

I can talk about things we can and can't do.

1 Look at the sentences and answer the questions.

- a You can go to the swimming pool.
- b I can play the piano. Listen!
- c Arrgh! Tom can't sing!
- d We can't go into town.
- e Can they speak Spanish?

- 1 Which two sentences are about permission?
- 2 Which three sentences are about ability?
- 3 What is the negative form of *can*?
- 4 Do we use *do* and *does* to make questions with *can*?

2 Look at the sentences and write P (permission) or A (ability).

- 1 I can swim.
- 2 You can't use your mobile phone in class.
- 3 My father can speak German and French.
- 4 You can wear jeans if you want.
- 5 You can go to the cinema this evening.
- 6 Yuck! You can't cook.

More practice ⇌ Workbook page 41

3 Write sentences about your abilities. Use the ideas in the box. Then ask and answer with a partner.

I can't play chess.

play chess speak three languages
run one kilometre play an instrument
swim twenty-five metres
name six countries in English
dance the tango stand on my head

Can you play chess?

No, I can't.

4 Write about things you can or can't do at your school. Use the phrases below and your own ideas.

use mobile phones talk in an exam
wear jeans go home for lunch
eat at school listen to music

We can't use mobile phones in class.

5 2.20 Look at the key phrases. Complete the dialogue. Then listen and check.

KEY PHRASES Requesting, giving and refusing permission

Is it OK if I ... ? No, sorry, you can't.
Why not? Yes, you can.
Can I / we ... ?



Jake Mum, is it OK if I go to Shaun's house?
Mum No, sorry, ¹___.
Jake I can't? ²___?
Mum Because your grandparents are here this afternoon.
Jake Oh, right. ³___ if I go this evening, then?
Mum No, not this evening, Jake. You've got a lot of homework.
Jake Well, ⁴___ go tomorrow?
Mum Yes, ⁵___.
Jake Great. Thanks.

6 ACTIVATE Work in pairs. Practise the dialogue in exercise 5. Then change the words in blue and practise a new dialogue.

Finished?

Write about things you can and can't do at home.

I can watch TV until 10.30 p.m.

I can't stay out late on school days.

- 1 Work in groups. Answer the questions.
 - 1 What do you like about school?
 - 2 What do you not like?
 - 3 What would your dream school be like?
- 2 Read the text. How many of the ideas are the same as yours?
- 3 Make a poster about your dream school. Follow the steps in the project checklist.
- 4 Put all of the posters on the wall to make a dream school art gallery. Look at the other posters. Choose the school you like best.
- 5 Discuss: What could you change in your school to turn it into a dream school?

PROJECT CHECKLIST

- 1 Think about your dream school. Write short texts about each of these things:
 - the building
 - the surroundings
 - the classrooms
 - the canteen
 - the people
 - the timetable
- 2 Find some photos for your poster.
- 3 Make a poster with your texts and photos.

Building
The school is in a big and modern building and it's very colourful. It has got big windows. It isn't dirty or ugly. There is also a really good gym and a swimming pool.

Classrooms
Every classroom has the latest technology, such as laptops and interactive whiteboards. The students usually speak to students in other countries by webcam.

Canteen
The canteen is fantastic. You can eat what you want and the food is very healthy. You can eat salads, healthy burgers and organic chips.

Timetable
Each day starts at 10.00. The classes are always interesting and students can study any subject they like, for example, music, art, dance or sport. It isn't a problem if you get bad marks.

People
The teachers and students are really friendly and like going to school. The teachers aren't boring.

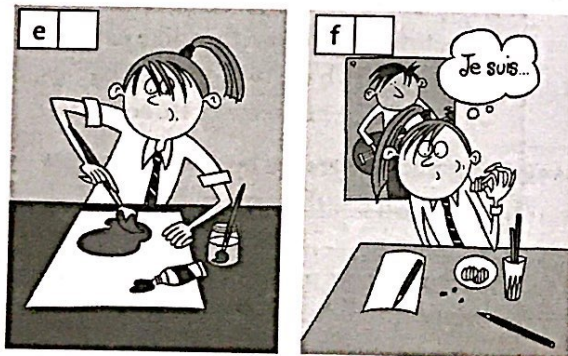
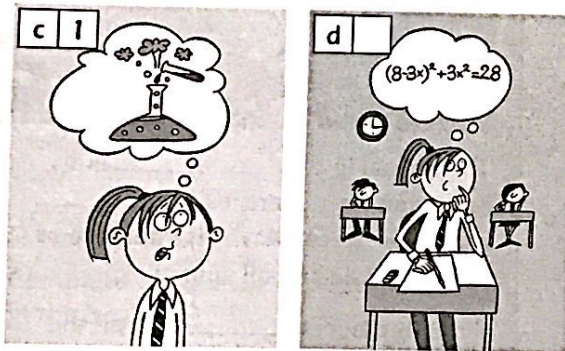
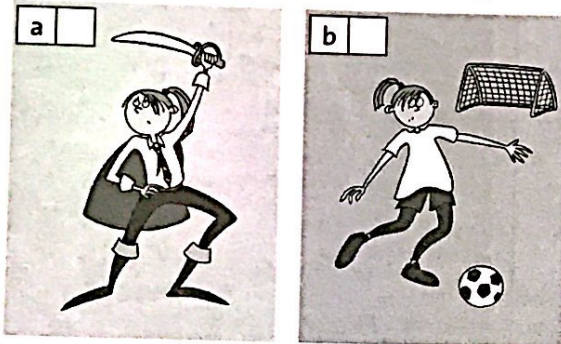
Surroundings
My dream school is in a park. There are lots of trees, a school garden and a small zoo. Students can feed and play with the animals.

My dream school

VOCABULARY ■ Activities in and out of school

1 ★ Match sentences 1–6 with pictures a–f.

