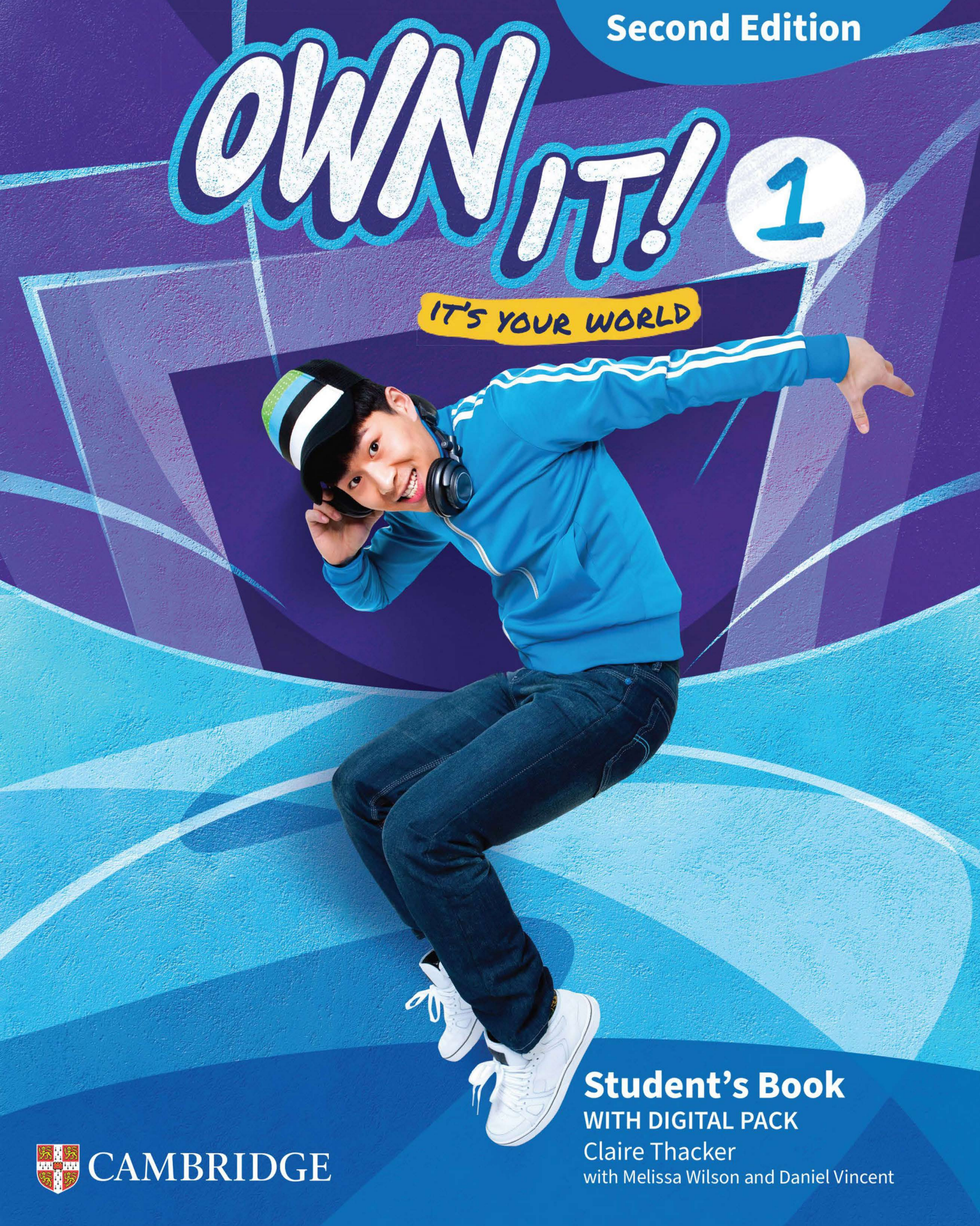
Second Edition

OWN IT! 1

IT'S YOUR WORLD



Student's Book

WITH DIGITAL PACK

Claire Thacker
with Melissa Wilson and Daniel Vincent

CAMBRIDGE

Second Edition

own it! 1

Student's Book

Claire Thacker
with Melissa Wilson and Daniel Vincent

CAMBRIDGE

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Starter

Welcome!

Vocabulary

Months

S.01 **1** **Put the months in the correct order. Listen, check and repeat.**

☐ April	☐ 1 January	☐ May
☐ August	☐ June	☐ November
☐ December	☐ July	☐ October
☐ February	☐ March	☐ September

Get it right!

In English, months and days of the week start with a capital letter. Is it the same in your language?

2 **Complete the sentences. Compare with a partner.**

1 This month is _____.

2 My birthday is in _____.

Cardinal and ordinal numbers

3 **Write the numbers.**

1 The number of letters in my name. _____

2 The date today. _____

3 The number of people in my house. _____

Learn to learn

Learning numbers together

Learn and practise cardinal and ordinal numbers together.

23 twenty-three 23rd twenty-third

S.02 **4** **Listen. Circle the numbers you hear.**

1 a 17 b (70) 3 a 12th b 20th

2 a 13 b 30 4 a 51st b 61st

Use it!

5 **Take turns to say a cardinal number. Your partner says the ordinal number.**

S.03 **6** **Listen and complete the sentences with the date.**

1 Laura's birthday is on 24th July.

2 Onur's birthday is on _____.

3 Bella's birthday is on _____.

4 Nico's birthday is on _____.

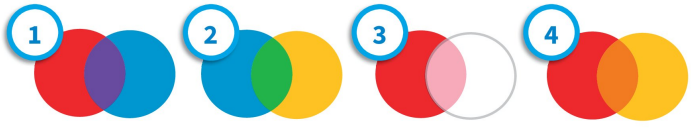
7 **Complete the sentences. Tell your partner.**

1 My birthday is on _____.

2 Today is _____.

Colours

S.04 **8** **Add the colours and write the new colour. Listen, check and repeat.**



red + blue	blue + yellow	red + white	red + yellow
purple	_____	_____	_____

S.05 **9** **Do the quiz with a partner. Circle the correct answers. Listen and check.**

The great big number quiz!!

1 The number of countries in the world is ...
a 195 b 100 c 95

2 ... million people speak English as their first language.
a 3 b 36 c 360

3 There are ... seconds in a year.
a 36,536,000 b 31,536,000 c 35,636,000

4 ... million people have the same birthday as you.
a 20 b 6 c 10

Reading
An online profile

1 Look at the photos. Where do you think Thiago and Diana are from? Read the profiles quickly and check your answers.

S.06 **2** Read the profiles again. Are the sentences *T* (true) or *F* (false)?

1 Thiago is from São Paulo. F
2 Thiago's favourite colour is blue. ___
3 Thiago is good at football. ___
4 Diana is from Granada. ___
5 Miranda is Turkish. ___
6 Diana's favourite place is her bedroom. ___

3 Find nationalities in the profiles to match the countries.

1 Spain Spanish
2 Mexico _____
3 Türkiye _____
4 Brazil _____
5 the USA _____

4 Complete the table with the countries and nationalities.

Flag	Country	Nationality
	Australia	[1] Australian
	[2] _____	Canadian
	China	[3] _____
	[4] _____	German
	Poland	[5] _____
	the UK	[6] _____

Voice it!

5 Complete the sentences with your ideas. Compare with a partner.

1 Thiago's favourite colours are yellow and green because _____ _____.
2 Diana's bedroom is _____ because _____ _____.

Welcome to my life!

Hello! My name's Thiago.

I'm from Brasília. It's the capital of Brazil. I'm Brazilian. I'm 14. I'm with Bruno and Victor in this photo. They're my best friends. We're at the same school, but I'm not in their class. Our school is an American school.

My favourite colours are yellow and green. Can you guess why?

My favourite number is 7.

My dream is to be a footballer like Vinicius Júnior. He's amazing! I'm good, too! 🙂 Are you a football fan?

What's your name? Where are you from? Write soon!





Hi! My name's Diana. I'm from Granada in Spain.
I'm 13 years old.

In this photo, I'm with Miranda and Suki. They're my best friends. They aren't Spanish. Miranda's Mexican and Suki's Turkish.

My birthday is on 9th March. When is your birthday?

My favourite colour is blue.

My favourite place is my bedroom. Guess what colour it is!

My dream is to be a singer like Camila Cabello. She's brilliant! 🙂 Are you a good singer?

What's your name? How old are you? Let me know! 🙂

Language in action

Subject pronouns and possessive adjectives



Watch video S.1
Where is Isabella from?
What is Martín's dream?

Subject pronouns	Possessive adjectives
I	**My** name is Simon.
You	What's **your** dream?
He	**His** dream is to play guitar.
She	**Her** dream is to be a singer.
It	**Its** hair is long.
We	**Our** teacher is kind.
They	**Their** car is blue.

1 **Look at the table. Circle the correct words.**

1 Alana is *my* / *I* best friend.
2 *Our* / *We* aren't from Brazil. *Our* / *We* 're from Spain.
3 *Her* / *She* name is Luna. *Her* / *She* 's 13.
4 *Their* / *They* names are Kit and Bella.

Verb *be*

+	I'**m** from the UK. She'**s** amazing. We'**re** students at an international school.
-	But we'**re not** in the same class.
?	**Is** Simon from the UK? Yes, he **is**. **Are** Isabelle and Martine friends? Yes, they **are**. **Is** Isabella from Brazil? No, she **isn't**.

2 **Use the table to complete the sentences with the correct form of the verb *be*. Check your answers in the profiles on page 5.**

1 I 'm _____ from Granada.
2 Camila Cabello _____ brilliant.
3 Miranda and Suki _____ Spanish.
4 _____ you a good singer?
5 _____ Diana's bedroom red? No, it _____.

S.07 **3** **Complete the profile with the correct form of *be*. Guess the person. Listen and check.**

Her birthday [1] is _____ (✓) on 13th December.
She [2] _____ (✗) British.
She [3] _____ (✓) American.
My favourite songs [4] _____ (✓) *Shake it Off* and *Back to December*.
[5] _____ she your favourite singer?

4 **Write questions with the verb *be*.**

1 you / 12? Are you 12?
2 you / from / Ankara? _____
3 your best friends / in your class? _____
4 your teacher / English? _____
5 today / 19th June? _____

Question words

5 **Match the question words with their functions.**

1 What	a age
2 Where	b people
3 When	c places
4 How old	d things
5 Who	e time and dates

6 **Complete the questions with *is* or *are*.**

1 Where are _____ you from?
2 How old _____ you?
3 When _____ your birthday?
4 Who _____ your best friend?
5 What _____ your favourite colour?

Grammar tutor p124

Use it!

7 **Ask and answer the questions in Exercise 4 and Exercise 6.**

Vocabulary

Classroom objects



S.08 **1** Match the words in the box with the objects in the picture 1–12. Listen, check and repeat.

1 board	☐ calculator	☐ chair	☐ dictionary
☐ door	☐ notebook	☐ pen	☐ pencil
☐ poster	☐ ruler	☐ table	☐ window



Learn to learn

Recording vocabulary

Divide the pages in your notebook to record new vocabulary. Write a translation and draw a picture to help you remember the words.

Classroom objects	Translation	Picture
ruler		

2 Organise your notebook and write new vocabulary from this unit.

3 Test a partner. Say a word in your language. Your partner says it in English. Can you remember all the new words?

Vocabulary and listening



1 **Find six classroom objects. Can you see these objects in your classroom? What colour are they? Write sentences.**

1 The dictionary is red and blue.

2 _____

3 _____

4 _____

5 _____

6 _____

d	i	c	t	i	o	n	a	r	y
f	e	a	n	i	t	o	m	p	e
w	i	l	l	b	e	t	n	o	r
h	j	c	a	s	p	e	n	t	c
a	r	u	b	e	v	b	i	r	u
r	u	l	e	r	t	o	v	e	r
c	h	a	r	t	x	o	r	l	e
i	c	t	o	r	e	k	l	o	p
g	i	o	n	e	r	a	u	h	i
t	r	r	p	p	e	n	c	i	l

Learn to learn

Using your own language

When you learn a new word in English, write a translation in your own language to help you to remember it.

2 **Write a list of the classroom objects in Exercise 2. Write translations in your own language. Cover the English words. Can you remember them?**

1 _____ _____

2 _____ _____

3 _____ _____

4 _____ _____

5 _____ _____

6 _____ _____

A talk

S.09 **3** **Listen and circle the correct answer.**

Stefan is …

a a teacher. **b** a student.

S.09 **4** **Listen again. Circle the correct answers.**

1 Stefan is in Year *7* / *10*.

2 Stefan *is* / *isn't* a friendly person.

3 It's the students' *first* / *second* day at the school.

4 At the end, Luiza *is* / *isn't* in the classroom.

Use it!

5 **Answer the questions with a partner.**

1 What classroom objects are on your table?

2 What is in your bag?

Language in action

whose + possessive pronouns



Watch video S.2
What colour is Mia's pen?
What classroom objects are there?

Whose … ?	Possessive pronouns
Whose sunglasses are these?	They're **mine**.
	They're **yours**.
Whose calculator is that?	It's **his**.
Whose pencils are those?	They're **his**.
Whose pen is this?	It's **hers**.
	It's **ours**.
	It's **theirs**.

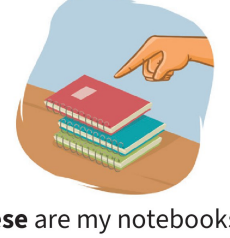
this, that, these, those



This is my pencil.



That is my calculator.



These are my notebooks.



Those are my pens.

1 **Look at the table. Complete the second sentence with a possessive pronoun.**

1 It's your pencil. It's yours.
2 That's his notebook. That's _____.
3 This table is my table. This table is _____.
4 Those are our chairs. Those are _____.
5 Is this your calculator? Is this _____?
6 Are these her pens? Are these _____?

S.10 **2** **Write the questions. Listen and match the questions with the answers.**

1 book / whose / this / is
Whose book is this? b
2 posters / those / are / whose
_____
3 are / pens / whose / these
_____
4 that / ruler / whose / is
_____

a It's his.
b It's mine.
c They're hers.
d They're ours.

Imperatives

Positive	Negative
Close the door!	**Don't** be late!

3 **Look at the table and circle the correct words.**

1 We use a verb *with to* / *without to* for imperatives.
2 We use *don't* to form *positive* / *negative* imperatives.

S.11 **4** **Complete the instructions with the verbs in the box. Listen and check.**

don't forget ~~don't write~~ listen to use write

1 Don't write on the desks!
2 _____ new words in your notebook!
3 _____ to bring your pen!
4 _____ your teacher!
5 _____ a dictionary!

S.12 **5** **Listen and follow the instructions.**

Grammar tutor p124

Use it!

6 **Take turns to give your partner instructions. Use classroom objects or your own ideas.**

Pick up your pen! *Write your birthday!*

1 Friends and family

Learning outcomes

I can ...

- understand texts about families and a festival
- phone a friend
- write an email
- understand how to use *have got*; possessive *'s*; questions with *How many ...?*
- talk about families and describe people
- draw pictures to remember words and increase my vocabulary.

Start it!

1 Look at the photo. How are friends and families different?
2 Before you watch, are friends family?
3 Where are Laura and Andrés from? Watch and check.
4 Which is your favourite family? Why?



Watch video 1.1



p13

Language in action 1.2



p15

Language in action 1.3



p16

Everyday English 1.4



p18

Globetrotters 1.5



Vocabulary

Family members

1.01 **1** Look at Beth's family tree. Match nine words in the box with the people a–i. Listen and check.

☐ aunt	☐ brother	☐ cousin
☐ dad	☐ daughter	☑ grandad
☐ granddaughter	☐ grandma	☐ grandson
☐ husband	☐ mum	☐ nephew
☐ niece	☐ sister	☐ son
☐ uncle	☐ wife	

1.02 **2** Look again at Beth's family tree. Complete the answers with words from Exercise 1. Listen, check and repeat.

1 Andy + Sara = husband and *wife*
2 Lizzie + Olga = mum and _____
3 Amanda + Theo = grandma and _____
4 Ryan + Beth = _____ and _____
5 Lizzie + Theo = _____ and _____
6 Theo + Beth = _____ and _____

3 Complete the lists with the family words in Exercise 1.

Male: *brother* _____ _____ _____ _____ _____ _____ _____

Female: _____ _____ _____ _____ _____ _____ _____ _____

Both male and female: _____

Learn to learn

Making connections (1)

Think of examples from your own life to help you remember new words.

4 Draw your family tree. Use Beth's family tree to help you.

5 Don't show your family tree. Take turns to say the name of a person in your family. Can your partner guess who they are?

Carlos. *Is he your brother?* *No, he isn't. Try again.*

Use it!

6 Imagine you are a famous person. Write sentences to describe your family. Tell your partner. Can they guess who you are?

I'm British. My brother is William. My wife is Meghan. She's American. My children are Archie and Lilibet.

Are you Prince Harry? *Yes, I am.*

Explore it!

Guess the correct answer.

A Canadian woman, Vera Sommerfeld, is a great-great-great grandma. There are … generations of women in her family.

a two b four c six

Find an interesting family fact. Write a question for your partner to answer.



Reading

A webpage

1 **Look at the photo. What is special about this family?**

a It's a small family.

b The children are very good musicians.

c The children are all students in London.

1.03 **2** **Read the webpage and check your answer.**



Meet the Kanneh-Masons

The Kanneh-Masons are a very big family. The parents' names are Stuart and Kadiatu. They**'ve got** five daughters – Isata, Konya, Jeneba, Aminata and Mariatu – and two sons – Sheku and Braimah. The children are very good classical musicians. They**'ve got** violins, pianos and cellos. They **haven't got** any guitars.

- **Isata**'s favourite instrument is the piano. She**'s got** four albums – two solo albums, one with Sheku and one with all her brothers and sisters.
- **Braimah**'s in a band called Clean Bandit and he's also in an orchestra. His favourite instrument is the violin.
- **Sheku**'s favourite instrument is the cello. He's very famous. Meghan Markle and Prince Harry are big fans of Sheku and his family. Who is Sheku's favourite musician? It's Bob Marley.
- **Konya**'s favourite instruments are the piano and the violin. She's a student at the Royal Academy of Music in London.
- **Jeneba's got** very good marks in all her piano exams. Her favourite instrument is the piano. She's a student at the Royal Academy too.
- **Aminata**'s favourite instruments are the same as Konya's. She's at school in Nottingham. She likes to sing and act.
- **Mariatu**'s at school in Nottingham too. She **hasn't got** any albums ... yet. What are her favourite instruments? The cello and the piano.
- The children are very happy – they**'ve got** concerts all over the world this year. They**'ve got** a great future!

3 **Find words in the webpage to match the photos.**

a 

cello _____

b 

_____

c 

_____

d 

_____

4 **Complete the sentences with family words.**

1 Isata, Konya, Jeneba and Aminata are Mariatu's sisters .

2 Braimah and Sheku are Mariatu's _____.

3 Stuart is Mariatu's _____ .

4 Kadiatu is Mariatu's _____ .

5 **Correct the sentences.**

1 Stuart and Kadiatu are brother and sister.
Stuart and Kadiatu aren't brother and sister. They're husband and wife.

2 Sheku and Braimah are cousins.

3 Konya and Jeneba are students in Nottingham.

4 Mariatu's at school in London.

Voice it!

6 **Discuss the questions.**

1 Is your family big?

2 What do you think life in the Kanneh-Mason family is like?

3 Is music important in your life? Why / Why not?

Language in action

have got: affirmative and negative



Watch video 1.2
True or false?
Tess has got two brothers.
Marco has got a big family.

	I/You/We/They	He/She/It
+	I'**ve got** a lot of friends.	She'**s got** two sisters.
-	I **haven't got** any brothers or sisters.	My friend Tess **hasn't got** any brothers.

1 **Look at the table. Circle the correct form of *have got*. Check your answers in the webpage on page 12.**

1 Mariatu Kanneh-Mason *has got* / *hasn't got* four sisters.
2 The Kanneh-Masons *have got* / *haven't got* any guitars.
3 Jeneba *'s got* / *hasn't got* good marks in her piano exams.
4 Mariatu *'s got* / *hasn't got* an album.

2 **Complete the sentences with *has* / *have (not) got*.**

1 My best friend *'s got* ✓ three sisters.
2 Their grandparents _____ ✗ a car.
3 Your parents _____ ✓ two nephews.
4 I _____ ✗ any cousins.

1.04 **3** **Complete the text with the correct form of *have got*. Listen and check.**



A Band of Sisters

Alana, Danielle and Este Haim are sisters and they're from California. They [1] *haven't got* (-) any brothers. They're great musicians and they [2] _____ (+) a rock band – Haim. The band [3] _____ (-) any men in it. Danielle's the singer and she [4] _____ (+) a guitar too. Alana's favourite instruments are the piano and the guitar. Alana, Danielle and Este [5] _____ (+) three albums. They [6] _____ (+) more than 2 million fans on social media and all over the world. They [7] _____ (+) a lot of famous friends – for example, Taylor Swift.

Possessive 's

Singular nouns	Regular plural nouns
Sheku**'s** favourite instrument is the cello.	The parents' names are Stuart and Kadiatu.

4 **Look at the table and circle the correct answers.**

1 We use *'s* / *s'* to show something belongs to one person.
2 We use *'s* / *s'* to show something belongs to more than one person.

5 **Complete the sentences with the words in brackets and *'s* or *s'*.**

1 *Isata's* favourite instrument is the piano. (Isata)
2 Kadiatu is _____ wife. (Stuart)
3 The Kanneh-Mason _____ names are Mariatu, Isata, Konya, Jeneba and Aminata. (girl)
4 The _____ names are Sheku and Braimah. (boy)

Grammar tutor p125

Use it!

6 **Write true and false sentences with *'s* or *s'* and *have got*. Use the ideas below or your own ideas.**

My _____'s name _____.
_____ got _____.
I haven't got _____.

My cousins' house is pink. They've got a garden.

7 **Take turns to say and guess the false sentences.**

My mum's name is Sandra.

False! Your mum's name is Emma.

Vocabulary and listening

Describing people

1.05 **1** **Complete the table with the words for describing people in the box. Listen, check and repeat.**

beard blonde brown (x2) freckles
glasses grey (x2) long moustache
red short (x2) tall wavy

Eyes		brown _____ _____
Hair style		_____ _____ _____ _____
Hair colour		_____ _____ _____ _____
Height		_____ _____
Other features		_____ _____ _____ _____

Learn to learn

Drawing pictures

Drawing pictures can help you to remember new words.

2 **Draw pictures of the words in Exercise 1.**

Describing people

brown eyes



3 **Cover the words and show your pictures to a partner. Can they guess the correct words?**

Get it right!

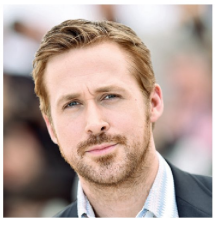
Adjectives go before nouns in English.

brown eyes ✓ ~~*eyes brown*~~ ✗

Use it!

4 **Describe the people. Use words from Exercise 1.**





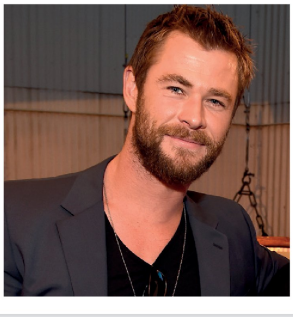
5 **Work in pairs. Take turns to describe a member of your family. Can your partner guess who they are?**

He's tall. He's got short brown hair.

Is it your dad? *Yes, it is. / No, it isn't.*

A conversation

1.06 **6** **Look at the photo and listen. Who is the actor?**



1.06 **7** **Listen again. Circle the correct answers.**

The actor …

1 is *American* / *Australian*.
2 has got *blue* / *brown* eyes.
3 has got two *brothers* / *sisters*.
4 has got *an Australian* / *a Spanish* wife.
5 has got *two daughters and a son* / *two sons and a daughter*.

Language in action

have got: questions



Watch video 1.3
Has she got blue eyes?
How many brothers has she got?

?	**Have** you **got** a best friend?	**Has** he **got** green eyes, too?	How many brothers and sisters **have** you **got**?
+	Yes, I **have**.	Yes, he **has**.	I'**ve got** one brother.
-	No, I **haven't**.	No, he **hasn't**.	I **haven't got** any sisters.

Pronunciation p118

1 **Look at the table and circle the correct words.**

1 The word order in questions with *have got* is *the same as* / *different from* affirmative and negative sentences.

2 We *use* / *don't use* got in short answers.

1.10 **2** **Write the questions and answers about the famous people in the quiz below. Write the correct answers. Listen and check.**

This week's quiz

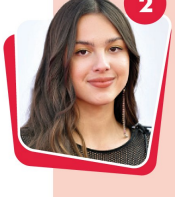
We've got the questions. Have you got the answers?



1 How many / brothers and sisters / Jaden Smith?
How many brothers and sisters has Jaden Smith got?

a one brother and one sister
He's got one brother and one sister.

b (✗) brothers or sisters
He hasn't got any brothers or sisters.



2 Olivia Rodrigo / green eyes?

a (✗) green eyes

b brown eyes



3 Scarlett Johansson / a brother?

a a twin brother / Hunter

b (✗) a twin sister

3 **Work in pairs. Write three questions like the ones in Exercise 2 about famous people. Ask another pair. Can they guess the answer?**

1 _____

2 _____

3 _____

Grammar tutor p125

Use it!

4 **Write a class quiz. Write questions with the correct form of *have got*.**

1 brown eyes
_____

2 a twin brother or sister
_____

3 a pet
_____

4 a phone
_____

5 a niece or nephew
_____

5 **Ask the people in your class your quiz questions. Write down their answers.**

Have you got brown eyes?

Yes, I have.

No, I haven't. I've got grey eyes.

6 **Compare your answers with your classmates. What is interesting or surprising?**

Speaking

Phoning a friend





1.11 **1** **Listen to the conversation. Who is Jack?**

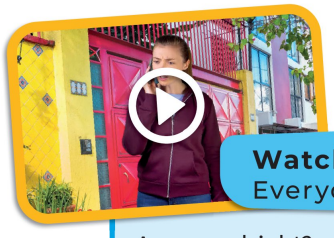
Lily [1]Hey____, Evan.
Evan Hi, Lily. Are you alright? [2]_____?
Lily OK, thanks. [3]_____?
Evan [4]_____, thanks. So, how's school?
Lily It's good.
Evan Have you got any new friends?
Lily Yes, I have. I've got one new friend. His name's Jack.
Evan Cool! I've got a new boy in my class. His name's Jack, too.
Lily Has he got wavy black hair and blue eyes?
Evan Yes, he has. That's funny! Maybe it's the same boy. Imagine if it is!
Lily That's so not funny, Evan!
Evan Got to go! [5]_____!
Lily OK. [6]_____.

1.11 **2** **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

Bye! Hey, (Evan). Hi, (Lily). How are things?
OK/Fine, thanks. You? See you later.

3 **Look at the *Everyday English* box. Find and <u>underline</u> the phrases in the conversation.**



Watch video 1.4
Everyday English

Are you alright? Cool! Got to go!
That's funny! That's so not funny!

4 **Work with a partner. Practise the conversation.**

Plan

5 **Write questions to ask your friend on the phone. Use the ideas below.**

School? _____

_____

New friends? _____

_____

Family? _____

_____

Speak

6 **Practise the phone conversation with your friend. Remember to use:**

- *have got*
- the vocabulary from this unit
- expressions from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their phone conversation and complete the notes.**

School: _____

New friends: _____

Family: _____

Writing
An informal email

1 **Look at the photo. Which boy is Javi? Read his email and find the answer.**



Your new school penfriend is Martin, from England. Write to him below.

Hello Martin,

1 ☐ I'm Javi and I'm from Montijo, a small town in the west of Spain. I've got a big house and a very big family!

2 ☐ I've got six brothers and one sister. My brother, Dani, is my twin. He's tall. He's got short straight brown hair and brown eyes, like me. He's my brother and my friend! My sister, Claudia, is ten. She's got long brown hair, blue eyes and lots of freckles! I've got a pet rabbit. His name's Thumper! 🙂🐰 My best friend's name is Toni. He's funny! 😂

3 ☐ Here's a photo of me with Dani (he's got a red shirt) and Claudia. We're in my uncle's garden.

4 ☐ Have you got a big family? Have you got any pets? Who's your best friend? 👍

Write soon!

Javi 👋🏽



2 **Match topics a–d with paragraphs 1–4.**

a Javi's questions for Martin
b Family and friends
c Introduction and reason for writing
d Extra information

3 **Complete the *Useful language* box with examples from Javi's email.**

Useful language

at the start: Hi, Hey, [1]_____

at the end: Email me soon, That's all for now, [2]_____!

contractions: I'm, I've, [3]_____, She's, [4]_____, [5]_____, Who's

symbols: use emojis to help express your feelings

4 **Read and circle the best options.**

[1]*Hi / Write soon* Lidia,

[2]*I am / I'm* Nora and *I am / I'm* your new penfriend.

[3]*I've got / I have got* two sisters.

My best friend's name is Eman. She's funny. [4]😢 / 😂

[5]*Hello / Email me soon!*

Nora [6]👋🏽 / 🎧

Write an informal email to a new friend.

Plan

5 **Make notes about these things.**

Age _____

Family _____

Pets _____

Friend(s) _____

Decide what information to include in each paragraph.

Write

6 **Write your email. Remember to include:**

- four paragraphs
- the verbs *be* and *have got*
- expressions and symbols from the *Useful language* box

Check

7 **Do you …**

- use expressions to start and end your email?
- give information about you and your family in the second paragraph?
- ask questions in the last paragraph?

Around the world

Reading
An article

1.12 **1** **Look at the photos. Where are the people? What is special about them? Read the article to check your answers.**

2 **Find words in the article that mean:**

1 two children born at the same time (n) _____
2 three children born at the same time (n) _____
3 four children born at the same time (n) _____
4 very young children (n) _____

3 **Read the article again. Circle the correct words.**

1 The Festival of Twins is one *week* / *day* long.
2 Pleucadeuc isn't a *big* / *small* town.
3 The festival is for twins, triplets and quadruplets from *France* / *all over the world*.
4 Geoffrey and Guillaume *have got some* / *haven't got any* photos as babies at the Festival of Twins.



Globetrotters

Watch video 1.5
Children's Day

- What is Children's Day?
- When is Children's Day in Japan?
- Which city are the superheroes in?

Voice it!

4 **Discuss the questions.**

1 What is interesting about the Festival of Twins?
2 Have you got any twins in your family?
3 What do you think life is like as a twin?





Twins Day

France is the third biggest country in Europe and it's got a lot of different festivals. They've got a film festival in Cannes, music festivals in Paris and in Lyon, and there's a festival of lights!

But, perhaps one of the most unusual festivals of all is 'Deux et Plus' or 'Festival of Twins' on 15th August in the small town of Pleucadeuc in the northwest of France. More than 1,000 twins, triplets and quadruplets from all over the world meet in one place! Some look the same and some look different, some even speak their own language! Imagine that!



Learn to learn

Increasing your vocabulary

When you learn an adjective, it's a good idea to learn the opposite adjective. Learning word pairs increases your vocabulary.

5 **Write the opposite adjectives for words 1–4. Find and underline them in the article.**

1 big small
2 last _____
3 normal _____
4 old _____

6 **Close your books. Say an adjective from Exercise 5. Can your partner remember the opposite adjective?**

Explore it!

Guess the correct answer.

Identical twins have the same DNA, but they don't have the same …

a eye colour. b fingerprints. c hair colour.

Find two more interesting facts about twins. Choose your favourite fact and write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank









The festival has got its own traditions. Each twin, triplet or quadruplet is usually in the same clothes with the same hairstyle! There are also a lot of interesting activities to do, like face painting, watching live music, dancing and playing fun games.

Geoffrey and Guillaume have got photos from their first visit to the Festival of Twins as babies. Now they are 13! 'It's a great day! We've got a lot of new friends this year.' Their new friends have all got the same DNA and one thing in common – they've all got brothers or sisters that look the same – or almost!!

Learn to learn

Learn to … organise your notebook

It's important to organise your notebook to help you to find your notes and study for exams.

1 **Ask and answer with a partner.**

1 Have you got a notebook?
2 Is it for all your subjects or for English only?
3 Are your notes easy or difficult to read?

2 **Look at Omar's notebook. Match 1–4 with a–d.**

1 Today's vocabulary *c*
2 Today's date ___
3 Today's homework ___
4 Today's grammar ___

a 23 September

b

have got	
I / you / we / they	have / haven't got …
he / she / it	has / hasn't got …

c

Family members	
	
dad	mum
husband	wife
brother	sister
son	daughter
uncle	aunt
nephew	niece
grandad	grandma
grandson	granddaughter
cousin	cousin

d Learn the family words from Unit 1.

Search online for a digital sticky note board. Try and use it to organise your notebook. Share your findings with your classmates.

3 **Look at Azra's notebook. Is her notebook different from Omar's? How?**

grammar

Verb be

Affirmative	Negative	Questions
I'm from Türkiye.	I'm not from Türkiye.	Am I Brazilian?
She's my sister.	She's isn't my sister.	Is she Mexican?
He's my brother.	He isn't my brother.	Is he from Ecuador?
We're at school.	We aren't at school.	Are we 12?
They're my cousins.	They aren't my cousins.	Are they at school?

vocabulary

notes

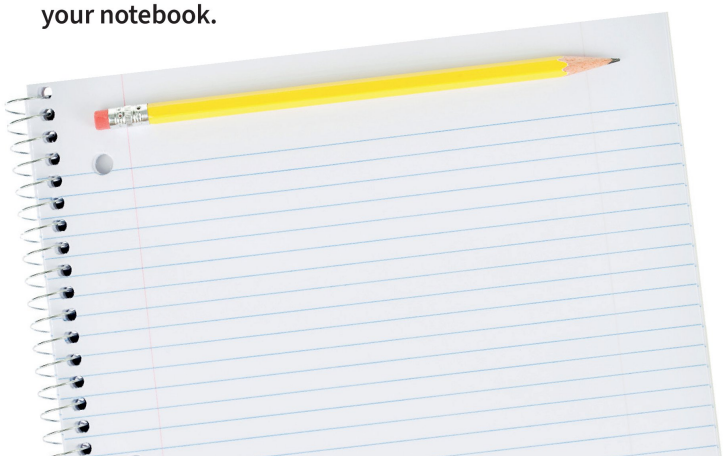
homework

4 **Ask and answer with a partner.**

1 What is good about Omar's notebook? What is good about Azra's?
2 What are some other ways to organise a notebook?
3 Which is your favourite way? Why?

