

# 2 THIS IS MY DAY

## ? ABOUT YOU

What time does your alarm go off on a school day?  
What do you do in the morning before you go to school?



A



0:03 / 4:05

### MY MORNING ROUTINE

11,345 views

1k

Share



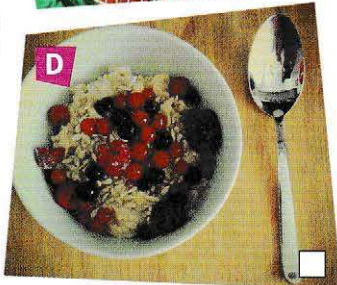
Maddie's mad life

FOLLOW

B



D



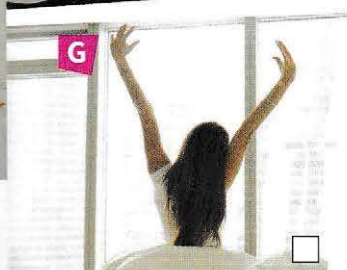
C



E



G



I



F



H



J



## VOCABULARY

## AND

## LISTENING

### Daily routines

1 Match the photos to the phrases in the box.

EP

brush your hair	check your messages
clean your teeth	get dressed
leave the house	have breakfast
put on your shoes	prepare your school bag
	tidy your room
	wake up

15

Listen and check. Then repeat.

16

2 Listen to Maddie talking about her morning routine. Number the photos in the order that you hear them.

3

Can you remember Maddie's routine? Complete the sentences with the times in the box. You don't need to use all the times.

6.00	6.30	6.45	6.50	7.00	7.10
7.15	7.30	7.40	8.00	8.10	

- My alarm goes off at \_\_\_\_\_.
- I get up at \_\_\_\_\_.
- I clean my teeth at \_\_\_\_\_.
- I get dressed at \_\_\_\_\_.
- I prepare my school bag at \_\_\_\_\_.
- I put my shoes on and leave home at \_\_\_\_\_.

16

Listen again and check.

4

In pairs or small groups, talk about your morning routine.

I wake up at seven o'clock.

I get dressed and then I have breakfast.



# GRAMMAR

## Present continuous and present simple

- 1 Look at the examples from the listening. Write *simple* or *continuous*.

Present \_\_\_\_\_

Today, I'm **talking** about my morning routine.

I'm **having** cereal with fruit **today**.

**At the moment**, I'm **wearing** my favourite T-shirt.

I'm **leaving** the house **now**.

I'm **not wearing** my uniform **today**.

Present \_\_\_\_\_

I **never have** a shower in the morning.

I **always check** my messages in the morning.

I **sometimes have** toast and butter.

I **usually wear** my uniform.

I **don't usually have** a shower in the morning.

- 2 Complete the rules with the underlined words.

We often use the **present simple** with words like \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

We often use the **present continuous** with words like \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

## GRAMMAR REFERENCE AND PRACTICE PAGE 139

- 3 Complete the sentences with the correct tense of the verbs in brackets.

0 I **'m shopping** (shop) at the moment. I can't talk.

1 My mum always \_\_\_\_\_ (cook) nice food.

2 The teachers usually \_\_\_\_\_ (give) us a lot of homework on Monday.

3 I \_\_\_\_\_ (stay) at home today. I \_\_\_\_\_ (not go) to school.

4 It's five o'clock now and I \_\_\_\_\_ (watch) TV with my sister.

5 What time \_\_\_\_\_ your dad usually \_\_\_\_\_ (get up) on a Sunday?

6 It's OK, Jack's \_\_\_\_\_ (not sleep) at the moment. You can go and talk to him.

- 4 Correct the mistakes in the sentences.

*is getting*

0 My cousin **gets** married today.

1 How are you? I write to you to give you some news.

2 What do you do at the moment?

3 My brother and I are not going swimming every day.

4 My mum is only working in the mornings.

5 We usually are eating a big breakfast on Sunday.

- 5 Make sentences with the present simple and present continuous. Use *usually* and *today* or *at the moment*.

0 walk to school / go by bus.

*I usually walk to school, but today I'm going by bus.*

1 have a sandwich for lunch / spaghetti

2 watch TV after school / do my homework

3 play football on Saturday / play tennis

4 get up at seven o'clock / eight o'clock

5 have a shower / have a bath

- 6 Put the words in order to make questions.

1 your / the / moment / friend / what / doing / is / at?

2 bed / do / go / you / what / usually / to / time?

3 school / do / get / home / how / from / you?

4 sitting / is / teacher / at / down / your / the / moment?

5 sun / today / shining / is / the?

6 day / do / every / get / at / same / up / the / time / you?

Now match the questions to the correct answer.

a No, it isn't.

d Yes, he is.

b 10 pm.

e She's sleeping.

c I walk.

f Yes, I do.

In pairs, ask and answer the questions.

- 7 Work in pairs. Student A, mime an activity in the box. Student B, guess what it is.

catch a bus      check your messages  
do some homework      go to sleep  
paint a picture      play football  
prepare lunch      put on your coat  
take a photo



Are you putting on your sunglasses?

No

Are you taking a photo?

Student A, when Student B guesses the activity, give more information:

*I go to a photography club every Friday. It starts at 7 pm. I go there by bus.*

Student B, ask more questions.





## READING

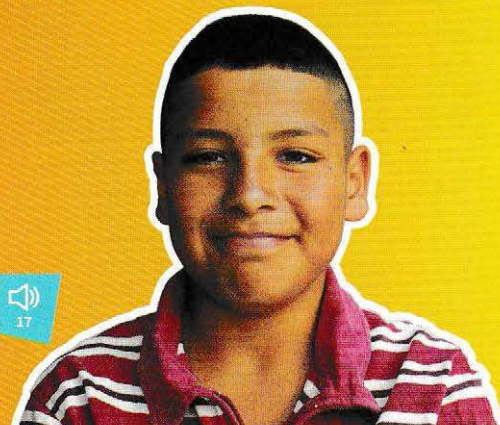
1 Read the texts once. Who starts school the earliest?

# Tell us about your day...

Three young people from around the world describe a typical school day



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### A Onni – Finland

I get up at 8.00 am. For breakfast I have cereal and milk, with orange **juice**. After breakfast, I meet my friend, and we go to school together on the metro. Some days school starts at 9.00 but on other days at 10.00. We don't wear a uniform,

and we call our teachers by their first name. We all get a free lunch at school – meat or fish with vegetables for the **main course** and fruit for **dessert**. School usually finishes at 2.45, and after that I go to music lessons or drama club. I have a **snack** in the evening before bed.

