

CAMBRIDGE

SUPER MINDS SECOND EDITION

Super Practice Book

3

SUPER PRACTICE

Garan Holcombe

Better
Learning

Be good at + ing



Language focus

Use **be good at + ing** to talk about something that we can or can't do well.

Maggie **is good at playing** football, but she **isn't good at going** to bed at the right time.

1 Make six sentences about you and your friends using the information.

I'm	good at	climbing trees.
		painting.
He's	not good at	cooking.
		swimming.
She's		playing tennis.
		dancing.
They're		running.

1 I'm good at cooking.

2

3

4

5

6

2

Match sentences 1–6 with sentences a–f.



- 1 One day he will play for Barcelona!
- 2 The horses listen to her!
- 3 Her paintings are like Picasso's!
- 4 She's so fast! 100 metres in 15 seconds!
- 5 He can play Beethoven, Bach and Mozart!
- 6 He makes great chicken and rice!

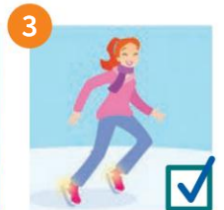
- a Yes, Mr Martins. Jon is very good at cooking.
- b Yes, Mrs Thomas. David is very good at playing the piano.
- c Yes, Mr Scott. Carla is very good at running.
- d Yes, Mrs Hatton. Richard is very good at playing football.
- e Yes, Mr Doyle. Alice is very good at painting.
- f Yes, Mrs Simpson. Rachel's good at horse riding.

3

Look at the pictures. Then complete the sentences using *is good at* / *is not good at* and a verb from the box in the *ing* form.

ask skate write ~~play~~ snorkel

- 1 Anna is not good at playing the violin.
- 2 Bill _____ in the sea.
- 3 Milly _____ fast.
- 4 Suzie _____ stories.
- 5 Jake _____ questions.



Possessive apostrophe

I love that house, Bobby!



Me too! It's my brother's house. It's near the sea!

Language focus

Use the **possessive apostrophe** to say that one person is related to another or that something belongs to someone.

Sean's kite is blue and red. (Sean's kite = the kite of Sean)

Jane's bike is new. (Jane's bike = the bike of Jane)

Connor's father works in New York. (Connor's father = the father of Connor)

1 Tick ☒ the correct sentences. Underline the mistakes. Then write the correct sentences.

1 Bens mother is called Kim. ☒ Ben's mother is called Kim.

2 Marta's father is good at drawing. ☐ _____

3 Sams sister is five years old. ☐ _____

4 Ron's uncle is a tennis player. ☐ _____

5 Tonys brother runs really fast. ☐ _____

6 Janes grandmother speaks Chinese and Spanish. ☐ _____

2

Add four possessive apostrophes to the blog post so that it reads correctly.

OUR FAVOURITE THINGS

Everyone has got favourite things. My sister's favourite thing is her computer. It's new. There is only one thing my brother loves – his guitar! He plays it all the time. My brothers guitar is a Fender Stratocaster. My father doesn't like guitars. He likes bikes! My fathers bike is very old. Dad doesn't know it, but I don't like his bike. I don't think Mum likes it either. Her favourite thing is her car. Mums car is blue. Do you know what I like best? My dog! He's called Bernard. Bernards favourite things are my shoes. He loves eating them!

3

Look at Ben's family tree and answer the questions.

1 Who is Penny?

Penny is Ben 's sister.

2 Who is Ted?

Ted is Penny and Ben _____.

3 Who is Maria?

Maria is Paula _____.

4 Who is Oliver?

Oliver is Penny _____.

5 Who is Paula?

Paula is Molly _____.

4

Write five sentences of your own about Ben's family. Remember to use possessive apostrophes!

1

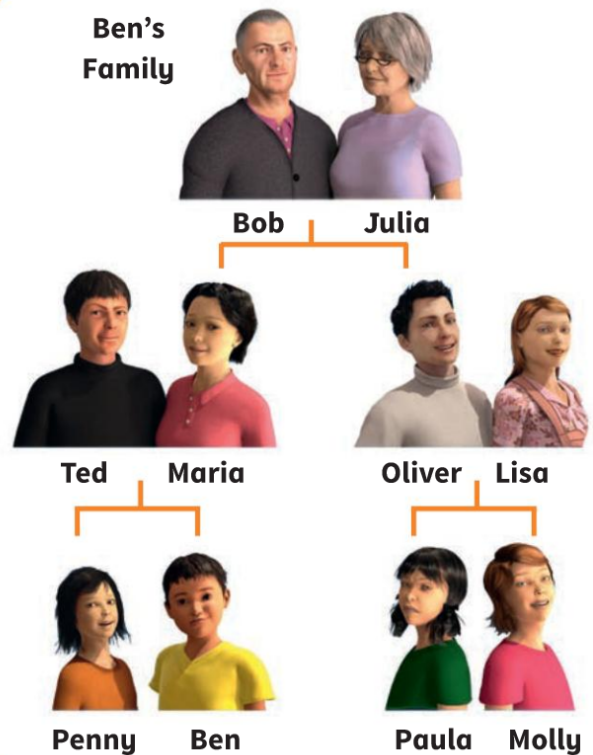
2

3

4

5

Ben's
Family



Reading: a diary

- 1 Read Clara's diary and complete the text with the names from the box.



FEBRUARY

2 TUESDAY
Week 5

Oh dear. I'm not good at doing anything. Everyone is good at doing something, but not me. My friends, for example, are good at doing lots of different things. Jenny's good at dancing. She's good at cooking too. She makes great tomato sauce!

Mark is good at running, singing, playing the piano and doing his homework. Mark's brother, Tony, is good at writing stories and playing football. Olga is good at doing Science and drawing. Lola is good at painting and doing puzzles. Oh, Lola is good at everything! She's good at climbing and jumping and swimming. I want to be Lola!

I'm not good at doing anything. No, that's wrong! I am good at doing one thing: writing my diary!

Jenny Clara Lola Mark ~~Tony~~ Olga

Clara's friends are good at doing lots of things. (1) Tony is good at playing football. (2) _____ is good at doing puzzles. (3) _____ is good at doing his homework. (4) _____ is good at making tomato sauce. (5) _____ is good at drawing. (6) _____ says she is good at doing only one thing.

1 Complete the sentences with the correct family words.

- 1 Your mother's brother is your uncle.
- 2 Your father's son is your _____.
- 3 Your mother's mother is your _____.
- 4 Your father's father is your _____.
- 5 Your father's sister is your _____.
- 6 Your uncle's daughter is your _____.

Help with Writing

When people write diaries, they often write about what they do, but you can also write what you feel about your life: *I'm sad because I can't find my favourite kite.*

2 Write a diary entry about the things you and your family are good at and not good at doing. Write about some of the family members from Activity 1.

FEBRUARY

3 WEDNESDAY

Week 5

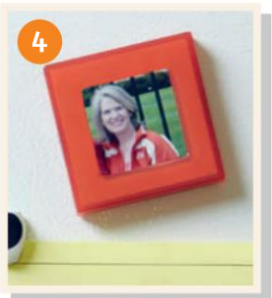
Listening: activities and families

1 01 Listen and tick ☒ or cross ☐.

Activities		 Anna	 Dan
		☒	☐
			
			
			
			

2 02 Listen and match.




a sister

b mother

c aunt

d brother

e father

Speaking

- 1** Draw a member of your family or stick a photo into the box.

- 2** Look at your picture or photo and write answers. Then practise.

1 Who's that?

That's _____. He's / She's my _____.

2 What is he / she good at?

He's / She's _____.

3 What is he / she not good at?

He / She isn't _____.

- 3** Work with a friend. Ask and answer.

Who's that?

What is your aunt good at?

That's my aunt, Kim.
She's my mother's sister.

She's good at running.



1

Like / Don't like + ing

I like Art. It's my favourite subject. I **like drawing** and **painting**. But I really **don't like doing** Maths homework. I'm not good at it.



Language focus

Use **like / don't like + ing** to talk about what you like doing or don't like doing.

I like reading.

Does he / she **like eating** chocolate? Yes, he / she does.

1 Write sentences using *like + ing*.

School and my family

Harry is my brother. (1) He like / study / Geography. My sister's name is Mila. (2) She / like / listen to / stories about / the past. (3) She / like / read / about / kings and queens too. History is her favourite subject. My name is Sam. I love English. (4) I like / learn / new words. What about you? (5) What / you / like / learn about / in school?

1 He likes studying Geography.

2

3

4

5

2 Complete the sentences using *like + ing*.

read ~~swim~~ play (x2)



Here are some pictures of my friends doing their favourite activities.

(1) Evie likes swimming. She's very good at it! (2) Eliot and Noah _____ computer games. They play their computer games for hours and hours! (3) George _____ tennis. He loves sport! (4) Ava _____ books. She is always reading! What do you like doing at the weekend?

3 Put sentences 1–4 in Activity 1 into the negative form.

- 1 Evie doesn't like swimming.
2 Eliot and Noah _____
3 George _____
4 Ava _____

4 Write four sentences about yourself and your friends using *like + ing*.

- 1 _____
2 _____
3 _____
4 _____

Have to / has to + infinitive



Language focus

Use **have / has to + infinitive** to talk about something that somebody else tells us to do.

He **has to wear** a uniform to school.

Miss Smith says we **have to study** for the History test.

Do I / you / we / they **have to do it**? Yes, I / you / we / they do. No, I / you / we / they don't.

Does he / she **have to do it**? Yes, he / she does. No, he / she doesn't.

1 Complete the text with the words from the box.

brush (x2) ~~do~~ finish go wash

Rules, rules, rules! Do your parents say, 'You have to (1) do your homework'? My parents say it all the time! 'Come on, Oscar,' says Dad, 'you have to (2) _____ your homework before you can watch TV.' 'Come on, Oscar,' says Mum, 'you have to (3) _____ your hands before dinner.' 'Come on, Oscar,' says Dad, 'you have to (4) _____ your teeth after dinner.' 'Come on, Oscar,' says Mum, 'you have to (5) _____ to bed at nine o'clock.' There are so many rules! Sometimes, my parents forget their own rules. For example, Dad often sits down on the sofa after dinner and watches TV. Then I say, 'Come on, Dad, you have to (6) _____ your teeth after dinner!'

2 Match the sentence halves to complete the rules.

English class rules

- | | |
|-------------------------|-------------------------------------|
| 1 You have to speak | a ten new English words every week. |
| 2 You have to read | b your homework. |
| 3 You have to learn | c English at all times. |
| 4 You have to do | d your mobile phone off in class. |
| 5 You have to listen to | e one book in English every month. |
| 6 You have to turn | f one song a week in English. |

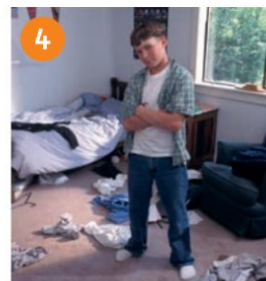
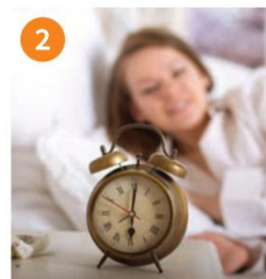
3 Write four rules for your English class that all the students will like. Use *have to*.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

4 Look at the pictures. Then complete the sentences using *has to* and words from the box.

~~walk~~ wear a uniform tidy up get up
 do her homework make breakfast

- 1 Alice has to walk to school.
- 2 Holly _____ at six o'clock.
- 3 Lucas _____ for his sisters.
- 4 Caspar _____ his bedroom.
- 5 Alex _____ to school.
- 6 Lily _____ after school.