OWN IT!

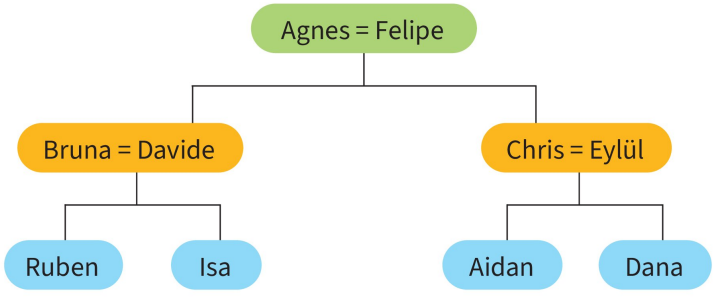
5 **Discuss with a partner. Decide how to organise your notebook.**



1 Review

Vocabulary

1 **Look at Ruben's family tree. Complete the sentences.**



1 Isa: Agnes and Felipe are my _____.
2 Bruna and Davide: Ruben is our _____.
3 Ruben: Aidan and Dana are my _____.
4 Eylül: Ruben is my _____.
5 Aidan and Dana: Davide is our _____.

2 **Complete the descriptions with words from the box.**

brown (x2) wavy glasses grey
long red short (x2) tall



Samira



Ari

Samira is [1] _____.
She's got [2] _____ _____ hair.
She's got [3] _____ eyes.

Ari is [4] _____.
He's got [5] _____ hair.
He's got [6] _____ eyes.
He's got [7] _____.

Language in action

3 **Rewrite the sentences. Replace the underlined words with the words in brackets and *'s* or *s'*.**

1 Their names are Jack and Sara. (My parents)
_____
2 Is that her phone? (Anna)
_____
3 They're their bags. (my friends)
_____
4 That's his bike. (Safi)
_____

4 **Write the questions with *have got*. Answer them with the information in brackets.**

1 how many / sisters / you (four)
_____
_____
2 Emre / any cousins (✗)
_____
_____
3 you / a big family (✓)
_____
_____
4 your best friend / a pet (✓) (two cats)
_____
_____
5 you / a phone / in your bag (✗)
_____
_____

Self-assessment

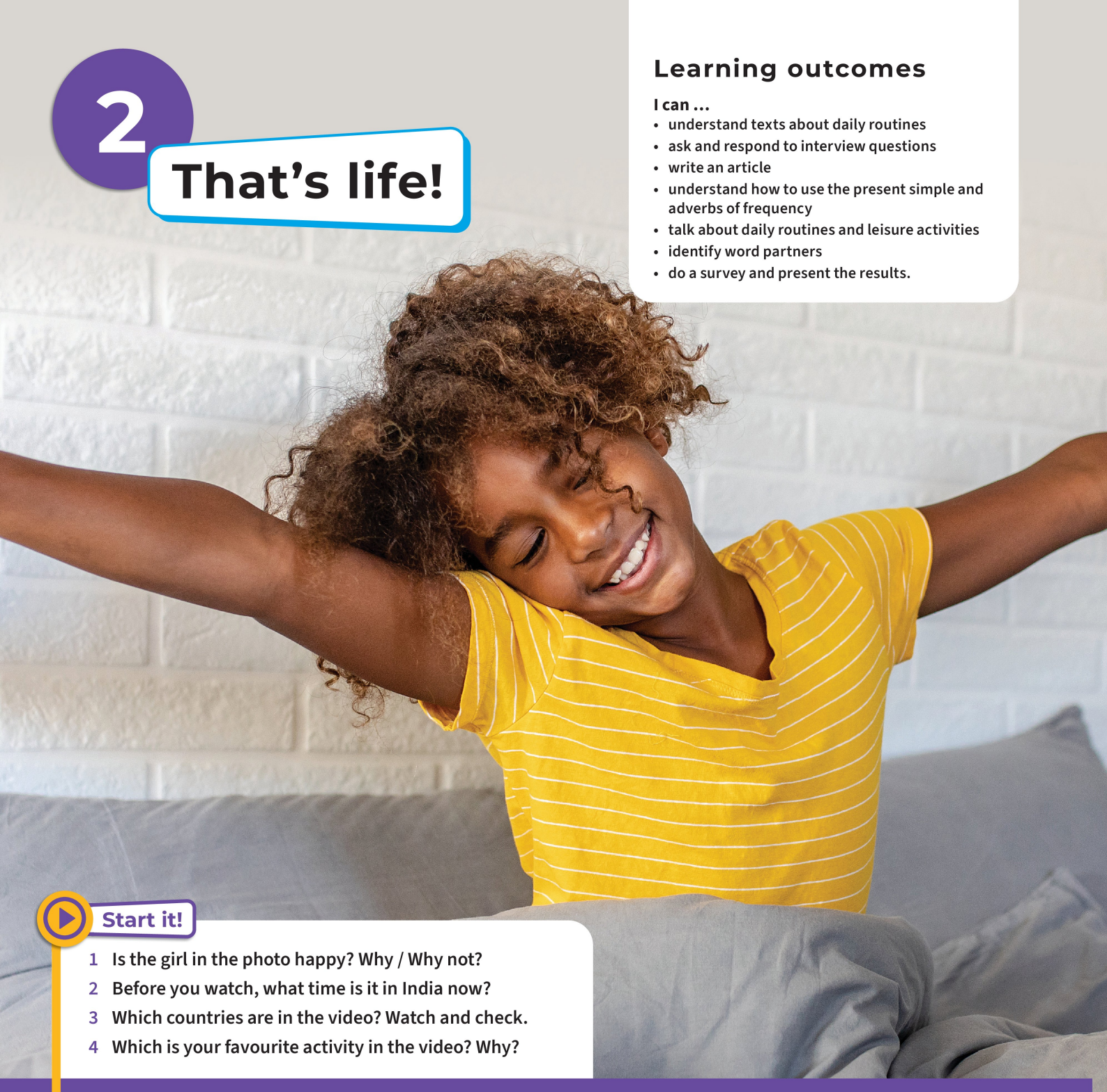
I can use family words to talk about my family.	😕	😐	🙂
I can use adjectives to describe people.	😕	😐	🙂
I can use *have got* in affirmative and negative sentences.	😕	😐	🙂
I can use *have got* in questions.	😕	😐	🙂

2 That's life!

Learning outcomes

I can ...

- understand texts about daily routines
- ask and respond to interview questions
- write an article
- understand how to use the present simple and adverbs of frequency
- talk about daily routines and leisure activities
- identify word partners
- do a survey and present the results.



Start it!

1 Is the girl in the photo happy? Why / Why not?
2 Before you watch, what time is it in India now?
3 Which countries are in the video? Watch and check.
4 Which is your favourite activity in the video? Why?

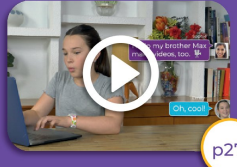


Watch video 2.1



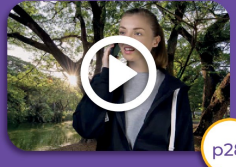
p25

Language in action 2.2



p27

Language in action 2.3



p28

Everyday English 2.4

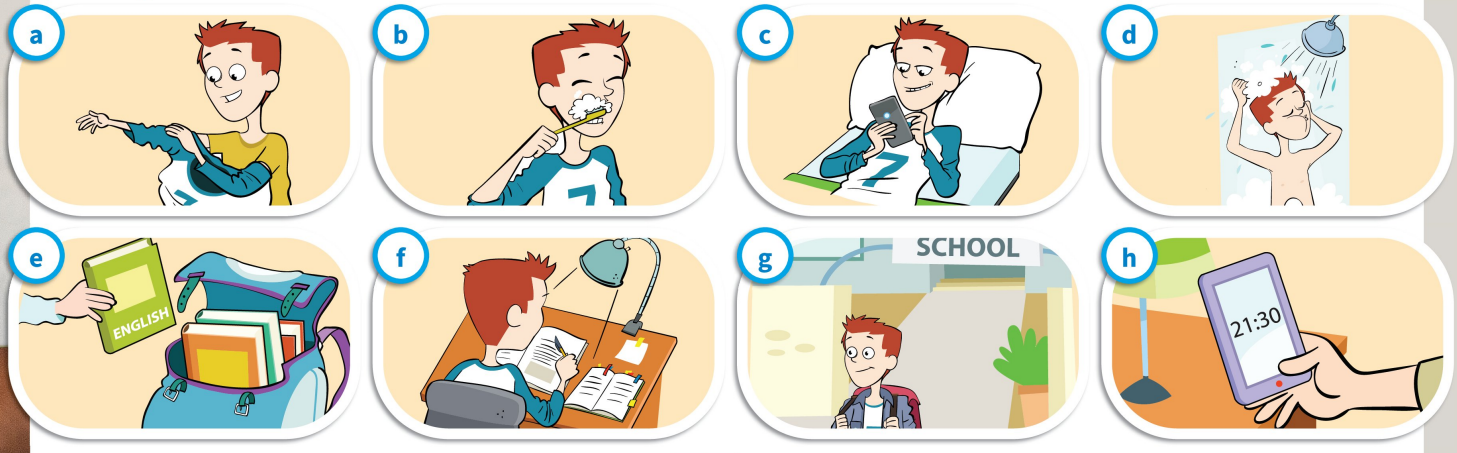


p30

Teens on screens 2.5

Vocabulary

Daily routines



2.01 **1** Match eight of the activities in the box with the pictures a–h. Listen, check and repeat.

	brush your teeth
	check your phone
	do your homework
a	get dressed
	get up
	go home
	go to bed
	go to school
	have a shower
	have breakfast
	pack your bag
	wake up

2.02 **2** Which activities in the box in Exercise 1 are not in the pictures? Write them in the correct order. Listen, check and repeat.

wake up _____ _____

_____ _____

2.03 **3** Listen to Eduardo talking about his day. Put all the activities in the correct order. Write 1–13 in the boxes in Exercise 1. Write two numbers in one box.

Learn to learn

Word partners (1)

When you learn new words, think about the words that go with them. This will help you to remember them.

4 Complete the table with activities from Exercise 1. Think of one more activity for each verb.

go	*get*	*have*
to school		

Use it!

5 Work in pairs. Take turns to say an activity from Exercise 1. Your partner guesses what time you do this activity.

have breakfast | *7 o'clock?* | *No, try again.*

Explore it!

Guess the correct answer.

When you brush your teeth and leave the tap on, you use … litres of water every minute.

a two b five c ten



Find an interesting fact about another daily routine. Write a question for your partner to answer.

Reading
A profile

A day in the life of ...



This is Cherry. She's 16 and she lives on the island of Boigu in the Torres Strait. Every morning, she wakes up, gets dressed and has breakfast. Then she packs her bag, and goes to school. In the afternoons, she doesn't go to school. Why? Because Cherry is a junior ranger. Rangers have a very important job – they protect animals, plants and their culture.

After lunch, Cherry meets the other rangers. They want to clean the oceans. The ocean is Cherry's favourite place, and its animals like **sharks** and **turtles** are important for the people of the Torres Strait. Plastic is a big problem in the ocean, especially old **fishing nets**. The animals in the ocean often swim into the nets and sometimes they die. The rangers go out in **boats** to look for nets. When they find one, they put it in the boat. It's hard work because the nets are very big and heavy.

Rangers do different jobs. They sometimes count the types of animals and plants, then they check their health. They usually work with scientists but they also use their own traditional ways to help protect their environment.

It isn't easy being a junior ranger but Cherry loves it. It's always exciting!



The Torres Strait islands are between Australia and Papua New Guinea. 8,000 people live on these islands.

1 Look at the title and the photo. Discuss the questions.

1 Where do you think this is?
2 What does the girl do every day?

2.04 **2** Read the profile and check your ideas.

3 Find words in the profile to match the photos.


a


b


c


d

4 Read the profile again and complete the sentences.

1 Cherry goes to school in the *morning*.
2 Cherry doesn't go to school in the _____.
3 Rangers protect the _____, plants and culture in the Torres Strait.
4 Cherry meets the other rangers after she has _____.
5 Cherry's favourite place is the _____.

5 Are the sentences *T* (true) or *F* (false)?

1 Rangers do the same things every day. F
2 Rangers go out on the ocean in boats. ___
3 Rangers never work with scientists. ___
4 Rangers don't do the same jobs. ___
5 It's easy being a junior ranger. ___

Voice it!

6 Discuss the questions.

1 How is Cherry's life different from yours?
2 What do you like / not like about Cherry's life?

Language in action

Present simple: affirmative and negative



Watch video 2.2
Name three things he does in the morning. Is he always on time for school?

	I/You/We/They	He/She/It
+	I **get** dressed. I **brush** my teeth. I **study** Chinese. I never **have** a banana.	He **gets** dressed. He **brushes** his teeth. He **studies** Chinese. He never **has** a banana.
-	I **don't check** my phone.	He **doesn't check** his phone.

Pronunciation p118

1 **Look at the table and complete the spelling rules for the third person.**

Most verbs: add s

Verbs ending in *-sh*, *-ch* and *-o*: add _____

Verbs ending in *-y*: replace _____ with _____

Some verbs are irregular: e.g. *have* → _____

2 **Complete the sentences.**

1 I always share my chocolate. (share)
2 He sometimes _____ his bedroom. (tidy)
3 The bus _____ near my house. (not stop)
4 She never _____ football practice. (miss)
5 They _____ their new teacher. (not know)

3 **Correct the sentences. Check your answers in the profile on page 24.**

1 Cherry doesn't live on an island.
Cherry lives on the island of Boigu.
2 Cherry meets her best friend after lunch.
_____
3 The rangers don't go out in boats to look for old fishing nets.
_____
4 It's easy for the rangers to put the old fishing nets into the boats.
_____
5 Cherry doesn't like being a junior ranger.
_____

Adverbs of frequency

to be	He **is always** on time.
other verbs	He **never stays** in bed late.

4 **Look at the table and complete the rule with *before* and *after*.**

We put adverbs of frequency _____ the verb *to be* and _____ other verbs.

5 **Complete the timeline with the adverbs of frequency.**

often sometimes usually

0% 100%
never 1 _____ 2 _____ 3 _____ always

Grammar tutor p126

Use it!

6 **Imagine you are a famous person. Write three positive and three negative sentences with adverbs of frequency about your daily routine. Use the ideas in the box.**

do exercise do interviews have breakfast
sing travel watch TV all afternoon

I always have breakfast in bed.

7 **Swap your sentences with your partner. Guess who they are.**

Are you Taylor Swift? *Yes, I am.*

Vocabulary and listening

Leisure activities



2.08 **1** **Match the activities in the box with the pictures. Listen, check and repeat.**

☐ chat online	☐ download songs
☐ go for a bike ride	☐ go shopping
☐ hang out with friends	☐ listen to music
☐ make videos	☐ play an instrument
☐ play video games	☐ read a book/magazine
☐ take photos	1 watch TV

Learn to learn

Word partners (2)

When you learn new words, learn them with the words that go with them. This will help you remember them.

2 **Complete the table with the activities in Exercise 1.**

Leisure activities			
Indoors	download songs		
Outdoors			
Indoors and outdoors			

3 **Change the words in bold and write the correct sentences.**

1 I usually **chat** music on my phone.
I usually listen to music on my phone.

2 We never **read** videos.

3 Victor **listens to** photos all the time!

4 Alex **downloads** online with his friends every evening.

5 Evie and Laura **take** the piano together.

Street interviews

2.09 **4** **Listen. Which activities from Exercise 1 do you hear?**

2.09 **5** **Listen again. Circle the correct answers.**

1 Nina and her friends (*like*) / *don't like* the same music.
2 Nina *does* / *doesn't do* her homework before she chats online.
3 Anton *plays* / *doesn't play* video games on his own.
4 George *lives* / *doesn't live* near Anton.
5 Anton *has got* / *hasn't got* a bike.

Use it!

6 **Write five sentences about your leisure activities. Use adverbs of frequency.**

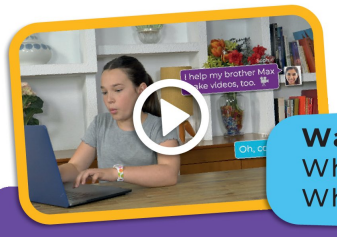
7 **Work with a partner. Take turns to say your sentences. Are any the same?**

I always chat online after school.

I never chat online after school. I read a magazine.

Language in action

Present simple: questions



Watch video 2.3
Where does Sophie live?
What does Max make?

	I/you/we/they	He/she/it
Do…? Yes/No	**Do** you ride on your own?	**Does** your friend live near you?
Wh-	**What do** you do?	**Where does** he make videos?
How often	**How often do** you ride?	**How often does** he make videos?

1 **Look at the table. Complete the sentences with *do* or *does*.**

1 When *does* he play tennis?
2 _____ you listen to music?
3 How often _____ they hang out?
4 Where _____ you go shopping?
5 _____ he read magazines?
6 _____ your brother take photos?

2 **Write the words in the correct order to make questions. Write the answers.**

1 Nina / hang out with friends / does ✓
Does Nina hang out with friends?
Yes, she does.

2 Nina and her friends / do / like / reading ✗

3 Nina / her homework / in the evenings / does / do ✓

4 Anton / walk / to George's house / does ✗

Get it right!

Remember to use the infinitive with ***do*** and ***does***.

Where does your best friend live? ✓
~~*Where your best friend live?*~~ ✗

Wh- questions

3 **Complete the questions with the words in the box.**

How often What What time
~~When~~ Where Who Why

1 *When* do you have breakfast?
2 _____ does your best friend live?
3 _____ do you get up on week days?
4 _____ do you do in your free time?
5 _____ does your English teacher give you homework?
6 _____ does he like video games?
7 _____ do you see at the weekend?

Grammar tutor p126



Use it!

4 **Write questions. Ask and answer with a partner.**

1 What video games / you and your friends / like?
What video games do you and your friends like?

2 Where / your best friend / live?

3 Who / you / meet / before school?

What video games do you and your friends like?

I like adventure games, but my friends usually play football games.

Speaking
An interview



1 2.10 **Listen to the conversation. Who is Mr Green?**

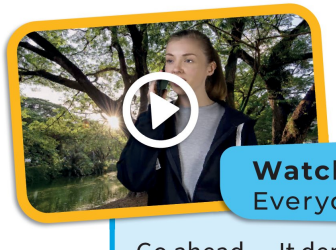
Amelia	Hello, Mr Green. [1] *I've got some questions to ask you* for the school magazine. [2] _____?
Mr Green	Go ahead.
Amelia	What time do you get up in the morning?
Mr Green	That's easy. I always get up at 5.30 am.
Amelia	[3] _____. So early! What time do you go to school?
Mr Green	It depends. I usually arrive at about half past seven.
Amelia	You're a history teacher here. Do you like your job?
Mr Green	Good question! Of course I do, especially the interviews.
Amelia	That's lucky!! [4] _____.
Mr Green	Sure!
Amelia	What's your favourite day of the week?
Mr Green	That's a difficult one! Saturday.
Amelia	[5] _____.
Mr Green	No problem. You're welcome.

2 2.10 **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

I've got some questions to ask you.
Is that OK?
I've just got one more question.
Thank you very much for your time.
That's interesting.

3 **Look at the *Everyday English* box. Find and <u>underline</u> the phrases in the conversation.**



Watch video 2.4
Everyday English

Go ahead. It depends. No problem.
Sure! That's easy.

4 **Work with a partner. Practise the conversation.**

Plan

5 **Work with a partner and decide who you want to interview. Write four questions that you want to ask. Use the ideas below. Decide on the person's answers.**

1 What time / get up?
What time do you get up in the morning?
I get up at 7.30 am.
2 What time / go to work?
_____
_____
3 Like job?
_____
_____
4 Favourite day?
_____
_____

Speak

6 **Practise the interview with your partner. Remember to use:**

- verbs in the present
- the vocabulary from this unit
- expressions from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their interview and complete the notes.**

Who do they interview? _____
Favourite day: _____
Something interesting: _____
_____

Writing
An article

1 **Read the article. Discuss the best title. Write it in the space in the article.**

1 What do you do all day?
2 What's your daily routine?
3 What does a vlogger do all day?

2 **Match topics a–c with paragraphs 1–3.**

a Description of Amy's evening routine
b Description of her morning routine
c Description of her afternoon routine

3 **Look at the *Useful language* box. Write the punctuation used in 1–6.**

1 I read a book. full stop
2 Close the door! _____
3 Do you chat online? _____
4 Canadian Amy Ritchie _____
5 chair, table, notebook _____
6 I'm they're don't _____

Useful language

apostrophe ' capital letter **A, B, C**
comma , exclamation mark **!**
full stop . question mark **?**

4 **Find and circle examples of the punctuation in the *Useful language* box in the article and title.**

5 **Write the correct punctuation in these sentences.**

1 does jane always play football at the weekend
2 juan doesnt like chocolate
3 after dinner sara does her homework watches TV and reads her book

Amy Ritchie is a Canadian vlogger. She vlogs about her life.

1 She always wakes up at 7.00, has breakfast ☕🍞🍓🍌 and checks her phone. She plans her vlog but she doesn't make it. She usually goes for a bike ride at 11.00 🚲🙂.

2 She has lunch at 1.00 and listens to music. 🎧🎶 Between 2.00 and 3.00, she practises her vlog. She takes some photos and posts them.

3 Amy doesn't have much free time. She sometimes watches TV before dinner. 📺 She always uploads her vlog at 9.00 pm and she goes to bed at 11.00.

Write an article about daily activities.

Plan

6 **Choose a famous person, or someone you know. Think about their daily activities. Choose three activities to include in each paragraph.**

Morning: _____
Afternoon: _____
Evening: _____

Write

7 **Write your article. Remember to include:**

- the information in the correct order
- the present simple and adverbs of frequency
- the correct punctuation from the *Useful language* box

Check

8 **Do you …**

- include an interesting title with a question?
- introduce the person, their nationality and what they do?
- list three activities for the morning, afternoon and evening?

Digital literacy

Staying safe online

1 Look at the photo and the title. How can we stay safe online? Work in pairs and write down two ideas.

2.11 2 Read the text and check your ideas.

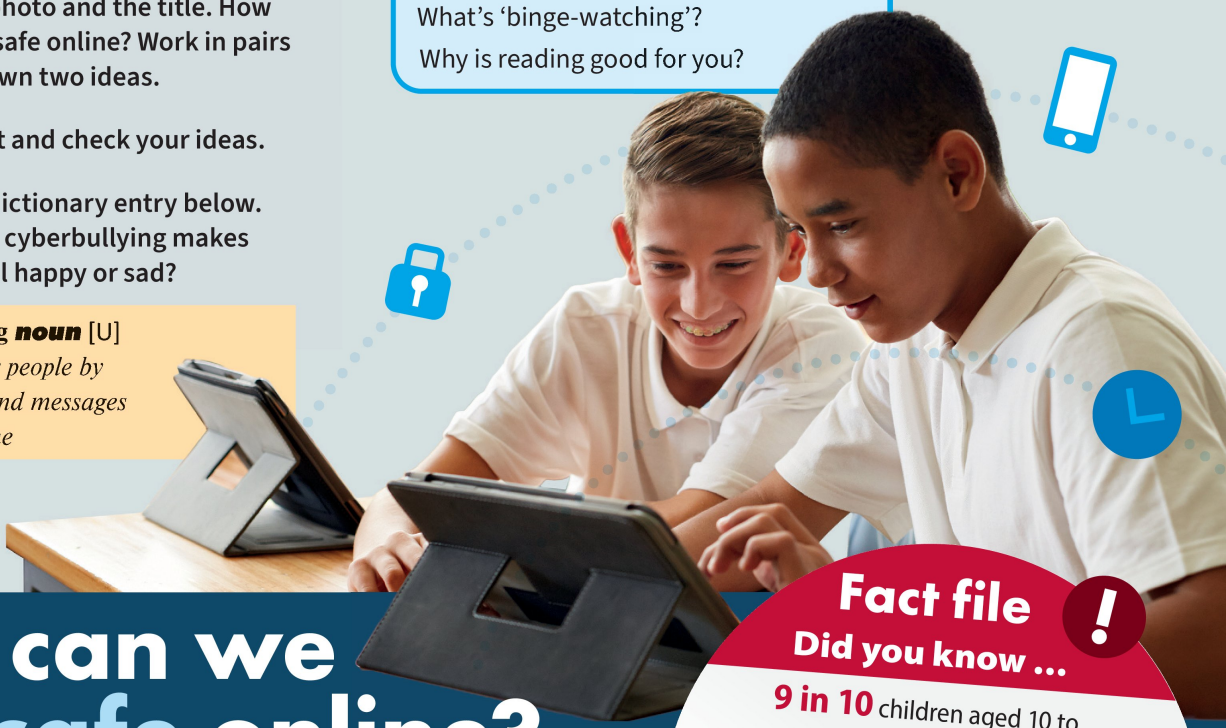
3 Look at the dictionary entry below. Do you think cyberbullying makes someone feel happy or sad?

cyberbullying ***noun*** [U]
hurting other people by sending unkind messages to them online



Watch video 2.5
Teens on screens

What do you do with your screen time?
What's 'binge-watching'?
Why is reading good for you?



How can we stay safe online?

There are a lot of things you can see and do on the internet. From videos and music to studying and gaming, it's a place where you can play, learn and meet other people.

But as well as all the useful information you can find online and the fun activities that you can do, there are also dangers, and it's important to stay safe.

On average, teenagers spend almost seven hours online every day! That's around 57% of their time. To stay healthy, it's important to find time to do other activities.

Not everyone on the internet is who they say they are. Be careful about what you share online.

The internet can sometimes be unfriendly. Cyberbullying is a real problem. Always be kind to other people online.

Stay safe:

Limit your screen time: Set an alarm to tell you when it's time to do some real-world activities, like sports, reading or spending time with friends.

Protect your privacy: Use strong passwords so other people can't see your personal information. Never share your password or details with anyone online.

Think before you click: Be careful of links to sites you don't know, or messages from people you don't know.

Stranger danger: Only accept friend requests from people you know in real life. This can help you to avoid dangerous situations.

Get help: If you have a problem and you don't know what to do, talk to an adult you know.

The internet is amazing, but it's important to remember these rules and stay safe!

Fact file
Did you know ...

9 in 10 children aged 10 to 15 years go online every day.

On average, **a third** of children share videos they make on websites like YouTube.

75% of teenagers get messages from people they don't know.

Around **one-fifth** of children experience cyberbullying.

Vocabulary extra

4 **Match the words in the box with their meanings.**

friend request limit screen time
links privacy share online
strong password

1 to put information, messages or videos on the internet *share online*
2 when someone asks to be your friend on social media _____
3 a secret word you can use to go online _____
4 keeping your personal information secret from other people _____
5 connections to a website, video, message, etc. on the internet _____
6 to control the amount of time that you spend on your computer or phone _____

5 **Discuss with a partner.**

1 What can you do to stay healthy?
2 Why is it important to be careful about what you share online?
3 Why is it a good idea to use a strong password?
4 What can you do if you have a problem?

CLIL: Maths

Statistics

6 **Look at this sentence from the text. Match the words in bold to their meanings.**

On average, teenagers spend **almost** seven hours online every day! That's **around** 57% of their time.

approximately: [1] _____
generally: [2] _____
nearly: [3] _____

7 **Match the numbers below to the amounts in bold in the fact file on page 30.**

1 20% _____
2 three-quarters _____
3 90% _____
4 1/3 _____

8 **Rewrite these sentences in a different way using words from Exercises 4 and 5.**

1 18% of teenagers use the internet for shopping or booking tickets for a concert.
Almost one-fifth of teenagers use the internet for shopping or booking tickets for a concert.
2 4 in 5 children use a smartphone to go online. _____
3 Only a quarter of teenagers do enough exercise. _____

Project

Project: a class survey

Design a survey about free time

Step 1: Plan

Work in groups. Choose one of these questions. Complete the steps below.

What do you usually do in your free time?
How often do you go online?
How many hours do you spend online every day?

- Decide on your question.
- Ask your classmates your question and write down their answers.
- Add up the results.
- Draw a bar chart to show your results.

> OWN IT! Project: a class survey p120

Learn to learn

Learn to … work in pairs

When you work in pairs, you learn from your partner.

1 **Complete the advice 1–6 with *Always* or *Never*.**

Let's work well together!

1 Always listen to your partner.

2 _____ answer your partner's questions.

3 _____ speak at the same time as your partner.

4 _____ help your partner with words they don't know.

5 _____ laugh at your partner's mistakes.

6 _____ ask questions to get more information.



Search online for a digital mind mapping tool. Try and use it to write down and organise your ideas. Share them with your classmates and learn from their feedback.

OWN IT!

2 **Ask and answer questions with a partner. Complete sentences 1–4. Practise the advice in Exercise 1.**

1 We both like _____.

2 My partner likes _____ but I don't.

3 I like _____ but my partner doesn't.

4 We don't like _____.

Do you like hanging out with friends?

Yes, I do.

Me, too. Let's write 'hanging out with friends' in sentence 1.

3 **Complete the sentences about how you work in pairs with *always*, *sometimes* or *never*.**

When I work in pairs …

1 I always listen to my partner.

2 I _____ answer my partner's questions.

3 I _____ speak at the same time as my partner.

4 I _____ help my partner with words they don't know.

5 I _____ laugh at my partner's mistakes.

6 I _____ ask questions to get more information.

4 **Tell your partner your sentences from Exercise 3. Do they agree? Why / Why not?**

I always listen to my partner.

Hmm. You sometimes listen to your partner.

2 Review

Vocabulary

1 **Match the verbs with the activities.**

1	brush	a	your bag
2	get	b	home
3	check	c	a shower
4	have	d	dressed
5	pack	e	your teeth
6	go	f	your phone

2 **Circle the correct verbs.**

1 *play* / *go* / *chat* video games
2 *read* / *watch* / *make* a book
3 hang out with *music* / *friends* / *photos*
4 *listen to* / *go* / *chat* music
5 *chat* / *go* / *make* videos
6 *watch* / *take* / *listen to* photos

Language in action

3 **Complete the blog post with the correct form of the verbs. Use the present simple.**

Welcome to my

morning routine!



My day [1]_____ (start) at 7.00 am during the week. I [2]_____ (wake up) but I [3]_____ (not get up). I [4]_____ (check) my phone. My best friend, Yusuf, always [5]_____ (send) me a photo in the morning. He's funny! Breakfast is at 7.30. Then my sister and I [6]_____ (pack) our bags for school. I [7]_____ (not meet) Yusuf in the morning because he [8]_____ (not go) to my school.

What's your morning routine like?

4 **Write questions. Answer the questions for you.**

1 your best friend / play an instrument?
_____
_____

2 how often / you / watch / TV?
_____
_____

3 what / your friends / do / at the weekend?
_____
_____

4 what time / school / start / in the morning?
_____
_____

5 where / you / hang out / with friends?
_____
_____

6 how often / you / go / for a bike ride?
_____
_____

5 **Put the words in the correct order to make sentences.**

1 watch / never / we / before school / TV
_____

2 chats / sometimes / she / online
_____

3 shopping / they / at the weekend / go / often
_____

4 music / bedroom / I / my / listen to / usually / in
_____

Self-assessment

I can talk about my daily routine.	😕	😐	🙂
I can talk about my leisure activities.	😕	😐	🙂
I can use the present simple in affirmative and negative sentences.	😕	😐	🙂
I can use the present simple to ask questions.	😕	😐	🙂

3 School days

Learning outcomes

I can ...

- understand texts about schools and school activities
- learn how to ask for help
- write a description of my ideal school
- understand how to use *can/can't* and *like*, *love*, etc. + *-ing*
- talk about school subjects and places in a school
- recognise cognates, make a spidergram and understand new words from context.

Start it!

1 Look at the photo. How is this classroom different to your classroom?
2 Before you watch, how do you go to school?
3 Where do the students have their lessons? Watch and check.
4 Which school do you want to go to? Why?



Watch video 3.1



p37

Language in action 3.2



p39

Language in action 3.3



p40

Everyday English 3.4



p42

Globetrotters 3.5



Vocabulary

School subjects

3.01 **1** **Match the school subjects with the pictures. Listen, check and repeat.**

- [ ] art
- [ ] design and technology (DT)
- [ ] drama
- [ ] English
- [ ] food technology
- [ ] geography
- [ ] history
- [ ] information and communication technology (ICT)
- [a] maths
- [ ] music
- [ ] physical education (PE)
- [ ] science
- [ ] Spanish

2 **Circle the correct subjects.**

1 (*Maths*) / *Art* is my favourite subject. I love difficult sums.
2 I don't like *PE* / *food technology* when we go outside. I prefer it inside.
3 This year I want to study Shakespeare in *science* / *English*.
4 I never remember all the dates in *history* / *ICT*.
5 *Geography* / *English* isn't just about countries. It's also about population and people.
6 *Music* / *Spanish* is great this year. My word of the week is *gracias*.

3 **Work with a partner. Ask and answer about your timetables. Talk about:**

subjects you're good at
subjects you're not good at
your favourite subjects
good/bad days

I'm good at PE. I'm not good at art. What about you?

Learn to learn

Recognising cognates

Some English words are similar to words in your language, but we don't always use them in the same way.

4 **Write the subjects from Exercise 1 under the headings. Can you add any more subjects?**

Similar to the names of subjects in my language	Very different from the names of subjects in my language

Use it!

5 **Write five definitions for school subjects. Can your partner guess the subjects?**

You draw and paint in this subject. *Art!*

Explore it!

Guess the correct answer.

In Australia, students have six weeks' *summer* / *winter* holiday from mid-December to the end of January.



Find an interesting fact about schools. Write a question for your partner to answer.