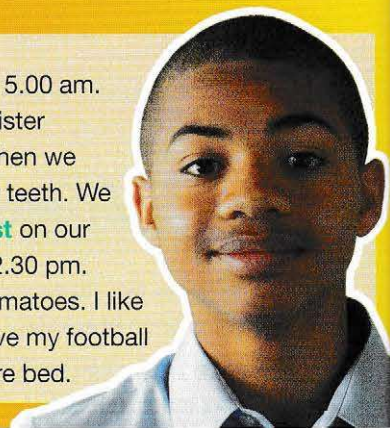


### B Diego – Mexico

I wake up at 6.00 am, have a shower and put on my uniform. My breakfast is coffee, with bread and cheese or avocado. At 7.00 am, it's time to go to school. Sometimes I walk, but often my mum drives me. Classes begin at 8.00 and finish at 2.30. After that, I have my art class. I have **lunch** at about 3.00, and then I do my homework. I do it till 6.00 or 7.00. After that, I go on the internet, or watch TV with my family. I have **dinner** at about 8.00.

### C Aban – Ghana

My mother wakes me and my sister up at 5.00 am. I water the plants in the garden, and my sister prepares the food for the evening meal. Then we put on our school uniforms and brush our teeth. We leave the house at 6.30 and buy **breakfast** on our way to school. Lessons are from 7.30 to 2.30 pm. Lunch is at school – today, it's rice and tomatoes. I like it, but my sister doesn't! After school I have my football class, and in the evening I watch TV before bed.



2 Read the texts again. For each question, write O (Onni), D (Diego) or A (Aban).

- Who says he uses the computer in the evening?
- Who can choose what he wears to school?
- Who doesn't have breakfast at home?
- Who goes to school by car?
- Who doesn't start school at the same time each day?
- Who does sport after school?
- Who has a hot drink in the morning?



### TALKING POINTS

Whose school day is like yours? Whose is different?  
Was any of the information surprising to you?

## VOCABULARY

### Food

1 Look at the texts and find these words.

- This is the first meal of the day. **breakfast**
- This is sweet and you have it at the end of the meal.
- You have this when you don't need a big meal.
- You have this meal in the middle of the day.
- This is a drink made from fruit.
- This is the last meal of the day.
- This is the largest or most important part of the meal.

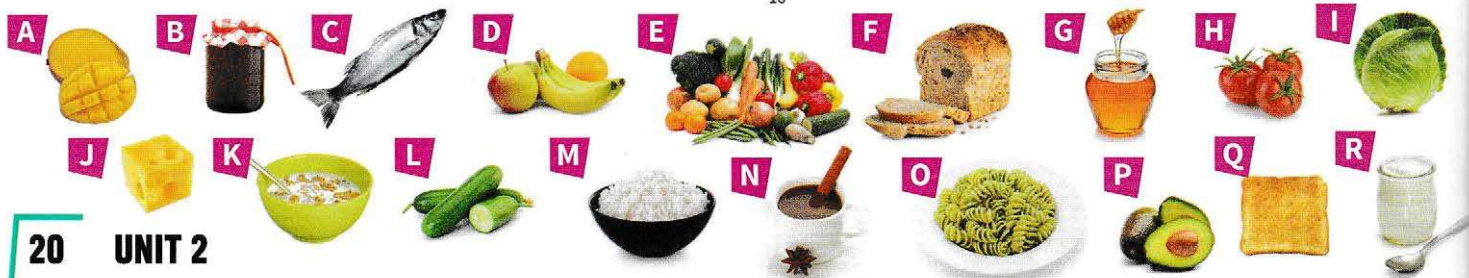
2 Match the photos to the words in the box.



avocado bread cabbage cereal  
cheese cucumber fish fruit honey  
hot chocolate jam mango pasta toast  
tomatoes rice vegetables yoghurt



Listen and check. Then repeat.





3 Think of ten more food words. In pairs, compare your words. Then ask and answer these questions.

- 1 What's your favourite food? What don't you like?
- 2 What do you have for breakfast?
- 3 What time do you have dinner? What do you have?
- 4 What snacks do you have every day?

## LISTENING

1 Read the poster. What do you think of these tips?



2 Listen to the radio show. You will hear a woman asking six students about getting up in the morning. Match each student to the correct tip. There is one tip you do not need.

Student 1	Tip A
Student 2	Tip B
Student 3	Tip C
Student 4	Tip D
Student 5	Tip E
Student 6	Tip F
	Tip G



3 Listen again and check. Then in small groups, discuss the questions.

- 1 Which of the tips do you think are useful? Which are not useful?
- 2 Can you think of other tips for getting up in the morning?
- 3 Is getting up in the morning easy or difficult for you?

## PRONUNCIATION

The sound /ə/



4 Listen and repeat.

breakfast dinner vegetables



5 Listen and repeat. Circle the /ə/ sound in each word. One word has two /ə/ sounds. Which word is it?

pasta chocolate banana salad  
tomato yoghurt cucumber

## WRITING

### PREPARE TO WRITE

A paragraph about your routine

**GET READY** Read the three texts in Exercise 1 on page 20 again and find all the examples of *and*, *but* and *or*.

Choose the correct words to complete the sentences.

- 1 We don't get chocolate or crisps or / but at school.
- 2 I walk to school my brother but / or gets the bus.
- 3 I eat lots of fruit drink lots and / or of water.
- 4 I like staying up late I can't but / and do that during the week.
- 5 I don't like carrots tomatoes. or / but

**PLAN** Make notes about what you do and eat on a typical school day.

**WRITE** Write a paragraph about it. Look at your notes and the reading texts for ideas. Use *and*, *but* and *or* in your paragraph.

**REVIEW** In pairs, read your own text and your partner's. Check for mistakes. Give your partner two ideas to make their text better.

## 7 tips to help you feel great in the morning!

A have a cold shower

B tidy your room

C let in the sun

D drink fruit juice

E move!

F use your brain!

G don't keep your alarm by your bed



# CULTURE

## THE PARALYMPIC GAMES

- In pairs, discuss the questions with your partner.
  - Do you like doing sports? What sports do you do?
  - Do you like watching sports on TV? What sports do you watch?
  - Do you usually watch the Olympic Games and the Paralympic Games?
- Read the text in boxes 1–6 and match them to the sports in the photos. Write *SV* (sitting volleyball) or *WR* (wheelchair rugby).
- Read the texts again and complete the table.

	Sitting volleyball	Wheelchair rugby
Where do you play?	1 _____	2 _____
What do they need?	a ball and a 3 _____	wheelchairs and a 4 _____
How many players are there on a team?	5 _____	6 _____
How many players from each team are on the court?	7 _____	8 _____

- Find the words **highlighted** in the text and choose the correct meanings, a or b.
  - medal
    - a type of ball
    - a prize in a sports competition
  - wheelchair
    - something people use when they can't walk
    - something people use to stand on
  - court
    - a place with seats
    - an indoor or outdoor area for games
  - player
    - a person in a wheelchair
    - a person playing a game or sport
  - goal line
    - a line you pass to get points
    - the number of players on a team

### FACTFILE

### The Paralympic Games

The International Paralympic Committee website ([www.paralympic.org](http://www.paralympic.org)) tells us these facts:

**First official Paralympic Games:** 1960. They were held in Rome, Italy and there was a special opening and closing ceremony.