Reading: an email

- 1 Read the email. Write *t* (true) or *f* (false).
Correct the false sentences.



To: *simona@lifemail.com*

Subject: *What I like and don't like doing*

Hi, Simona

Thank you for your email and the brilliant photo!

You want to know what I like doing and what I don't like doing in school. Well, I love learning about the countries of the world. I also like reading about life in huge cities like Tokyo and Mexico City. I love reading stories, too. We read a story every Friday afternoon with Mr Dubois. He's my favourite teacher. He's very funny. After reading a story with Mr Dubois, we usually write a story of our own. I like writing stories, but it's not easy!

I don't like doing homework every night. I think we have too much homework, but the teachers say, 'You have to do your homework, Catherine!'

What about you, Simona? What are your favourite subjects? What do you like doing? What do you really not like doing?

Email soon!

Cathy

- 1 Cathy doesn't like reading about cities.



Cathy likes reading about cities.

- 2 Cathy's class reads a story every week.



- 3 Cathy doesn't like Mr Dubois.



- 4 Cathy doesn't like writing stories.



- 5 Cathy likes doing homework every night.



1 Complete the table with information about you.

My favourite subjects at school	
Things I like doing at school	
Things I don't like doing at school	

Help with Writing

When you write an email to someone you know, begin with 'Hi, _____' or 'Hello, _____'. If you don't know the person or don't know them well, begin with 'Dear _____'.

2 Imagine you are Simona. Use the information in the table in Activity 1 to help you write an email to Cathy, answering all of her questions.

To: cathy@anglomail.com

Subject: What I like and don't like doing

Hi, Cathy

Thanks for your email! _____

Email soon!

Simona

Listening: school subjects and rules

1  03 Listen to Charlie talk about school. Circle the correct answers.

- 1 Does Charlie like his teacher?
☐ a Yes, he does. ☐ b No, he doesn't.
- 2 Is he good at Maths?
☐ a Yes, he is. ☐ b No, he isn't.
- 3 Does he like Maths?
☐ a Yes, he does. ☐ b No, he doesn't.
- 4 What is Charlie's favourite subject?
☐ a History. ☐ b English.
- 5 Is he good at Geography?
☐ a Yes, he is. ☐ b No, he isn't.



2  04 What does Lily have to do at school? Listen and tick ☒ or cross ☐.

Remember to...

wear your uniform.



arrive at school at eight o'clock.



do your homework every day.



go to a club after school.



read a book every week.



bring your lunch.



- 1** Look and write the school subject. Then play the description game.

You draw and paint pictures.

It's Art.



Music



Help with Speaking

In a conversation, try to listen to your friend. Ask your friend questions and use words that show interest, for example, *Really? Wow! That's great!*

- 2** Work with a friend. Talk about the subjects in Activity 1.

Do you like Music?

Yes, I do! I like playing instruments and singing.

Really? Me too!

- 3** Write four dream rules for your English class. Then talk about your rules.

Dream rules for English class

We have to _____.

We don't have to _____.

We have to _____.

We don't have to _____.

We have to sing and dance every day! We don't have to do homework.

2

Questions and answers with some and any



Language focus

Use **some** and **any** to talk about the amount of something that there is. Use **some** in positive sentences and **any** in negatives and questions.

*There is **some** rice in the cupboard, but there aren't **any** noodles.*

*Are there **any** sandwiches?*

*Yes, there are **some** sandwiches.*

*No, there aren't **any** sandwiches.*

1 Match descriptions 1–6 with pictures a–f.



- 1 There is some water. There is some apple juice. There is some milk.
- 2 There are some peas. There are some potatoes. There are some nuts.
- 3 There are some biscuits. There is some cake. There is some chocolate.
- 4 There are some potatoes. There are some peas. There are some onions.
- 5 There is some milk. There is some lemonade. There is some orange juice.
- 6 There is some cake. There are some biscuits. There are some sandwiches.

f

2

Write the questions and negative forms.

1 There is some cheese.

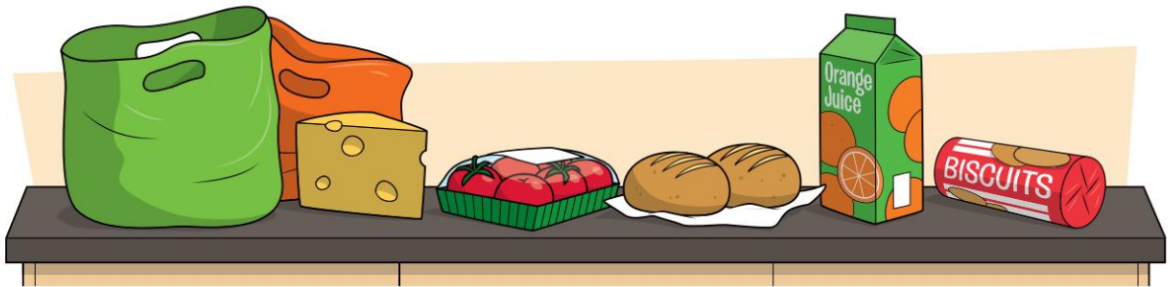
*Is there any cheese?**There isn't any cheese.*

2 There are some rolls.

3 There is some salad.

4 There are some vegetables.

5 There is some soup.

3Look at the picture and write sentences. Use *some* and *any*.1 carrots *There aren't any carrots.*

2 milk

3 cheese

4 tomatoes

5 onions

6 biscuits

7 orange juice

8 peas

Suggestions

Shall we make a cake for Mum's birthday, Julia?

OK! How about a chocolate one?

Language focus

Use the phrases **Shall we ... ?** and **How about ... ?** to make suggestions.

Shall we make some lunch? **How about** a sandwich?

Use **Shall we + infinitive** not **Shall we + ing**.

Shall we go to a café? ✓ *Shall we going* to a café? ✗

1 Circle the correct questions. Then match questions 1-5 with pictures a-e.

- 1 How some cake? / How about some cake?
- 2 Shall we having some cheese? / Shall we have some cheese?
- 3 How about some orange juice? / Where about orange juice?
- 4 Shall have some sandwiches? / Shall we have some sandwiches?
- 5 How about any tea? / How about some tea?



2 Complete the sentences with the words from the box.

OK about have ~~Shall~~ Good

Jack (1) Shall we make a sandwich for lunch?

Sara (2) _____ idea.

Jack How (3) _____ a chicken sandwich?

Sara (4) _____.

Jack Shall we (5) _____ some salad with it?

Sara Yes, please! I like chicken with salad.



3 Order the sentences in the dialogues.

1

- ☐ OK.
- ☐ Good idea! How about an onion and carrot one?
- ☒ 1 Shall we make a pizza?
- ☐ Yuk! How about cheese and tomato?

2

- ☐ How about egg sandwiches, then?
- ☐ Shall we have sandwiches for lunch?
- ☐ Great idea. Oh no! There aren't any sausages in the fridge.
- ☐ OK. How about sausage sandwiches?

3

- ☐ Yes, of course. How about lemonade?
- ☐ Yes, please. I like juice.
- ☐ Sorry. I don't like that.
- ☐ I'm thirsty. Can I have a drink, please?
- ☐ That's OK. How about apple juice?

4

- ☐ Yes, OK. I like sausages and eggs.
- ☐ Yes! Good idea.
- ☐ Shall we have beans with it?
- ☐ How about sausages and eggs for breakfast?
- ☐ I think there are some tins in the cupboard ... yes! Here they are.

5

- ☐ Yes, good idea! Oh no! There isn't any tomato soup in the cupboard.
- ☐ Oh dear. How about vegetable soup?
- ☐ That sounds great!
- ☐ Shall we have soup for dinner?
- ☐ OK! How about tomato soup?

Reading: a blog post

1 Read the blog post. Then complete the sentences.

LUKA'S BRILLIANT FOOD BLOG



6TH JANUARY

Shall we visit the Soup Shop?

Hi, everyone! Today I want to talk about a great restaurant in my town. It's called the Soup Shop. The only thing you can eat there is soup! All kinds of soup. You can order sausage soup and cheese soup, mango soup and tea soup. You can also order chocolate and biscuit soup, and almost every other kind of soup. But you can't order anything else at the Soup Shop. Customers can't say, 'Excuse me, is there any pizza?' or 'Are there any chicken sandwiches?' 'No,' the waiters and waitresses say, 'there isn't any pizza. There aren't any chicken sandwiches at the Soup Shop. But there is some soup at the Soup Shop. Lots of soup! Would you like to see the menu?' My parents and I love the Soup Shop. We go there for a meal every Friday evening. How about egg and banana soup? Do you think that's a good idea? You're right! It's yummy! It's my favourite thing to eat at the Soup Shop. You should try it! See you in the next post!



- 1 Excuse me, is there _____ **any pizza** _____ ?
- 2 There isn't _____ .
- 3 There aren't _____ at the Soup Shop.
- 4 There is _____ at the Soup Shop.
- 5 How about _____ ?

4 g _ _ d

25

Listening: food and drink

1



Listen and number the pictures.

a



b



c



d



e



f



2



Listen and match.

1



Dad and Vicky

2



Fred and Daisy

3



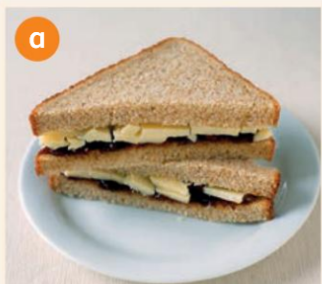
Sally and John

4



Mum and Jim

a



b



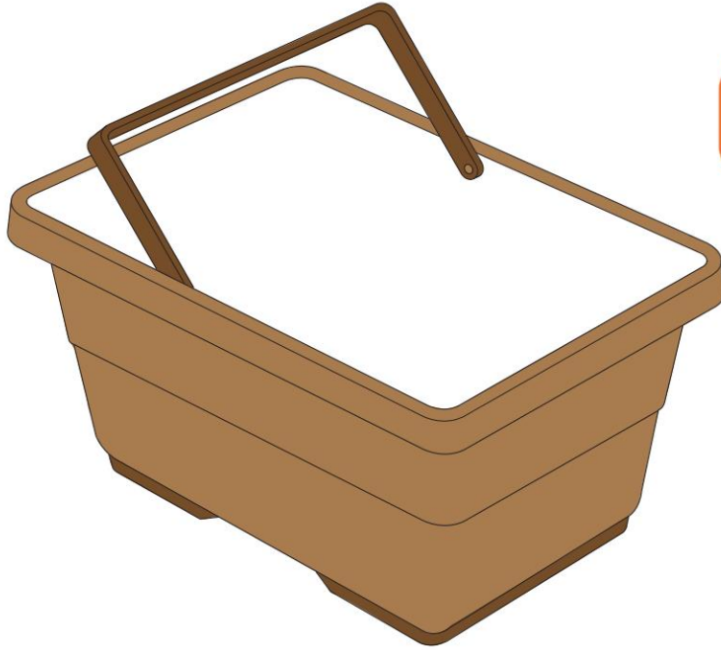
c



d



- 1 Draw five foods in the shopping basket, then say. You can draw more than one piece of each food.



