

OXFORD



# together

Student's Book & Workbook



Starter

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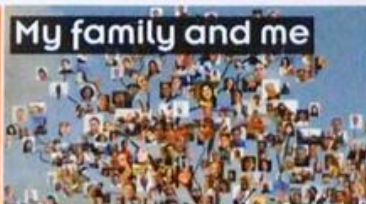


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# contents

4	<b>Welcome to together</b>	<ul style="list-style-type: none"> <li>• What's in your classroom?</li> <li>• Colours</li> <li>• Numbers 1-20</li> <li>• The alphabet</li> <li>• Classroom language</li> </ul>	
<b>Unit</b>	<b>Vocabulary</b>	<b>Grammar</b>	
1	<b>Hello, it's me!</b> 	<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Adjectives for likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• Subject pronouns</li> <li>• Verb <i>be</i>: affirmative and negative</li> <li>• Verb <i>be</i>: <i>yes/no</i> questions</li> <li>• Verb <i>be</i>: short answers</li> <li>• Position of adjectives</li> </ul>
11			
Pairwork A 78 / B 92		Extra practice 80-81	
2	<b>Where are you from?</b> 	<ul style="list-style-type: none"> <li>• Countries and nationalities</li> <li>• Places in town</li> </ul>	<ul style="list-style-type: none"> <li>• Verb <i>be</i>: <i>Wh-</i> questions</li> <li>• Singular and plural nouns</li> <li>• <i>there is / there are</i></li> <li>• Prepositions of place</li> </ul>
21			
Pairwork A 78 / B 92		Extra practice 82-83	
Review A 31-32		Literature A 94-95	
3	<b>Home sweet home</b> 	<ul style="list-style-type: none"> <li>• Possessions</li> <li>• Rooms and furniture</li> </ul>	<ul style="list-style-type: none"> <li>• Possessive adjectives</li> <li>• Possessive 's and s'</li> <li>• <i>whose</i></li> <li>• <i>this, that, these, those</i></li> <li>• Possessive pronouns</li> <li>• Indefinite articles: <i>a, an</i></li> <li>• Definite article: <i>the</i></li> <li>• Articles: <i>a, an, the</i></li> </ul>
33			
Pairwork A 78 / B 92		Extra practice 84-85	
4	<b>My family and me</b> 	<ul style="list-style-type: none"> <li>• Family</li> <li>• Interests</li> </ul>	<ul style="list-style-type: none"> <li>• <i>have got</i>: affirmative and negative</li> <li>• <i>have got</i>: <i>yes / no</i> questions and short answers</li> <li>• <i>like</i> + noun: affirmative and negative</li> <li>• Object pronouns</li> <li>• <i>and, but</i></li> </ul>
43			
Pairwork A 79 / B 93		Extra practice 86-87	
Review B 53-54		Literature B 96-97	
5	<b>A school day</b> 	<ul style="list-style-type: none"> <li>• Daily routines</li> <li>• School subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Present simple: affirmative and negative</li> <li>• Adverbs of frequency</li> <li>• Present simple: <i>yes/no</i> questions and short answers</li> <li>• Present simple: <i>Wh-</i> questions</li> <li>• Prepositions of time</li> </ul>
55			
Pairwork A 79 / B 93		Extra practice 88-89	
6	<b>Things to do</b> 	<ul style="list-style-type: none"> <li>• Abilities</li> <li>• Activities at home</li> </ul>	<ul style="list-style-type: none"> <li>• <i>can</i> for ability: affirmative and negative</li> <li>• Adverbs with <i>can</i></li> <li>• <i>can</i> for ability: questions and short answers</li> <li>• Present continuous: affirmative</li> <li>• Present continuous: negative</li> <li>• <i>because, so</i></li> </ul>
65			
Pairwork A 79 / B 93		Extra practice 90-91	
Review C 75-76		Literature C 98-99	

