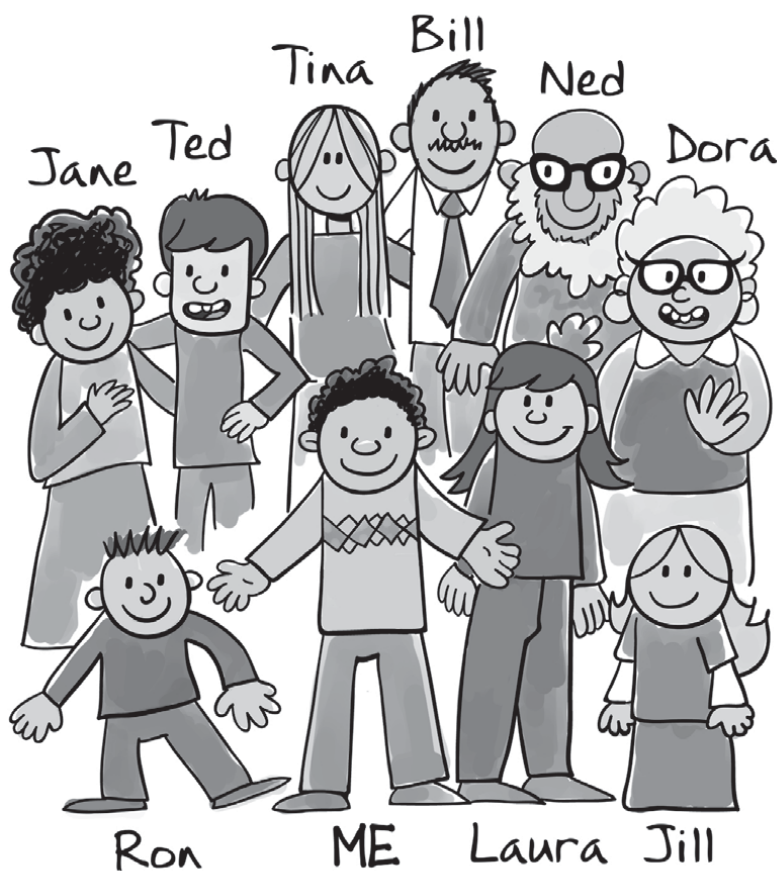
KEY PHRASES

Talking about a photo

- 1 That's a photo.
 - 2 Who's that on the left?
 - 3 Is that your on the right?
 - 4 She looks
 - 5 Who's in the middle?
 - 6 You look like
- 4 Draw a picture of your family. Label the picture and write sentences about the people.
 Jill is my cousin.
- 5 **USE IT!** Work in pairs. Prepare and practise new dialogues. Talk about your pictures in exercise 4. Use the dialogue in exercise 1 and the key phrases to help you. Change the words in blue.

Is that your mum in the middle of the picture?

No. That's my aunt, Tina.



2 WRITING • A blog

I can describe special people in my life.

THINK! Who is special in your life? Why?

HARRY'S BLOG

Special people in my life

Have you got special people in your life? I've got two people! Their names are Mark and Jenny. Mark is in my class at school and Jenny is my cousin.

Mark is twelve. He's quiet, but friendly. He likes music, computers and computer games. He's keen on science, too. He's a great friend.

My cousin Jenny is fourteen. She's tall and fair. She's very sporty and she loves basketball, swimming and climbing. Jenny's a fan of art, too. We're both in the art club after school.



What about you?
Who are your special people?

- 1 Read Harry's blog post. Who is Mark? Who is Jenny?
- 2 Complete the key phrases with words from the blog post.

KEY PHRASES

Talking about likes

- 1 He likes
- 2 He's keen on
- 3 She loves
- 4 She's a fan of

Language point: Punctuation

- 3 Read the rules. Then find examples in the blog post.

RULES

We use a full stop (.) at the end of a sentence.
We use a question mark (?) at the end of a question.
We use an apostrophe (') for short forms and possession.
We use a comma (,) for pauses and in lists.



RECENT POSTS

- 4 Rewrite the blog post below. Add the correct punctuation.

My Dan

my cousin dan is a special person for me
hes my mums nephew dans got dark
hair hes into computers film and music
dans favourite band are coldplay have
you got a favourite person who is it

- 5 **USE IT!** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a blog post about two special people in your life.

B THINK AND PLAN

- 1 Think of two special people.
Who are they?
- 2 How old are they?
- 3 Describe them.
- 4 What are their interests?

C WRITE

Introduce your two special people:

My two special people are ...

Describe the first person and his / her interests:

... is ...

... likes / is keen on ...

Describe the second person:

... is ...

... loves / is a fan of ...

Finish your post with a question:

What about you? Who ... ?

D CHECK

- spelling and punctuation
- capital letters

2 REVIEW

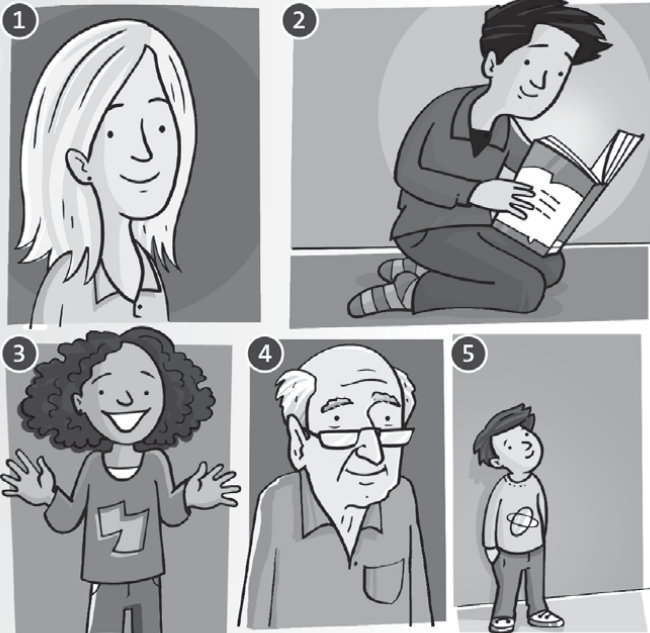
Vocabulary

1 Complete the sentences with the words in the box.

aunt brother cousin grandma
grandparents parents sister uncle

- 1 My mum and dad are my
- 2 My mum's parents are my
- 3 My dad's sister is my
- 4 My uncle's daughter is my
- 5 My mum's brother is my
- 6 My dad's mum is my
- 7 My brother's sister is my
- 8 My parent's son is my

2 Look at the pictures. Choose the correct adjectives.



- | | |
|-------------------------|----------------|
| 1 fair / dark | 4 young / old |
| 2 chatty / quiet | 5 tall / short |
| 3 friendly / unfriendly | |

Language focus

3 Complete the sentences with the affirmative or negative forms of *have got*.

- 1 I art class today. It's at ten o'clock.
- 2 My grandparents a car. It's blue.
- 3 Tom fair hair. His hair is dark.
- 4 You a cool bag. Is it new?
- 5 We school on Saturdays.
- 6 Lisa a cat. Its name is Dora.
- 7 I a new phone. My phone is old.

4 Complete the questions and answers with the correct forms of *have*.

- 1 A Lucy got short, dark hair?
B Yes, she
- 2 A we got an English test today?
B No, we
- 3 A you got a cousin in the USA?
B Yes, I
- 4 A Amy's parents got a new car?
B No, they
- 5 A your school got a lot of classrooms?
B Yes, it
- 6 A Tom got an expensive bike?
B No, he

Speaking

5 Complete the dialogue with sentences a–e.

- Nina ¹
Sam Thanks! It's a photo of my family.
Nina ²
Sam No. That's my cousin, Monica.
Nina You look like her! ³
Sam That's my cousin, Jeff. He's cool!
Nina ⁴
Sam The man in red? That's my grandad.
Nina ⁵

- a And who's that man in the middle?
- b That's an interesting photo, Sam.
- c Is that your sister on the left?
- d He looks nice.
- e Who's that tall boy on the right?

Listening

6 1.41 Listen to Elena describing a family photo. Then complete the sentences.

Kate is Elena's ¹ She's got
² hair. Kate is very ³

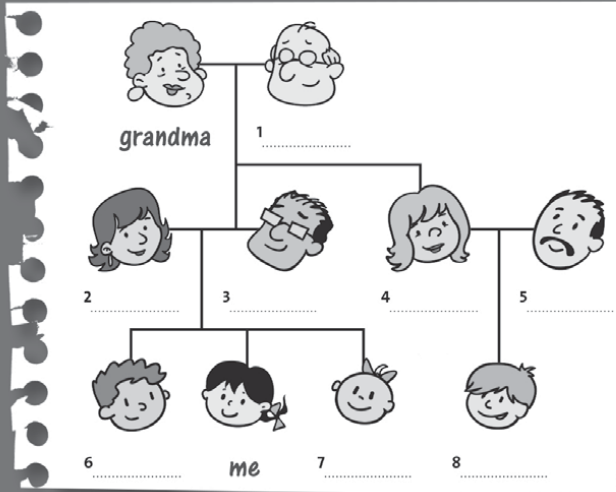
Tom is Elena's ⁴ He's short and he's
got ⁵ hair. Tom is sporty and he's into
⁶

Sally and Peter are Elena's ⁷ They're
twins, but they're very ⁸ Sally is friendly
and ⁹ Peter is very ¹⁰

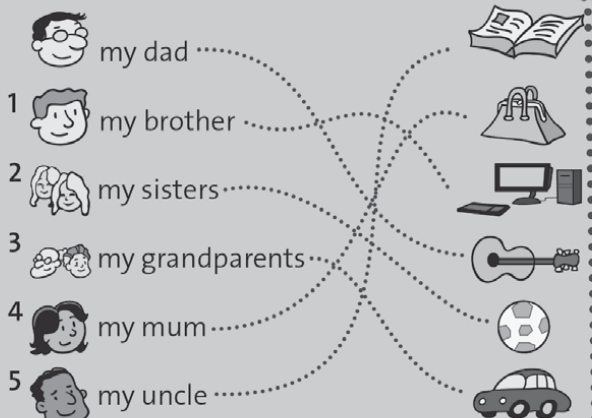
2 PUZZLES AND GAMES

- 1 Find eight family words in the wordsearch. Write the words in the correct place in the family tree.

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



- 2 Follow the lines and match the people with the objects. Complete the sentences using 's or 's'.



It's my dad's guitar. 3 It's my
 1 It's my 4 It's my
 2 It's my 5 It's my

- 3 FIND THE JOBS. Add missing letters A, E, I and O to find the jobs.

R E P O R T E R
 1 P R F R M R
 2 L D R
 3 H L P R
 4 D N C R
 5 T R N R

- 4 GUESS WHO? Work in pairs. Think of a boy or girl in your class. Ask and answer questions to guess the boy or girl.



- 5 Complete the crossword with words describing people. Find the mystery job in yellow.

1 F R I E N D L Y
 2 N E
 3 P R T
 4 Y N
 5 H O
 6 C A Y
 7 U T
 8 D K

Mystery job:

3 My home

VOCABULARY • Places at home

I can talk about my home.

- ✿ Extra listening and speaking p74
- ✿ Project p80
- ✿ Curriculum extra p86
- ✿ Culture p91

THINK! How many rooms in a house or a flat can you name in thirty seconds?

- 1** Use a dictionary to check the meaning of the places at home in the box. Then do the *Where is it?* quiz. Look at the pictures. Match the places with pictures 1–12.

balcony basement bathroom bedroom
dining room garage garden hall
kitchen living room porch stairs

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

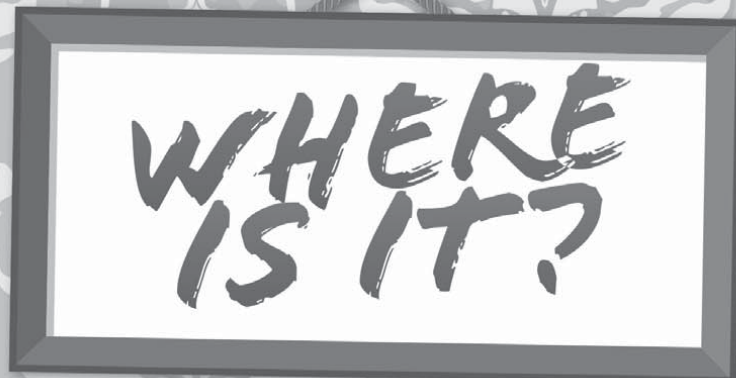
- 2** 1.42 Work in pairs. Compare your ideas from exercise 1. Then listen and check.

I think photo 1 is a garden.

Really? I think it's a balcony.

- 3** 1.43 Listen to people at home. Where are they? Tick (✓) the correct answers.

- | | |
|--|--|
| ☒ in the bedroom | ☐ on the balcony |
| 1 ☐ in the hall | ☐ in the garden |
| 2 ☐ on the stairs | ☐ in the kitchen |
| 3 ☐ in the living room | ☐ in the garage |
| 4 ☐ in the basement | ☐ in the bathroom |



- 4  1.44 Listen to Paul and Hannah talking about their homes. Choose the correct answers.

Paul

His home is a house / flat.

- 1 It's got a small / big kitchen.
2 It hasn't got a balcony / dining room.

Hannah

- 3 Her home isn't new / old.
4 It hasn't got a basement / garage.
5 Her favourite place is the living room / garden.

- 5 Study the key phrases. Then write true sentences about your home using the key phrases and the words on page 32.

My home is a flat. It's got ...

KEY PHRASES

Talking about your home

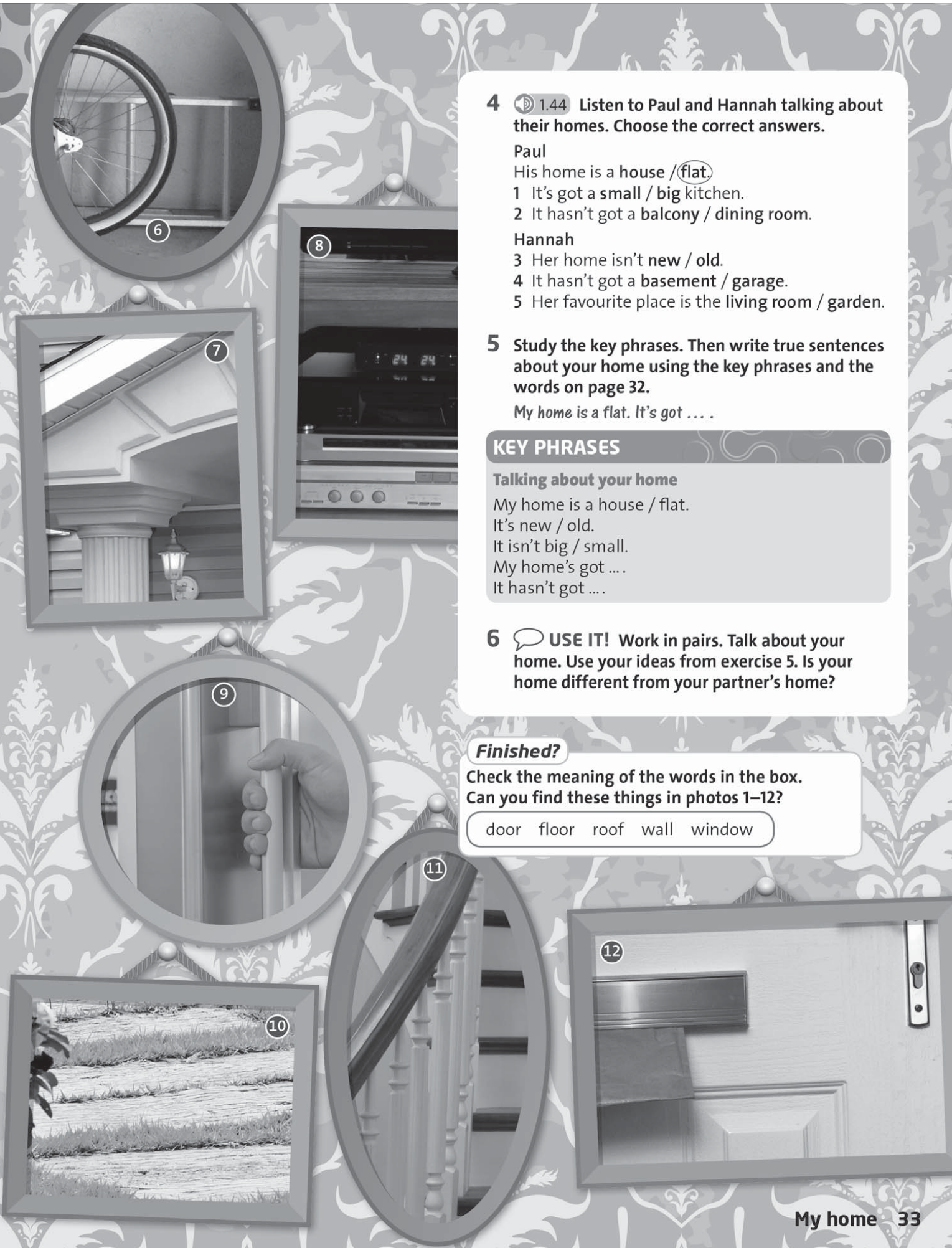
My home is a house / flat.
It's new / old.
It isn't big / small.
My home's got
It hasn't got

- 6  **USE IT!** Work in pairs. Talk about your home. Use your ideas from exercise 5. Is your home different from your partner's home?

Finished?

Check the meaning of the words in the box. Can you find these things in photos 1–12?

door floor roof wall window



3 READING • Small homes

I can read for specific information.

THINK! How big are homes in your country?

**LIVING
SMALL**

A lot of people around the world today live in small homes. There are many advantages to 'living small'. Small houses are cheap and they are also easy to clean.

A MIZUISHI HOME

Location: Japan
Size: 55 m²

This new, modern home is in a small space next to the street. There's a bedroom and bathroom downstairs on the ground floor. On the first floor, there's a kitchen, a living room and a children's bedroom. This house is also nice and bright because there are lots of windows.



Location: Indonesia
Size: 30 m²

B RIMBA HOME

This home is small and it's also a treehouse. It's only got one bedroom, but there's a big, comfortable living room, too. The kitchen has also got a balcony with a beautiful view. The Rimba Home has got a bathroom, but it isn't upstairs in the treehouse. It's downstairs, on the ground.



C WEEBOX HOME

Location: USA
Size: 15 m²

This home is ideal for one person because there are only two rooms. One is the kitchen and living room. The other is a tiny bathroom. There's a bed in the house, but it's in the living room. The Weebox is also special because it's a mobile home. It's got wheels to move around.



1 Read the fact file about small homes quickly. Match sentences 1–3 with homes A–C.

- 1 The bathroom isn't in the house.
- 2 The bed is in the living room.
- 3 The house has got two bedrooms.

2 1.45 Read and listen to the fact file again. Answer the questions.

- 1 Where is the Mizuishi Home?
- 2 What rooms are on the first floor of the Mizuishi Home?
- 3 How many bedrooms has the Rimba Home got?
- 4 What's special about the Rimba Home's kitchen?
- 5 How big is the Weebox Home?
- 6 How many rooms has the Weebox Home got?

3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 32 in the Workbook.

4 USE IT! Work in pairs. Ask and answer the questions.

- 1 How are the three homes in the fact file different from your home?
- 2 Which home is good for a family with children?
- 3 Which home is your favourite? Why?

3

LANGUAGE FOCUS • *there is / there are*: affirmative and negative

I can describe a house or a flat.

1 Look at the picture and the example sentences. Then complete the table with *'s*, *isn't*, *are* and *aren't*. Study the rules.

- 1 There's a door. 3 There are some windows.
2 There isn't a balcony. 4 There aren't any trees.



Affirmative

There ¹ a bathroom downstairs.
There ² some bedrooms on the first floor.

Negative

There ³ a bathroom upstairs.
There ⁴ any bedrooms on the ground floor.

RULES

We use **a / an** before singular words.
We use **some** before plural words in affirmative sentences.
We use **any** with plural words in negative sentences.

2 Complete the sentences with *There's*, *There are*, *There isn't* or *There aren't*.

- There's* an old house in my street. It's very big.
1 some chairs on the balcony, but they aren't comfortable.
2 some beautiful new flats in our town, but they are expensive.
3 a TV in the bedroom. The TV is in the living room.
4 any people in the garden right now. They're in the kitchen.
5 an interesting programme on TV now. It's about unusual homes in Japan.
6 any bicycles in our garage because we haven't got bicycles.
7 a bathroom in the Rimba Home. The bathroom is downstairs, on the ground.

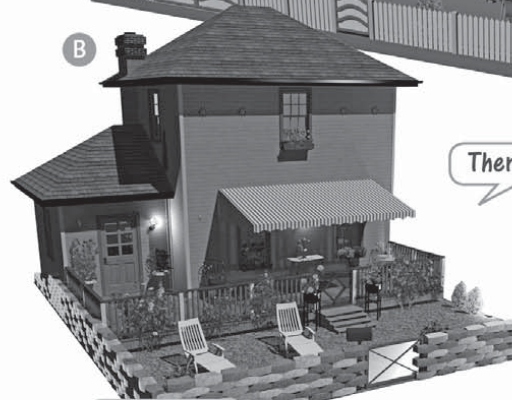
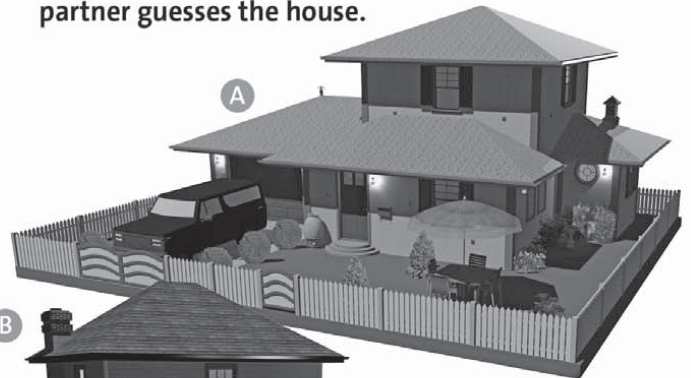
3 Look at the picture. Write sentences using *There's*, *There are*, *There isn't* and *There aren't*.



balcony *There isn't a balcony.*

- 1 windows
2 big trees
3 children
4 red car
5 garage
6 doors

4 **USE IT!** Work in pairs. Play a game. Make sentences about houses A and B using *There's*, *There are*, *There isn't* and *There aren't*. Your partner guesses the house.



There's a green house.

B

Finished?

Write true sentences about your home with *There's*, *There are*, *There isn't* and *There aren't*. Swap sentences with a partner. Then draw your partner's home.

3

VOCABULARY AND LISTENING • An ideal bedroom

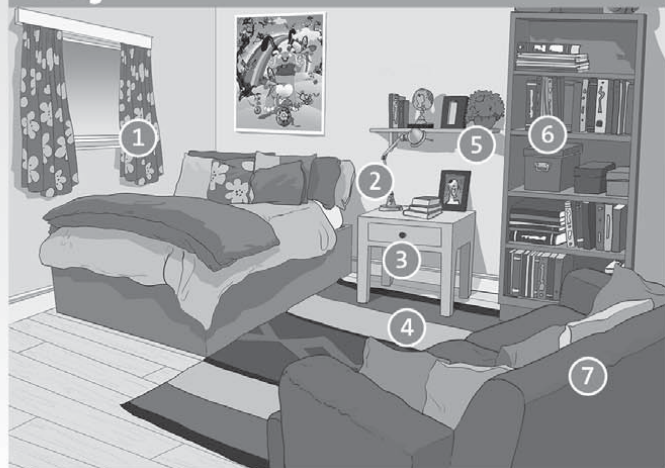
I can listen for specific information.

THINK! What things have you got in your bedroom?

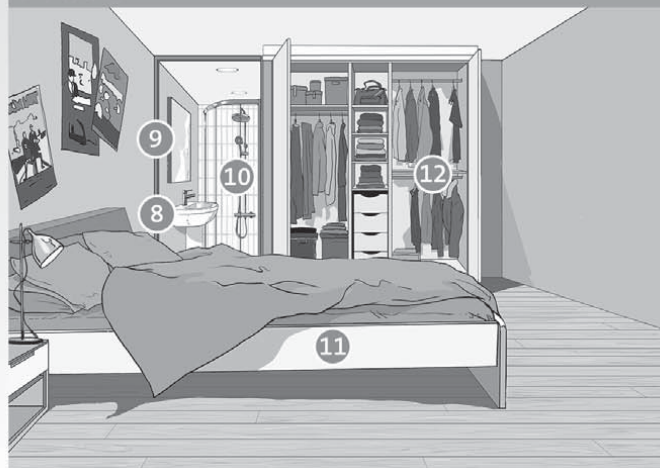


IDEAL Designs

Cosy



Fresh



Your ideal bedroom!