There are two rolls and three carrots in my shopping basket. There is an apple ...

- 2 Work with a friend. Play the memory game.

There are three carrots in your shopping basket.

That's right!

There is one roll.

That's wrong! There are two rolls.

- 3 With your friend, plan your lunch and dinner. Use the ideas from the box and your ideas.

cheese sandwich pea soup pizza salad
chicken soup sausages fish tomatoes

Shall we have salad for lunch?

OK. How about some pea soup too?



3

Telling the time

What time is it, Zoe?

It's **quarter past** four.

Language focus

Use these words and phrases to talk about the time:
o'clock, quarter past, half past, quarter to.

*It's four **o'clock** (4:00). It's **quarter past** four (4:15).*

*It's **half past** four (4:30). It's **quarter to** five (4:45).*

1 What time is it? Look and circle the correct time.

1 It's quarter past seven. / It's quarter past eight.



2 It's half past eight. / It's half past nine.



3 It's quarter past five. / It's half past five.



4 It's quarter past seven. / It's quarter to seven.



5 It's half past five. / It's half past six.



6 It's six o'clock. / It's twelve o'clock.



2

Complete the text with the words from the box.

seven o'clock ~~half~~ quarter past

I've got a dog called Marmalade. I take her for a walk every day at (1) half past four. We walk along the river in the park next to our house. We get home at five (2) _____. I help Dad cook the dinner and at (3) _____ to six we eat. At half (4) _____ six Mum washes up and I dry the dishes. Do you know what Marmalade does? She waits by the back door. I say, 'What do you want, Marmalade?' I know what she wants – another walk! 'We can't go now,' I say. 'It's almost (5) _____ o'clock!'

3

Write the times.

1 It's quarter past two.

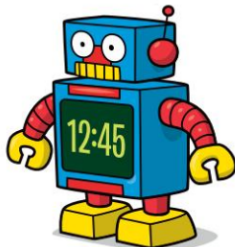
2 _____



3 _____



4 _____



5 _____



6 _____

Adverbs for time

My Saturday? Well, I **sometimes** make breakfast for Mum, Dad and my little sisters. Then we all do the shopping – we **always** go to the big supermarket near the park. In the afternoon, I play football or computer games with my friends. I **never** cook the evening meal, but I wash up after dinner. In the evening, I **usually** watch a film with my family. That's my favourite part of the day.



Language focus

Use **adverbs for time** – **always**, **usually**, **sometimes**, **never** – to talk about how often someone does something.

*My father **always** tidies up after dinner.*

Put the adverb for time before the main verb in a sentence:

	Adverb	Main verb	
<i>I</i>	always	<i>get up</i>	<i>at six o'clock.</i>
<i>She</i>	usually	<i>does</i>	<i>her homework before dinner.</i>
<i>He</i>	sometimes	<i>washes up</i>	<i>after dinner.</i>
<i>We</i>	never	<i>do</i>	<i>the shopping on Sundays.</i>

1 Put the adverbs in the right place in the sentences.

1 I brush my teeth after dinner. (always)

I always brush my teeth after dinner.

2 My father goes to bed early. (never)

3 My sister does lots of homework at the weekend. (usually)

4 My mother does the shopping on Fridays. (sometimes)

5 My brother goes to bed at ten o'clock. (always)

2 Complete the sentences with the correct adverbs.

	 cook	 wash up	 dry the dishes	 feed the cat
Me	✗	✗	✓	✗
Mum	✓	✗	✓✓	✓✓✓
Dad	✓	✓✓✓	✓	✗
My brother	✗	✗	✓	✗
My sister	✓	✗	✓	✗

Always ✓✓✓

Usually ✓✓

Sometimes ✓

Never ✗

- 1 I never feed the cat.
- 2 Mum _____ dries the dishes.
- 3 Dad _____ washes up.
- 4 My brother _____ dries the dishes.
- 5 My sister _____ washes up.
- 6 My brother _____ feeds the cat.
- 7 I _____ cook.

3 Write six more sentences about the family in Activity 2.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Reading: a newspaper article

1 Read the newspaper article. Then answer the questions.

THE DAILY SPECTACLE

31st January

A VERY BUSY FAMILY

The Sánchez family of Oviedo, Spain, are a very busy family – they don't stop! There are six members of the family: Grandma Sánchez, Mr and Mrs Sánchez, and their children, Pedro, Juan and Gracia. Everyone in the Sánchez family knows what to do and when to do it. Saturday is the busiest day of the week. On Saturday morning, at half past eight, Gracia always sweeps the floors. Juan usually goes with Mr and Mrs Sánchez to the supermarket to do the shopping. At twelve o'clock on Saturday, Pedro cooks lunch for everyone. After lunch, Mr Sánchez washes up and Mrs Sánchez dries the dishes. On Saturday afternoon, Grandma Sánchez and Gracia

tidy up the house. On sunny days, Mr and Mrs Sánchez work in the garden. In the evening, Pedro cooks dinner. After dinner, Mrs Sánchez washes up and Mr Sánchez dries the dishes. At nine o'clock, everyone in the Sánchez family tidies their room and then goes to bed. They are all so tired after such a busy day!



1 Who always sweeps the floors? Gracia always sweeps the floors.

2 Who usually does the shopping with Mr and Mrs Sanchez? _____

3 Who cooks lunch and dinner? _____

4 Who washes up after lunch and dinner? _____

5 Who dries the dishes after lunch and dinner? _____

6 What time does everyone go to bed on Saturday evening? _____

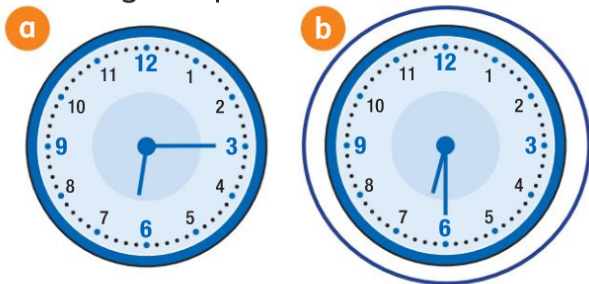
4 I never

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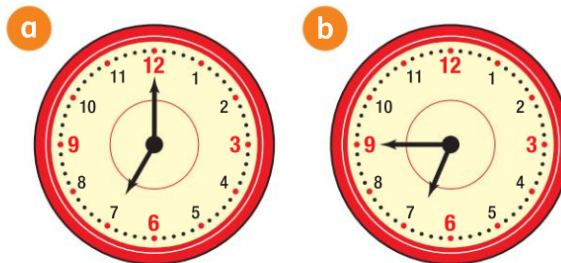
Listening: tasks and times

1 07 Listen and circle the correct time.

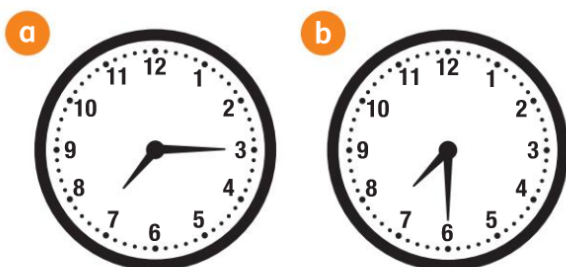
1 Ann gets up at ...



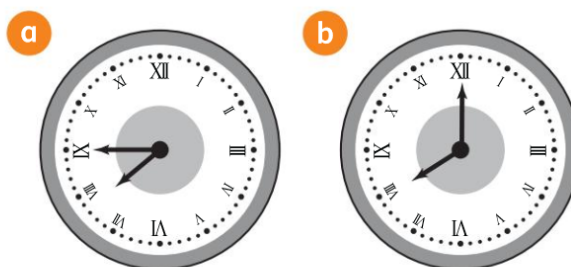
2 Ann has breakfast at ...



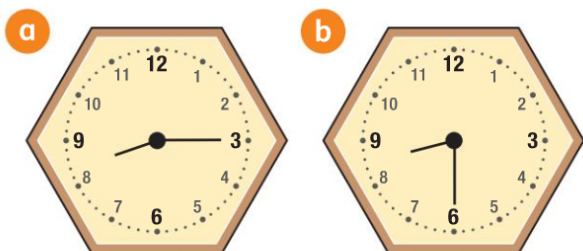
3 Ann brushes her teeth at ...



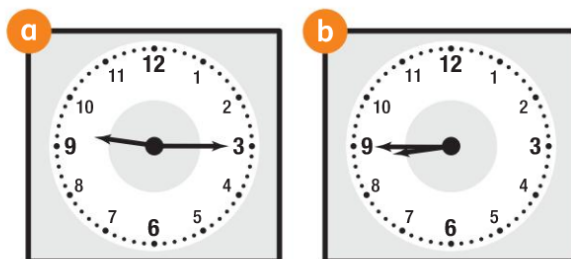
4 Ann and her brother take their dog for a walk at ...



5 Ann gets back at ...



6 Ann and her brother leave the house at ...



2 08 Listen and write *Jane* or *Peter*.

- 1 Peter sometimes washes up after dinner.
- 2 _____ usually dries the dishes.
- 3 _____ likes cooking on Fridays.
- 4 _____ always cooks pasta on Sundays.
- 5 _____ usually helps to tidy up the house at the weekend.
- 6 _____ doesn't like tidying up.



1 Look and write the daily task. Then play the description game.

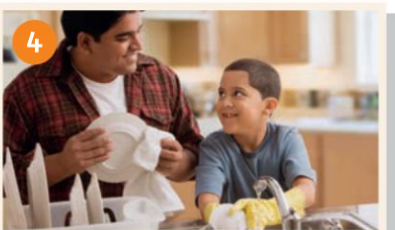
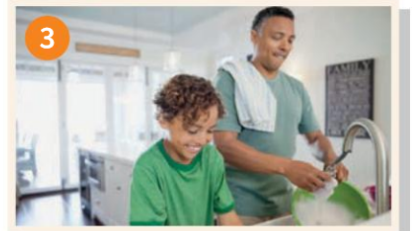
You do this after dinner. You do it in the kitchen.

Is it 'wash up'?

That's right!



take the dog for
a walk



2 Work with a friend. Talk about the daily tasks in Activity 1.

Do you like cooking?

No, I don't!

I do! I sometimes make pizza with my mum.

3 With your friend, plan your daily tasks for one week. Write them in the diary.

	Me	My friend
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Do you want to feed the cat on Monday?

OK. Can you do the washing up?

Yes, I can.

