

starter

# GET STARTED!



## VOCABULARY Things in the classroom

1 Match the words in the box to the letters A–P in the photo.

bag board chair coat  
 computer door exercise book  
 map pencil case pen  
 poster rubber ruler  
 teacher textbook window

Then listen, check and repeat.

## GRAMMAR Verb be

I am  
 he/she/it is  
 you/we/they are

1 What colour is each thing? Write five sentences. In pairs, ask and answer the questions.

A: It's blue and white.  
 B: Is it the coat?  
 A: Yes, it is.

### there is / there are

2 Look at the photo and read the sentences. Write *yes* or *no*.

- There's a rubber on the table. *yes*
- There are five students in the classroom.
- There's a red pencil case on the table.
- There's a blue bag on a chair.
- There's a computer near the window.
- There's a poster on the wall.
- There's a bag on the floor.

3 Look at the photo and listen to the questions. Complete the table with a tick (✓) for the right answers.

|   | Yes, there is. | Yes, there are. | No, there isn't. | No, there aren't. |
|---|----------------|-----------------|------------------|-------------------|
| 1 |                | ✓               |                  |                   |
| 2 |                |                 |                  |                   |
| 3 |                |                 |                  |                   |
| 4 |                |                 |                  |                   |
| 5 |                |                 |                  |                   |

4 Work with a partner. Student A, look around your classroom for 60 seconds, and then close your eyes. Student B, ask questions about the classroom.

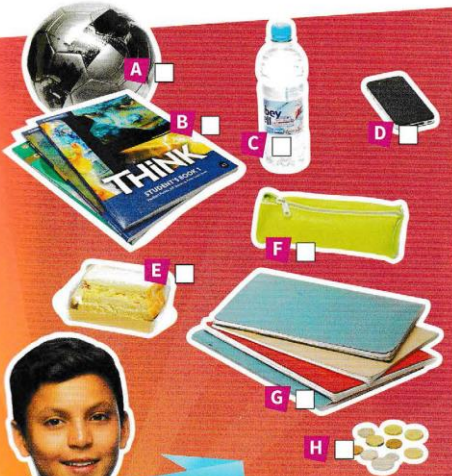
B: Is there a green bag under my desk?  
 A: Yes, there is. / No, there isn't.  
 A: Are there any coats near the door?  
 B: No, there aren't.

1. A board B map C poster D door E teacher F window  
 G computer H bag I coat J chair K textbook L pen  
 M pencil case N ruler O rubber P exercise book

2. 1.no 2 yes 3 no 4 no 5 yes 6 yes

3.  
 1 Yes, there are.  
 2 Yes, there is.  
 3 Yes, there are.  
 4 No, there isn't.  
 5 No, there aren't.

5 Read what Simon says. Tick (✓) the things he's got in his bag.



My bag's really heavy today! I've got three textbooks, four exercise books and my pencil case. I've also got a bottle of water because I've got football club after school. I've got a sandwich and some money too. I haven't got my phone – that's at home in my bedroom.

6 In pairs, ask and answer the questions.

- A: What have you got in your bag today?
- B: I've got \_\_\_\_\_.
- A: Have you got a/an/any \_\_\_\_\_ in your bag today?
- B: Yes, I have. / No, I haven't.

Write five sentences about your partner.

**SPEAKING**

**PRONUNCIATION** The alphabet

1 Listen and repeat.

Aa Bb Cc Dd  
 Ee Ff Gg Hh  
 Ii Jj Kk Ll  
 Mm Nn Oo Pp  
 Qq Rr Ss Tt  
 Uu Vv Ww  
 Xx Yy Zz

2 In pairs, read out the names of the letters and complete the table with the letters that sound the same. Two columns have no additional letters!

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| A | B | F | I | O | U | R |
| H | C |   |   |   |   |   |

4 Listen and check.

3 Complete questions 1–6 with the words in the box. Then match the questions to answers a–f.

borrow mean page  
 repeat say spell

- 1 I'm sorry, can you \_\_\_\_\_ that, please?
  - 2 How do you \_\_\_\_\_ *bonjour* in English?
  - 3 What \_\_\_\_\_ are we on?
  - 4 How do you \_\_\_\_\_ 'because'?
  - 5 Can I \_\_\_\_\_ your ruler?
  - 6 What does 'in pairs' \_\_\_\_\_?
- a B-E-C-A-U-S-E.
  - b Sure, here you are.
  - c With your partner.
  - d I said, 'please do Exercise 3'.
  - e 19, I think.
  - f Hello.