Is there a big window? Are there any shelves?
Has your ideal bedroom got a bathroom, too?

- 1** 1.46 Match 1–12 with the words in the box. Then listen and check.

bed bedside table bookcase curtains
lamp mirror rug shelf shower
sink sofa wardrobe

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

- 2** Work in pairs. Which things in exercise 1 have you got in your bedroom?

I've got a big wardrobe in my bedroom.

There aren't any curtains.

- 3** 1.47 Read the opinions below. Then listen to Dan and Jenna's conversation. Whose opinions are they? Write *D* or *J*.

- The Fresh room is nice and modern.
- The Fresh room has got a great bed.
- The Cosy room hasn't got a big window.
- The Cosy room is comfortable.

- 4** 1.48 Listen to Dan and Jenna talk about their ideal bedrooms. Write *true* or *false*.

Dan's ideal bedroom

- There aren't any shelves on the wall.
- There's a small bed in the room.

Jenna's ideal bedroom

- There are two beds in the room.
- There aren't two wardrobes.

STUDY STRATEGY

Using pictures to learn new words

Using pictures can help you to learn new words. You can draw pictures in your vocabulary notebook and label them.

- 5** Read the study strategy. Use a dictionary to check the meaning of the words in the box. Draw and label pictures in your vocabulary notebook.

armchair bath chest of drawers
cupboard fridge table

- 6** **USE IT!** Draw an ideal bedroom. Then work in pairs. Describe your room to your partner. Your partner listens and draws your room. Compare your drawings.

3

LANGUAGE FOCUS • Is there ... ?, Are there ... ?, How many ... ?

I can ask and answer questions about things in the home.

- 1 Look again at the *Ideal Designs* website on page 36. Choose the correct words in the table.

Questions	Answers
Is there / Are there a big window?	Yes, there is. No, there isn't.
Is there / Are there any shelves?	Yes, there are. No, there aren't.
How many shelves is there / are there?	There's one. / There are two. / There aren't any.

- 2 Complete the questions with *is there* or *are there*.



Is there a sofa in your bedroom?

- any curtains in your kitchen?
- How many windows in your bedroom?
- a big mirror in your bathroom?
- How many bedrooms in your home?
- a bookcase in your living room?

- 3 Write true answers to the questions in exercise 2. Then ask and answer with a partner.

Is there a sofa in your bedroom?

No, there isn't. I've got a small bedroom.

Language point: Prepositions of place

- 4 Match the pictures with the prepositions in the box.

in next to on under



- 1 2 3 4

- 5 Look at the picture. Write questions about the bedroom. Use *Is there ... ?* and *Are there ... ?*. Then ask and answer the questions.



football / under the wardrobe ?

Is there a football under the wardrobe? No, there isn't.

1 books / in the bookcase ?

2 lamp / in the bedroom ?

3 wardrobe / next to the door ?

4 computer / on the desk ?

5 children / in the bedroom ?

6 desk / under the window ?

7 mirrors / next to the wardrobe?

- 6 Write questions about your classroom using the words below. How many questions can you write in three minutes?



- 7 USE IT! Work in pairs. Ask and answer your questions from exercise 6.

Finished?

Write five questions about your partner's bedroom. Then ask and answer your questions.

3 SPEAKING • Asking where things are

I can ask where things are.

THINK! What things are in your school bag?

Mum It's time for school, Nigel.
Are you ready?

Nigel No, I'm not.
Where's my school bag?

Mum No idea! Is it in your wardrobe?

Nigel No, it isn't.

Mum Are you sure?
Maybe it's under your bed.

Nigel Let me see. Oh, you're right!
Here it is!

Mum Good! Now are you ready?

Nigel Just a minute. Where's my phone?
Is it in the living room?

Mum Oh, Nigel!



1 1.49 Watch or listen. Where is Nigel's bag?

2 Match 1–6 with a–f to complete the key phrases.

KEY PHRASES

Asking where things are

- | | |
|--------------|-------------------|
| 1 Where's | a your wardrobe? |
| 2 No | b under your bed. |
| 3 Is it in | c it is! |
| 4 Are you | d sure? |
| 5 Maybe it's | e idea! |
| 6 Here | f my school bag? |

3 1.49 Watch or listen again. Check your answers to exercise 2.

4 1.50 **PRONUNCIATION: Question intonation** Listen and repeat.

Are you ready?

Where's my school bag?

Is it under your bed?

Where's my phone?

5 Practise the dialogue in exercise 1. Pay attention to the intonation in questions.

6 **USE IT!** Work in pairs. Prepare and practise a new dialogue. Use the dialogue in exercise 1, the pictures below and the words in the boxes to help you.

my book my football my pencil case

in the dining room in the hall
in the living room on the shelf
on the sofa under the chair



3 WRITING • A description of your home

I can write a description of my home.

THINK! What's your favourite room at home?

Teen Forum

Tell us about your home. Then click on SEND. You can win a prize!

Your home

My home is a house in the city. It's ideal for my family. There's a living room and a big kitchen, but there isn't a dining room. There are also three bedrooms and two small bathrooms. My bedroom is next to the living room. We've got a small garden, too. I think my home's great!

Your bedroom

I'm happy with my bedroom. I think it's nice. There's a bed and there's a desk for my computer. There isn't a bookcase, but there are some shelves. I'm not keen on my bed. It's very small, so it isn't comfortable. There aren't any pictures, but I've got lots of posters on the walls.

>> SEND <<



1 Read Martina's message. Has her house got a garden? Are there any posters in her bedroom?

2 Read Martina's message again. Complete the key phrases.

KEY PHRASES

Giving opinions

- 1 It's for my family.
- 2 I my home's great!
- 3 I'm with my bedroom.
- 4 I'm not keen on

Language point: *and* and *but*

3 Look at the words in blue in Martina's message. Then complete the sentences with *and* or *but*.

- 1 We use to link similar words and ideas.
- 2 We use to link different words and ideas.
- 3 We use a comma (,) before

4 Link the ideas in the sentences with *and* or *but*.

There's a living room. There isn't a dining room.
There's a living room, but there isn't a dining room.

- 1 My bedroom is nice. It's big.
- 2 There's a balcony. There isn't a garden.
- 3 We've got a dining room. It's very small.
- 4 There are two posters. There are lots of photos.
- 5 Paul's got a computer in his room. It isn't new.

5 USE IT! Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a description of your home.

B THINK AND PLAN

- 1 Where is your home?
- 2 What rooms are there?
- 3 Is there a balcony, a garden or a garage?
- 4 What is your opinion of your bedroom?
- 5 What things are there in your bedroom?
- 6 Are there any problems with your bedroom?

C WRITE YOUR MESSAGE

Your home:

My home is ...

It's ... for my family.

There ... and / but ...

We've got ... , too.

I think my home's ...

Your bedroom:

I'm ... with my bedroom.

I think it's ...

There ... and / but ...

I'm not keen on ...

D CHECK

- capital letters
- spelling and punctuation
- *and* / *but*

3 REVIEW

Vocabulary

1 Complete the sentences with places at home.

My home is a ¹f _____. There's a ²k _____ n, but there isn't a ³d _____ g room. There's a ⁴l _____ g room with a ⁵b _____ y. We've got three ⁶b _____ s and one ⁷b _____ m. There's a big ⁸g _____ e for two cars, but there isn't a ⁹g _____ n.

2 Find eleven objects in the home.

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

Language focus

3 Choose the correct words.

- There's / There are a sofa in the living room.
- There isn't / aren't any books on the table.
- There aren't some / any rugs on the floor.
- There's / There are some posters on the wall.
- There isn't / aren't a wardrobe in the bedroom.
- There are some / any chairs in the dining room.

4 Write questions and answers for the sentences in exercise 3.

Is there a sofa in the living room?
Yes, there is.



5 Look at the picture. Complete the sentences with the prepositions in the box.

in next to next to on on under



- The computer is _____ the desk.
- The book is _____ the bed.
- The bookcase is _____ the window.
- The photos are _____ the shelf.
- The basketball is _____ the wardrobe.
- The lamp is _____ the desk.

Speaking

6 Order the words to make questions or sentences. Then complete the dialogue.

- books / kitchen / Are / in / my / the / ?
- room / in / it / your / Is / ?
- bag / my / school / Where's / ?
- on / it's / chair / Maybe / your / .

Dad Are you ready? It's time to go now.

Anna No, I'm not, Dad. ¹_____?

Dad Hmm. ²_____?

Anna No, it isn't.

Dad Are you sure? ³_____.

Anna Oh, you're right! Here it is!

Dad Great! Are you ready, then?

Anna Just a second, Dad. ⁴_____?

Dad Anna! Please hurry!

Listening

7 1.51 Listen to Susan talking about her houseboat. Then answer the questions.

- Is there a living room?
- Is there a shower in the bathroom?
- Is there a sofa?
- Are there any bookcases?
- Are there any wardrobes?
- How many rooms are there?

3 PUZZLES AND GAMES

- 1 PLACES AT HOME.** Add the first and last letter in the puzzle to find words for places at home.

		1	H	A	L	L	
		2		O	R	C	
		3		T	A	I	R
		4		A	R	D	E
	5		A	L	C	O	N
	6		I	T	C	H	E
7			A	T	H	R	O
8			A	S	E	M	E

- 2 GUESS THE ROOM.** Work in pairs. Choose a room in your house or flat. Describe it using *There's*, *There are*, *There isn't* or *There aren't*. Say three things. The other student guesses the room.

There are two lamps. There's a mirror.
There isn't a bed.

Yes!

Uh ... The living room?

- 3 MATCH!** Match the puzzle pieces to make words for six things you find in a home.

la

case

mir

tains

war

ror

cur

mp

book

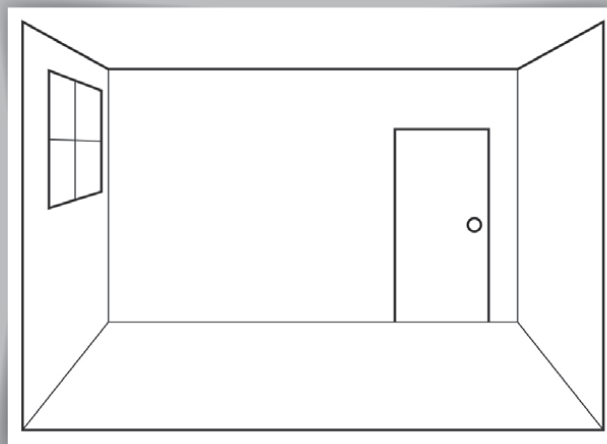
elf

sh

drobe

- 4 WHAT'S IN THE BEDROOM?** Choose five of the things in the box and draw them in the bedroom. Then work in pairs. Do not show your picture. Ask and answer questions. The winner is the first person to guess all five things.

bed bedside table bookcase
curtains lamp mirror rug
shelf sofa wardrobe



Is there a wardrobe in your bedroom?

No, there isn't.

Are there any curtains in your bedroom?

Yes, there are.

- 5 BACK TO BACK.** Work in pairs. Follow the instructions.

- Put your things (your bag, a notebook, a book, a pencil, a pen, etc.) on your desk. Check you both have the same objects.
- Sit back to back. Put your things *in*, *on*, *next to* or *under* the other things.
- Tell your friend where the things are.
- Your friend puts the same things in the same places.
- Turn around and check you've got the same things in the same places.

My pen is in my pencil case.

4 At school

VOCABULARY • School day

I can talk about my school day.

- ✿ Extra listening and speaking p75
- ✿ Project p81
- ✿ Curriculum extra p87
- ✿ Song p94

THINK! What time is your first class at school?

1 Read the *My school day* survey. Match the phrases in blue with pictures A–J.

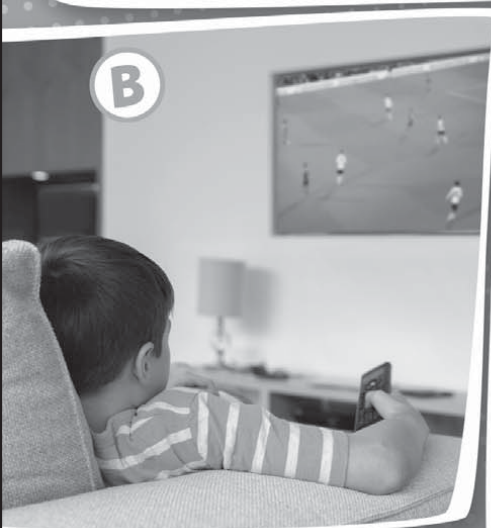
- | | |
|----------------|---------|
| A go to school | F |
| B | G |
| C | H |
| D | I |
| E | J |

2  1.52 Read and listen to the survey again. Tick (✓) the sentences that are true for you.

3  Compare your answers to the survey with your partner. Are your answers the same?

I walk to school with friends.

Me, too.



My school day

Do the survey.
Which sentences are true for you?

- 1** I go to school from Monday to Friday. ☐
- 2** I wake up at half past seven on school days. ☐
- 3** I walk to school with friends. ☐
- 4** I start classes at nine o'clock in the morning. ☐
- 5** I have a break in the morning. ☐
- 6** I finish school at three o'clock in the afternoon. ☐
- 7** I chat with friends after school. ☐
- 8** I do my homework before dinner. ☐
- 9** I watch TV after dinner. ☐
- 10** I go to bed before 10.00 p.m. ☐



E



F



G



H



I



J

- 4 1.53 Listen to three students talking about their school day. Who hasn't got school on Wednesday?



1 Thomas ☐



2 James ☐



3 Emily ☐

- 5 1.53 Listen again. Choose the correct words.

- 1 Thomas wakes up at 6.30 / 7.30 in the morning. He starts classes at 8.00 / 9.00 a.m.
- 2 James goes to school on Wednesday / Friday. He has / hasn't got classes on Saturday.
- 3 Emily finishes school at 2.30 / 3.30 p.m. She does her homework in the afternoon / evening.

- 6 Study the key phrases. Write true sentences about your school day using the key phrases and activities in the *My school day* survey.

I go to school from 8.30 a.m. to 2.00 p.m.

KEY PHRASES

Time expressions

from ... to
at 7.30 / break time
in the morning / afternoon / evening
on Wednesday / school days
after dinner
before I go to bed

- 7 **USE IT!** Work in pairs. Design your ideal school day. Use the key phrases and activities in the *My school day* survey.

I go to school from Tuesday to Thursday.

Finished?

Compare your ideal school day with another pair. Are they the same?

4 READING • Unusual schools

I can guess the meaning of new words.

THINK! What is special about your school?

Schools with a difference

Three students tell us why their school is special.

My parents and I live in a small town in the Australian Outback. My teacher is 500 km away, in Alice Springs, so I study at home. I watch my lessons online and I send my homework to my teacher by email. We sometimes travel to Alice Springs for school events. Those are fun days!

Liam

Australia

My sister Jess and I go to Millview Academy, near Bristol. It's a good place for sports. I'm into athletics and I love football. Jess and her friends enjoy football, too, but their favourite sport is basketball. They practise in the gym for two or three hours a day. That's a lot!

Adam

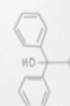
England



I go to an International School in Mexico City. There are 1,200 students, from about fifty countries. We study our subjects in English, but a lot of my mates are Mexican, so we often chat in Spanish during breaks. This year our school has got a new science laboratory. It's brilliant!

Paula

Mexico



1 Read the magazine article. Guess the meaning of the underlined words. Match them with words 1–4.

excellent brilliant

- 1 friends
- 2 go
- 3 like
- 4 on the internet

2 1.54 Read and listen to the article again. Complete the sentences.

Liam does his school lessons at home.

- 1 Liam sends his homework by
- 2 Paula's school has got students from many
- 3 Paula uses languages at school.
- 4 Millview Academy is a good school for
- 5 Jess likes, but she loves basketball.

3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 40 in the Workbook.

STUDY STRATEGY

Making notes about new words

When you learn new words, write them in your vocabulary notebook. Include an example sentence to help you remember the meaning.

4 Read the study strategy. Then write the new words in exercises 1 and 3 in your notebook. Write example sentences with the new words.

Basketball is brilliant.

5 **USE IT!** Work in pairs. Answer the questions.

- 1 Is your school different from the schools in the article? How is it different?
- 2 Is it a good idea to study at home? Why / Why not?
- 3 Which is the best school in the article? Why?

4

LANGUAGE FOCUS • Present simple: affirmative

I can talk about activities people do.

1 Look at the example sentences. Then complete the table with the correct verb forms.

- I **watch** lessons on the internet.
- We **enjoy** football.
- Liam **lives** in a small town.



Affirmative

I speak English.	We ³ English.
You ¹ English.	You ⁴ English.
Paula ² English.	They ⁵ English.

2 Choose the correct words.

- Those students walk / **walks** to school.
- We **do** / **does** homework every day.
 - Adam **play** / **plays** football every day.
 - I **study** / **studies** in my room after school.
 - Paula **chat** / **chats** with her friends in Spanish.
 - You **listen** / **listens** to the teacher in class.
 - The school year **finish** / **finishes** in June.

Language point: Third person singular spelling rules

RULES

- Most verbs: add -s
speak → *speaks*
- Verbs ending in -o, -ss, -sh, -ch and -x: add -es
do → *does* *finish* → *finishes*
- Verbs ending in a consonant + -y: change -y to -ies
study → *studies*

3 Read the spelling rules. Write the third person singular verb forms.

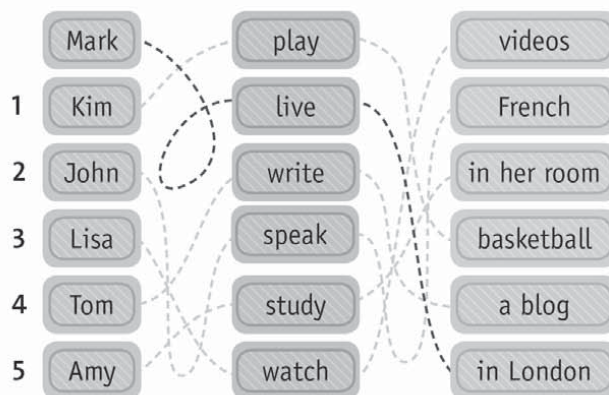
- | | | |
|---------------------|--------------|---------------|
| start starts | 3 copy | 6 chat |
| 1 learn | 4 read | 7 dance |
| 2 go | 5 like | 8 teach |

4 1.55 **PRONUNCIATION** Third person singular forms Listen to the verbs in exercise 3. Write them in the table.

/s/	/z/	/ɪz/
starts		

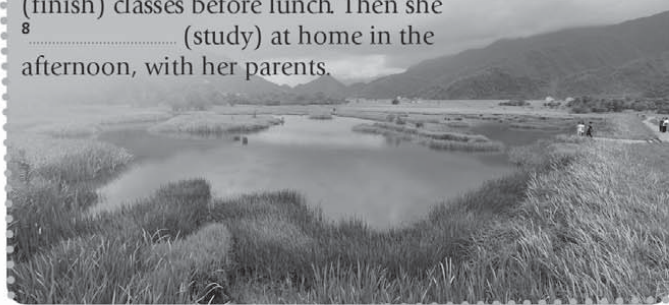
5 1.56 Listen and check your answers. Then listen again and repeat.

6 Look at the puzzle. Write affirmative sentences. Mark lives in London.



7 Complete the article about a school in China using the correct present simple affirmative forms of the verbs in brackets.

Budaixi Primary School is a school in China. It's special because only one student **goes** (go) there! Her name is Tan Xianzi. She ¹ (walk) to school alone, but she ² (eat) lunch with her teacher. They also ³ (play) games together during breaks. Tan Xianzi ⁴ (like) her school because she ⁵ (learn) a lot with her teacher. He ⁶ (teach) maths, science, Chinese and all the subjects. Tan Xianzi and her teacher ⁷ (finish) classes before lunch. Then she ⁸ (study) at home in the afternoon, with her parents.



8 **USE IT!** Work in pairs. Take turns and make true sentences about people in your class. Use the words in the box and your own ideas.

dance like pop music play football
play the piano read a lot speak two languages
study English walk to school write stories

Dave plays football after school.

Finished?

Write sentences about your partner.
You walk to school.

4

VOCABULARY AND LISTENING • A good student

I can listen and complete a chart.

THINK! Who is a good student in your class? Why?

Are you a good student?

- 1 ☐ I come to class on time.
- 2 ☐ I raise my hand to speak in class.
- 3 ☐ I ask questions when I don't understand.
- 4 ☐ I use a dictionary to check new words.
- 5 ☐ I write new words in my notebook.
- 6 ☐ I don't forget my homework.
- 7 ☐ I don't copy my friends' work.
- 8 ☐ I don't shout in the classroom.
- 9 ☐ I don't use my phone in class.
- 10 ☐ I don't eat in the classroom.



- 1 Read the *Are you a good student?* quiz. Match pictures A–H with instructions 1–10. There are two extra instructions.
- 2 1.57 Read and listen to the quiz. Tick (✓) the sentences that are true for you. Then check your score at the bottom of the page.
- 3 Work in pairs. Compare your answers in the quiz. Are your partner's answers the same?
- 4 1.58 Listen to Diana and Mark talking about school. Are they good students?

Scores

0-3 Oh dear! You aren't a good student! Follow the instructions in the quiz in future.

4-7 You aren't a bad student, but you aren't great. Read the instructions in the quiz again.

8-10 Wow! You are a good student. You study well!

- 5 1.58 Listen again and complete the chart. Tick (✓) the correct column.

Diana	Yes	No
1 She comes to class on time.		✓
2 She shouts in the classroom.		
3 She uses a dictionary.		
4 She copies friends' work.		
Mark		
5 He forgets his homework.		
6 He asks questions in class.		
7 He raises his hand to speak.		
8 He uses his phone in class.		

- 6 USE IT! Work in pairs. Think of new ideas for the quiz.

I speak in English in class.

4 LANGUAGE FOCUS • Present simple: negative

I can talk about things that people don't do.

- 1 Look again at the quiz on page 46. Complete the table.

Affirmative	Negative
I use a dictionary.	I ¹ use a dictionary.
You shout in class.	You ² shout in class.
He asks questions.	He doesn't ³ questions.
Class starts at 9.00 a.m.	Class doesn't start at 8.00 a.m.
We come on time.	We ⁴ come on time.
They eat in class.	They don't ⁵ in class.

- 2 Complete the sentences using the negative form of the present simple.

Paula and her family **live** in Mexico.

They **don't live** in the UK.

- 1 Paula **studies** in English.

She in Spanish.

- 2 Adam **likes** athletics and football.

He maths or science.

- 3 In Australia, school **finishes** in December.

It in June.

- 4 I **play** basketball after school.

I football.

- 5 My friends and I **chat** during breaks.

We in class.

- 3 Read the description of Sam's school day. Write sentences.

Sam comes to class on time every day. He's quiet and he raises his hand to speak. Sam eats lunch at school with his friend Tom. They are good students because they only use their phones during breaks. Sam and Tom also play football after school. Sam does his homework every evening before he has dinner. Then he gives it to his teacher the next day.

Sam / come late to class

Sam **doesn't come late to class.**

- 1 Sam / shout in the classroom

.....

- 2 Sam and Tom / eat lunch at home

.....

- 3 Sam / use his phone in class

.....

- 4 Sam and Tom / practise basketball after school

.....

- 5 Sam / watch TV before dinner

.....

- 4 Complete the sentences. Use the present simple negative form of the verbs in the box.

chat copy forget speak walk watch



Daniel's grandad **doesn't speak** English, but he reads English books.

- I TV in my bedroom.
I read or listen to music.
- We do our homework and we
to give it to the teacher.
- David and Wendy to school. They go with their dad in his car.
- You are a good student. You
your friends' answers.
- Laura with her friends after school because she has music lessons.

- 5 **USE IT!** Write affirmative or negative sentences. Use the phrases in the box and your own ideas. Write three true sentences and one false sentence. Read your sentences to a partner. Your partner guesses the false sentence.

do gymnastics in gym class
finish classes after 3.00 p.m.
go to bed before 10.00 p.m. go to school on Saturday
play football after school study Spanish at school

I play football after school.

True!

Finished?

Write sentences comparing you and other people in your class. Then read your sentences to your partner. Have you got the same ideas?