4

Prepositions

Excuse me, can you tell me where the cinema is, please?
I can't find it on my map.

Yes, of course! There it is,
opposite the park, **between**
the car park and the funfair.

Language focus

Use the prepositions **opposite**, **near**, **above**, **between**, **next to**, **in front of** and **below** to say where one thing is in relation to something else. We use prepositions to talk about places, objects and people.

*The school is **next to** the tower.*

1 Circle the correct preposition.

- 1 The market is *above* / *below* the tower.
- 2 The sports centre is *opposite* / *next to* the library.
- 3 The castle is *in front of* / *near* the park.
- 4 The window is *below* / *above* the clock.
- 5 The map is *in front of* / *above* the window.



2

Look at the picture and complete the dialogue with the words from the box.

Opposite ~~where~~ between front near

Hi, Vic. I'm in town, next to the cinema. I'm looking for the new café. Can you tell me (1) where it is? I can't find it.

The new café? No problem! Can you see the tower? The new café is (2) _____ the tower, in (3) _____ of the park.

Oh, I know! It's (4) _____ the bus station and the bank.

That's right! (5) _____ the market.

Thank you!



3

Look at the picture again and answer the questions. More than one answer is possible.

- 1 Where is the bank? It's near the café. It's opposite the park.
- 2 Where is the café? _____
- 3 Where is the sports centre? _____
- 4 Where is the cinema? _____
- 5 Where is the library? _____
- 6 Where is the bus station? _____

Be going to + infinitive of purpose

Where are you going, Frank?

I'm **going to** the library to get a book about famous explorers, Dad.

Language focus

Use **be going to + infinitive of purpose** to tell someone where you are going and why you are going there.

Where are you going?

I **am going to** the market **to buy** some fruit and vegetables.

Where is he / she going?

He / she **is going to** the sports centre **to play** table tennis.

Where are we / they going?

We / they **are going to** the café **to have** lunch.

1 Correct the sentences.

1 She going to the square to meet her family.

She's going to the square to meet her family.

2 He's going to the park to playing football.

3 They're going the bank to get some money.

4 I'm go to the Soup Shop to have dinner with my parents.

5 We're going to the sports centre play basketball.

6 You're going to the café have a glass of lemonade.

2 Make sentences using the information in the table.

I	cinema	buy	bread
You	supermarket	watch	swimming
He / She	my cousin's house	help	film
We	sports centre	play	in the garden
They	my grandparents' house	go	computer games

1 I'm going to the cinema to watch a film.

2

3

4

5

3 Write sentences using *going to* + infinitive of purpose.

Today is Saturday. My friends and I are in town. We're all doing different things.

(1) Mandy / go to / square / meet / her cousin.

Mandy's going to the square to meet her cousin.

(2) Richard and Pierre / go to / cinema / watch / new adventure film.

(3) Serge / go to / library / get / books for his Science project.

(4) Martina / go to / market / buy / birthday present for her sister.

(5) Emma / go to / sports centre / go swimming.

(6) We / go to / café / later / drink milkshakes!

Reading: a postcard



- 1 Read the postcard. Write *t* (true) or *f* (false).
Correct the false sentences.

Dear Mum and Dad

It's day one of our school trip! What a great place! I'm having a lovely time. Our hotel is opposite a park. The hotel is brilliant! Next to it there is a castle. Near the castle there is an old tower in a square. I want to climb it to see the views of the town. I love it here!

We're going to the museum in the centre to look at the paintings now. They have some by Da Vinci, Rembrandt and Van Gogh! Have to go!

Hope you are well

Love Ali

Mr and Mrs Muhtar

55 East Ninth Street

New York

NY 10011

USA

- 1 It's the second week of Ali's school trip.

☒ f

It's the first day of Ali's school trip.

- 2 Ali's hotel is next to a museum.

☐

- 3 The tower isn't a new building.

☐

- 4 Below the tower there is a square.

☐

- 5 There aren't any paintings by famous artists in the museum.

☐

1 Complete the phrases with the words from the box.

brilliant love having ~~place~~

1 What a great place !

3 The hotel is _____ !

2 I'm _____ a lovely time.

4 I _____ it here!

Help with Writing

There is not much space to write on a postcard, so sometimes the subject pronoun *I* is missed out. Ali writes 'Have to go' at the end of his postcard instead of 'I have to go'.

2 Imagine you are on a school trip, staying in a hotel in a city. Write a postcard to your parents. Use Ali's postcard to help you. Include the following information:

- Where you are staying.
- What you are staying near, next to, opposite, etc.
- Where you are going and why you are going there.

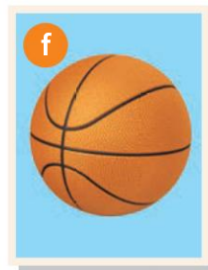
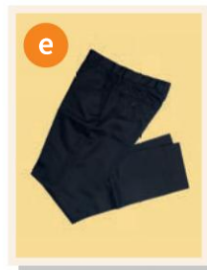
Listening: places in a town

- 1**  **09** Listen to the children talk about places.
Circle the correct answers.

- 1** Where does the girl want to go?
a To the tower. **b** To the cinema.
- 2** Where are they going?
a To the bus station. **b** To the park.
- 3** Where is the funfair?
a Behind the car park. **b** Behind the supermarket.
- 4** Where is the sports centre?
a Next to the park. **b** Behind the bank.
- 5** What is opposite the train station?
a The map of the town. **b** The market.
- 6** What is below the castle?
a The café. **b** The river.

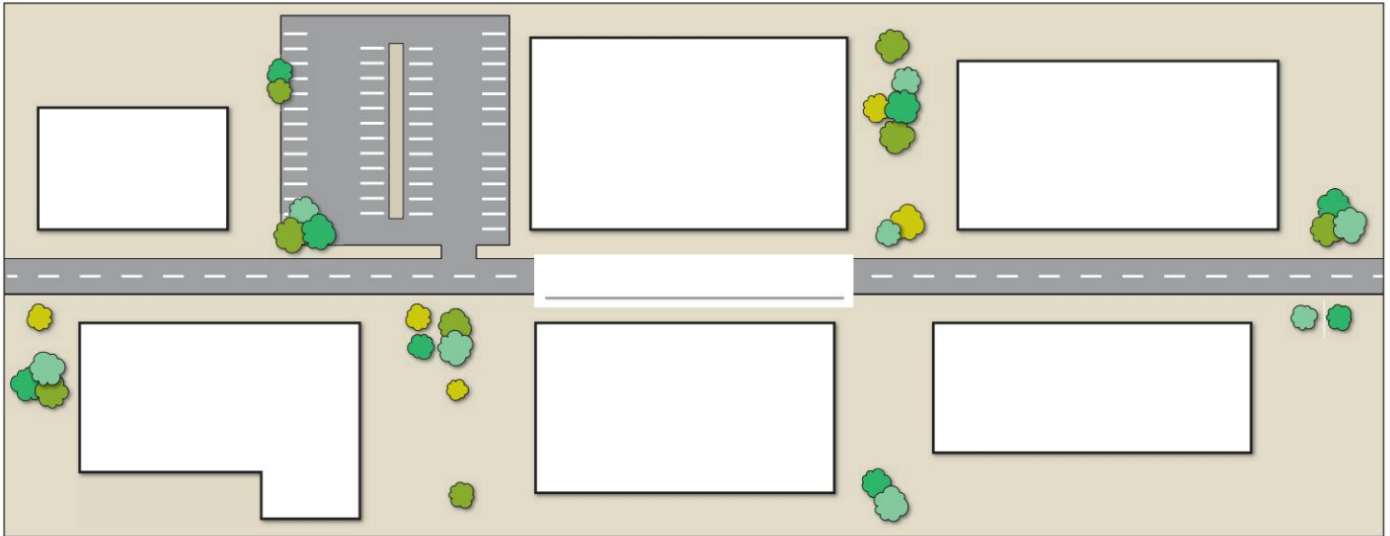


- 2**  **10** Listen and match.



- 1** Complete the map of the street with the places from the box. Give your street a name.

tower bus station supermarket library sports centre bank



Help with Speaking

When you speak, there can be words that are difficult to say in English. Ask your teacher for help. Then you can practise saying the difficult words with a friend.

- 2** Work with a friend. Talk about your street map in Activity 1.

What's the name of your street?

It's Spider Street.

Where is the supermarket?

It's opposite the sports centre, next to the bus station.

- 3** Where are you going? Ask and answer. Use your map in Activity 1.

Hi, Sophie! Where are you going?

Hello, Max. I'm going to the sports centre to play football.

Have a great time!



5

Was / Were



Language focus

Was / Were are the positive past simple forms of **be**. **Wasn't / Weren't** are the negative past simple forms of **be**. Use **was / were / wasn't / weren't** to talk about:

places: We **were** on the beach.

feelings: Mum **was** tired.

people: My aunt **was** a film star.

I / He / She **was / wasn't** hot yesterday.

You / We / They **were / weren't** in the park all day.



1 Put the sentences into the past. Use *was / were*.

1 There is a small shark, too! There was a small shark, too!

2 I'm scared! _____

3 We're at the beach. _____

4 There are dolphins, seals and turtles in the sea. _____

5 It's hot. _____

6 I'm in the sea in my new swimsuit. _____

2 Make your answers in Activity 1 negative.

1 There **wasn't** a small shark.

2

3

4

5

6

3 Order the sentences in Activity 1 to make a story. More than one order is possible.

1

2

3

4

5

6

4 Complete the text with *was*, *were*, *wasn't* or *weren't*.

Yesterday (1) **was** a busy day!

We (2) _____ in the park in the morning. There (3) _____ a football match, but there (4) _____ many

goals. Only one! In the afternoon we

(5) _____ at my cousin's house. There

(6) _____ cheese sandwiches, but there

(7) _____ any cake this time. In the

evening we (8) _____ at the cinema

to see that new film about life under the

sea. It (9) _____ very interesting!

(10) We _____ all very tired at the end of the day.



Questions and answers with *was* / *were*



Language focus

Put **was** / **were** at the beginning of the sentence to make a Yes/No question.

Was Hector in the park? Yes, he **was**, with his new kite!

Were you ... ? Yes, I **was**.

No, I **wasn't**.

Were we / they ... ? Yes, we / they **were**. **Was** he / she ... ? Yes, he / she **was**.

No, we / they **weren't**. No, he / she **wasn't**.

Use a question word such as **where** to ask a different type of question with **was** / **were**.

Where were you? I **was** at home.

Where was Harriet? She **was** at the swimming pool.

1 Complete the mini-dialogues with *was*, *were*, *wasn't* or *weren't*.

1 'Where was Anne yesterday?' 'She _____ at the park with her friends.'

2 '_____ Ed at school last week?' 'No, he _____. He _____ at home because he was unwell.'

3 '_____ my keys on the table?' 'No, they _____.'

4 '_____ Sylvia at the birthday party?' 'Yes, she _____. She was very happy.'

5 '_____ your friends on the beach?' 'No, they _____. It was too cold.'