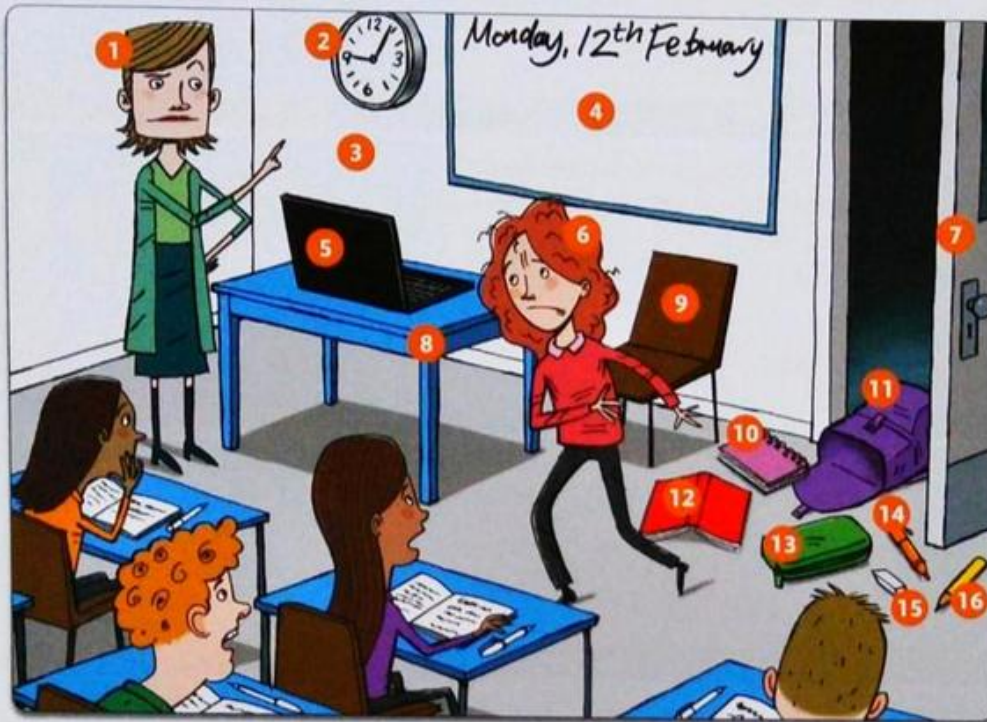
- Days of the week
- Months of the year
- Seasons
- Numbers 21–100
- Ordinal numbers
- Dates
- Basic adjectives
- Time

Practical English	Reading	Project
<ul style="list-style-type: none"> <li>• <b>Speaking:</b> Introducing yourself</li> <li>• <b>Pronunciation:</b> the letter r</li> </ul>	<ul style="list-style-type: none"> <li>• <i>All about me!</i> magazine page</li> </ul>	<ul style="list-style-type: none"> <li>• My likes and dislikes poster</li> </ul>
<b>Workbook W2–W5</b>		
<ul style="list-style-type: none"> <li>• <b>Speaking:</b> Talking about a town or neighbourhood</li> <li>• <b>Pronunciation:</b> /ɒ/ and /ɔ:/</li> </ul>	<ul style="list-style-type: none"> <li>• <i>My favourite place to be</i> internet forum</li> </ul>	<ul style="list-style-type: none"> <li>• A <b>description</b> of your town, village, or neighbourhood</li> </ul>
<b>Workbook W6–W9</b>		
<b>Culture A 100</b>		
<ul style="list-style-type: none"> <li>• <b>Writing:</b> Describing your perfect room</li> <li>• <b>Writing skills:</b> Capital letters and full stops</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The PAS house</i> article</li> </ul>	<ul style="list-style-type: none"> <li>• My favourite possessions <b>presentation</b></li> <li>• <b>Pronunciation:</b> /ɔʊ/</li> </ul>
<b>Workbook W10–W13</b>		
<ul style="list-style-type: none"> <li>• <b>Writing:</b> Describing your family and their interests</li> <li>• <b>Writing skills:</b> Replacing nouns with pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Who are the special people in your life?</i> blog</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about people in a photo <b>interview</b></li> <li>• <b>Pronunciation:</b> Intonation in questions</li> </ul>
<b>Workbook W14–W17</b>		
<b>Culture B 101</b>		
<ul style="list-style-type: none"> <li>• <b>Speaking:</b> Confirming the time and date</li> <li>• <b>Pronunciation:</b> The third person -s</li> </ul>	<ul style="list-style-type: none"> <li>• <i>My school</i> essay</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a <b>web page</b> for a school website</li> </ul>
<b>Workbook W18–W21</b>		
<ul style="list-style-type: none"> <li>• <b>Writing:</b> Describing what people are doing</li> <li>• <b>Writing skills:</b> Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• <i>All you need to know about ...</i> magazine page</li> </ul>	<ul style="list-style-type: none"> <li>• Describing a classmate <b>presentation</b></li> <li>• <b>Pronunciation:</b> can</li> </ul>
<b>Workbook W22–W25</b>		
<b>Culture C 102</b>		