- 1 I've got a science class today.
- 2 And I've got a maths exam!
- 3 But I've also got art. It's my favourite.
- 4 And drama too. I love it!
- 5 After school I've got French homework.
- 6 And this evening I've got a football match.



2 ★★ Choose the correct answers.

I love studying _____, especially drawing.

- a art** b drama c basketball d chess

- 1 She's interested in _____ because she's good with numbers.
a PE b music c maths d history
- 2 He plays _____ and he's in the school team.
a drama b football c PE d geography

- 3 There are questions about Julius Caesar and Napoleon in the _____ exam.
a history b chess c dance d science
- 4 I like learning things about computers in _____
a football b drama c PE d ICT
- 5 We often sing in our _____ classes.
a art b music c geography d chess
- 6 She loves learning _____ in her language class.
a French b drama c music d maths

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

match practice homework class
exam football English

Susan is listening to the teacher in her French _____ class.

- 1 Sam is revising for a geography _____
- 2 Tom plays in a _____ match every Saturday.
- 3 Julia has got dance _____ after school.
- 4 Tom has got a lot of _____ homework.
- 5 Suzy's class are watching a tennis _____
- 6 We've always got loads of science _____

4 ★★★ Write eight sentences about activities in and out of school.

I really like history classes. _____

- 1 I don't mind _____
- 2 I hate _____
- 3 I don't like _____
- 4 I like _____ once a week.
- 5 _____ classes.
- 6 _____ practice on Friday mornings.
- 7 _____ matches.
- 8 _____ homework every day.

can for ability and permission

1 ★ Complete the table with the words in the box.

can't can Can can't can swim

Affirmative	
I / You / He / She / It / We / You / They ¹ <u>can</u> swim.	
Negative	
I / You / He / She / It / We / You / They ² _____ swim.	
Questions	
³ _____ I / you / he / she / it / we / you / they ⁴ _____?	
Short answers	
Affirmative	Negative
Yes, I / you / he / she / it / we / you / they ⁵ _____.	No, I / you / he / she / it / we / you / they ⁶ _____.

2 ★★ What are the people saying? Write sentences with *can*, *can't* or *Can ...?*



- 1 I / say / 'hello' in Spanish.
I can say 'hello' in Spanish.
- 2 I / not swim / !

- 3 she / use / your laptop / ?

- 4 you / not go / to Jack's house

- 5 she / eat / some food now

- 6 we / wear / these clothes to school / ?

3 ★★ Write sentences with *can* or *can't* and the words in the box. Then write P (permission) or A (ability) next to each sentence.

wear play use run watch buy
go speak read dance

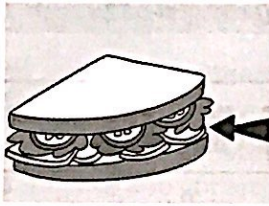
- That's James. He can run very fast. A
- 1 She _____ Italian and Japanese. She's very good at languages. _____
- 2 _____ I _____ that film on TV? _____
- 3 My grandparents _____ a computer but they want to learn. _____
- 4 I'm sorry. You _____ to the cinema now. _____
- 5 He loves music and he _____ the guitar. _____
- 6 You _____ that T-shirt to school if you want. _____
- 7 _____ you _____ the tango? _____
- 8 My baby sister _____ or write. _____
- 9 _____ I _____ a new mobile phone in that shop? _____

4 ★★★ Write eight questions or sentences with *can* or *can't* for permission or ability. Use the ideas in the box.

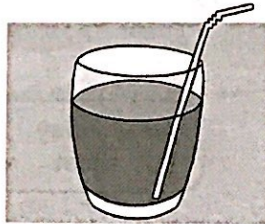
Permission
go to bed at ... buy a ... go to ... watch ... play with ... use ... phone ...
Ability
speak ... play ... (sport) play the ... (instrument) swim ... (metres) run ... (metres)

- Can I go to bed at eleven o'clock?
- My sister can play the guitar.
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

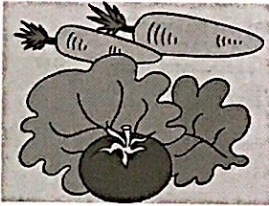
1 ★ Choose the word that doesn't match.



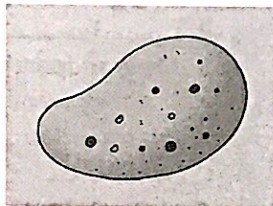
cheese egg **pasta**



1 fizzy drinks
juice sweets



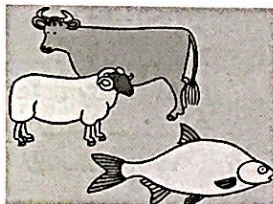
2 fish vegetables
salad



3 crisps chips cheese





4 pasta burger rice



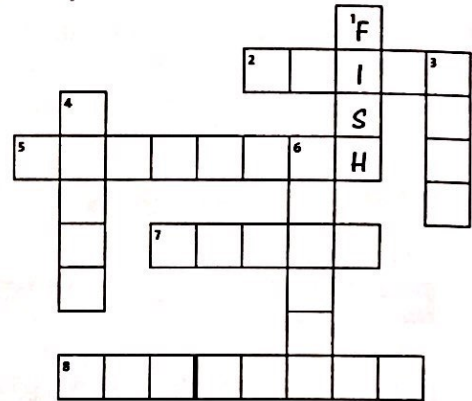
5 ice cream meat
fish

2 ★★ Complete the lists with the words in the box.

burgers chips crisps fish fizzy drinks
ice cream beans nuts water salad
sweets apple

Very healthy!		Not very healthy!	
apple			
_____		_____	
_____		_____	
_____		_____	
_____		_____	

3 ★★ Complete the crossword.



DOWN

- 1 It swims in the sea and you can eat it.
- 3 A hot food. You eat it with a spoon.
- 4 This popular food comes from Italy.
- 6 It's yellow and comes from milk.