Reading
A webpage



Ballet School

Rumba, mambo and salsa are just some of the dance styles that come from Cuba, and dancers are big stars in Cuba. The Cuban National Ballet School in Havana **trains** boys and girls to do **ballet**, and many of the students become the world's **top** ballet dancers.

Children usually start at the school when they are ten years old, for five years of training. Then they sometimes train for three and a half more years at a professional level.

The school day starts at 7.00 am and finishes at 7.00 pm. That's a 12-hour day! And some students go to school before classes start to do exercises! In the morning students study subjects like history, maths, languages, science and music. At lunchtime they can have a break, but they can't go home. In the afternoons, they dance.

Oscar is a student there. 'It's **tough** and sometimes I just want to do nothing. I can dance and read music quite well, but I can't play the piano at all. My best friend Carlos can dance very well. He can sing well, too, but I can't – I sing badly! One day, I want to be a dancer like my **hero**, Javier Rojas.'

Learning to be a top ballet dancer is really hard work! Are you tough enough?



1 **Look at the photo and read the title. What do you want to know about the webpage?**

3.02 **2** **Read the webpage. Close your books. Write two things you remember about it.**

3 **Find the words in bold in the webpage. Circle the correct option.**

1 Train is to *prepare yourself for* / *think about* an activity.
2 Ballet *isn't* / *is* a type of dance.
3 Top is to be number *one* / *two*.
4 Tough is something *easy* / *difficult*.
5 Hero is a person you think is *great* / *not very good*.

4 **Read the webpage again and complete the sentences.**

1 The Cuban National Ballet School is in Havana.
2 Lots of the students become world-famous _____.
3 Most students start training at the school when they are _____.
4 Some students _____ in the morning before classes start.
5 Students can have a break at _____.
6 In the afternoons, students _____.

Voice it!

5 **Discuss the questions.**

1 Has your country got schools like Oscar's school? What type?
2 What are the similarities and the differences between your school and Oscar's?
3 Do you want to go to a ballet school like Oscar? Why / Why not?

Language in action

can for ability and permission

1 **Look at the table and read the sentences. Circle *A* (ability) or *P* (permission).**

1 Students can have a break at lunchtime. A / (P)
2 We can't speak Mandarin Chinese. A / P
3 At my school, students can't go home at lunchtime. A / P
4 We can learn about vlogging in class. A / P
5 Can you use your phone in class? A / P

2 **Complete the sentences with the correct form of *can* and an expression in the box.**

1 Sasha *can* _____ (✓) sing ☺ *quite well*.
2 Natalia _____ (✓) play the guitar ☺☺☺ _____.
3 Altan _____ (✗) speak Japanese ☹☹☹ _____.
4 The students _____ (✓) read music ☺☺ _____.
5 We _____ (✗) dance ☺☺☺ _____.

☺☺☺ very well ☺☺ well ☺ quite well
☹☹☹ at all ☹☹ badly ☹ not very well

3.06 **3** **Complete the text with the correct form of *can*. Listen and check.**



Watch video 3.2
Can he speak another language? Can anyone become a vlogger?

I / You / He / She / It / We / They

+	**Ability: I can speak** Mandarin Chinese. **Permission: You can ask** me for advice.
-	**Ability: I can't play** football very well. **Permission: I can't be** late for dinner.
?	**Ability: Can** you **speak** another language? Yes, I **can**. / No, I **can't**. **Permission: Can** I **become** a vlogger like you? Yes, you **can**. / No, you **can't**.

Pronunciation p118

Use it!

4 **Write sentences about things you can or can't do and how well or badly you do them. Use the ideas below or your own ideas.**

count to ten in a different language do ballet
sing a song in English write music

I can't do ballet at all but I can dance well.

5 **Ask and answer questions. Find one thing you and your partner can both do well and one thing you can't do at all.**

Can you count to ten in a different language?

Yes, I can. I can count to ten in English very well.

Green Schools



The Green School in Bali, Indonesia is different.
[1] *Can you guess* (you / guess) why?

The classrooms haven't got any walls! Students study maths, science and geography, but they [2] _____ (learn) about these subjects outdoors in the jungle! Students [3] _____ (start) this school until they are three years old. When students are 11 years old, they [4] _____ (choose) their own projects about the environment or the traditions of Bali. Students [5] _____ (buy) a school lunch or bring their own. All the school food is from the local area or the school garden.

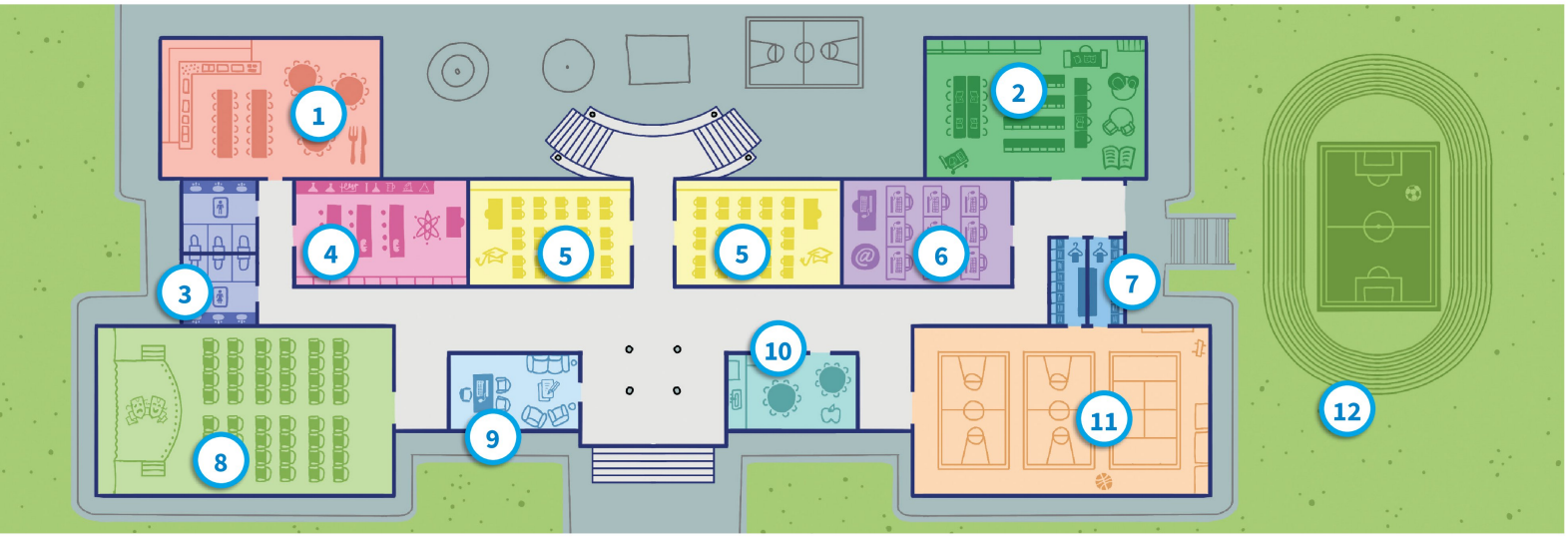
Students [6] _____ (take) phones to school but they give them to a teacher at the start of the day. They [7] _____ (check) them or use them. Students [8] _____ (use) their own laptop at school without a teacher's permission.

Every day, students at a Green School learn new life skills. [9] _____ (you / imagine) a school day like that?

Grammar tutor p127

Vocabulary and listening

Places in a school



3.07 **1** **Match the words with places 1–12 in the plan. Listen, check and repeat.**

[1] canteen	[ ] classroom	[ ] ICT room
[ ] library	[ ] locker area	[ ] main hall
[ ] playing field	[ ] reception	[ ] science lab
[ ] sports hall	[ ] staffroom	[ ] toilets

3.08 **2** **Listen and write the seven places you hear.**

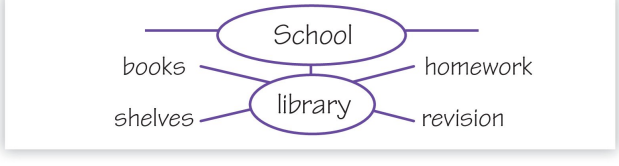
1 _____ 5 _____
2 _____ 6 _____
3 _____ 7 _____
4 _____

Learn to learn

Making a spidergram

Try to think of other words related to new words and make spidergrams to increase your vocabulary.

3 **Choose places in your school from Exercise 1. Write down other words related to them.**



Use it!

4 **Ask and answer about the places in your school. Use as many words as you can from Exercises 1 and 3.**

Where do you do homework?

I do my homework in the library. What about you?

A radio programme

3.09 **5** **Listen. What is the radio programme about?**

3.09 **6** **Listen again. Circle the correct answers.**

1 The club is usually in the *main hall* / *library*.
2 The club meets once a *week* / *month*.
3 The club *starts* / *finishes* at 3.15.
4 Mrs McKenzie is Lidia's *drama* / *English* teacher.
5 Max lives *near* / *far from* the school.

Voice it!

7 **Discuss the questions.**

1 What kinds of books do you like?
2 Have you got a book club at your school?
3 Which clubs do you go to? When and where are they?

Language in action

Verb forms: *(don't) like, don't mind, love, hate + -ing*

1 **Look at the table and complete the rule.**

After the verbs *like, don't like, don't mind, love, hate* we use a verb ending in _____.

2 **Complete the sentences. Which ones are correct (✓)?**

1 Lidia *loves reading* (read) books. 😍😍😍 ✓

2 The students at the book club _____ (talk) about books. 🙁 ☐

3 Max usually _____ (go) to after-school clubs. 🙁🙁🙁 ☐

4 Max _____ (stay) for this club. 🙂 ☐

5 All of Max's friends _____ (read). ☺ ☐

3 **Write true sentences. Use the ideas in the box or your own ideas.**

do homework with friends
get up early hang out with friends
learn new vocabulary
listen to rap music read a book
revise for exams take photos

I like doing homework with friends.

4 **Ask and answer. Find three things you have in common.**

Do you like getting up early?

No! I hate getting up early. What about you?

I don't mind getting up early on week days.



Watch video 3.3
What's her favourite subject? What does she love doing?

I **love reading** books. 😍😍😍
All of us **like doing** them. ☺
I **don't mind starting** my day outside. 🙂
Some of my friends **don't like having** PE outdoors. 🙁
I **hate being** late for it. 🙁🙁🙁

Object pronouns

We use object pronouns after a verb or preposition to replace nouns and to avoid repeating the same word.
*They come to the **book club** now. They love **it**!*

5 **Match the object pronouns with the people or things.**

1 Lidia's here with **me**. — b
2 We like talking about **them**, too! — a
3 We have English with **her**. — d
4 What's **it** about? — c

a books
b the radio presenter
c Lidia's book
d Mrs McKenzie

6 **Complete the sentences.**

1 Is Logan in this class? I want to talk to *him*.
2 Our teacher always gives _____ a lot of homework.
3 Where are Jess and Mehmet? Let's call _____ now.
4 The seat next to Ava is free. You can sit next to _____.
5 Is this your dictionary? Can I borrow _____, please?

Grammar tutor p127

Use it!

7 **Think about things you like and don't like at your school. Compare your ideas with a partner. Agree on changes you want to make.**

I don't like eating in the canteen. The food isn't good.

I agree. Let's cook lunch at home and bring it to school.

8 **Present your favourite idea to the class with your partner. The class chooses the best idea.**

Speaking
Asking for help

3.10 **1** **Listen to the conversation. What is Leo's problem?**





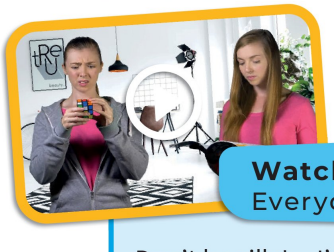
Leo Hi, Nora. How's it going?
Nora Not bad, thanks. You?
Leo Not great. I can't do my maths project. I'm stuck!
Nora Not again! Oh dear.
Leo [1] *Can you help me* , please?
Nora What's the problem?
Leo I hate working out survey results. I can't do it.
Nora Don't be silly! Of course you can. [2] _____ the results?
Leo Yes, please.
Nora Go on then.
Leo Thanks. [3] _____? I don't mind doing the bar chart. I can do that!
Nora Of course I'm sure. Can you do [4] _____ now?
Leo Sure.
Nora Stop talking about maths and let's go for lunch!

3.10 **2** **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

Are you sure?
Can you do me a favour?
Can you help me, please?
Do you need a hand with …?

3 **Look at the *Everyday English* box. Find and underline the phrases in the conversation.**



Watch video 3.4
Everyday English

Don't be silly! I'm stuck.
Not again! Not great. Oh dear!

4 **Work with a partner. Practise the conversation.**

Plan

5 **Work with a partner. Decide what the problem is and what help you need. Use the ideas below or your own ideas.**

a school project your (maths/drama, etc.) homework
a science experiment

Speak

6 **Practise the conversation asking for help with your partner. Remember to use:**

- *can / can't* and *(don't) like, don't mind, love, hate + -ing*
- the vocabulary from this unit
- expressions from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and complete the notes.**

What is the problem? _____

_____

What help do they need? _____

_____

What is the solution to the problem? _____

_____

Writing
A description

1 **Read Azra's description. Do you think *Dream Academy* is a real school? Why / Why not?**

Dream Academy

I'm a student at Dream Academy.

1 ☐ Students can study traditional subjects like maths and English. They can also study 'how to' subjects such as how to make videos, record and produce music, be a photographer, be a DJ. My favourite subject is how to be a DJ!

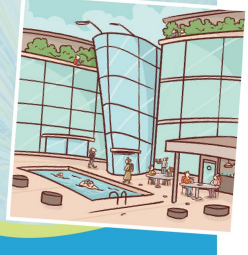
2 ☐ Students choose their own teachers. They interview them and decide together. For example, the music teacher is a famous pop star.

3 ☐ Students never have more than four lessons a day. Students can choose when lessons start and finish.

4 ☐ Students don't have lessons in classrooms – they are in learning pods. My favourite space is the music pod. I love listening to music in it.

I love studying at Dream Academy.

Azra





2 **Match headings a–d with paragraphs 1–4.**

a Only four lessons
b Creative spaces
c Amazing subjects
d Star teachers

3 **Read the *Useful language* box. Find and <u>underline</u> sentences with these words in Azra's description.**

Useful language

for example like such as

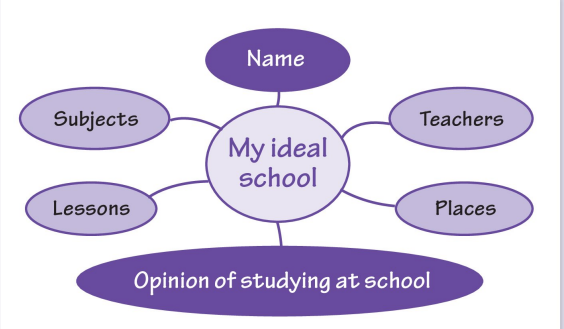
4 **Complete the sentences with the words from the *Useful language* box.**

1 At my dream school, I can study subjects _____ fashion, photography and cybersecurity.
2 Every day, we can do an outdoor activity _____ _____ a jungle walk or an ocean swim.
3 Teachers can't give homework for some lessons, _____ science.

Write a description of your ideal school.

Plan

5 **Make a spidergram about your ideal school.**



Decide what information to include in each paragraph of your description.

Write

6 **Write your description. Remember to include:**

- four paragraphs
- *can / can't*
- expressions from the *Useful language* box

Check

7 **Do you …**

- give the name of the school in the opening sentence?
- include all of the information from your spidergram?
- give your opinion about studying at the school in your closing sentence?

Around the world

Reading
A blog post

3.11 **1** **Write three things you want to know about school life in Japan. Compare with a partner. Read the blog. Does it answer your questions?**

2 **Read the blog again and answer the questions.**

1 What does Hideki do when he gets to school?
He takes off his shoes and puts them in his locker.

2 How often do the students have an assembly?

3 Where does Hideki have lunch?

4 What do the students do at 3.30?

5 How many hours does Hideki spend at school?



Globetrotters

Watch video 3.5
The School of the Air

- Where is Jamie and Paul's school?
- What subjects do they study?
- What do Jamie and Paul love doing?

3 **Find and <u>underline</u> words in the blog to match the definitions.**

1 Paragraph 1 (adj) for wearing or doing outside; not inside a building
2 Paragraph 5 (n) letters or numbers you use when you write
3 Paragraph 6 (n) something you play with small pieces, for example, chess

Voice it!

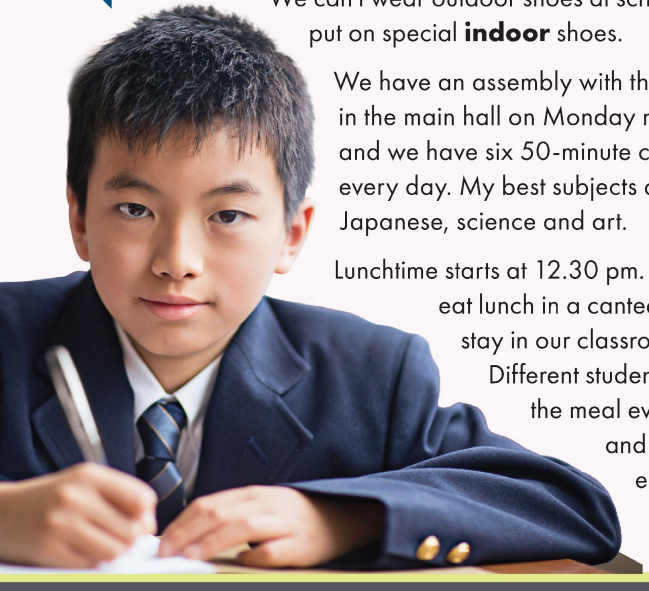
4 **Discuss the questions.**

1 What is respect? Why is it important?
2 How does Hideki show his teachers respect?
3 Can you give an example of when you show respect?



Welcome to my school day!

Hi, I'm Hideki!



My school day starts at 8.30 am. When I arrive, I take off my shoes and I put them in my locker. We can't wear outdoor shoes at school so we put on special **indoor** shoes.

We have an assembly with the principal in the main hall on Monday mornings and we have six 50-minute classes every day. My best subjects are Japanese, science and art.

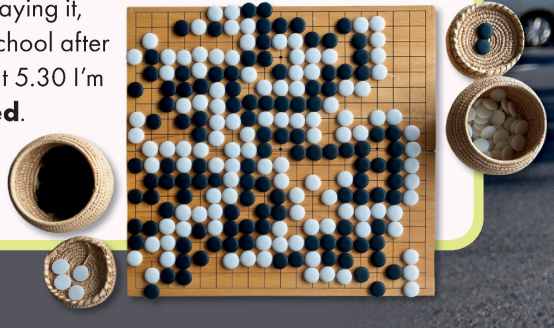
Lunchtime starts at 12.30 pm. We don't eat lunch in a canteen – we stay in our classroom. Different students **serve** the meal every day and a teacher eats with us.

When classes end at 3.30, we all stay to clean and tidy up the classrooms and throw away the **rubbish**. I don't mind doing these jobs. It's an important part of school life and I like having the responsibility.



Nearly everyone belongs to an after-school club. One of my clubs meets on Mondays and Thursdays to learn about traditional Japanese arts like Shodo and Haiku. Haiku is a type of Japanese poetry. Shodo is writing Japanese characters (*kanji*). I can write some characters quite well now.

My other club is the Go club. It's on Tuesdays and Fridays. Go is a Japanese board game and it's more than 2,500 years old. I love playing it, but when I leave school after a long, busy day at 5.30 I'm usually **exhausted**.



Learn to learn

Understanding new words from context

When you read a text, don't look up every word. Find other words you know in the same sentence and try to guess the meaning of the new word.

5 **Look at the words in bold in the blog. What do they mean? Which other words in the sentences do you know?**

6 **Find and circle these phrasal verbs in the text. What do they mean?**

put on take off throw away tidy up

7 **Complete the sentences with the phrasal verbs from Exercise 6.**

1 It's hot in here. _____ your coat!
2 Now it's cold. Can I _____ my coat again?
3 I can help you to _____ your room.
We can _____ all the rubbish.



Explore it!

Is the sentence *T* (true) or *F* (false)?

Japanese teachers and students work even during the holidays! ☐

Find three more interesting facts about school life in Japan. Choose your favourite fact and write a question for your partner to answer.

OWN IT! The Culture Project
Teacher's Resource Bank

Learn to learn

Learn to … use flashcards

Flashcards can help you remember new vocabulary.

1 Match the front and back of the flashcards.



2 Tick the types of flashcard you can see in Exercise 1.

1 ☑ picture + word
2 ☐ phrase with one word missing
3 ☐ word in English + word in your language
4 ☐ word + meaning
5 ☐ word + example sentence

3 Choose five words or phrases from Unit 3. Use the words or phrases to make the five different types of flashcards in Exercise 2.

OWN IT!

4 Show the front of your flashcards from Exercise 3 to your partner. Can they guess what is on the back of each flashcard?

Physical …
Oh, I don't know!

It's a school subject.

Physical education!

Yes! That's right!

5 Discuss with your partner. Which is your favourite type of flashcard from Exercise 2? Why?

Create a digital dictionary. Add chosen words and phrases to it as you finish each unit. Share your findings with your classmates.

3 Review

Vocabulary

1 **Write the school subjects.**







2 **Read the sentences and write the places.**

1 Teachers go here at break. _____
2 Students do experiments here. _____
3 Students choose books here. _____
4 We have lunch here. _____
5 We always go here for an assembly. _____

Language in action

3 **Answer the questions. Write sentences that are true for you.**

How well can you …

1 speak English?

2 use a computer?

3 do difficult maths problems?

4 cook?

5 dance?

4 **Write questions and short answers. Use *can*.**

1 Jack / ride a bike? (✓)

2 Layla / sing well? (✗)

3 your grandma and grandad / use a computer? (✓)

4 we / drive a car? (✗)

5 **Complete the sentences with the correct object pronouns.**

1 We can't do this. Can you help _____?
2 Is that James? I'm not sure it's _____.
3 Where's my phone? Have you got _____?
4 Liz is stuck. Can you give _____ a hand?

6 **Write the sentences.**

1 She / love / do / maths every day

2 We / not mind / get up / early / for school

3 They / hate / play / football

4 He / not like / revise / for exams

Self-assessment

I can talk about my school subjects.	😕	😐	🙂
I can talk about the places in my school.	😕	😐	🙂
I can use *can* and *can't* to talk about ability and permission.	😕	😐	🙂
I can use verbs to talk about what I do and don't like doing.	😕	😐	🙂

4 You are what you eat

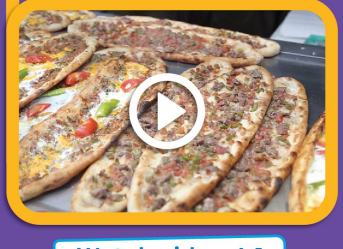
Learning outcomes

I can ...

- understand texts about food
- order in a snack bar
- write a description of my favourite food
- understand how to use countable and uncountable nouns and *there is/are*
- talk about and describe food
- personalise vocabulary and answer true/false questions
- design a menu and evaluate a design project.

Start it!

1 Look at the picture. What can you see?
2 Before you watch, name three types of food.
3 How can you learn to cook? Watch and check.
4 Do you like cooking?



Watch video 4.1



p49

Language in action 4.2



p51

Language in action 4.3



p52

Everyday English 4.4



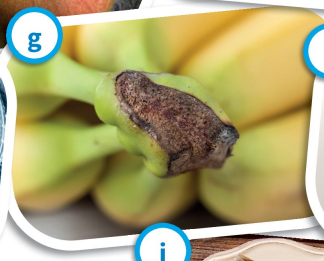
p54

Think before you eat 4.5

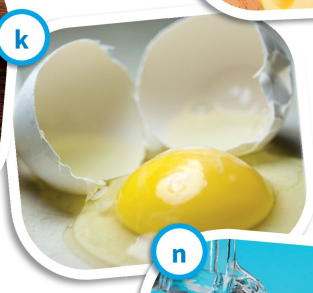
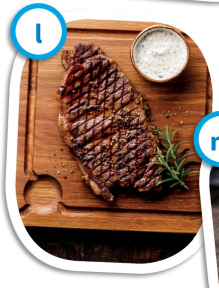












Vocabulary
Food and drink

1 Write all the food and drink words you know in English. Compare with a partner.

4.01 **2** Match the words in the box with the photos. Listen, check and repeat.

☐ apples	☐ bananas	☐ beans
☐ carrots	☐ cheese	☐ chicken
a chocolate	☐ eggs	☐ fish
☐ fizzy drink	☐ juice	☐ meat
☐ rice	☐ water	

Learn to learn

Personalising vocabulary

Think about your own routines and habits when you learn new vocabulary.

3 When do you have the food and drinks in Exercise 2? Write the words in the table.

Breakfast	Lunch	Dinner

4 Compare with a partner. Write sentences about your partner's meals. Use adverbs of frequency.

Eva always has an egg and juice for breakfast.

Get it right!

We say *I don't like apples.* ✓ ~~*I don't like the apples.*~~ ✗

Use it!

5 Discuss the questions.

1 Which food do you love/hate?
2 Which food do you eat when you're happy? What about when you're sad?

Explore it!



Guess the correct answer.

One hundred grams of ants have got …

a less protein than an egg.
b more protein than an egg.
c the same protein as an egg.

Find an interesting fact about food. Write a question for your partner to answer.

Time for a **snack**

a



Leakena is from Cambodia. She hasn't got a banana for a snack today, she's got a spider. She usually buys one tarantula from a food stall on the way home from school. 'You cook them in **oil** and then add some **salt** and some sugar. They're like chicken or fish. The legs are my favourite!'

b



Kgosi is from Botswana in southern Africa. He hasn't got any apples today, but he's got some Mopane worms. 'I like sharing them with friends at school. They're great with some **peanut butter** or some rice and they've got more protein than meat. I haven't got any rice today, just 50 worms!'

c



Jorge is from Oaxaca, Mexico. He's got some chocolate today but he's also got a grasshopper taco. 'My mum cooks grasshoppers in some oil and she always adds some **garlic**. They're my favourite snack and I sometimes buy them at the market.' Bugs like grasshoppers, spiders and worms are good for you and the planet. They give us protein and they aren't expensive to feed. Which bug do you want to try?

Reading
An article

1 Look at the photos of food in the article. Where do you think people eat this food? Do they enjoy it?

4.02 **2** Read the article and check your answers to Exercise 1.

3 Check the meaning of the words in **bold** in the article.

4 Choose the correct answer. Which person ...

Leakena Kgosi Jorge

1 enjoys sharing snacks with friends? Kgosi
2 usually buys a snack after school? _____
3 enjoys the snack with garlic and oil? _____
4 likes eating the snack with rice? _____
5 has got two types of snack today? _____
6 likes eating a bug's legs? _____

Voice it!

5 Discuss the questions.

1 Do people in your country eat bugs?
2 Which of these bugs do you want to try?
3 Why do you think eating bugs is good for the planet?

Language in action

Countable and uncountable nouns

1 **Look at the table and complete the rule.**

For _____ nouns we add *–s* to form the plural.

2 **Find and <u>underline</u> the words below in the text on page 48. Complete the table.**

~~apple~~ garlic oil salt
sugar taco tarantula worm

Countable	Uncountable
apple _____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3 **Work with a partner. Add more food words to the table in Exercise 2. How many have you got?**

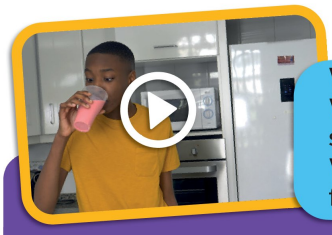
a/an, some/any

	Singular countable	Plural countable	Uncountable
+	I've got **a** smoothie now.	The market's got **some** apples.	It's got **some** bread.
-	He hasn't got **an** apple.	They haven't got **any** bananas.	They haven't got **any** cheese.
?	Have you got **a** favourite food?	Have you got **any** apples?	Have you got **any** cheese?

4 **Look at the table and complete the rules.**

We use:

- *a* or [1]*an* _____ with singular countable nouns.
- [2]_____ with plural countable and uncountable nouns in affirmatives.
- [3]_____ with plural countable and uncountable nouns in negatives and questions.



Watch video 4.2
What food can you see at the market? What's Simon's favourite food?

Countable nouns	Uncountable nouns
You **can count** them.	You **can't count** them.
one banana **an** apple **two** apples	bread cheese milk

5 **Complete the sentences with *a* / *an, some* / *any*. Check your answers in the text on page 48.**

1 Leakena's got *a* _____ spider.
2 Kgosi's got _____ worms and Jorge's got _____ chocolate.
3 Kgosi hasn't got _____ apple. Leakena hasn't got _____ banana.
4 Has Jorge got _____ grasshoppers?
5 Jorge's mum always adds _____ garlic when she cooks grasshoppers.

4.03 **6** **Complete the conversation with *a*, *an*, *some* or *any*. Listen and check.**

Celia Have we got [1]*any* _____ food for the party?
Oscar Let's have a look. Right, we've got [2]_____ cheese.
Celia OK. Have we got [3]_____ bread?
Oscar Sorry. We haven't got [4]_____ bread but we've got [5]_____ pasta.
Celia Have we got [6]_____ fruit or vegetables?
Oscar We've got [7]_____ apple and [8]_____ carrot.
Celia What about drinks?
Oscar We've got [9]_____ water.
Celia Great. What a party! I can't wait.

Grammar tutor p128

Use it!

7 **Work with a partner. Change the food and drink words in Exercise 6 and write your own conversation. Practise your conversation.**

Vocabulary and listening

Adjectives

4.04 **1** Complete the sentences with the adjectives in the box. Listen and check.

cold delicious disgusting fresh healthy
hot nice salty sweet ~~unhealthy~~

1 

Fizzy drinks aren't good for you, but I sometimes drink them. I know they're unhealthy.

Careful! The soup is _____. 

3 

Peanuts have got salt on them. They're _____, but they aren't bad for you.

I really hate cheese. I don't know how people can eat it, I think it's _____. 

5 

These beetles look and taste great! They're _____.

Yuk! This milk doesn't smell _____. I don't want any in my coffee. 

7 

Dark chocolate hasn't got much sugar in it. It isn't _____, but I love it!

I never eat ice cream in winter. The weather is _____ and so is ice cream! 

9 

The vegetables and fruit in our garden are always _____ and they're a _____ snack.

4.05 **2** Listen to the words in Exercise 1 and repeat them. Which two words have got a negative meaning?

Pronunciation p118

Use it!

3 Write five sentences to describe a type of food. Use adjectives.

4 Work with a partner. Take turns to say your sentences. Can your partner guess the type of food?

They're disgusting and salty.

Are they spiders?

A quiz

Learn to learn

True or false sentences

With true or false sentences, you've got a 50% chance of being correct! Before you listen, read the sentences and try to predict if they are true or false.

5 Read the sentences in Exercise 6 and predict if they are *T* (true) or *F* (false).

4.08 **6** Listen to the quiz and check. How many of your predictions are correct?

1 There are 1,000 peanuts in a jar of peanut butter. ___
2 You can't eat durians on public transport. ___
3 White chocolate isn't really chocolate. ___
4 Carmine is an orange powder from beetles. ___


durian


cocoa


carmine

Language in action

there is/isn't, there are/aren't



Watch video 4.3
What is in her juice? How many hours does she sleep?

	Singular countable	Uncountable	Plural countable
+	**There's a** quiz on this website.	**There's some** dark chocolate.	**There are** two carrots in this juice.
-	**There isn't a** quiz in the magazine.	**There isn't any** dark chocolate.	**There aren't** any bananas in this drink.
?	**Is there** a quiz? **Yes, there is.** / **No, there isn't.**	**Is there** any water? **Yes, there is.** / **No, there isn't.**	**Are there** two carrots in this juice? **Yes, there are.** / **No, there aren't.**

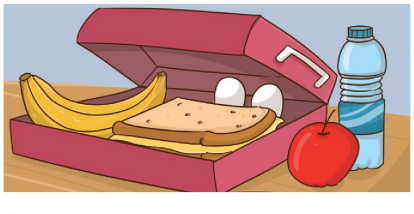
1 **Look at the table. Circle the correct options.**

1 *There is* / *There are* three eggs in my omelette.
2 *Is there* / *Are there* any cheese in that sandwich?
3 *There's* / *There are* some ice cream in the freezer.
4 *There isn't* / *There aren't* any tomatoes in my salad.
5 *There isn't* / *There aren't* any fish on the menu.

2 **Complete the sentences with the correct form of *there is* / *there are*.**

1 There's a quiz in this magazine.
2 _____ about 540 peanuts in that jar.
3 _____ any chocolate in my fridge.
4 _____ any oranges in your juice?
5 _____ any milk in the fridge?

3 **Write questions about the picture. Then ask and answer.**



1 any fruit? Is there any fruit?
2 any eggs? _____
3 any juice? _____
4 a sandwich? _____

Is there any fruit? *Yes, there is.*

much/many, a lot of

	Countable plural	Uncountable
+	There are **a lot of** vegetables.	I get **a lot of** sleep.
-	There aren't **many** unhealthy snacks.	I haven't got **much** time for exercise.
?	**How many** bananas are there?	**How much** exercise do you get each day?

4 **Complete the sentences and questions with *much*, *many* or *a lot of*.**

1 Tomás hasn't got _____ time after school.
2 He's got _____ after-school activities.
3 There aren't _____ hours after school before going to bed.

Grammar tutor p128

Use it!

5 **Write questions with *how much*/*how many*.**

1 fruit / do you eat / every day?
How much fruit do you eat every day?
2 people / are there / in your family?
_____
3 time / spend / with friends at the weekend?
_____

6 **Ask and answer the questions in Exercise 5.**

How much fruit do you eat every day?

I eat an apple and an orange.

Speaking

Ordering food and drink

4.09 **1** Listen to the conversation. What does Gulay choose from The Juice Stop?

Just Juices: £4.00

The Juice Stop

Fresh and Natural

Sunshine Start
Start your day with a delicious mix of fruit and vegetables.