B textbooks G exercise books F pencil case  
 C bottle of water E sandwich H money

**2. pronunciation**

A: H J K  
 B: C D E G P T V  
 F: L M N S X Z  
 I: Y  
 O:  
 U: Q W  
 R:

1 repeat – d 2 say – f 3 page – e 4 spell – a 5 borrow – b  
 6 mean – c

**VOCABULARY** Numbers

- 1 Listen and repeat.
- 2 Listen and choose the numbers you hear.
- a 25    75    39
  - b 13    30    70
  - c 41    61    91
  - d 14    16    40
  - e 17    19    90
  - f 15    50    80

**Dates**

- 3 Say the months in the correct order.



- 4 Listen and write the dates.

When we say dates, we say *the* and of:  
*My birthday is on the ninth of June.*  
When we write dates, we don't write the or of:  
*My birthday is on 9<sup>th</sup> June.*

- 1 1st March

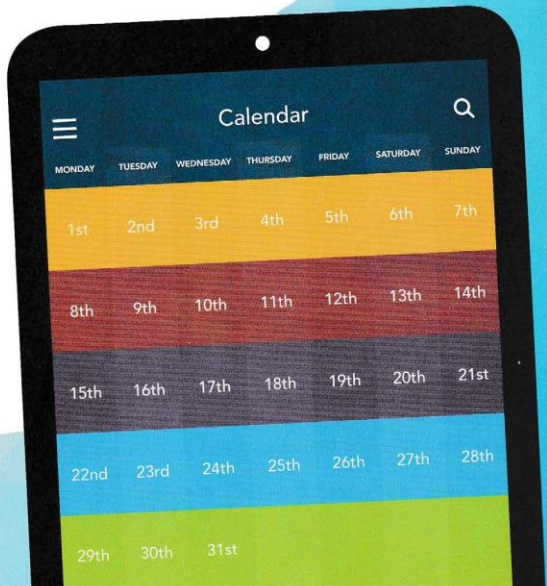
In pairs, compare your answers. Say the dates.

- 5 In small groups, ask and answer the questions.

- When / your birthday?
- What / today's date?
- When / your mum's/dad's birthday?

Write the dates of all the students in your group.

10 ten    20 twenty    30 thirty    40 forty  
50 fifty    60 sixty    70 seventy    80 eighty  
90 ninety    100 a hundred

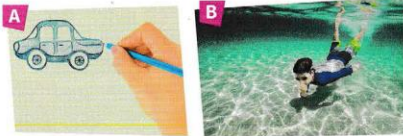


2.  
a 75 b 30 c 91 d 14 e 19 f 50

4.  
1 1st March 2 12th October 3 8th May 4 25th February  
5 22nd July 6 31st December 7 3rd April 8 11th August

1 Match the photos A–H to the words in the box.

draw a car    make a cake    play tennis  
ride a bike    run 5 km    speak three languages  
stand on your head    swim underwater



2 In pairs, ask and answer about the activities in Exercise 1.

Can you play tennis?

Yes, I can.

Can you swim underwater?

No, I can't.

Now ask around the class. How many people can ...

- swim underwater?
- speak three languages?
- ride a bike?
- play tennis?
- draw a car?

Present simple

3 Read about the students and answer the questions. Use complete sentences.

- 1 Does Tyler like music?
- 2 How many brothers has Jason got?
- 3 What sport does Millie like?
- 4 Where does Tyler want to go?
- 5 What does Jason do every day?
- 6 When does Millie go shopping?

**Hi, my name's Tyler.**  
I've got a brother and a sister. I like music and I love travelling. I want to go to China.

**Hello, I'm Jason.**  
I haven't got any brothers or sisters. I like all sports and I play football every day.

**Hello, my name's Millie.**  
I like swimming and I often go shopping with my sister on Saturday. I love sweets but I don't like ice cream.

4 Work with a partner. Ask and answer the questions.

- 0 / do sports every day?  
A: *Do you do sports every day?*  
B: *Yes, I do. I play tennis after school every day.*
- 1 What kind of music / like?
  - 2 / like travelling?
  - 3 / play football at school?
  - 4 / like swimming?
  - 5 What / favourite food?

Now tell the class.

*Manuela doesn't like swimming. She likes ...*

» GRAMMAR REFERENCE AND PRACTICE PAGE 138

SPEAKING

1 Write questions to find out about your partner's ...

- age
- address
- phone number
- brothers and sisters
- favourite pop star
- favourite school subject

In pairs, ask and answer the questions. Then write sentences about your partner.

1.

A draw a car    B swim under water    C make a cake  
D ride a bike    E speak three languages    F run 5km  
G play tennis    H stand on your head

3.

- 1 Yes, he does.
- 2 He hasn't got any brothers.
- 3 She likes swimming.
- 4 He wants to go to China.
- 5 He plays football.
- 6 She goes shopping on Saturday.