ACROSS

- 2 You make them from potatoes.
- 5 Bread with meat, cheese or salad in it.
- 7 This is a very healthy drink.
- 8 It's cold and very popular in summer.

4 ★★ Choose the correct answers.

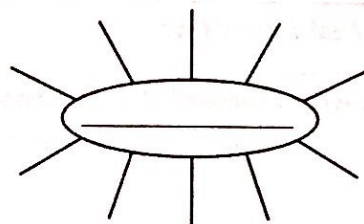
Quiz Food around the world

The Italians make very good _____.

- a ice cream** b crisps c chips d soup

- 1 In the UK people eat fish and _____.
a beans b crisps c chips d nuts
- 2 In Japan there is a lot of food with _____.
a apples b cheese c eggs d rice
- 3 An average American eats more than 100 _____ a year.
a nuts b burgers c crisps d chips
- 4 In France people make _____ called Camembert, Brie and Roquefort.
a cheese b soup c ice cream d bread
- 5 The world's most popular _____ is cola.
a soup b juice c fizzy drink d water
- 6 Perrier and Vichy are the names of _____ from France.
a water b pasta c meat d fish

5 ★★ Write a word group for fruit or vegetables. Put in ten or more words.



1 ★ Look at the table. Choose the correct words.

	Uncountable	Countable
Affirmative	There's ¹ a lot of / any rice.	There are ² much / a lot of apples.
	There's ³ many / some pasta.	There are ⁴ some / any sweets.
Negative	There isn't ⁵ much / many cheese.	There aren't ⁶ much / many crisps.
	There isn't ⁷ any / many water.	There aren't ⁸ much / any eggs.

2 ★ Write C (countable) or U (uncountable).

- apple C
- 1 bean
- 2 cheese
- 3 chip
- 4 egg
- 5 milk
- 6 nut
- 7 pasta
- 8 soup
- 9 sandwich
- 10 water

3 ★★ Look at the table and write sentences about Carl's diet. Use *some, any, much, many* and *a lot of*.

Breakfast	X
Lunch	sandwiches ✓✓ crisps ✓✓✓ fruit X
Dinner	pasta ✓ meat ✓✓✓ vegetables ✓
10.00	ice cream ✓✓

Carl eats some sandwiches for lunch.
He doesn't eat much pasta for dinner.

- 1 Carl doesn't eat _____ food for breakfast.
- 2 For lunch he usually eats _____ crisps.
- 3 But he doesn't eat _____ fruit.
- 4 For dinner he doesn't eat _____ vegetables.
- 5 But he eats _____ meat.
- 6 At 10.00 he often eats _____ ice cream.

4 ★★★ Write affirmative and negative sentences about what you eat or drink in these situations. Use *some, any, much, many* and *a lot of*.

At home I drink a lot of juice.

At school we don't eat any sweets.

- 1 At home _____
- 2 At school _____
- 3 On my birthday _____
- 4 On holiday _____
- 5 In the winter _____
- 6 In the summer _____
- 7 On a picnic _____

5 ★★ Complete the sentences with *a, an* or *the*.

Do you go to the Italian café next to the school?

- 1 I always have _____ sandwich for my lunch.
- 2 Do you like _____ food at your school? Yes, I do.
- 3 I've got _____ apple and some crisps. _____ apple is nice and red.
- 4 He sometimes buys _____ pizza at the weekend.
- 5 Do you like _____ pasta in that restaurant?
- 6 Where's _____ school canteen? It's over there.
- 7 She often has _____ fizzy drink in the park.
- 8 I've got two sandwiches for us. Do you want the cheese sandwich or _____ meat sandwich?
- 9 It's hot today. Would you like _____ ice cream?
- 10 He's eating _____ burger and chips for lunch, and _____ burger is very hot.

A DAY AT SUMMERHILL

Summerhill is a boarding school in south-east England. It's a school with a difference because the teachers don't make the rules – the students make them.

Breakfast is from 8.00 until 9.00 and lessons start at 9.30. Holly is a student here – she likes lessons. She's studying a lot of subjects. Ivan is a student here, too. He isn't interested in lessons and he can play all day if he wants.

At 12.30 it's lunchtime, and the students and teachers eat together. There are three choices of meal: one with meat, a vegetarian option and a salad bar, too.

At 1.45 there's a meeting. The students and teachers talk about problems and they can change school rules in this meeting. Then there are free-time activities: orchestra practice, drama group or sport.



Ivan goes shopping in town. Holly plays the violin with the orchestra.

At 5.30 it's dinner time. After dinner students chat and do homework. Younger children go to bed before 9.30, but older children can go to bed when they want.

So that's a day at Summerhill. Do you think school is better when the students make the rules?

1 ★ Read the text. Tick ✓ the correct box.

The text is about ...

- a a school for adults.
- b a boarding school for adults and children.
- c a boarding school for children.

2 ★★ Read the text again. Match sentence halves 1–6 with a–f.

- | | |
|-----------------|-------------------------------|
| 1 Summerhill is | a everyone has dinner. |
| 2 Breakfast is | b is interested in lessons. |
| 3 Holly | c a school with a difference. |
| 4 Ivan | d at 8.00 a.m. |
| 5 There's | e wants to play. |
| 6 At 5.30 | f vegetarian food. |

3 ★★ Read the text again. Choose the correct answers.

Lessons at Summerhill start after _____.

a breakfast b lunch c dinner

- 1 The lessons begin at _____.
a 8.00 b 9.00 c 9.30
- 2 Ivan doesn't like _____.
a shopping b doing lessons
c playing the violin
- 3 Holly is studying _____ subjects.
a a lot of b one c two or three
- 4 At lunchtime the students eat with _____.
a the very young students b the teachers
c the sports teachers

4 ★★★ Answer the questions. Write complete sentences.

Where is Summerhill?

It's in south-east England.

- 1 What is unusual about Summerhill?

- 2 When do the students and teachers discuss problems?

- 3 What can the students have for lunch?