Green Giant
Gives you energy with fresh green vegetables and there's an apple, too!



Fresh Lemorange
3 oranges, 2 lemons, some fizzy water and our secret ingredient.



Water Stop: £1.50
Fizzy water

Snack Station: £0.75
Apple, Banana, Carrot

4.09 **2** Complete the conversation with the phrases from the *Useful language* box. Listen and check.

Useful language

Can I have … ?	Is that everything?
Can I help you?	That's … , please.
How much is that?	What kind?
I'd like a/an/some …	What's in the … ?

3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Watch video 4.4
Everyday English

Enjoy! Here you go.
No problem. No worries!

4 Work with a partner. Practise the conversation.





Server	Hi. [1] *Can I help you* ?
Gulay	[2] _____ juice, please.
Server	No problem. [3] _____ ?
Gulay	I'm not sure. [4] _____ Sunshine Start?
Server	There are two oranges, a carrot and three tomatoes in that one. It's really healthy.
Gulay	Hmm. What about the Green Giant? That sounds delicious.
Server	There are some green beans and a green apple in that.
Gulay	Thanks. [5] _____ some fizzy water and an apple?
Server	Of course. No worries! [6] _____ ?
Gulay	Yes, it is. Thank you. [7] _____ ?
Server	[8] _____ £2.25, _____ .
Gulay	Here you go.
Server	Thanks. Enjoy!
Gulay	Thank you. Bye!

Plan

5 **Work with a partner. Plan a conversation about ordering food and drink. Decide …**

where you are _____

who is the server and who is the customer _____

what's on the menu _____

what to choose from the menu _____

Speak

6 **Practise the conversation. Remember to use:**

- *there is(n't) / there are(n't)* and *how much / how many*
- vocabulary from this unit
- expressions from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and complete the notes.**

Where are they? _____

What does the customer choose from the menu? _____

Writing
A blog post

Family life | School life | **Food** | Friends and fun

My favourite food

by João Pereira

1 ☐ My name's João and I'm from Recife in Brazil. Here are some photos of my favourite types of food. I often have these at the weekend.

2 ☐ My dad makes cheese bread for breakfast. There's a lot of cheese in it. It's nice and I eat it when it's hot!



3 ☐ I usually buy lunch from a food stall or a shop. There are a lot of food stalls in my part of town and it isn't difficult to find delicious food! We often have chicken xim xim. It's very healthy. It's chicken with rice and there are a lot of peanuts. They're salty but they're nice.

4 ☐ I love chocolate – especially Brigadeiros! I always buy them after lunch from Thiago's stall. They're very sweet. I love eating them with my hands but I can't eat more than two or three. They're definitely my favourite snack!





1 **Look at the photos. What do you think the food is? Read the description and check.**

2 **Match topics a–d with paragraphs 1–4.**

a Snacks
b Introduction: who you are, what the blog post is about
c Breakfast
d Lunch

3 **Find and underline examples of *and*, *but* and *or* in João's description. Complete the information in the *Useful language* box.**

Useful language

We use [1]_____ to add similar information.
We use [2]_____ to contrast different information.
We use [3]_____ when there is a choice (usually between two things).

4 **Circle *and*, *but* or *or*.**

1 This soup is cold *and* / (*but*) / *or* it's delicious.
2 There's a food market near my house *and* / *but* / *or* it's easy to buy local food there.
3 Do you want pasta *and* / *but* / *or* pizza?
4 Look at those plants! There are tomatoes *and* / *but* / *or* strawberries.

Write a blog post about your favourite types of food.

Plan

5 **Make notes to describe your favourite types of food. Decide what information to include in each paragraph. Think about:**

- where you get it from
- what's in it
- what it's like

Write

6 **Write your blog post. Remember to include:**

- an introduction and three paragraphs
- *there is / are*
- countable and uncountable nouns
- the words from the *Useful language* box

Check

7 **Do you …**

- introduce yourself and say when/how often you eat your favourite foods?
- use adjectives to describe food?
- say why you like each type of food?

Social responsibilities

Sustainable food choices

1 **Look at the photos. How can the food you eat be good or bad for the environment? Work in pairs and share your ideas.**

4.10 2 **Read the text and check your ideas.**

3 **Look at the definition of *sustainable*. Do you think Hugo, Alanna and Marcelo eat in a sustainable way?**

> **sustainable *adjective***
> *made, grown or produced in a way that is not bad for the environment so it can continue for a long time*



Watch video 4.5
Think before you eat

1 What's your favourite food?
2 Watch the video. What is it about?
   a how to grow strawberries
   b expensive food
   c where our food comes from
3 Where do you and your family buy food?


a


b


c


d

Be more sustainable!

Food production is responsible for 30% of global greenhouse gas emissions. How do our food choices help or hurt the planet? Let's find out.



Hugo, 15

I'm a vegetarian, so I don't eat any meat or fish. It takes a lot of land and water to produce meat because the food for the animals needs to grow too. When cows or sheep digest their food, they produce a lot of gas and that's bad for the planet. My favourite plant-based foods are beans and nuts. They are very healthy. Plant-based food uses less energy, land and water than meat. It's good for me and good for the environment!



Alanna, 14

A lot of food travels a long way by road or air to arrive in our supermarkets, like fruit that only grows in some countries. This is not only expensive, it's also bad for the planet because there are a lot of greenhouse gas emissions. There's also a lot of food packaging in supermarkets. It's plastic so it's expensive to produce and it uses a lot of energy. I always think about where my food comes from. I go to the local market once a week with my parents. We buy local meat, eggs, fruit and vegetables. There isn't any packaging so they're all plastic-free and we use our own bags.



Marcelo, 14

My family grows our own fruit and vegetables all year round. For example, there are tomatoes, peppers and strawberries in summer and potatoes and carrots in winter. It isn't difficult. The plants are on our balcony and I give them some water. Then, the natural energy from the sun helps them grow. There aren't any chemicals so they're organic. They're always fresh and delicious. A healthy plate is a healthy planet!

Vocabulary extra

4 **Match the words in the box with the photos.**

a food packaging	**d** natural energy
b greenhouse gas emissions	**e** plant-based
c market	**f** plastic

5 **Read the sentences. Write the names of the people described in the text on page 54.**

1 This person shops at the local **market** and doesn't buy any food with **plastic packaging**. _____

2 This person and their family **grows** their own **organic fruit and vegetables**. _____

3 This person is a **vegetarian**. Their favourite **plant-based** foods are beans and nuts. _____

CLIL: Science

The environment

6 **Work in pairs. Read what the people say. Have they got sustainable habits? How can they be more sustainable?**

1 **Isabella:** 'I always buy food from the local market.'

2 **Sergio:** 'I never think about where my food comes from. I just eat it.'

3 **Can:** 'I usually eat organic fruit and vegetables from my grandpa's garden. He doesn't use any chemicals.'

4 **Ekin:** 'I eat meat every day. It's my favourite food. I love it!'

Sergio hasn't got sustainable habits because …
He could try …

7 **Work in pairs. Discuss the questions.**

1 What sustainable foods do you eat a lot?

2 Do you know any vegetarians? What food do they eat?

3 Where do you and your family buy your food? Is there any plastic packaging on the food you buy?

1  f

2 

3 

4 

5 

6 

Project: a menu

Design a healthy and sustainable food menu

Step 1: Plan

Work in groups. Create a healthy and sustainable food menu with one starter, one main course, and one dessert.
Find out about:

- the type of food there is at this time of year
- plant-based food that grows near you
- food you can buy from local markets or farms
- food that hasn't got any plastic packaging
- food that is fresh, healthy and sustainable

Choose the food for your menu.

Find photos or draw pictures of the food and the places it comes from.

OWN IT! Project: a healthy and sustainable food menu p138

Learn to … play vocabulary games

Games can help you practise and remember new language.



1 Ask and answer with a partner.

1 What games do you like to play?
2 What is your favourite game?
3 Do you play any games to practise English?

OWN IT!

2 Work in pairs. Play Word Wizard.

1 Your partner chooses a letter of the alphabet. a__
2 Write all the food or drink words you know beginning with the letter in 1 minute. Don't show your partner.
apples
3 Compare your lists. You get 5 points for a word on both lists. You get 10 points for a word on only your list.
4 Play the game again. This time you choose the letter of the alphabet.
5 The person with the most points is the **Word Wizard**.

3 Work in pairs. Play Three Clues.

Player A: Think of a food or drink. Don't say it! Give Player B three clues.

Player B: After each clue, guess Player A's word. Start with 3 points. Lose 1 point for each wrong guess.

Take turns to be **Player A** and **Player B**. The player with the most points at the end of the game is the winner.

Clue 1. They're healthy. — *Vegetables.*

No! Clue 2. They're sweet. — *Bananas!*

No. Last clue. Sometimes they're green and sometimes they're red. — *Apples!*

Yes, apples! You get 1 point!

4 Answer the questions. Write TC (Three Clues) or WW (Word Wizard).

1 Which game practises food nouns? _____
2 Which game practises food adjectives and food nouns? _____

5 Discuss with a partner. Think of word games you play in your language. Can you play them in English?

Search online for vocabulary games. Try and play different vocabulary games from the ones you know. Share your findings with your classmates.

4 Review

Vocabulary

1 **Complete the food words with the missing vowels.**

1 w__t__r
2 __ppl__
3 r__c__
4 b__ __ns
5 j__ __c__
6 ch__ __s__

2 **Complete the sentences with the correct adjectives.**

1 I've got a h_____ lunch today: an egg, an apple and some water.
2 I hate beans. They taste d_____.
3 This burrito isn't very n_____. It's got onions in it and I don't like onions.
4 The tomatoes in this sandwich are f_____. We get them from the garden every morning.
5 I love eating spiders. They're d_____.
6 Fizzy drinks have got a lot of sugar in them. They're u_____.

Language in action

3 **Are the words countable (*C*) or uncountable (*U*)?**

1 beans ___
2 chocolate ___
3 worms ___
4 meat ___
5 rice ___
6 vegetable ___
7 tomato ___
8 milk ___

4 **Complete the sentences. Use *a*, *an*, *some* or *any* and the correct food word.**

1 Have you got _____ _____  ?
2 Sam always eats _____ _____  at break time.
3 Sorry. We haven't got _____ _____  .
4 I always have _____ _____  and _____ _____  for a snack.

5 **Circle the correct words.**

1 How *much* / *many* money have you got?
2 There *is* / *are* some rice and some chicken for dinner.
3 There's *much* / *a lot of* sugar in this drink. It's very unhealthy.
4 There *isn't* / *aren't* any carrots in the soup.
5 I don't eat *many* / *much* vegetables, but I eat *many* / *a lot of* fruit.
6 How *much* / *many* students *is* / *are* there in your class?
7 There *is* / *are* a lot of cheese in the fridge.
8 How *much* / *many* free time have you got at the weekend?
9 *Is there* / *Are there* any eggs? I want to make an omelette!
10 Why aren't there *much* / *many* books in the library?

Self-assessment

I can name fourteen food and drink words in English.	😕	😐	🙂
I can use adjectives to describe food.	😕	😐	🙂
I can use countable and uncountable nouns with *a/an* and *some/any*.	😕	😐	🙂
I can use *there is/isn't* and *there are/aren't*.	😕	😐	🙂

5 What's your style?

Learning outcomes

I can ...

- understand texts about fashion and a Hindu wedding
- buy clothes and accessories
- write a description of a photo
- understand how to use present tenses
- talk about clothes and accessories
- make a picture dictionary and practise vocabulary by making connections.



Start it!

1 What is your style? Look at the photo. What do you like wearing?
2 Before you watch, which people wear uniforms?
3 Have all schools got uniforms? Watch and check.
4 Do you think uniforms are a good idea?



Watch video 5.1



p61

Language in action 5.2



p63

Language in action 5.3



p64

Everyday English 5.4



p66

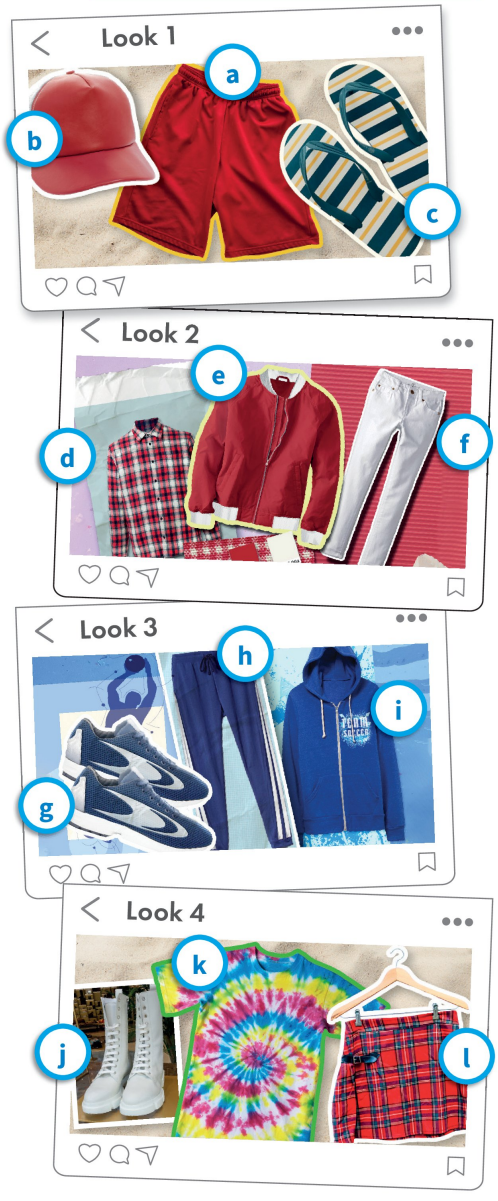
Globetrotters 5.5

Vocabulary

Clothes

5.01 **1** Match the words in the box with the pictures. Listen, check and repeat.

☐ boots	☐ cap
☐ hoodie	☐ jacket
☐ jeans	☐ joggers
☐ flip-flops	☐ trainers
☐ T-shirt	☐ skirt
☐ shirt	a shorts



2 Which look do you prefer? Why? Compare with a partner.

3 Circle the odd one out.

1 skirt / jeans / joggers / shorts
2 flip-flops / trainers / shirt / boots
3 shorts / jacket / hoodie
4 shirt / hoodie / jeans / T-shirt
5 jacket / cap / shirt / hoodie

Learn to learn

Making a picture dictionary

Drawing and labelling pictures helps you remember new words.

4 Make a picture dictionary for the clothes in Exercise 1. Compare with a partner.

B



5 Add more pictures to your dictionary. Cover the labels and show the pictures to a partner. Can they guess the words?

Use it!

6 Discuss the questions.

1 What do you wear to school / at the weekend?
2 What is your favourite outfit? Why?



Explore it!

Guess the correct answer.

Flip-flops have a lot of different names around the world. What do people in New Zealand call them?

a slops b jandals c chinelos

What do you call them? Find an interesting clothes fact. Write a question for your partner to answer.

Reading
An online diary

1 **Look at the photos and describe the clothes you see. Where do you think the people are from?**

5.02 **2** **Read the online diary and check your answer to Exercise 1.**

3 **Choose the correct answer. Which person …**

Michiko Sofia Akiko

1 has got a pet? Michiko
2 has got a maths test? _____
3 wants to go outside? _____
4 is Michiko's friend? _____
5 is wearing boots? _____
6 is wearing sandals? _____

4 **Find adjectives in the online diary for the headings. Add two more adjectives for each heading.**

Colour: black _____ _____ _____ _____ _____

Size: _____ _____ _____

Style: _____ _____ _____ _____ _____

Voice it!

5 **Discuss the questions.**

1 Do you dress like your friends? Why / Why not?
2 How do the people you like influence the clothes you wear?
3 How does the place you live in influence the clothes you wear?

Michiko'sMix.com

8:00 am **Saturday**

Happy weekend!

I'm writing this post in my bedroom. My cat, Candy, is sleeping right here beside me.



What are you doing this morning? It's so hot!

Comments:

10 replies ❤ 12 likes

Sofia: Hi, Michiko. I'm revising for a maths test! ☹ It's really hot and I want to be outside!

Michiko: Poor you! Good luck! 😥 My friend is calling me. See you later!

10:00 am **Back online!**

We ❤ Harajuku – the fashion district

I'm sitting in a café with my best friend, Akiko. We're mixing traditional Japanese clothes with our own clothes to create a wamono style today. Look! We're wearing summer dresses and shirts. I'm wearing big black boots but Akiko isn't wearing the same boots. She's wearing zori (they're Japanese sandals).

We're also people watching from the café! There are a lot of different looks. There's a boy outside the café. He's wearing a black and white striped T-shirt, a red shirt, tight jeans, a green jacket and trainers. What a cool retro sporty look! What do you think?





Comments:

Kyle from London: I love it!

1:00 pm **Lunchtime**

I'm not having ramen today. I've got sushi and sashimi. It's definitely a susimi kind of day. Delicious! Are you having ramen for lunch?

Comments:

Lily: No, I'm not. I'm making pizza for ten friends! 🍕

Language in action

Present continuous



Watch video 5.2
What is he wearing?
Is Hiro wearing a uniform?

	I	He / She / It	We / You / They
+	Today, I'**m asking** about clothes.	He'**s wearing** grey trousers.	The girls **are wearing** skirts.
-	I'**m not wearing** a T-shirt.	Hiro **isn't wearing** jeans.	They **aren't wearing** trousers.
?	**Am I wearing** a T-shirt?	**Is** he **wearing** jeans today?	What **are** they **wearing** at the moment?

Pronunciation p119

1 **Look at the table and choose the correct words in the rules.**

1 The present simple of *be* goes **before** / **after** the main verb.
2 We add ***-ing*** / ***-s*** to the main verb.

2 **Write the words in the correct order to make sentences.**

1 wearing a / today. / I'm not / jacket
I'm not wearing a jacket today.
2 the party. / trainers for / buying new / You're
3 her favourite / She's trying to / find / cap.
4 washing the / boots outside. / They're
5 playing? / are you / instrument / What

3 **Remember the information from the online diary. Write sentences in the present continuous. Check with a partner. How many sentences have you got?**

Get it right!
We say: *Are you wearing a cap?* ✓
~~*You are wearing a cap?*~~ ✗



4 **Choose a classmate but don't tell your partner. Ask ten questions to guess your partner's classmate. Your partner can only answer *Yes* or *No*.**

Is this person sitting near me? *No.*

Grammar tutor p129

Use it!

5 **Write present continuous questions. Ask and answer with a partner.**

1 what / you / wear / today?
2 which TV series / you / watch / this month?
3 where / your best friend / sit?
4 what / you / think about / right now?
5 who / wear / hoodie outside?

What are you wearing today?

I'm wearing my favourite jeans, but I'm not wearing flip-flops.

Vocabulary and listening

Accessories

























5.05 **1** **Match the words with the photos. Listen, check and repeat.**

☐ belt	☐ bracelet	☐ earrings
☐ gloves	☐ necklace	☑ purse
☐ ring	☐ scarf	☐ sunglasses
☐ umbrella	☐ wallet	☐ watch

2 **Write the words from Exercise 1 in the correct place in the table.**

Carry	purse		
Wear	belt		

Use it!

3 **Work with a partner. Ask and answer.**

Which of the accessories in Exercise 1 …

1 are you wearing/carrying today?
2 have you got at home?
3 do you wear/carry every day?

An interview

4 **Look at the photos. What are the people wearing? Do you like the clothes?**





Learn to learn

Listening for the general idea

When you listen for the first time, don't worry if you don't understand every word. Listen for the general idea.

5.06 **5** **Listen to the interview. What is Tom talking about?**

a his family b his job c his clothes

5.06 **6** **Listen again. Are the sentences *T* (true) or *F* (false)? Correct the false sentences.**

Tom …

1 designs clothes for musicians. ___
2 usually starts work at 7 am. ___
3 never works late. ___
4 is good at drawing. ___
5 makes the clothes. ___

Language in action

Present simple and present continuous



Watch video 5.3
Which clothes and accessories do you hear? Which three tips does she give?

	Present simple	Present continuous
+	I **usually wear** bright colours.	**Today**, I'**m talking** about style.
-	I **don't like wearing** uncomfortable dresses.	She **isn't wearing** bright colours.
?	What **do** you **usually wear**?	What'**s** she **wearing now**?
Expressions	adverbs of frequency (usually, always), days of the week, every day	Just / Right now … / Now … / Today … / This week / month … / At the moment …

1 **Look at the table and complete the rules.**

1 We use the present _____ to talk about routines (with days of the week or with *sometimes*, *usually*, *always*).

2 We use the present _____ to talk about things happening now (with *at the moment*, *today*, *right now*, *this week*, etc.).

2 **Circle the correct verbs.**

1 I *talk* / (*'m talking*) to Emily today.

2 Emily *starts* / *is starting* school at 8 am every day.

3 She *finishes* / *'s finishing* her outfit right now.

4 Emily usually *makes* / *'s making* all the clothes.

5 Emily *makes* / *'s making* a skirt and belt now.

5.07 **3** **Complete the blog post with the present simple or present continuous form of the verbs in brackets. Listen and check.**

Grammar tutor p129

[1]Do you want (want) to know more about my life?

What [2]_____ we _____ (do) this week? We [3]_____ (study) the history of fashion in art. It's really interesting and I [4]_____ (learn) lots of cool new stuff. We [5]_____ (prepare) our class fashion show this week, too. Joe and I [6]_____ (wear) clothes from the 1980s. We [7]_____ usually _____ (not wear) clothes like this. We [8]_____ (not smile) in the photo but we like the look! I ♥ [9]_____ (love) the 1980s.
What [10]_____ you _____ (do) right now?

Use it!

4 **Write questions with the present simple or present continuous. Ask and answer.**

What …

1 you / always / wear / at the weekend?
What do you always wear at the weekend?

2 music / you / listen to / at the moment?

Who …

3 you / sit next to / right now?

4 you / usually sit next to / at lunchtime?

What do you always wear at the weekend?

I always wear joggers on Saturday and jeans on Sunday.



Speaking

Buying clothes or accessories



1 Look at the photo. What do you think Salif wants to buy?

2 5.08 Listen to the conversation. Does Salif find what he's looking for?



Sales Assistant Good afternoon. [1]*Can I help you* ____?
Salif Yes, please. [2]____ a scarf for my grandma.
SA Sure. Let's have a look. [3]____
Salif My grandma doesn't wear pink. [4]____ a different colour?
SA Yes, I have. You're in luck! [5]____ blue or purple.
Salif [6]____ the purple one, please?
SA Here you go. What do you think?
Salif It's perfect. How much is it?
SA It's £8 but there's a special offer today. Buy two for £12.
Salif No, thanks. I'm fine with just one!
SA Are you sure? It's a bargain.
Salif No, honestly. One is fine.

3 5.08 Complete the conversation with phrases from the *Useful language* box. Listen and check.

Useful language

Can I help you?
Can I see the … one, please?
Have you got it in a different (size/colour/style)?
I'm looking for …
It comes in …
What about this one / these?

4 Look at the *Everyday English* box. Find and underline the phrases in the conversation.

5 Work with a partner. Practise the conversation.



Watch video 5.4
Everyday English

It's a bargain. It's perfect.
No, honestly. You're in luck!

Plan

6 **Work in pairs. Decide who is the customer and who is the sales assistant.**

Customer Decide what you are buying and who it is for. Use the ideas below or your own ideas.

something new to wear to a party
new earrings for your friend's birthday
some new trainers for yourself

Sales assistant Think about different colours and sizes, prices and special offers.

Speak

7 **Practise the conversation about buying something with your partner. Remember to use:**

- the present simple and present continuous
- the vocabulary from this unit
- expressions from the *Useful language* and *Everyday English* boxes

Check

8 **Work with another pair. Listen to their conversation and complete the notes.**

What does the customer buy?

How much is it?

Was it a special offer?

Writing

A description of a photo

1 **Look at the photo. Which person is Emin? Read the description and find the answer.**



My favourite photo By Emin

1 ☐ This is a photo of my friends and me. We're all sitting on the beach. We're celebrating my friend Irem's 13th birthday.

2 ☐ Irem and I are in the middle. She's wearing a white T-shirt and a woollen jacket. She's laughing. My friend Greg is on the left. Greg's wearing a red checked shirt. He usually wears a cap but he isn't wearing it in this photo. He's holding some food but he isn't eating. Sophie is next to Greg. She's wearing her new jeans. My friend Hakan is on the right. He's wearing his favourite checked shirt and his new trainers. He's smiling. There isn't anyone at the back in this photo. I'm next to Hakan. I'm wearing beige trousers and a grey hoodie, with a white T-shirt under it because it's cold.

3 ☐ This is my favourite photo because I'm with my friends and we're all having a great time.

2 **Read Emin's description again and match topics a–c with paragraphs 1–3.**

a Description of the people in the photo
b Brief description of who is in the photo
c Opinion on why it is your favourite photo

3 **Complete the *Useful language* box. Read and find the expressions in the description.**

Useful language

[1]*at* ___ the back
[2]_____ the middle
on [3]_____ left
[4]_____ the right
next [5]_____ (someone)

4 **Read the sentences and circle the correct words.**

1 Who's the person *in* / *on* / *at* the middle?
2 That's me *to* / *on* / *at* the back! I'm wearing my favourite blue cap.
3 Jamal is *in* / *on* / *at* the right. He's holding his camera.
4 Lara is standing next *at* / *in* / *to* Joel. She's laughing.
5 Behrat is *in* / *on* / *at* the left. He's wearing a green hoodie.

Write your own description of a photo.

Plan

5 **Look at the photo below. Decide what information to include and make notes.**

Paragraph 1 _____
Paragraph 2 _____
Paragraph 3 _____

Write

6 **Write your description. Remember to include:**

- the information in the correct order
- the present simple and present continuous
- expressions from the *Useful language* box

Check

7 **Do you …**

- describe people in the photo, including the clothes and accessories they are wearing?
- describe the people's positions in the photo?
- say why you like the photo?



Reading
A magazine article interview

1 **Look at the photo of the people. Discuss the questions.**

1 Where do you think they are from?
2 What do you think they are celebrating?
3 What is the woman at the front holding?

5.09 **2** **Read the interview and check your answers to Exercise 1.**

3 **Read the interview again and answer the questions.**

1 How long does a Hindu wedding last for?

_____

2 What is a *lehenga*?

_____

3 What colour is popular for Hindu weddings? Why?

_____

4 What accessories is Mishal wearing in the photo?

_____

5 What is a *sherwani*?

_____

4 **Complete the table with adjectives ending in *-ful* from the interview. Check the meanings in a dictionary.**

Noun	Adjective
1 wonder	wonderful
2 colour	
3 beauty	
4 power	



Globetrotters

Watch video 5.5
Culture and Fashion

- Where do the 'blue people' live?
- What do the Sami make?
- Which colour is important for the Maasai?

Special days



Weddings are a wonderful time for families and friends to celebrate together and to wear special clothes. This week, Amrit is talking about his cousin's Hindu wedding in India and some of their traditions.

Q: What are Hindu weddings like?
A: They're incredible! There's a lot of amazing food, music and dancing. They're always very colourful events because everyone wears beautiful clothes. They last for three days.

Q: What does the bride wear?
A: The bride usually wears a lehenga (a long skirt with a top) and a long scarf. Red is very popular at Hindu weddings. It's a powerful colour because in India it symbolises love and new life. In this photo, my cousin Mishal is wearing a red and gold lehenga. She's also wearing special wedding accessories: a gold necklace, earrings, rings on her fingers and toes, and lots of red and gold bracelets.



Q: What does the groom wear?
A: The groom usually wears a sherwani (a long jacket with gold designs on it), a pair of trousers and special wedding shoes. My cousin's new husband, Ranjit, is also wearing a red turban.

Q: Are there are any other special wedding traditions?
A: There are lots, but my favourite is joota chupai – a member of the bride's family steals the groom's wedding shoes and hides them. It's great fun! In this photo, my aunt Jaz is holding Ranjit's shoes and everyone is laughing.

People around the world celebrate special days like weddings and birthdays in different ways. How do you celebrate special days in your country?

Voice it!

5 **Answer the questions.**

1 What do people wear to special celebrations in your country?
2 What is a typical wedding like in your country?
3 Are colours important in your country? Have they got special meanings?

Learn to learn

Making connections (2)

When you read an article, try to make connections with your own life and experiences. This can help you to understand the article more easily.

6 **Think about a special celebration in your life and answer the questions.**

1 Is there a part of this article that reminds you of that special celebration?
2 Who and what does it remind you of: people, food, clothes, traditions?

7 **Explain your connections to your partner. Are your partner's connections the same or different?**

Explore it!

Guess the correct answer.

Hindu brides have special paint on their hands. What does the design include?

a their age
b their husband's name
c their favourite food



Find out about other interesting Hindu wedding traditions. Choose your favourite tradition and write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

Learn to learn

Learn to … guess the meaning of words

When you don't know a word, you can guess the meaning. This helps you to read and listen in English.

1 **Circle the answer that is true for you. Compare and discuss your answer with a partner.**

When I see a word I don't know, I usually …

1 guess the meaning.
2 ask the teacher what it means.
3 look in a dictionary.
4 write it in my notebook.

2 **Read the text. Discuss the questions about each of the words in bold with a partner.**


Yusuf

I don't like tight jeans. I prefer **baggy** jeans because they're comfortable. I have lots of T-shirts, T-shirts with long **sleeves**, T-shirts with short **sleeves**, but I don't like T-shirts with **logos** – I don't like pictures or writing on my clothes. I love trainers. I have big feet so it can be difficult to find my size, but my new trainers **fit** really well. They're the perfect size!

1 Are they nouns, verbs or adjectives?

I think 'baggy' is an adjective.

2 What clues about the meaning can you find in the text?

Baggy jeans are not tight.
Baggy jeans are comfortable.

3 What do you think each of the words in **bold** means?

I think 'baggy' means not tight.

OWN IT!

3 **Read the text. Answer the questions in Exercise 2 about each of the words in bold.**


Nikita

I never wear rings, bracelets or earrings, because I don't like **jewellery**, but I have lots of hats, gloves and scarves. Why? Well, my grandma loves to make me clothes – she especially loves to **knit** me clothes. I'm happy about this, because I like to be **warm** on cold winter days, and woollen clothes are great for that!

jewellery

1 noun
2 _____
3 _____

knit

1 _____
2 _____
3 _____

warm

1 _____
2 _____
3 _____

Search online for different strategies for learning vocabulary. Use at least three of them and share your findings with your classmates.

5 Review

Vocabulary

1 **Complete the names of clothes with the missing vowels.**

1 j__ns
2 tr__n_rs
3 sh_rt
4 b__ts
5 h__d__
6 sh_rts
7 c_p
8 j_gg_rs

2 **Write the accessories.**

1 two things you can wear on your wrist _____ _____

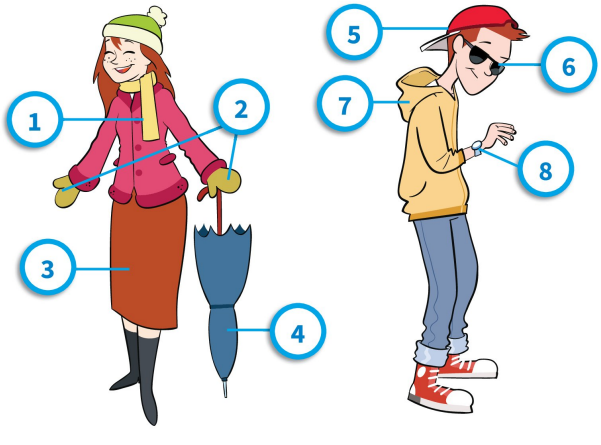
2 two things you can put your money in _____ _____

3 something you can use when it's raining _____

4 things you can wear in your ears _____

5 things you can wear on your hands when it's cold _____

3 **Look at the pictures. What are they wearing? Write the clothes and accessories.**



1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

Language in action

4 **Complete the conversations. Use the correct form of the present continuous.**

1 you / watch / TV just now?
✗ do / my homework
_____
_____

2 Lidia / wear / a red T-shirt today?
✗ wear / a blue shirt
_____
_____

3 Mike / chat / with his friends at the moment?
✗ take / a photo
_____
_____

5 **Complete the posts with the present simple or present continuous form of the verbs.**

What [1]_____ you usually _____ (wear) at school?

I usually [2]_____ (wear) jeans and a T-shirt. It [3]_____ (rain) today so I [4]_____ (carry) an umbrella!

[5]_____ your dad _____ (work) today?

No, he [6]_____ (not work) on Saturdays. He often [7]_____ (play) football, but today he [8]_____ (not do) that. He and Mum [9]_____ (shop) in Hull.

Self-assessment

I can name twelve clothes words in English. 😕 😐 🙂

I can name twelve accessories in English. 😕 😐 🙂

I can use the present continuous to talk about what is happening now. 😕 😐 🙂

I can use the present simple and the present continuous together. 😕 😐 🙂

6 Sport for life

Learning outcomes

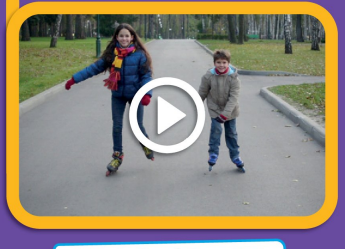
I can ...

- understand texts about sport
- book tickets
- write a profile
- understand how to use comparatives and superlatives
- talk about sports
- say collocations out loud and remember vocabulary sets together
- design an exercise plan.



Start it!

1 Look at the photo. What is the girl doing?
2 Before you watch, guess three sports from the video.
3 Which other sports can you see? Watch and check.
4 Which sport do you want to try? Why?



Watch video 6.1



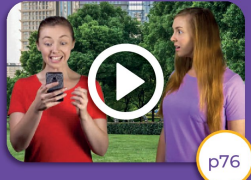
p73

Language in action 6.2



p75

Language in action 6.3



p76

Everyday English 6.4



p78

Healthy and happy 6.5

Vocabulary

Sports

6.01 **1** Match the words in the box with the photos. Listen, check and repeat.