**Number of sports:** Around 25

**Celebrated:** Every two years. There are summer Games and winter Games.



## Paralympic SPORTS

The Paralympic Games take place every two years. There are winter Games and summer Games.

Athletes with physical disabilities from different countries compete for gold, silver and bronze **medals**.

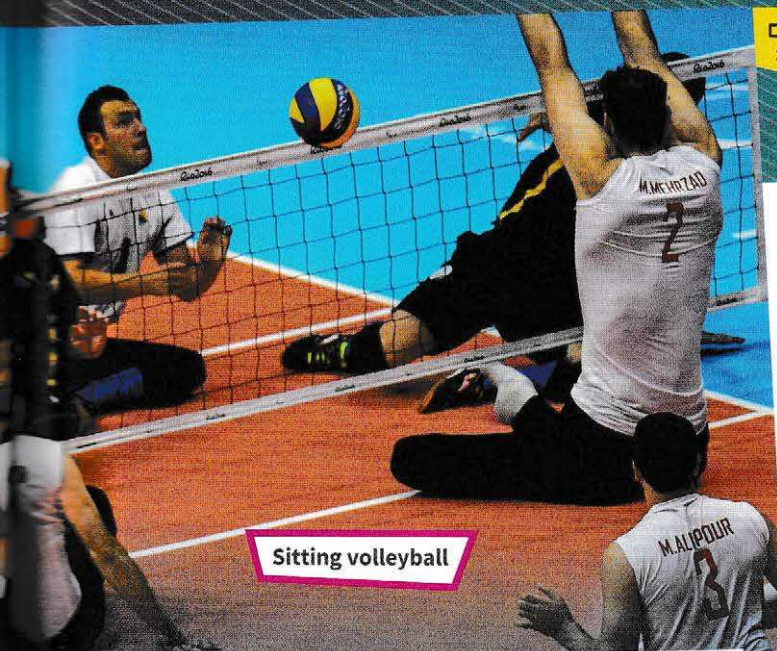
The Paralympic Games have a lot of different competitions for a lot of different sports. There are 22 sports in the summer Games and five sports in the winter Games.

Here's a description of two popular sports played in the Paralympic Games.



Wheelchair rugby





Sitting volleyball

**1** *WR* You play this sport on an indoor court. **Players** are in **wheelchairs**. They need a ball. They pass the ball from one person to another.

You play this sport on a court inside. Players sit on the floor. They need a net and a ball. Teams need to hit the ball over the net in three turns using their arms.

**2**

**3** Each team has six players on the **court**. Each team is on a different side of the net.

There are 12 players on a team, but there are only four players on the court for each team at one time. For a goal, the team carries the ball over the opposite team's line and two wheels need to cross the line.

**4**

**5** The net is lower than in the Olympic version. In the Olympic version, the players stand.

The indoor court is smaller than in the game played outside. It is the same size as a basketball court. The **goal lines** are at the far ends of the court.

**6**

### TALKING POINTS

Which sport do you like best – sitting volleyball or wheelchair rugby. Why?



23

**5** Listen to an interview with Martha Dirksen about a Paralympic sport. What sport does she do?



Wheelchair basketball



Wheelchair tennis



Wheelchair rugby



23

**6** Listen again and answer the questions.

- 1 How old is Martha?
- 2 Where is the court?
- 3 What does she want to be in one day?
- 4 What has her sports hero got?
- 5 Where is David Wagner from?
- 6 Does Martha play tennis on Tuesdays?
- 7 Does Martha rest at weekends?

## PROJECT

An interview

Imagine you work for a radio station. In pairs, write interview questions to ask a Paralympic athlete.

- Find out:
  - Their name.
  - What sport they do.
  - Where they are from.
  - How many medals they have.
- Write three questions you can ask the athlete.
- Find information on a Paralympic athlete. Answer the questions.
- Tell the class what you found out.



# 3

## GREAT SOUNDS

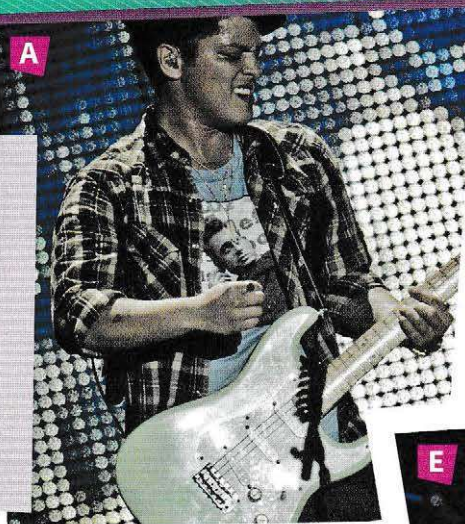


### ABOUT YOU

02 Watch the video then ask and answer the questions.

When do you listen to music?  
Where do you listen to music?  
Do you listen to music alone or with friends?  
Can you play any musical instruments? Which one(s)?