6 'Where _____ Joe and Bill on Saturday afternoon?' 'I think they _____ at the cinema.'

2 Match the questions with the answers.

- 1 Was Jack at the swimming pool?
 - 2 Were your brother and sister at the beach at the weekend?
 - 3 Where were you on Sunday, Louise?
 - 4 Were your grandparents in the garden, Liz?
 - 5 Were there seahorses and starfish in the sea?
 - 6 Was there a clock on the tower in the square?
- a No, they weren't. It was too hot to do gardening.
 - b I was at home all day. I was tired.
 - c Yes, there was. A very old one.
 - d Yes, they were. They were in the sea too.
 - e No, he wasn't. It wasn't open.
 - f Yes, there were! Lots of them. They were beautiful!

3 Look at the pictures and answer the questions.

- 1 Was Mina in a boat? Yes, she was.
- 2 Were Bryan and Johanna in school? _____
- 3 Was Samantha at the museum? _____
- 4 Was Damian at the sports centre? _____
- 5 Was Stefanie in bed? _____
- 6 Were the children at the beach? _____



Reading: a factual description

1 Read the text. Circle the correct answers.



The MEGALODON

There were once many different animals in the water from the ones we see today. There were sea birds called great auks and there were baiji: Chinese river dolphins. Another animal, now extinct, was the megalodon. Megalodons were huge sharks between 14 and 18 metres long. Their teeth were 21 centimetres long! These enormous creatures were very fast swimmers and were in the waters around Europe, Africa and North and South America between 16.1 and 1.6 million years ago. They were meat eaters and their favourite food was whales and seals.

- 1 Extinct animals are ones that live / do not live now.
- 2 Megalodons were *dolphins* / *sharks*.
- 3 Megalodons were very *big* / *small*.
- 4 Megalodons were *slow* / *fast*.
- 5 Megalodons were in *many different places* / *only one place*.

1 Complete the fact file with the words from the box.

75–65 million years ago archelon 4.6 metres fish and plants the open sea



FACT FILE

Name: archelon
 Size: _____
 Place: _____
 Time: _____
 Food: _____

Help with Writing

We read factual descriptions when we want to find out something really interesting about a subject. For example, in the description of the megalodon we learn that its teeth were 21 centimetres long. When you write a factual description, include information to make your readers say, ‘Wow!’

2 Write a factual description of the archelon. Use the information in the fact file and the description of the megalodon to help you.

Archelon

The archelon was a giant turtle.

Listening: sea creatures

1 11 Listen and tick ☒ the sea creatures at the Sea Life Centre.



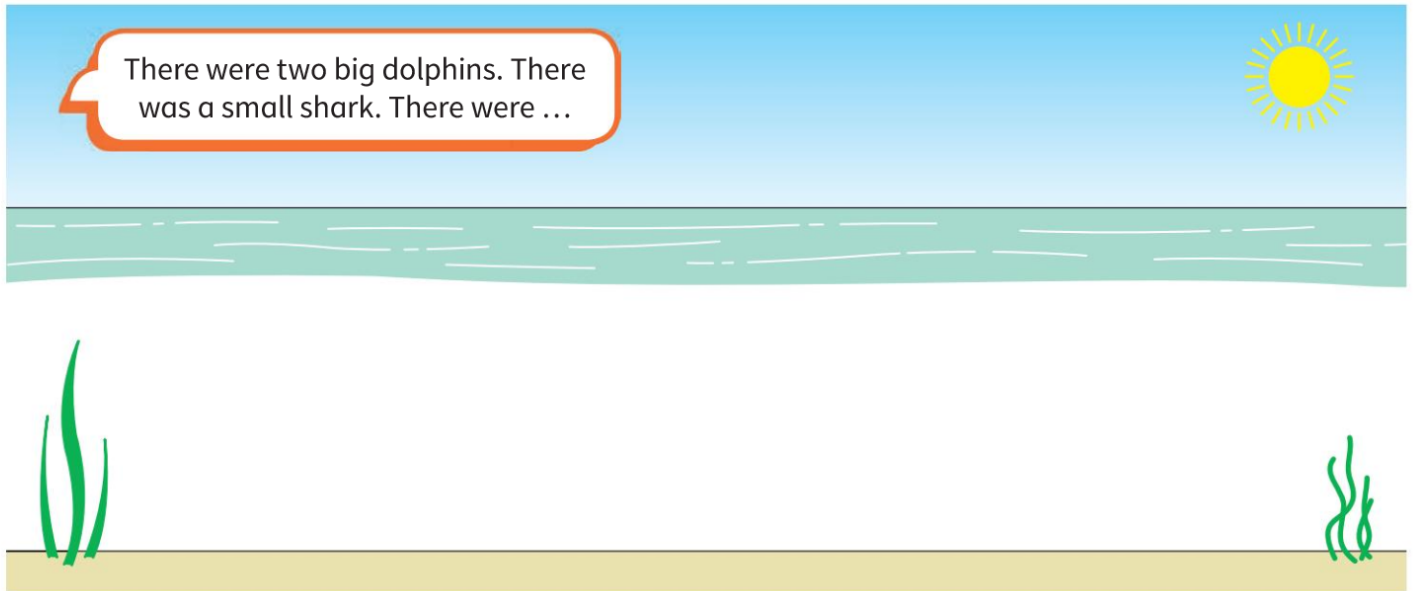
2 12 Listen and draw lines.



Leo George Amy Penny Eva Paul



- 1** Imagine you were in the sea yesterday. What was there? Draw five animals and say.



- 2** Work with a friend. Play the memory game.

There were two dolphins in the sea.

That's right!

Was there a turtle?

No, there wasn't.

- 3** Think of a place and imagine you were there at the weekend. Talk about your place. Can your friend guess it?

Who was with you?

What wasn't there?

What was there?



I was at a fantastic place at the weekend. I was there with my parents and cousins. There were some amazing animals. There were some lions and ... There weren't any ...

Were you at a wildlife park?

Yes, I was!

6

Comparatives



Language focus

Use **comparatives** to compare two people, places or things.

The doctor is **taller than** Ewan.

There are some rules to learn:

Add **er** to the end of adjectives with one syllable: **slow / slower**

Put **more** before adjectives of three or more syllables: **difficult / more difficult**

Sometimes, when an adjective is written **consonant + vowel + consonant**, double the final consonant: **sad / sadder**

When an adjective ends in **y**, change the **y** to an **i** and add **er**: **busy / busier**

There are some irregular adjectives that do not follow rules:

good better bad worse



1 Write the comparatives.

1 small smaller

2 fast _____

3 new _____

4 quiet _____

5 big _____

6 happy _____

7 funny _____

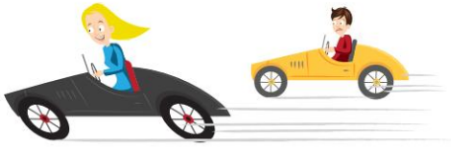
8 famous _____

9 beautiful _____

10 expensive _____

2

Use the comparatives from Activity 1 and write sentences.



1 The yellow car is slower than the black car. (slow)



2 _____ (big)

the new tower the old tower



3 _____ (tall)

Clock A Clock B



4 _____ (old)

SP Mini Com20 Plus



5 _____ (cheap)



6 _____ (sad)

3

Complete the dialogue with the words from the box.

smaller cheaper bigger than better more expensive

Katya How much is this mobile phone?

Shop assistant Oh, that one is £399.

Katya That's too (1) expensive. I'd like a (2) _____ one.

Shop assistant This one is £200.

Katya That's a (3) _____ price.

Shop assistant As you can see, it's much (4) _____ our other phones, and it's got a (5) _____ beautiful design.

Katya I like it, but it's too big for me. Have you got any (6) _____ phones?

Superlatives



Language focus

Superlatives are used to describe a quality that a thing or person has the most or least of in a group.

*Laila is **the cleverest** student in the class.*

There are some rules to learn:

Put **the** before the adjective and add **est** to the end of adjectives with one syllable:

slow / the slowest

Put **the most** before adjectives of three or more syllables: **difficult / the most difficult**

Sometimes, when an adjective is written **consonant + vowel + consonant**, double the final consonant: **sad / the saddest**

When an adjective ends in **y**, change the **y** to an **i** and add **est**: **busy / the busiest**

1 Write the superlatives.

1 small **the smallest**

2 fast _____

3 new _____

4 quiet _____

5 big _____

6 happy _____

7 funny _____

8 famous _____

9 beautiful _____

10 expensive _____

2 Complete the poem with superlatives from Activity 1.

Jack can run. He can run very fast.
 He's (1) the fastest boy in school,
 And Jane tells jokes like no one else.
 She's (2) _____ and she's cool.
 Robert's (3) _____ – a friendly boy.
 He laughs and smiles all day,
 While Sally's (4) _____. She doesn't
 speak up. She says she's got nothing
 to say.
 (5) _____ student in our year is
 Beth McBeth – she's with me.
 I'm going to tell her everything and
 introduce class 6C.



3 Answer the questions. Write complete sentences.

1 Who is the funniest person in your class?

2 Who is the oldest person in your class?

3 Who is the youngest person in your class?

4 Who is the best at drawing in your class?

5 Who is the cleverest person in your class?

Reading: an advertisement

1 Look at the information in the advert. Then complete the sentences.

Do you need to go shopping for a new toothbrush? If you want a brighter smile than anyone else's, you need

The Tooth Company's

Pearly White X300

– the electric toothbrush that gives you the cleanest teeth in the world!

The Pearly White X100 was good.

The Pearly White X200 was better.

The Pearly White X300 is the best.

The Pearly White X300 comes with its own beautiful carrying case at no extra cost!

Buy it today to take advantage of our special price!

Was £89.99, now only £69.99!



Available in all good electrical shops or at
www.thetoothcompany.com

- 1 The Tooth Company says the Pearly White X300 gives people the cleanest teeth.
- 2 The advert says the Pearly White X200 was _____ than the Pearly White X100.
- 3 The advert says the Pearly White X300 is the Tooth Company's _____ toothbrush.
- 4 The Pearly White X300 is 20 pounds _____ than it was before.
- 5 The Pearly White X300 gives you a _____ smile.

1 Write the words underneath the pictures.

laptop games console ~~tablet~~ mobile phone



1 tablet



2 _____



3 _____



4 _____

Help with Writing

Advertisements often use comparatives and superlatives to try to make people buy products. Look at the example of the Tooth Company's advert for the Pearly White X300. It says the toothbrush is 'the best'.

2 Imagine you work for one of the following:

- The Tablet Shop.
- The Mobile Phone Emporium.
- Laptops Incorporated.
- Games Console World.

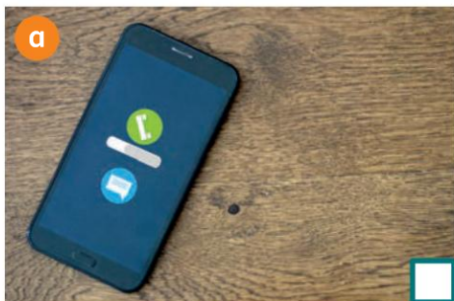
Write an advertisement for a laptop, games console, tablet or mobile phone. Give your product a name and a price. Try to use comparatives and superlatives when describing it. Use the Tooth Company's advertisement to help you write yours.