☐ athletics	☐ basketball
☐ gymnastics	☐ hockey
☐ rugby	☐ running
☐ sailing	☐ swimming
a table tennis	☐ volleyball
☐ windsurfing	☐ yoga
☐ (mountain/rock) climbing	

6.02 **2** Listen. Which six sports do you hear?

1 table tennis
2 _____
3 _____
4 _____
5 _____
6 _____

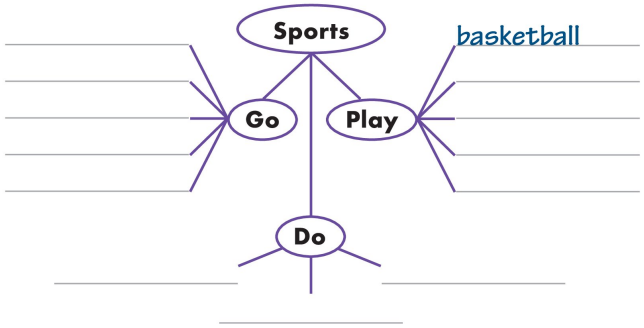
Learn to learn

Saying collocations out loud

When you learn new collocations, say the words out loud. There are three main verbs we use with sports.

play ball sports
go sports that end in *-ing*
do other sports

3 Write the sports from Exercise 1 in the spidergram. Say them out loud as you write them. How many more sports can you add?



4 Work in pairs. Say a sport out loud and your partner says the verb.

Use it!

5 Discuss the questions.

1 Which sports do you do? How often do you do them?
2 Do you prefer team sports or individual sports? Why?
3 Which sports do you want to try?

Explore it!

Guess the correct answer.

Sport climbing is an Olympic sport. It's similar to rock climbing. How many different types of sport climbing are there?

a one b two c three

Find an interesting fact about a sport. Write a question for your partner to answer.



Reading
Online FAQs

1 What do you think the people in the photo are doing? Tell your partner.

6.03 **2** Read the article. Match the questions with the answers in the FAQs.

3 Read the article again. Are the sentences *T* (true) or *F* (false)?

1 Boccia is only for teams. F
2 Boccia is a Paralympic sport, not an Olympic sport. ___
3 Boccia balls are the same size as footballs. ___
4 You can play boccia when it's raining. ___
5 Boccia is a very new sport. ___

4 Find the meaning of the words in bold in the article. Are they positive or negative? Write them in the table. Can you add any more adjectives?

Positive	Negative
popular	

Voice it!

5 Discuss the questions.

1 Are there any boccia teams where you live?
2 Do you think boccia looks interesting or boring to watch or play? Why?
3 Do you want to try boccia or watch a match? Why / Why not?

Learn about Boccia



There are lots of Olympic and Paralympic sports – some of them are the same and some are different. This week we're looking at boccia. It isn't an Olympic sport but it's becoming more **popular** than some Olympic sports. Its history goes back to Ancient Greece and Egypt. Here are our answers to your questions.

FAQs

Q1: What is boccia?
Q2: Is it a team game?
Q3: Where can I play it?
Q4: How big are the balls in boccia?
Q5: How many balls are there?
Q6: How do I play?

Answers

A1: Players move each ball with their hands or feet to get close to the 'jack'.
A2: They're bigger than tennis balls but smaller than footballs.
A3: You can play boccia in a team, in a pair or by yourself.
A4: There are six red balls, six blue balls and one small white ball (a 'jack').
A5: It's a ball game for wheelchair users and it's a Paralympic sport.
A6: You can play it outdoors or indoors if the weather's **bad**.

The rules are easier than other ball games but it's more **difficult** than it looks! Boccia players think it's better than other ball games. It's more **exciting** than you think! It isn't **boring** to watch and it's even more **amazing** to play. Play or watch boccia NOW!

Language in action

Comparatives

1 **Look at the table and circle the correct words in the rules.**

1 We add *-er* to *short* / *long* adjectives to form the comparative.
2 We use *more* before *irregular* / *long* adjectives in the comparative.
3 We *use* / *don't use more* before irregular adjectives in the comparative.

2 **Match the adjectives 1–6 to the correct comparative form a-f.**

1 bad	a more boring
2 big	b better
3 boring	c healthier
4 fast	d bigger
5 good	e worse
6 healthy	f faster

3 **Complete the sentences with the comparative form of the adjectives.**

1 Basketball players are taller than _____ (tall) football players.
2 Gymnastics is _____ (interesting) yoga to watch.
3 Yoga is _____ (healthy) gymnastics.
4 Windsurfing is _____ (difficult) sailing.
5 Rock climbing is _____ (exciting) windsurfing and yoga.
6 Do you think gymnastics is _____ (easy) windsurfing?





Watch video 6.2
Which sports does he talk about?
Which sport is healthy?

Comparative adjectives	
Short adjectives	
slow	Yoga is **slower than** gymnastics.
Long adjectives	
popular	Football is **more popular than** basketball.
Irregular adjectives	
good	Basketball is **better than** football.

Pronunciation p119

4 **Write sentences with the comparative form of the adjectives.**

1 windsurfing (exciting) swimming
Windsurfing is more exciting than swimming.
2 table tennis (interesting) yoga
_____
3 climbing (difficult) volleyball
_____
4 A boccia ball (big) tennis ball.
_____

Grammar tutor p130

Use it!

5 **Write sentences to compare some of the things below, using adjectives in the box or your own ideas. Discuss with a partner. Do you agree?**

boring comfortable difficult easy exciting good healthy interesting smart

table tennis / tennis
hanging out with friends / going shopping
joggers / jeans

I think table tennis is more interesting than tennis. What do you think?

I don't agree. I think tennis is more interesting.



Vocabulary and listening

Sports verbs

6.06 **1** **Circle the correct verbs to describe the photos. Listen, repeat and check. Can you guess the meaning of the other verbs?**

Get it right!

You **win** or **lose** a game, match, race or competition.

When you win, you **beat** the person or people you are competing with.

I want to win the race.✓ ~~*I want to beat the race.*~~ ✗

I think we can beat this team.✓ ~~*I think we can win this team.*~~ ✗

6.07 **2** **Circle the correct verbs. Can you guess the sports? Listen and check.**

This is a popular team sport in Asia. It's a combination of volleyball and football. Players can't use their hands. One player [1]*dives* / *passes* the ball to another player to start. Players [2]*run* / *kick* the ball with their feet. The first team to [3]*throw* / *score* 21 points in two games wins.



a capoeira

b underwater hockey

c sepak takraw

This is a team game with six soft balls. It's popular in PE classes in the UK. Players [4]*lift* / *run* fast to pick up balls from the middle of the court. Then they [5]*dive* / *throw* their balls at the other team. If a ball [6]*hits* / *jumps* someone, that person is 'out'. Players can [7]*catch* / *score* a ball in their hands, but if it [8]*climbs* / *bounces* off another player, they can't use it.



a basketball

b dodgeball

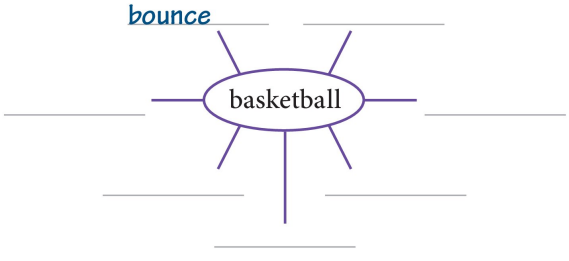
c volleyball

Learn to learn

Remembering vocabulary sets

Think about which verbs you can use for each sport.

3 **Work with a partner and add other verbs to the diagram.**



Use it!

4 **Describe a sport in three sentences. Use verbs from Exercise 1. Can your partner guess the sport?**

A conversation

6.08 **5** **Look at the photos. Which fitness activities or sports can these people do? Listen and check.**



Joan MacDonald



Victor Wembanyama

6.08 **6** **Listen again. Circle the correct answers.**

1 Joan MacDonald can run and … weights.
a throw **b** catch **c** lift

2 Joan cooks fresh food ….
a every day **b** at the weekend **c** in the evenings

3 Victor Wembanyama's trainers are size ….
a 41 **b** 55 **c** 37

4 Victor and his parents are all very ….
a popular **b** old **c** tall

Language in action

Superlatives

1 **Look at the table and complete the rules.**

1 We add *the* + *-est* to short adjectives.
2 We put *the most* before _____ adjectives.
3 There are some _____ adjectives, e.g. *good – the best*, *bad – the worst*.

2 **Complete the sentences with the superlative form of the adjectives.**

Joan MacDonald is one of [1] the most popular (popular) women in their 70s on social media. She's probably [2] _____ (fit) and [3] _____ (healthy) person that age I know.

Victor Wembanyama is one of [4] _____ (tall) basketball players in the world. Does the article say he is [5] _____ (good) player in his team? Maybe Victor's got [6] _____ (big) feet in his team!

3 **Complete the sports quiz with the superlative form of the adjectives. Predict and circle the answers to the questions. Discuss with a partner.**



The *biggest* (big) **sports quiz** in the **world**

1. Juju Noda is one of the best _____ (good) female Japanese **footballers** / **racing drivers**.
2. Lots of people think that **basketball** / **football** is _____ (easy) sport to learn.
3. **Sitting volleyball** / **Wheelchair basketball** is one of _____ (popular) Paralympic sports.
4. **Surfing** / **Table tennis** is one of _____ (new) Olympic sports.
5. _____ (healthy) food to eat before you do sport or exercise is a **carrot** / **banana**.



Watch video 6.3
Who is the most amazing painter? Who can play the piano?

Superlative adjectives

Short	She's **the fastest** player.
Long	She's **the most amazing** painter.
Irregular	Have you got something you're **the best** at?

6.09 **4** **Listen and check your answers to Exercise 3.**

Grammar tutor p130

Use it!

5 **Write four sentences with your opinions about sports. Use the words in boxes A and B. Compare with a partner. Do you agree?**

A: easiest, most boring, most difficult, most interesting on TV

B: do, learn, play, watch

6 **Write sentences with superlative adjectives about you. Use the topics in the box or choose your own topics. Ask and answer with a partner.**

day of the week (good)
food (delicious)
sportsperson (amazing)
person (happy)

Which is the best day of the week?

I think Friday is the best day of the week because I always finish school early. What about you?

Speaking

Buying tickets online

6.10 **1** **Listen to the conversation. How much do they pay for the tickets?**

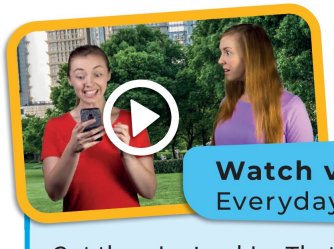


6.10 **2** **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

How much are tickets?
They're (£45).
Shall we go?
Let's go. Let's book them.
What's the (quickest/best/cheapest) way to get there?

3 **Look at the *Everyday English* box. Find and underline the phrases in the conversation.**



Watch video 6.4
Everyday English

Got them! Look! That's crazy!
What are we waiting for? Why not?

4 **Work with a partner. Practise the conversation.**

Ruben Look! Our favourite team is playing football this afternoon. [1] *Shall we go* ?
Omar Why not? [2] _____
Ruben The best seats are the most expensive. [3] _____.
Omar That's crazy! Are there any cheaper tickets?
Ruben Yes, there are. The cheapest tickets are £12 but they're the worst seats.
Omar That's OK. I don't mind if you don't. [4] _____.
Ruben Got them! We collect and pay for them when we get there. The match starts in an hour.
Omar What are we waiting for? [5] _____.
Ruben [6] _____.
Omar Run – fast!
Ruben Wait for me!

Plan

5 **Work with a partner. Plan a conversation about buying tickets online for a sports event. Decide …**

what event you want to see

a basketball game a tennis match an athletics event

how much the tickets cost _____

how you are going to get there _____

Speak

6 **Practise the conversation with your partner. Remember to use:**

- comparatives and superlatives
- the vocabulary from this unit
- expressions from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and complete the notes.**

What event do they want to see?

_____

How much are the tickets? _____

How are they going to get there?

_____

Writing

A profile of a sportsperson

1 **Look at the photo. What sport do you think Oriane Bertone does? Read the profile and check.**

2 **Match topics a–c with paragraphs 1–3.**

a Achievements

b Basic information and description

c Training and other interests

3 **Find and underline examples of *also* and *too* in the profile.**

4 **Read the *Useful language* box and circle the correct words.**

Useful language

We use *also* and *too* to give extra information.

We use ***also*** [1]*before* / *after* the verb *be*.

We use ***also*** [2]*before* / *after* other verbs.

We use ***too*** at the [3]*beginning* / *end* of a sentence.

5 **Complete the sentences with *also* or *too*.**

1 I enjoy playing basketball and I like watching it on TV *too*.

2 Athletics is fun and hockey is _____ fun.

3 Our school rugby team loses some matches but we win some _____.

4 Emma is our team captain. She's _____ the best player.

6 **Rewrite the second sentence with the word in brackets.**

1 I like playing football. I enjoy hanging out with friends. (also)

_____

2 Table tennis is easy to play. It's fun. (too)

_____

3 She's running. She's jumping. (also)

_____

4 He's wearing trainers. He's wearing a T-shirt. (too)

_____

My favourite sportsperson

By Kelly Nammour

1 ☐ My favourite sportsperson is Oriane Bertone. She's a French rock climber and she lives in Paris. She's 164 cm tall. She's taller than other female climbers.

2 ☐ She trains for seven or eight hours every day. She **also** eats healthy food and she doesn't go to bed late. Oriane goes rock climbing whenever she can and she climbs with her younger brother Max, **too**. She loves climbing but she **also** loves walking outdoors, watching science-fiction movies and cooking.



3 ☐ I think she's amazing because she's the first woman and the youngest person to climb 'Golden Shadow' rock in Rocklands, South Africa. It's one of the most difficult rocks to climb in the world. She is one of the world's strongest climbers and one of the most successful young sportspeople in the world, **too**.

Write a profile of your favourite sportsperson.

Plan

7 **Make notes about your favourite sportsperson. Decide what information to include in each paragraph. Use the information in Exercise 2 to help you.**

Write

8 **Write your description. Remember to include:**

- three paragraphs
- comparatives and superlatives
- expressions from the *Useful language* box

Check

9 **Do you …**

- give basic information and a description of your sportsperson?
- describe their sport using sports verbs?
- talk about their achievements and why you like them?

Emotional development

A healthy and happy life

1 Look at the photos. What are the people doing? How do you think they feel? Discuss with a partner.

6.11 2 Read the text and check your ideas.



Watch video 6.5
Healthy and happy

Why is having healthy habits important?

How much sleep do 14-year-olds need?

What other things help us to be healthy and happy?

Body and mind



a plank

a push up

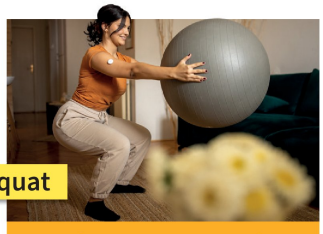
Children and teenagers need about 60 minutes of physical activity every day. Around the world, 81% of 11- to 17-year-olds don't do enough physical activity. When you're active and doing exercise, the movement makes your **brain** more active, too.

Physical activity is good for your body because you're healthier and fitter. You have stronger **bones** and muscles, and you sleep better. Doing exercise when you're young also helps you to stay healthy when you're older.

It's a good idea to do some exercise to have strong **muscles** and bones. Your muscles are important because they help keep your bones strong. There are a lot of different activities for different muscle groups.

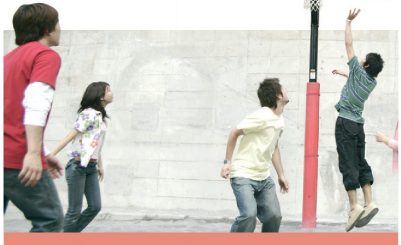
The muscles in your centre, or core, are the most important ones for standing up. Gymnastics is great for this, or do some simple exercises at home, like a plank. Do some push-ups for stronger muscles in your chest, shoulder and arms.





a squat

Do a few squats every day for stronger legs and feet.



Don't forget your heart – it's a muscle, too! Play basketball and go swimming so your heart works harder!

Physical activity isn't just good for your body, it's also good for your mind.

- When you do exercise, your brain produces **endorphins**. These help you to feel happier and they can change your **mood** from sad to happy.
- When you exercise, your brain is more active. You can **concentrate** better in school and you can learn things faster.
- When you exercise with a friend or play sport in a team, you connect with other people. This is good for your brain because you smile, have fun and produce more endorphins!



Physical activity isn't just sport! You can go for a walk with a friend, dance to your favourite songs or even tidy your bedroom.



Vocabulary extra

3 **Match the words in the box with the meanings.**

bones brain concentrate
endorphins mood ~~muscles~~

1 parts of your body that help you to move *muscles*
2 the hard parts inside our body that form your skeleton _____
3 the organ inside your head that controls your thoughts and feelings _____
4 a natural chemical your brain produces to make you feel relaxed _____
5 think about something you are doing very carefully _____
6 the way you feel at a certain time, e.g. happy or sad _____

4 **Answer the questions.**

1 How much physical activity do you do every week?
2 Why do you think people don't do enough physical activity?
3 Which physical activities make you feel happy? Why?

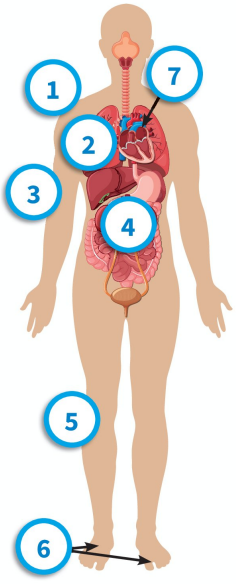
CLIL: Biology

Parts of the body

5 **Match the words in the box with 1–7 in the picture.**

arm chest core feet
heart leg ~~shoulder~~

1 *shoulder*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____



6 **Complete the table with the correct parts of the body for each exercise.**

Exercise	Parts of the body
1 plank	*core, arms, legs*
2 push-up	
3 squat	
4 basketball, swimming	

7 **Which activities that you do every day (not just sport) use the parts of the body you mentioned in Exercise 6?**

1 I'm *carrying bags of shopping*. I'm using the muscles in my arms and my chest.
2 I'm _____. I'm using the muscles in my legs.
3 I'm _____. My heart is working harder than usual.
4 I'm _____. I'm using my core muscles.
5 I'm _____. My shoulders and arms are working hard putting away my things!

Project: an exercise plan

Design a plan to keep active

Step 1: Plan

Work in groups. Design an exercise plan for one day for 60 minutes of physical activity.
Think about:

- different ways you can be more active
- how the activity helps you have a healthy body
- how the activity helps you have a healthy mind
- activities that make you feel happy
- activities you can do alone or with a friend

Agree on the activities and the times.

OWN IT! Project: an exercise plan p122

Learn to learn

Learn to … write example sentences

Example sentences help you understand and remember vocabulary

1 **Read Peiyu's blog. How does she remember new words? Why?**



Today's tip

Peiyu's English learning blog

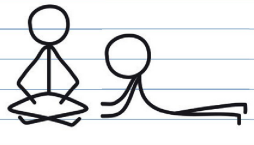
Remembering new words

When I learn new words, I use them in example sentences. I think this is better than writing them in my language. When I write sentences, I think about what the word means and this helps me to remember it.

Also, when you write example sentences, the meaning is easier to remember later because the other words in the sentence can help you. I try to write funny sentences or sentences about me and my friends because it's easier to remember the sentences.

Look at my notebook! What do you think?

My parents **do yoga** in the garden.



I **run** to school when I'm late.



2 **Circle the example sentences you prefer, a or b. Compare your answers with a partner and say why.**

1 bananas

a Bananas are nice.
(b) Bananas are a long yellow fruit.

I prefer example sentence b because the words 'long', 'yellow' and 'fruit' help you remember what bananas are.

2 kick

a In football, players kick a ball.
b They kick it.

3 rugby

a Rugby is my grandma's favourite sport.
b Rugby is boring.

4 throw

a Throw it!
b My baby sister throws her food at me.

OWN IT!

3 **Write an example sentence for each of the words in the box.**

beat catch rock climbing score volleyball

1 _____
2 _____
3 _____
4 _____
5 _____

4 **Tell your partner your sentences from Exercise 3. Who has the best example sentence for each word?**

I prefer your sentence for 'beat' because it's funny.

Search online for other examples of tips people use to remember things. Try and use a different website from the one you normally use. Share your findings with your classmates.

6 Review

Vocabulary

1 **Complete the sentences with the sports in the box.**

mountain climbing rugby
sailing table tennis volleyball
windsurfing yoga

1 You need a net to play _____ and _____.
2 _____ is a ball game that people always play outdoors.
3 People usually do _____ indoors.
4 You need to be on the water to go _____ or _____.
5 _____ can be dangerous, so you need very good equipment.

2 **Circle the correct verbs.**

1 We're playing football so we can *kick* / *score* the ball.
2 That looks heavy. Can you *climb* / *lift* it?
3 I want to *run* / *dive* a marathon one day.
4 *Catch* / *Throw* me that ball, please.
5 How do you *jump* / *score* in hockey?
6 It's important to *pass* / *hit* the ball in rugby.

Language in action

3 **Write the comparative form of the adjectives.**

1 bad _____
2 big _____
3 easy _____
4 exciting _____
5 good _____
6 interesting _____

4 **Look at the information and write sentences. Use comparative and superlative adjectives.**

	Jack's opinion		
	Table tennis 	Rugby 	Hockey 
easy	★★★★★	★★	★
exciting	★	★★★★	★★
good	★★	★★★★	★

1 table tennis / easy
_____
2 rugby / easy / hockey
_____
3 hockey / exciting / table tennis
_____
4 table tennis / good / hockey
_____
5 rugby / good
_____
6 rugby / exciting
_____

Self-assessment

I can name thirteen sports in English.	😕	😐	🙂
I can use twelve sports verbs to talk about sports.	😕	😐	🙂
I can use comparative adjectives to compare two things.	😕	😐	🙂
I can use superlative adjectives to compare three or more things.	😕	😐	🙂

7 Amazing animals

Learning outcomes

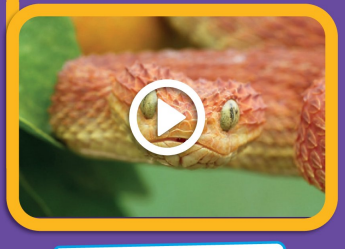
I can ...

- understand texts about animals
- ask for and respond to information
- write an article
- understand how to use different past tense forms
- talk about and describe animals
- categorise vocabulary and identify word forms.



Start it!

1 What's happening in the photo?
2 What do you know about this animal?
3 Guess three animals in the video. Watch and check.
4 How many animals can you remember from the video?



Watch video 7.1



p85

Language in action 7.2



p87

Language in action 7.3



p88

Everyday English 7.4



p90

Globetrotters 7.5

Vocabulary

Animals

7.01 **1** Match ten animals with the photos. Listen, check and repeat. Which four animals are not in the photos?

☐ bear	☐ crocodile	☐ donkey
☐ duck	☐ eagle	☑ giraffe
☐ hippo	☐ horse	☐ lion
☐ monkey	☐ mouse	☐ parrot
☐ snake	☐ whale	☐

1 _____ 3 _____

2 _____ 4 _____

7.02 **2** Listen to the noises. Which animals do you hear from Exercise 1?

1 _____ 4 _____

2 _____ 5 _____

3 _____ 6 _____

3 Which of the animals have:

1 a tail? 2 feathers? 3 fur?



Learn to learn

Word categories

When you learn new words, put them into categories. This helps you remember the meaning.

4 Complete the categories with animals from Exercise 1. Add two more for each category.

Mammals	Birds	Reptiles
giraffe	*parrot*	*snake*

Use it!

5 Work with a partner. Guess the extra animals in each of your partner's categories. Then write new categories for the animals. Tell your partner the animals. Can your partner guess your new categories?

Category 1: mouse, parrot, snake

Is your category 'pets'?

Explore it!



Guess the correct answer.

A blue whale's tongue weighs the same as …

a a crocodile. b an elephant. c a giraffe.

Find an interesting animal fact. Write a question for your partner to answer.

Reading
Fact files

1 **Look at the photos. Do you recognise these animals? Where do they live?**

7.03 **2** **Read the text and the fact files. Check your answers to Exercise 1.**

3 **Read the sentences and write *T* (true), *F* (false) or *DS* (doesn't say).**

1 An axolotl can grow new parts of its body. T
2 The maned wolf is a member of the wolf family. ___
3 Mediterranean monk seals are slower than sharks. ___
4 There are more maned wolves than axolotls or monk seals. ___
5 Pollution is a problem for all of these animals. ___
6 The maned wolf is the heaviest of the three animals. ___
7 People are finding solutions to help these animals. ___

4 **Find words in the fact files for each category. Then add two more words.**

Animals in danger: axolotl
Food: _____
Habitats: _____

Voice it!

5 **Discuss the questions.**

1 Which of these animals is your favourite? Why?
2 What other problems are there for these animals?
3 Why is it important to protect animals?

Amazing animals in danger

In the past, these animals **weren't** in danger and life **wasn't** the same. But things change and now people know about the problems and they are finding solutions.



Axolotl

In the past, **there was** a lot of water in Lake Xochimilco, Mexico. **It was** clean. **There were** a lot of axolotls in the water – about 6,000 axolotls per square kilometre. They were healthy and they **weren't** hungry. Now there are only 36 axolotls in the same area. Why? They're hungry because other fish eat their food. There's a lot of plastic in the water and it's dirty. But don't worry! Scientists and farmers are working to clean the water and help the axolotls.

Weight	56–225 grams
Habitat	Lake Xochimilco, Mexico City
Food	small fish, insects and worms
Amazing fact	It can grow new parts of its body.

Maned Wolf

In Brazil, **there were** almost 24,000 maned wolves in the past. Today, there are less than 15,000. What's the biggest problem? The wolves can't live in the forests because there aren't a lot of trees. But there are ways to fix this. There are now safe places in forests for wolves. Local people are learning about the wolves and helping to protect them.



Weight	20–25 kg
Habitat	Savannahs in Brazil and forests in South America
Food	small animals and insects, fruit and vegetables
Amazing fact	The maned wolf isn't really a wolf – it's a member of the dog family. It barks like a dog!



Mediterranean Monk Seal

Today, there are about 700 Mediterranean monk seals. How many monk seals **were there** in the past? 24,000. The ocean **was** their home and it **was** safe. Monk seals sometimes die because they swim into fishing nets. But there's good news! There are different nets now. The seals can swim in and out of them easily.

Weight	up to 315 kg
Habitat	caves and beaches of the Mediterranean Sea
Food	fish, octopus
Amazing fact	It can swim faster than a shark.

Language in action

was / were, there was / were



Watch video 7.2
What colour was the flamingo when it was a baby? What animals were there?

	was / were	*there was / were*
+	He **was** a little baby once. They **were** little babies called tadpoles.	**There was** a lesson about baby animals. **There were** cute baby animals.
-	He **wasn't** pink as a baby. His parents **weren't** worried about that.	**There wasn't** a cuter baby animal than this seal. **There weren't** any baby butterflies.
?	**Was** the water clean? Yes, it **was**. / No, it **wasn't**. **Were** the forests big? Yes, they **were**. / No, they **weren't**.	**Was there** a baby seal? Yes, **there was**. / No, **there wasn't**. **Were there** any wolves? Yes, **there were**. / No, **there weren't**.

1 **Look at the table. Circle the correct words.**

1 We use (there) *was* / *were* for singular nouns and (there) *was* / *were* for plural nouns in the past.

2 We use (there) *was* / *were* + *not* for *questions* / *negative sentences*.

3 The word order is *the same* / *different* in questions.

2 **Correct the sentences. Check your answers in the text on page 84.**

1 The water was dirty in Lake Xochimilco in the past.

The water wasn't dirty in Lake Xochimilco in the past. It was clean.

2 There were 36 axolotls per square km in the lake in the past.

3 There were 15,000 maned wolves in Brazil in the past.

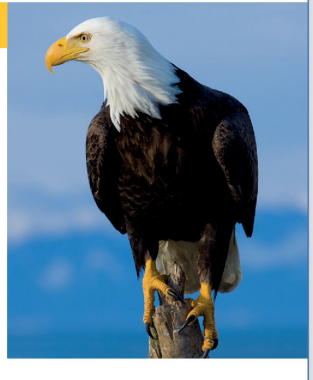
4 Monk seals were hungry in the past. There weren't a lot of fish for them to eat.

5 In the past, there were about 700 monk seals.

3 **Complete the text with *was(n't)* / *were(n't)* or *there was(n't)* / *there were(n't)*.**

Home | Must reads | Latest | About | More

Good news stories



Bald eagles [1] *were* in danger in the past but they aren't now!
In the 1960s, [2] _____ only a few hundred bald eagles in the USA. Scientists [3] _____ happy. They [4] _____ very worried.
The future [5] _____ good for bald eagles. After working hard for a long time, [6] _____ some good news. In 2007, the bald eagle [7] _____ on the list of animals in danger. The scientists' work [8] _____ easy, but it [9] _____ a success!

Grammar tutor p131

Use it!

4 **Write questions with *was/were*. Ask and answer with a partner.**

1 Where / born?
Where were you born?

2 What / favourite animal / when / you / six?

3 Who / best friend / when / you / eight?

4 When / your last holiday?

Vocabulary and listening

Adjectives

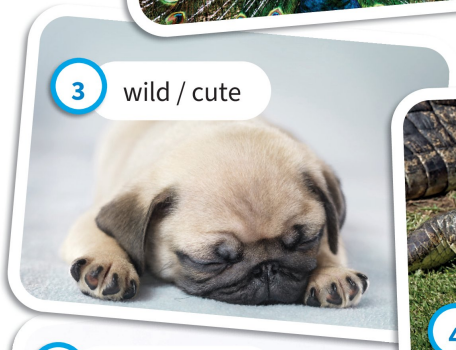
7.04 **1** Circle words to describe photos 1–6. Listen, check and repeat. Can you guess the meaning of the other adjectives?

2 Write opposite adjectives from Exercise 1 for the words below.

1 short *long*
2 light _____
3 huge _____
4 quiet _____
5 safe _____













Use it!

3 Think of three animals. Write two sentences to describe each one. Tell your partner. Can they guess the animal?

It's quiet and fast. It sometimes lives in houses.

Is it a mouse?

A podcast

4 Discuss the questions with a partner.

1 What can dolphins do?
2 Do you think dolphins can understand people? Why / Why not?

7.05 **5** Listen to the podcast and circle what it's about.

a A group of dangerous dolphins
b A group of clever dolphins
c A group of quiet dolphins



Learn to learn

Preparing to listen

Thinking about the questions before you listen can help you hear the correct answers.

6 Underline the question words in Exercise 7.

7.05 **7** Listen again and answer the questions.

1 How old was Kai? *He was fifteen.*
2 Where were Kai and Mateo? _____
3 What was noisy? _____
4 Who was in a boat? _____
5 How long were the dolphins with Luna? _____

8 Work in pairs. Take turns to tell the story.

There were two people and a dog on a kayak in the sea.

There was a group of seven dolphins.

Language in action

Past simple: regular and irregular verbs



Watch video 7.3
Which animals ran away?
Who touched a snake?

	Regular	Irregular
+	Everyone **laughed**.	I **took** this picture before they ran away.
-	I **didn't touch** it.	We **didn't see** any elephants.
Past time expressions	Our class **visited** a wildlife centre **last week**.	They **didn't go** to the centre **yesterday**.

Irregular verbs p134 Pronunciation p119

1 **Look at the table and complete the rule.**

1 Regular past simple forms end in _____.

2 **Match the verbs to the correct past simple form.**

1 touch	a visited
2 take	b saw
3 see	c went
4 visit	d touched
5 go	e took

Get it right!

We use past time expressions with the past simple. For example, *yesterday, last (night/week/month/year), three (days/weeks/months) ago.*

7.09 **3** **Complete the text with the correct past simple form of the verbs in brackets. Listen and check.**

A boy's best friend

A few years ago, a Danish man [1]*found* (find) a baby crow. It was very thin and hungry. There wasn't an animal specialist to help him so the man [2]_____ (take) the crow home. His family [3]_____ (give) the crow food and it [4]_____ (become) part of the family. They [5]_____ (call) the crow Russell. Their son Otto [6]_____ (love) Russell. Russell [7]_____ (not leave) Otto and they [8]_____ (spend) a lot of time together. After a few weeks, the family [9]_____ (put) the crow in their garden to fly home. Russell doesn't live with the family now but he visits them every day. Otto's mum [10]_____ (share) the story on social media. Russell and Otto are famous now!



Grammar tutor p131

Use it!

4 **Write sentences with *ago*. Change the words in bold so that the sentences are true for you. Work with a partner and say your sentences. Are any the same?**

1 This lesson start / **thirty minutes**
This lesson started forty-five minutes ago.
2 I / get up / **four hours**
3 I / start / school / **seven years**
4 I / have / lunch / **an hour**
5 I / meet / my English teacher / **six months**

5 **Write three true and three false sentences about you. Use the past simple and past time expressions.**

6 **Take turns to say your sentences. Can your partner guess which are true and which are false?**

I went to Brazil on holiday last week.

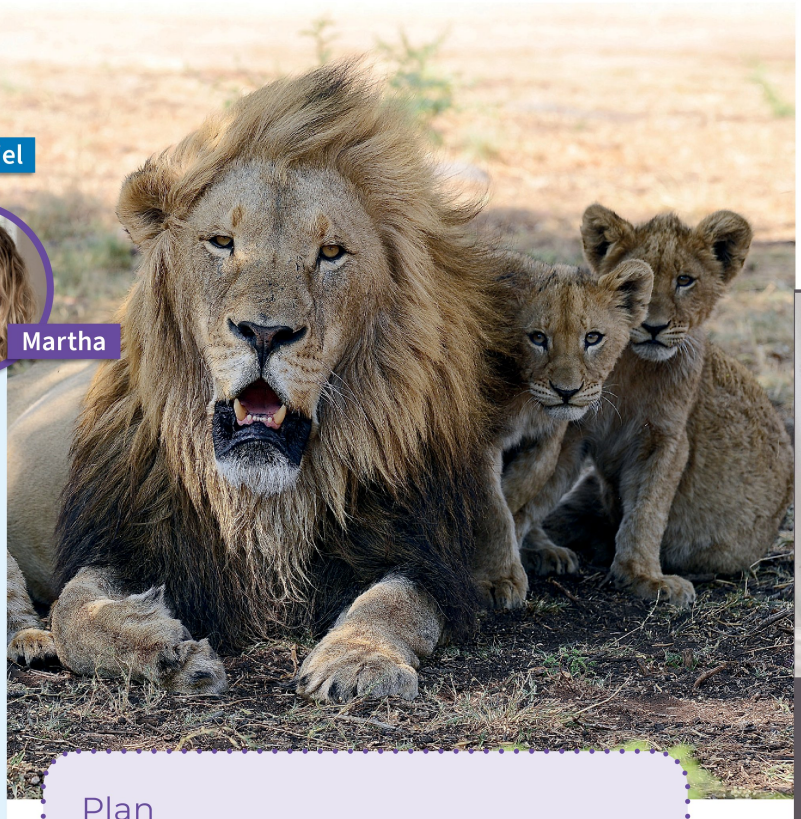
False! You were at school last week.