Anna plays basketball. I **don't** play basketball.

I like Taylor Swift. Paul **doesn't** like her music.

4 SPEAKING • Helping a friend

I can make suggestions to help a friend.

THINK! Are you happy all the time? When are you sad?

- Anna Hi, Emma. Are you OK?
What's up?
- Emma It's my English test. Look!
- Anna Oh dear! That's not very good.
Why don't you study more?
- Emma That's not the problem. I study
every day! And I write new
vocabulary in my notebook.
- Anna Well, why don't we study together?
- Emma Good idea! Let's study at my house.
Thanks, Anna!
- Anna That's OK.



1 Look at the photo. Where are the people?

2 1.59 Watch or listen. Who isn't happy?

3 1.59 Watch or listen again. Then practise the dialogue in pairs.

4 Study the key phrases. Then complete the mini-dialogues.

KEY PHRASES

Helping a friend

Good idea!

What's up?

Let's (study at my house).

Oh dear!

Why don't (you study more)?

- 1 A Hi, Tony. What's *up* ?
B This film is boring.
A don't you read a book?
B No, thanks. I'm OK.
A Well, why we play in the garden?
B idea! play football.
- 2 A Hi, Lisa. Are you OK?
B No, I'm not. I can't do my science homework.
A Oh! Why you do it
later? You can give it to Mr Green tomorrow.
B That's not the problem. It's too difficult!
A Well, don't I help you? I'm good
at science.
B Good! Thanks, Tom!
A That's OK.

5 **USE IT!** Work in pairs. Prepare a new dialogue using the chart below to help you. Practise the new dialogue. One of you is A and one of you is B. Then change roles.

A Your friend isn't happy. Ask a question.

B Say your problem.

A Make a suggestion.

B Say 'No, thanks.' or 'That's not the problem.'

A Make a second suggestion.

B Agree and make another suggestion. Say thank you.

A Say it's OK.

4 WRITING • A description of your school life

I can write a description of my school life.

THINK! Is your school big or small?

My school life ☆ by Alice ☆

I go to Riverside Secondary School in Oxford. I like my school because it's small. There are ten classrooms and 250 students. I think that's perfect. There's also a canteen for lunch and a gym. That's good for me because I can play basketball in the gym after school with my friends.



I wake up every day at 7.00 a.m. because classes start at half past eight. I don't like that because it's too early. We have a break at ten o'clock and then lunch at quarter past twelve. In the afternoon, classes finish at three o'clock. In my opinion, our timetable is good because we have a lot of free time after school.



1 Read Alice's description. What time is lunch at her school?

2 Read Alice's description again. Complete the key phrases.

KEY PHRASES

Giving opinions

- 1 I like
- 2 I think
- 3 That's for me.
- 4 I don't like that because
- 5 In my,

Language point: *because*

3 Read the sentences. Choose the correct words.

We use *because* to connect / compare ideas and explain *why* / *how* things happen.

I don't like our timetable. Classes start early.

I don't like our timetable because classes start early.

4 Match 1–5 with a–e. Then combine the sentences using *because*.

- 1 Marina gets good grades. **b**
- 2 The students aren't happy.
- 3 I need your help.
- 4 We like English.
- 5 Mike isn't at school.

- a I don't understand the homework.
- b She studies a lot.
- c He hasn't got classes today.
- d They've got a test today.
- e It isn't a difficult language.

5 USE IT! Follow the steps in the writing guide.

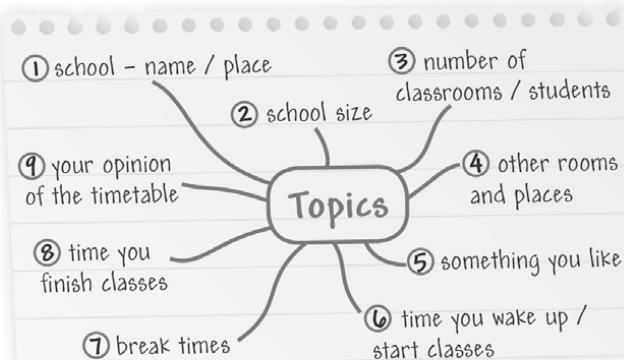
WRITING GUIDE

A TASK

Write a description of your school life.

B THINK AND PLAN

Make notes about the topics.



C WRITE

Paragraph 1:

- Describe your school
- Say what you like / don't like about it
- Explain your opinions

Paragraph 2:

- Describe your timetable
- Say what you like / don't like about it
- Explain your opinions

D CHECK

- spelling and punctuation
- *because*

4 REVIEW

Vocabulary

1 Choose the correct verbs.

- 1 I go / finish to school in the morning.
- 2 I walk / wake up at half past seven.
- 3 I start / chat classes before 9.00 a.m.
- 4 I wake / have a break at half past ten.
- 5 I have / chat with friends on the phone.
- 6 I do / go my homework before dinner.
- 7 I watch / have TV in the evening.

2 Complete the sentences with the words in the box.

ask come copy raise shout use write

- 1 I to class on time. I'm never late.
- 2 I don't my friends' answers.
- 3 I my hand to speak in class.
- 4 I don't in the classroom. I listen to the teacher.
- 5 I new words in my notebook.
- 6 I don't my phone in class.
- 7 I questions when I don't understand.

Language focus

3 Complete the sentences with the present simple affirmative form of the verbs in brackets.

- 1 Mike (do) his homework every day.
- 2 I (like) English, science and maths.
- 3 Emma (study) Spanish at school.
- 4 You (send) a lot of text messages!
- 5 The students (chat) during breaks.
- 6 The break (finish) at eleven o'clock.
- 7 We (walk) home from school.
- 8 Sam (watch) TV before dinner.

4 Write sentences using the negative form of the present simple.

- 1 We / not / live / in London
.....
- 2 Fiona / not / speak / Italian
.....
- 3 I / not / like / Taylor Swift's music
.....
- 4 My friends / not / play / basketball
.....
- 5 Lunch / not / start / at eleven o'clock
.....
- 6 Nigel / not / go / to a big school
.....

5 Complete the text with the present simple form of the verbs in the box.

eat live play not finish
not go start not watch



Dan ¹ in a small town, so he
² to a very big school. Dan
³ classes at 9.00 a.m. He
⁴ lunch at school with his friends.
In the afternoon, Dan's classes ⁵
at 2.00 p.m. They finish at 3.00 p.m. Dan and his
friends ⁶ TV after school. They
think TV is boring. They ⁷ music
in a band. They're very good!

Speaking

6 Complete the dialogue with the phrases in the box.

Good idea Let's do What's up Why don't you

Ted Hi, Paul. ¹ ? Are you OK?
Paul No, look! It's my maths test.
Ted Oh, no. That looks bad. ²
revise more for tests?
Paul But I revise a lot! And I do my homework
every day!
Ted I've got an idea. ³ our
homework together.
Paul ⁴ ! We can meet after
school. Thanks, Ted!
Ted No problem!

Listening

7 1.60 Listen to a conversation at school. Write true or false. Correct the false sentences.

- 1 Mr Smith is a language teacher.
- 2 The conversation is about Jamie's test results.
- 3 Jamie doesn't do his homework.
- 4 Jamie doesn't like language lessons.
- 5 Jamie studies Spanish and German at school.
- 6 The class does a test every week.

4 PUZZLES AND GAMES

1 SCHOOL CODE. Use the number code to find the school-day activities.

46 - 86 - 233 = *go to bed*

1 9253 - 87 =

2 46 - 86 - 724665 =

3 346474 - 724665 =

4 36 - 69 - 46639675 =

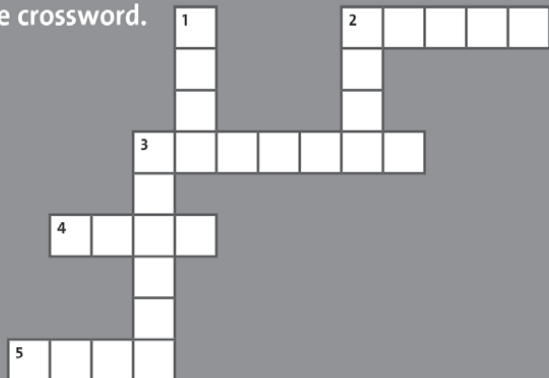
5 92824 - 88 =



2 AFTER SCHOOL. Work in pairs. Follow the instructions.

- Think of two after-school activities you do.
- Write them down using the number code in exercise 1.
- Give your code to your partner.
- Find the answer to your partner's code.
- The first person to complete this sentence is the winner: *You after school.*

3 CROSSWORD. Read the clues. Complete the crossword.



Down ↓

- 1 I with my friends after school.
2 I up early every day.
3 School at nine o'clock.

Across →

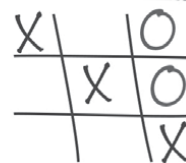
- 2 They TV after school.
3 My sister English and French.
4 My friends and I football at the weekend.
5 My mum to work on her bike.

4 ACT IT OUT. Work in pairs. Take turns. Choose an activity in the box and act it out. Don't speak! Your partner guesses the activity.

ask questions come to class copy
eat forget raise my hand shout
use a dictionary use my phone
write new words

5 NOUGHTS AND CROSSES. Work in pairs. Follow the instructions.

- One player is a nought (O); the other is a cross (X).
- Take turns.
- Player O says a true sentence about school habits and writes an O in the grid.
I write new words in my notebook.
- Player X says a true sentence and writes an X in the grid.
I don't ask questions.
- The winner is the first player to complete three squares in a row.



6 MATCH AND ROLL. Work in pairs. Follow the instructions.

- Take turns to match the phrases in the yellow box below.
- Roll the dice. Look at the number on the dice.
- Find the pronoun below with the same number.
- Make sentences with the pronoun, *don't* or *doesn't* and the phrases in the yellow box.

chat	homework
do	basketball
play	with friends
walk	TV
have	to school
watch	a break

• = I •• = You
••• = She •••• = He
••••• = We •••••• = They

It's a six!

'They'!

They don't play basketball.

5 Free time

VOCABULARY • Free time

I can talk about my free time.

- ✿ Extra listening and speaking p76
- ✿ Project p82
- ✿ Curriculum extra p88
- ✿ Culture p92

THINK! What is your favourite free-time activity?

- 1** 2.02 Match activities 1–12 with the words in the box. Listen and check. Then listen again and repeat.

computer games cycling the guitar
magazines martial arts music
photos pictures shopping sport
swimming volleyball



1 play the guitar



2 go



3 do



4 go



5 read



6 draw



7 listen to



8 play



9 go



10 play



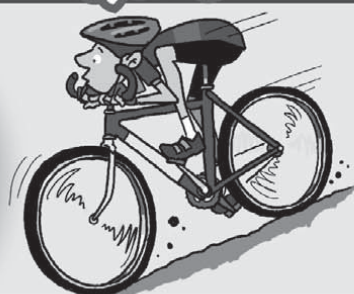
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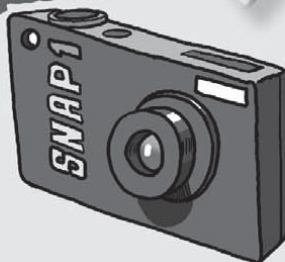
12 do

START

cycling



photos



shopping



Go back 3



swimming



Go forward 3



FINISH



Go back 1



pictures

**computer
games**



guitar

**Have a
rest!
Miss a
go!**



**martial
arts**

**Go
forward
3**



music

volleyball



**Have a
rest!
Miss a
go!**



sport



magazines

**Go
back 3**



- 2 2.03 Listen to four people talking about their free-time activities. Which activities from exercise 1 are they into?

1 Martin
2 Emma
3 Oliver
4 Katie

- 3 2.03 Listen again. Answer the questions.

1 Is Martin in the school swimming team?
2 Who listens to music in Emma's family?
3 What has Oliver got with him all the time?
4 What is Katie's favourite sport?

- 4 Work in pairs. Read *How to play*. Then play the board game using the key phrases.

How to play

- Put your marker on **Start**.
- Toss a coin when it's your turn.
Heads = Go forward one space.
Tails = Go forward two spaces.
- When you stop on a square, make a sentence using the word: *I go cycling at the weekend.*
- Your partner says if your sentence is true or false.
- If your partner guesses correctly, they go forward one space.
- Your partner takes a turn.
- The first person to reach **Finish** is the winner.

KEY PHRASES

Playing a game

Is it my turn?	That's true / false.
It's your turn.	You're right / wrong.
It's heads / tails.	I'm the winner!

- 5 **USE IT!** Work in pairs. Try to remember your partner's sentences from the board game. Can you remember correctly?

You play volleyball
on Wednesdays.

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

Finished?

Add five more free-time activities to the list in exercise 1. Use a dictionary to help you. Compare your list with a partner.

5 READING • A talented young musician

I can understand headings in a text.

THINK! Who is your favourite singer?

Search



HOME ALBUMS ARTISTS TOURS



Artist profile: Jacob Collier



- Name: Jacob Collier
- Birth date: 2nd August, 1994
- Birth place: North London, UK
- First album: *In My Room* (2016)

'A multi-talented musician ...
glorious. Extraordinary'
– BBC Radio 3

1 c

Jacob is a talented young singer and musician from London. He comes from a family of musicians and his mother teaches at the Royal Academy of Music in London. Jacob records his music at home and he often makes videos for YouTube in his free time.



2

Jacob is a great singer. He has special singing lessons and he practises every day. Jacob is also an amazing musician. He plays lots of different instruments, like the piano, guitar and drums. He usually rehearses at home in his music studio.



3

Jacob often plays modern music, like jazz, rock, pop and hip hop. He also listens to a lot of classical music. When Jacob performs, he mixes these different styles of music in new ways. He's also keen on computers and he often uses synthesizers to make his music.



4

People enjoy Jacob's videos because they are unusual and creative. For his videos, Jacob likes to record his singing many times. Then he mixes the recordings to make one song. Jacob has got millions of fans on YouTube and some people compare him to other musical geniuses, like Mozart.



1 Read headings a–e. Then read the profile quickly and match four of the headings with paragraphs 1–4. There is one extra heading.

- a Many musical talents
- b Creative videos
- c Music in the family
- d Top ten music hits
- e Mixing musical styles

2 2.04 Read the sentences below. Then read and listen again. Match the sentences with paragraphs 1–4 in the profile.

- a Jacob is an amazing musician.
- b Jacob is a big fan of classical music.
- c Jacob has got millions of YouTube fans.
- d Jacob's mother is keen on music.

3 **VOCABULARY PLUS** Use a dictionary to check the meanings of the words in blue in the text. For more practice go to page 48 in the Workbook.

4 **USE IT!** Work in pairs. Answer the questions.

- 1 What musical styles are you interested in? Why?
- 2 What singers and bands are popular in your country?
- 3 What are your favourite YouTube videos? Why?

5

LANGUAGE FOCUS • Present simple and adverbs of frequency

I can talk about how often I do activities.

1 Read the example sentences and the rules. Match sentences a–d with rules 1–4 below.

- a Jacob **mixes** different styles of music. **2**
 b Some people **don't** listen to a lot of music.
 c I **play** the drums in our school band.
 d My sister **doesn't** like classical music.

RULES

We use the present simple when we talk about facts and routines.

- 1 We use the base form of the verb in affirmative sentences with *I, you, we* and *they*.
- 2 We add *-s* or *-es* to the verb in affirmative sentences with *he, she* and *it*.
- 3 We use *don't* in negative sentences with *I, you, we* and *they*.
- 4 We use *doesn't* in negative sentences with *he, she* and *it*.

2 Complete the sentences with the present simple.

- 1 Kelly **does** (do) martial arts, but she (not practise) every day.
- 2 We (not go) shopping at the weekend. We (meet) our friends at the park.
- 3 I (listen) to music every day, but I (not play) a musical instrument.
- 4 Kevin (love) football, but he (not like) volleyball.
- 5 My friends (not read) books. They (prefer) magazines.
- 6 You (study) after dinner. You (not watch) TV.

3 Work in pairs. Make true sentences about your friends and family. Use the verbs below.

DOESN'T	SPEAK	GO
PLAY	DOES	LISTEN
WATCH	EAT	DON'T
TAKE	DO	LIKE

My sister **doesn't** do martial arts.

Language point: Adverbs of frequency

4 Study the chart. Then choose the correct words to complete the rules.

I always play football.									
You're usually with friends.									
He often listens to music.									
She's sometimes at home.									
We never play volleyball.									

RULES

Adverbs of frequency tell us how often things happen.

We put adverbs of frequency ...

¹ **before** / **after** the verb *be*.

² **before** / **after** other verbs.

5 Rewrite the sentences with the adverbs of frequency in exercise 4.

Dan plays basketball in the afternoon. (5 days a week)

Dan usually plays basketball in the afternoon.

- 1 Tina is at her friend Amy's house. (1 day a week)
- 2 You watch TV in the evening. (7 days a week)
- 3 We meet our friends after school. (3 days a week)
- 4 I'm in bed before 9.00 p.m. (0 days a week)

6 USE IT! Write true sentences about your free-time activities. Use adverbs of frequency. Then compare your answers with a partner.

- 1 go / cycling at the weekend
- 2 be / in bed before 11.00 p.m.
- 3 do / gymnastics after school
- 4 listen / to music with my friends
- 5 play / computer games in my bedroom

I sometimes go cycling at the weekend.

Me, too!

Finished?

Imagine you are a famous person. Write about your free time. Use adverbs of frequency.
 I'm Beyoncé. I often chat on the phone with Jay-Z.



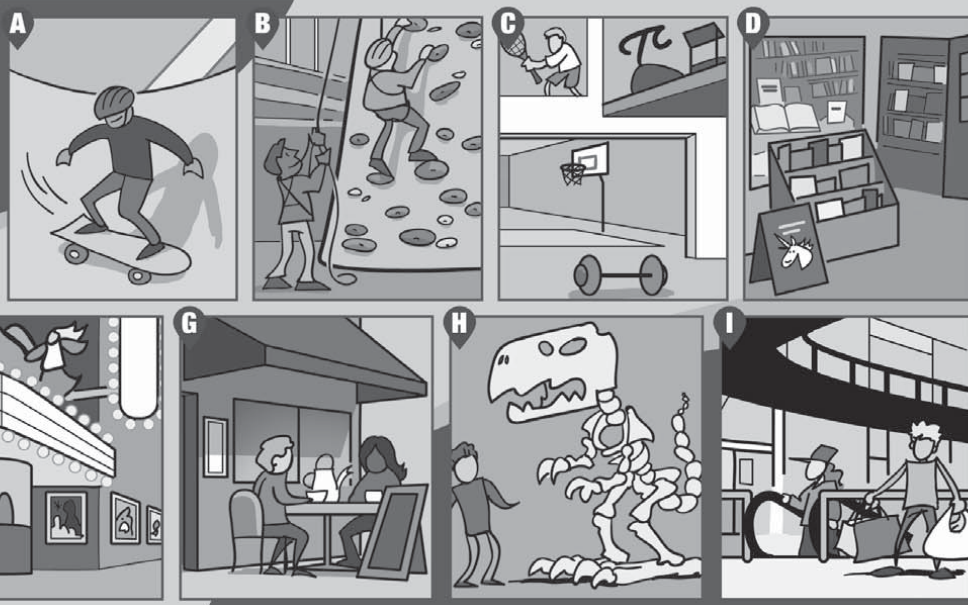
5 VOCABULARY AND LISTENING • Places to go

I can understand where a conversation takes place.

THINK! Look at the pictures. Which places are in your town?

AROUND TOWN

Are you often bored at the weekend?
Do you want to do something different?
Here are some places in town you can visit.



- 1 **2.05** Match the words in the box with the places in the leaflet. Then listen and repeat.

bookshop café cinema climbing centre
museum shopping centre ~~skatepark~~
sports centre swimming pool

A skatepark D G
B E H
C F I

- 2 **Work in pairs.** Which places in the leaflet look fun or interesting to you?

I think the skatepark is fun.

Really? I like the cinema.

- 3 **2.06** Listen to three conversations. Where are the people? Write places from exercise 1.

1
2
3

- 4 **2.06** Listen again. Choose the correct answers.

Conversation 1 What does the visitor want to do?

a make a video b use his phone c take photos

Conversation 2 What is the problem?

a Sam isn't good at swimming
b the pool closes in five minutes c the water is cold

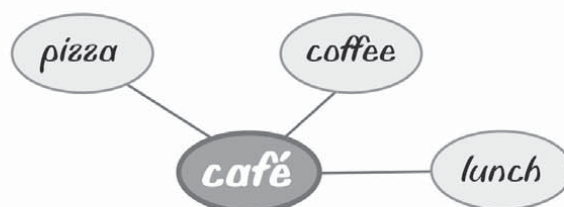
Conversation 3 Where is the café?

a next to the park b in the shop c next to the shop

STUDY STRATEGY

Making connections

When you learn new words, think of other words you know that connect to the new words. Draw a word-web in your notebook. This makes new words easier to learn and remember.



- 5 Read the study strategy. Then match the words in the box with places in exercise 1. Make a word-web for the places in exercise 1.

basketball film shops skateboard

- 6 **USE IT!** Work in pairs. Talk about places you go to in your free time. Use the adverbs of frequency in the box.

always often never sometimes usually

I often go to the swimming pool in the summer.

I never go to the ...

5

LANGUAGE FOCUS • Present simple: questions

I can ask and answer questions about free time.

1 Complete the questions with *do* or *does*.

Questions	Answers
1 you want to buy a book?	Yes, I do. / No, I don't.
2 the man want to take photos?	Yes, he does. / No, he
Where 4 they want to go next?	To the café.

2 Complete the present simple questions and answers.

- Do you and your friends like skateparks? Yes, we
- Mark go skateboarding after school? No, he
- Ana go shopping with her friends? Yes, she
- the boys go climbing at the weekend? No, they
- the sports centre open at seven o'clock? Yes, it

3 Write present simple questions using the verbs in the box.

go like listen play read take visit

- Do you **go** to the cinema with your parents?
- your friends a lot of magazines?
 - you museums at the weekend?
 - your dad to rock music?
 - you Italian food?
 - your friends basketball after school?
 - you a lot of photos?

4 Work in pairs. Ask and answer the questions in exercise 3.

Do you go to the cinema with your parents? No, I don't.

Language point: Question words

5 Read the description of Meg's free time. Choose the correct words. Then ask and answer the questions.

Meg meets her friends after school. They usually go to the sports centre. Meg usually has dinner with her family at six o'clock. They go out for dinner at a restaurant two or three times a month. Meg's favourite restaurant is Casa Roma. She likes it because they've got great pizza.



What / How often does Meg do after school?

- Which / Where does Meg usually go?
- Who / When does Meg usually have dinner?
- How often / What does her family go to a restaurant?
- Where / Which restaurant is Meg's favourite?
- What / Why does Meg like Casa Roma?

6 Write questions for the *Free-time survey*. Then ask and answer the questions.

FREE-TIME SURVEY

- What / you / do / on school evenings?
- When / you and your friends / do sports?
- What / you / do on Saturday morning?
- How often / you / go / to the cinema?
- Where / your parents / go shopping?
- Which music / you / listen to?

7 USE IT! Write more questions for the *Free-time survey*. Use the question words, the words in the box and your own ideas. Then ask and answer the questions with a partner.

you your brother / sister your friends
your parents your teacher

Where do you listen to music?

In my bedroom.

Finished?

Play the board game on pages 52–53. Make present simple questions with the words in the game. Your partner answers the questions.

5 SPEAKING • Making plans

I can make plans for my free time.

THINK! Where do you go with your friends in your free time?

- Ed What do you want to do at the weekend?
 Harry I don't know. What do you want to do?
 Ed Why don't we go swimming?
 Harry Good idea! Let's go on Saturday morning.
 Ed Sorry, I'm busy on Saturday morning, but I'm free in the afternoon.
 Harry OK, fine. Let's meet at the café at two o'clock. It's next to the swimming pool.
 Ed Great. See you there!



Harry



Ed

- 1 2.07 Watch or listen. When does Harry want to meet?
- 2 2.08 **PRONUNCIATION /w/ sound** Listen and repeat the words from the dialogue.
 want we weekend what why
- 3 2.07 Watch or listen again. Then practise the dialogue in pairs.
- 4 Read the dialogue and complete the key phrases.

KEY PHRASES

Making plans

- 1 do you want to?
 - 2 don't we go?
 - 3 Sorry, I'm on
, but I'm free in the
 - 4 meet at the at
 - 5 See you!
- 5 **USE IT!** Work in pairs. Look at the pictures. Where do you want to go? Prepare and practise a new dialogue. Use the dialogue in exercise 1 to help you.