Listening: technology

1



Listen and number the photos.



2



Listen. Are sentences 1–6 true or false?

- 1 Sam's laptop is bigger than Suzie's.
- 2 The red clock is the most beautiful.
- 3 The green mobile phone is the most expensive.
- 4 The black torch is smaller than the brown torch.
- 5 The orange walkie-talkie is the cheapest in the shop.
- 6 Gwen's games console is faster than Jon's.

☐ f

☐

☐

☐

☐

☐



Speaking

- 1** Talk about the mobile phones.
Use the words from the box.

Which phone is the biggest?

The Tech 300!

biggest smallest shortest longest nicest ugliest cheapest most expensive



£85

Tech 300



£65

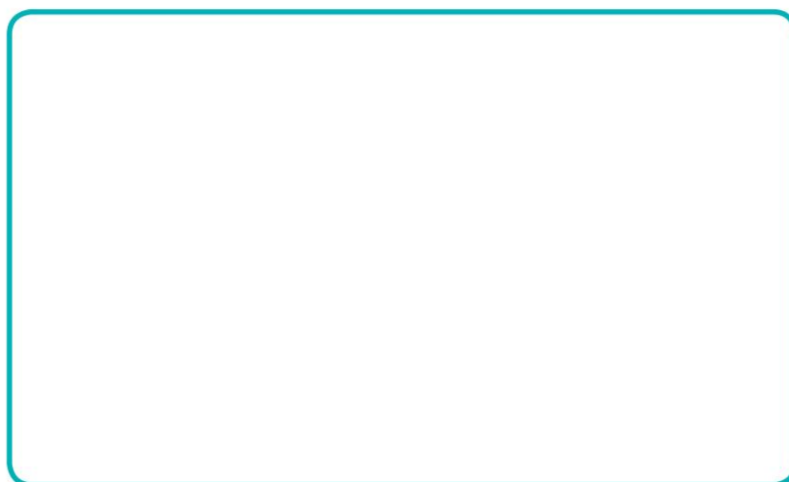
XZ 10



£95

CLICK ONE

- 2** Draw a special mobile phone. Complete and practise.



This is a special mobile phone.
It's called _____.
You can _____ and
it _____. It's the
_____ mobile phone
in the world!

- 3** Talk about your special mobile phone.



This is a special mobile
phone. It's called the Talk 24.
You can talk to it and it talks
to you. It's the funniest
mobile phone in the world!

7

Past simple: regular verbs



Language focus

Use the **past simple** to talk about something that happened in the past at a specific time.

She **played** football yesterday.

Regular verbs in the past simple are verbs which end in **ed**, such as **played**, **watched** and **visited**. They are the same for every person: **I, you, he, she, we, they**.

1 Put the verbs into the past simple.

To: Jen

From: Marco

Hi, Jen

Is your arm better? I hope so. Last week was the half-term holiday. No school – brilliant! On Monday, I (1) **played** (play) basketball with my cousins. What a game! On Tuesday, Fabio and I (2) _____ (watch) a film at the new cinema in town. It was boring. On Wednesday, my sister and I (3) _____ (visit) my grandmother. We (4) _____ (walk) around the beautiful park next to her house. On Thursday, I (5) _____ (cook) the evening meal for everyone – spaghetti! I love cooking. On Friday, I (6) _____ (stay) at home because I was a bit tired. At the weekend, it was really sunny. I (7) _____ (help) my parents in the garden. I really (8) _____ (like) my half-term holiday! How was your week, Jen?

Write soon!

Marco

2

What did the Keita family do on Saturday? Complete the sentences with the words from the box in the correct form. Then match the sentences with the pictures.

land look shout watch ~~play~~ talk



1 The Keita family played tennis.

☒ d

2 Mr Keita _____, 'Watch out!'

☐

3 Fatim _____ on her elbow.

☐

4 Mr and Mrs Keita _____ to Dr Traoré.

☐

5 Dr Traoré _____ at Fatim's elbow.

☐

6 Everyone _____ TV in Fatim's room.

☐

3

What did your family do at the weekend? Write sentences in the past simple using these verbs: *play, watch, listen to, cook, help, visit*.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Past simple: irregular verbs



Language focus

Irregular verbs in the past simple do not end in **ed**.

Alison **came** home by train.

The past simple of **come** is **came** not **comed**. Irregular verbs in the past simple have forms that you have to learn, but the forms are the same for every person: **I, you, he, she, we, they**.

1 Put the verbs in 1–9 into the past simple.

1 wake up woke up

4 have _____

7 say _____

2 give _____

5 go _____

8 write _____

3 feel _____

6 eat _____

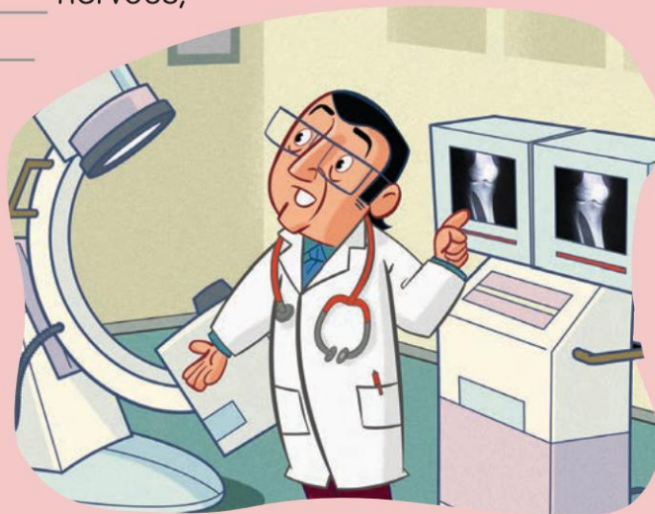
9 see _____

- 2 Complete the blog with the past simple form of the verbs from Activity 1. Use each verb only once.

Joan's Health Blog



I (1) woke up early. I was very excited. I (2) _____ to the hospital on the bus. The hospital? Yes, that's right! I was OK, but it was a very special day for me. I want to be a doctor like Olivia's dad. Dr Mathews (3) _____, 'Come to the hospital for a day, Joan.' It was brilliant! I (4) _____ nervous, but Dr Mathews was great. He (5) _____ me a tour of the wards. I (6) _____ the special machines and met the nurses. They worked really hard. At lunchtime, I (7) _____ my sandwiches in the canteen with all the doctors. I asked the doctors lots of questions! I (8) _____ a great time! When I got home I (9) _____ an email to Dr Mathews to say thank you!



- 3 There are eight mistakes with past simple verbs in the text. The first one is given. Can you find the other seven?

Last week (is) a difficult week. Everyone was sick. Vicky had toothache, Martin had a cold and I have a terrible cough. I wake up with it on Monday morning. 'Oh no,' I say to Mum and Dad. 'I've got another cough.' I go to the doctor and he give me some special medicine. Vicky and Martin had pills to take too. We are all OK by the end of the week, but Mum and Dad feel very tired.

1 was

4 _____

7 _____

2 _____

5 _____

8 _____

3 _____

6 _____

Reading: a story

1 Read the story. Put the events in order.

The Girl Who Needed A Break

What an awful Monday! One of the worst. Sally was at her friend's house to do some homework. 'What can I do, Mira?' Sally said. 'I felt awful last week. I felt awful yesterday. I feel awful today. I've got this awful cough, Mira. And this awful cold. And this awful headache. And this awful earache. And this awful stomach-ache. Really, I feel quite awful.'

Mira looked at Sally and smiled. 'Sally,' Mira said, 'there is nothing wrong with you! There was nothing wrong with you last week. There was nothing wrong with you yesterday. There is nothing wrong with you today.'

'Um, I don't understand. What do you mean?'

Mira smiled again. 'Sally,' Mira said, 'you're tired! That's all. You worked very hard last week. You worked very hard yesterday. You worked very hard today. You always work very hard, Sally. You're the best student in the school.'



'I try hard. That's all.'

'But there is something you're not very good at.'

'Really?' Sally wanted to be good at everything. 'What's that?'

'The most important part of studying hard is *not* studying hard. You need to take breaks, Sally. You need a rest.'

'A rest!' Sally said. 'A rest, Mira? But I can't have rests! I've got too many exams to study for. I've got to learn all about the Incas of Peru and food chains in rainforests and how people feel when they have a fever. I can't have a rest. Let's not talk about breaks or rests. What I need is something for this awful cough, and this awful cold, and this awful headache, and this awful earache, and this awful ...'

- a Mira tells Sally that she needs a rest.
- b Mira says that Sally is not unwell.
- c Sally says that she doesn't understand.
- d Sally says that she is unwell.
- e Mira tells Sally that she is very tired.
- f Sally tells Mira that she has to study for her exams.

☐☐☐☒☐☐

1 Complete the table with the information from the box.

Sally, Mira Mira's house Monday ~~The Girl Who Needed A Break~~
 Sally says she is unwell but Mira says she is OK.

The title (what the story is called)	<i>The Girl Who Needed A Break</i>
The characters (the people in the story)	
The plot (what happens in the story)	
The setting (the place where the story happens)	
The time frame (when the story happens)	

2 You are going to write a short story in the past simple. Before you write your story, plan it by making notes about:

- The title. • The characters. • The plot. • The setting. • The time frame.

3 Now write your short story. Use the story of Sally and your notes from Activity 2 to help you.

Help with Writing

Writing stories is all about making something interesting for the reader. Writers try to catch the attention of their readers immediately, from the very first sentence. Try to write a first sentence that makes a reader want to read the rest of the story!

Listening: health

1



Listen and tick ☒ Nick's health problems.

1



2



3



4



5



6



2



Listen and put Kate's story in order.

☐

Kate played football and she was the goalkeeper.

☐

Kate and her sister played computer games.

☐

Thomas kicked the ball at Kate.

☒

Last Saturday, Kate went to the park with her friends.

☐

Kate got the ball, but she hurt her knee.

☐

At home, Kate watched a football match with her parents.



1 What's the matter? Choose, say and guess.

What's the matter?

I've got problem number 4.

You've got a stomach-ache.



2 Work with a friend. Talk about the health problems in Activity 1. Use the ideas from the box and your ideas.

stay at home go to the doctor's take some medicine
sleep get some fresh air have a hot drink put some ice on it
have a rest drink lots of water take a pill

I had a headache at the weekend.

Oh, poor you!

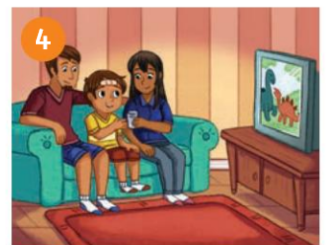
I stayed at home and had a rest.

Help with Speaking

A story has got a beginning, a middle and an end. These parts help us understand what is happening. Before you tell a story, think about its three parts. What do you want to say in each one?

3 With your friend, tell the story about Hugo. You can use the verbs from the box in the past simple.

go hurt sit put
give have watch feel



Last Sunday, Hugo went to the park to run. He was ...