- 4 What do students do in the afternoon?

- 5 What do you think about Summerhill?

Build your vocabulary

5 ★★ Complete the sentences using the correct form of the words in the box.

be homesick share a room have a break
chat with friends be busy ~~work abroad~~

- 1 When I'm older I want to work abroad.
- 2 I often _____ on the phone.
- 3 I _____ with my sister.
- 4 She hates boarding school. She _____.
- 5 We finish lessons at 11.00 and _____.
- 6 Do you want to come to drama club?
No, sorry. I _____.

Language point: Giving examples

1 ★ Rewrite the sentences with the phrases in brackets.

Suzy has got a lot of hobbies reading, art and photography. (such as)
Suzy has got a lot of hobbies, such as reading, art and photography.

- 1 There are clubs after school drama, music and sport. (for example)

- 2 I'm into pop singers Kylie, Mika and Duffy. (like)

- 3 Dan is into sports cycling and tennis. (such as)

- 4 Are you interested in film stars Matt Damon and Orlando Bloom? (like)

2 ★★ Join the sentences to make one sentence. Use the phrases in brackets.

I like fruit. I eat apples and bananas.
 (for example)
I like fruit, for example apples and bananas.

- 1 She enjoys team sports. She enjoys football and basketball. (like)

- 2 My dad travels to different countries. He goes to Poland, Germany and Turkey. (such as)

- 3 I've got a lot of things in my bag. There's a pen, a notebook and a dictionary. (for example)

- 4 I put different things on my pizzas. I use cheese, meat or vegetables. (such as)

TASK

3 ★★ Adam is visiting a school in Germany. Read about the school and complete Adam's email.

A German school

7.30: lessons start
7.30 – 1.30: six lessons, 45 minutes
Compulsory subjects: German, maths, English, science
Optional subjects: art, music, history
Lunch: at home, meat with vegetables / pasta
After-school clubs: drama, music, sport, etc.

Delete Reply Reply All Forward New Mailboxes Get Mail From

I'm visiting a school in Germany for two weeks. Lessons _____ 7.30. There are six ¹ _____ every day and the lessons ² _____. There are a lot of ³ _____ subjects, ⁴ _____ German and ⁵ _____. You can choose other subjects, for example ⁶ _____. School finishes ⁷ _____ and students eat ⁸ _____ at home. There ⁹ _____ after school, such as ¹⁰ _____.

4 ★★★ Describe your perfect school. Use the text in exercise 3 to help you.

MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.

- I need to try this again.
 I am happy with this.
 I could do this better.
 I can do this very well.

VOCABULARY ■ Activities in and out of school

1 Complete the sentences with the words in the box.

maths basketball ICT dance science
French geography PE

- I like learning about different countries. _____ is my favourite subject.
- Are you doing football in _____ at school?
No, we're doing tennis and _____.
- In my languages classes I'm studying English and _____.
- She always learns new things about computers in _____.
- What is 356 + 598?
Ask Alex – he's good at _____.
- We're studying the human eye in _____.
- I want to learn the tango at the after-school _____ club.

I can talk about my school timetable and after-school activities.

MY EVALUATION

READING ■ Boarding school

2 Complete the dialogues at a boarding school with the words in the box. Use the correct form of the verbs.

share a room chat with friends be busy
be homesick work abroad have a break

- Why are you unhappy, Anna?
Because I _____ and I want to see my mum.
- Do you _____ with Emily?
No, with Lily and Kate.

- Can I talk to you now, Mrs Smith?
No, sorry I _____ with some work.
- What does your dad do?
He _____ – he's in Japan now.
- What do you do in the evening?
I _____ – we usually talk about films.
- This homework is boring!
Yes, I want to stop and _____.

I can understand an interview about boarding school life.

MY EVALUATION

LANGUAGE FOCUS ■ can for ability and permission

3 Rewrite the sentences. Use affirmative (✓), negative (X) or question (?) forms. Then write P (permission) or A (ability) next to each sentence.

- Can he listen to the CD? X

- Can they run 100 metres in 10 seconds? ✓

- I can watch TV. (?)

- You can't speak Spanish. ✓

- We can't go to the park now. (?)

- She can play the piano. X

- He can swim fast. (?)

- Can we go to the cinema? ✓

I can talk about things we can and can't do.

MY EVALUATION

VOCABULARY AND LISTENING ■ Food and drink

4 Complete the words in the sentences.

- Do you like fizzy drinks? No, I prefer w _____ – it's healthier for you.
- I have some fruit every day. Usually an a _____ and a pear.
- Is there any m _____ in that sandwich? Yes, there's some chicken.
- People often eat r _____ with Chinese food.
- Do you want a drink? Yes, orange j _____, please.
- It's very hot today. I think it's time for an i _____ c _____!
- In Italian restaurants you can eat pizzas and p _____.
- I want to make a sandwich but I haven't got any b _____.

I can talk about my eating habits.

MY EVALUATION

LANGUAGE FOCUS ■ Countable and uncountable nouns: *a / an, the, some, any, much, many, and a lot of*

5 Complete the sentences with one of the words in brackets.

- Richard eats _____ crisps. (any / much / a lot of)
- There aren't _____ apples on that old tree. (some / many / much)
- I've got _____ nice sweets. (some / any / much)
- Here you are. There isn't _____ soup but you can have some bread. (much / many / some)
- Oh no! We haven't got _____ cheese for the pizza. (many / any / some)
- It's good to eat _____ vegetables. (many / much / a lot of)
- Do you usually eat in _____ canteen at school? (a / an / the)
- Have you got _____ sandwich for lunch today? (a / an / the)

I can talk about food and meals.