## What's in your classroom?

1 Look at the picture. Label it with the words below.

backpack book chair clock computer desk door notebook pen pencil pencil case rubber screen / board student teacher wall



- 1 teacher
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_
- 11 \_\_\_\_\_
- 12 \_\_\_\_\_
- 13 \_\_\_\_\_
- 14 \_\_\_\_\_
- 15 \_\_\_\_\_
- 16 \_\_\_\_\_

2 02 Listen and check. Then listen again and repeat.

### Colours

3 Reorder the letters to make colours.

- |          |               |           |       |
|----------|---------------|-----------|-------|
| 1 lyoewl | <u>yellow</u> | 7 tehiw   | _____ |
| 2 dre    | _____         | 8 ipnk    | _____ |
| 3 nerge  | _____         | 9 elpupr  | _____ |
| 4 lebu   | _____         | 10 egnora | _____ |
| 5 yerg   | _____         | 11 obrwn  | _____ |
| 6 albkc  | _____         |           |       |

4 03 Listen and check. Then listen again and repeat.

5 04 Listen to the colours. What colours do they make?

- |   |             |   |               |   |              |
|---|-------------|---|---------------|---|--------------|
| 1 | <u>blue</u> | + | <u>yellow</u> | = | <u>green</u> |
| 2 | _____       | + | _____         | = | _____        |
| 3 | _____       | + | _____         | = | _____        |
| 4 | _____       | + | _____         | = | _____        |
| 5 | _____       | + | _____         | = | _____        |
| 6 | _____       | + | _____         | = | _____        |



### Get together

Look at the picture in Exercise 1. Name all the objects with a colour. Your partner must listen and point to the correct objects. Change the **green** words.

Point to the purple backpack!



# Numbers 1-20

6 Match the words to the correct numbers.

eight eighteen eleven fifteen five four fourteen nine nineteen one  
seven seventeen six sixteen ten thirteen three twelve twenty two

1 <u>one</u> _____	6 _____	11 _____	16 _____
2 _____	7 _____	12 _____	17 _____
3 _____	8 _____	13 _____	18 _____
4 _____	9 _____	14 _____	19 _____
5 _____	10 _____	15 _____	20 _____

7 05 Listen and check. Then listen again and repeat.

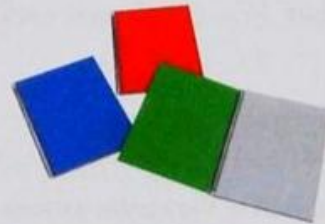
8 Look at the pictures. Answer the questions.



1 How many students are there?  
There is one.



2 How many chairs are there?  
There are \_\_\_\_\_.



3 How many notebooks are there?  
There are \_\_\_\_\_.



4 How many pens are there?  
There are \_\_\_\_\_.



5 How many desks are there?  
There are \_\_\_\_\_.



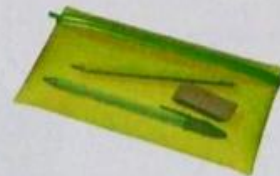
6 How many rubbers are there?  
There are \_\_\_\_\_.