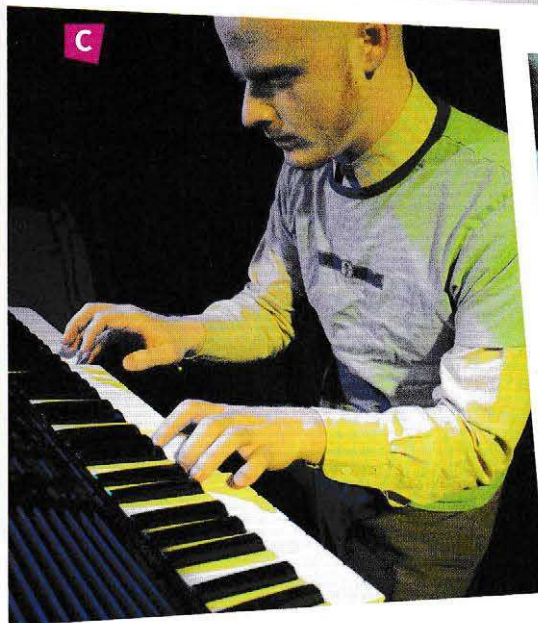
A



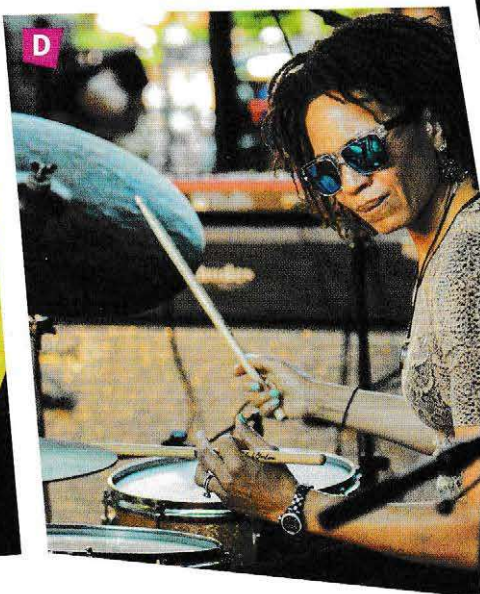
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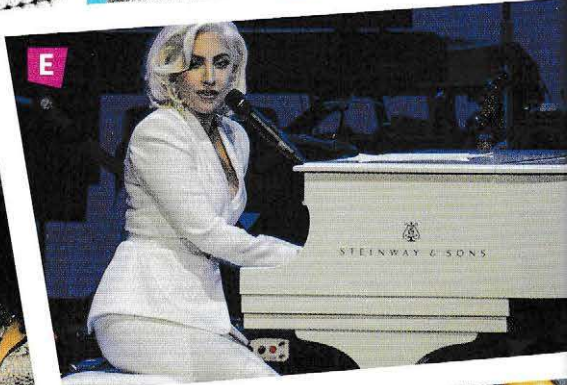
C



D



E



F



### VOCABULARY

### AND

### LISTENING

#### Music

1 Look at the words in the box. Complete the table.



classical music   drums   electric guitar  
hip-hop   jazz   keyboard   opera  
piano   pop   rap   rock   saxophone  
soul   violin

Types of music

Musical instruments

2 Match the photos A-F to the musical instruments in Exercise 1.



Listen and check. Then repeat.



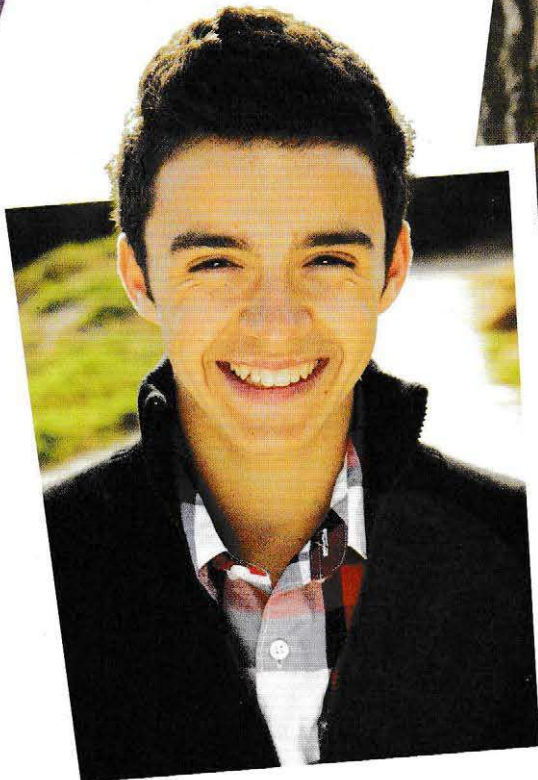
3 Listen to the different types of music. Match them to the types of music in Exercise 1.

4 What types of music do you think the people are playing in the photos?

5 Choose the correct word to complete the sentences.

- 1 You usually need a lot of different instruments for *classical music* / *pop* and the pieces of music are often quite long.
- 2 People sometimes use sticks when they play the *keyboard* / *drums*.
- 3 There are different singers in *jazz* / *an opera*. It's a bit like a play with music and singing.
- 4 In *rap* / *rock*, the artists don't really sing the words; they speak them.
- 5 You put the *saxophone* / *violin* to your mouth to play it.
- 6 A *piano* / *an electric guitar* is quite easy to carry around.





**6** Listen to Jason and Mia talking about music and musical instruments. Who can play:

- 1 the saxophone?
- 2 the electric guitar?
- 3 the keyboard?
- 4 the piano?

**7** Listen again. Are the sentences right (✓) or wrong (X)?

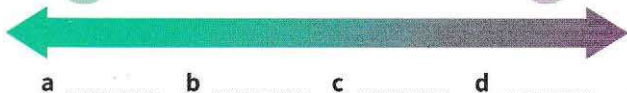
- 0 Mia likes the new album a lot. ✓
- 1 Mia often listens to jazz at home.
- 2 Jason likes opera.
- 3 Jason's sister plays in a rock group.
- 4 Jason thinks the violin is easy to play.
- 5 Mia likes the drums.

## GRAMMAR

**like, don't like, hate,  
love + -ing**

**1** Put the words in bold on the correct place (a-d).

- 1 I **don't like** listening to opera.
- 2 She **likes** playing classical music.
- 3 I **hate** playing the violin.
- 4 I **love** listening to rap.



Listen and check. Then repeat.

**GRAMMAR REFERENCE AND PRACTICE PAGE 140**

**2** Look at the examples in the table. How does the verb change in the **-ing** form?

help → helping	write → writing	run → running

Now complete the table with the **-ing** form of these verbs in the correct columns.

choose	drive	get	learn	make	
practise	ride	sing	sit	swim	win

**3** Choose the correct words to complete the sentences.

- 1 I *like* / *hate* rock. It's too loud.
- 2 She *doesn't like* / *loves* playing the piano. She prefers the saxophone.
- 3 My mum *loves* / *hates* listening to opera. She often goes to watch it.
- 4 Lots of people *like* / *don't like* hip-hop, but I think it's great.

**4** Complete the sentences with the correct form of the verbs.



- 0 On Sundays, I like having lunch with my family. (have)
- 1 My dad likes \_\_\_\_\_ the news online. (read)
- 2 I really love \_\_\_\_\_ football with my brother. (play)
- 3 I love \_\_\_\_\_ to my friends' houses to play computer games. (go)
- 4 Everyone in our class likes \_\_\_\_\_ English. (learn)
- 5 Do you like \_\_\_\_\_ to music when you are doing your homework? (listen)

**5** In pairs, ask and answer the questions.



- 1 Do you listen to music?
- 2 What's your favourite type of music?
- 3 Who are your favourite musicians and what instruments do they play?
- 4 What's your favorite instrument?
- 5 Can students learn to play instruments at your school? Which ones?



## READING

1 Look at the photos. In pairs, ask and answer the questions.

- 1 Is it easy to become a famous musician?
- 2 How do people start in the music business?
- 3 How can the internet help people to become musicians?