MY EVALUATION

SPEAKING ■ Making, accepting and refusing invitations

6 Complete the dialogue with the words in the box.

can't pity centre busy What good want about

- Clare Hey, Luke. Do you ¹ _____ to go to the park after school?
- Luke No, sorry, Clare I ² _____. I've got a geography test tomorrow.
- Clare That's a ³ _____.
- Luke Yeah.
- Clare What ⁴ _____ Saturday then? Are you ⁵ _____?
- Luke No, I'm not. Why? ⁶ _____ are you doing?
- Clare I'm going to the shopping ⁷ _____ if you want to come.
- Luke Sounds ⁸ _____. Text me on Saturday morning. OK?

I can make, accept and refuse invitations.

MY EVALUATION

WRITING ■ An email about school

7 Choose the correct answers.

- Here's _____ information about my school.
a any b some c a d an
- School starts _____ 8.30 every day.
a with b on c at d for
- The classes are 50 minutes _____.
a long b big c last d large
- _____ students study maths, English and science.
a Every b Any c Much d All
- We can _____ other subjects like French.
a choose b stay c listen d write
- There are some good clubs _____ school.
a on b after c with d about
- You can buy snack food such _____ pizza.
a like b example c for d as

I can write an email about my school.

MY EVALUATION

can for ability and permission

The affirmative form is made with the subject plus *can* plus the base form.

I can dance.

They can have a pizza.

The negative form is made with the subject plus *can't* (*cannot*) plus the base form.

In spoken and informal written English it is common to use the short form *can't*.

She can't swim.

We can't speak German.

Questions are made with *can* plus the subject plus the base form.

Can Sarah have dinner here?

Can you speak Polish?

Remember: Always use the base form of the verb with *can*, not the full infinitive.

I can play the guitar.

~~*I can to play the guitar.*~~

Can she listen to your CD?

~~*Can she to listen to your CD?*~~

Remember: Never use the auxiliary verb *do / does* in questions with *can*.

Can I have some sweets?

~~*Do I can have some sweets?*~~

Use

Can is used to express permission and ability.

Permission
Can I have some chips?
Yes, you can.
Can we go to the cinema?
No, we can't.
Ability
I can do martial arts.
Can he speak German?

Countable and uncountable nouns:

a / an, the, some, any, much, many* and *a lot of

Countable nouns have a singular and a plural form:

apple *apples*

Use (*a / an*) with singular countable nouns.

a banana *an apple*

Use *the* with both singular and plural nouns.

the shop *the shops*

Countable nouns have a plural form.

The apple is on the table. The apples are on the table.

Uncountable nouns don't have a plural form.

The pasta is very nice. ~~The pasta are very nice.~~

Use *the* or no article with uncountable nouns.

Don't use *a / an* or numbers.

<i>fruit</i>	<i>meat</i>	<i>the water</i>	<i>the rice</i>
<i>a fruit</i>	<i>a meat</i>	<i>two fruits</i>	<i>three meats</i>

Use *a / an* when we talk about something for the first time. Use *the* when we mention it a second time.

I've got an apple in my bag. The apple is green.

Use *the* when there is only one thing:

What is the capital of your country?

I eat in the school canteen.

Some, any and *a lot of* can be used with plural countable nouns and uncountable nouns.

Some is used in affirmative sentences and indicates an undefined amount of something:
I've got some apples.

There's some ice cream on the table.

A lot of is used in affirmative sentences and indicates a large quantity of something.

There are a lot of frogs here. There is a lot of salad.

Any is used in negative sentences and questions.

There aren't any chairs.

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

Much is used in negative sentences with uncountable nouns.

There isn't much pasta.

Many is used in negative sentences with plural countable nouns.

There aren't many burgers.

Not much and *not many* indicate a small amount of something.

There isn't much milk.

There aren't many apples.

can for ability and permission

1 Write questions and short answers.

	Jake	Mia and Georgia
swim	X	✓
speak French	✓	X
play the piano	X	✓
cook	✓	X

Jake / swim / ?

Can Jake swim? No, he can't.

1 Mia and Georgia / play the piano / ?

2 Jake / speak French / ?

3 Mia and Georgia / swim / ?

4 Jake / cook / ?

5 Mia and Georgia / speak French / ?

6 Jake / play the piano / ?

7 Mia and Georgia / cook / ?

2 Complete the sentences and questions with **can / can't** and the verbs in the box.

learn not drink go not watch stay
make buy

Can we buy a dog?

- I to bed at 11.30?
- you Italian?
- Sorry, you that horror film.
- My friend at our house tonight!
- I a big chocolate cake?
- We the orange juice.

Countable and uncountable nouns: a / an, the, some, any, much, many and a lot of

3 Complete the table.

egg restaurant air pen music
food chair time book

Countable	Uncountable
egg	

4 Complete the sentences with **a, an, some** or **any**.

There are some vegetables on the table.

- I'm eating _____ sandwich.
- Are there _____ sweets?
- There aren't _____ burgers.
- I've got _____ pasta for lunch.
- My dad eats _____ egg every morning.
- We've got _____ rice with beans.

5 Complete the sentences with **much, many** or **a lot of**.

Sally doesn't drink much water.

- There aren't _____ chairs in the classroom.
- There isn't _____ fruit in Tony's diet.
- Jack eats _____ meat.
- I haven't got _____ sweets in my bag.
- Mum always makes _____ pasta for dinner.
- I'm sorry. There isn't _____ milk.

6 Complete the sentences with **a, an** or **the**.

I often go to the big park next to our school.

- Here's _____ sandwich and some crisps. _____ sandwich has got meat in it.
- What's _____ name of your dog?
- Every day I eat _____ apple and _____ pear.
- I'm chatting to _____ friend.
- Where is _____ cinema in this town?
- He usually has _____ fizzy drink after school.

- 2 1.07 Listen to the verbs from list B in exercise 1 and repeat. Which ending do you hear for each verb? Write the verbs in the correct list.

/s/	/z/	/ɪz/
likes		

- 3 Practise saying these sentences. Pay attention to the pronunciation of the verbs.