# Unit 1

# Sports

**1** Match the pictures A–M to the words in the box.

EP

do athletics **G**

do gymnastics **J**

go cycling **D**

go sailing **A**

go skating **M**

go snowboarding **E**

go surfing **L**

play badminton **K**

play baseball **I**

play hockey **H**

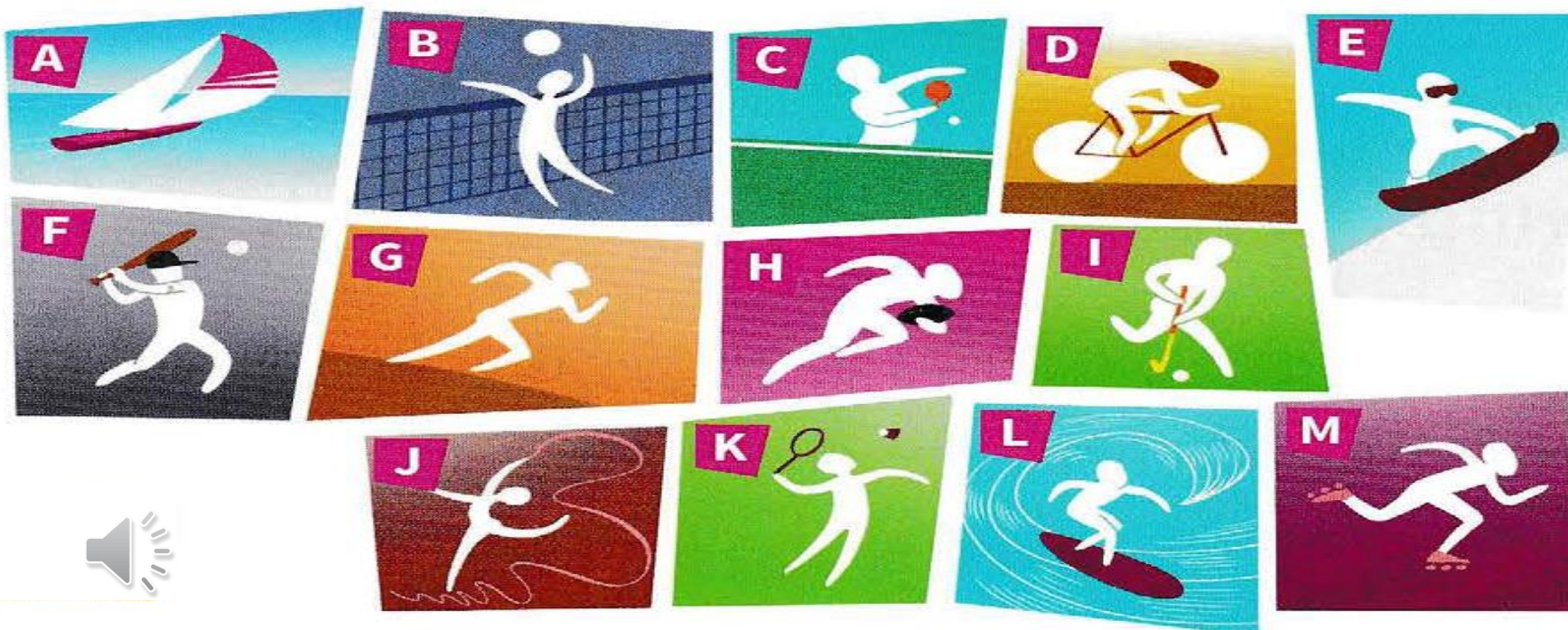
play rugby **G**

play table tennis **C**

play volleyball **B**



Listen and check. Then repeat.





## PRONUNCIATION

/eɪ/ and /aɪ/

**3** Put the words into the correct column.

|                   |                  |             |               |
|-------------------|------------------|-------------|---------------|
| base <u>b</u> all | b <u>i</u> ke    | fl <u>y</u> | pl <u>a</u> y |
| rid <u>i</u> ng   | sk <u>a</u> ting |             |               |

/eɪ/ sailing

/aɪ/ cycling

*/eɪ/ saili ng, baseball, play, skati ng*  
*/aɪ/ cycli ng, bike, fly, ridi ng*



09

Listen and check. Then repeat.



**4** Read Sophie's and Ben's blogs. Who does their sport every week? Who can't do their sport where they live?

**5** Read about Sophie and Ben again and answer the questions.

**1** How many women and girls do Sophie's sport?

**2** What does Sophie do at the weekend?

**3** What does Sophie want to do at Loughborough University?

**4** Where does Ben prefer to be?

**5** Why does Ben go snowboarding every day?

**6** Ben says he's 'goofy-foot'. What does 'goofy-foot' mean?



4. Sophie does her sport every week . Ben can't go snowboarding in the city.

*1. More than 18,000 women and girls (play rugby).*

*2. She plays a rugby match .*

*3. She wants to go to a rugby summer camp.*

*4. He prefers to be in the mountains. (He feels at home there.)*

*5. He's good at snowboarding and wants to become a famous snowboarder.*

*6. 'Goofy-foot' means Ben 's right foot is in front on the board.*

- 1** Look at these examples from the blogs.  
The adverbs of frequency are in purple.