Speaking

Talk about a day out


Daniel


Martha



7.10 1 **Listen to the conversation. Where was Martha yesterday?**

Daniel	Hey, Martha. [1] How was the school trip yesterday?
Martha	[2] _____ really cool! We went to a safari park.
Daniel	Really? [3] _____?
Martha	It was amazing!
Daniel	Were there any elephants?
Martha	Yeah, there were, but I didn't see them.
Daniel	I can't believe you didn't see any elephants. [4] _____ lions?
Martha	Yeah, there was a family of lions. One of them looked inside our car.
Daniel	Wow! No way!
Martha	Yup. It did. Then it climbed in the window and ate my lunch.
Daniel	You're joking!
Martha	Of course I'm joking!

7.10 2 **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

How was (the school trip)?	It was (really cool).
What about (lions)?	What was (it) like?

3 **Look at the *Everyday English* box. Find and underline the phrases in the conversation.**



Watch video 7.4
Everyday English

No way! Really?
Wow! You're joking!

4 **Work with a partner. Practise the conversation.**

Plan

5 **Work with a partner. Plan a conversation about a day out. Decide …**

where you went _____

what you saw _____

what you didn't see _____

what happened _____

Speak

6 **Practise the conversation with your partner. Remember to use:**

- verbs in the past
- expressions from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and complete the notes.**

Place: _____

What they saw: _____

What they didn't see: _____

What happened: _____

Writing

An article

1 **Look at the photo. What do you think this llama can do? Read the article and check your ideas.**



Meet Boateng de Oro

By Lara Wilson

1 ☐ Boateng de Oro is a clever llama. He lives on a farm in Italy with his owner, Walter Mair. Boateng and Walter take people into the Italian mountains. Boateng loves jumping.

2 ☐ **In 2023**, Walter and Boateng appeared on an Italian TV show. Lots of people watched the show. Boateng jumped 1.2 metres. He broke the world record. **More than ten years ago**, a llama called Caspa **could** jump 1.13m. **On 22nd February, 2023**, five days later, Boateng jumped 1.3 metres at home on the farm.

3 ☐ Now you know about clever llamas. Do you know any other animals with amazing abilities?

2 **Match topics a–c with paragraphs 1–3.**

a Description of an amazing thing Boateng did
b Conclusion that asks a question
c Introduction to the subject

Useful language

In 2023 On 22nd February, 2023
More than ten years ago

3 **Look at the *Useful language* box. Find and underline the time expressions in the article.**

Get it right!

We use *on* for days and dates. *On Monday / On 22nd May*
We use *in* for months and years. *In February / In 2025*

4 **Complete the text with the correct time expressions.**

Bini Senior was born [1] *on* 21st March, 2012. He was a very clever rabbit. [2] _____ 31st October, 2016, Bini scored 7 basketball slam dunks in one minute! It was a world record!
Several years [3] _____, Bini and his owner appeared on a TV show for the first time.
[4] _____ April 2020, Bini learned to paint pictures. Bini was a TV star – [5] _____ June 2022. He was in a TV documentary. Sadly, Bini died. [6] _____ 1st September 2023, Bini's owner shared the news on social media.



Write your own article about a famous animal.

Plan

5 **Research a story about a famous animal. Make notes. Use the notes to write an article.**

Introduction _____

Description of things the animal did

_____

Conclusion _____

Write

6 **Write your article. Remember to include:**

- three paragraphs
- the past simple
- time expressions from the *Useful language* box

Check

7 **Do you …**

- introduce the animal in the first paragraph?
- describe what the animal did?
- use time expressions?

Around the world

Reading
An article

7.11 **1** **Look at the photo. Where do you think the girl is from? Why is she special? Read the article to check your answers.**

2 **Read the article again and answer the questions.**

1 How cold is it in the Bayan-Ulgii region in winter? _____

2 How fast can eagles fly? _____

3 Where was Aisholpan's baby eagle when she found it? _____

4 Who was Aisholpan's trainer? _____

5 Who was the youngest person in the 2016 Golden Eagle Festival competition in Ölgii? _____



Globetrotters

Watch video 7.5
Four-legged Friends

- Where can you find camels?
- How much water can camels drink in ten minutes?
- What temperatures can camels survive in?

Voice it!

3 **Discuss the questions.**

1 Why do you think mainly boys and men hunt with eagles today?

2 Why do you think Aisholpan won the competition?

3 Do you want to learn to hunt with eagles? Why / Why not?

4 Do you have any competitions like this in your country?

The girl and the golden eagle



Can you imagine riding a horse in temperatures of –50 °C with a huge eagle on your arm?

The ancient tradition of eagle hunting started thousands of years ago in Mongolia. The people from the Bayan-Ulgii region use eagles because they can fly up to 320 kph and can see animals from more than four kilometres away.

Men and woman hunted together in the past, but now it's more common to see male eagle hunters. A lot of them do it as a sport now, not because they have to hunt for food.

Today, there are about 250 eagle hunters. And only a few of them are girls.



One of them is Aisholpan Nurgaiv. When she was young, Aisholpan took care of her father's eagle but she really wanted to be an eagle hunter like her father. So she went to the high Altai Mountains with her father to find a baby eagle to train. It wasn't easy. The climb to the eagle nest was difficult and dangerous. But Aisholpan did it. She found her baby eagle! Aisholpan's father became her trainer. But was Aisholpan strong enough to hunt with the huge bird in freezing temperatures? Yes, because she was determined to succeed.

In 2016, Aisholpan competed in the Golden Eagle Festival in Ölgii. She was the only girl – and the youngest person – to enter the competition there. There were 70 competitors. And guess what? Her eagle won. What an amazing achievement!

Learn to learn

Noun and verb forms

When you learn a new word, try to learn some other forms of the word. This will help you to understand reading texts.

We can add different endings to verbs to make nouns, for example *-er*, *-ing*, *-or*, *-tion*, etc.

4 Complete the table with words from the text.

Verb	Noun (person)	Noun (thing)
1 *compete*	competitor	2 _____
hunt	3 _____	4 _____
train	5 _____	training
6 _____	climber	climbing

5 Write sentences with words from the table in Exercise 4. Take turns to say your sentences but do NOT say the word you chose. Can your partner guess your word?

They (climb) a mountain every year.

Is the word 'climb'?





Explore it!

Guess the correct answer.

Eagle hunters use *male / female* eagles because they grow bigger and are more powerful.

Find three interesting facts about eagle hunters. Choose your favourite fact and write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

Learn to learn

Learn to … use mind maps

Mind maps can help you think of ideas and plan how to organise them.

1 **Discuss the questions.**

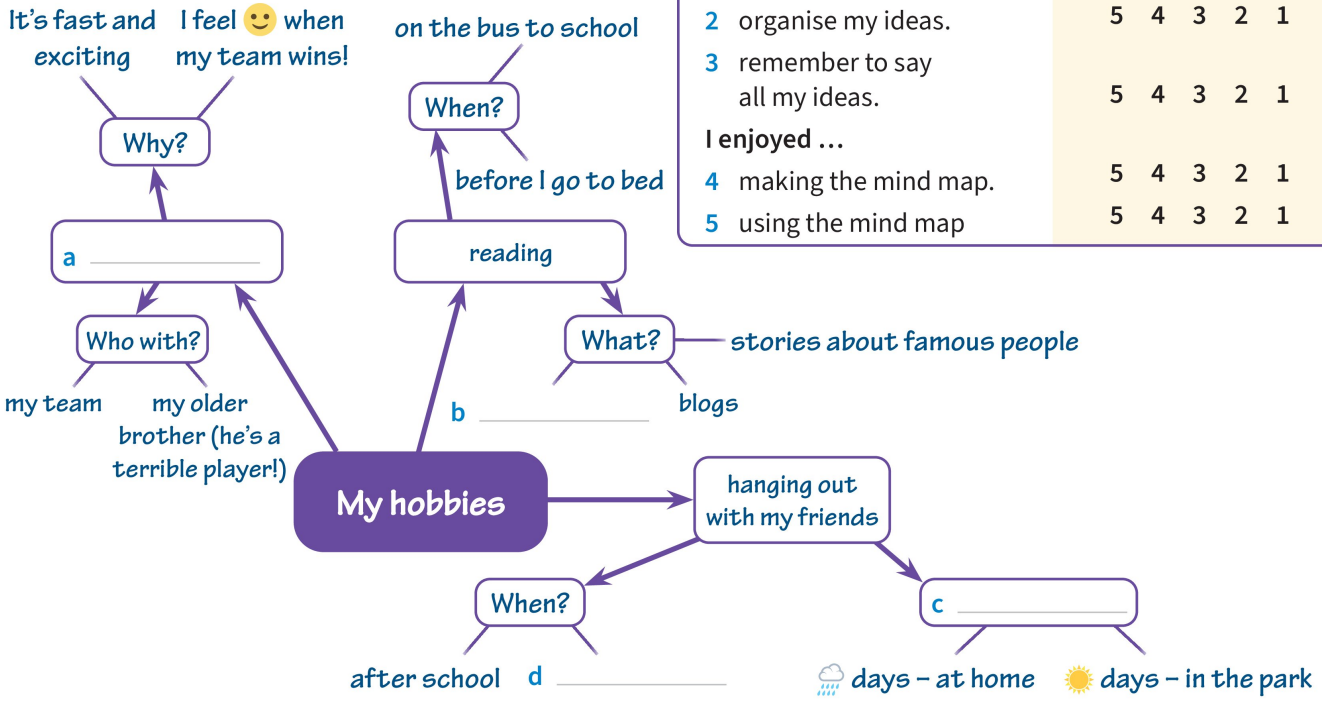
1 What is a mind map?
2 Why do people make mind maps?
3 Do you use mind maps?

2 **Ahmet made a mind map to help him with a presentation. What is the topic?**

_____

3 **Complete Ahmet's mind map with the words and phrases below.**

1 football
2 Where?
3 magazines
4 at the weekend



OWN IT!

4 **Make a mind map about your favourite animal. Follow the instructions.**

1 Write the topic in the middle.
2 Add three main ideas about the topic.
3 Write one or two questions about each main idea.
4 Write notes about your answers to each question.

5 **Use your mind map to talk to your partner about your favourite animal.**

6 **Circle how you feel. Compare and discuss your answers with a partner.**

The mind map helped me …	agree → disagree
1 think of ideas.	5 4 3 2 1
2 organise my ideas.	5 4 3 2 1
3 remember to say all my ideas.	5 4 3 2 1
I enjoyed …	
4 making the mind map.	5 4 3 2 1
5 using the mind map	5 4 3 2 1

Search online for a digital mind mapping tool. Use it to brainstorm, to organise the ideas you might need and to plan. Share your findings with your classmates.

7 Review

Vocabulary

1 Write the animals.

1 

monkey

2 

3 

4 

5 

6 

2 Complete the adjectives with the missing vowels.

1 w i ld
2 t _ ny
3 n _ _ sy
4 b _ _ _ t _ f _ l
5 q _ _ _ t
6 l _ zy
7 d _ ng _ r _ _ s
8 h _ _ vy
9 c _ t _
10 l _ rg _
11 l _ ng
12 cl _ v _ r

Language in action

3 Joe and Sylvie went to a wildlife park last week. Write sentences with the correct form of *there was/were*.

1 Were there many animals? (?)
2 _____ two lions. (✓)
3 _____ an elephant with no tusks. (✗)
4 _____ a tiger with no stripes. (✓)
5 _____ a donkey. (✗)
6 _____ a white gorilla? (?)

4 Complete the text with the past simple of the verbs in brackets.

Mammoths [1] lived (live) many, many years ago in Asia, Europe and North America. They [2] _____ (die) because the weather [3] _____ (get) warmer and they [4] _____ (not can) find any food. They [5] _____ (be) about 3.5 m tall and [6] _____ (weigh) about 6,000 kg. Their tusks [7] _____ (be) very, very long – about five metres! They [8] _____ (be) herbivores, so they [9] _____ (not eat) other animals. They [10] _____ (eat) grass and plants and flowers.



Self-assessment

I can name fourteen animals in English.	😕	😐	🙂
I can use adjectives to describe animals.	😕	😐	🙂
I can use *was* and *were* to describe the past.	😕	😐	🙂
I can use regular and irregular verbs to talk about the past.	😕	😐	🙂

8 Lost and found

Learning outcomes

I can ...

- understand texts about an unusual town and finding treasure
- help a friend
- write a blog post
- understand how to ask past simple questions
- talk about places in a city and personal possessions
- use compound nouns and photos to predict content
- create a factsheet.

Start it!

1 Describe the photo. Where do you think this is?
2 Before you watch, where do you look when you lose something?
3 What do archaeologists want to know? Watch and check.
4 What is your favourite treasure? Why?



Watch video 8.1



p97

Language in action 8.2



p99

Language in action 8.3



p100

Everyday English 8.4



p102

Painting nature 8.5

Vocabulary
Places in town



8.01 **1** **Match the places in the box with the photos. Listen, check and repeat.**

aquarium	a bowling alley
car park	cinema
hospital	ice rink
post office	shopping centre
skate park	sports centre
swimming pool	

2 **Which places in Exercise 1 are in your town? Which ones do you sometimes or often go to? Compare with a partner.**

Learn to learn

Compound nouns

There are lots of compound nouns in English. The two words together usually have a different meaning from the separate words.

3 **Look at the places in Exercise 1. Which words are compound nouns? Can you think of any more compound nouns?**

Use it!

4 **Answer the questions. Write two more questions about the places in Exercise 1 for your partner to answer.**

Where do you go to …

1 buy clothes and accessories? _____
2 see fish and sea creatures? _____
3 see a doctor? _____
4 watch a film? _____
5 do sports and exercise? _____
6 _____
7 _____

Explore it!



Guess the correct answer.

The Dubai Mall is one of the largest shopping centres in the world. There are 1,200 shops and there's also …

a an aquarium b a swimming pool c a skate park

Find another interesting fact about the Dubai Mall. Write a question for your partner to answer.

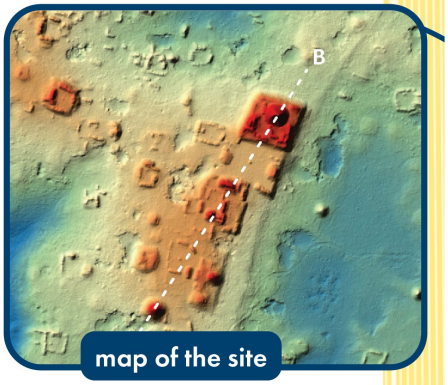
Reading
An online travel article

1 Look at the photos. What are these things? Where do you think they are?

8.02 **2** Read the article and check your answers.

Lost treasures

A few years ago, Dr Ivan Šprajc and a team of **archaeologists** found an **Ancient** Maya city on the Yucatan peninsula in Mexico. They called it Ocomtún. They used the latest technology to help them **locate** it. A special laser took pictures of the **site** from an aeroplane. It made a map of the area and the team could see the city.



map of the site

There was only one problem – it was very difficult to reach the site. In the end, they walked through the jungle for 60km. When they arrived, they were very surprised. They found a big area with **pyramids**, **columns** and three big squares with the parts of different buildings.

This was not the first Maya city Dr Šprajc and his team found. More than ten years ago, they found two other Maya cities.


buildings in Ocomtún

You asked ...

Q: Did the Maya people leave the city?
A: Yes, they did. They left about 1,000 years ago. There wasn't any water to grow food because there was a 100-year **drought** in the area.

Q: Did they find any swimming pools?
A: No, they didn't. They found a court for a ball game – *juego de pelota*. It was one of the most popular ball games for the Maya and it's one of the world's oldest ball games!

3 Find out what the words in bold in the article mean.

4 Read the article again and circle the correct answer.

1 Dr Šprajc discovered Ocomtún …
   a on his own.
   (b) with other archaeologists.
   c from an aeroplane.
2 The archaeologists could see the site because …
   a they took photos.
   b they had a map.
   c a laser took pictures and made a map.
3 The site of Ocomtún was … to reach.
   a very easy
   b not easy
   c quite easy
4 Before Ocomtún, Dr Šprajc and his team found … other Maya cities.
   a two b three c ten
5 The Maya people left the city … years ago.
   a a few
   b about 100
   c about 1,000
6 The Maya ball game, *juego de pelota*, is … ball game in the world.
   a the most popular
   b the oldest
   c the first

Voice it!

5 Discuss the questions.

1 Do you know any other towns or cities like Ocomtún?
2 Look at the questions at the end of the article. Think of two more questions to ask about Ocomtún.

Language in action

Past simple: questions

1 **Look at the table. Complete the questions and short answers with *did* or *didn't*.**

1 Did ____ you go to the cinema yesterday?
No, I didn't ____.

2 ____ your friends enjoy the new park?
Yes, they ____.

3 ____ your brother buy new clothes in the shopping centre? No, he ____.

4 ____ we go on a school trip last term?
No, we ____.

2 **Write past simple questions and answers.**

1 Simon's parents / buy him / a drum kit / ? ✓
Did Simon's parents buy him a drum kit?
Yes, they did.

2 Evo / go / running / ? ✗
_____

3 Alejandra / play guitar / ? ✓
_____

4 Olga and Eva / go to / the skate park / yesterday / ✗
_____

8.05 **3** **Complete the conversation with the correct form of the verbs. Listen and check.**





Anna [1]Did you go (go) to the ice rink last night?
Carlo Yes, I [2]____.
Anna [3]____ you ____ (see) Jack there?
Carlo No, I [4]____. I was with Tom and Kirsten.
Anna [5]____ you all ____ (have) a good time?
Carlo No, we [6]____. It was freezing and the music was really bad.
Anna Oh dear. [7]____ you ____ (buy) some food later?
Carlo Yes, we [8]____. We bought a pizza at the café.
Anna [9]____ you (enjoy) it?
Carlo No, we [10]____. It was disgusting!
Anna Oh dear. Try the burger place next time.



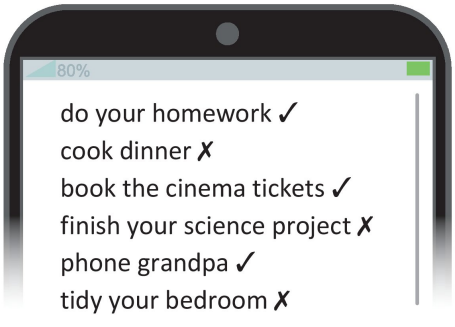
Watch video 8.2
What did he do at the weekend? Did his parents like what he did?

Yes / *No* questions	Short answers
Did you **watch** a movie?	Yes, I **did**. / No, I **didn't**.
Did they **enjoy** listening to you?	Yes, they **did**. / No, they **didn't**.

Pronunciation p119

Get it right!
Remember to use *did* and the infinitive without *to* in past simple questions.
Did Simon watch a movie? (✓)
~~*Simon watched a movie?*~~ (✗)

8.06 **4** **Look at Simon's list. Write a conversation between Simon and his mum. Listen and check.**



Grammar tutor p132

Use it!

5 **Write past simple questions. Ask and answer with a partner.**

1 you / go / to the park last Saturday?
Did you go to the park last Saturday?

2 you and your family / watch TV last night?
_____

3 you / have / a maths lesson yesterday?
_____

4 your best friend / text / you this morning?
_____

5 your parents / drive / you to school today?
_____

Vocabulary and listening

Personal possessions

8.07 **1** Match the words in the box with the photos. Listen, check and repeat.

☐	bus pass	☐	camera
1	concert ticket	☐	headphones
☐	ID card	☐	keys
☐	laptop	☐	money
☐	passport	☐	phone
☐	portable charger	☐	tablet



2 Look in your schoolbag. How many of the possessions in Exercise 1 have you got?

Use it!

3 Describe a possession you used yesterday. Can your partner guess?

I used this on the bus yesterday.

Your phone?

A radio interview

Learn to learn

Using photos to predict content

Before you listen, look carefully at any pictures. Think about the connection between them.

4 Look at the photos in Exercise 6 and read the sentences. Work with a partner and say what you think the story is about.

8.08 **5** Listen to the radio interview and check your answers to Exercise 4. Were you correct?

8.08 **6** Listen again. Are the sentences *T* (true) or *F* (false)?

1 Andres goes out every weekend to look for treasure. F
2 Andres uses special equipment when he does his hobby. ___
3 Detectorists always collect old drinks cans. ___
4 When detectorists find treasure, they dance. ___
5 Andres found some very old Roman money. ___



Voice it!

7 Discuss the questions.

1 Do you know anyone with an unusual hobby like Andres?
2 Imagine you find some ancient treasure. How do you feel? What do you do?

Language in action

Past simple: *Wh*- questions



Watch video 8.3
What did Nick lose?
Where did Nick find them?

What	did	you	do with them?
Who			go with?
Where			go today?
When			go home?
How			go there?

1 **Look at the table and circle the correct word in the rule.**

We put question words *after* / *before* the auxiliary *did* in past simple questions.

2 **Put the words in the correct order to write the questions. Then match them with the answers.**

1 Nick / lose / did / his sunglasses / when / ?
When did Nick lose his sunglasses? b

2 did / write to / Nick / who / ? ☐

3 did / Nick / find / where / his sunglasses / ? ☐

4 Nick / how / feel / did / ? ☐

5 get home / did / Nick / how / ? ☐

a Shocked.
b Yesterday.
c On the bus.
d On his head.
e His friend Emily.

8.09 **3** **Complete the conversations with the question words and the correct form of the verbs. Listen and check.**



A How much Where

A Hey. Cool headphones!
[1]*Where did* you *get* (get) them?
B I bought them online.
A [2]_____ they _____ (cost)?
B €20.

B What Which Who

A [3]_____ you _____ (do) on Saturday afternoon?
B I went to the cinema.
A [4]_____ you _____ (go) with?
B I went with Lukas.
A [5]_____ film _____ you _____ (see)?
B We saw the new Avengers film. It was amazing!

C When Where

A [6]_____ your dad _____ (lose) his passport?
B He lost it yesterday.
A [7]_____ he _____ (lose) it?
B I don't know but I know he needs to find it because we're going to Paris tomorrow!

4 **Have a conversation like conversation B in Exercise 3. Change the information so it is true for you.**

Use it!

5 **Think of your favourite possession. Write questions to guess your partner's possession. Ask and answer. Can you guess?**

1 when / get it? *When did you get it?*
2 why / want it? _____
3 where / buy it? _____
4 how much / cost? _____

When did you get it? *I got it for my 13th birthday.*

Speaking
Losing things



8.10 **1** **Listen to the conversation. Where is Billy's bus pass?**



Billy I can't find my bus pass, Gemma.
Gemma Don't panic!
Billy I need it to get home.
Gemma Calm down. Let's think. [1] *When did you last have it?*
Billy On the bus this morning.
Gemma Right, OK. [2] _____ .
Billy I can't remember.
Gemma Well, [3] _____ .
Billy Yes, I did. I'm certain.
Gemma [4] _____ ?
Billy Maybe.
Gemma Right. What's that?
Billy Yesterday's lunch.
Gemma Gross! What's this?
Billy My bus pass. I don't know what to say.
Gemma Thanks, maybe?

8.10 **2** **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

Did you have it when you (got to school)?
Did you put it (in your bag)?
What did you do with it after that?
When did you last (have/use/see) it?

3 **Look at the *Everyday English* box. Find and underline the phrases in the conversation.**



Watch video 8.4
Everyday English

Calm down. Don't panic!
Gross! Let's think.

4 **Work with a partner. Practise the conversation.**

Plan

5 **Work with a partner. Plan a conversation about losing something. Decide …**

what you lost
_____

when you last had/used it
_____

where you were
_____

what you did with it
_____

Speak

6 **Practise the conversation with your partner. Remember to use:**

- past simple questions and answers
- the vocabulary from this unit
- expressions from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and complete the notes.**

What did they lose?
_____

Did they find it? If so, where?
_____

Writing
A blog post



Tanya's thoughts on life, the universe and the rest

A bad day!

1 ☐ It started this morning. I didn't hear my alarm so I got up late. I didn't have time for breakfast and I couldn't find my bus pass so I ran all the way to school. It got worse!

2 ☐ My first class was maths – I forgot my book. Guess what? It didn't matter because we had a surprise test. It was really hard. ☹

3 ☐ At lunchtime, I realised I didn't have any money so I didn't have any lunch. I went to the library instead. Bad news.

4 ☐ But the worst thing happened later. After school, I went to the skate park but I lost my mobile so I can't text, take any selfies or make calls. I'm using my brother's laptop to write this. Tragic. 😭

5 ☐ Did you all have a good Friday? What did you do? Let me know.

👍 Friday, 26 June posted at 8.30 pm

1 **Read the blog post. Give one reason why Tanya had a bad day.** _____

2 **Match topics a–e with paragraphs 1–5.**

a ☐ In the morning
b [1] When it started
c ☐ The end of the day
d ☐ Sign off and ask two questions
e ☐ The middle of the day

Useful language

I didn't hear my alarm **so** I got up late.

3 **Look at the *Useful language* box and underline more examples of *so* in the blog post.**

4 **Join the sentences using *so*.**

1 I was late. I ran. I was late so I ran.
2 The students had a test. They revised. _____
3 We didn't have any money. We didn't buy any concert tickets. _____
4 Emma wanted to apologise. She rang me. _____
5 Bruno lost his bus pass. He walked home. _____
6 My sister bought new headphones. She gave me her old ones. _____

Write your own blog post about a bad day.

Plan

5 **Make notes about your bad day. Think about the answers to these questions.**

When did the bad day start?
What problems did you have?
When did each problem happen?
What did you do?
How did you feel?

Decide what information to include in each paragraph.

Write

6 **Write your blog post. Remember to include:**

- five paragraphs
- the past simple for the questions at the end
- the expression from the *Useful language* box

Check

7 **Do you …**

- use a title for your blog post?
- use *so* to join ideas and explain the results?
- say how you felt on your bad day?

Creative thinking

Art that tells a story

1 **Look at the photos. What do you think is special about this art? Where is it? Work in pairs and share your ideas.**

8.11 2 **Read the text and check your ideas.**

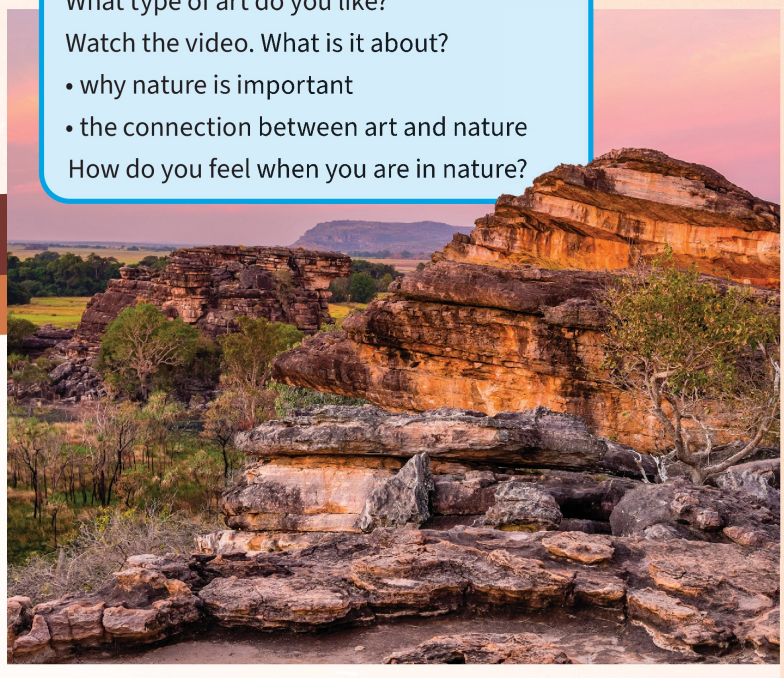


Watch video 8.5
Painting nature

What type of art do you like?
Watch the video. What is it about?
- why nature is important
- the connection between art and nature

How do you feel when you are in nature?

Rock Art of Kakadu
National Park, Australia



Kakadu National Park is in the north of Australia. It is the country's second biggest national park and it is also the home of the Aboriginal people – Bininj and Mungguy. The park is famous for its natural **beauty** and its amazing rock art.

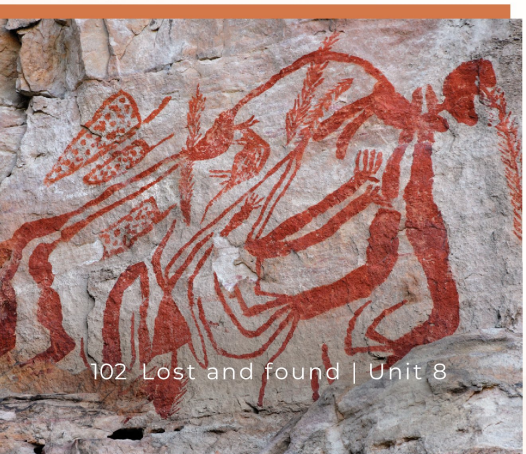
Some of the most amazing art is in Ubirr and archaeologists think that some of it is more than 20,000 years old. Art is very important for Bininj and Mungguy because it tells their stories over thousands of years. They share the stories with each **generation**.

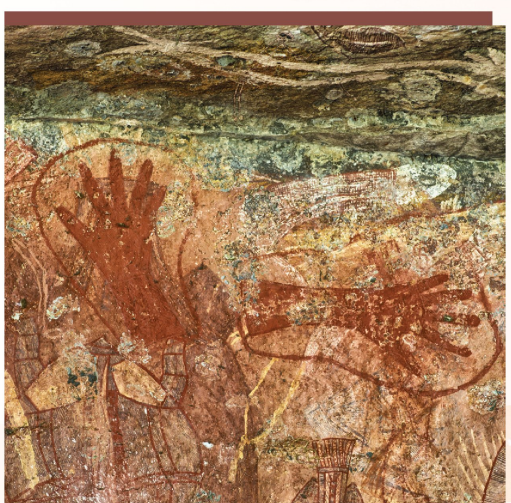
Bininj/Mungguy painted scenes from their everyday lives. They used different styles at different times. They made prints of hands and drew simple figures. Some people think these prints were a way to understand and **communicate** with other generations.

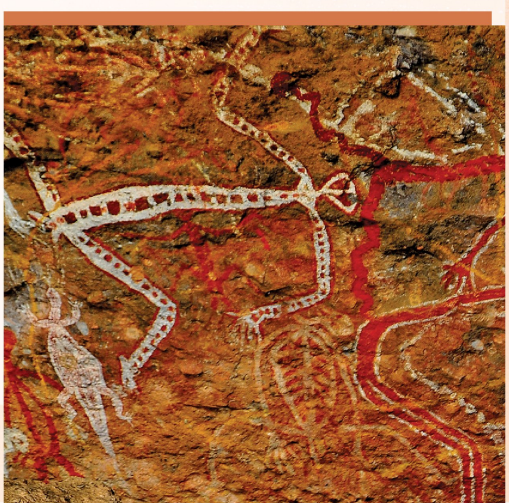
They used x-ray art and painted the bones inside people and animals to show they were **close to** nature. Animals were also important to Bininj and Mungguy, especially for food. They painted their favourite food like fish and vegetables. They painted animals from the past like the Tasmanian tiger because they didn't want people to forget this animal lived at that time.

They also used a **style** called contact art. They used this for the first time when people arrived from different parts of the world. Bininj and Mungguy painted the first Europeans, their clothes and their ships. This was a very important **event** and they wanted future generations to understand it.

They didn't have pens or pencils so they used natural materials like clay to make paint. They mixed them with water on a palette. They could make red, yellow, orange, white and black. They also made their own paint brushes from materials like hair, feathers or parts of plants. Bininj and Mungguy continue painting and telling their stories today. They don't always paint on rock – they use bark, paper or canvas.







Vocabulary extra

3 **Match the words in the box with their meanings.**

beauty close to communicate
event generation ~~style~~

1 a particular design, e.g. of art *style*
2 an important or unusual thing that happens in history _____
3 when you know something very well, you are _____ it
4 when something is nice to look at, it has natural _____
5 people of about the same age within a family _____
6 share information with other people by speaking, writing, drawing, painting _____

4 **Discuss with a partner.**

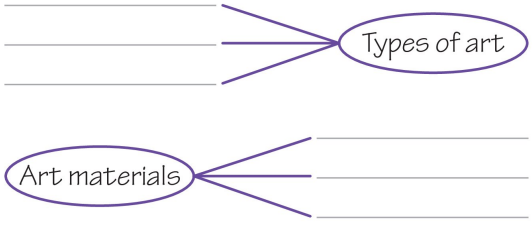
1 What do you think of the rock art in Ubirr?
2 How did Bininj/Mungguy use art as a form of communication?
3 Why did Bininj/Mungguy paint visitors from Europe?
4 How can we use art to tell stories?

CLIL: Art

Types of art and art materials

5 **Look at these words from the text. Write them in the correct place in the diagram. Can you add any more words from the text?**

canvas clay contact art
paint painting paper prints



Project

6 **Describe the pieces of art. Use the words in Exercise 5.**



Type: *x-ray art*
Materials: *red clay, palette, paint brush*



Type: _____
Materials: _____



Type: _____
Materials: _____

7 **Describe a piece of art you know and like. Use the ideas below and the words in Exercise 5.**

This piece of art is a painting. It's a _____.
_____ painted it.
They used _____.
It tells us _____.
I like it because _____.