7 How many teachers are there?  
There are \_\_\_\_\_.



8 How many books are there?  
There are \_\_\_\_\_.



9 How many pencil cases are there?  
There is \_\_\_\_\_.



## Get together

06 Listen to the conversations. Repeat. Then ask and answer the questions with a partner. Change the **green** words. Use the objects and people in your classroom.

A: How many red pencils are there?  
B: There are eleven.  
A: How many teachers are there?  
B: There is one!

## The alphabet

1 07 In English there are 26 letters in the alphabet. 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 08 Read the conversations. Listen to the spellings. Choose the correct answers.

1 Ella: How do you spell 'screen'?

Ben: a  b

2 Teacher: How do you spell 'twenty'?

Lucy: a  b

3 Max: What's your name?

Harry: Harry.

Max: How do you spell it?

Harry: a  b



## Get together

09 Listen to the conversations. Repeat. Then ask and answer the questions with a partner. Change the **green** words. Use your own ideas.

1 A: How do you spell 'book'?

B: B-O-O-K.

2 A: What's your name?

B: Lucas.

A: How do you spell it?

B: L-U-C-A-S.



## Classroom language

3 Match the speech bubbles to make six conversations.

1 How do you pronounce the first letter of the alphabet?

2 Maestro is 'teacher' in English!

3 What page is it on?

4 How do you say *silla* in English?

5 I've finished!

6 *Lapiz* is 'pen' in English.

a Great! Now do Exercise 3.

b That's right!

c Eii!

d Sorry, try again.

e Chair.

f Turn to page 44.

4 10 Listen and check. Then listen again and repeat.

## 5 Complete the classroom language with the words below.

close draw listen look open read repeat ~~sit down~~ stand up write



1 Sit down , please.



6 \_\_\_\_\_ to the audio.



2 \_\_\_\_\_, please.



7 \_\_\_\_\_ at the board.



3 \_\_\_\_\_ the words  
in your notebooks.



8 \_\_\_\_\_ the words.



4 \_\_\_\_\_ the text.



9 \_\_\_\_\_ your books.



5 \_\_\_\_\_ a picture.



10 \_\_\_\_\_ your books.

## 6 11 Listen and check. Then listen again and repeat.

## 7 What are the students asking for? Write the requests.

Can I close the window, please? Can I go to the toilet, please? Can I use a dictionary, please?



1 Can I go to the toilet, please?



2 \_\_\_\_\_



3 \_\_\_\_\_

## 8 12 Listen and check. Then listen again and repeat.



### Get together

## 13 Listen to the conversations. Repeat. Then ask and answer the questions with a partner. Change the **green** words. Use your own ideas.

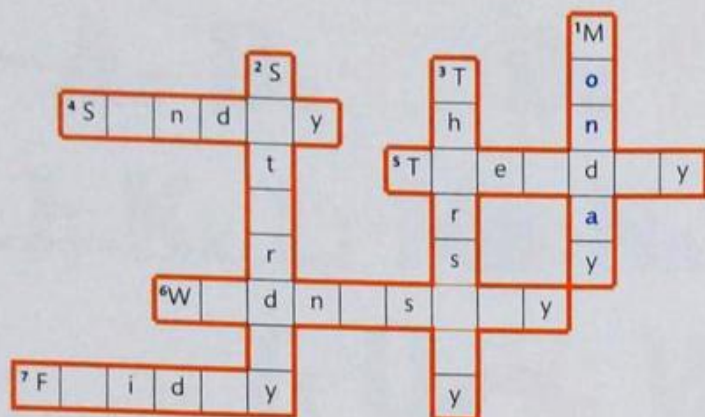
1 A: *Verde* is **green** in English.  
B: That's right.

2 A: How do you say *libro* in English?  
B: Pen.  
A: Sorry, try again.

3 A: What page is the exercise on?  
B: It's on page 27.

## Days of the week

1 Complete the crossword with the days of the week.



2 Write the days of the week in the correct order.

- 1 Monday
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

3 14 Listen and check. Then listen again and repeat.