My team **always** plays a match on Saturday or Sunday. It's **never** boring.

It's **usually** quiet.

I **often** go with my little sister and other young people.

I **sometimes** go snowboarding with Mum.

Write the words in purple on the right place on the line.



- 2** Answer the questions.

**1** Which sentences in Exercise 1 have a present simple verb? **1-3-4**

**2** Which sentences in Exercise 1 have the verb *be*? **2**

### 3 Choose the correct words to complete the rules.

In sentences with the **verb *be***, we put the adverb of frequency *before* / *after* the verb.

In sentences with the **present simple**, we put the adverb of frequency *before* / *after* the verb.

**4** Read the examples and choose the correct words to complete the rules.

People don't **always** play sport in teams.

Ben doesn't **usually** go snowboarding with his dad.

Do you **sometimes** play volleyball with friends?

Is rugby **often** dangerous?

Football isn't **always** boring!

In negatives and questions with the **present simple**, we put the adverb of frequency *before* / *after* the **main verb**.

In negatives and questions with the **verb be**, we put the adverb of frequency *before* / *after* the verb *be*.

**5 Put the adverbs in the right place to complete the sentences and questions.**

- 1** I play hockey at school on Fridays. (usually)
- 2** Sophie is tired after rugby matches. (often)
- 3** People don't go sailing in teams. (always)
- 4** My uncle and my dad play table tennis. (never)
- 5** Is gymnastics dangerous? (sometimes)
- 6** Do you go cycling? (often)

- 1 I usually play hockey at school on Fridays.
- 2 Sophie is often tired after rugby matches.
- 3 People don't always go sailing in teams.
- 4 My uncle and my dad never play table tennis.
- 5 Is gymnastics sometimes dangerous?
- 6 Do you often go cycling?

**6** Put the words in order to make sentences and questions and questions.



**0** often / school / plays / my friend / after / football

*My friend often plays football after school.*

**1** welcome / sports / are / in / our / club / always / you

**2** Mondays / do / on / athletics / never / we

**3** skating / brother / she / go / her / usually / does / with / ?

**4** table tennis / students / not / often / do / school / play / at

**5** cycling / and / her sister / at / the weekend / sometimes / Lizzie / go /

1 You are always welcome in our sports club.

2 We never do athletics on Mondays.

3 Does she usually go skating with her brother?

4 Students do not often play table tennis at school.

5 Lizzie and her sister sometimes go cycling at the weekend.

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

- 1** What sports do you do?
- 2** How often do you do them?
- 3** Do you play sports at school?
- 4** How often do you watch sports on TV?
- 5** How often do you go to watch sports?
- 6** Who are your favourite sports stars?



I like.....



My favourite sport is....



I usually ....

**3** Read the three texts again. Are the sentences right (✓) or wrong (X)?

- 1 There are always two players in a cycleball team.
- 2 The ball in cycleball is small and light.
- 3 Players in cycleball can't hit the ball with their hands.
- 4 *Gilli-danda* comes from India.
- 5 The stick and the bat in *gilli-danda* are the same size.
- 6 Players use a small ball in *gilli-danda*.
- 7 People play octopush in teams.
- 8 Players in octopush hit the ball, or puck, with their hands.
- 9 Players in octopush swim underwater to play their game.

1 x (There are usually two players.)  
2 x (The ball is quite heavy.)  
3 x (They can use their bike or their heads.)  
4 ./  
5 x (There is one long stick called a danda and a short bat called a gilli.)  
6 x (Players use a short bat.)  
7 ./  
8 x (Players hit the ball, or puck, with small sticks.)  
9 ./



**VOCABULARY** Sports equipment

1 Match the photos A-E to the words in the box.

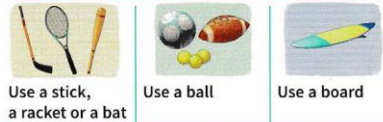


bat ball board racket stick

12 Listen and check. Then repeat.

2 Complete the table with the sports in the box. Some sports can go in more than one column.

badminton baseball basketball  
 cycleball cycling football  
 gilli-danda hockey octopush  
 rugby running sailing skating  
 snowboarding surfing swimming  
 table tennis tennis volleyball



13 Listen and check. Then repeat.

3 Complete the information with the sports words in Exercise 1.

**TABLE TENNIS**

- 1 One \_\_\_\_\_ for each player.
- 2 One small, light \_\_\_\_\_ for the game.