5

WRITING • A report

I can write a report about free time.

THINK! What do your friends usually do after school?

- 1 Read the questionnaire and the report. Write Bryan's answers to the questionnaire.

Questionnaire: Free time



Part A

- 1 Have you got any free time during the week?
- 2 When have you got more free time?

☐ in the morning	☐ before school
☐ in the afternoon	☐ before dinner
☐ in the evening	☐ after dinner
- 3 When do you see your friends at the weekend?

☐ Saturday a.m.	☐ Sunday a.m.
☐ Saturday p.m.	☐ Sunday p.m.
- 4 Where do you usually meet friends?

☐ shopping centre	☐ café
☐ cinema	☐ sports centre

Part B

- 5 Are you a sporty person?
Which sports do you like?

☐ basketball	☐ martial arts	☐ gymnastics
☐ football	☐ cycling	☐ swimming
- 6 Which sports *don't* you like?

Part C

- 7 How often do you do these activities on weekdays?
• watch TV • listen to music • play computer games
- 8 How often do you read? What things do you read?

☐ books	☐ magazines	☐ websites
--------------------------------	------------------------------------	-----------------------------------

Report about free time: My friend Bryan

My friend Bryan has got some free time during the week. He's got more free time in the afternoon and before dinner. At the weekend, he's also free on Saturday mornings and Sunday afternoons. That's when he meets friends. He usually meets his friends at the sports centre.

Bryan is a sporty person. He loves football and cycling. He likes martial arts, too. Bryan doesn't like gymnastics.

On weekdays Bryan watches TV for two or three hours. He also listens to music before he goes to bed. He doesn't usually play computer games because he isn't keen on them. Bryan sometimes reads in his free time. He loves magazines about sports.

- 2 Complete the key phrases. Then look at the questionnaire and the report and check your answers.

KEY PHRASES

Talking about free time

- 1 the week
- 2 the weekend
- 3 weekdays
- 4 your free time

Language point: *also* and *too*

- 3 Find examples of *also* and *too* in the report about Bryan. Then choose the correct words.
- 1 We use *also* after / before forms of *be*.
 - 2 We use *also* after / before other verbs.
 - 3 We use *too* at the beginning / end of a sentence.

- 4 **USE IT!** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Ask your partner the questions in the questionnaire and write a report about their activities.

B THINK AND PLAN

- 1 Read the *Free time* questionnaire and think about your answers.
- 2 Work with a partner. Ask and answer the questions. Make notes of your partner's answers.

C WRITE

Paragraph 1:

Your partner's answers to Part A.

... *has got* ... *during the week*.

Paragraph 2:

Your partner's answers to Part B.

... *is* / *isn't* a *sporty person*.

Paragraph 3:

Your partner's answers to Part C.

On weekdays ... *watches TV for* ...

D CHECK

- spelling and punctuation
- *also* / *too*

5 REVIEW

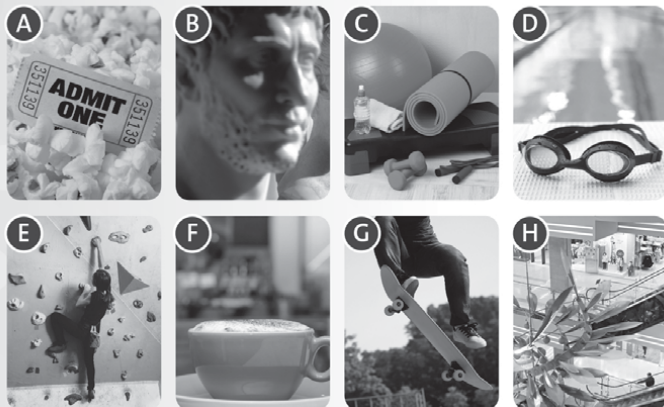
Vocabulary

1 Complete the phrases with the verbs in the box.

do draw go go listen play read take

- | | |
|------------------|--------------------|
| 1 to music | 5 volleyball |
| 2 sport | 6 magazines |
| 3 cycling | 7 photos |
| 4 pictures | 8 swimming |

2 Match pictures A–H with places 1–8.



- | | |
|-------------------------|-------------------|
| 1 climbing centre | 5 skatepark |
| 2 shopping centre | 6 café |
| 3 swimming pool | 7 cinema |
| 4 sports centre | 8 museum |

Language focus

3 Choose the correct verbs.

- I **do** / **does** sport in my free time.
- You **doesn't** / **don't** go shopping on Mondays.
- Henry **draws** / **drawes** excellent pictures.
- Tina **doesn't do** / **don't do** martial arts.
- My friends and I **play** / **plays** volleyball.
- My parents **doesn't** / **don't** like computer games.
- My phone **takes** / **don't take** good photos.

4 Complete the sentences with the verbs and adverbs of frequency in the brackets.

- Sam shopping.
(go / sometimes)
- Emma at the sports centre.
(be / often)
- They sport after school.
(do / always)
- We at school on Mondays.
(be / usually)
- George computer games.
(play / never)

5 Read the questions and answers. Then complete the questions with the words in the box.

How often What When
Where Which Why

- does Tom do after school?
He goes to the skatepark.
- do your friends go shopping?
On Saturday mornings.
- does your brother do sport?
At the sports centre.
- do you play volleyball?
I never play volleyball.
- does Lisa go cycling every day?
It's her favourite sport.
- of these books do you like?
I like the photography book.

Speaking

6 Complete the dialogue with sentences a–d.

- May What do you want to do today?
Lisa 1
- May Good idea! Let's go this morning.
Lisa Sorry, I've got a swimming lesson this morning. 2
- May OK. Let's go after lunch.
Lisa OK, fine. 3
- May 4
- a I'm free this afternoon.
b Why don't we go to the museum?
c Great. See you there!
d Let's meet at the museum at three o'clock.

Listening

7 2.09 Listen to an interview with Kevin about his free time. Then answer the questions.

- How often does Kevin have art lessons at the academy?
- What does Kevin usually draw?
- Where does he draw people?
- Which club is he in?
- When does the club meet?

5 PUZZLES AND GAMES

1 FREE TIME. Write the free time words in the correct place in the puzzle.

books computer games cycling the guitar
magazines martial arts shopping



2 SIT DOWN! Work in groups. Follow the instructions.

- Choose a leader.
- Everyone stands up.
- The leader gives instructions using adverbs of frequency and the words in the boxes below.
Sit down if you usually watch TV in the morning.
- The group listens and follows the leader's instructions.
- The winner is the last one standing.
- Take turns to be the leader.

do martial arts go to the cinema
go shopping go swimming
listen to music love football
meet your friends
play a musical instrument
read comics watch TV

after school at night at the weekend
every day in the morning

3 FIND SOMEONE WHO ... Look at the table and write questions with the phrases.

Do you watch TV after school?

Then work in pairs. Ask questions to find someone who matches the information in the table. Write the correct names in the table. The first person to get all six names is the winner.

Find someone who ...

... watches TV after school.	.....
... plays a musical instrument.	.....
... uses their mobile phone a lot.	.....
... is sometimes late for school.	.....
... gets up early at the weekend.	.....
... usually plays a sport after school.	.....

4 WHAT DO I DO? Write true sentences about yourself. Work in pairs. Ask questions and test your partner. Do they know what you do?

A *What do I always do at the weekend?*

B *You always go swimming.*

A *Yes!*



5 DRAWING GAME. Work in groups. Write the names of the places to go on page 56 on separate pieces of paper. One student takes a piece of paper and draws the place. The other students guess the place. The first person to guess correctly gets a point. At the end of the game, the person with the most points is the winner.

6 On holiday

VOCABULARY • Holiday activities
I can give holiday advice.

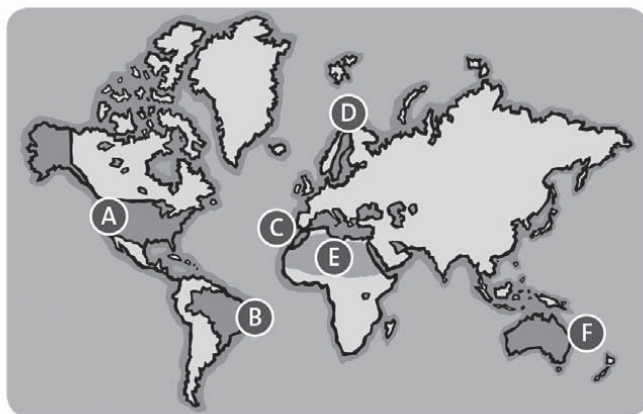
- ✿ Extra listening and speaking p77
- ✿ Project p83
- ✿ Curriculum extra p89
- ✿ Song p95

THINK! What do you do on holiday?

go swimming go to museums
play football see friends

1 2.10 Read the *Tips for trips* guide. Choose the correct verbs in brackets to complete the guide. Then listen and check.

2 Work in pairs. Match the places in the *Tips for trips* guide with A–F on the map.



Language point: Imperatives

3 Look at the examples. What is an imperative? Find more examples in the *Tips for trips* guide.

Affirmative

Buy some souvenirs.

Negative

Don't spend all your money!

4 Complete the sentences with affirmative or negative imperatives.

be buy forget go speak visit

Visit the Topkapı Palace. It's beautiful.

- 1 quietly in the museum, please.
- 2 to Sunny Beach. It isn't very nice.
- 3 late for the tour. It starts in a minute.
- 4 a nice souvenir for me, please.
- 5 your coat. It's cold today.

Tips for trips

Your guide to international travel

①



Travel to Sweden and 1 in the Ice Hotel in Jukkasjärvi. It's really cool! Don't miss it! (stay / travel)

②



- 2 Olympic National Park, in the USA.
- 3 in the forest with your family. (visit / camp)



4 on a nice, sunny beach in Melbourne, Australia. Don't forget to 5 some sun cream! (pack / relax)



6 the market in Fez, Morocco.
7 some souvenirs, but don't spend all your money! (explore / buy)



8 Carnival in Rio de Janeiro, in Brazil.
9 the samba! It's a traditional dance. (celebrate / dance)



10 a camel in the Sahara Desert. Don't forget to 11 your sunglasses and don't fall off the camel! (wear / ride)

5 **2.11** Listen to three people giving advice for visitors to their area. Which places from the *Tips for trips* guide do they talk about?

- 1 Jack
- 2 Holly
- 3 Ahmed

6 **2.11** Listen again. Answer the questions.

Jack

- 1 What do many tourists like in his area?
- 2 What is Jack's favourite place to visit?

Holly

- 3 How far is the park from Holly's house?
- 4 When is a good time to visit? Why?

Ahmed

- 5 Where is the *souk*?
- 6 What do people do in the market?

7 Complete the key phrases with the ideas in the box. There is more than one correct answer.

August buy souvenirs the Dubai Mall
the Eiffel Tower go swimming your family

KEY PHRASES

Giving holiday advice

- 1 Travel there in
- 2 Go with
- 3 You can visit
- 4 Don't miss
- 5 Many visitors there.
- 6 It's a good place to

8 **USE IT!** Work with a partner. Give advice for visitors to your area. Use the key phrases and your own ideas.

Don't miss the National Museum. It's fantastic!

Finished?

Make a list of ten cities you want to visit in other countries. What do you want to do or see there?

6

READING • A holiday blog

I can use pictures to help me understand a text.

THINK! Where do you and your family usually go on holiday?

SAM'S HOLIDAY BLOG

I ♥ NY

The Big Apple

Hi, everyone! I'm writing a holiday blog this year. My family and I usually spend our summer holidays camping in England, but this time we're doing something different. We're going to New York! Amazing! #BigApple #excited

Monday D

We're waiting at the airport now. There are lots of shops, but I'm not spending my money here. I want to save it for New York. It's 10.00 p.m. and I'm tired, but I'm also excited about the trip! I can't wait to get there!

Tuesday

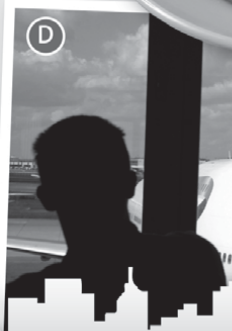
We're finally in the Big Apple! Our hotel is perfect because it's next to Times Square. We can see lots of skyscrapers from the window. They're so tall! Right now I'm having a typical American dish for breakfast – pancakes with maple syrup. It's yummy!

Wednesday

Today I'm cycling in Central Park with my mum. It's a massive park in the middle of Manhattan. The weather is great – it's hot and sunny. My dad isn't here with us. He's shopping on Fifth Avenue with my sister.

Thursday

It's our last day in New York, but I don't want to go home! At the moment, we're standing at the top of the Empire State Building. From here, I can see the Chrysler Building and the Brooklyn Bridge. What an awesome view! I love New York!



1 Look at photos A–D. What do you see? Read Sam's blog and match the photos with the messages for Monday to Thursday.

2 2.12 Read and listen to Sam's blog again. Then answer the questions.

- Does Sam go shopping at the airport? Why / Why not?
- What does Sam think of their hotel? Why?
- What American food does Sam try?
- Where does Sam's dad go with his sister?
- What place does Sam visit on the last day?

3 **VOCABULARY PLUS** Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 56 in the Workbook.

4 **USE IT!** Work in pairs. Ask and answer the questions.

- Do you spend summer holidays with your family?
- Do you like travelling on holidays? Why / Why not?
- Do you want to visit New York or another big city? Why / Why not?

6

LANGUAGE FOCUS • Present continuous: affirmative and negative

I can talk about what people are doing now.

- 1 Study the sentences. Then choose the correct words in the rules.



- 1 He's **eating** pancakes at the moment.
- 2 I'm **writing** a holiday blog.
- 3 We're **waiting** at the airport now.
- 4 Dad is **shopping** on Fifth Avenue.

RULES

- 1 We make the present continuous with the verb **have / be** and the **-ing** form of the main verb.
- 2 We use the present continuous to talk about things that **usually happen / are happening now**.
- 3 We use the present continuous with time expressions such as **now** and **at the moment / on Wednesdays**.

- 2 Find more examples of the present continuous in Sam's holiday blog on page 64. Which are affirmative and which are negative?

- 3 Complete the sentences with affirmative or negative short forms of **be**.

Dad **isn't** here right now. He's with my sister.

- 1 We staying at a fantastic hotel. It's awesome!
- 2 My sister cycling. She's shopping now.
- 3 You doing an English exercise. You aren't writing a blog.
- 4 Sam eating pancakes. He loves them!
- 5 We enjoying our holiday. It's raining! ☹️
- 6 I buying souvenirs. I haven't got any money.

- 4 Study the spelling rules. Then write the **-ing** forms.

SPELLING RULES

- 1 Most verbs: **wait** → **waiting**
- 2 Final **-e**: **write** → **writing**
- 3 Final vowel + consonant: **shop** → **shopping**

- | | |
|-----------------------|---------------|
| stand standing | 4 try |
| 1 dance | 5 spend |
| 2 sit | 6 chat |
| 3 explore | 7 cycle |

- 5 2.13 **PRONUNCIATION -ing forms** Listen and repeat the verbs in exercise 4.

- 6 Study the picture. Complete the sentences using the correct forms of the present continuous.



- 1 The woman **isn't eating** (eat) an ice cream now. She (buy) it.
- 2 The boy (cycling). He (talk) on his phone.
- 3 The girls (wait) for the bus. They (shop) at the moment.
- 4 The man (chat) with the police officer. He (sit) in his taxi.
- 5 The girl (read) a magazine. She (listen) to music.
- 6 The boys (stand) on the street. They (play) basketball right now.

- 7 **USE IT!** Work in pairs. Imagine you are on holiday with your family. Tell your partner what you and your family are doing.

We're staying with my aunt. I'm not studying.
I'm exploring the city with my dad.

Finished?

Add ten more verbs to the list in exercise 4. Write the verbs and their **-ing** forms.

6 VOCABULARY AND LISTENING • Clothes

I can recognize different speakers.

THINK! What are your favourite clothes?

- 1 2.14 Match clothes 1–12 with the words in the box. Then listen and repeat.

boots dress hat jeans jumper
sandals shirt shoes shorts trainers
trousers T-shirt

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

- 2 Work in pairs. Play a game. Study the people in exercise 1. Close your book and make sentences.

Nina's wearing a blue dress.

No, she's wearing a green dress.

- 3 2.15 Read and complete the *Packing tips* with words from exercise 1. Then listen and check.

PACKING TIPS

Think when you're packing!

Are you getting ready for the holidays? Here are some helpful packing tips.

Is your family planning a beach holiday?

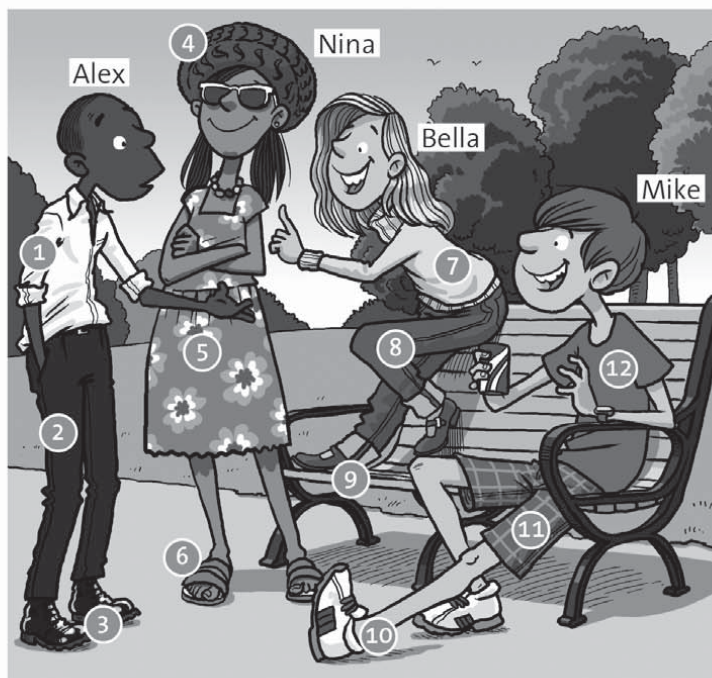
Remember to pack **shorts** and sandals for the beach. Don't forget some sun cream and a ¹ to protect your head.

Are you thinking about a camping trip?

Pack some long trousers or ² Don't wear nice shoes when you go walking in the forest. Take your ³!

Are you planning a city holiday?

Take some comfortable ⁴ for walking around. In the cool months, remember to pack a warm ⁵ for the evening.



- 4 2.16 Listen to three speakers. Who is speaking? Match the speakers with a–d. There is one extra option.

Speaker 1	a a friend
Speaker 2	b a parent
Speaker 3	c a teacher
	d a shop assistant

- 5 2.16 Listen again. What is the reply? Match the speakers with one of the responses below. There is one extra option.

a Yes, please. I'm looking for a white T-shirt.
b Why don't you take your red T-shirt?
c Do you like these sandals?
d Are these trainers OK?

- 6 **USE IT!** Imagine you are packing to go on holiday. What clothes are you taking? Tell your partner.

I'm going to the beach. I'm packing my sandals and my shorts. And you?

6

LANGUAGE FOCUS • Present continuous: questions

I can ask and answer questions about holidays.

1 Complete the table with the questions.

- a Is Nina **wearing** a blue dress?
 b Are you **thinking** about a camping trip?
 c Is the tour bus **going** now?
 d Are they **planning** a beach holiday?

Questions	Short answers
1?	Yes, I am. No, I'm not.
2?	Yes, she is. No, she isn't.
3?	Yes, they are. No, they aren't.
4?	Yes, it is. No, it isn't.

2 Complete the questions using the present continuous. Then write short answers that are true for you.

- 1 Are you **studying** (study) English now?

 2 your parents (work)
 today?
 3 your teacher (speak)
 at the moment?
 4 your classmates
 (stand) at the moment?
 5 your partner (wear)
 red today?
 6 you (use) your phone
 right now?

3 Ask and answer the questions in exercise 2 with a partner.

STUDY STRATEGY

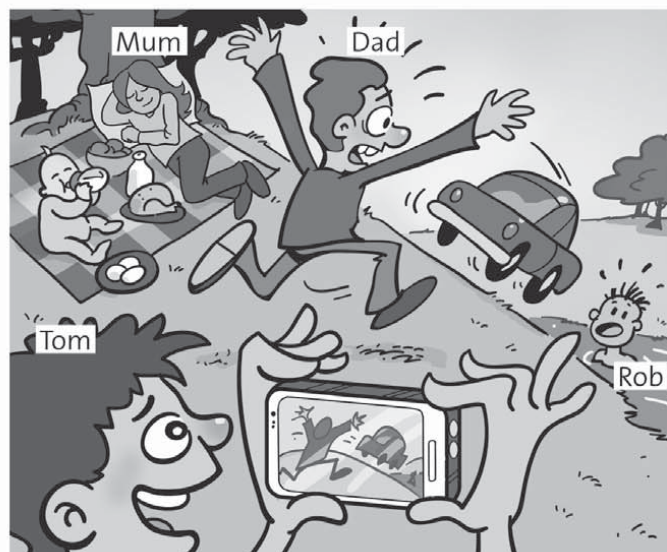
Practising grammar outside class

Remember to practise grammar outside class.
 Use the Practice Kit online practice or find other
 exercises on the internet.

4 Read the study strategy. Then go to the Practice Kit online practice. Do the exercises for this lesson.

Finished?

Look at pages 62–63 of this book. Imagine you are
 visiting one of the places in the guide. Write new
 answers for questions 1–6 in exercise 7.



5 Look at the picture. Write questions and short answers.

- 1 Dad / sit / in the car now?
 2 Mum / sleep / at the moment?
 3 the boys / eat / lunch?
 4 Tom / take / a photo?
 5 the baby / eat / the food?
 6 Rob / read / a book?

6 Look again at the picture in exercise 5. Complete the questions with the words in the box and the correct forms of *be*.

what where ~~who~~ who why

Who is shouting? Dad is shouting.

- 1 Dad shouting? Because the car is
 moving.
 2 the baby doing? She's drinking.
 3 Mum sleeping? Under the tree.
 4 taking a photo? Tom is taking a
 photo.

7 USE IT! Work in pairs. Imagine you are on holiday. Write present continuous questions. Then ask and answer the questions.

- 1 you / travel / in the USA ?
 2 who / travel / with you ?
 3 where / you / stay ?
 4 you / relax / at the moment?
 5 what / you / wear ?
 6 how / you / feel / now ?

Are you travelling
 in the USA?

No, I'm not. I'm
 travelling in Turkey.

6 SPEAKING • In a shop

I can speak to a shop assistant.

THINK! What do you usually buy on holiday?

- Shop assistant Hello. Can I help you?
 Dan Yes. I'm looking for a T-shirt.
 Shop assistant The T-shirts are over there, next to the door.
 Dan Thanks.
 Dan Excuse me. How much is this T-shirt, please?
 Shop assistant It's £9.99.
 Dan OK. Here you are.
 Shop assistant Thank you. And here's your change.
 Dan Thanks. Bye!
 Shop assistant Goodbye.



1 2.17 Watch or listen. What does Dan buy?

2 Cover the dialogue in exercise 1. Then number the key phrases in the correct order.

KEY PHRASES

In a shop

- a Here's your change. ☐
- b They're over there, next to (the door). ☐
- c I'm looking for (a T-shirt). ☐
- d Can I help you? ☐
- e OK. Here you are. ☐
- f How much is this (T-shirt), please? ☐

4 2.19 Listen and write the prices.

- 1
- 2
- 3
- 4
- 5

5 **USE IT!** You want to buy something from exercise 3. Prepare and practise a new dialogue. Use the key phrases and the dialogue in exercise 1 to help you.

Hello. Can I help you?

Yes, I'm looking for a bag.

Language point: Saying prices

3 2.18 Listen and repeat the prices. Then practise saying the prices with a partner.



6 WRITING • An email about a holiday

I can write an email about a holiday.

THINK! How often do you write emails?

Inbox
📁
🗑️
✉️

To: Rose
From: Amy
Subject: Hello from Prague

Hi Rose,

How are you doing? I'm in Prague with my mum, dad and brother. We're staying near the Prague Castle. Our hotel isn't very big, but it's quite modern.

I'm with Mum now. We're sitting in a café. It's very nice here! We aren't having coffee. We're drinking *čaj*. That's tea in Czech! Dad and Andy are visiting the Prague Toy Museum.