## Months of the year

4 Match the letters to make the months of the year. Then write the months in the correct order.

- |         |          |
|---------|----------|
| 1 Janu  | a ch     |
| 2 Febr  | b ember  |
| 3 Mar   | c y      |
| 4 Apr   | d mber   |
| 5 Ma    | e ly     |
| 6 Jun   | f ary    |
| 7 Ju    | g ust    |
| 8 Aug   | h e      |
| 9 Septe | i uary   |
| 10 Octo | j cember |
| 11 Nov  | k ber    |
| 12 De   | l il     |

- January \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

5 15 Listen and check. Then listen again and repeat.

## Seasons

6 Match the seasons to the pictures.

autumn spring ~~summer~~ winter



1 summer

2 \_\_\_\_\_



3 \_\_\_\_\_

4 \_\_\_\_\_

7 16 Listen and check. Then listen again and repeat.

## Numbers 21-100

8 Match the words to the correct numbers.

a hundred eighty forty sixty  
twenty-four twenty-two

- |     |                   |
|-----|-------------------|
| 21  | twenty-one        |
| 22  | <u>twenty-two</u> |
| 23  | twenty-three      |
| 24  | _____             |
| 30  | thirty            |
| 40  | _____             |
| 50  | fifty             |
| 60  | _____             |
| 70  | seventy           |
| 80  | _____             |
| 90  | ninety            |
| 100 | _____             |

9 17 Listen and check. Then listen again and repeat.

## Ordinal numbers

10 Match the ordinal numbers to the words.

- |     |           |      |
|-----|-----------|------|
| 1st | a sixth   | 8th  |
| 2nd | b second  | 9th  |
| 3rd | c seventh | 10th |
| 4th | d first   | 11th |
| 5th | e fifth   | 12th |
| 6th | f fourth  | 13th |
| 7th | g third   | 14th |

- |              |      |                |
|--------------|------|----------------|
| h ninth      | 15th | o eighteenth   |
| i tenth      | 16th | p nineteenth   |
| j eleventh   | 17th | q twenty-first |
| k eighth     | 18th | r twentieth    |
| l fourteenth | 19th | s fifteenth    |
| m thirteenth | 20th | t seventeenth  |
| n twelfth    | 21st | u sixteenth    |

11 18 Listen and check. Then listen again and repeat.

## Dates

**Focus** **Vocabulary:** How to write and say dates

Write 01/08 or 1<sup>st</sup> August.  
Say 'the first of August'.



12 Complete the table.

We write ...	We say ...
21/03	' <u>the twenty-first of March</u> '
03/11	' _____ '
14/06	' _____ '
09/12	' _____ '
01/01	' _____ '
30/05	' _____ '

13 Answer the questions. Write the numbers as words.

- How many days are there in a week? Seven
- What's the fourth month of the year?  
\_\_\_\_\_
- How many seconds are there in a minute?  
\_\_\_\_\_
- What's the eleventh month of the year?  
\_\_\_\_\_
- What's the fifth day of the week?  
\_\_\_\_\_
- How many weeks are there in a year?  
\_\_\_\_\_

**Get together**

19 Listen to the conversation. Repeat. Work in small groups. When are your birthdays? Ask and answer the questions. Change the **green** words.

- A: How old are you?  
B: I'm twelve.  
A: When's your birthday?  
B: It's on the seventeenth of June.



## Basic adjectives

14 Write the correct adjectives next to the pictures.

1 bad / good

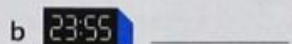


b bad

2 big / small



3 early / late



4 cold / hot



5 happy / sad



15 20 Listen and check. Then listen again and repeat.



**Get together**

Write as many things in the table as you can. Then make sentences with your partner. Change the **green** words.

good	Fridays	bad	
big		small	the pencil
early		late	
cold	winter	hot	
happy		sad	

Fridays are good.  
The pencil is small.  
Winter is cold.