- 1 She teaches French and German.
- 2 He likes basketball and tennis.
- 3 She knows the answer.
- 4 He uses a computer.
- 5 She writes letters.
- 6 He goes to school every day.

- 4 Choose a verb in each group with the /ɪz/ sound.

- | | | | |
|-----------|--------|----------|--------|
| 1 watches | eats | reads | likes |
| 2 visits | lives | finishes | works |
| 3 travels | washes | does | walks |
| 4 sleeps | has | gets | misses |
| 5 plays | comes | mixes | buys |

Unit 4: -ing /ɪŋ/

- 1 1.08 Listen and repeat the verbs. Pay attention to the /ɪŋ/ sound.

- | | |
|------------|------------|
| 1 watching | 5 jumping |
| 2 hiding | 6 running |
| 3 eating | 7 swimming |
| 4 hunting | 8 sleeping |

- 2 1.09 Listen and repeat the questions.

- 1 What are you watching?
- 2 Where are you running?
- 3 What's he eating?
- 4 Why are you hiding?
- 5 What are they doing?

- 3 Practise saying the pairs of words.

- | | |
|------------------|------------------|
| 1 play / playing | 4 dig / digging |
| 2 help / helping | 5 get / getting |
| 3 talk / talking | 6 walk / walking |

- 4 Practise saying the sentences. Pay attention to the /ɪŋ/ sound.

- 1 The animals are playing.
- 2 You're helping me.
- 3 Is she talking?
- 4 They're digging a hole.
- 5 She isn't getting up now.
- 6 They aren't walking.

Unit 5: /ɪ/ and /i:/

- 1 1.10 Listen to the words with the /ɪ/ and /i:/ sound.

/ɪ/	/i:/
crisps	sweets
sandwich	meat
milk	easy
fizzy drinks	cheese
chips	routine

- 2 Read the words. Which words have the sound /ɪ/ and which have the sound /i:/? Tick (✓) the correct column.

	/ɪ/	/i:/
drink		
fish		
meet		
people		
visit		
clean		
give		
pizza		
ice cream		

- 3 1.11 Listen and check your answers.

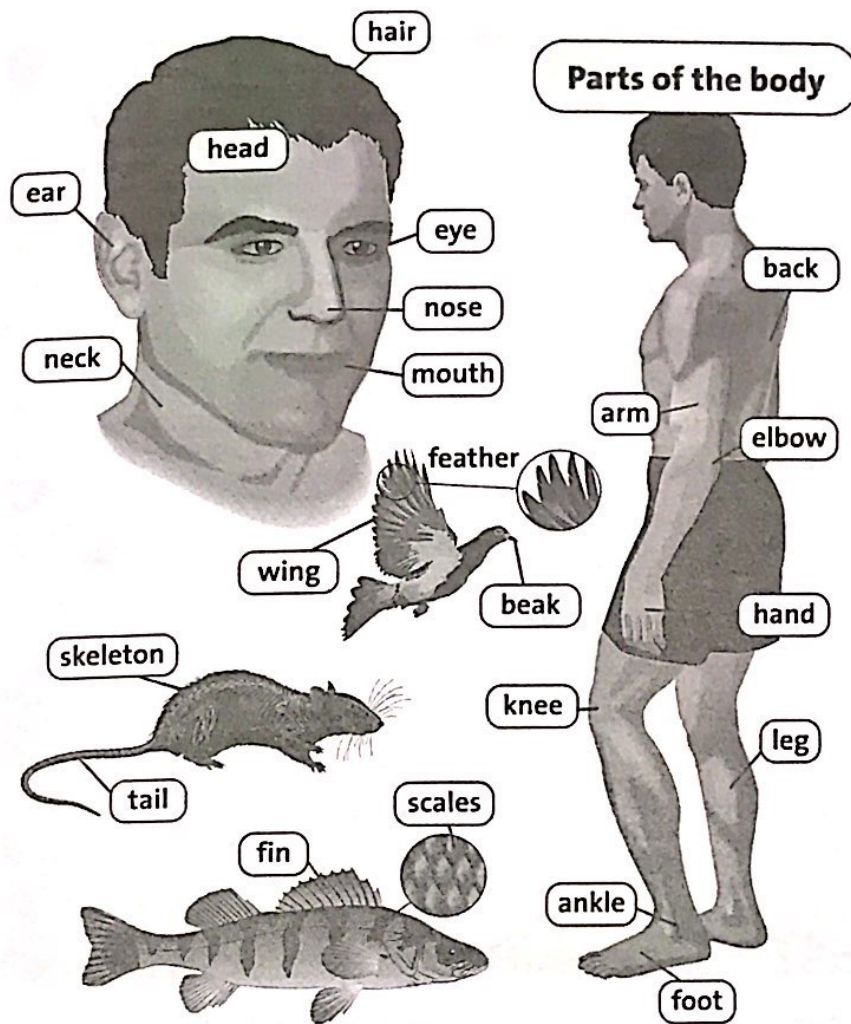
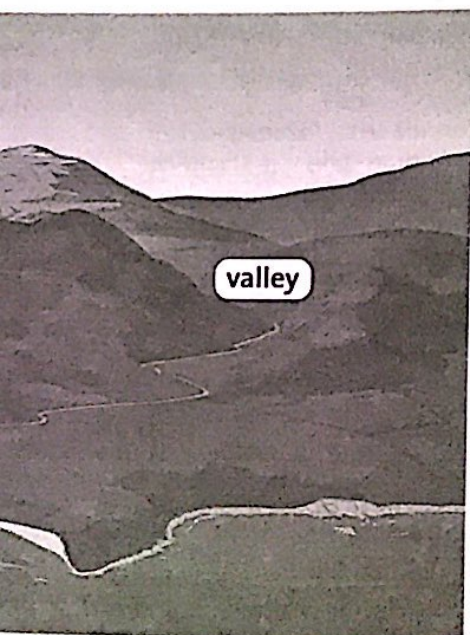
- 4 Add three more words to each group.