We want to explore the Old Town later. There are lots of really cool buildings. I also want to buy some souvenirs. Do you want a T-shirt or a bag with a picture of Prague on it?

I hope you're having a really good time.

See you soon,
Amy



1 Read the email. Answer the questions.

- 1 Who is writing the email? Amy or Rose?
- 2 Who is Andy?
- 3 What is Amy drinking right now?
- 4 Where is Andy at the moment?

2 Complete the key phrases. Then read the email again and check your answers.

KEY PHRASES

Writing about a holiday place

- 1 I'm in with
- 2 Our hotel isn't, but it's
- 3 It's very here!
- 4 We want to later.
- 5 There are lots of

Language point: Modifiers

3 Look at the words in blue in the email. Then rewrite sentences 1–6 using *quite*, *very*, *not very* or *really*.

It's cold today. (-15°C) It's *very cold* today.

- 1 Our hotel is old. (200 years)
- 2 The people are nice. 😊
- 3 The weather is good. (35°C)
- 4 The shops are expensive. (£-££)
- 5 I'm interested in museums. 😊

4 USE IT! Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Imagine you are on holiday. Write an email to a friend.

B THINK AND PLAN

- 1 Where are you? Who is travelling with you?
- 2 Where are you staying? Is it a nice place?
- 3 Where are you now? Who is with you?
- 4 What are you doing at the moment?
- 5 What are other people doing now?
- 6 What do you want to do later?

C WRITE

Greeting:

Hello / Hi, How are you doing?

General information:

I'm in We're staying

At the moment:

I'm with ... now. We're

Plans for later:

We want to ... later.

D CHECK

- beginning and ending of your email
- spelling and punctuation
- modifiers

6 REVIEW

Vocabulary

1 Match 1–8 with phrases a–h.

- | | |
|-------------|-------------------------|
| 1 buy | a a camel in the desert |
| 2 celebrate | b on a quiet beach |
| 3 stay in | c your bag for a trip |
| 4 dance | d souvenirs in a shop |
| 5 explore | e a big national park |
| 6 pack | f a nice hotel |
| 7 relax | g to Spanish music |
| 8 ride | h the carnival |

2 Complete the clothes words. Then match the words with pictures A–H.

- | | |
|-----------------|-----------------|
| 1 _ _ e _ _ | 5 _ o o _ _ |
| 2 _ _ a i _ e _ | 6 _ u _ e _ |
| 3 _ a _ _ a _ _ | 7 _ _ o u _ e _ |
| 4 _ e a _ _ | 8 _ _ o e _ |



Language focus

3 Choose the correct verb forms.

- We aren't / isn't camping right now.
- I'm not danceing / dancing at the moment.
- Harry is / are packing some warm clothes.
- You aren't chatting / chating now.
- My parents is / are planning a holiday.
- Lisa isn't / aren't staying with her grandma.
- The bus is stoping / stopping at the corner.

4 Complete the message with the affirmative or negative forms of the present continuous.

Inbox

I ¹..... (visit) my grandma this week. I
²..... (not stay) at her flat because it's tiny. My
 parents and I ³..... (spend) the week at a hotel.
 It's got a pool, so we ⁴..... (enjoy) that! We
⁵..... (not do) anything now because
 it ⁶..... (rain)! ☹️ My mum ⁷..... (sit)
 in the kitchen and ⁸..... (chat) with my grandma.
 I ⁹..... (write) this in the living room.
 More later!
 Maggie

5 Complete the questions about the message in exercise 4. Then write the answers.

- who / write / the message?
.....
- Maggie / stay / with her grandma?
.....
- where / she / spend / the week?
.....
- they / enjoy / the pool?
.....
- what / Maggie's mum / do / now?
.....

Speaking

6 Complete the dialogue with your own ideas.

Shop assistant Hello. Can I help you?
 Dan
 Shop assistant The over there,

 Dan Thanks.
 Dan Excuse me.?
 Shop assistant
 Dan OK. Here you are.
 Shop assistant
 Dan Thanks. Bye!

Listening

7 2.20 Listen to a conversation about holidays. Complete the sentences with one or two words.

- Karen is on holiday in now.
- She's staying in a small town near
- She's having a cold drink on the
right now.
- Sam's on holiday in at the moment.
- He's staying with his André.
- They're on a boat on the river now.

6 PUZZLES AND GAMES

1 HOLIDAY BOARD GAME. Work in pairs. Follow the instructions.

Take turns to roll the dice and move your counter.
Yellow square = Reorder the letters to make adjectives.
Blue square = Make a sentence using the picture in the box.
He's relaxing on the beach.



2 MEMORY GAME. Work in groups. Follow the instructions.

- Make sentences about things you are taking on holiday.
- Student A:
I'm going on holiday and I'm packing a T-shirt.
- Student B says:
I'm going on holiday and I'm packing a T-shirt and some trainers.
- Continue around the group.
- Remember everyone's things to stay in the game. Forget and you are out of the game.
- The winner is the last person in the game.

3 WHAT AM I DOING? Work in pairs. Choose an activity from the box and draw it. Your partner guesses the activity. Take turns.

buying souvenirs dancing
 doing martial arts going swimming
 packing playing computer games
 playing the guitar reading a book
 relaxing taking photographs
 watching TV wearing a hat

Are you watching TV?

No, I'm not.

Are you taking photographs?

Yes, I am.

1 options

EXTRA LISTENING AND SPEAKING • Asking and telling the time

I can ask for and tell the time.

After-School Clubs

MUSIC CLUB



BASKETBALL CLUB



FILM CLUB



BASEBALL CLUB



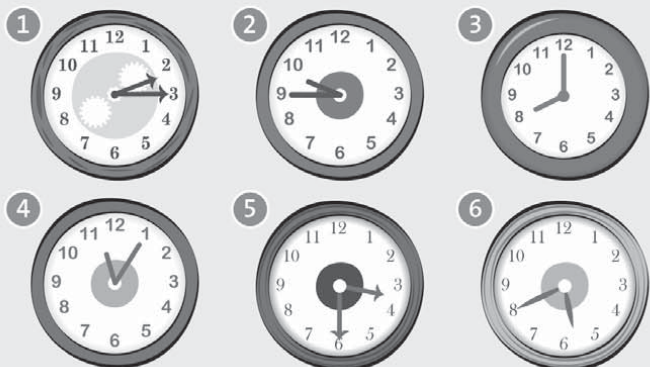
PHOTO CLUB



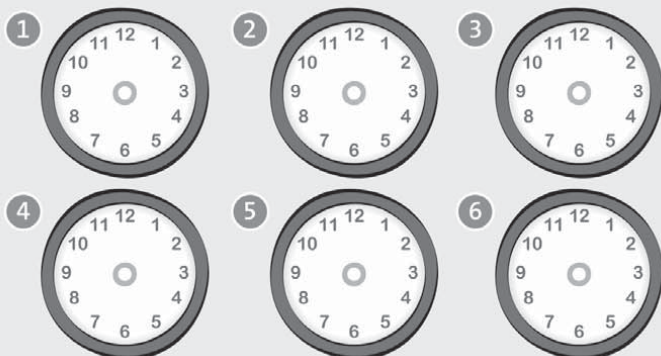
Read more

- 1 Match the times in the box with clocks 1–6. Then say the times.

eight o'clock five past eleven
half past three quarter past two
quarter to ten twenty to six



- 2 2.21 Listen and draw the times you hear. Then listen again and repeat.



- 3 2.22 Listen to a conversation. What activity is Lily interested in?

- 4 2.22 Study the key phrases. Then listen to the conversation again and complete the timetable.

KEY PHRASES

Talking about days and times

When's the art club?
It's on Monday.

What time is it?
At half past three.

	Music club	Basketball	Film club
Day	1	3	Thursday
Time	2	4	5.00
	Baseball	Photo club	
Day	Friday	Wednesday	
Time	6.00	4.30	

- 5 2.23 Listen and repeat the dialogue. What activity is Jim interested in?

Jim Here's the Activity Centre timetable for the different clubs.
Flora When's the film club?
Jim It's on Thursday.
Flora What time is it?
Jim At five o'clock.
Flora Great! Are you interested in it?
Jim No. I like sport. I'm in the baseball club.
It's on Friday at six o'clock.

- 6 USE IT! Work in pairs. Prepare a new dialogue. Change the words in blue in exercise 5 using information in the timetable. Then practise your new dialogue.

2

Options

EXTRA LISTENING AND SPEAKING • Talking about your family

I can talk about my family.

1 Match the jobs in the box with photos A–E.

doctor nurse shop assistant teacher waiter



2 2.24 Match the people in pictures 1–3 with the jobs in the box. Then listen to the conversations and write the names of the people.

doctor music teacher shop assistant



3 2.24 Listen again and complete the sentences.

- Jake is a at the new in Green Street.
- He's into
- Paul is a at a in
- He's into
- Julia is a
- Her job is, but it's

4 Study the key phrases. Match them with responses a–c.

KEY PHRASES

Asking about people

- | | |
|-------------------------|--------------------|
| 1 Who's that? | a She's a doctor. |
| 2 What's he / she into? | b That's my uncle. |
| 3 What's his / her job? | c He's into music. |

5 2.25 Listen and repeat the dialogue.

What's Mike's brother's job?

- Andy That's a nice photo.
 Mike Thanks. It's a photo of my family.
 Andy Who's that?
 Mike That's my brother, Tom.
 Andy He looks friendly. What's he into?
 Mike He's into sport. He loves football.
 Andy What's his job?
 Mike He's a shop assistant.

6 USE IT! Work in pairs. Prepare a new dialogue. Change the words in blue in the dialogue in exercise 5. Then practise your new dialogue.

3

options

EXTRA LISTENING AND SPEAKING • Asking for things and describing where they are

I can talk about where something is.



- 1 Match the classroom objects in the box with A–G in the picture.

a calculator a calendar a dictionary
a glue stick scissors sticky tape a ruler

- 2 2.26 Study the picture. Complete the sentences with the words in the box. Then listen and check.

calculator ruler scissors sticky tape

- 1 The is on his desk.
- 2 The is in his bag.
- 3 The are next to the computer.
- 4 The is in the drawer.

- 3 2.27 Listen to a conversation. Who has got a calculator: Tom, Helen or Lucy?

- 4 2.27 Study the key phrases. Then listen to the conversation again. Number the phrases in the order you hear them.

KEY PHRASES

Asking for things and saying where they are

- ☐ Have you got a / some ... ?
- ☐ Can I borrow it?
- ☐ Where is it?
- ☐ I think he / she's got one / some.
- ☐ It's / They're in / on
- ☐ Yes, go ahead.

- 5 2.28 Listen and repeat the dialogue.

Sue Have you got some scissors, Jon?
Jon No. Sorry, I haven't. Try Max. I think he's got some.
Sue Hi, Max. Have you got some scissors?
Max Yes.
Sue Can I borrow them, please?
Max Yes, go ahead.
Sue Where are they?
Max They're on my desk.
Sue Thanks.

- 6 USE IT! Prepare a new dialogue. Change the words in blue in exercise 5 using words from exercise 1 or your own ideas. Then practise your new dialogue with two other students.

4 *Options* EXTRA LISTENING AND SPEAKING • Asking about timetables

I can talk about school timetables and room changes.

- 1 Match the school subjects in the box with pictures 1–5.

geography history maths PE science



- 2 2.29 Complete the messages on the school noticeboard with the words in the box. Then listen and check.

31st March 24 2.30 Friday

A
Room change for Year 8
Maths class with Miss Brown is in room ¹ from 5th March.

B
Timetable change for Year 7
The PE class is at ² this week.

C
Trip to London in June
Contact Mr Wood before ³



D
Film club – *Fantastic Mr Fox*
with George Clooney
The club starts this week on ⁴
at seven o'clock in the school hall.

- 3 2.30 Listen to Beth and Tom talking about their new timetable. Which days have changes to the timetable?

- 4 2.30 Study the key phrases. Then listen to the conversation again and answer the questions.

KEY PHRASES

Asking and talking about school information

We've got / haven't got ... on (Monday morning).
When's the (maths class)?
Where is the lesson?
Is it in the same room?
It's in room (12) now.
Have we still got (PE) on Monday?

- 1 Have they got maths on Monday morning?
- 2 What time is the maths class now?
- 3 What room is the maths class in?
- 4 What room is geography in?
- 5 When is PE?

- 5 2.31 Listen and repeat the dialogue.

- A Have you got the new class timetable?
B Yes. There are some changes. We haven't got history on Tuesday morning.
A When is it?
B It's at half past two in the afternoon.
A And where is the lesson? Is it in the same room?
B No, it's in room 14 now.
A And have we still got English on Thursday morning?
B No. We've got PE.
A And when's the art class?
B It's on Friday afternoon.

- 6 **USE IT!** Work in pairs. Prepare a new dialogue. Use the timetable below and change the words in blue in exercise 5. Then practise your new dialogue.

	Tuesday	Wednesday
9.00 – 9.45	Geography Room 12	English Room 6
10.00 – 10.45	Maths Room 8	Music Room 22
2.00 – 2.45	History Room 17	Art Room 9
2.45 – 3.30	Science Science lab	PE School hall

5 options

EXTRA LISTENING AND SPEAKING • Asking about dates

I can ask and answer about dates.

- 1 Match the ordinal numbers in 1–6 with the words in the box. Then say the ordinal numbers.

third sixth eleventh fourteenth
twenty-eighth thirtieth

- 1 28th
2 11th
3 6th
4 3rd
5 14th
6 30th

- 2  2.32 Study the key phrases. Then say dates 1–6. Listen and check.

KEY PHRASES

Dates

20th April = the twentieth of April
8th July = the eighth of July
31st December = the thirty-first of December
14th February = the fourteenth of February

- 1 2nd June
2 26th August
3 15th January
4 1st March
5 22nd October
6 31st May

- 3  2.33 Listen to two conversations. Choose the correct words.

Conversation 1 is about a **history** / **maths** test.
Conversation 2 is about a **football** / **tennis** match.

- 4  2.33 Listen again and complete the sentences.

- 1 The test is on
2 It's on a
3 The final is on
4 It's on a



- 5  2.34 Listen and repeat the dialogue.

Carl What date is your birthday?
Lizzie It's on 12th July.
Carl What day is that?
Lizzie It's a Tuesday, but my party is at the weekend.
Carl What date is that?
Lizzie It's the 17th.
Carl That's exciting! Where is it?
Lizzie It's at the cinema.

- 6  **USE IT!** Work in pairs. Prepare a new dialogue. Change the words in blue in exercise 5. Then practise your new dialogue.

6 *Options* EXTRA LISTENING AND SPEAKING • Buying a train ticket

I can ask to buy a train ticket.

- 1 Look at the clocks and write the correct times. Then say the times.



1 2



3 4



5 6



7 8

- 2 2.35 Listen and write the times you hear. Then listen and repeat.

1
2
3
4
5
6

- 3 2.36 Listen to a conversation. How many tickets does Julie buy?

KEY PHRASES

Buying a train ticket

Can I have ... ticket(s) to ..., please?
Single or return?
What time's the next train to ... ?
Which platform is it, please?

- 4 2.36 Study the key phrases. Then listen to the conversation again and choose the correct words.

- 1 Julie is going to London / Windsor.
- 2 She buys a single / return ticket.
- 3 The ticket is fifteen / seventeen pounds.
- 4 The next train is at 4.30 / 5.45.
- 5 It's from platform two / four.

- 5 2.37 Listen and repeat the dialogue.

John Can I have two tickets to Bristol, please?
Ticket clerk Single or return?
John Return.
Ticket clerk That's thirty-five pounds.
John Here you are. What time's the next train?
Ticket clerk At ten forty-five.
John And which platform is it, please?
Ticket clerk Platform three.
John Thanks.

- 6 USE IT! Work in pairs. Prepare a new dialogue. Change the words in blue in exercise 5 using the information in the train timetable below. Then practise your new dialogue.



City trains

TIMETABLE

London	8.00	9.30
Bath	9.40	11.10
Bristol	9.55	11.20

Ticket type
DAY RETURN
Start date
02 · MAY · 17
Adult
ONE
Number
13303
Valid until
02 · MAY · 17
From
LONDON
To
BRISTOL

1

options

PROJECT • A club poster

I can make a poster about a club.

- 1 Read Jamie's poster. What information is on the poster?

- | | | | |
|--------------------------|--------------------------|---------|--------------------------|
| a number of club members | ☐ | e cost | ☐ |
| b number of groups | ☐ | f place | ☐ |
| c age of instructor | ☐ | g time | ☐ |
| d age of club members | ☐ | | |

- 2 Read the poster and answer the questions.

- 1 Who is the club for?
- 2 When is the club?
- 3 What time is it?
- 4 Where is the club?
- 5 Who is the instructor?
- 6 What is the cost?

- 3 Make a poster for a club. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Choose an activity for your club.
- 2 Answer the questions in exercise 2 for your club.
- 3 Find some photos for your poster.
- 4 Make a poster with your text and photos.
- 5 Put all the posters on the wall.

- 4 Look at the other posters. What activities are popular?

**Are you interested in photography?**

Yes? This new club is for you.

Photography is an exciting new activity at the youth centre.

Photography is fun and it isn't difficult.

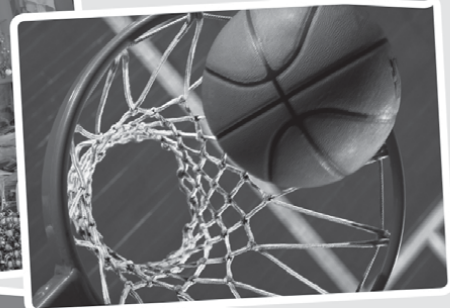
The club is for young people from ten to sixteen years old.

It's at the youth centre on Bolton Road.

It's on Tuesdays from four to seven o'clock.



This is the instructor Josh with his camera. He's a great photographer and a fantastic person.



Contact: Josh Jones
Telephone: 0754921038
Cost: £25 a year
Equipment: none

PROJECT • My family

I can make a poster about my family.

1 Work in pairs. Ask and answer the questions.

- 1 Have you got any brothers and sisters?
- 2 Have you got a favourite uncle or aunt?
- 3 Have you got a favourite grandma or grandad?
- 4 What's your mum's name?

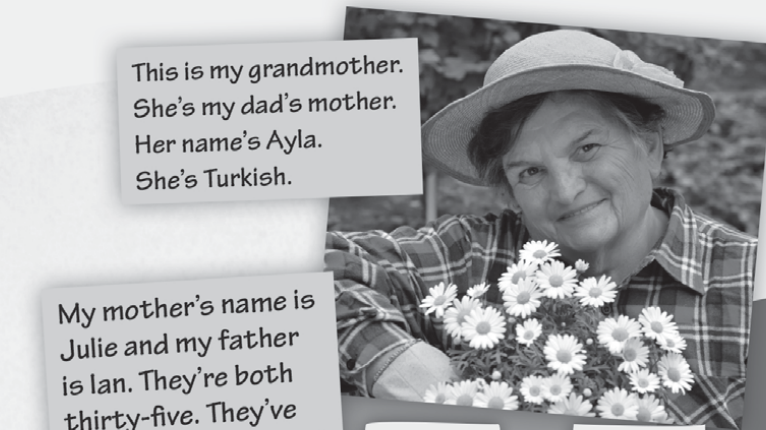
2 Look at Emily's family tree. Complete the sentences.

Emily's ...

- 1 mother's name is
- 2 sister's name is
- 3 uncle's name is
- 4 grandfathers' names are and
- 5 brother's name is

This is my grandmother.
She's my dad's mother.
Her name's Ayla.
She's Turkish.

My mother's name is
Julie and my father
is Ian. They're both
thirty-five. They've
got a bicycle for two!



FRED

AYLA

PETER

COLLETTE

IAN

JULIE

DAVE

EMILY

FIONA

TOBY

ME




This is my uncle Dave.
He hasn't got a wife.
He's twenty-eight
and he's got a guitar,
but he isn't very good!

Here's my brother, Toby,
with our dog. His name's
Bonzo and he's very big.
He's got a long tail.

3 Read the descriptions of Emily's family. Write *true* or *false*.

- 1 Emily's grandparents are all British.
- 2 Her parents have got a bicycle.
- 3 Bonzo is the family dog.
- 4 Her uncle has got a wife.
- 5 Uncle Dave is a pop star.

4 Make a poster about your family. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Draw your family tree.
- 2 Find three or four photos of members of your family. Choose interesting or funny photos.
- 3 Write a short text about the people in the photos.
- 4 Make a poster with your family tree, photos and texts.

5 Work in pairs. Ask and answer questions about your families.

WELCOME TO MY DREAM HOME

Bedroom

This is my bedroom. It's got a poster of my favourite singer on the wall, a bookcase for my books and a big desk for my computer. There's a door to my private* bathroom and another door to a big balcony.

Bathroom

Everything in the bathroom is blue – it's my favourite colour. It's got a fantastic shower.

Kitchen

My kitchen's got a special robot! The robot's name is Mac.

Living room

The living room has got a comfortable armchair. There's also a big TV and a shelf on the wall for my computer games.

Garden

In the garden there's a small swimming pool and a basketball court.

GLOSSARY

private: for you only

1 How many rooms are there in your home?

2 Read about a dream home. Which part of the home are these things in?

- 1 poster
- 2 robot
- 3 basketball court
- 4 desk
- 5 shower
- 6 armchair

3 Make a poster about your dream home. Follow the steps in the project checklist.

4 Look at the other posters. Which is your favourite room? Which is your favourite dream home? Why?

PROJECT CHECKLIST

- 1 Work in groups. Think about your dream home.
- 2 Write short descriptions about the places in your dream home. Choose from the following:
 - bedroom
 - bathroom
 - kitchen
 - living room
 - balcony
 - garden
 - dining room
 - garage
- 3 Draw some pictures or find some photos for your poster.
- 4 Make a poster of your dream home with your descriptions and photos / pictures.
- 5 Put all the posters on the wall.
- 6 Present your dream home to your class.

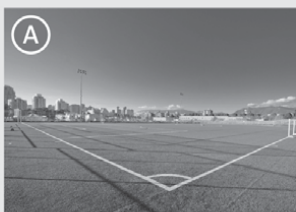
4 *options*

PROJECT • My school

I can design a web page for my school.

- 1 How many students are there at your school?
- 2 Match the words in the box with photos A–D.

computer room gym library sports field



- 3 Read the Wakely Secondary School website. Answer the questions.

- 1 How old is the school?
- 2 How many students are there?
- 3 What sports facilities has the school got?

- 4 Work in pairs. Find differences and similarities between your school and Wakely Secondary School.

- 5 Design a web page for your school. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Find the following information about your school:
 - history and location
 - the building and facilities (library, sports fields, computer rooms, etc.)
 - age and number of students
 - subjects
 - sports
- 2 Write four short texts for the web page.
- 3 Find some photos or draw some pictures for your web page.
- 4 Design your web page with your texts and photos / pictures.

- 6 Show your web page to other students. Have a class vote for the best web page.

Welcome to Wakely Secondary School

HOME

ABOUT US

NEWS

EVENTS

CLUBS

CONTACT US



The School

Wakely Secondary School is a very old school – around 400 years old. Today, the school is in a big, modern building. There is a big library and five computer rooms. Our school is well-known for its excellent results.

Students

Around 800 students from eleven to eighteen years old go to our school. The students come from Wakely and the villages near the town. Some famous people are ex-Wakely students.

Subjects

Wakely is a specialist language school. French, Russian and Spanish are the main languages. But some students also study Italian and Mandarin. All students study one language and some students do two or three. Art and drama are popular optional subjects.

Sports

Sport is very important at Wakely. The school has got two large sports fields and a modern gym for PE. Many students play in the school sports teams. There are twelve different after-school sports clubs, including athletics, basketball, swimming and gymnastics.

5 options

PROJECT • A special days calendar

I can make a special days calendar.

1 What special days are there in your country?

2 Read the *Special days* calendar. Match texts 1–4 with photos A–D.

SPECIAL DAYS

1

FEBRUARY

Pancake Day is on a Tuesday in February. It is a different date every year. We make pancakes at home. I love pancakes and I eat them with chocolate!

2

MAY

May Day is another very old celebration. It is on 1st May. It is popular in villages. There are fairs and parties, and children dance around the maypole. We celebrate spring.

3

NOVEMBER

Bonfire Night is on 5th November and is an old celebration. There are big fires and fireworks in parks in towns and villages all over England and Wales. We cook food on the fire. It's often very cold, but we enjoy it.

4

DECEMBER

New Year's Eve is on 31st December. We have parties to welcome in the new year. At midnight we hold hands and sing *Auld Lang Syne*, a traditional Scottish song.