8

Negatives with past simple



We went to a pizza restaurant on the last night of our trip. It was Leah's birthday. I **didn't like** my pizza. It was horrible!



Language focus

Negatives with past simple are formed with **did + not + infinitive**.

Carla **didn't go** to the party because she had lots of homework.

The forms are the same for every person: **I, you, he, she, we, they**.

- 1** Complete the sentences with the verbs from the box in the negative form of the past simple.

eat swim speak drink spend **go**

I had a great time with my family in Spain because ...

- 1** I didn't go to bed too late. I got a good night's sleep every night.
- 2** I _____ too much food. I ate just the right amount.
- 3** I _____ sugary drinks. I drank water instead.
- 4** I _____ in the sea in the hottest part of the day. I went in the morning before it got too hot.
- 5** I _____ lots of money on silly souvenirs. I saved my money for a beautiful book.
- 6** I _____ English all the time. I learned some Spanish so I could make friends with people.

2

Put the past simple verbs into the negative form.

Can I tell you about our trip around the world?

(1) We travelled to so many countries. We didn't travel to so many countries.

(2) We saw the Taj Majal in India. _____

(3) We ate tapas in Spain. _____

(4) We walked in the Outback in Australia. _____

(5) We had a great time! _____

(6) We flew to Brazil for the Rio Carnival. _____

(7) We drove to Argentina to see Buenos Aires.

(8) We liked it there. _____

(9) In China, we took photographs of the Great Wall.

(10) In Turkey, we loved the cities of Istanbul and Izmir.

I can't wait for our next adventure. We're going to Egypt!



3

Match the sentence halves.

1 We went to the cinema to see a new film

2 Mick and Andy had a great time in Germany

3 I went to the park with my friends on Sunday

4 My brother went to Chile last summer

5 I sent postcards home from our trip

6 My sisters stayed in a hotel near the beach

a but I didn't play football. It was too hot for me.

b but I didn't send one to Grandma. I forgot! She wasn't happy with me.

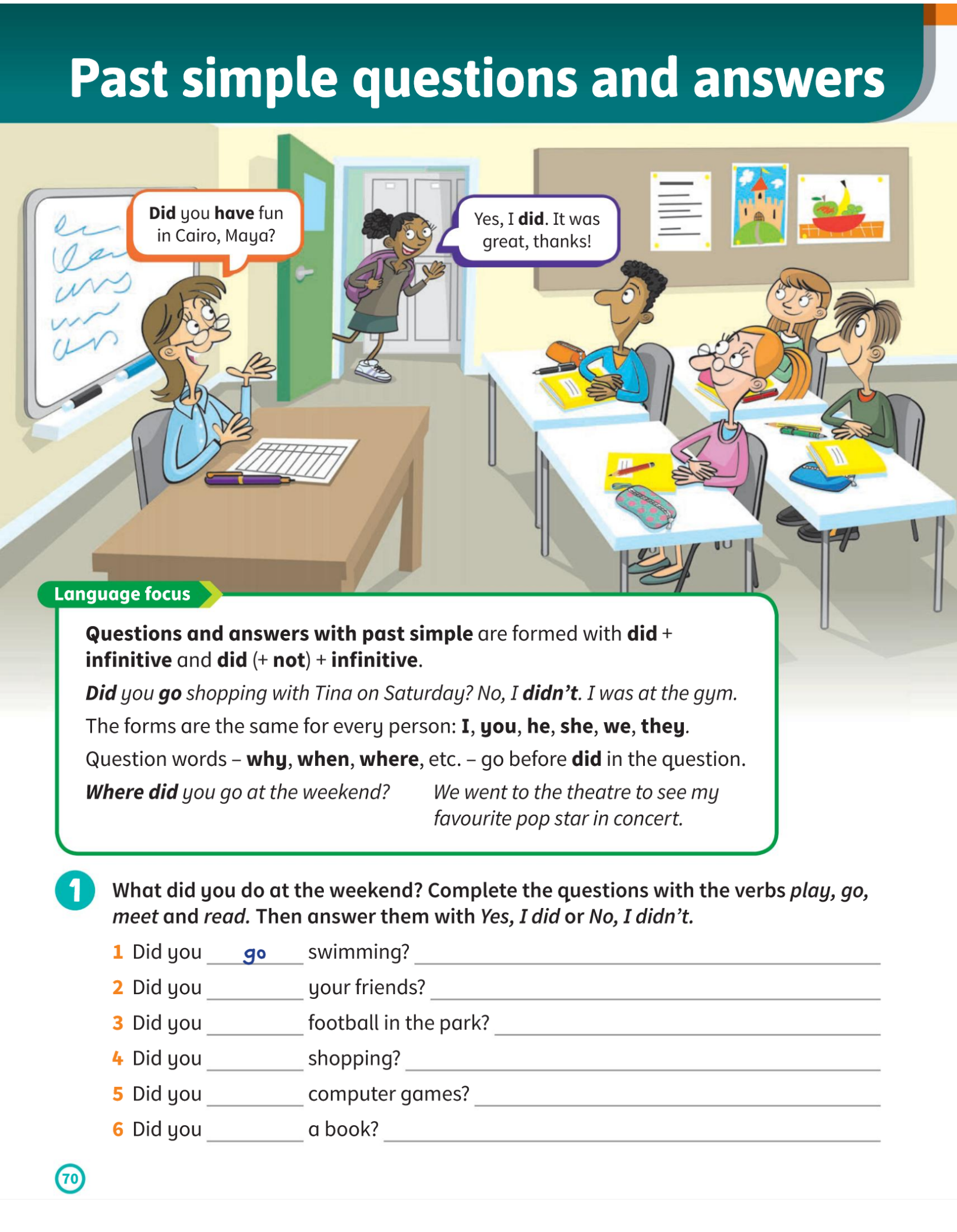
c but they didn't like it very much. They said it was too noisy at night!

d but Mo didn't like it. 'I don't like fantasy films,' he said.

e but he didn't visit the capital, Santiago. He stayed in a place called Valparaíso.

f but they didn't have good weather there. They said it rained almost every day!

Past simple questions and answers



Did you **have** fun
in Cairo, Maya?

Yes, I **did**. It was
great, thanks!

Language focus

Questions and answers with past simple are formed with **did** + **infinitive** and **did** (+ **not**) + **infinitive**.

***Did** you **go** shopping with Tina on Saturday? No, I **didn't**. I was at the gym.*

The forms are the same for every person: **I, you, he, she, we, they**.

Question words – **why, when, where**, etc. – go before **did** in the question.

***Where did** you go at the weekend? We went to the theatre to see my favourite pop star in concert.*

1 What did you do at the weekend? Complete the questions with the verbs *play, go, meet* and *read*. Then answer them with *Yes, I did* or *No, I didn't*.

- 1 Did you go swimming? _____
- 2 Did you _____ your friends? _____
- 3 Did you _____ football in the park? _____
- 4 Did you _____ shopping? _____
- 5 Did you _____ computer games? _____
- 6 Did you _____ a book? _____

2 Make questions using the information in the table.

1 Where	did	you	stay? (x2)
2 How			go?
3 Who			do?
4 Where			go with?
5 What			travel there?
6 How long			

1 **Where did you go?**

4 _____

2 _____

5 _____

3 _____

6 _____

3 Answer the questions from Activity 2 about the last holiday you went on.

My last holiday

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____



4 Complete the dialogue with the words from the box.

stay long went ~~Did~~ see

Tilly Hi. How was Sydney? (1) Did you have a good time? What did you (2) _____? How (3) _____ did you stay there?

Callum For three weeks.

Tilly Did you (4) _____ in the city the whole time?

Callum Whoa! What a lot of questions! We (5) _____ to the Gold Coast for a week. It was great!

Reading: a biography

1 Read the biography. Then answer the questions.

The Traveller of the Medieval World

Ibn Battuta was one of the world's greatest travellers. He was born in 1304 in Tangier in Morocco, North Africa, and went to school there. In 1325, he began his travels, going first to Mecca, an important city in modern-day Saudi Arabia. He later decided that he wanted to travel to as many places as possible. He went on to Egypt, China and Tanzania, and to famous cities such as Baghdad and Constantinople, which today is called Istanbul.

For almost 30 years, Ibn Battuta travelled the medieval world, visiting three continents and 40 countries, travelling around 120,000 km. He enjoyed learning about other cultures and met many important people such as the rulers of the countries he visited.

Ibn Battuta wrote a book about his experiences. He called it *Rihla*. This is a word in Classical Arabic that means 'journey'.

We don't know exactly when Ibn Battuta died. Some believe it was in 1368 or 1369. Others say it was in 1377. What we do know of him is that he was one of the world's greatest travellers.



- 1 What was his name? Ibn Battuta
- 2 Where was he born? _____
- 3 When was he born? _____
- 4 How many countries did he travel to? _____
- 5 How many years did he travel for? _____
- 6 What was he most famous for? _____
- 7 When did he die? _____

1 Answer the questions about Nellie Bly with the facts from the box.

She was a journalist ~~In 1864 in Pennsylvania, USA~~ In 1922 72 days
Around the world In 1899 By ship, horse and other types of transport

- 1 Where and when was she born? In 1864 in Pennsylvania, USA
- 2 What was her job? _____
- 3 Where did she travel? _____
- 4 How many days did she travel for? _____
- 5 How did she travel? _____
- 6 When did she go on the trip? _____
- 7 When did she die? _____



Help with Writing

Biographies give us the facts of someone's life – where they were born, where they lived, etc. But a biography can also give the reader more interesting information than that. For example, from the biography of Ibn Battuta, you learned that he spent almost 30 years of his life travelling. In a biography, try to include a really interesting fact about the person.

2 You are going to write a biography of Nellie Bly. Use the biography of Ibn Battuta and the facts from Activity 1 to help you.

A Biography of Nellie Bly

Listening: travelling

1 17 Listen and match.

1 Vicky ☒ a

2 Karl ☐

3 Liz ☐

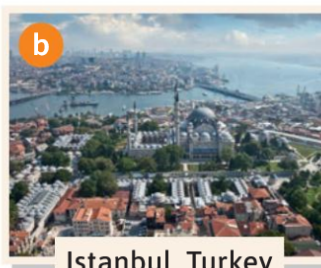
4 Tony ☐

5 Meg ☐

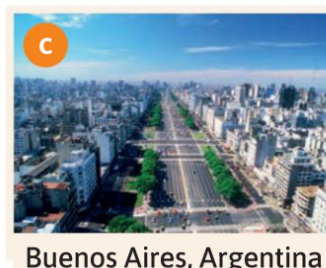
6 Simon ☐



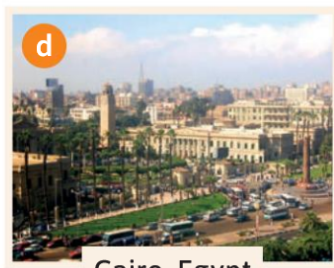
Rio de Janeiro, Brazil



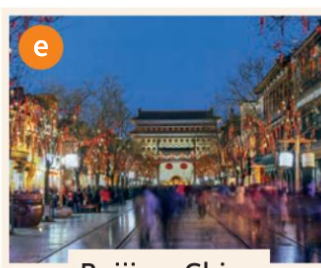
Istanbul, Turkey



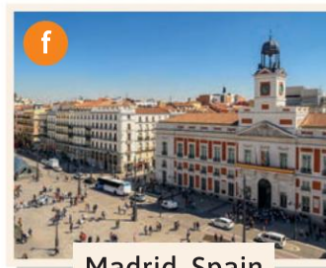
Buenos Aires, Argentina



Cairo, Egypt



Beijing, China



Madrid, Spain

2 18 Listen to Grandpa Joe talk about his trip. Circle the correct answers.