**BASEBALL**

- 3 One \_\_\_\_\_ for each team.
- 4 One small, hard \_\_\_\_\_ for the game.

**BADMINTON**

- 5 One \_\_\_\_\_ for each player.

**OCTOPUSH**

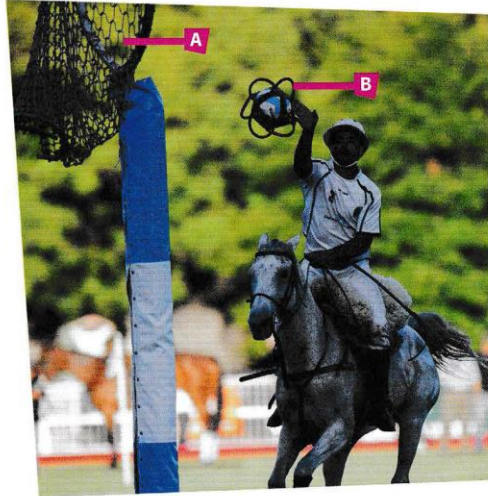
- 6 One small \_\_\_\_\_ for each player.
- 7 One heavy puck, like a flat \_\_\_\_\_ for the game.

**LISTENING**

1 Look at the photo of the sport. Match the words 1-2 to A and B in the photo.

- 1 handle
- 2 net

14 2 Listen to an interview with a boy about his unusual sport. What's the name of the sport?



14 3 Listen again, and choose the correct words.

- 1 There are *four* / *six* players in each team.
- 2 There are *six* / *eight* handles on the ball.
- 3 Players *throw* / *give* the ball to each other.
- 4 Players *throw* / *put* the ball in the net to score a goal.

**SPEAKING**

1 Think of a sport. Choose one from this unit or another sport that you know. In pairs, take turns to ask and answer the questions.

- 1 Do people do this sport inside or outside?
- 2 Is the sport on or under water?
- 3 Is this sport on snow?
- 4 What things do people need to do this sport?
- 5 Do people play this sport in your country?
- 6 What do you like about this sport?
- 7 Who are some of the famous players of this sport?

Try and guess the sport.

**1.A racket B stick C bat D ball E board**

| Use a stick, a racket or a bat  | Use a ball   | Use a board          |
|---|--|----------------------|
| badminton (racket), baseball (bat), <i>gilli-danda</i> (sticks or one stick and one bat), hockey (stick), octopush (stick), table tennis (bat), tennis (racket) | baseball, basketball, cycleball, football, hockey, rugby, table tennis, tennis, volleyball | surfing snowboarding |

**3.1 bat 2 balls 3 bat 4 ball 5 racket 6 stick 7 ball**

**listening**

1. 1 B 2 A

2. Pato

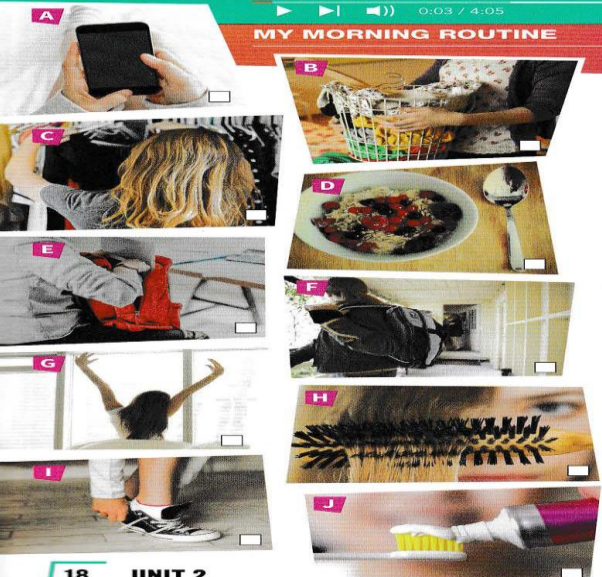
3. 1 four 2 six 3 give 4 throw

# Unit 2

# 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?



MY MORNING ROUTINE

11,345 views

1k

Share



Maddie's mad life

FOLLOW

## VOCABULARY AND LISTENING

### Daily routines

- 1 Match the photos to the phrases in the box.
- |                   |                         |
|-------------------|-------------------------|
| 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                 |

- 2 Listen and check. Then repeat.  
3 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 \_\_\_\_\_.

- 4 Listen again and check.  
5 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.

1. A check you r messages B tidy you r room C get dressed  
D have breakfast E prepare you r school bag F leave home  
G wake u p H brush you r h a i r I put o n you r shoes  
J clean you r teeth

2. A 2 B 7 C 5 D 3 E 8 F 10 G 1 H 6 I 9 J 4

3. 1 6.30 2 6.45 3 7.00 4 7.15 5 7.30 6 7.40

## 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.

continuous  
simple

- 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 \_\_\_\_\_.