2 Read the article quickly and match the teenagers' questions 1-3 to the advice A-C.



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# STARTING IN THE MUSIC BUSINESS

DO YOU WANT TO PLAY IN A BAND, OR BECOME A FAMOUS SINGER OR SONGWRITER?

Read on to find out how!



Pete

- 1 I'm a singer-songwriter. I give concerts at a local club. Everyone likes listening to my music and wants to buy a CD. What can I do next?



Shona

- 2 Hi, I play in a band with some friends from school. The others aren't serious about music, but I am. Help! Do I stay with the band or find other musicians to play with?



Spark

- 3 I'm 15 and a rapper. I record my songs and put them online. I get lots of hits! But I live in the countryside and there are no gigs here. It's too far for me to travel to the city. What can I do to become famous?

A

Why not make a music video too? Then it doesn't matter where you live. Ask your parents or someone from school if it's okay, and they can show you how to do it. Then you can upload the video to a social network like YouTube or Instagram. That's how Shawn Mendes became famous!

B

You already write and perform your own songs. Great! Next step: record an album using computer software and post it online. You don't need a record deal. College courses are a really useful way to learn how to do this, and can give you other ideas too. Ask at your school.

C

Music is an important part of your life. Stay with your friends for the moment but think about going to a music school. These schools teach music and everything you need to know about becoming a musician. Talk to your parents about it. Good luck!

3 Are the sentences right (✓) or wrong (X)?

- 1 Pete sells CDs of his songs at his concerts.
- 2 Pete needs to make an album with a record company.
- 3 Shona is more interested in music than her friends are.
- 4 Shona needs to change school as soon as possible.
- 5 Spark lives a long way from the city.
- 6 Spark doesn't need to perform live for people to hear his music.



## TALKING POINTS

Are any of your friends musicians?  
Do any of your friends upload their music to the internet?  
Do you like listening to music on the internet?  
Which sites do you prefer?



## VOCABULARY

### Music phrases

- 1** Complete the sentences with the correct form of the words in the box.

EP

become a singer      become famous  
give a concert      go on tour  
make a music video      play in a band  
record an album      teach music

- My dad can help me \_\_\_\_\_. Then I can upload it to Youtube.
- My sister is a famous classical musician. She \_\_\_\_\_ in our town every summer.
- Amy can't play an instrument, but she has a very good voice. She wants to \_\_\_\_\_.
- Andy plays the drums well. He \_\_\_\_\_ with his friends on Saturdays at the music club.
- We've got ten new songs and they're really good. Let's \_\_\_\_\_.
- I really want to \_\_\_\_\_ one day and be on TV and play at big festivals.
- My mum plays lots of instruments, and she \_\_\_\_\_ at our school.
- When bands \_\_\_\_\_, they play concerts almost every night in lots of different places.

- 2** Read the article again. In pairs, answer the questions in your own words using information from the article.

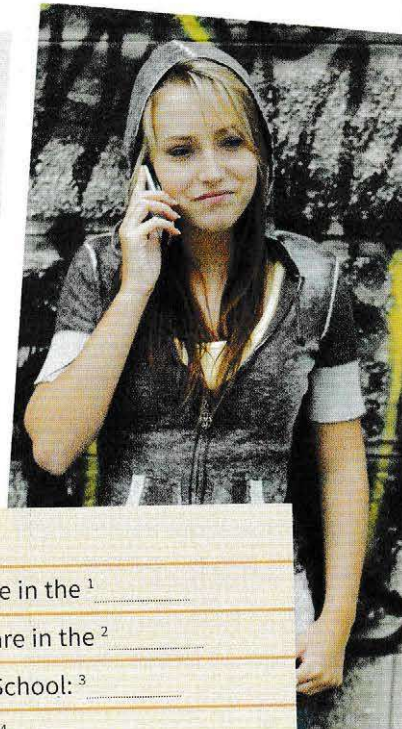
- Pete: 'What can I do next?'  
*I think you can record an album and play it to your friends.*
- Shona: 'Do I stay with the band or find other musicians to play with?'
- Spark: 'How can I become famous?'

- 2** In pairs, take it in turns.

- Say your email address.
- Say your phone number.
- Spell your mother's or your father's first name.



- 3** Listen to the conversation. Shona is talking to her friend Emma about the music school. Complete the notes.



Music lessons are in the <sup>1</sup> \_\_\_\_\_  
School lessons are in the <sup>2</sup> \_\_\_\_\_  
Name of Music School: <sup>3</sup> \_\_\_\_\_  
Phone number: <sup>4</sup> \_\_\_\_\_  
Head's name: Ms <sup>5</sup> \_\_\_\_\_  
Email address: <sup>6</sup> \_\_\_\_\_



Listen again and check.

## LISTENING

### PRONUNCIATION

#### Email addresses, phone numbers and names

For @ we say 'at'. For . we say 'dot'.  
For two numbers (77) we say 'double (seven)'.  
For two letters (bb) we say 'double (b)'.  
For the number 0 we say 'oh'.

- 1** In pairs, practise.

- Say this email address:  
*school@musicpopcloud.com*
- Say this phone number: *0451 256 337*
- Spell this name: Joanna



Listen and check. Then repeat.

## SPEAKING

- 1** In pairs, take turns to ask and answer the questions.



- Do you like different kinds of music?  
What are they?
- Do you like different musical instruments?  
Which ones?
- Do you think ...  
jazz is interesting?  
opera is exciting?  
classical music is boring?  
the saxophone is difficult to play?  
musical instruments are expensive?
- Which of these different types of music do you like best?
- Do you prefer listening to music at home or going to concerts? Why?
- Which instrument would you like to play?



# 4

## IT WAS AWESOME!



### ABOUT YOU

What do you do to have fun with family and friends?  
Share your ideas with your classmates.

### VOCABULARY

### AND

### LISTENING

#### Adjectives

1 Look at the photos. Where are the people and what are they doing?



2 Listen and match the conversations to the photos.

Conversation 1 \_\_\_\_\_ Conversation 2 \_\_\_\_\_ Conversation 3 \_\_\_\_\_  
Conversation 4 \_\_\_\_\_ Conversation 5 \_\_\_\_\_ Conversation 6 \_\_\_\_\_



3 Listen again. How did the speakers feel about their experiences?  
Complete row A of the table with the conversation numbers.

4 Now complete row B of the table with the adjectives in the box.



amazing    awesome    brilliant    fantastic  
fine    great    horrible    lovely    OK  
perfect    really good    terrible    wonderful

A	Conversation				1
B	Adjectives				amazing



Listen and check. Then repeat.

### 5

Choose the correct words to complete the conversations.

0 A: I'm not in the basketball team any more.  
B: Oh no! That's terrible / fantastic!

1 A: I've got a new mobile phone.  
B: Wow! That's fine / brilliant!

2 A: My sister's getting married.  
B: That's great / OK!

3 A: Look at my lunch!

B: That's horrible / excellent – don't eat it!