1 Which country did Grandpa Joe visit?

☒ a India.

b Mexico.

2 How did he travel around there?

a By bus and car.

b By bus, car and plane.

3 Who did he travel with?

a A group of people.

b His family.

4 Where did he stay?

a In big hotels.

b In small hotels.

5 How long did he stay in that country?

a One month.

b Two weeks.

6 Who wants to visit Australia?

a Mary.

b Grandpa Joe.



Speaking

1 Look at these holiday places. Play the guessing game.

Did you swim in the sea?

No, I didn't.

Did you go skiing?

Yes, I did!

You went to the mountains!



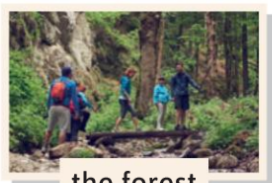
the beach



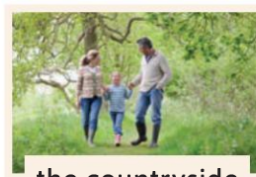
the mountains



the desert



the forest



the countryside



a big city

2 Think of a trip that you enjoyed. Write answers. Then practise.

- 1 Where did you go? _____
- 2 Who did you go with? _____
- 3 How did you travel there? _____
- 4 What did you do and see? _____
- 5 What was your favourite thing or place? _____

3 Talk about your trip.

Last summer, I went to Australia with my mum, dad and sister. We travelled by plane. I swam in the sea over the Great Barrier Reef and saw lots of cool animals. My favourite place was Uluru, a big rock in the desert.

9

Future with *be going to* + infinitive

We've all got lots of plans for the summer, Grandpa! Edith's **going to** travel to Australia with her parents. Nora and Stefan **are going to** stay at a football camp in Poland. And we're **going to** Japan next week. I can't wait!



Language focus

Use **future** with **be going to + infinitive** for plans and predictions.

We're going to have a picnic at the weekend. It's not going to rain.

Plans

I'm not going to stay at home at the weekend. I'm going to visit my cousin.

We're going to practise the new dance for the party.

Predictions

I think it's going to be sunny tomorrow.

Dad says it's going to be really windy tonight.

1 Write sentences with *be going to* + infinitive.

Good morning, everyone. Here is your weather forecast for this week. Today (1) *it / go / to be / very sunny*.

Use sun cream! But tomorrow (2) *it / go / to be / different*.

(3) *It / go / to rain / all day*. So you'll need your umbrella, your raincoat and your waterproof boots. On Wednesday

and Thursday (4) *it / go / to be / cloudy and windy*, but (5) *it / not / go / to rain*. On Friday

(6) *we / go / to have / a thunderstorm*. Be careful! That's your forecast. See you next time!



1 *It's going to be very sunny.*

2 _____

3 _____

4 _____

5 _____

6 _____

2

Next week, the Sunay family are going on holiday. What are their plans?



1 Mrs Sunay is not going to send any emails.

Mrs Sunay _____ books.



2 Mr Sunay _____ any cooking.

Mr Sunay _____ in restaurants.



3 Bebee the dog _____ on the beach.

Bebee the dog _____ for a walk in the rain.



4 Grandpa Sunay _____ the bathroom.

Grandpa Sunay _____ on the beach with Grandma Sunay.

3

Complete the poem with the words from the box.

swim do fly ride going We great to

The Plan Poem

I'm going to dance, I'm going (1) to sing,
 I'm going to (2) _____ almost everything.
 On my trip to the sun with Jane and Mike,
 I'm going to swim and (3) _____ my bike.
 We're (4) _____ to go next week by plane, can't wait,
 (5) _____'re going to go next week, can't be late.
 We're going to (6) _____ to Spain by plane,
 We're going to fly – I can explain.
 We're going to (7) _____ in the clear blue sea,
 It's going to be (8) _____ – please come with me!

Questions and answers with *be going to* + infinitive



Language focus

Put **be** in the correct form at the beginning of the sentence to make a Yes/No question with **be going to + infinitive**.

Are you going to clean your bike today? Yes, I am, Mum.

Question words – **why, when, where**, etc. – go before **be** in the question.

What are you going to do tonight, Lizzie? **I'm going to go** roller skating!

1 Match the questions with the answers.

- | | |
|---|-------------------------------------|
| 1 Are you going to go to the concert? | a Nothing much. |
| 2 What are you going to do on Sunday? | b Yes, I am! I've bought a new one. |
| 3 Is Maria going to go on holiday this summer? | c Everyone! It's going to be great! |
| 4 Are you going to play computer games tonight? | d Yes, he is. On Monday. |
| 5 Who's going to come to the party? | e Yes, she is. To Chile, I think. |
| 6 Is Hassan going to come back next week? | f Yes, I am. I can't wait! |

2 Complete the questions with the words from the box.

Who ~~Where~~ When Are Is What

- 1 Where are you going on holiday?
- 2 _____ are you going to do?
- 3 _____ are you going to go with?
- 4 _____ your brother going to go?
- 5 _____ you going to go swimming every day?
- 6 _____ are you going to come back?

3 The four Baker brothers are going on holiday next week. What are they going to do? Look at the table and answer the questions.

	swim	read books	play football	eat ice cream	visit museums
Peter	×	✓	×	✓	✓
Keith	✓	✓	✓	✓	✓
George	✓	✓	×	✓	✓
Carlos	✓	×	×	×	✓

- 1 Who is going to play football? Keith is going to play football.
- 2 Who is going to do everything? _____
- 3 Who isn't going to read books? _____
- 4 What activity is everyone going to do? _____
- 5 Is Carlos going to play football? _____
- 6 Is Peter going to read books? _____
- 7 Are George and Peter going to eat ice cream? _____
- 8 Is Peter going to swim? _____

Reading: a letter

1 Read the letter. Then match the days with the activities.



Office of the Principal
Warsaw School of English
7 Marie Curie Street

Tel: 786 222

18th March

Dear students

We are all very excited about the school trip to Athens on Monday 1st April. We are going to meet at the entrance to Chopin Airport at eight o'clock. The flight leaves at 11 o'clock. We are going to stay in a hostel in the centre of the city. We are going to stay there for four days. This gives us enough time to see Athens.

On Tuesday 2nd, we are going to go to the Parthenon. From the top, there are beautiful views of Athens. It is the perfect place for taking photographs.

On Wednesday 3rd, we are going to take the funicular and go to the top of Mount Lycabettus. On a sunny day you can see all the way to the Aegean Sea.

On Thursday 4th, we are going to spend the day visiting the Plaka District. This is one of the oldest parts of the city. It is very colourful and a good place to do some shopping.

We are going to fly home on the evening of Friday 5th. In the day we are going to the National Archaeological Museum. There you can learn all about ancient Greek art.

If you would like further information about the trip, do not hesitate to call me in my office between 9 a.m. and 5 p.m., Monday to Friday.

Best wishes,
Sebastian Kowalski, principal

1 Monday

2 Tuesday

3 Wednesday

4 Thursday

5 Friday

a visit the National Archaeological Museum

b enjoy the Plaka District

c go to the Parthenon

d meet at the airport

e go to Mount Lycabettus

1 Think about your country. Answer the questions.

- 1 What are its biggest cities? _____
- 2 What places are popular with tourists? _____
- 3 When is the weather good? _____
- 4 Who are the most famous people of the past from your country?

2 Imagine you are the principal of a school. You are going to write a letter telling students about a school trip to a city in your country. Plan the letter by making notes about the following:

- When visitors are going to go.
- Where visitors are going to go.
- What the weather will be like.
- What visitors are going to do.
- Where visitors are going to stay.
- How long visitors are going to stay.

Help with Writing

When writing formal letters, try not to use contractions. Notice that the writer of the letter uses *We are all very excited* instead of *We're all very excited*.

3 Now write your letter. Use the letter about Athens and your notes from Activity 2 to help you write.

	Dear students

	Best wishes,

Listening: the weather and holidays

1  **19** Listen and write letters a–f on Finn’s diary page.

a



b



c



d



e



f



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
b					

2  **20** Listen. Are sentences 1–6 true or false?

- 1 Next week, Bella is going to the beach.
- 2 Zack’s grandparents live in the mountains.
- 3 It’s going to be sunny in the mountains.
- 4 Zack is going to take Bella’s dog for a walk.
- 5 Bella is going to swim in the sea every day.
- 6 Zack and Bella are going to read their new books.



- 1** Talk about the weather with a friend. Use the words from the box and your ideas.

rainy lightning sunny thunderstorm cold hot windy

It's going to be rainy.

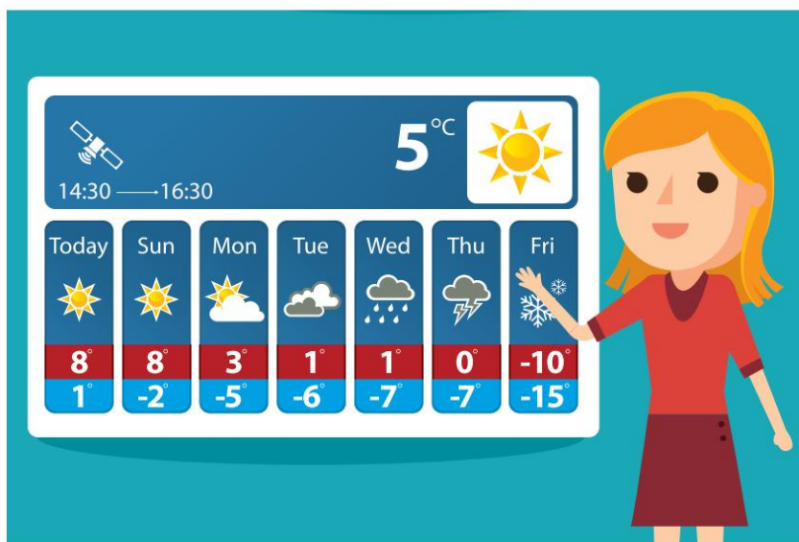
You need to take a raincoat and an umbrella.

There's going to be lightning.

You need to stay indoors.

- 2** Draw a weather forecast for the weekend. Talk about your forecast.

- 3** Show the picture of your forecast to a friend. Ask and answer.



Look – it's going to be cloudy and rainy on Wednesday.

Are you going to stay at home?

No, I'm not. I'm going to go to the cinema with friends!