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- 3 Complete the sentences with the correct tense of the verbs in brackets.
- I am shopping (shop) at the moment. I can't talk.
  - My mum always \_\_\_\_\_ (cook) nice food.
  - The teachers usually \_\_\_\_\_ (give) us a lot of homework on Monday.
  - I \_\_\_\_\_ (stay) at home today. I \_\_\_\_\_ (not go) to school.  
It's five o'clock now and I \_\_\_\_\_ (watch) TV with my sister.
  - What time \_\_\_\_\_ your dad usually \_\_\_\_\_ (get up) on a Sunday?
  - 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.



2.never, always, sometimes, usually  
today, at the moment, now

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

- walk to school / go by bus.  
*I usually walk to school, but today I'm going by bus.*
- have a sandwich for lunch / spaghetti
- watch TV after school / do my homework
- play football on Saturday / play tennis
- get up at seven o'clock / eight o'clock
- have a shower / have a bath

- Put the words in order to make questions.
- your / the / moment / friend / what / doing / is / at?
  - bed / do / go / you / what / usually / to / time?
  - school / do / get / home / how / from / you?
  - sitting / is / teacher / at / down / your / the / moment?
  - sun / today / shining / is / the?
  - 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.

- 4.1 How are you? I 'm writing to you to give you some news  
2 What are you doing at the moment?  
3 My brother and I don't go swimming every day.  
4 My mum only works in the mornings.  
5 We usually eat a big breakfast on Sunday.
5. 1 I usually have a sandwich for lunch, but today I'm having spaghetti.  
2 I usually watch TV after school, but today I'm doing my homework.  
3 I usually play football on Saturday, but today I'm playing tennis.  
4 I usually get up at seven o'clock, but today I'm getting up at eight o'clock.  
5 I usually have a shower, but today I'm having a bath.
6. 1 What is your friend doing at the moment?  
2 What time do you usually go to bed?  
3 How do you get home from school?  
4 Is your teacher sitting down at the moment?  
5 Is the sun shining today?  
6 Do you get up at the same time every day?  
1 e 2 b 3 c 4 d 5 a 6 f

**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

**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 fruit honey  
cheese cucumber fish mango pasta toast  
hot chocolate jam tomato rice vegetables yoghurt

Listen and check. Then repeat.



1. Aban - Ghana

2. 1 D 2 O 3 A 4 D 5 O 6 A 7 D

1. 1 dessert 2 snack 3 lunch 4 juice 5 dinner 6 main course

2. A mango B jam C fish D fruit E vegetables F bread  
G honey H tomatoes I cabbage J cheese K cereal  
L cucumber M rice N hot chocolate O pasta P avocado  
Q toast R yoghurt

**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

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

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

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

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

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

**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

**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

**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.

- We don't get chocolate *or* crisps *or* / *but* at school.
  - I walk to school \_\_\_\_\_ my brother *but* / *or* gets the bus.
  - I eat lots of fruit \_\_\_\_\_ drink lots *and* / *or* of water.
  - I like staying up late \_\_\_\_\_ I can't *but* / *and* do that during the week.
  - I don't like carrots \_\_\_\_\_ tomatoes *or* / *but*
- Use the words *and*, *but* and *or* to write 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.

## THE PARALYMPIC GAMES

- 1 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?

2 Read the text in boxes 1–6 and match them to the sports in the photos. Write *SV* (sitting volleyball) or *WR* (wheelchair rugby).

3 Read the texts again and complete the table.

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

4 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.

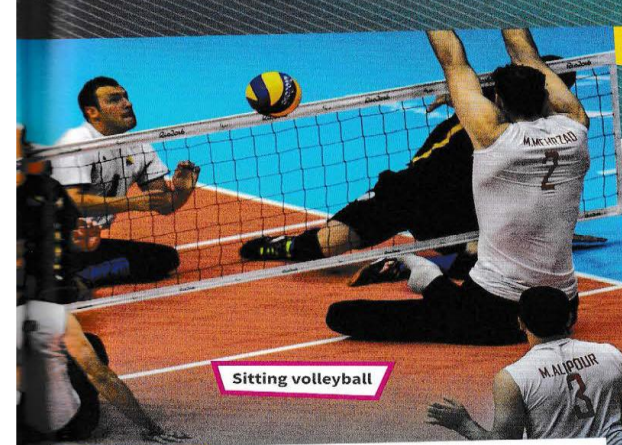
Athletes with physical disabilities from different countries compete for gold, silver and bronze **medals**.

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.