4 A: Are you enjoying the film?

B: It's OK / lovely. It's not great.

5 A: I got top marks in my test.

B: That's wonderful / terrible, well done.

6 In pairs, practise the conversations. Then make some new conversations together.





# GRAMMAR

## Past simple of be

### 1 Look at the examples.

#### Positive

I **was** at my sister's wedding.

We **were** at a barbecue near the beach.

All the bands **were** fantastic.

#### Negative

The weather **wasn't** great.

You **weren't** in class.

#### Questions and short answers

Where **were** you last night?

How **was** the food?

Were you at the football match? Yes, I **was**.

Was it fun? No, it **wasn't**.

Now choose the correct words in the box to complete the rules about the past simple of be.

was      were      n't

- We use \_\_\_\_\_ with I/he/she/it.
- We use \_\_\_\_\_ with you/we/they.
- We add \_\_\_\_\_ to was/were to make negative sentences.
- We put \_\_\_\_\_ / \_\_\_\_\_ before the subject to make questions.

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### 2 Choose the correct words to complete the sentences.

- My school lunch **was** / **were** really nice yesterday.
- My brothers **was** / **were** late home this evening.
- That TV programme **wasn't** / **weren't** very good!
- We **wasn't** / **weren't** too tired after our walk.
- What **was** / **were** the time when you got home?
- How many people **was** / **were** on the school trip?

### 3 Correct the mistakes in the sentences.

*was*

- The weather **is** good yesterday.
- All my friends **was** here on Saturday.
- I like your new shoes! Are they expensive?
- Yesterday I **were** at a friend's house.
- The players **was** good and the weather **was** fine.
- That is an awesome party last night!

### 4 Complete the conversation with was/wasn't, were/weren't.

**Suzy:** Hi Max. Where <sup>0</sup> **were** you yesterday afternoon? You <sup>1</sup> \_\_\_\_\_ at school.

**Max:** Oh hi Suzy. No, I <sup>2</sup> \_\_\_\_\_. I <sup>3</sup> \_\_\_\_\_ at a big athletics competition at the city sports club.

**Suzy:** Really? <sup>4</sup> \_\_\_\_\_ it fun?

**Max:** Yes, it <sup>5</sup> \_\_\_\_\_. It <sup>6</sup> \_\_\_\_\_ amazing! I <sup>7</sup> \_\_\_\_\_ the winner of the 800 m race!

**Suzy:** Fantastic! <sup>8</sup> \_\_\_\_\_ your parents there?

**Max:** No, they <sup>9</sup> \_\_\_\_\_. They <sup>10</sup> \_\_\_\_\_ at work. But my brother <sup>11</sup> \_\_\_\_\_ there with his video camera, so it <sup>12</sup> \_\_\_\_\_ fine!

## PRONUNCIATION

*was/were*

### 5 Listen to some sentences from the conversation and repeat them.

Now practise the conversation with your partner. Take turns to close your book and see if you can remember it.

### 6 Complete the questions with the words in the box. Then ask and answer the questions with a partner.

Was      Were      What was      What were  
When was      Where were      Who were

- \_\_\_\_\_ your dinner like last night?
- \_\_\_\_\_ your friend late this morning?
- \_\_\_\_\_ your teachers when you were six?
- \_\_\_\_\_ you on Saturday morning?
- \_\_\_\_\_ your favourite TV shows when you were little?
- \_\_\_\_\_ you in this class last year?
- \_\_\_\_\_ your last haircut?

Write three more questions to ask your partner. Tell the rest of the class the answers.



## READING

- 1 Read the reviews of the activity days. Three of the reviews have four stars and one has five stars. Which one do you think has five stars?

# ACTIVITY DAYS

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LATEST REVIEWS

## Fun day!

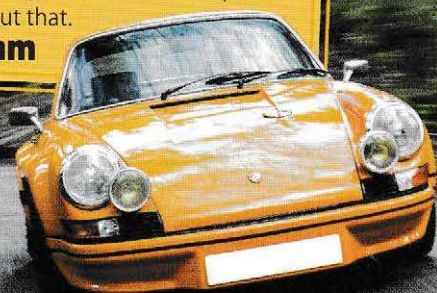
I was very surprised to get this activity day for my birthday, but indoor skydiving was awesome! I can't wait to go again. Before the activity, there are lots of hand signals to learn, so you can communicate when you're flying in the wind tunnel. You can't speak in there! At first, I was worried about forgetting them, but it was fine. **Jade**



## Fantastic!

I'm really interested in cars, so this was an amazing day for me. I still can't believe that my first driving experience was in a Lamborghini and an Aston Martin! I've got a video of the whole thing. I'm glad about that, because on the day there's no time to look at the cars properly. As soon as you finish, the next driver gets in. I was a bit upset about that.

**Liam**



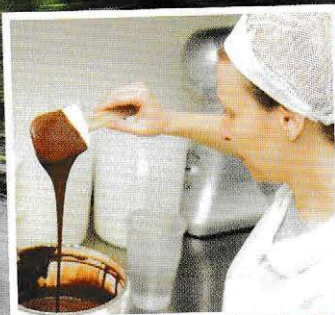
## Amazing trip!

This was my first time in a helicopter, and I was quite nervous. I wasn't sure I wanted to do it. But there was no need to be afraid – in fact, I was sorry when it was over! I was in the front seat and the view was fantastic. The only problem was that we were back on the ground after only ten minutes. **Mia**



## Really special!

What a brilliant afternoon! First, there was a talk about the history of chocolate. Then it was time for the best bit – making and decorating our own chocolates! The teachers were lovely and happy to help with any problems. There were photos to buy afterwards, but they were really expensive. I was angry about that. **Ethan**



- 2 Read the texts again and answer the questions with a phrase or short answer.

- What does Liam like a lot?
- What wasn't Liam able to do on his activity day?
- Was Jade's activity day a present?
- What wasn't possible in the wind tunnel?
- What was Ethan's favourite part of the day?
- Were the photos cheap?
- Was Mia nervous after flying in a helicopter?
- Was Mia's helicopter trip long or short?

## TALKING POINTS

Would you like to do an activity day?  
Which of these looks most fun?  
What sort of presents do you get for your birthday?  
What do you give other people?

## VOCABULARY

### Emotions

- 1 Look at the texts. Find and underline the words in the box. Match some of them to the emojis.

EP

afraid angry glad happy interested  
nervous sorry surprised upset worried



- 2 Choose the correct words to complete the sentences.