- 1 /ɪ/ sit, drink _____
- 2 /i:/ beans, eat _____

sea (n) /si:/
 seal (n) /si:l/
 sing (v) /sɪŋ/
 shark (n) /ʃɑ:k/
 shore (n) /ʃɔ:(r)/
 snake (n) /sneɪk/
 spider (n) /'spɪdə(r)/
 sleep (v) /sli:p/
 sounds like (v) /'saʊndz ,laɪk/
 squid (n) /skwɪd/
 swim (v) /swɪm/
 tiger (n) /'taɪgə(r)/
 tree (n) /tri:/
 turtle (n) /'tɜ:tl/
 use (v) /ju:z/
 wasp (n) /wɒsp/
 whale (n) /weɪl/
 zoo (n) /zu:/'

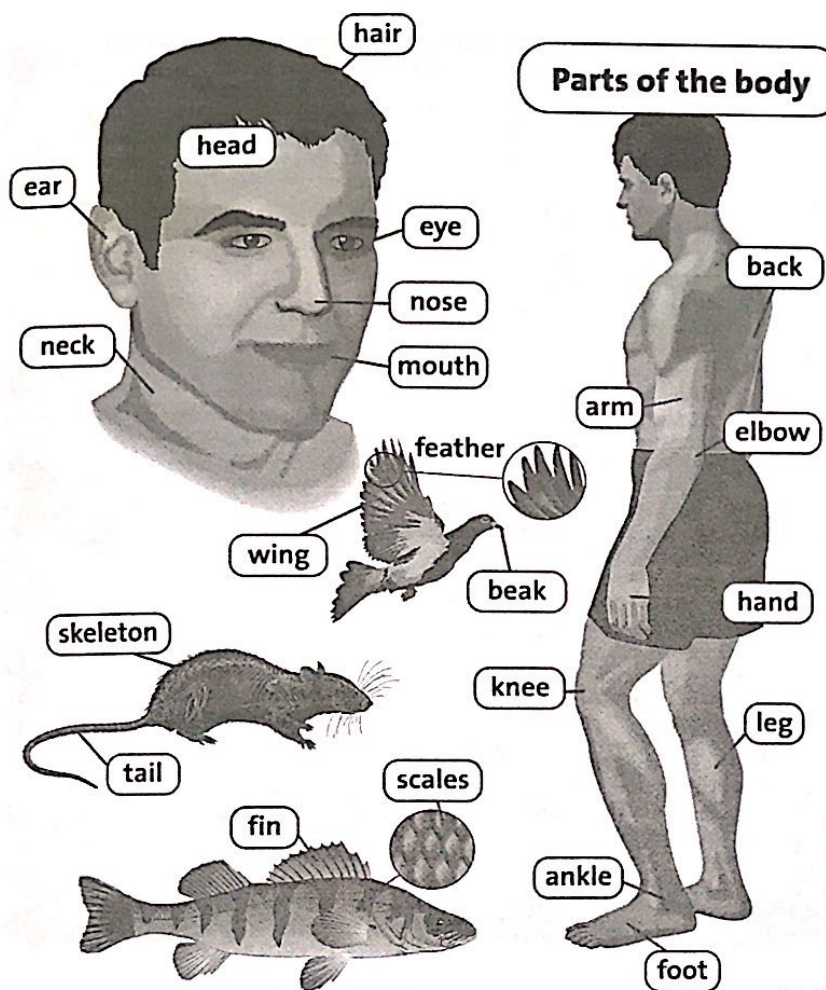
Unit 5

a lot of (det) /ə 'lɒt əv/
 abroad (adv) /ə'brɔ:d/
 aluminium (n) /æljə'mɪniəm/
 any (det) /'eni/
 apple (n) /'æpl/
 art (n) /ɑ:t/
 basketball (n) /'bɑ:skɪtbɔ:l/
 busy (adj) /'bɪzi/
 beans (noun pl) /bi:nz/
 Belgium (n) /'beldʒəm/
 boarding school (n) /'bɔ:dɪŋ ,sku:l/
 bread (n) /bred/
 burger (n) /'bɜ:gə/
 cafeteria (n) /kæfə'tɪəriə/
 canteen (n) /kæn'ti:n/
 chat (with friends) (v) /,tʃæt wɪð
 'frendz/
 cheese (n) /tʃi:z/
 chess (n) /tʃes/'



chicken (n) /'tʃɪkɪn/
 chips (noun pl) /tʃɪps/
 chocolate (n) /'tʃɒklət/
 crisps (noun pl) /krɪspz/
 dance (v) /dɑ:ns/
 dish (n) /dɪʃ/
 drama (n) /'drɑ:mə/
 drink (v) /drɪŋk/
 eat (v) /i:t/
 egg (n) /eg/
 exam (n) /ɪg'zæm/
 fish (n) /fɪʃ/
 fizzy drink (n) /fɪzi 'drɪŋk/
 food (n) /fu:d/
 football (n) /'fʊtbɔ:l/
 French (n) /frentʃ/
 fruit (n) /fru:t/
 geography (n) /dʒi'ɒgrəfi/
 gigabyte (n) /'gɪgəbaɪt/
 grapes (noun pl) /greɪps/
 handball (n) /'hændbɔ:l/
 (have) a break (n) /,(hæv) ə 'breɪk/
 history (n) /'hɪstri/
 homework (n) /'həʊmwɜ:k/
 homesick (adj) /'həʊmsɪk/
 ice cream (n) /aɪs 'kri:m/
 ICT (n) /aɪ ,si: 'ti:/'

jeans (n) /dʒi:nz/
 (orange) juice (n) /'(ɒrɪndʒ) ,dʒu:s/
 junk food (n) /'dʒʌŋk ,fu:d/
 magnesium (n) /mæg'ni:ziəm/
 many (det) /'meni/
 match (n) /mætʃ/
 maths (n) /mæθs/
 meat (n) /mi:t/
 megabyte (n) /'megəbaɪt/
 much (det) /mʌʃ/
 neon (n) /'ni:ɒn/
 nuts (noun pl) /nʌts/
 oxygen (n) /'ɒksɪdʒən/
 orchestra (n) /'ɔ:kɪstrə/
 pasta (n) /'pæstə/
 PE (n) /,pi: 'i:/'
 pear (n) /peə(r)/
 pizza (n) /'pi:tʃə/
 potato (n) /pə'teɪtəʊ/
 practice (n) /'præktɪs/
 practise (v) /'præktɪs/
 rice (n) /raɪs/
 rugby (n) /'rʌɡbi/
 rule (n) /ru:l/
 salad (n) /'sæləd/
 sandwich (n) /'sænwɪtʃ/
 science (n) /'saɪəns/'