**2** 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.

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

**4** 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.

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

**6** 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.

### TALKING POINTS

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

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

### Wheelchair tennis



Wheelchair basketball



Wheelchair tennis



Wheelchair rugby

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

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

1 11 years old 2 near the/her school 3 the Paralympic Games 4 he has a lot of medals 5 the United States 6 no, she doesn't 7 no, she has competitions

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.

2. 1 WR 2 SV 3 SV 4 WR 5 SV 6 WR

3.1 indoor court 2 indoor court 3 net 4 ball 5 six 6 twelve 7 six 8 four

4. 1 b 2 a 3 b 4 b 5 a

# Unit 3

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

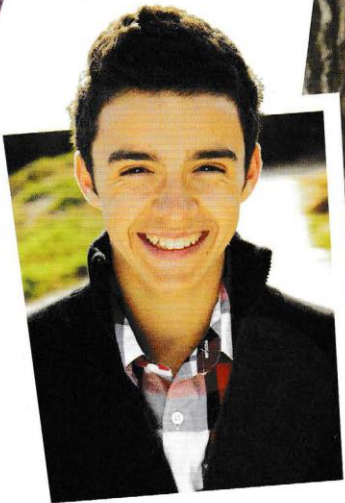
Types of music

Musical instruments

**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?

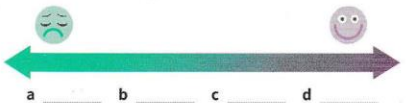
7 Listen again. Are the sentences right (✓) or wrong (X)?

- 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.



27 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 |

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?

listening

6. 1 Mia 2 Jason 3 Jason 4 Mia

7. 1 ../ 2 x (Jason doesn't like listening to opera.) 3 ../  
4 x (Jason tried to play the violin but it was difficult.)  
5 x (She hates listening to the drums. They're too loud.)

Grammar

1.
  - a I hate playing the violin.
  - b I don't like listening to opera.
  - c She likes playing classical music.
  - d I love listening to rap.

2.

help: learning, singing  
write: choosing, \_ driving, making, practicing , riding  
run: getting, sitting, swimming, winning

3.

1 hate 2 doesn't like 3 loves 4 don't like

4.

1 reading 2 playing 3 going 4 learning 5 listening

### 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.

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

become a singer 3 become famous 6  
give a concert 2 go on tour 8  
make a music video 1 play in a band 4  
record an album 5 teach music 7

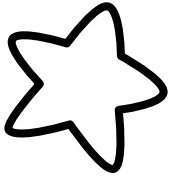
# Unit 4



# VOCABULARY

AND

# LISTENING



## Adjectives

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



31

**2** Listen and match the conversations to the photos.

Conversation 1 \_\_\_\_\_

Conversation 2 \_\_\_\_\_

Conversation 3 \_\_\_\_\_

Conversation 4 \_\_\_\_\_

Conversation 5 \_\_\_\_\_

Conversation 6 \_\_\_\_\_



31

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

- Conversation 1 C
- Conversation 2 F
- Conversation 3 A
- Conversation 4 E
- Conversation 5 D
- Conversation 6 B









**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

Conversation 1 amazing, awesome  
 Conversation 2 fine, OK  
 Conversation 3 brilliant, perfect, fantastic  
 Conversation 4 wonderful, lovely, really good  
 Conversation 5 horrible, terrible  
 Conversation 6 great

|          |              |  |   |   |   |
|----------|--------------|--|---|---|---|
|          |              |  |  |  |  |
| <b>A</b> | Conversation |  |   |   | 1   |
| <b>B</b> | Adjectives   | .....<br>.....   | .....<br>.....  | .....<br>.....<br>.....   | <i>amazing</i> .....<br>.....<br>.....  |



1 brilliant 2 great 3 horrible 4 OK 5 wonderful



**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.

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

was      were      n't

1 was 2 were 3 n't 4 was/were

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



## » GRAMMAR REFERENCE AND PRACTICE PAGE 141

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

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

**3** Correct the mistakes in the sentences.

*was*

1. Were
2. Were
3. Was
4. Were
5. was

- 0 The weather is good yesterday.
- 1 All my friends was here on Saturday.
- 2 I like your new shoes! Are they expensive?
- 3 Yesterday I were at a friend's house.
- 4 The players was good and the weather was fine.
- 5 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> Were not at school.

**Max:** Oh hi Suzy. No, I <sup>2</sup> Wasn't. I <sup>3</sup> was at a big athletics competition at the city sports club.

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

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

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

**Max:** No, they <sup>9</sup> Were not. They <sup>10</sup> were at work. But my brother <sup>11</sup> was there with his video camera, so it <sup>12</sup> was fine!