3 Make a *Special days* calendar to send to a school in another country. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Choose five special days in your country. Check the months and dates of these days.
- 2 Find a photo on the internet or in a magazine for each day, or draw your own pictures.
- 3 Write a short text for each day. Think about:
 - the name of the day
 - the day or the date
 - celebrations
 - food
 - families
- 4 Stick your text and photos on some paper. Write the month above each special day.
- 5 Put all the calendars on the wall.

4 Look at the other calendars. How many ideas are the same as yours? Have a class vote for your favourite special day.



6 *options*

PROJECT • A tourist information poster

I can make a tourist information poster.

- 1 Read Joe's tourist information poster. Match headings a–e with texts 1–5.
 a An interesting city d A great seaside resort
 b A beautiful area e An ancient monument
 c An activity centre
- 2  Which of the places in Joe's poster are interesting for you? Are there similar places in your country?
- 3 Make a tourist information poster for your country. Follow the steps in the project checklist.
- 4 Look at the other posters. How many ideas are the same as yours? Have a class vote for your favourite five places.

PROJECT CHECKLIST

- 1 Work in pairs. Make a list of places in different parts of your country for tourists to visit. Think about:
 - beautiful places
 - interesting or historic places
 - interesting or exciting activities
 - places with special food
- 2 Choose five places from your list. Find out about these places on the internet.
- 3 Write a short text for each place.
- 4 Find some photos for each place and a small map with the location of the places.
- 5 Make a poster with your texts and photos.
- 6 Put all the posters on the wall.

FIVE GREAT PLACES TO VISIT IN BRITAIN

My choice by Joe Stephens



1

Snowdonia, in north Wales, is a region of beautiful mountains. Snowdon is 1,085 metres high and is the highest mountain in England and Wales. There's a small train to the top of the mountain. The view is fantastic – if it isn't raining! A café there sells drinks and traditional Welsh cakes.



2

Fort William is a great place for exciting outdoor activities. The weather can be bad in winter, so travel there in summer. Many visitors come to climb Ben Nevis, the highest mountain in Britain. It is 1,344 metres high. White-water rafting and paragliding are also very popular.



4

Manchester is a very interesting city. Don't miss the Museum of Science and Industry. It sounds boring, but it isn't! There's a 4D cinema with moving seats and lots more. It's a great city for music, shopping and football. You can visit Old Trafford, the stadium of Manchester United football team.



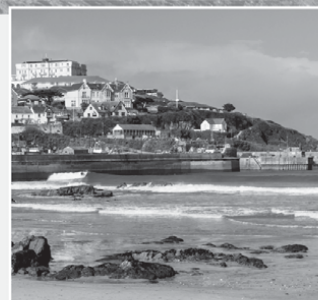
3

Millions of people visit Stonehenge every year. This strange circle of very big stones is over 4,000 years old. Archaeologists think it is a very old calendar because the sun shines on different stones at different times of the year.



5

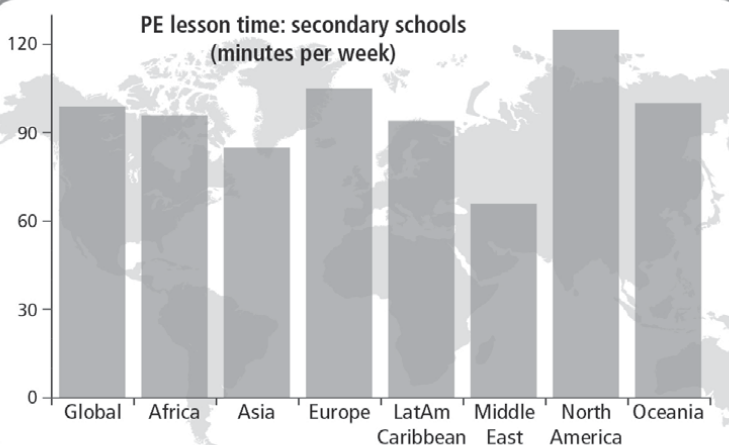
Newquay is a seaside town in Cornwall. The beaches are fantastic and the old town is beautiful. Sailing and surfing are popular here. Newquay is a great place for food, too! It is famous for the Cornish pasty, a type of pie with meat and potatoes.





Physical education around the world

- 1  Physical education (PE) is a compulsory school subject in many countries, for example, the UK and Canada.
- 2  The recommended amount of exercise for children and teenagers is sixty minutes per day. Sport is good for everyone. Active people are fit and healthy. They are more energetic and positive, too.
- 3  The average number of hours of PE per week is 1.5. The most popular sports at school are team sports, like football, basketball, volleyball and hockey. Sports like athletics, swimming and gymnastics are also very popular.



4 Which is your favourite sport at school?



I'm from Bristol, England. My favourite sport is swimming. It's fun and it's not difficult. Our teacher is fantastic! emma_jones



I'm from Brno, the Czech Republic. The sports at my school are athletics, gymnastics and football. I like gymnastics, but football is boring. AdAm



I'm from Ankara, Turkey. I'm good at sport. PE is my favourite subject at school! My favourite sport is athletics. Yusuf123

1 Read the introduction to the website article. What is the meaning of *compulsory*?

2 Match photos A–D with the words in the box.

basketball hockey
swimming volleyball

3  2.38 Read and listen to the article. Match questions A–D with sections 1–4.

- A Which sports are popular in PE lessons?
- B In which countries is PE compulsory?
- C What is your opinion?
- D Why is sport good for you?

4 Read the article again. Write *true* or *false*. Correct the false sentences.

- 1 PE isn't compulsory in Canada.
- 2 Sport is good for your health.
- 3 Volleyball and hockey are team sports.
- 4 There are swimming classes in all schools.
- 5 Emma Jones is from the UK.

5 Read the article again. Check the meaning of the adjectives in *blue*. Which adjectives describe people? Which adjectives describe sports?

6  **USE IT!** Work in pairs. Discuss the questions. Then write your own post for the website.

- 1 What school subjects are compulsory in your country?
- 2 How many hours of PE are there each week at your school?
- 3 What sports and activities are there at your school? Are they popular?
- 4 Which sport is your favourite? Why?



1 Read the information about the eye. Match A–D in the photos with the words in the box.

eyelashes eyelid iris pupil

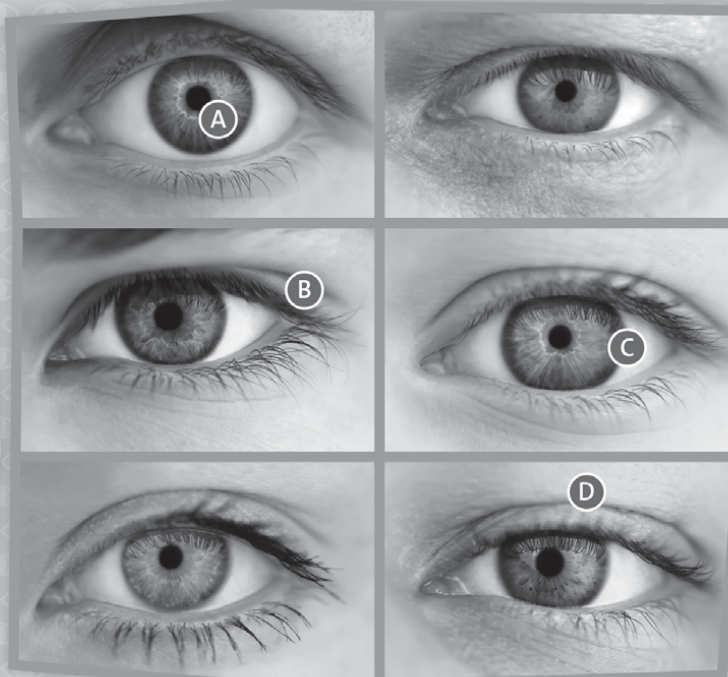
The eye

The colourful part of the eye is called the iris. It's very beautiful. There are lots of different colours in every iris, not just one colour.

The pupil is in the centre of the eye. It's black. When there is a lot of light, our pupils are small. When it is dark, our pupils are big.

We've got eyelids above our eyes. They close when we blink or when we sleep.

The eyelashes are the hairs on the eyelid. They protect the eye from dust. We've got more than 150 eyelashes on each eyelid!



2 2.39 Read and listen to the text. Complete the sentences with the words in blue in the text.

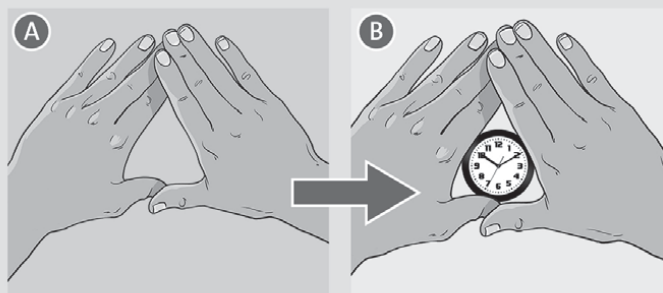
- You've got brown eyes and I've got grey eyes. Our eyes are
- Your iris is dark brown, grey and orange – it's very
- A Oh no! There's some in my eye! Ouch!
B Open and close your eyes!!
- I can't see in here. There isn't very much

3 Read the text again. Write *true* or *false*. Correct the false sentences.

- The pupil is colourful.
- The iris is black.
- The pupil is small when there is a lot of light.
- Our eyelids open when we sleep.
- The hairs around our eyes are the eyelashes.
- There are 150 eyelashes on each pupil.

4 Are you left-eyed or right-eyed? Follow the instructions and find out!

- Make this shape with your hands. (A)
- Now look at the clock. Is it in the centre (B)?
- Close your left eye. Is the clock in the centre? You're right-eyed!
- Now close your right eye. Is the clock in the centre? You're left-eyed!



5 **USE IT!** Work in groups. Answer the questions.

- How many people in the group are left-eyed?
- How many colours are there in your iris?
- Do a class survey. Draw a chart and write down each student's name and their iris colours.

3 Options

CURRICULUM EXTRA • Language and literature: *The Bottle Imp*

I can read and understand an extract from a work of literature.

- 1 Check the meaning of the words in the box. Then write them in the correct column in the table.

architect flowers front
lawyer trees windows

Parts of a house	Plants	People
1	3	5
2	4	6

- 2 2.40 Read and listen to the story. Then complete the sentences with the words in exercise 1.

- The says that Keawe is a rich man.
- The has got a picture of a house.
- The house has got nice, big
- There are beautiful and in the garden.
- The of the house looks down the mountain at the sea.

- 3 Read the story again. Answer the questions.

- Has Keawe got the money for his new house?
- Is Keawe happy with the architect's picture of the house?
- Where is the house?
- What is special about the house?
- Is Keawe happy with the house?

- 4 **USE IT!** Work in pairs. Describe the house of your dreams.

The house of my dreams is near the sea. Where is your dream house?

It's in a big city. It has got six rooms: a living room, a dining room, a kitchen and three bedrooms. How many rooms are there in your house?

The Bottle Imp

'Do you have money for a house?' Lopaka asks.

'No,' says Keawe. 'I have the land now, but I don't have any money.'

'Let's go and see the lawyer,' says Lopaka.

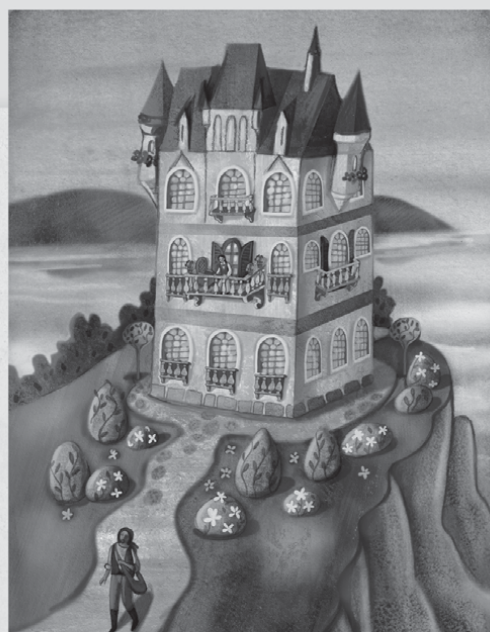
'Keawe,' says the lawyer, 'You have a lot of money from your uncle. Now you are a rich man!' ...

They go to see an architect, and the architect shows them a picture of a house – with big windows and balconies, and flowers in the garden.

'It is the house of my dreams,' Keawe thinks. ...

A few months go past, and the house is ready. Keawe and Lopaka go to see it.

It is on a mountain, and there are beautiful flowers and trees in the garden. The house has big rooms



and balconies, and nice, big windows. There are beautiful pictures in every room. The back of the house looks out at the flowers and trees. And the front of the house looks down the mountain at the sea.

'Well,' says Lopaka, 'Do you like it?'

'It is beautiful,' says Keawe.

'I am the happiest man in the world.'



4 *Options* CURRICULUM EXTRA • Geography: Geographical features

I can ask and answer questions about geographical features.

Australia

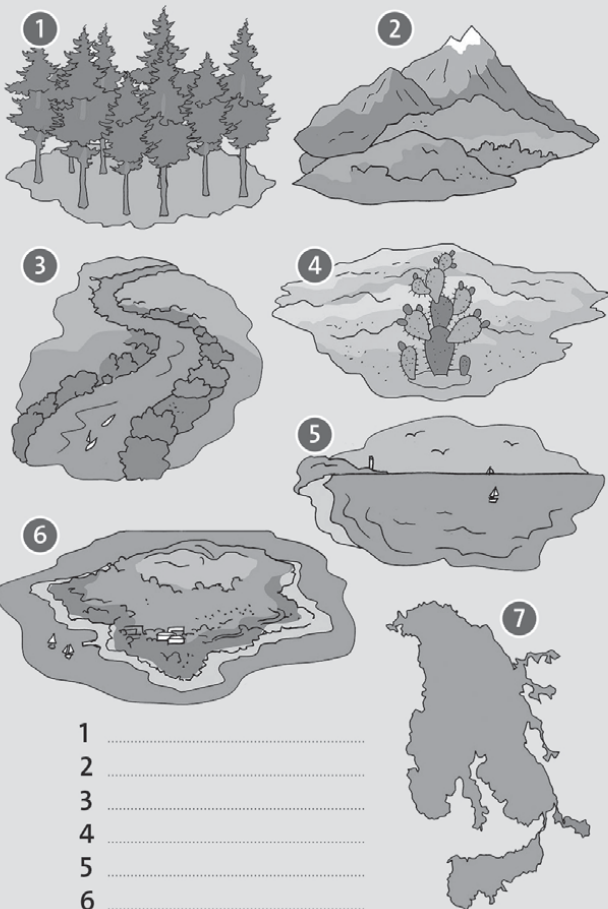
- 1 Match 1–4 on the compass with the words in the box.

north-east north-west
south-east south-west



- 2 Check the meaning of the words in the box. Then match them with pictures 1–7.

desert forest island
lake mountains river sea



- 1
- 2
- 3
- 4
- 5
- 6
- 7

- 3 2.41 Look at the map of Australia and choose the correct words in the text. Then listen and check.

Australia is a large ¹island / mountain with ²sea / lake all around it. The Pacific Ocean is to the ³east / west and the Indian Ocean is to the ⁴east / west. In the centre of the country there is a big ⁵desert / river. The ⁶mountains / deserts in the south-east are called the Eastern Highlands. There are ⁷forests / lakes in the north-east. There is a big ⁸lake / mountain in the south called Lake Eyre. There are two long ⁹ivers / deserts called the Murray and the Darling.



- 4 Answer the questions for your country.

- 1 What forests are there? Where are they?
- 2 Are there any big mountains? Where are they?
- 3 Is there a desert?
- 4 What lakes and rivers are there?
- 5 Are there any islands?

- 5 **USE IT!** Write a description of the geographical features in your country. Use the text in exercise 3 and the questions in exercise 4 to help you.

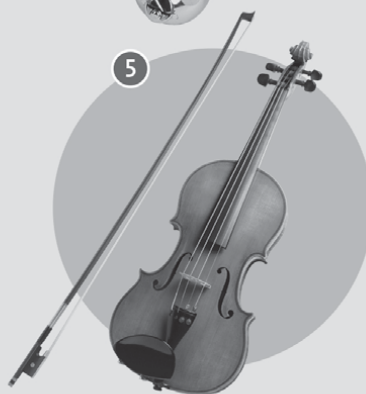
5 *options*

CURRICULUM EXTRA • Music: Appreciating music

I can describe and give my opinion of a piece of music.

1 Match pictures 1–8 with the words in the box.

drums electric guitar piano saxophone
synthesizer trumpet violin vocals



2 Look at the types of music in the box. Which instruments from exercise 1 do you hear in these types of music?

classical jazz pop traditional

3 2.42 Listen to four pieces of music (A–D). Answer the questions.

- 1 What type of music is it?
- 2 How many musicians are there?
- 3 What instruments do you hear?
- 4 Is it fast or slow music?

4 2.42 Listen to A–D again and choose the correct words to complete the descriptions. Then choose an adjective in the box to give your opinion of each piece of music.

beautiful boring cool creative
happy modern relaxing sad

A This piece of music is Elgar's *Enigma Variations*. It is ¹**classical** / **traditional** music. A large number of musicians play this music. There are a lot of ²**violins** / **guitars** and other instruments. The music is very ³**fast** / **slow**. It is ⁴..... music.

B This piece of music is called *Milestones*. It is ⁵**pop music** / **jazz**. A small group of musicians play this music. There is a ⁶**trumpet** / **piano** and drums. The music is ⁷**slow** / **fast**. It is ⁸..... music.

C This piece of music is ⁹**traditional** / **classical** music from Ireland. A small group of musicians play this music. There are two ¹⁰**violins** / **synthesizers**. The music is very ¹¹**slow** / **fast**. It is ¹²..... music.

D This piece of music is called *Fill My Little World* by The Feeling. It is ¹³**traditional** / **pop** music. A band of five musicians plays this music. There are vocals, guitars, a piano and ¹⁴**drums** / **violins**. The music is ¹⁵**slow** / **fast**. It is ¹⁶..... music.

5 **USE IT!** Think of a piece of music you like and answer the questions in exercise 3. Then write a description of the music and give your opinion.

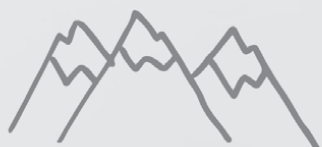


1 Study the frequency table (A). Answer the questions.

- 1 What is the class's favourite type of holiday?
- 2 Which two types of holiday are not popular?
- 3 How many students prefer activity-centre holidays?
- 4 How many students prefer mountain holidays?
- 5 How many students are there in the class?

Favourite holiday survey

Here are the results of a class survey about favourite types of holiday.



A			Total
Holiday			
seaside	||||	||||	17
activity centre	||||		8
mountain	||||		4
city	||		2
touring	|		1
			32

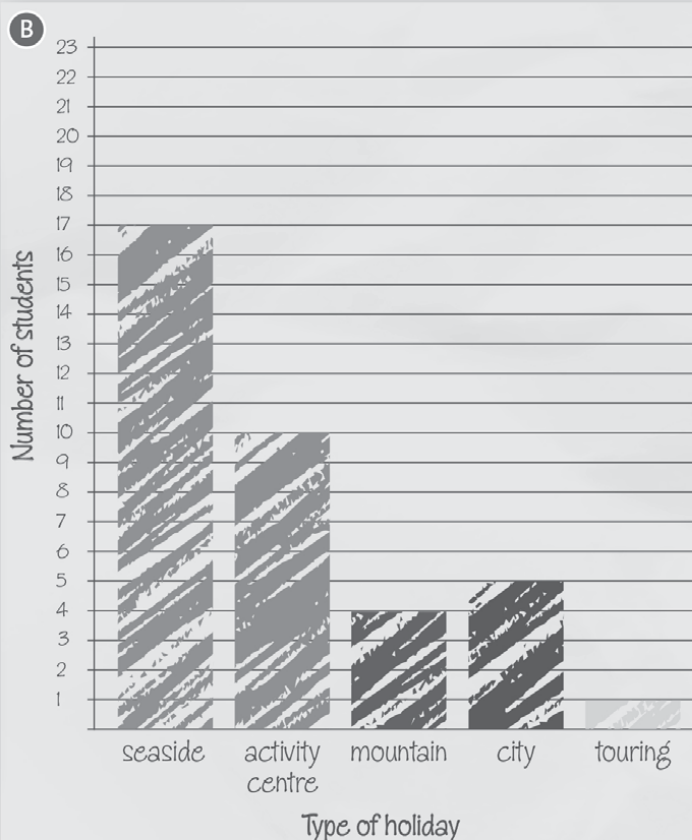


2 Study the bar chart (B). Find two mistakes.

3 Complete the totals in the frequency table below. Then draw a bar chart for the data.

Favourite holiday activities

Activity		Total
swimming	||||	10
sunbathing	||||	.....
hiking	||||	.....
sightseeing	||||	.....
reading	|||	.....



4 USE IT! Do a favourite holiday survey for your class. Record the information in a frequency table. Then draw a bar chart for the data.



YOUTH GROUPS AROUND THE WORLD

Hi! My name's Lucy and I'm thirteen. I'm from the UK and I'm in the Woodcraft Folk. My group is on Thursday evenings. Woodcraft is popular here. The activities are fun. My favourite activity is camping. In the photo, I'm at a summer camp with my friends.



Hi! I'm Cole and I'm thirteen. I'm from Australia and I'm a scout. This is a photo of the World Scout Jamboree in Sweden. A jamboree is a big meeting of scouts. I'm here with 40,000 scouts from 146 different countries. It's great!



Hello! I'm Dan and I'm fourteen. I'm from Banff, in Canada. Climbing, canoeing and walking are popular activities for young people here. Climbing is my favourite sport. It's amazing! In the photo, I'm at a weekend camp with my climbing group.



1 Look at the photos and answer the questions.

- 1 What youth groups do you think the people are in?
- 2 What countries do you think the people are from?

2 2.43 Read and listen to the website article. Then check your answers to exercise 1.

3 2.43 Read and listen again. Answer the questions.

- 1 What day is Lucy's Woodcraft Folk group?
- 2 What is Lucy's favourite activity?
- 3 What are popular activities for young people in Banff?
- 4 What is Dan's favourite activity?
- 5 Where is Cole in the photo?
- 6 What is a Scout Jamboree?

4 YOUR CULTURE Answer the questions.

- 1 What youth groups are popular in your country?
- 2 Are you in a youth group?
- 3 What activities are popular with young people?

5 USE IT! Work in small groups. Do a survey about favourite activities. Complete the chart for your group.

Name	Jan			
Youth group	sports club			
Sports	basketball, swimming			
Interests	music			

Are you in a youth group or club?

What are your favourite sports?

What are your other interests?

3 options

CULTURE • British homes

I can talk about different types of home.

Homes in the UK

- 1 Check the meaning of the words in the box. Then match them with photos 1–6.

block of flats bungalow cottage
detached house semi-detached house
terraced house

- 2 2.44 Helen, Zanna and Jim live in Birmingham, a big city in the UK. Read about their homes. Match their homes with words from exercise 1.

Helen Zanna Jim

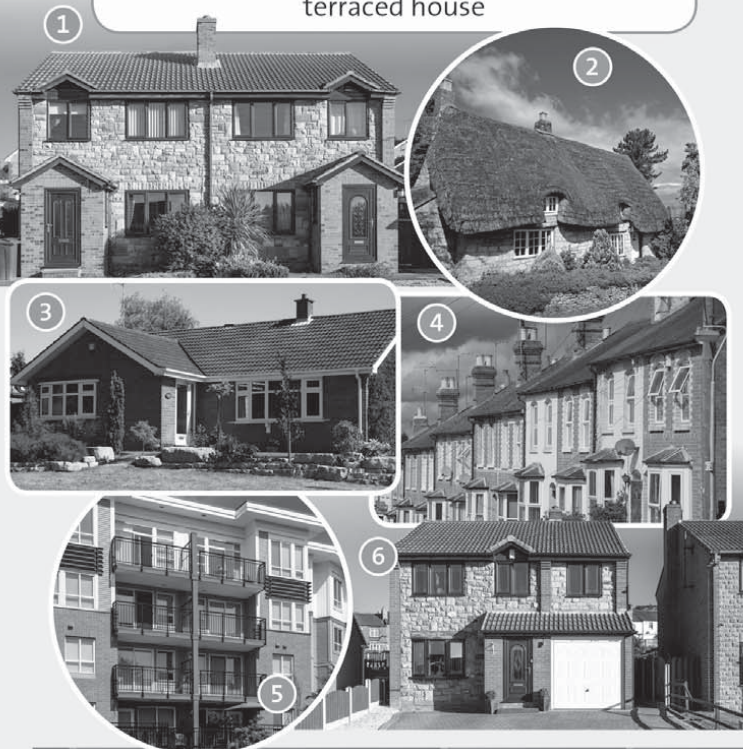
- 3 2.44 Read and listen again. Correct the sentences.