Project: a factsheet

Design a factsheet about art

Step 1: Plan

Work in groups. Make a factsheet about a piece of art from your country.

- Decide on a piece of art and find out about it online:
  - What is it and how old is it?
  - Who created it? What materials did they use?
  - Why is it interesting: does it tell a story, solve a problem or teach us about people's lives?
- Choose the most important facts to include in your factsheet.
- Find photos of the piece of art.
- Draw a map of the area if necessary.

OWN IT! Project: a factsheet p123

Learn to learn

Learn to … improve your writing

When you write something, ask your partner to check it. This improves your writing and your partner's writing.

1 **Read the writing task and Oleg's story. Correct Oleg's mistakes to help him improve.**

Writing task

Write a story about a fun day you had in your town.

- Write between 50 and 70 words.
- Use words for places in town and personal possessions.
- Use the past simple.
- Describe people, places and things to make it interesting.
- Give your story a title.

Don't forget to use punctuation and check your spelling!



A nice day I had in town by Oleg

Last Saturday it [1]is was my birthday. My [2]parent _____ gave me a skateboard. In the morning I went to the skate [3]parc _____ to try it. In the afternoon, I met my friend Boris. We love fish, so we visited the aquarium and saw lots of fish. I didn't [4]took _____ any photos because I [5]leaved _____ my phone at home, but Boris took lots. In the evening I [6]have _____ dinner with my family in a restaurant.

2 **Circle the emojis in the checklist about Oleg's writing.**

Checklist for story writing task	Oleg	My partner
Did he/she …		
1 write about the topic?	😕 😐 🙂	😕 😐 🙂
2 write between 50 and 70 words?	😕 😐 🙂	😕 😐 🙂
3 use words for places in town?	😕 😐 🙂	😕 😐 🙂
4 use words for possessions?	😕 😐 🙂	😕 😐 🙂
5 use the past simple?	😕 😐 🙂	😕 😐 🙂
6 make it interesting?	😕 😐 🙂	😕 😐 🙂
7 add a title?	😕 😐 🙂	😕 😐 🙂
8 use punctuation?	😕 😐 🙂	😕 😐 🙂
9 use correct spelling?	😕 😐 🙂	😕 😐 🙂

3 **Work in pairs. Imagine your partner is Oleg. Use your answers in the checklist in Exercise 2 to tell him what you like and what he can improve.**

You used words for places in a town. That was good!

Thanks!

You can improve your past simple. You made some mistakes.

OK. Thank you for your help.

OWN IT!

4 **Write your own story for the task in Exercise 1.**

5 **Give your partner your story. Circle the emojis in the checklist in Exercise 2 about your partner's story.**

6 **Use your answers in the checklist to tell your partner what you like and what they can improve.**

After writing something, share it with your classmates. Invite them to make a short audio or video recording of their thoughts. Check their feedback and learn from it to improve your writing. Share your findings with your classmates.

8 Review

Vocabulary

1 **Match 1–6 with a–f to make places in a town.**

1 bowling	a park
2 ice	b centre
3 post	c pool
4 shopping	d alley
5 skate	e office
6 swimming	f rink

2 **Circle the correct words.**

1 Laura always wears her *laptop* / *headphones* when she listens to music.
2 I can't get the bus home. I didn't bring my *passport* / *bus pass*.
3 My *phone* / *concert ticket* isn't working. I can't send any texts.
4 We want to buy some sandwiches. Have you got any *keys* / *money*?
5 They're great photos. Did you use your new *camera* / *charger*?

Language in action

3 **Write the past simple questions 1–5 and match them with the answers a–e.**

1 you / have / an egg for breakfast this morning?
_____ ☐
2 you and Mike / go / shopping yesterday?
_____ ☐
3 Teresa / send / you a text this morning?
_____ ☐
4 your new passport / arrive / last week?
_____ ☐
5 your parents / watch / the concert?
_____ ☐

a No, but she rang me last night.
b Yes, it did.
c No, I always have toast.
d No, they didn't.
e Yes, we bought some clothes at the market.

4 **Look at the answers and write the questions. Use the question words in the box.**

How many What When Where Who



1 A you / on TV last night?
_____
B We watched a really exciting film.
2 A your cousin / her keys?
_____
B She lost them at the shopping centre.
3 A Ana's grandparents / to Spain?
_____
B They came here in 1997.
4 A Martin / at the cinema?
_____
B He met Jamie and Emma.
5 A eggs / you?
_____
B I bought twelve.

Self-assessment

I can name eleven places in a town in English.	😕	😐	🙂
I can name twelve personal possessions in English.	😕	😐	🙂
I can ask *Yes/No* questions using the past simple.	😕	😐	🙂
I can ask *Wh-* questions using the past simple.	😕	😐	🙂

9 Summer fun

Learning outcomes

I can ...

- understand texts about an adventure weekend and holidays
- make suggestions and respond to them
- write an email
- understand how to use the future tenses
- talk about outdoor life and holidays
- make collocations and spidergrams and understand different types of English.



Start it!

1 Look at the photo. Do you try new sports or activities when you are on holiday? What did you try?
2 Before you watch, what do people do on holiday?
3 Where did Juno and Raúl go on holiday? Watch and check.
4 Which holiday do you prefer? Juno or Raúl's? Why?

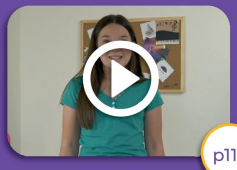


Watch video 9.1



p109

Language in action 9.2



p111

Language in action 9.3



p112

Everyday English 9.4



p114

Globetrotters 9.5

Vocabulary
Outdoor life







9.01 **1** **Match the activities in the box with the pictures. Listen, check and repeat.**

☐ build a shelter	☐ identify plants
☐ catch fish	☐ light a fire
☐ collect wood	☑ pick fruit
☐ cook over a campfire	☐ read a map
☐ find food and water	☐ use a compass

9.02 **2** **Circle the correct expressions. Listen and check.**

1 A I'm thirsty.
B OK. (*Let's find some water*) / *light a fire*.

2 A I'm hungry.
B Why don't we *build a shelter* / *pick some fruit to eat*?

3 A This plant looks delicious. Let's try it.
B No. It's important to *collect wood* / *identify plants* before you eat them.

4 A Oh no! We're lost. Can you *read a map* / *identify plants*?
B Of course, but we don't know where we are. Let's *cook over a campfire* / *use a compass* first.

Learn to learn

Collocation

Some verbs and nouns go together in English. Try to learn verbs in a phrase with a noun.

3 **Look at the activities in Exercise 1 again. Take turns to say a noun or a verb for your partner to complete the phrase. How many can you remember?**

4 **Complete the table with another noun that goes with each verb in Exercise 1.**

Verb	Noun	Verb	Noun
build	*a house*	identify	
catch		light	
collect		pick	
cook		read	
find		use	

Use it!

5 **Discuss the questions.**

1 Which activities in Exercise 1 can you do?
2 Which ones do you think are the most useful? Why?
3 Which ones do you want to learn?



Explore it!

Guess the correct answer.

Mauro Prosperi ran a marathon in the Sahara Desert in 1994 but he got lost. How long did he survive without water?

a one day b ten days c three weeks

Find an interesting fact about people's amazing survival skills. Write a question for your partner to answer.

Reading
A leaflet

1 **Look at the photos. What do you think the leaflet is about? What do you want to know about it?**

9.03 **2** **Match the questions (a–d) with the right places in the leaflet (1–4). Read and check your answers.**

a What will you eat?
b Who will look after you?
c Where will you sleep?
d What will you do during the weekend?

3 **Guess the meaning of the words in bold in the leaflet.**

4 **Choose the correct answer. Which person …**

You Adem Havva

1 will practise their wood skills? You
2 will learn new things? _____
3 will organise a cooking competition? _____
4 will build a shelter? _____
5 knows about wild food? _____
6 knows how to track animals? _____

Voice it!

5 **Discuss the questions.**

1 What do you think is the most interesting part of Wild Weekend?
2 Why is it important …
to be careful when lighting a fire?
to identify plants before eating them?

Wild Weekend

Do you want a new adventure this summer? Join us at one of our WILD centres in Türkiye. Every weekend from Friday to Sunday.



1 ☐ In a bed? In a tent? No, you'll sleep in a shelter. You'll build it yourself with **leaves** and **branches**.

2 ☐ You won't be near any shops or a supermarket so you'll find your own food. You'll learn to catch fish, collect fruit and identify plants to eat.

3 ☐ Why not try some of our amazing adventure activities?



Daytimes

- Go sea kayaking or diving in the sea.
- Go for a bike ride or go horse riding in the mountains.
- Learn to track animals or practise your wood skills.

Evenings

- Get to know your new friends and compare your Wild days.
- Sing, listen to ancient Turkish legends, cook potatoes over the campfire and relax.

4 ☐ **Meet your instructors!**



Hi! I'm Adem. I'm an **expert** in extreme survival. I'll teach you survival skills for life. You'll also learn how to **track** animals and how to work with wood. You'll learn new things about yourself and you'll begin to love outdoor life.



Hi! I'm Havva and I'll help you to find, prepare and cook your own food. You won't want to eat food from a supermarket ever again! Look out for my campfire cooking challenge! Will you be a winner?

Join us for a Wild Weekend! You'll learn new skills, make new friends for life and have fun! Will you want to do it again? Of course you will! For more information and booking details, visit our website now!

Language in action

Future with *will/won't*



Watch video 9.2
Where will he sleep? What will they do there?

	I / You / He / She / It / We / They
+	We'll **sleep** in tents.
-	It **won't be** easy.
?	**Will** he **survive**? Yes, he **will**. / No, he **won't**.

1 **Look at the table and complete the rules with *will* or *won't*.**

We use [1]_____ in affirmative sentences and questions, and we use [2]_____ in negative sentences to talk about future predictions.

2 **Complete the sentences with *will* or *won't*.**

Simon [1]will_____ go camping at the weekend. (✓)

Abdul's dad said it [2]_____ (✗) be easy but it [3]_____ (✓) be fun.

They [4]_____ hike for days. (✗)

They [5]_____ carry all their food and water. (✓)

They [6]_____ sleep in tents and go fishing. (✓)

They [7]_____ take a lot of photos. (✓)

It [8]_____ be a good challenge. (✓)

[9]_____ Simon survive the wild outdoors? (?) Hopefully!



9.04 **3** **Complete the TV advert with the correct form of *will* and the verbs in the box. Listen and check.**

choose get not have not see ~~spend~~ survive work



A group of five young teenagers [1]will spend_____ three nights alone on an island.

In tonight's programme the group [2]_____ important information about the challenge and they [3]_____ five items to take with them.

For three nights, these young teenagers:

- [4]_____ their family or friends.
- [5]_____ phones or laptops.
- [6]_____ together to find shelter, food and water.

[7]_____ they _____ the toughest three days of their lives?

Watch tonight and find out!

Grammar tutor p133

Use it!

4 **You will interview one of the people in *Teen Challenge*. Write questions to ask about how they will survive on the island. Use the ideas below or your own ideas.**

1 miss your family and friends?
Will you miss your family and friends?_____

2 survive without your mobile?
_____

3 learn new skills?
_____

4 sleep in a tent?
_____

5 have fun?
_____

5 **Work with a partner. Ask and answer.**

Will you miss your family and friends? *Yes, I will.*

Vocabulary and listening

Holidays



9.05 **1** **Match the words with the photos. Listen, check and repeat.**

☐ apartment	☐ camper van
☐ caravan	☐ chalet
☐ cottage	☐ hotel
☐ tent	☑ youth hostel
☐ B&B (bed & breakfast)	

2 **Which two types of accommodation do you think are best for each of these holidays?**

1 a cheap beach holiday _____

2 a skiing holiday _____

3 a comfortable city holiday _____

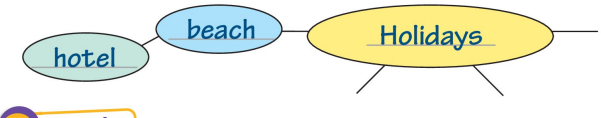
4 a driving tour across the country _____

Learn to learn

Personalising spidergrams

Personalising a spidergram with colours or pictures can help you remember vocabulary more easily.

3 **Make a spidergram with words from Exercises 1 and 2 in your notebook. How many more words can you add?**



Use it!

4 **Write sentences about your ideal type of holiday and place to stay. Compare with a partner.**

1 summer or winter holiday

2 adventure holiday or weekend break

My ideal winter holiday is a skiing holiday and I want to stay in a chalet.

A conversation



9.06 **5** **Listen. What are Matteo and Libby talking about?**

9.06 **6** **Listen again. Write *M* (Matteo) or *L* (Libby).**

Who …

1 doesn't want to stay in a village? ___

2 has got a younger brother and sister? ___

3 talks about the tallest building in the world? ___

4 can ski on holiday? ___

9.06 **7** **Complete the table with the correct information. Listen again and check.**

	Matteo and his parents	Libby and her parents
1 Accommodation	camper van	
2 Start of holiday trip		
3 Length of holiday trip		
4 Destination(s)		

Voice it!

8 **Discuss the questions.**

1 What is your dream holiday?

2 What types of holiday and holiday accommodation are popular in your country?

Language in action

Present continuous for future



Watch video 9.3
Where is the school band going?
How long are they staying there?

Present continuous for future arrangements	
+	We'**re taking** a group trip for one week in June.
-	We **aren't staying** in a hotel.
?	**Are** they **performing** in June? Yes, they are. / No, they aren't. Where **are** they **staying**?

1 **Look at the table and complete the rules.**

1 We use the present continuous to talk about things happening now or for _____ arrangements.

2 We often use time expressions like *tomorrow*, *at the weekend*, _____ *June*, etc.

2 **Complete the sentences with the correct form of the present continuous.**

1 I *'m going* (go) to a football camp in June.

2 My parents _____ (work) in July.

3 She _____ (not stay) in a chalet.

4 What _____ (you / do) in the summer?

3 **Write questions with the present continuous. Match them with the correct answers.**

1 where / Mateo / spend / July?

_____ ☐

2 what / Mateo's parents / do / on 1st August?

_____ ☐

3 when / Libby / leave for Dubai?

_____ ☐

a She's leaving on 29th July.

b They're hiring a camper van.

c He's spending it in his grandma's village.

be going to

be going to for future intentions	
+	We'**re going** to tour a palace.
-	We'**re not going to** the beach.
?	**Are** you **going to** do anything fun this summer?

Pronunciation p119

4 **Look at the table. Complete the sentences with the correct form of *be going to*.**

1 Next weekend, I *'m going to visit* (visit) my grandparents.

2 _____ you _____ (stay) in bed at the weekend?

3 My best friends _____ (not sleep) in a tent tonight.

4 Elsie _____ (not go) on holiday this summer.

5 **Write questions with *be going to*. Write the answers.**

1 Matteo and Libby / stay at home / this summer?

Are Matteo and Libby going to stay at home this summer? No they aren't.

2 Libby / go up / the tallest building in the world?

_____

_____

3 what / Matteo / do / in each city?

_____

_____

Grammar tutor p133

Use it!

6 **Think of one arrangement and one intention you have for this summer. Ask and answer with a partner. Use *be going to*.**

What are you doing this summer?

I'm going on holiday in August.

What are you going to do on holiday?

I'm not going to visit lots of museums.

Speaking

Making suggestions and responding



Emre We're having the end-of-term event next Saturday.
Nadia Great! [1] *What are we going to do?*
Emre That's why you're both here. Ideas, please!
Nadia I'm on it. [2] _____?
Emre [3] _____. It's complicated and we'll never agree on a film.
Aya OK. Forget that. [4] _____?
Emre According to my weather app, it will rain. [5] _____.
Aya We can have a danceathon indoors or outdoors. Easy!
Emre OK. [6] _____! What are you doing on the 26th, Nadia?
Nadia I'm going on holiday. I won't be here.
Emre Nadia! You're unbelievable!
Aya Don't worry. You can count on me!

9.09 **1** **Listen to the conversation. What do they decide to do?**

9.09 **2** **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

What about a (film night)?	I'm not sure about that.
What are we going to do?	I'd rather not do that.
Why don't we (have a picnic)?	Let's do that!

Get it right!

We say: *I'm going on holiday.* **NOT** ~~*I'm going on holidays.*~~

3 **Look at the *Everyday English* box. Find and <u>underline</u> the phrases in the conversation.**



Watch video 9.4
Everyday English

Easy! Forget that. I'm on it!
You're unbelievable!

4 **Work with a partner. Practise the conversation.**

Plan

5 **Work with a partner. You are organising an end-of-term event. Ask for suggestions and respond. Use the ideas below or your own ideas.**

a visit to a theme park a barbecue
a beach sports day a fancy-dress party

Speak

6 **Practise the conversation with your partner. Remember to use:**

- *will*, *be going to* and the present continuous
- the vocabulary from this unit
- expressions from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and complete the notes.**

Which ideas did they talk about?

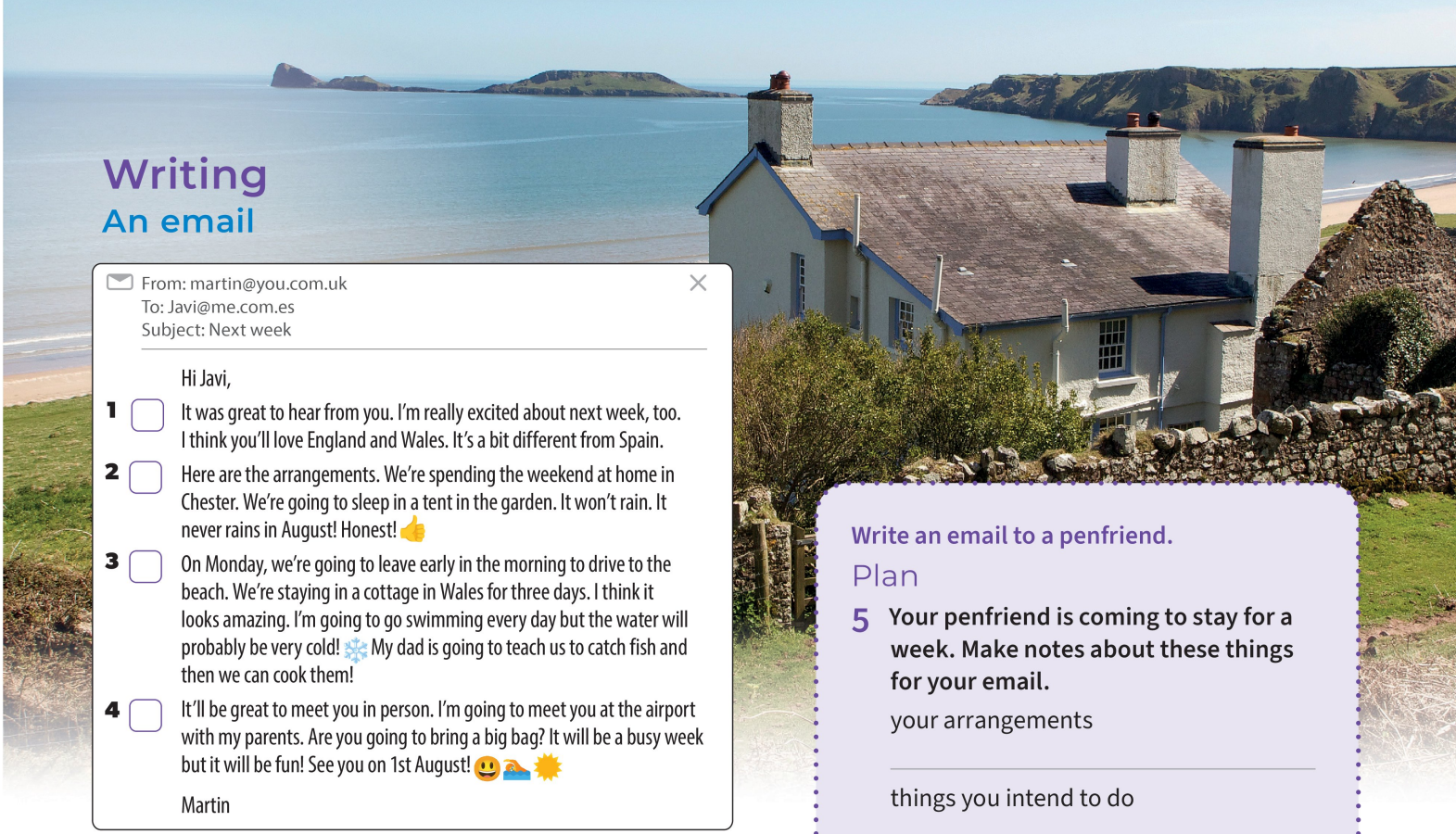
_____

What event do they decide on?

_____

What event do you want to go to?

_____



Writing
An email

From: martin@you.com.uk
To: Javi@me.com.es
Subject: Next week

Hi Javi,

1 ☐ It was great to hear from you. I'm really excited about next week, too. I think you'll love England and Wales. It's a bit different from Spain.

2 ☐ Here are the arrangements. We're spending the weekend at home in Chester. We're going to sleep in a tent in the garden. It won't rain. It never rains in August! Honest! 👍

3 ☐ On Monday, we're going to leave early in the morning to drive to the beach. We're staying in a cottage in Wales for three days. I think it looks amazing. I'm going to go swimming every day but the water will probably be very cold! ❄️ My dad is going to teach us to catch fish and then we can cook them!

4 ☐ It'll be great to meet you in person. I'm going to meet you at the airport with my parents. Are you going to bring a big bag? It will be a busy week but it will be fun! See you on 1st August! 😃🏊‍♂️☀️

Martin

1 **Read the email quickly. Why is Martin writing to Javi?**

2 **Match topics a–d with paragraphs 1–4.**

a End the email
b Respond to your penfriend's last email
c Describe the week ahead
d Describe the weekend

3 **Read Martin's email again. Complete the *Useful language* box with *in*, *at* or *on*.**

Useful language

1 ___in___ the morning	4 _____ August
2 _____ Monday	5 _____ 1st August
3 _____ home	6 _____ the airport

4 **Complete the sentences with *at*, *in* or *on*.**

1 I'm going to the beach ___in___ the morning.
2 Are you going to stay _____ home this summer?
3 _____ Monday our class is going to go on a school trip.
4 What are you doing _____ August?
5 We're meeting our cousins _____ the airport tomorrow.
6 Sandra isn't going to come to the beach _____ 10th July.

Write an email to a penfriend.

Plan

5 **Your penfriend is coming to stay for a week. Make notes about these things for your email.**

your arrangements

things you intend to do

predictions about what will happen

the place you are meeting them

Decide what information to include in each paragraph.

Write

6 **Write your email. Remember to include:**

- four paragraphs
- *will*, *be going to* and the present continuous for future
- expressions from the *Useful language* box

Check

7 **Do you …**

- include an arrangement and a prediction for the weekend and the week ahead?
- make predictions about what will or won't happen?
- tell your penfriend where you are going to meet them?

Around the world

Reading
A webpage

1 **Circle the answer you think is correct.**

1 More than *9* / *11* million American children and teenagers are going to a summer camp this year.

2 The first American summer camp opened more than *50* / *150* years ago.

9.10 **2** **Read the webpage and check your answers to Exercise 1. Write two more things you would like to know about American summer camps.**

_____

_____

3 **Read the webpage again. Match the sentences with the camps 1–4.**

a You will work with professional coaches. 3

b It lasts for three weeks. ___

c You will spend a month on this camp. ___

d This camp lasts for two weeks. ___

e You won't hear any English while you are on this camp. ___

f You can only do this course if you are not a beginner. ___



Globetrotters

Watch video 9.5
A summer camp in ...

- How long is the camp in Costa Rica?
- Which animal will you protect?
- What skills will you learn?

4 **Write the adjectives for nouns 1–6.**

1 beauty beautiful

2 music _____

3 nature _____

4 profession _____

5 success _____

6 wonder _____

Voice it!

5 **Discuss the questions.**

1 Do you think summer camps make you a more independent person?

2 Do you think it is important to be independent? Why? / Why not?





Your Guide to American Summer Camps

What are you going to do in the summer vacation? Here in the USA, more than 11 million children and teenagers are going to summer camps. The first summer camp opened more than 150 years ago and there are now more than 1,200 summer camps to choose from.
Here are our four favorite camps this week.

1 Tech Camp, Massachusetts

You'll be in a great university in the state, at the heart of technology! In just three weeks, you'll learn to build robots with our older students. They'll help you to develop useful skills like game and web design. You'll stay in an **apartment** on our beautiful campus and experience college life.

Learn to learn

Understanding different types of English

Different English-speaking countries use different words and expressions. Make a note of them in your notebook.

6 **Is the webpage in American English or British English?**

7 **Look at the highlighted words in the webpage. Match them with the British English words.**

1 centre *center*
2 football _____
3 favourite _____
4 holiday _____
5 flat _____
6 theatre _____

9.11 **8** **Match the British English words with the American English words. Listen and check.**

British English	American English
autumn	candy
chips	eraser
garden	fall
rubber	fries
rubbish	garbage
sweets	pants
trousers	yard



Explore it!

Is the sentence true or false?

In the state of Georgia, it's illegal to live on a boat for more than 30 days. ___

Find out another interesting or unusual law about an American state and write a question for your partner to answer.



OWN IT! The Culture Project Teacher's Resource Bank

2 Languages for Life, Georgia

Learn a new language! Choose from Arabic, Chinese and lots more! You'll live and sleep in the language and culture. You won't speak English for a month! In your free time, why not visit the world's largest aquarium or one of Georgia's wonderful museums?





3 Advanced Soccer Skills, California

Los Angeles has a long history of sport – the Summer Olympics in 1932 and 1984, and in 2028 the Olympics will be here again! In just one week, our professional coaches will use your natural talent to teach you amazing new soccer skills. Sorry, no beginners!

4 Theater School, New Jersey

New Jersey is home to one of the most successful performing arts **centers** in the USA. Develop your musical talents or choose from circus skills, magic, public speaking or acting! After two weeks here, you'll perform live on the last day.

Learn to learn

Learn to … make an action plan

An action plan can help you improve a little every day.

1 Read the texts and write *S* (Sasha) or *E* (Elif).

Who …

1 watches films? S
2 reads blogs? ___
3 watches online videos? ___
4 reads books? ___
5 listens to songs? ___
6 chats with a friend? ___
7 uses an app? ___



I have an app on my phone with flashcards. I use it a lot and sometimes I watch films in English. I also love English pop music. I find the words of songs online, check their meaning, and sing in my bedroom!

2 Choose three ways to practise English from Exercise 1. Tell your partner why you want to try them.

I chose 'read a blog'.

Me, too! Why did you choose that?

Because I love reading online.

3 Write the three things you chose in Exercise 2 and how often you will do them.

read a blog : *twice a week*

1 _____ : _____
2 _____ : _____
3 _____ : _____



I read fashion blogs in English, and lots of books too. Also, my best friend Anita and I sometimes chat in English. I don't usually watch films, because they're difficult, but I watch lots of videos online.

OWN IT!

4 Use your answers to Exercise 3 to make an action plan.

Action plan							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
read a blog	✓			✓			
1							
2							
3							

5 Tell your partner about your action plan. Are there any things you can do together?

What are you going to do?

I'm going to watch a film in English once a week.

We can do that together! You can come to my house.

Search online for a graphic design tool to create a digital infographic. Use it to create an action plan and check how it helps you to improve. Share your findings with your classmates.

9 Review

Vocabulary

1 **Match the verbs with the nouns.**

1 use	a a map
2 identify	b a shelter
3 build	c fish
4 catch	d plants
5 read	e a compass

2 **Write the words for holiday accommodation.**

1 This is part of a larger building. You have your own bedroom, kitchen and bathroom. _____

2 This is a cheap and simple type of shelter. You don't sleep in a bed. _____

3 You share a room with other people in this place. _____

4 You travel and sleep in this and you don't need a car. _____

Language in action

3 **Complete the sentences with *will/won't* and a verb from the box.**

have speak win

1 I know you _____ an amazing holiday in Türkiye.

2 She _____ any English in Brazil.

3 _____ your country _____ the next World Cup?

4 **Complete the conversation with the present continuous form of the verbs.**



Dan Hi, Gabi. What [1] _____ you _____ (do) on Saturday?

Gabi I [2] _____ (meet) Louisa in town. Why?

Dan Matt and Clara [3] _____ (come) to my house to organise a surprise party for Gino.

Gabi Really? When [4] _____ you _____ (have) the party?

Dan On 15th September. Can you come?

Gabi I think so. I [5] _____ (not do) anything that weekend.

Dan Great!

5 **Write sentences with the correct form of *be going to*.**

1 _____ they _____ to a summer camp this year? (go)

2 I _____ early on Saturday! (not get up)

3 Becca _____ all the food for the party. (cook)

4 We _____ in a caravan this summer. (not stay)

6 **Circle the correct verbs.**

1 *I'm going to visit / I'll visit* my cousins in Paris in May.

2 Which subjects *are you choosing / will you choose* next year?

3 Jack can't come to the cinema tomorrow. *He's working / He'll work*.

4 *Will Kate want / Is Kate wanting* to come to the cinema with us tomorrow?

Self-assessment

I can name ten outdoor life activities in English.

I can talk about places to stay on holiday.

I can use *will* and *won't* to talk about the future.

I can use the present continuous to talk about arrangements and *be going to* to talk about intentions in the future.

Pronunciation

Unit 1

/h/

1 1.07 **Listen and repeat.**

/h/ have got Hey! home husband

2 1.08 **Listen and circle the option you hear.**

1 (hat) / at
2 hair / air
3 has / as
4 hand / and

3 1.09 **Listen and repeat the sentences.**

1 Hunter has got brown hair and he is happy.
2 Hey! How are things?

4 **Practise saying the sentences in Exercise 3.**

Unit 2

/s/, /z/ and /ɪz/

1 2.05 **Listen and repeat.**

/s/ speak**s** /z/ doe**s** /ɪz/ change**s**

2 2.06 **Listen and write A (/s/ or /z/) or B (/ɪz/).**

1 goes A
2 studies ___
3 eats ___
4 teaches ___

3 **Add *-s* or *-es* to the verbs and put them in the correct column.**

break___ catch___ choose___ go___
read___ think___ watch___

/s/ or /z/	/ɪz/
breaks	

4 2.07 **Listen, check and repeat.**

5 **Cover the table in Exercise 3 and take turns to say a verb from the box. Your partner says the verb with the *-s* ending.**

Unit 3

can

1 3.03 **Listen and repeat.**

1 /kən/ She can play the piano.
2 /kən/ Can he read music?
3 /kæn/ Yes, he can.
4 /kɑ:nt/ She can't go.

2 3.04 **Listen and circle the option you hear.**

1 I (*can*) / *can't* hear you.
2 Pablo *can* / *can't* help you with your homework.
3 They *can* / *can't* count to 20 in Russian.
4 *Can* / *Can't* you use your phone at school?

3 **Read the conversation. Write the numbers (1–7) in the correct column.**

/kən/	/kæn/	/kɑ:nt/
1		

Beth Hi, Tim. [1]Can I ask you some questions?
Tim Yes, you [2]can. Of course.
Beth Great. [3]Can you swim?
Tim No, I [4]can't.
Beth [5]Can you draw or paint?
Tim Yes, I [6]can.
Beth And [7]can you speak Spanish?
Tim *Sí*! I mean yes.

4 3.05 **Listen and check. Practise the conversation.**

Unit 4

Word stress

1 **How many syllables have these words got?**

2 apples	☐ disgusting	☐ salty
☐ vegetable	☐ unhealthy	☐ water

2 4.06 **Listen and check.**

3 **Match the words in Exercise 1 with the stress patterns (1–3).**

1 Oo apples
2 oOo ___
3 Ooo ___

4 4.07 **Listen, check and repeat.**

Unit 5

-ing

5.03 **1** **Listen and repeat.**

play**ing** stand**ing** sing**ing**

5.04 **2** **Match the sentence halves. Listen, check and repeat.**

1	Martin is writing	a	around the world.
2	Amir is catching	b	salsa.
3	Ysabella is travelling	c	a letter.
4	Oscar is dancing	d	fish in the sea.

3 **Practise saying the sentences in Exercise 2.**

Unit 6

Schwa /ə/

6.04 **1** **Listen and repeat.**

[1] better	faster	older
bigger	happier	smaller
easier	healthier	smarter

2 **Match the words in Exercise 1 with the stress patterns. Write 1 or 2 in the box.**

1 Oo 2 Ooo

6.05 **3** **Listen and repeat the sentences. Write how many schwa /ə/ sounds you hear. Practise saying the sentences.**

1 Jane is smaller than her sister. [4]
2 Bossaball is better than football. [ ]
3 My brother is happier now he plays rugby. [ ]

Unit 7

/t/, /d/ and /ɪd/

7.06 **1** **Listen and repeat.**

/t/ lik**ed** /d/ play**ed** /ɪd/ want**ed**

7.07 **2** **Listen and write A (/t/ or /d/) or B (/ɪd/).**

1 looked [A]
2 wanted [ ]
3 danced [ ]
4 needed [ ]

3 **Write the past simple form of the verbs in the box and put them in the correct place in the table.**

call climb hunt start want watch

/t/ **or** /d/	/ɪd/
called	

7.08 **4** **Listen, check and repeat.**

5 **Cover the table in Exercise 3 and take turns to say a verb from the box. Your partner says the past form of the verb. Check your partner's pronunciation.**

Unit 8

Intonation in questions

8.03 **1** **Listen and repeat.**

1 Did Pablo move house?
2 Did they go to the swimming pool yesterday?

2 **Mark where your voice goes up in the questions.**

1 Did Alex play basketball at the sports centre?
2 Did you take the letter to the post office?
3 Did Fred and George buy anything?
4 Did your brother go to the library?