Parts of the body

chicken (n) /'tʃɪkɪn/
 chips (noun pl) /tʃɪps/
 chocolate (n) /'tʃɒklət/
 crisps (noun pl) /krɪspz/
 dance (v) /dɑ:ns/
 dish (n) /dɪʃ/
 drama (n) /'drɑ:mə/
 drink (v) /drɪŋk/
 eat (v) /i:t/
 egg (n) /eg/
 exam (n) /ɪg'zæm/
 fish (n) /fɪʃ/
 fizzy drink (n) /'fɪzi 'drɪŋk/
 food (n) /fu:d/
 football (n) /'fʊtbɔ:l/
 French (n) /frentʃ/
 fruit (n) /fru:t/
 geography (n) /dʒi'ɒgrəfi/
 gigabyte (n) /'gɪgəbaɪt/
 grapes (noun pl) /greɪps/
 handball (n) /'hændbɔ:l/
 (have) a break (n) /,(hæv) ə 'breɪk/
 history (n) /'hɪstri/
 homework (n) /'həʊmwɜ:k/
 homesick (adj) /'həʊmsɪk/
 ice cream (n) /aɪs 'kri:m/
 ICT (n) /aɪ 'si: 'ti:/

jeans (n) /dʒi:nz/
 (orange) juice (n) /('ɒrɪndʒ) ,dʒu:s/
 junk food (n) /'dʒʌŋk ,fu:d/
 magnesium (n) /mæg'ni:ziəm/
 many (det) /'meni/
 match (n) /mætʃ/
 maths (n) /mæθs/
 meat (n) /mi:t/
 megabyte (n) /'megəbaɪt/
 much (det) /mʌtʃ/
 neon (n) /'ni:ɒn/
 nuts (noun pl) /nʌts/
 oxygen (n) /'ɒksɪdʒən/
 orchestra (n) /'ɔ:kɪstrə/
 pasta (n) /'pæstə/
 PE (n) /,pi: 'i:/
 pear (n) /peə(r)/
 pizza (n) /'pi:ttsə/
 potato (n) /pə'teɪtəʊ/
 practice (n) /'præktɪs/
 practise (v) /'præktɪs/
 rice (n) /raɪs/
 rugby (n) /'rʌɡbi/
 rule (n) /ru:l/
 salad (n) /'sæləd/
 sandwich (n) /'sænwɪtʃ/
 science (n) /'saɪəns/

self-service (adj) /,self 'sɜ:vɪs/
 sit (v) /sɪt/
 share (a room) (v) /,ʃeə
 (ə 'ru:m)/
 snack (n) /snæk/
 some (det) /sʌm, səm/
 soup (n) /su:p/
 stand (v) /stænd/
 subject (n) /'sʌbdʒɪkt/
 sweets (noun pl) /swi:tz/
 swimming pool (n) /'swɪmɪŋ ,pu:l/
 table tennis (n) /'teɪbl ,tenɪs/
 tango (n) /'tæŋɡəʊ/
 terabyte (n) /'terəbaɪt/
 test (n) /test/
 vegetables (noun pl) /'vedʒtəblz/
 vegetarian (adj) /vedʒə'teəriən/
 vending machine (n)
 /'vendɪŋ mə'ʃi:n/
 water (n) /'wɔ:tə(r)/
 work (v) /wɜ:k/
 work (abroad) (v) /,wɜ:k (ə'brɔ:d)/

Unit 6

actor (n) /'æktə(r)/
 artist (n) /'ɑ:tɪst/
 astronaut (n) /'æstrənɔ:t/
 Atlantic Ocean (n) /ət,læntɪk
 'əʊʃn/
 arrive (v) /ə'raɪv/
 Bahamas (n) /bə'hɑ:məz/
 brand name (n) /'brænd ,neɪm/
 builder (n) /'bɪldə(r)/
 businessman/woman (n)
 /'bɪznəsmən, wʊmən/
 call (v) /kɔ:l/
 celebrity (n) /sə'lebrəti/
 change (v) /tʃeɪndʒ/
 chef (n) /ʃef/
 common (adj) /'kɒmən/
 cross (v) /krɒs/
 cut (v) /kʌt/
 discover (v) /dɪ'skʌvə(r)/
 doctor (n) /'dɒktə(r)/
 Egypt (n) /'i:dʒɪpt/
 element (n) /'elɪmənt/
 explore (v) /ɪk'splɔ:(r)/
 explorer (n) /ɪk'splɔ:rə(r)/
 farmer (n) /'fɑ:mə(r)/
 fire (n) /'faɪə(r)/
 firefighter (n) /'faɪə ,faɪtə(r)/
 first name (n) /'fɜ:st ,neɪm/
 garage (n) /'gærɑ:ʒ/
 hairdresser (n) /'heədresə(r)/
 hard (adj) /hɑ:d/
 horse (n) /hɔ:s/
 insect (n) /'ɪnsekt/
 invade (v) /ɪn'veɪd/
 invent (v) /ɪn'vent/
 inventor (n) /ɪn'ventə(r)/