- I'm so *sorry* / *afraid* you're not feeling well!
- I'm *angry* / *nervous* about my piano exam tomorrow! I don't feel ready.
- My little brother's crying. He's *upset* / *glad* because my mum isn't there.
- I'm painting a picture at the moment, and I'm really *happy* / *surprised* with it.
- My mum's *worried* / *interested* about my school work, but my teacher says it's fine.
- I'm really *glad* / *angry* you're here at last! Why are you so late?



## LISTENING

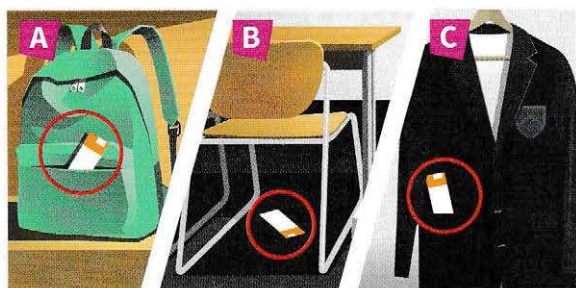
1 Read questions 1–5 and look at the pictures. What can you see in each picture?

2 Listen to five short conversations. For each question, choose the correct picture (A, B or C).

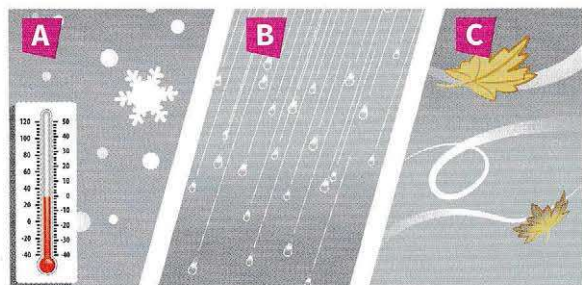
1 What was Bella happy with at the party?



2 Where is Kyle's ticket?



3 What was the weather like?



4 How much was the boy's T-shirt?



5 Where was the girl on Saturday?



## WRITING

### PREPARE TO WRITE

#### A description of a party

**GET READY** Read the text and answer these questions. Whose party was it? Where was it? What time was it? What food was at the party?

I was at my best friend's birthday party last month. Her name's Isabella and the party was at her house on 12th May, from 6 pm to 9 pm. It was a really big party. All her friends and family were there, and we were so excited about it. There was lots of food – pizza, salad and of course cake! It was all really nice. Isabella was nervous before the party, but she was fine when everyone was there. It was a really brilliant evening!

Now underline all the adjectives. Which describe the party and the food, and which describe how the people felt?

Put the adjectives in the correct place in the sentences.

- 1 There was some food at the party. (nice)
- 2 There were lots of people at the party. (happy)
- 3 This is music! (terrible)
- 4 Jake is a dancer. (brilliant)
- 5 I like going to parties. (big)

**PLAN** Make notes about a party you were at. Use the questions in *Get ready* to help you.

**WRITE** Write a paragraph about the party.

**IMPROVE** In pairs, read each other's paragraphs. Check for mistakes with *was/were* and adjectives. Give your partner two ideas to make their paragraph better. Use your partner's advice and rewrite your paragraph.



# LIFE SKILLS COLLABORATION

# REACHING AGREEMENT



## LIFE SKILLS

## Reaching agreement

For two people to agree, you need to:

- listen carefully
- give your opinions calmly and clearly
- try to understand the other person's ideas before you decide what to do.

**1** Read the sentences. Answer the questions.

Let's agree to disagree.

We can find a 'win-win' solution.

- 1 What do you think the sentences mean?
- 2 Which sentence do you prefer? Why?
- 3 When do you need to make decisions? For example, think about doing a class project, going to an event or watching TV.

**2** Do you ever disagree with friends about these things? How do you reach an agreement?

## What to do at the weekend

## What to buy a friend for their birthday

What topic to choose for a school project

**3** Read the problems on Danny's page quickly and write the names on the correct replies. Do you have any problems like these in your life?

**4** Read the texts again. Which person/people has/have these problems?

Which person/people ...

- 1 has/have a problem with a friend?
- 2 has/have a problem with a family member?
- 3 has/have a problem at school?
- 4 hasn't/haven't got a lot of time?
- 5 wants/want to go to the cinema?
- 6 maybe needs/need to agree to disagree?

**5** Complete the sentences with the highlighted words from the texts.

- 1 I don't \_\_\_\_\_ with the things my friend does in class.  
She doesn't listen to the teacher.
- 2 Do you agree or \_\_\_\_\_ with the idea of going to the cinema?
- 3 I hope you \_\_\_\_\_ the film.
- 4 Can you give me some \_\_\_\_\_? I don't know what to do.
- 5 I'm \_\_\_\_\_. I can't go to the cinema with my friends.  
My mum and dad want me to stay at home with my little brother.
- 6 Maybe you don't agree. In that \_\_\_\_\_, you can make your own plans.



 **6** Listen to Lola, Oscar and Daisy talking. What are they planning?

- a** They are making plans to go the cinema.
- b** They are making plans to study for their maths exam together.
- c** They are making plans for a surprise party.



 **7** Listen again and choose the correct words to complete the sentences.

- 1** First, they need to decide on a \_\_\_\_\_ for the party.  
**a** present                      **b** day
- 2** They decide to meet on \_\_\_\_\_.  
**a** Sunday night                  **b** Saturday afternoon
- 3** Lola thinks it's a good idea to get a \_\_\_\_\_.  
**a** basketball shirt                **b** notebook
- 4** Oscar thinks it's a better idea to get a \_\_\_\_\_.  
**a** T-shirt                          **b** CD
- 5** Michael loves \_\_\_\_\_.  
**a** listening to music              **b** going to the cinema
- 6** They decide to \_\_\_\_\_.  
**a** get nothing                      **b** get a CD and a book
- 7** Oscar wants to \_\_\_\_\_.  
**a** buy a cake at the shop        **b** make a cake
- 8** Lola needs to \_\_\_\_\_.  
**a** study                          **b** help her mum

**8** Are the sentences in the *Useful language* box used for agreeing (A), disagreeing (D) or making suggestions (S)?



## USEFUL LANGUAGE

I disagree  $D$

How about a basketball shirt?

I have a better idea.

I agree.

I think a CD is a better idea than a book.

That's an awesome idea!



# Help me, Danny!

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Send me your  
problems and I can  
give my **advice**.

1

Dear Danny,

I want to go to see a film tonight, but my best friend wants to play basketball. We always play basketball and I'm bored! What can I do?

Regards,  
Bored Best Friend

2

Dear Danny,

I have a problem. My best friend is often not nice to our maths teacher. She doesn't listen, she never does her homework and she says bad things about the teacher. I tell her to stop, but she gets angry with me. What can I do? Thanks for your help.

Unhappy Friend

A

Dear \_\_\_\_\_,

It's important for you and your sister to **agree** because you haven't got a lot of time. Make a list of good things about each present to help you decide. Then go shopping and choose the present together. Try to find a win-win solution.