8.04 **3** **Listen, check and repeat.**

Unit 9

be going to

9.07 **1** **Listen and repeat.**

1 What are you **going to** do?
2 I'm **gonna** watch a film.

9.08 **2** **Listen and choose the option you hear. Practise saying the sentences.**

1 He's *going to* / *gonna* order pizza.
2 Are they *going to* / *gonna* travel to Türkiye?
3 I'm not *going to* / *gonna* tell you the secret.
4 Are you *going to* / *gonna* help me?
5 She's *going to* / *gonna* buy a new T-shirt.
6 Is he *going to* / *gonna* talk to the teacher?

Unit 2 Project: a class survey

Survey of class 7B



What do you usually do in your free time?

Our survey is about what our class usually does in its free time.

There are **30 students** in our class. They are all **between 11 and 12 years old**. **16 are girls** and **14 are boys**.

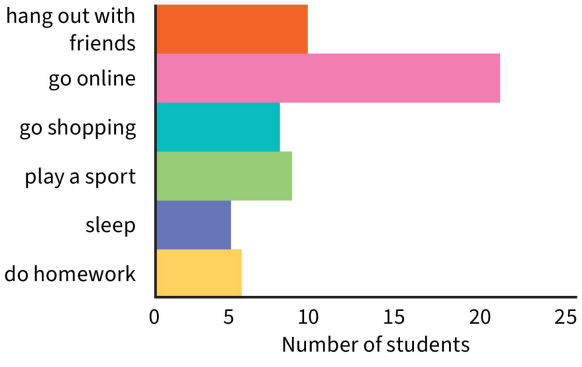
Total number of students: 30

a	hang out with friends	10
b	go online	22
c	go shopping	7
d	play a sport	8
e	sleep	5
f	do homework	6

Main points

- In our opinion, the results are very interesting. **22 of us, around 73%**, go online. That's a lot! **One third of us** hang out with friends in our free time. Only **five** students sleep. That's **around 17%**. We think this is unusual because we're all tired!
- It's great that **about half of us** play a sport in our free time because it's important to stay healthy.

Our question is, 'What do you usually do in your free time?' The results are in the bar chart below.



Step 2: Present

Present your results to the class.
Remember to:

- include a bar chart
- give information about the people in the survey
- give your opinion on the results

Step 3: Respond

Listen to your classmates' presentations and write down two interesting or surprising facts.

Unit 4 Project: a menu

Our healthy and sustainable menu

Our menu is healthy and sustainable. There isn't any plastic packaging. The food is fresh, local and organic. There aren't any greenhouse gas emissions.

From field to table

Starter

Tomato salad with fresh bread

For our starter, there is a tomato salad with fresh bread. The tomatoes are organic. They're from Farmer Diaz's farm. The bread is from Gulay's mum.

Main course

Vegetable burgers and chips

For the main course, there are vegetable burgers and chips. The carrots, onions and eggs for the burgers are from Darwin's farm. The potatoes for the chips are from Hamy's dad's garden. They're organic because there aren't any chemicals used in growing them.

Dessert

Strawberry ice cream

For dessert, there's strawberry ice cream. The strawberries are from Juana's grandma's garden. The milk is from a local farm. We collected the ingredients by bike, so we didn't create any greenhouse gas emissions.



Tomatoes from a local farm, bread from a home bakery: distance 1km.



Carrots, onions, eggs from a local farm, potatoes from a family garden: distance 0.8km.



Strawberries from a family garden, milk from a local farm: total distance 2km.

Step 2: Present

Present your menu to the class. Remember to:

- describe the three courses on the menu
- explain where the food comes from
- say why your menu is sustainable and healthy

Step 3: Respond

Look at your classmates' menus. Which menu would you like to try? Give reasons.

Unit 6 Project: an exercise plan



Our exercise plan for Monday – 60 minutes of physical activity to work our body and mind and to help us feel good.

Day	Activity	Time	Body	Mind	How we feel
Monday	In the morning, we walk to school with friends.	This takes 15 minutes.	We use our legs, feet and heart.	I smile because I'm chatting to my friends.	We feel happier and more relaxed.
	Before lunch, we play basketball in PE.	The lesson is 30 minutes long.	We use our heart, arms and legs. We're active.	Our brain produces endorphins.	We feel more energetic and can concentrate better in lessons.
	After dinner, we wash the kitchen floor.	This takes 5 minutes.	We use our heart, arms and chest.	We're producing more endorphins.	Helping other people makes us feel even better.
	In the evening, we record a dance to share online.	This takes 10 minutes.	We use our whole body when we dance.	Our favourite song produces more endorphins.	We're happier and also sleep better at night.



Step 2: Present

Present your exercise plan to the class. Remember to:

- describe the types of exercise
- say how long you do each exercise for
- explain why each exercise is good for your body and mind and how it makes you feel

Step 3: Respond

Look at your classmates' exercise plans. Which activities do you want to do? Give reasons and compare with a partner.

Unit 8 Project: a factsheet

Our factsheet: Turkish cave paintings





This is a cave painting and it is about 8,000 years old. It is from the prehistoric period.

Archaeologists discovered these cave paintings in 2016 in the southern city of Mersin, in the Günar district of Türkiye.

This cave painting is famous because it was the first cave painting from this part of Türkiye. It is almost perfect.

People in the prehistoric period painted it with natural red material from the land called ochre. They didn't use paintbrushes – they painted with their fingers. The painting is red and it shows a person. It is dancing.

Archaeologists think the painting shows the beginning of a new season. People at that time danced because they wanted the food to grow well that season. They believed that when you danced like this, the food grew well.

Step 2: Present

Present your factsheet to the class. Remember to:

- describe what the piece of art is
- explain where it is and who painted it
- talk about why you think this art is interesting

Step 3: Respond

Look at your classmates' factsheets. What did you learn about the art? Does it tell a story?
Write down two interesting or surprising facts you learned and compare with a partner.

Subject pronouns and possessive adjectives S.1

We use a subject pronoun (*I, you, he, she, it, we, they*) before a verb: ***She*** *is Brazilian.* ✓ ~~*Is Brazilian.*~~ ✗

We use possessive adjectives (*my, your, his, her, its, our, their*) with a noun to show that something belongs to someone.

Our *house is big.* ***Their*** *school is fun.*

1 **Complete the sentences with the correct subject pronouns and possessive adjectives.**

1 My best friend Maria is from Paris. ~~She's~~ ___ French. ~~Her~~ ___ flat is in the city centre.

2 Berat and Ahmet are Turkish – ___'re from Istanbul. These are ___ books.

3 ___'m from Mexico. ___ first language is Spanish.

Verb *be*

We use the verb *to be* for facts or to describe someone or something. We usually use contractions in conversation.

Affirmative: *I'm Brazilian. It's good. We're from Mexico.*

Negative: *I/you/he* etc. + *am/is/are* + *not*

I'm not ten. He isn't your friend. We aren't Canadian.

Questions and short answers: We use *be* + subject.

A: Is it blue? B: Yes, it is. / No, it isn't.

2 **Circle the correct form of the verb *to be*.**

Hi, my name [1]'s / *'re* Alicia. My favourite colour [2]*is / are* blue. I [3]*are / am* 12 years old. My best friends [4]*is / are* Laura and Eva. Laura [5]*'s / 're* from Ankara. Eva [6]*is / are* from Buenos Aires. We [7]*is / 're* at school today.

Question words

3 **Complete the conversation with the words in the box.**

How old	When	~~Where~~	Who

Hi, Mateo. [1]~~Where~~ ___ are you from?

B: I'm from Argentina.

[2]___ are you? **B:** I'm 13.

[3]___'s your birthday? **B:** It's in February.

[4]___ is your favourite singer?

B: Olivia Rodrigo. She's great!

whose + Possessive pronouns S.2

We use ***whose*** to ask about possession. We use possessive pronouns (*mine, yours, his, hers, ours, theirs*) to answer.

Whose *pencil is this? It's* ***mine****.*

We don't use ***its*** as a possessive pronoun.

Whose book is this? ✓ ~~*It's its.*~~ ✗

We use ***this*** (singular) and ***these*** (plural) to talk about things that are near.

This *is my pencil.* ***These*** *are my books.*

We use ***that*** (singular) and ***those*** (plural) to talk about things that are not near.

That *is my schoolbag.* ***Those*** *are my pens.*

4 **Put the words in the correct order to make questions. Then complete the answers with the correct possessive pronouns.**

1 book / is / Whose / this / ? (mine)
~~Whose book is this? It's mine.~~

2 is / this / Whose / dictionary / ? (your)
___
It's ___.

3 calculator / is / Whose / that / ? (his)
___
It's ___.

4 these / pens / Whose / are / ? (her)
___
They're ___.

Imperatives

We use the imperative to give orders or instructions. We use ***don't*** to form the negative.

Come *here, please.* ***Don't*** *write in your textbook.*

5 **Write the affirmative or the negative.**

1 Write on the paper! ~~Don't write on the paper!~~

2 ___
Don't use your calculator!

3 Use your dictionary!
___

4 ___
Don't use a pen!

1 Grammar tutor

have got: affirmative and negative 1.2

We use *have got* to talk about possession or to describe a person.

Affirmative

I've got a guitar. She's got blue eyes.

Negative

(*he / she / it*) + *has* + *n't* (*not*) + *got*

*She **hasn't got** a sister.*

(*we / you / they*) + *have* + *n't* (*not*) + *got*

*We **haven't got** long hair.*

1 **Look at the table and complete the text with the correct form of *have got*. Use contractions where possible.**

	Paulo	Aline
sisters	1	2
brothers	0	1
cousins	4	4
blue eyes	✓	✗
pet	✗	✗

Paulo [1] 's got one sister, her name is Bertha. He [2] _____ any brothers. He [3] _____ blue eyes. Aline [4] _____ two sisters and one brother. She [5] _____ blue eyes.

Paulo and Aline [6] _____ four cousins. They [7] _____ a pet.

Questions 1.3

Use *have* + subject + *got* + object in questions.

***Have** you **got** brown eyes?*

Use short answers with *have*. Don't use *got*.

A: ***Have** you **got** a brother?*

B: *Yes, I **have**. / No, I **haven't**.* ✓

~~*Yes, I have got. / No, I haven't got.*~~ ✗

How many …?

Use ***how many*** + object + *have* + subject + *got* to ask questions about the number of things.

A: ***How many** cousins **has** he **got**?* **B:** *He's **got** 30.*

A: ***How many** brothers and sisters **have** you **got**?*

B: *I've **got** two sisters. I **haven't got** a brother.*

2 **Put the words in the correct order to make questions. Answer them with the information in brackets.**

1 got / I / Have / a / family / big / ? (✓)
Have I got a big family?
Yes, I have.

2 eyes / Has / brown / got / Eva / ? (✗ green)
_____
_____

3 many / pets / Alex / has / How / got / ? (three)
_____
_____

4 you / an / penfriend / got / English / Have / ? (✓ two)
_____
_____

5 we / teachers / many / got / have / at / school / our / How / ? (twenty)
_____
_____

Possessive 's

To show possession, we put *'s* after a singular name or noun and an apostrophe *(')* after a plural name or noun ending in *s*.

*This is Andrea**'s** cousin. (singular name)*

His grandparents' house. (regular plural noun)

When two people possess something, we use *'s* after the second name or noun.

*Juan and Ana**'s** family.*

3 **Rewrite the sentences with the information in brackets.**

1 Those are her glasses. (my mum)
Those are my mum's glasses.

2 Where are their bags? (Ana and Victor)
_____

3 That's his phone. (Luca)
_____

4 Its name is Bingo. (the dog)
_____

2 Grammar tutor

Present simple: affirmative and negative 2.2

We use the present simple to talk about facts, habits and routines.

Affirmative

*I **speak** Chinese. They **are** English.* (fact)

*She **wakes** up early.* (habit) *He **walks** to school.* (routine)

Negative

*They **don't eat** meat.* (fact)

(*he / she / it*) + *doesn't* + infinitive.

*He **doesn't do** his homework.* (habit)

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

On Saturday mornings, Nehir [1] *gets up* (get up) at 9 am. She [2] _____ (have) a shower and [3] _____ (brush) her teeth. Then she [4] _____ (get dressed) and [5] _____ (have) her favourite breakfast: toast and fruit juice. She [6] _____ (not see) her dad on Saturday mornings because he [7] _____ (go) to work.

At 10 am she [8] _____ (go) to see her best friends, Beren and Ela. Nehir [9] _____ (stay) at their house for about two hours, then she [10] _____ (get) the bus to her grandma's house. She [11] _____ (visit) her grandma on Saturdays because [12] _____ (not see) her during the week.

Present simple: questions 2.3

***Do** you **brush** your teeth in the morning?*

***Does** she **go** to bed at 9 pm?*

Use short answers with *do/does*.

Don't repeat the main verb.

A: ***Do** you often **go** to school by car?*

B: *Yes, I **do**.* ✓

~~*Yes, I **go**.*~~ ✗

***Wh-* questions**

***What time do** you **go** to bed?*

***Where does** he **go** to school?*

***When do** they **start** school?*

***Who does** she **live** with?*

***Why do** you **like** tennis?*

***How often do** you **play** video games?*

2 **Complete the questions and answers. Use the verbs in brackets.**

1 *Do* you *play* tennis at the weekend? (play) No, I *don't*.

2 _____ James _____ to your school? (go)

3 Yes, he _____. He's in my class.

4 When _____ you _____ exams at your school? (take) In the summer.

5 _____ your parents _____ Spanish? (speak) No, they _____.

6 Where _____ your aunt _____? (live) In England.

Adverbs of frequency

Adverbs of frequency say how often we do something.



They go after the verb *be* but before all other verbs and adjectives.

*She's **always** happy.*

*We **usually do** homework after school.*

With *never*, we use an affirmative verb.

*I never **go** out with my friends on Monday.* ✓

~~*I never don't go out with my friends on Monday.*~~ ✗

In questions, adverbs of frequency always come after the subject.

*Do **you always** have English class on Wednesday?*

3 **Circle the correct options.**

1 I … early in the morning.
a usually get up **b** get up usually

2 I … sports at the weekend.
a do often **b** often do

3 I … lunch with my sister at school.
a sometimes have **b** have sometimes

4 I … my homework in the evening.
a do always **b** always do

5 I … burgers for dinner.
a never eat **b** eat never

3 Grammar tutor

can for ability and permission 3.2

We use *can* to express ability or permission.

*He **can** play the guitar.* (ability)

*My parents say we **can** play video games tonight.* (permission)

Can is the same in all forms.

*I / You / She / We / They **can** speak Portuguese.*

We use the infinitive without *to* after *can*.

*They **can** go to school.* ✓ ~~*They can to go to school.*~~ ✗

We change the word order to form questions.

***Can** you use your phone at school?*

We use the adverbs *(not) very / quite well*, *well*, *badly* or *not at all* to describe how we are able to do things.

A: ***Can** you play the guitar?* **B**: *Yes, but not very well.*

1 **Write sentences and questions with *can*. Then write *A* (ability) or *P* (permission).**

1 Artem / sing / very well / .
Artem can sing very well. A

2 My mum / speak / Turkish / quite well / .
_____ _____

3 I / use / my parents' / computer / in the evening / .
_____ _____

4 My sister / not play the piano / very well / .
_____ _____

5 I / use / your / phone / ?
_____ _____

Verb forms: (*don't*) *like*, *don't mind*, *love*, *hate* + *-ing* 3.3

We use the *-ing* form of the verb after *like*, *don't like*, *don't mind*, *love* and *hate*.

*She **loves reading** books.* ✓ ~~*She loves read books.*~~ ✗

*I **don't mind going** to school.* ✓ ~~*I don't mind go to school.*~~ ✗

2 **Complete the text with the words in brackets.**

My sister [1] loves going (love / go) to school.
She [2] _____ (like / study). I'm different!
I [3] _____ (love / see) my friends at school.
I [4] _____ (not mind / learn) new things, but
I [5] _____ (not like / take) exams and I
[6] _____ (hate / get up) early every day!

Object pronouns

We use object pronouns after some verbs and prepositions.

*She meets **my sister and me** after school every day. – She meets **us** after school every day.*

*I usually have lunch with **my friends**. – I usually have lunch with **them**.*

We use ***it*** (singular) and *them* (plural) for animals and things.

*Don't feed **the bird**! – Don't feed **it!***

*Do you read **comic books**? – Do you read **them**?*

We can also put an object pronoun after *like*, *don't like*, *don't mind*, *love* and *hate*.

*This is **my new book**. Do you **like it**?* ✓

~~*Do you like?*~~ ✗

*I don't like **Mondays**. I hate **them**.*

3 **Rewrite the sentences with the object pronouns in the box.**

her him him it them ~~them~~ us us

1 I like hanging out with my friends.
I like hanging out with them.

2 Amira can't find her phone.
_____

3 I like my aunt.
_____

4 They can't see you or me.
_____

5 I love playing video games with my cousin, Eddie.
_____

6 Do you visit your grandparents on Sundays?
_____

7 My parents help me and my sister.
_____

8 I learn a lot about geography from my uncle.
_____

4 Grammar tutor

Countable and uncountable nouns 4.2

Countable nouns can be counted. They have a singular and a plural form.

one apple – two apples one book – three books

Uncountable nouns can't be counted. They are always singular.

bread ✓ ~~a bread~~ ✗ milk ✓ ~~a milk~~ ✗ music ✓ ~~a music~~ ✗

a* / *an*, *some* / *any

We use ***a*** with singular countable nouns, or ***an*** if the noun starts with a vowel sound.

a *banana* ***a*** *cat* ***a*** *snack* ***an*** *orange* ***an*** *uncle*

We use ***some*** with plural countable nouns and uncountable nouns in affirmative sentences.

*We need **some** apples. We need **some** juice.*

We use ***any*** with plural countable nouns and uncountable nouns in negative sentences and questions.

*He hasn't got **any** tomatoes. Have we got **any** carrots?*

1 **Complete the sentences with *a*, *an*, *some* or *any*.**

1 We need *some* milk and *some* eggs.
2 I've got _____ apple and _____ cheese.
3 Have you got _____ oranges, Mum? I want to make _____ orange juice.
4 We can't make _____ cake! We haven't got _____ eggs!
5 Let's buy _____ fizzy drink and _____ fruit at the supermarket.

there is / isn't, there are / aren't 4.3

We use *there is* with singular countable and uncountable nouns and *there are* with plural countable nouns.

***There is** some cheese. ✓ ~~**There are** some cheese.~~ ✗*

***There are** some potatoes. **There are** four pizzas.*

We usually use *any* with plural countable and uncountable nouns in questions and negatives.

*Are there **any** bananas? Is there **any** milk?*

*There aren't **any** burgers. There isn't **any** bread.*

Get it right!

In informal English we can use the contraction ***there's*** but we don't use a contraction for ***there are***.

2 **Complete the conversation with the correct form of *there is* / *there are*.**

Ali I'm hungry! Let's make some chicken and rice.
Ben We can't! [1] *There isn't* any rice.
Ali OK. What about an omelette? [2] _____ any eggs?
Ben [3] _____ one egg.
Ali Oh dear! [4] _____ any pasta?
Ben No, [5] _____.
Ali [6] _____ any potatoes?
Ben No, [7] _____. [8] _____ any food in the house!
Ali [9] _____ a food market today. Let's go!
Ben OK. Oh no – I haven't got any money!

much / many, a lot of to express quantity

We use ***much*** in negative sentences with uncountable nouns and ***many*** with countable nouns.

*There isn't **much** water. There aren't **many** tomatoes.*

We use ***a lot of*** in affirmative sentences with plural countable and uncountable nouns to describe a big quantity of something.

*There are **a lot of** vegetables. We've got **a lot of** rice.*

We use ***how many*** with plural countable nouns and ***how much*** with uncountable nouns to ask about quantity.

***How many** carrots are there? **How much** juice have you got?*

3 **Circle the correct options. Then match questions 1–4 with answers a–d.**

1 How *much* / *many* fruit do you eat every day? c
2 How *much* / *many* people are there in your family? ☐
3 Do you spend *much* / *many* time checking your phone? ☐
4 How *many* / *much* sweets do you have every day? ☐

a There are seven: I've got a lot of brothers and sisters!
b No! I haven't got much time to look at it!
c I eat an apple every morning.
d I don't eat many. They're bad for my teeth!

5 Grammar tutor

Present continuous 5.2

We use the present continuous to talk about actions in progress at the time of speaking.

Affirmative

subject + *be* + verb + *-ing*

*You **are reading** this sentence.*

Negative

subject + *not* after *be*

*She **is not (isn't) downloading** songs.*

Questions

be + subject + verb + *-ing*

***Are** you **listening**?*

Don't repeat the verb + *-ing* in short answers.

*Yes, **I am**.* ✓ ~~*Yes, I am listening.*~~ ✗

Put the *Wh-* question word before *be*.

***What are** they **doing**? **Who are** you **talking** to?*

Spelling: *-ing* form

Most verbs: infinitive + *-ing*

read – reading think – thinking

Verbs ending in *-e*: ~~*-e*~~ +*-ing*

write – writing have – having

Verbs ending in a vowel and a consonant: double the final consonant + *-ing*

shop – shopping plan – planning

1 **Write the *-ing* form of the verbs.**

1 eat eating
2 give _____
3 chat _____
4 swim _____

2 **Complete the dialogue with the present continuous form of the verbs.**

A: Hi Elvira. Where are you?

B: I'm in the garden! The sun [1] is shining (shine) and it [2] _____ (not rain) today.

A: Cool! [3] _____ (you / wear) sunglasses?

B: Yes, I [4] _____. What [5] _____ (you / do)?

A: I [6] _____ (chat) to Toni. We [7] _____ (sit) in Gino's café.

B: Nice! [8] _____ (you / eat) pizza?

A: No, we [9] _____ We [10] _____ (have) pasta today!

Present simple and present continuous 5.3

We use the present simple with adverbs of frequency to talk about facts, habits and routines.

*I **read** a lot of books.*

*He **usually wears** boots.*

We use the present continuous with expressions like *at the moment* and *today* to talk about actions in progress at the time of speaking.

***At the moment, I'm reading** a really good book.*

***He's wearing** trainers **today**.*

3 **Circle the correct options.**

My name's Oscar and today is Monday. I always [1]**go** / **'m going** to school on Mondays but it's a holiday today! I [2]**help** / **'m helping** my parents in the garden. My mum and dad usually [3]**work** / **are working** on Mondays, but today my mum [4]**paints** / **is painting** the garden wall.

My dad [5]**tidies** / **is tidying** the garden. I always [6]**choose** / **are choosing** some flowers from the garden, and I [7]**put** / **are putting** them inside the house. What [8]**do you do** / **are you doing** today?

4 **Complete the text with the present simple or continuous form of the verbs.**

Every weekend, I [1] go (go) to my friend Baz's house. Today, we [2] _____ (have) a clothes party. At a clothes party, you [3] _____ (swap) clothes with friends. I always [4] _____ (wear) retro clothes. At the moment, I [5] _____ (look for) a T-shirt from the 90s. Baz [6] _____ (stand) next to me. He's got a cool cap and some sunglasses.

6 Grammar tutor

Comparatives 6.2

We use comparative adjectives to compare one thing with another.

We use the verb *be* + a comparative adjective + *than*.

Short adjectives

add *-er*

*José is **taller than** his dad.*

Adjectives ending in vowel + consonant: double the final consonant + *-er*

*A football is **bigger than** a tennis ball.*

Adjectives ending in *-e*: add *-r*

*I think swimming is **safer than** diving.*

Adjectives ending in *-y*: ~~*-y*~~ and add *-ier*

*Is throwing **easier than** catching?*

Long adjectives

put ***more*** before the adjective

*I think wheelchair basketball is **more interesting than** yoga.*

Irregular adjectives

good – better; bad – worse

1 **Write the comparative form of the adjectives.**

1 old older
2 thin _____
3 nice _____
4 heavy _____
5 exciting _____
6 bad _____

2 **Write sentences with comparatives about Zehra's family.**

1 My sister / short / me
My sister is shorter than me.
2 My brother / young / me
_____
3 My sister / funny / my brother
_____
4 My mum / tall / my dad
_____
5 My brother / old / my sister
_____

Superlatives 6.3

We use superlative adjectives to say a thing or person has got the most of a particular quality. We use *the* with a superlative adjective.

Short adjectives

add *-est*

*Anya is **the tallest** person in her family.*

Adjectives ending in vowel + consonant: double the final consonant + *-est*

*Who's got **the biggest** feet in your class?*

Adjectives ending in *-e*: add *-st*

*What's **the safest** sport?*

Adjectives ending in *-y*: ~~*-y*~~ and add *-iest*

*I think swimming is **the easiest sport**.*

Long adjectives

put ***the most*** before the adjective

*What's **the most exciting** sport to watch on TV?*

Irregular adjectives

good – the best; bad – the worst

3 **Complete the sentences with the superlative form of the adjectives in brackets.**

1 I think my dad is the best (good) dad in the world.
2 Are footballers the _____ (rich) people in sport?
3 My mum says Formula 1 racing is the _____ (fast) sport.
4 I think ice hockey is one of the _____ (dangerous) sports.
5 Which is the _____ (easy) sport to learn?

4 **Complete the text with the comparative or superlative form of the adjectives in brackets.**

On Saturdays, I usually watch my cousin play football. She's [1]the best (good) player in the team. She scores [2]_____ (amazing) goals! She's [3]_____ (tall) player in the team and she's [4]_____ (fast) than the others too. I think she's also [5]_____ (intelligent) than her teammates because she watches what is happening all the time! She's [6]_____ (popular) player in the team!

7 Grammar tutor

was / were 7.2

Was and *were* are the past simple forms of *be*.

Affirmative

*There **was** a big lake for animals to drink from.*

*The animals **were** safe.*

Negative

Use *not / n't after was / were*.

*The water **wasn't** clean.*

Questions

Change the word order to make questions.

*The cat **was** hungry.* → ***Was** the cat hungry?*

*The dolphins **were** clever.* → ***Were** the dolphins clever?*

Don't use *do*.

~~*Does the cat was hungry?*~~ ✗

Put *Wh-* question words before *was / were*.

***What** was it? **Where** were you last night?*

1 Circle the correct options.

1 The bear *was / were* very hungry.
2 The baby elephant *was / were* in the water.
3 The ducks *wasn't / weren't* very big, but the blue whales *was / were* really big!
4 It *wasn't / weren't* a very good documentary– it *was / were* very boring.

there was / were

There was / were are the past simple forms of *there is / are*.

Affirmative

***There was** a solution. **There were** two problems.*

We use *there was* with singular countable nouns and uncountable nouns.

*There **was a** pen here. **There was** some milk in the fridge.*

We use *there were* with plural countable nouns.

***There were** a lot more animals in the past.*

Questions and negatives

We use *any* with plural countable and uncountable nouns.

*Were there **any** interesting animals?*

*Was there **any** bread at home?*

*There weren't **any** snakes. There wasn't any rice.*

2 Circle the correct options.

For many years, [1]*there was / there were* a lot of leopard fish in rivers in Türkiye. Then in 2011, [2]*there wasn't / there weren't* any leopard fish in the rivers. [3]*There was / Was there* a problem? Yes, there [4]*was / wasn't*. The rivers weren't clean and [5]*there was / there were* lots of pollution. Then one day, [6]*there was / there were* a surprise for scientists! [7]*There was / There were* two leopard fish in a fishing net! Now the rivers are cleaner and there are more leopard fish in rivers in Türkiye!

Past simple: regular and irregular verbs 7.3

We use the past simple to talk about completed events and actions in the past.

Affirmative

*I **played** basketball yesterday.*

Spelling

Most verbs: + *ed* — *show – showed*

Verbs ending in *-e* + *-d* — *live – lived*

Verbs ending in consonant + *-y*: ~~*-y*~~ + -ied: *study – studied*

Verbs ending in consonant + vowel + consonant: double the final consonant + *-ed*: *stop – stopped*

Irregular verbs: don't follow a pattern: *do – did*

Negative

subject + *didn't* + infinitive without *to*

*Leo **didn't watch** the video about amazing animals.*

We use *ago* to talk about when something happened.

*Those animals were in danger ten years **ago**.*

3 Write sentences with *ago*. Use the correct form of the past simple.

1 This lesson start / thirty minutes
This lesson started thirty minutes ago.
2 She / get up / four hours
3 They / arrive in London / one week
4 We / have / lunch / an hour

8 Grammar tutor

Past simple: questions 8.2

We make past simple questions with *did* + subject + infinitive without *to*.

***Did** she enjoy the yoga class? Yes, she did.*

Don't repeat the main verb in short answers.

~~*Yes, she did enjoy.*~~ ✗

1 Match questions 1–5 with answers a–e.

1 Did you find your phone this morning? d
2 Did you and Emre play video games last night? ☐
3 Did it rain yesterday? ☐
4 Did your friends go to the cinema with you? ☐
5 Did our English teacher correct our homework? ☐

a No, she didn't.
b Yes, we did.
c Yes, they did.
d Yes, I did.
e No, it didn't.

2 Look at the information about the activities Camila and Luca did and didn't do at the weekend. Write short answers.

	Wake up early	Play video games	Do yoga	Go shopping
Camila	✗	✓	✓	✗
Luca	✓	✗	✓	✗

1 Did Camila wake up early? No, she didn't.
2 Did Luca wake up early? _____
3 Did Camila play video games? _____
4 Did Luca play video games? _____
5 Did Camila and Luca do yoga? _____
6 Did Camila and Luca go shopping? _____

3 Write questions and short answers.

1 Denis / go to / the skate park / yesterday ✗
A: Did Denis go to the skate park yesterday?
B: _____
2 you and Angela / meet / at the cinema / today ✓
A: _____
B: _____
3 Olga / go to bed late / last night ✓
A: _____
B: _____

Past simple: *Wh-* questions 8.3

We make *Wh-* questions in the past simple with a question word + *did* + subject + infinitive without *to*.

***What time did** you **wake up** this morning?*
***Where did** they **go** last Saturday?*
***What did** you **do** at the weekend?*
***Who did** she **see** after school?*
***How did** Izak **feel**?*
***When did** they **arrive**?*

4 Circle the correct options.

1 **A:** (*What*) / *Where* did you do at the weekend?
B: I watched a volleyball match.
2 **A:** *What* / *Who* did he see at the ice rink?
B: He saw his friends.
3 **A:** *Where* / *When* did they play boccia on Sunday?
B: At the sports centre.
4 **A:** *How* / *When* did you feel?
B: Very happy and excited.
5 **A:** *How* / *What* time did they leave?
B: About 5 pm.
6 **A:** *When* / *Who* did they go to the aquarium?
B: Early this morning.

5 Complete the dialogue with *Wh-* question words from Exercise 3.

Yusuf: I like your headphones. [1]Where did you get them?
Elif: In the new shopping centre.
Yusuf: Were they expensive?
Elif: I don't know! They were a present.
Yusuf: [2]_____ bought them for you?
Elif: My mum. She got them for my birthday!
Yusuf: Wow, that's a fantastic present! [3]_____ did she get them for you?
Elif: She got them last week, but I didn't see her buy them!
Yusuf: [4]_____ did you feel when you opened the present?
Elif: Surprised and happy!
Yusuf: [5]_____ did I get you? I can't remember!
Elif: Nothing, you forgot!
Yusuf: Oh no! Sorry!

9 Grammar tutor

Future with *will / won't* 9.2

We use *will* and *won't* to make predictions or talk about plans in the future.

*I **will** travel the world in the future.*

Will / Won't doesn't change in the third person.

Change the word order to make questions.
Don't use *do / does*.

***Will** you **go** on holiday this summer?*

1 **Complete the sentences about a camping trip. Write *will*, *'ll* or *won't*.**

1 Don't sit at the bottom of the boat. You'll get wet.
2 Don't build a shelter. You _____ know how to do it.
3 **A:** _____ you swim in the river?
B: No, I _____. It's dangerous!
4 Don't eat and then swim. You _____ be sick!
5 Don't walk alone if you can't read a map because you _____ get lost!
6 **A:** _____ you have fun?
B: No, I _____!

Present continuous for future 9.3

We use the present continuous to talk about fixed arrangements in the future.

*I'**m meeting** my friend Maite at 6.30.*

Use future time expressions such as *tonight, tomorrow, this weekend, this summer, next week, next month* and *after class / school*.

*What **are** you **doing tonight**?*

2 **Complete the email with the present continuous form of the verbs in brackets.**

Hi Sandra,

How are you? It's the school holidays next week! I [1]'m going (go) on an adventure trip and my sister [2]_____ (come) too! In August, my dad [3]_____ (take) me on a boat trip! I want to catch some fish. My mum [4]_____ (not come) with us because she doesn't like boats! She [5]_____ (visit) my grandparents at their cottage. I think you [6]_____ (fly) to England for a week. Is that right? What [7]_____ you _____ (do) after that?

Jorge

be going to

We use *be going to* to talk about future plans and intentions.

Affirmative

verb ***to be** + **going** to* + infinitive

*She'**s going to** take her camera on holiday.*

*We'**re going to** learn to catch fish.*

Negative

We use *be* + *not* + *going to* + infinitive. *Not* is usually contracted.

*They **aren't going to** go on holiday this summer.*

Questions and short answers

verb *to be* goes before the subject

***Is he going to** tell us the answers to the homework?*

***Wh-* questions**

Wh- question words go before verb *to be*.

***Who** is he going to ask?*

***What** are you going to wear to the party?*

3 **Complete the conversations with the correct form of *be going to*. Use the verbs in brackets.**

1 **A:** What are you going to do (what / do) in the school holidays?
B: I _____ (visit) my aunt in London.
2 **A:** _____ (he / stay) in a youth hostel?
B: No, he _____.
3 **A:** _____ (Gabriel and Ana / climb) the mountains?
B: Yes, they _____.
4 **A:** We _____ (not go) on holiday this year.
B: _____ (you / stay) at home?
5 **A:** _____ (we / swim) in a river this summer?
B: Yes, we _____.
6 **A:** _____ (Enzo / cook) the food over a campfire next weekend?
B: Yes, he _____.

Irregular verbs

Infinitive	Past simple	Past participle
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
keep	kept	kept

Infinitive	Past simple	Past participle
know	knew	known
leave	left	left
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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Key: U = Unit, SU = Starter Unit.

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