## Time

1 Look at the clock times.

**a** 10.00 It's ten o'clock.  
**b** 10.05 It's five past ten.  
**c** 10.10 It's ten past ten.  
**d** 10.15 It's a quarter past ten.  
**e** 10.20 It's twenty past ten.  
**f** 10.25 It's twenty-five past ten.  
**g** 10.30 It's half past ten.  
**h** 10.35 It's twenty-five to eleven.  
**i** 10.40 It's twenty to eleven.  
**j** 10.45 It's a quarter to eleven.  
**k** 10.50 It's ten to eleven.  
**l** 10.55 It's five to eleven.

2 21 Listen and repeat.

3 Look at the clocks. What time is it? Write the time.



- It's seven o'clock.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Focus Vocabulary: a.m. and p.m.

a.m. = 00.00-11.59      p.m. = 12.00-23.59

In the UK, the 12-hour clock is more common.

09.00 = 9.00 a.m.      21.00 = 9.00 p.m.

4 Find three more times of the day in the word snake and write them next to the times below.

- 6 a.m.-12 p.m. morning
- 12 p.m.-5 p.m. \_\_\_\_\_
- 5 p.m.-9 p.m. \_\_\_\_\_
- 9 p.m.-6 a.m. \_\_\_\_\_

5 22 Listen and check. Then listen again and repeat.

6 Is it a.m. or p.m.? Read the times below. Write the time with a.m. or p.m.

- ten to one in the afternoon 12.50 p.m.
- five past nine in the morning \_\_\_\_\_
- six o'clock in the evening \_\_\_\_\_
- a quarter past eleven at night \_\_\_\_\_
- twenty past three in the afternoon \_\_\_\_\_
- half past four in the afternoon \_\_\_\_\_



### Get together

23 Listen to the conversation. Repeat. Then look at the clock times and ask and answer the question with a partner. Change the green words.

1 A: What time is it?  
B: It's seven o'clock in the morning.

2 A: What time is it?  
B: It's eleven a.m.

- |   |       |   |       |
|---|-------|---|-------|
| a | 07.00 | d | 19.45 |
| b | 11.00 | e | 07.00 |
| c | 14.30 | f | 22.05 |

evening afternoon night morning

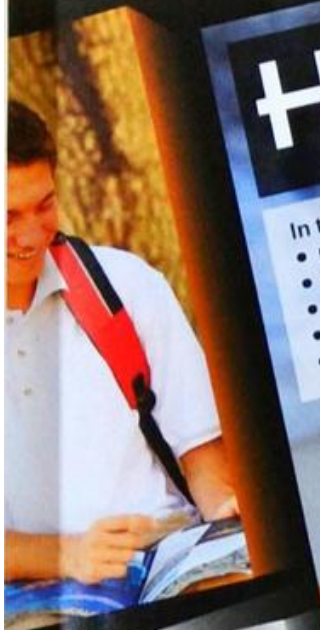


# Hello, it's me!

- In this unit, we will ...
- practise greetings.
  - describe our likes and dislikes with adjectives.
  - make sentences and questions with the verb be.
  - introduce ourselves to new people.
  - make a poster about ourselves.



What are the people saying in the photos?  
Think of different ideas.



# 1 Say hello around the world!

## Get going

1 24 Read and listen to the greetings. Is it morning or afternoon for Sofia?

Beijing, 9 p.m. Hello! I'm Chin.

Rosario, 10 a.m. Hi! I'm Sofia, and he's Lucas!

Sydney, 11 p.m. Good afternoon! I'm Ellie, and she's Jessica.

London, 1 p.m. I'm Tom. Goodnight!

New York, 8 a.m. Good morning. We're Brook and Marissa!

Nairobi, 4 p.m. Hey, I'm Mosi.

## Vocabulary Greetings

2 Look at the pictures. Match the pictures to the greetings.

- |                          |       |                               |       |
|--------------------------|-------|-------------------------------|-------|
| a Mum: Goodbye.          | 5     | d Teacher: Good morning.      | _____ |
| Kids: Bye.               |       | Students: Good morning.       | _____ |
| b Elena: Good afternoon. | _____ | e Phil: Hey.                  | _____ |
| Martin: Good afternoon.  |       | Ana: Hi!                      | _____ |
| c Dad: Goodnight.        | _____ | f Waiter: Good evening.       | _____ |
| Paula: Goodnight.        |       | Sara and David: Good evening. | _____ |



3 25 Listen and check. Then listen again and repeat.