- 1 Helen's bedroom is big.
- 2 In Britain, most houses have got three doors.
- 3 Zanna has got a yellow carpet in her bedroom.
- 4 Zanna's favourite room is her bedroom.
- 5 Jim's house has got one garden.
- 6 Jim's room is in the basement.

- 4 **YOUR CULTURE** Answer the questions.

- 1 What types of homes are there in your country?
- 2 Have the houses got gardens? Have the flats got balconies?
- 3 How many rooms are there in most flats / houses? Have teenagers in your country got their own bedrooms?

- 5 **USE IT!** Work in groups. Look at your answers to exercise 4. Compare homes in your country with the homes of Helen, Zanna and Jim. Talk about the differences.



My home

My home is a terraced house in the centre of Birmingham. Terraced houses are lots of houses joined together with no space between them. My house has got a number and a name. Its name is 'The White House'. Lots of houses have got names in Britain. There are usually two doors to the house: one at the front and one at the back, into the garden. I like living in a terraced house, but my bedroom is tiny.



Helen

In Britain, a lot of people have got houses, but my home is a flat. It hasn't got a balcony, but it's bright and modern and there is a fantastic view of the city centre from my bedroom window. Lots of people in Britain have got carpets* or rugs on the floors. In my bedroom, the carpet is blue. There are lots of posters and photos, too. My favourite room is the big room in the middle of the flat. It's a kitchen, a dining room and a living room all together.



Zanna

My home is a semi-detached house. That's a house which is only joined to one other house. It has got four bedrooms, and my room is in the attic*. I've got a bookcase and a wardrobe, and a desk where I do my homework, of course! We've got a big garden behind the house and a small garden in front of the house. There's a garage for the car and the bikes. The house is big, but it isn't in the centre of the city. It's in the suburbs*, so it's nice and quiet.



Jim

GLOSSARY

attic: a small room at the top of a house

carpet: a large rug

suburbs: an area outside a city



UNUSUAL HOBBIES

1 ORIGAMI

Are you good with your hands? Do you like making animals from paper? Then origami is for you!

Origami is the art of folding* paper squares. It comes from Japan, but it is popular all over the world.

How do you learn origami?

There are origami clubs at some schools. People also learn from books and origami websites.

2 JUGGLING

What about juggling? It's a great hobby*! All you need is some balls. It's not very difficult to learn, but you need to practise a lot. It looks amazing when you juggle three balls together.

There are a lot of videos on the internet to help you. They are funny and interesting. In this one there's a boy juggling fruit!

3 COIN COLLECTING

Are you into collecting* things? Why not try collecting coins from other countries? It's a really interesting hobby. You can learn a lot about different countries from their coins.

Coins are easy to collect. You can visit coin shows and go to coin shops to get new coins for your collection*. You can also get new coins when you, your friends or your family travel to another country.



- 1 2.45 Read and listen to the website article about unusual hobbies. Match photos A–C with hobbies 1–3.

- 2 2.45 Read sentences 1–6. Which hobby are they about? Read and listen again. Write O (origami), J (juggling) or C (coin collecting).

- 1 There are funny videos to help you learn.
- 2 You learn about money from different countries.
- 3 It's from Japan.
- 4 You need some balls.
- 5 You make animals from paper.
- 6 There are special shops and shows.

- 3 **YOUR CULTURE** Answer the questions.

- 1 What hobbies are popular in your country?
- 2 Are there any unusual hobbies?

- 4 **USE IT!** Work in groups. Do a survey. Ask your classmates questions about their hobbies. Share your survey results with the rest of the class.

- 1 What hobbies have you got?
- 2 Which hobby is your favourite?
- 3 Do you know any unusual hobbies?

GLOSSARY

collecting: having a lot of one thing

collection: the things you collect

folding (paper): turning over

hobby: something you do in your free time

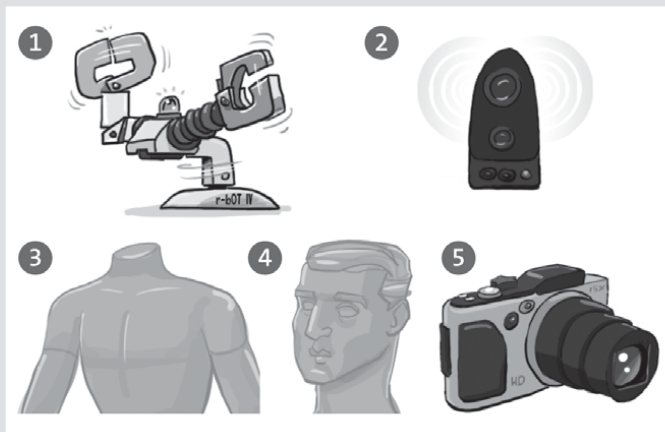
2 Options

SONG • Fred the Robot

I can understand a song about robots.

1 Match the words in the box with pictures 1–5.

camera chest head robot speaker



2 2.46 Listen and choose the correct words in the song.

Song

Fred the Robot

I've got a ¹yellow / little robot.

The robot's name is Fred.

It's got a speaker in its chest

And ²a camera / a telephone on its head.

The robot ³runs / walks around the house.

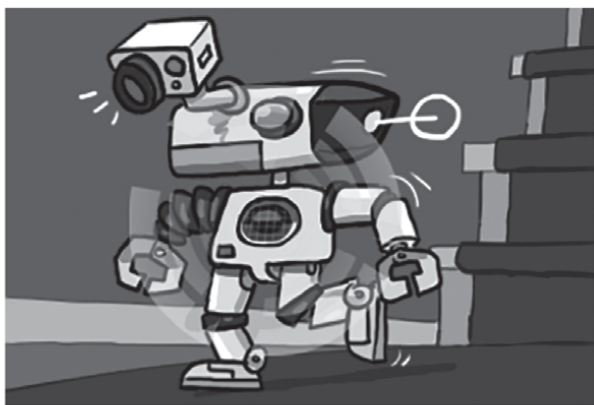
⁴The camera / The telephone clicks all day.

Put your ear next to the speaker –

You can hear Fred say,

'I've got a ⁵yellow / little robot ...'

Original song by Paul A Davies



3 2.46 Listen to the song again. When you hear **robot**, click your fingers. When you hear **Fred**, clap your hands.



4 Look at the song again. What has the robot got? What hasn't it got? Write sentences.

a camera a head a name
a speaker a telephone

The robot's got a camera.

5 Read the description of a new robot. Complete the song.

Robot's name	Ted
Colour	blue and grey
Speaker in chest?	no
TV in chest?	yes
Camera on head?	no
Telephone on head?	yes

1 the Robot

I've got a ²..... robot.

The robot's name is ³.....

It's got a ⁴..... in its chest

And a ⁵..... on its head.

The robot runs around the house.

The ⁶..... rings all day.

Put your ear next to the ⁷.....

You can hear ⁸..... say,

'I've got a ⁹..... robot ...'

6 **USE IT!** Work in pairs. Design a robot for your school. Draw a picture of your robot. Then write a poem about it. Read the poem to the class.

4

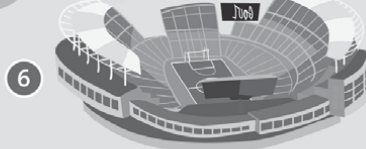
options

SONG • Our Week

I can understand a song about free-time activities.

1 Match the places in the box with pictures 1–6.

bowling alley ice rink restaurant shopping centre sports centre stadium



2 2.47 Listen and complete the song with the words in the box. Then listen again and check.

are go go play school see watch

3 2.47 Listen to the song again. Write *true* or *false*. Correct the false sentences.

- 1 The singer goes to school at the weekend.
- 2 He is free at the weekend.
- 3 She doesn't like sports.
- 4 She goes to the ice rink on Friday.
- 5 He plays football on Sunday.

4 Read a text message to the singer. Complete the message with the words in the box.

are don't go meet play rule

song

Our Week

Monday to Friday, it's a rule,*
 Monday to Friday, we go to ¹.....
 But at the weekend, we ²..... free.
 Meet me in town and you can ³.....!
 Friday fun – I ⁴..... to the bowling alley.
 Saturday fun – I go to the shopping centre.
 Sunday fun – I ⁵..... football
 In the best* football stadium in the world!
 Monday to Friday, it's a rule ...
 Friday fun – I ⁶..... to the restaurant.
 Saturday fun – I go to the ice rink.
 Sunday fun – I ⁷..... football
 In the best sports centre in the world!



Cool song! We ¹..... to school five days a week, Monday to Friday. We do our homework every day. It's a ².....! The weekends are best because we ³..... free. My friends and I ⁴..... at the shopping centre on Friday after school. We ⁵..... football on Fridays, but I'm not really into it. I ⁶..... like football. It's boring.

5 USE IT! Work in pairs. Write fun things to do in your town at the weekend. Plan two fun weekends.

Friday fun – We watch basketball at the stadium.
 Saturday fun –
 Sunday fun –
 Friday fun –
 Saturday fun –
 Sunday fun –

GLOSSARY

it's a rule: we must do it / it's a problem if we don't do it
 best: top, number one

6 *options*

SONG • Followers of Fashion

I can understand a song about fashion.

1 Match the objects in the box with pictures 1–5.

belt boots earrings ring watch



2 2.48 Complete the song with the words in exercise 1. Then listen again and check.

3 2.48 Listen to the song again. Answer the questions.

- 1 What are they wearing on their feet?
- 2 What is the boy buying?
- 3 Is the girl buying a belt?
- 4 What is the girl wearing?
- 5 Do they like shopping?

4 Replace the words in **blue** with the words in the box.

fashion joy passion twirl watch

- 1 He's looking at his **mobile phone** to see what time it is.
- 2 She's very happy – she's jumping with **happiness**.
- 3 We're watching a TV programme about **cool clothes**.
- 4 Look at that dancer! She's doing a **turn**!
- 5 That woman is into shopping. She's talking about it with **interest**.

5 **USE IT!** Work in pairs. Are you 'followers of fashion'? What is your partner wearing today? Describe his / her clothes.

song

Followers of Fashion

Out in the street*,
I'm watching them shop,
With ¹..... on their feet –
They just can't stop.
They're doing it with passion*;
They're followers of fashion*!

He's buying a ²..... –
Just look at that boy!
He's wearing a ³.....,
And jumping with joy*.
He's doing it with passion;
He's a follower of fashion!

She's buying a ⁴..... –
Just look at that girl!
She's wearing ⁵.....,
And giving a twirl*.
She's doing it with passion;
She's a follower of fashion!



GLOSSARY

follower of fashion: a person who loves shopping for new, modern clothes

joy: happiness

passion: strong interest

street: where cars go

twirl: a dancer's turn

2

A Are John and Kelly into athletics?

B No, they aren't.

3

A Is the drama club fun?

B Yes, it is.

4

A Is John in the chess club?

B No, he isn't.

5

A Are we at school now?

B Yes, we are.

Speaking

Page 18 Exercise 5, 1.32

1 My name's Paul Johnson. That's J-O-H-N-S-O-N.

2 My name's Mary Bennett. That's B-E-N-N-E-T-T.

3 My name's Emily Mitchell. That's M-I-T-C-H-E-L-L.

4 My name's Harry Phillips. That's P-H-I-L-L-I-P-S.

5 My name's Jane Hughes. That's H-U-G-H-E-S.

6 My name's Tom Wright. That's W-R-I-G-H-T.

Review

Page 20 Exercise 7, 1.33

K = Karen, B = Ben

K Hi, I'm Karen. I'm twelve years old and I'm from Leeds in the UK. I'm interested in sport and my favourite game is basketball. It's fantastic! My friends and I are in the drama club at school. It's on Thursday at 4.00 p.m. and it's fun.

B My name's Ben and I'm eleven years old. I like football and I'm an Arsenal fan. They're a great team! Art is my favourite activity. It's fun and very interesting. The club is on Wednesday at 5.00 p.m. It isn't expensive and the teacher is great.

Unit 2

Vocabulary

Page 22 Exercise 1, 1.34

Male

brother, dad, grandad, son, uncle

Female

aunt, daughter, grandma, mum, sister

Male or female

cousin

Vocabulary and listening

Page 26 Exercise 1, 1.38

chatty / quiet

1

fair / dark

2

young / old

3

tall / short

4

friendly / unfriendly

Page 26 Exercise 4, 1.39

Page 26 Exercise 5, 1.39

I = Interviewer, A = Amy

I So, Amy, tell us about your interview with the Beckhams. David Beckham is a famous football player, is that right?

A Yes, that's right. David and his wife Victoria are both very famous.

I They're famous, but are they friendly?

A Oh, yes! They're very friendly people, especially David.

I And the Beckhams are from the UK, aren't they?

A That's right.

I Are they in the UK all the time?

A No, they aren't. They've got homes in different countries around the world. But at the moment their home is in London. It's very big and very expensive!

I Oh! Nice! And how many children have the Beckhams got?

A They've got four children – three sons and one daughter.

I Wow! That's a lot. And what are the children's names?

A The first boy is Brooklyn. Then the second is Romeo and the third is Cruz.

I Those are interesting names. And what's the daughter's name?

A Her name is Harper. She's the baby of the family. She's got long, fair hair.

I And have they got different personalities?

A Yes, they have. Brooklyn is into photography and he's got lots of photos on Instagram.

I And his brother Romeo?

A He's into fashion and he's also a model.

I And Cruz?

A He's into music and he's a good singer.

I What about Harper? What are her interests?

A She's into music and she also likes dancing.

I Are all four children sporty?

A Oh, yes. They like basketball and they're into swimming. And they're all big fans of football, of course!

I Oh, of course! And tell me more about Victoria. Has she got a new ...

Review

Page 30 Exercise 6, 1.41

J = Julie, E = Elena

J What a nice photo! Is that you in the front, Elena?

E Yes, I'm on the right. My sister Kate is in the middle. She's got dark hair. She's eleven, but she's very tall.

J Is your brother Tom in the photo?

E Yes. He's the short boy with fair hair. He's very sporty. His favourite sport is football.

J How many cousins have you got?

E Only two. Sally and Peter. They're twins. They're here on the right. Sally is the girl with long, fair hair and Peter has got short, dark hair.

J They look very different!

E Yes, and their personalities are different, too. Sally's friendly and chatty, but Peter's very quiet.

Unit 3

Vocabulary

Page 32 Exercise 2, 1.42

- 1 balcony
- 2 basement
- 3 bedroom
- 4 bathroom
- 5 dining room
- 6 garage
- 7 porch
- 8 living room
- 9 kitchen
- 10 garden
- 11 stairs
- 12 hall

Page 32 Exercise 3, 1.43

B = Boy, G = Girl, W = Woman, M = Man

B Oh, no. It's time for school.

1

G Sam! Come here, boy ... that's good!

2

W Sally! Are you in your bedroom? ... Where are you?

3

M OK. Shut the door! Let's go!

4 [man in shower singing]

Page 33 Exercise 4, 1.44

P = Paul, H = Hannah

P My home isn't a house. It's a small flat in the city. It's got two bedrooms and one bathroom. We've got a kitchen, but it's small. We haven't got a dining room, but the living room has got a big balcony.

H My family has got a house. It's old, but it's big. There are four bedrooms and two bathrooms. We've got a basement, but we haven't got a garage. My favourite place is the garden. It's nice and quiet!

Vocabulary and listening

Page 36 Exercise 1, 1.46

- 1 curtains
- 2 lamp
- 3 bedside table
- 4 rug
- 5 shelf
- 6 bookcase
- 7 sofa
- 8 sink
- 9 mirror
- 10 shower
- 11 bed
- 12 wardrobe

Page 36 Exercise 3, 1.47

J = Jenna, D = Dan

J Hi, Dan. What's that?

D It's a website about ideal bedrooms.

J Really? Let me see ...

D Here are two ideal rooms ... 'Cosy' and 'Fresh'.

J Oh, the Fresh room is nice and modern. And it's got a bathroom!

D Yes! And it's got a great bed, too. It's very big!

J The Cosy room is nice, too. There's a rug and curtains ... but it hasn't got a big window.

D No, it hasn't ... but it's comfortable. Look! It's got a sofa.

J Oh, you're right!

D I've got an idea. Let's design our ideal bedrooms!

J OK. Have you got any paper?

D Yes, I have. Just a minute ...

Page 36 Exercise 4, 1.48

J = Jenna, D = Dan

D Look, Jenna! This is my ideal bedroom design.

J That's cool, Dan! How many bookcases are there?

D Three! I'm a big fan of books.

J And there are some shelves on the wall, too.

D Yes. They're for photos and more books!

J That's good. But the bed is very small.

D Yes, it is ... but there's a big sofa.

J OK. Now look at my ideal bedroom.

D Let me see. Why are there two beds?

J There's one for me, and one for my sister, Elisa.

D OK. And are there two wardrobes, too?

J No, there aren't. There's one wardrobe, but it's very big!

D What's on the floor? A rug?

J Yes. That's a Turkish rug. It's beautiful.

D Wow! That's a nice room!

Review

Page 40 Exercise 7, 1.51

Susan My house is special because it's a houseboat! It's very small, but I love it. There's a living room and a small kitchen. There's also a tiny bathroom, but there isn't a shower. There isn't a bedroom on the boat, but there's a small sofa in the living room. That's my bed! There are lots of bookcases and shelves for my things. There isn't a wardrobe, but that's OK. I think my houseboat is fantastic! What about you?

Unit 4

Vocabulary

Page 43 Exercise 4, 1.53

Page 43 Exercise 5, 1.53

I = Interviewer, T = Thomas, J = James, E = Emily

1

I Tell me about your school day, Thomas.

J Well, I wake up at six thirty and I walk to school at seven thirty.

I What time is your first class?

J I start classes at eight in the morning every day and I finish at two in the afternoon.

2

I What days have you got school, James?

T On Monday, Tuesday, Thursday, and Friday.

I And not on Wednesday? Why is that?

T We haven't got any classes on Wednesday at my school.

I That's interesting. And have you got any classes at the weekend?

T No, I haven't. I study at the weekend, but I haven't got any classes.

3

I What time is your last class at school, Emily?

E I finish school at half past two every day. Then I go home.

I And homework? Have you got homework every day?

E Yes, I've got homework every day. I do my homework in the evening, after dinner. Then I watch TV.

Language focus

Page 45 Exercise 4, 1.55

start starts

1 learn learns

2 go goes

3 copy copies

4 read reads

5 like likes

6 chat chats

7 dance dances

8 teach teaches

Vocabulary and listening

Page 46 Exercise 4, 1.58

Page 46 Exercise 5, 1.58

I = Interviewer, D = Diana, M = Mark

1 Diana

I Are you a good student, Diana?

D Well ... I chat with friends in the morning ... so I don't come to class on time every day.

I That's not good.

D But I'm a good student in class. I'm not noisy in class and I don't shout. Oh! And when I see new words, I use a dictionary to check them.

I Good! That helps you to learn. And you don't copy during tests?

D No, I don't copy my friends' work.

I Well, that's good.

2 Mark

I Are you a good student, Mark?

M Well, yes. I do my homework every day; I don't forget it. And when I don't understand, I ask questions.

I Oh, that's good. Are you noisy in class?

M No, I'm not. I raise my hand to speak. And I don't use my phone in class. My phone's in my bag all the time.

I That's excellent.

Review

Page 50 Exercise 7, 1.60

S = Mr Smith (father), P = Mrs Prosser (teacher)

S Hello, Mrs Prosser. I'm Gregory Smith, Jamie's father.

P Oh, hello, Mr Smith. Please, sit down. I'm Jamie's Spanish teacher. I'm pleased to meet you.

S How is Jamie's schoolwork?

P Well, I'm not happy with Jamie's work, Mr Smith.

S Oh dear!

P His test results aren't good.

S I don't understand. He always does his homework and he always revises for tests. He likes language lessons. His results in German are very good, but he finds Spanish difficult.

P I don't think he writes the new vocabulary in his notebook. I always test the class on vocabulary on Monday and Jamie doesn't know the new words.

S Right. I'll speak to him about it. Goodbye, Mrs Prosser.

P Goodbye, Mr Smith.

Unit 5

Vocabulary

Page 52 Exercise 1, 2.02

1 play the guitar

2 go cycling

3 do sport

4 go shopping

5 read magazines

6 draw pictures

7 listen to music

8 play volleyball

9 go swimming

10 play computer games

11 take photos

12 do martial arts

Page 53 Exercise 2, 2.03

Page 53 Exercise 3, 2.03

I = Interviewer, M = Martin, E = Emma, O = Oliver, K = Katie

1 Martin

I What are your favourite free-time activities, Martin?

M Well, I watch TV and I also like football. And I go swimming at the weekend.

I Are you in any teams at school?

M Yes, I play volleyball in the school team. And I do other things, too. I'm in the science club and I help with the school newspaper.

I Wow! You're busy!

2 Emma

I What free-time activities are you into, Emma?

E I do gymnastics after school. I'm also into computer games. They're fun!

I And do you listen to music in your free time?

E No, I don't. My mum and my brother listen to a lot of music, especially pop and dance music, but my dad and I always play computer games. I love *FIFA* and *Rocket League*.

3 Oliver

I What's your favourite free-time activity, Oliver?

O Photography! I take lots of photos with my camera or my phone. But I also read a lot. I've got a book with me all the time!

I Do you like magazines, too?

O Yes, I do. I've got lots of sports magazines at home. My favourite sport is basketball. I watch it on TV with my dad and my brother.

4 Katie

I Are you into any sports, Katie?

K Oh, yes. I'm very sporty! I love all sports, but football is my favourite. I play in the school team.

I And what other sports do you do?

K I go cycling with my friends at the weekend, and I also like martial arts. I have lessons after school.

Vocabulary and listening

Page 56 **Exercise 1, 2.05**

- A skatepark
- B climbing centre
- C sports centre
- D bookshop
- E swimming pool
- F cinema
- G café
- H museum
- I shopping centre

Page 56 **Exercise 3, 2.06**

Page 56 **Exercise 4, 2.06**

G = Guide, V = Visitor, B1 = Boy 1, B2 = Boy 2, A = Assistant, B3 = Boy 3

1

- G** All right everyone. In this first area, there are paintings by modern artists.
V Excuse me. I want to take some photos of the paintings. Is that OK?
G No, I'm sorry. But there's a shop where you can buy photos of the paintings.
V OK, thanks.

2

- B1** You're good, Sam. You're fast!
B2 That's because the water's cold.
B1 Yes, you're right. It is cold.
B2 Let's get out and go for a coffee.
B1 OK. In five minutes. This is fun!

3

- A** Hello. Do you need any help today?
B3 Yes, please. Have you got any books about the history of football?
A Oh, yes. They're in the sports section, next to the magazines.
B3 Great! And is there a café in the shop?
A No, there isn't. But there's a café in this street. It's next to the park.
B3 Great! Thanks.

Review

Page 60 **Exercise 7, 2.09**

I = Interviewer, K = Kevin

- I** So you're into art, Kevin?
K Yes, I am. I love art at school and I go to an art academy for lessons after school.
I How often do you do lessons?
K Two days a week, on Tuesdays and Fridays. On Tuesdays, we draw and on Fridays we paint.
I What do you usually draw or paint?
K People and animals. It's not easy, but I like it.
I And where do you usually practise?
K Lots of places. I often draw people at school. Or sometimes I go to the museum. That's good practice.
I And do you often go to the museum?

- K** Yes, I usually go on Sunday afternoons.
I And what other types of art do you enjoy?
K Photography. I take lots of photos every day, and I'm in a photography club.
I How often does the club meet?
K Once a week, on Wednesday afternoon.

Unit 6

Vocabulary

Page 62 **Exercise 1, 2.10**

- 1 Travel to Sweden and stay in the Ice Hotel in Jukkasjärvi. It's really cool! Don't miss it!
- 2 Visit Olympic National Park, in the USA. Camp in the forest with your family.
- 3 Relax on a nice, sunny beach in Melbourne, Australia. Don't forget to pack some sun cream!
- 4 Explore the market in Fez, Morocco. Buy some souvenirs, but don't spend all your money!
- 5 Celebrate Carnival in Rio de Janeiro, in Brazil. Dance the samba! It's a traditional dance.
- 6 Ride a camel in the Sahara Desert. Don't forget to wear your sunglasses and don't fall off the camel!