**Enjoy** shopping and happy birthday to your brother! *Danny*

3

Dear Danny,

It's my brother's birthday at the weekend. My sister wants to buy him a T-shirt, but I want to buy him a book. We have only £15 and only one day to go shopping. What do you think?

Birthday Brother

C

Dear \_\_\_\_\_,

I think it's a good idea to talk to your friend and tell her to stop. You can tell her that it's important to be good in class and that you don't like what she's doing. Is she finding maths difficult? Does your friend need help studying? Listen carefully to your friend to help her.

Enjoy your lessons at school!

Good luck! *Danny*

## PROJECT

Planning a  
surprise party

In small groups, plan a party to surprise a friend.

- Think about:
  - who the party is for
  - when the party is
  - where the party is
  - what food and drink you want
  - what you need to do
  - *what you need to buy*
  - what music to play
  - what activities you can do at the party
- Design an invitation for your party.
- Present your invitation to the class.



### TALKING POINTS

How about YOU? Are you organising a party for someone? Do you normally buy presents for your friends? Do you and your friends always agree? What do you do then?



# REVIEW 1

## UNITS 1-4

### VOCABULARY

1 Match the sports equipment words to the photos.



ball bat racket stick

Now match the equipment to these sports.

baseball basketball hockey rugby  
table tennis tennis volleyball

2 Put the words into the correct column.

athletics cereal cheese  
classical music cold meat cycling  
dessert dinner drums fish  
fruit gymnastics keyboard  
hip-hop jazz juice opera  
piano pop rap rice rock  
sailing saxophone snowboarding  
soul tomatoes vegetables violin

Food	Music	Sport

3 Complete the missing word in each sentence.

- Please can you p\_\_\_\_\_ your school bag after breakfast?
- I want to m\_\_\_\_\_ a music video with my brother.
- He likes cooking a\_\_\_\_\_. He doesn't like cooking with other people.
- That's a f\_\_\_\_\_ idea. I think it's really good.
- Do you always t\_\_\_\_\_ your bedroom at weekends?
- My sister is u\_\_\_\_\_ because she can't come to the party.
- Bands usually go on t\_\_\_\_\_ when they make a new album.
- That's b\_\_\_\_\_ news about the tennis match. Well done!
- I always get d\_\_\_\_\_ before breakfast.
- My brother doesn't like exams. He always gets very n\_\_\_\_\_.

### GRAMMAR

1 Choose the correct words to complete the sentences.

- I love *talk* / *talking* to my friend and I love *go* / *going* shopping with her too.
- I *sing* / *am singing* in the school hall on Fridays.
- The film *was* / *were* very exciting.
- In my free time, I *usually stay* / *stay usually* at home.
- That *is* / *was* a very good barbecue last Sunday.

Correct the mistakes in the sentences.

- I go often with my friends to the cinema.
- How are you? I write to you to give you some news.
- The weather amazing last month.
- I like go to school because I like my teachers.
- Yesterday is my birthday.

2 Put the words in order to make questions.

- your brothers / what / wake up / do / time / usually / ?  
*What time do your brothers usually wake up?*
- making / what / you / are / ?
- mum / the / does / play / guitar / your / ?
- play / you / Tuesday / do / tennis / every / ?
- your / you / at the moment / are / doing / homework / ?
- your / brother / playing / this morning / football / is / ?

3 Now match the questions to the answers. Then complete the answers with the verb in the correct tense.

- |  |                                     |
|--|-------------------------------------|
| a Yes, she _____ (play) it really well.<br>She _____ (learn) a new song at the moment. It sounds great!            | <input type="checkbox"/>            |
| b They <u>are sleeping</u> (sleep) at the moment but they usually <u>wake up</u> (wake up) at seven.               | <input checked="" type="checkbox"/> |
| c Yes, I am. I _____ (do) my maths. It's really difficult!   | <input type="checkbox"/>            |
| d No, he's with his friends. They _____ (watch) a film at Tom's house.   | <input type="checkbox"/>            |
| e Yes, I do, and I often _____ (play) on Saturdays as well.  | <input type="checkbox"/>            |
| f I _____ (make) my breakfast. I usually _____ (have) bread, but today I _____ (have) a bowl of cereal with fruit. | <input type="checkbox"/>            |



# Tamburello



Tamburello is a sport from the north of Italy. It is a very old sport. The first games were in the 16th century. Players can play the game inside or outside.

It's a team sport and there are usually three players in each team. Players hit the small tennis ball to players in the other team. But they don't use bats or rackets to hit the ball. They use tambourines. Have a look at the photo. Yes, the players have got tambourines in their hands. The Italian word for tambourine is *tamburello*. That's how the sport gets its name.

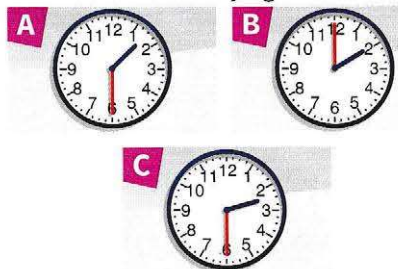
A player in one team hits the ball over the line to players in the other team. A player in the other team hits it back. When a player doesn't hit the ball or when the ball goes too far, the other team wins a point. There are four points in each game. That's the same as the points in tennis. When players play a match, they usually play 13 games.



## LISTENING

- 1 Listen to five short conversations. For each question, choose the correct picture.

1 What time do they agree to meet?



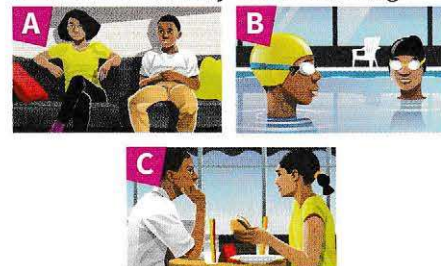
2 Which instrument does Mona need to practise tonight?



3 What is Finley's brother doing?



4 Where were they in the morning?



5 What does the girl want to have for dinner?



## READING

1 Read the text and answer the questions.

- Which country does the game come from?
- How old is the game?
- How many players are there in a game of *tamburello*?
- What do the players hit the ball with?
- How many games are there in a *tamburello* match?
- What two things in *tamburello* are like the game of tennis?

## SPEAKING

1 Put the words in order to make questions.

- name / your / what's / ?
- you / where / live / do / ?
- old / you / how / are / ?
- favourite / what's / sport / your / ?

Ask and answer the questions with your partner. Take turns to speak.

2 In pairs, talk about music. Take turns to speak.

- Let's talk about music. What kind of music do you listen to?
- When do you listen to music?
- Do you listen to music on your phone?
- Who is your favourite singer / favourite band?
- Tell me something about your singer / band.