- 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 |           |

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

1 What was 2 Was 3 Who were 4 Where were 5 What were  
6 Were 7 When was

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

afraid B angry C surprised D upset E nervous

F glad/happy

**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.

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

## 2

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

### Answers

1 cars/driving

2 look at the cars

3 Yes, it was.

4 talking

5 making and decorating the chocolates

6 No, they weren't.

7 No, she wasn't.

8 It was short.

1 What does Liam like a lot?

2 What wasn't Liam able to do on his activity day?

3 Was Jade's activity day a present?

4 What wasn't possible in the wind tunnel?

5 What was Ethan's favourite part of the day?

6 Were the photos cheap?

7 Was Mia nervous after flying in a helicopter?

8 Was Mia's helicopter trip long or short?

## LISTENING

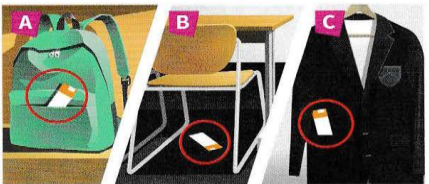
1 Read questions 1–5 and look at the pictures. What can you see in each picture?

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

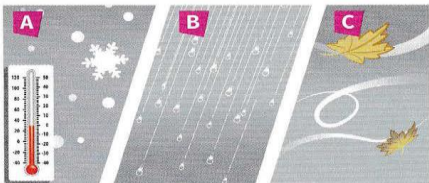
1 What was Bella happy with at the party?



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.

## Listening part 2

1 B 2 C 3 C 4 A 5 B

## Writing

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



**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.


**Let's agree to disagree:**

**Let's accept that we see things differently.**


**We can find a win-win solution:**

**we can find an answer that is good for everyone.**




- 
- 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 **Bored Best Friend/ Unhappy Friend**
  - 2** has/have a problem with a family member? **Birthday brother**
  - 3** has/have a problem at school? **Unhappy Friend**
  - 4** hasn't/haven't got a lot of time? **Birthday Brother**
  - 5** wants/want to go to the cinema? **Bored Best Friend**
  - 6** maybe needs/need to agree to disagree? **Bored Best Friend**
- 





**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.

**agree**

**2** Do you agree or ..... with the idea of going to the cinema?

**disagree**

**3** I hope you ..... the film.

**enjoy**

**4** Can you give me some .....? I don't know what to do.

**advice**

**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.

**unhappy**

**6** Maybe you don't agree. In that ....., you can make your own plans.

**case**





37

**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.

**They are making plans for a 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? *S*

I have a better idea. *D*

I agree. *A*

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

That's an awesome idea! *A*



# REVIEW 1 UNITS

## VOCABULARY

1 Match the sports equipment words to the photos.



A bat B stick C ball D racket

ball: baseball, basketball, hockey, rugby, table tennis, tennis, volleyball

bat: baseball, table tennis racket: tennis

stick: hockey

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





### 3 Complete the missing word in each sentence.

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

1 prepare 2 make 3 alone 4 fantastic 5 tidy  
7 tour 8 brilliant 9 dressed 10 nervous  
6 upset





## GRAMMAR

1 talking, going 2 sing 3 was 4 usually stay 5 was

6 I **often go** with my friends to the cinema.

7 How are you? I'm **writing** to you to give you some news.

8 The weather **was** amazing last month.

9 I like **going** to school because I like my teachers.

10 Yesterday **was** my birthday.


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




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



**Correct the mistakes in the sentences.**

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





## 2 Put the words in order to make questions.

0 your brothers / what / wake up / do / time / usually / ?

*What time do your brothers usually wake up?*

1 making / what / you / are / ?

2 mum / the / does / play / guitar / your / ?

3 play / you / Tuesday / do / tennis / every / ?

4 your / you / at the moment / are / doing / homework / ?

5 your / brother / playing / this morning / football / is / ?

1 What are you making?

2 Does your mum play the guitar?

3 Do you play tennis every Tuesday?

4 Are you doing your homework at the moment?

5 Is your brother playing football this morning?





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

a plays, is / 's learning 2 c 'm / am doing 4  
d 're /are watching 5 e play 3  
f 'm / am making, have, 'm / am having 1





# 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?



A 3 C 4 B 5 C

**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.

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

1 Italy 2 500 years old  
and the points

3 six 4 a tambourine 5 13 6 the ball





## SPEAKING

**1** Put the words in order to make questions.

- |     |                                       |                                |
|-----|---------------------------------------|--------------------------------|
| ✓ 1 | name / your / what's / ?              | 1 What's your name?            |
| 2   | you / where / live / do / ?           | 2 Where do you live?           |
| 3   | old / you / how / are / ?             | 3 How old are you?             |
| 4   | favourite / what's / sport / your / ? | 4 What's your favourite sport? |

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.
- 