Page 63 **Exercise 5, 2.11**

Page 63 **Exercise 6, 2.11**

J = Jack, H = Holly, A = Ahmed

1 Jack

J Hi there! I'm from Melbourne, Australia. You can visit lots of beaches here. They're very popular with tourists. In the city, you can also visit museums, parks, shopping centres, and other interesting places. And don't miss Scienceworks. It's my favourite museum because I love science.

2 Holly

H Hello! I'm from Seattle in the USA. There's a fantastic place to visit in my area. It's Olympic National Park and it's about 150 kilometres from my house. Lots of people go camping there. You can go cycling in the forest, too. Go in August when the weather is warm. It's great!

3 Ahmed

A Hi! My name's Ahmed and I'm from Fez. Many visitors go to the medina. That's the old part of Fez. I think it's a beautiful place! In the medina, you can also visit the souk. It's an old market with many small shops. It's a good place to buy souvenirs.

Language focus

Page 65 **Exercise 5, 2.13**

standing

- 1 dancing
- 2 sitting
- 3 exploring
- 4 trying
- 5 spending
- 6 chatting
- 7 cycling

Vocabulary and listening

Page 66 Exercise 1, 2.14

- 1 shirt
- 2 trousers
- 3 boots
- 4 hat
- 5 dress
- 6 sandals
- 7 jumper
- 8 jeans
- 9 shoes
- 10 trainers
- 11 shorts
- 12 T-shirt

Page 66 Exercise 3, 2.15

Packing tips

Think when you're packing!

Are you getting ready for the holidays?

Here are some helpful packing tips.

Is your family planning a beach holiday?

Remember to pack shorts and sandals for the beach. Don't forget some sun cream and a hat to protect your head.

Are you thinking about a camping trip?

Pack some long trousers or jeans. Don't wear nice shoes when you go walking in the forest. Take your boots!

Are you planning a city holiday?

Take some comfortable shoes for walking around. In the cool months, remember to pack a warm jumper for the evening.

Page 66 Exercise 4, 2.16

Page 66 Exercise 5, 2.16

T = Teacher, K = Kathy, A = Assistant

1

T OK, everyone, please listen for a moment. This month we're learning about Ancient Egypt, so on Friday we've got a class trip to the British Museum. Please bring some lunch with you. And please wear comfortable shoes on Friday. The museum is very big, so you need to wear comfortable shoes.

2

K Hey, Sally! ... Yes, it's me, Kathy. ... I'm packing my bag. I'm so excited! Hey, are you taking your boots with you? ... Well, I'm not. I'm only taking my sandals. ... No way! I'm not packing any jeans or trousers. Shorts and dresses are fine. And I'm packing lots of T-shirts.

3

A Oh, look! We've got some new T-shirts in today. And the colours are nice, too! They're perfect for summer. Let's put them over there in the window, next to the dresses. Good morning! Can I help you?

Speaking

Page 68 Exercise 4, 2.19

- 1 eight pounds
- 2 four ninety-nine
- 3 fifteen seventy-five
- 4 twenty-four fifty
- 5 eleven pounds

Review

Page 70 Exercise 7, 2.20

S = Sam, K = Karen

K Hello?

S Hi. It's Sam here. How are things?

K Good. I'm on holiday in Italy with my parents.

S Wow! Are you travelling around?

K No, we aren't. We're staying in a small town near the sea. It's near Venice.

S That sounds great! What are you doing at the moment?

K I'm having a cold drink on the beach. It's very hot here.

S Are you staying in a hotel?

K No, the hotels are very expensive. We're camping, but it's great. It's next to the sea and there's a swimming pool. What about you? Are you having a good holiday?

S Fantastic. I'm visiting Paris.

K Who are you with?

S My cousin André. He's French and he lives in Paris. I'm staying with his family.

K Are you practising your French?

S No, André speaks English!

K What are you doing at the moment?

S We're sitting on a boat on the River Seine. It's a fantastic way to see the city.

K That sounds great! Well, have a good time and text me later.

S OK. Bye.

Extra listening and speaking 1

Page 72 Exercise 2, 2.21

1

A What's the time?

B It's half past eight.

2

A What's the time?

B It's ten to two.

3

A What's the time?

B It's quarter past ten.

4

A What's the time?

B It's eleven o'clock.

5

A What's the time?

B It's quarter to one.

6

A What's the time?

B It's twenty-five past three.

Page 72 Exercise 3, 2.22

Page 72 Exercise 4, 2.22

L = Lily, S = Steve

L When's the music club?

S It's on Tuesday.

L What time is it on Tuesday?

S At quarter past twelve.

L That's fantastic for me. Is your basketball practice on Friday?

S No. It's on Saturday at half past two.

Extra listening and speaking 2

Page 73 Exercise 2, 2.24

Page 73 Exercise 3, 2.24

A = Adult, Male teen x2, female teen and male teen, female teen x2

A That's a nice photo. Who is it?

Teen That's my cousin, Jake.

A What's he into?

Teen He's into computers. He's a shop assistant at the new computer shop in Green Street.

2

Teen A Who's that?

Teen B That's my uncle Paul. He's nice.

Teen A What's he into?

Teen B He's into music. He loves jazz music.

Teen A What's his job?

Teen B He's a music teacher at a school in London. His job is difficult, but it's interesting and he loves it.

3

Teen A That's a nice photo. Is that your aunt?

Teen B No. That's my big sister, Julia. She's friendly.

Teen A What's she into?

Teen B She's sporty. She's into all kinds of sport. She loves basketball.

Teen A What's her job?

Teen B She's a doctor. Her job is difficult, but it's exciting and she loves it.

Extra listening and speaking 3

Page 74 Exercise 2, 2.26

1

The ruler is on his desk.

2

The calculator is in his bag.

3

The scissors are next to the computer.

4

The sticky tape is in the drawer.

Page 74 Exercise 3, 2.27

Page 74 Exercise 4, 2.27

T = Tom, H = Helen, L = Lucy

T Have you got a calculator, Helen?

H No. Sorry, I haven't. Try Lucy. I think she's got one.

T Hi, Lucy. Have you got a calculator?

L Yes.

T Can I borrow it, please?

L Yes, go ahead.

T Where is it?

L It's on my desk.

T Thanks.

Extra listening and speaking 4

Page 75 Exercise 2, 2.29

B1 = Boy 1, G1 = Girl 1, G2 = Girl 2, B2 = Boy 2, B3 = Boy 3, G3 = Girl 3, G4 = Girl 4, B4 = Boy 4

A

B1 Miss Brown isn't in room 19. Do you know where the maths class is?

G1 Yes, there's a message on the board. The maths class is in room 24 from today.

B

G2 Our PE class isn't at eleven o'clock today. There's a notice on the board.

B2 Oh! When is it?

G2 It's at half past two this week.

C

B3 There's a school trip to London. Are you interested?

G3 Definitely! When is it?

B3 It's in June. You need to contact Mr Wood before 31st March. **D**

G4 There's a film on in the school hall on Friday. Are you coming?

B4 I don't know. What's on?

G4 It's *Fantastic Mr Fox* with George Clooney. It's a great film.

Page 75 Exercise 3, 2.30

Page 75 Exercise 4, 2.30

B = Beth, T = Tom

B I've got the new timetable for our class. There are some changes on Monday and Thursday. We haven't got maths on Monday morning now.

T When is it?

B It's at two o'clock in the afternoon.

T Where is the lesson? Is it in the same room?

B No, it's in a different room. Let me see. ... Here we are. It's in room 12 now.

T Have we still got PE on Monday?

B No. We've got geography. It's at nine o'clock in room 36. PE is on Thursday afternoon now.

Extra listening and speaking 5

Page 76 Exercise 3, 2.33

Page 76 Exercise 4, 2.33

B1 = Boy 1, G1 = Girl 1, G2 = Girl 2, B2 = Boy 2

1

B1 What date is the maths test?

G1 It's on 26th June.

B1 Is that a Tuesday?

G1 No, it's a Wednesday.

2

G2 When is the football final?

B2 It's on 17th March.

G2 What day is that?

B2 It's a Saturday.

Extra listening and speaking 6

Page 77 **Exercise 2, 2.35**

- 1 4.30
- 2 5.45
- 3 10.45
- 4 6.50
- 5 9.55
- 6 11.20

Page 77 **Exercise 3, 2.36**

Page 77 **Exercise 4, 2.36**

J = Julie, T = Ticket clerk

J Can I have a ticket to Windsor, please?

T Single or return?

J Single.

T That's fifteen pounds.

J Here you are. What time's the next train?

T At five forty-five.

J And which platform is it, please?

T Platform four.

J Thanks.

Curriculum extra 4

Page 87 **Exercise 3, 2.41**

Australia is a large island with sea all around it. The Pacific Ocean is to the east and the Indian Ocean is to the west. In the centre of the country there is a big desert. The mountains in the south-east are called the Eastern Highlands. There are forests in the north-east. There is a big lake in the south called Lake Eyre. There are two long rivers called the Murray and the Darling.

Curriculum extra 5

Page 88 **Exercise 3, 2.42**

Page 88 **Exercise 3, 2.42**

A

Excerpt from classical music

B

Excerpt from jazz music

C

Excerpt from traditional Irish music

D

Excerpt from a pop song

Song 2

Page 93 **Exercise 2, 2.46**

Page 93 **Exercise 3, 2.46**

I've got a little robot.

The robot's name is Fred.

It's got a speaker in its chest

And a camera on its head.

The robot walks around the house.

The camera clicks all day.

Put your ear next to the speaker

You can hear Fred say,

'I've got a little robot ...'

Song 4

Page 94 **Exercise 2, 2.47**

Page 94 **Exercise 3, 2.47**

Monday to Friday, it's a rule,

Monday to Friday, we go to school.

But at the weekend, we are free.

Meet me in town and you can see!

Friday fun – I go to the bowling alley.

Saturday fun – I go to the shopping centre.

Sunday fun – I watch football

In the best football stadium in the world!

Monday to Friday, it's a rule ...

Friday fun – I go to the restaurant.

Saturday fun – I go to the ice rink.

Sunday fun – I play football

In the best sports centre in the world!

Song 6

Page 95 **Exercise 2, 2.48**

Page 95 **Exercise 3, 2.48**

Out in the street,

I'm watching them shop,

With boots on their feet

They just can't stop.

They're doing it with passion

They're followers of fashion!

He's buying a watch

Just look at that boy!

He's wearing a belt,

And jumping with joy.

He's doing it with passion

He's a follower of fashion!

She's buying a ring

Just look at that girl!

She's wearing earrings,

And giving a twirl.

She's doing it with passion

She's a follower of fashion!

Workbook audio scripts

Unit 1

Vocabulary and listening

Page 14 Exercise 3, 02

Page 14 Exercise 4, 02

M = Mary G = Geoff

M Hi. Can I ask you some questions for a class survey?

G Yes, you can.

M Good! First question. What's your name?

G It's Geoff. That's with a 'G'.

M Good. And how old are you?

G I'm twelve years old.

M What class are you in at school?

G I'm in class 7B.

M OK. Next question. Are you into any sports?

G Yes, I am. I'm a big fan of basketball and I'm into athletics, too.

M OK. And what about football?

G No, I'm not into football.

M Are you in any clubs after school?

G Yes, I am. I'm in the drama club and the music club.

M And what about art? Are you in the art club, too?

G No, I'm not. Art is OK, but I'm not in the club.

M Great! Thanks Geoff.

G No problem!

Progress review

Page 18 Exercise 4, 03

W = Woman B = Brad

W What are your favourite after school activities, Brad?

B Well, I'm into sports, like football and basketball.

W And swimming?

B No, I'm not into that.

W Are you in any clubs at school?

B Yes, I'm in the music club. It's fun!

W What about the drama club?

B No, that's not very interesting for me.

Unit 2

Vocabulary and listening

Page 22 Exercise 3, 04

Page 22 Exercise 4, 04

W = Woman G = George

W Where are your parents from, George?

G My dad's from the UK and my mum's from Australia.

W How many brothers and sisters have you got?

G I've got one brother, Tom.

W You're very tall, George. Are your parents tall, too?

G No, they aren't, but my brother's very tall.

W Have your parents got fair hair, like you?

G Well, my dad's got fair hair. But my mum's hair is dark.

W And your brother? Has he got dark hair, too?

G No, my brother's hair is fair.

W Are your parents chatty or quiet?

G My mum's chatty, but my dad's quiet, and I'm like my dad. I'm not very chatty.

W And are your parents sporty?

G Yes, but they're into different sports. My dad's into football and my mum's into swimming and cycling.

Progress review

Page 26 Exercise 4, 05

G = Girl S = Sam

G How many sisters have you got, Sam?

S I've got two. Their names are Paula and Ana.

G Are they tall, like you?

S Ana's tall, but Paula isn't. Paula's short, like my mum.

G Have they got dark hair?

S Paula's got dark hair, but Ana hasn't. Her hair's fair.

G Are your sisters sporty?

S Yes, they are. Paula's keen on basketball and Ana's a fan of football.

G You're a chatty person. Are your sisters chatty, too?

S Well, Ana's very chatty, but Paula's quiet. She's into books.

Unit 3

Vocabulary and listening

Page 30 Exercise 3, 06

Page 30 Exercise 4, 06

S = Sue P = Peter

S What's that, Peter?

P Oh, hi, Sue. It's a website about ideal rooms. Look at this bedroom. It's really cool.

S Oh, that's nice. But I'm happy with my bedroom now. It's great!

P Really? Have you got a big room?

S No, it isn't big, and my bed is small, too, but it's comfortable.

P Hmm. Has your bedroom got a bathroom with a shower and a sink?

S Oh, no, it hasn't. There's only one bathroom in my house and it's next to my parents' bedroom.

P OK ... so what's special about your bedroom? Has it got ... a sofa?

S No, but there's a small desk and a big wardrobe – that's really nice – and I've also got three bookcases.

P Really? Why three?

S For all my books! I've got a lot of books.

P And what about the walls? Have you got any posters of singers or actors?

S No, I haven't, but I've got an old mirror and there's also a lot of art on my walls. I'm in the art club at school.

P Really! Are you into art? I am, too. It's a really great subject, isn't it?

Progress review

Page 34 Exercise 4, 07

I think my bedroom is nice. My bed isn't big, but it's new and very comfortable. There isn't a bookcase, but I've got some shelves and a big wardrobe for all my things. My room has got a big window, so it's very bright during the day. There are some nice curtains, too. That's good in the morning! What else? Oh, and there's a big mirror in my room. It's on the wall next to the door. The living room is nice, too. It's next to my room. It's got two sofas and a big TV. That's perfect!

Unit 4

Vocabulary and listening

Page 38 Exercise 3, 08

Page 38 Exercise 4, 08

M = Molly J = Joe

M What's that, Joe?

J Hi, Molly. It's a questionnaire about school life. Good students and things they do ...

M Really? And what's your score? Are you a good student?

J Well, I'm not a great student, but I'm not bad! I got six points out of ten on the questionnaire.

M That's OK. And what are your good points?

J Well, I don't shout in the classroom and I raise my hand to speak. And I ask questions when I don't understand. A lot of questions! That's good.

M What about homework and studying?

J Well, I study and I revise for tests ... but I forget my homework sometimes. And I don't come to class on time every day.

M Oh, that's not great. But you've got more good points, right?

J Yes, I don't eat food or use my phone in the classroom. My teacher doesn't like that!

M OK. And what's your sixth point?

J Oh, I don't look at other people's work ... I don't copy, especially in tests.

M Well, that's good. And six points isn't a bad score!

J No, I think it's good, but I want seven or eight points!

Progress review

Page 42 Exercise 4, 09

My name's Jack. My brother Peter and I are twins. We're in the same class at school, but we're very different. I come to class on time every day, but Peter chats with his friends and they always come late to class. In class, I'm very quiet. I don't shout or make noise, and I always raise my hand to speak. Peter isn't like that. He and his friends shout and they use their phones all the time – at breaks and in the classroom, too. After school, Peter watches a lot of TV and he forgets his homework all the time. I do my homework every day and I write new words in my notebook. But I don't use a dictionary ... I check new words on the internet!

Unit 5

Vocabulary and listening

Page 46 Exercise 3, 10

Page 46 Exercise 4, 10

B1 = Boy 1 G1 = Girl 1 S = Sales assistant G2 = Girl 2 B2 = Boy 2

1

B1 Oh, what time is it? Are we late?

G1 No. We've got 30 minutes. The film starts at eight o'clock.

B1 That's good. Oh look! It's our turn.

S Good evening. Which film, please?

G1 *Spider-Man*. Two tickets, please.

S OK. That's twelve pounds.

G1 Here you go.

S Thank you ... and have a good evening.

G1 Thanks.

B1 Here's my six pounds.

G1 Thanks. OK., let's go!

2

G2 Wow! This place is big.

B2 Yes, and it's new. It's two years old.

G2 Are there lots of places to exercise?

B2 Yes, and there's a gym for basketball and volleyball.

G2 That's good. Is there a café in here?

B2 Yes, there is. I always go there after I exercise.

G2 OK. And what do you want to do today?

B2 Hmm ... how about we play ...

Progress review

Page 50 Exercise 4, 11

G1 = Girl 1 B = Boy G2 = Girl 2 M = Mum W = Waiter G3 = Girl 3 G4 = Girl 4

1

G1 Look at that! It's beautiful!

B Is that a painting?

G1 Yes, but it looks like a photo.

B Wow. That artist is talented.

G1 Yes, she is. I'm really into her work.

2

G2 This place is very nice.

M I know! I often come here for lunch.

G2 Is the food very good?

M Yes, it is. And it isn't expensive.

W Hello! Are you ready to order?

3

G3 Wow! There are lots of people in here.

G4 I know. It's always busy on Saturdays.

G3 Let's go into that sports shop over there.

G4 OK. And I want to go to the bookshop.

G3 No problem. And is there a cinema here?

G4 Yes, we can see a film later, after lunch.

Unit 6

Vocabulary and listening

Page 54 Exercise 3, 12

Page 54 Exercise 4, 12

M = Mum S = Sally B = Boy A = Sales assistant

1

M Is your bag ready for the weekend, Sally?

S Yes, it is. All ready!

M Really? And have you got a nice dress?

S No, but I've got shorts and some jeans.

M Oh, but you need a dress for the evening, too.

S Oh. But my jeans are new. Are they OK for the evening?

M I don't think so, dear. We want to have a nice dinner with your aunt and uncle on Friday, so pack a dress, please.

S OK. No problem. Oh, I've got my pink dress.

M Oh, that's perfect. And have you got your sandals, too? You always forget your sandals ...

2

B Excuse me. Have you got these trainers in blue?

A Let me see ... No, I'm sorry. We've only got those in black.

B Oh. Have you got any blue trainers? Blue's my favourite colour.

A Hmm ... Oh, how about these ones here? They're white, but they've got some blue, too.

B Well, they're OK. How much are they?

A They're ... ninety-nine pounds.

B Oh, no. That's expensive! What about those trainers there, the blue and red ones?

A Those are forty-five pounds, but we haven't got many sizes now. What size do you wear?

B Well, I usually wear a size 40, but sometimes I can wear ...

Progress review

Page 58 Exercise 4, 13

B = Boy G = Girl S = Sales assistant

1

B I'm at the beach today with friends. It's sunny and hot, so I'm wearing shorts and a T-shirt. I've also got a jumper in my bag because it's cool in the evening.

2

G It's my grandad's birthday today. We're having a party in the garden. I'm wearing my favourite yellow dress.

3

S We've got lots of great clothes. There are shorts and T-shirts for the summer, and we've also got some nice jumpers. Are you looking for anything special? These dresses are nice. They're £34.99.

Cumulative review 1

Page 61 Exercise 6, 14

Page 61 Exercise 7, 14

G1 = Girl 1 E = Emily B = Boy J = Mr Jameson D = Daniel
G2 = Girl 2

1

E Hello?

G1 Hi. Are you Emily? The guitar teacher?

E Yes. Are you interested in lessons?

G1 Yes, but what days are they?

E The lessons are every day, from Monday to Friday.

G1 Great! I'm free on Tuesdays and Thursdays.

E Let me see ... I'm free on Tuesdays from four to five o'clock. And on Thursdays from six to seven o'clock.

G1 Mmmm. Tuesdays are better for me, I think.

E OK. The classes are at my house on Jackson Street.

G1 Oh, yes, that's next to my school. And how much are the lessons, please?

E They're not expensive. The class is for one hour and it's only ...

2

B Excuse me. Mr Jameson?

J Yes? Can I help you?

B Yes, I'm interested in the basketball team.

J Oh! Are you a fan of basketball?

B Yes, and I'm a good player, too!

J Well, that's great. Our first practice is next Monday from three to four o'clock.

B OK! And is practice every day?

J No. Only on Monday, Tuesday and Thursday.

B Great. I've got swimming on Wednesdays.

J Excellent! See you next Monday, then.

B OK, thanks!

3

G2 Excuse me. Are you Daniel Baker?

D Yes, I am. Why?

G2 I'm interested in the art club ...

D Oh, right! The art club. That's great.

G2 When are the meetings?

D They're at half past three, in the art room.

G2 On what days?

D Wednesdays and Fridays. Is that good for you?

G2 Yes, great. And where is the club, please?

D It's in the art room.

G2 Excellent. Time for class. Bye!

D Bye.

Cumulative review 2

Page 63 Exercise 6, 15

Page 63 Exercise 7, 15

G = Guide T = Tourist

G OK, everyone. Listen, please. Hello! Good morning, everyone! And welcome to the Topkapı Palace. My name is Fatma and I'm your tour guide today.

Now, before the tour, I want to give you some information about this amazing old building. Topkapı Palace is a royal palace in the old part of Istanbul. It's next to the Sea of Marmara and the palace has got fantastic views of the water.

The palace is about 550 years old, but people don't live here today. Now it's a national museum, and it's a very popular one, too. About three and a half million tourists visit Topkapı every year. The palace has four main areas, called courtyards. Around the courtyards there are many different rooms – bedrooms, dining rooms, kitchens, classrooms, libraries and many more. There are also lots of gardens with trees and flowers. They're very beautiful.

OK. Now, let's start the tour. Please stay with the group at all times. The tour finishes at half past eleven and then we go back to the hotel for lunch.

T When does the bus go back to the hotel?

G At twelve o'clock, so please be on time, everyone! OK. Let's go!

Cumulative review 3

Page 65 **Exercise 6, 16**

Page 65 **Exercise 7, 16**

E = Ethan S = Sandy

E Hi everyone and welcome to my audio blog! Today I'm taking my cousin Sandy for a tour of Edinburgh.

S Hello there!

E That's Sandy. She's from Washington DC, in the USA and she's staying with us here in Edinburgh for three days.

OK, it's time to have breakfast! We've got lots of things to see today!

E Hi again! We're at our first stop of the day, Edinburgh Castle, in the old town. Lots of tourists come here – about one and half million people a year! The castle is on a big rock called Castle Rock – it's about 120 metres high.

S That's so cool!

E I know! OK, let's go in!

E Now we are at Holyrood Palace. The palace is at the bottom of the Royal Mile in Edinburgh – at the opposite end to Edinburgh Castle. It's one of the Queen's palaces. The Queen spends one week here at the beginning of the summer, but part of the palace is open to visitors.

S It's amazing! It's about 400 years old!

E Hi there! Now we're at the Scottish National Gallery of Modern Art. It's got two buildings and a collection of about 6,000 works of art, like paintings, drawings and photos.

S I love it because I'm really into modern art. But right now I'm hungry! Let's go to the museum café for lunch.

E Good idea! Back soon!

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Great Clarendon Street, Oxford, oxford 6DP, United Kingdom

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First published in 2017

2021 2020 2019 2018 2017

10 9 8 7 6 5 4 3 2 1

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ISBN: 978 0 19 420237 4	Teacher's Pack
ISBN: 978 0 19 420206 0	Teacher's Resource Disk
ISBN: 978 0 19 420216 9	Access Card
ISBN: 978 0 19 420195 7	Practice Kit

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

Back cover photograph: Oxford University Press building/David Fisher

Cover Images: Getty Images (boys playing on phones/Eternity in an Instant), (family
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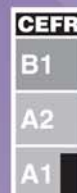


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