## Listening

4 26 Listen to four conversations. Write down the times below in the correct order.

11.00 p.m. 2.30 p.m. 6.00 p.m. 7.40 a.m.

- 1 2.30 p.m. \_\_\_\_\_ 3 \_\_\_\_\_  
 2 \_\_\_\_\_ 4 \_\_\_\_\_



## Get together

Look at the map in Exercise 1 again. What time is it now? What time is it in other cities? Change the **green** words. Make sentences with a partner.

When it's 5 p.m. in Rosario, it's 8 p.m. in London.

## Grammar Subject pronouns

1 Read the examples. Then study the subject pronouns in the table.

I'm Tom.

We're Brook and Marissa.

Subject pronouns	
Singular	Plural
I	we
you	you
he / she / it	they

2 Label the pictures with the correct subject pronouns.



**Focus Grammar: /**  
The subject pronoun *I* always has a capital letter.  
*You are twelve and I am thirteen.*

## Grammar

### Verb *be*: affirmative and negative

3 Read the examples. Then complete the tables with the correct forms of the verb *be*.

She's Jessica.

Verb <i>be</i> : Affirmative		
Subject pronoun	Full form	Short form
I	am	1 'm
you (singular and plural)	2 _____	're
he / she / it	3 _____	's
we	are	4 _____
they	5 _____	're

It **isn't** morning.

Verb <i>be</i> : Negative		
Subject pronoun	Full form	Short form
I	am not	6 'm not
you (singular and plural)	7 _____	aren't
he / she / it	is not	8 _____
we	9 _____	aren't
they	are not	10 _____

**Focus Grammar: Verb *be* for ages**  
We use the verb *be* for ages.  
*I am twelve.*  
*He is ten years old.*

4 Choose the correct words to complete the conversation.



Matt: Hi, Ben! I <sup>1</sup> **am** / 's here for the meeting.

You <sup>2</sup> **re** / 's here for it, too, right?

Ben: Yes, but the new students <sup>3</sup> **aren't** / **isn't** here.

Matt: The meeting <sup>4</sup> **am** / **is** at 8 a.m. What time is it?

Ben: Oh, no! It <sup>5</sup> **isn't** / 'm 8 a.m. It <sup>6</sup> **re** / 's 8.30.

We <sup>7</sup> **m** / 're late!

5 Complete the affirmative (✓) and negative (X) sentences with the correct forms of the verb *be*.

1 You aren't in the English class. X

2 We \_\_\_\_\_ good students. ✓

3 Maria \_\_\_\_\_ eleven. ✓

4 Juan \_\_\_\_\_ at school today. X

5 The students \_\_\_\_\_ in the classroom. X

6 It \_\_\_\_\_ 9.30 a.m. ✓



### Get together

Work in a group. Make sentences with subject pronouns and the verb *be*.

I'm Carlos. I'm not Pablo.

We are students in Class 4E.

It's Tuesday.

It's a pen.

You're thirteen.

# 1 Tuesdays are boring!

## Get going

1 Look at the photos. Who are the two people?



- a teachers
- b students from one school
- c friends at different schools

2 27 Read and listen to the conversation. Write *Robin* or *Eliza* next to the sentences below.

- 1 Tuesdays are rubbish! Robin
- 2 Spaghetti? It's disgusting! \_\_\_\_\_
- 3 Music is fantastic! \_\_\_\_\_

Hi, Eliza. 😞

Hi, Robin. Are you OK?

No, I'm not. It's terrible Tuesday. 😞

Terrible Tuesday?!?

Yeah, Tuesdays are boring. 😞 Are they boring for you?

No, they aren't. They're cool! Music class is today! 🎵

Is the music teacher OK?

Yes, he is. Mr Cooper is brilliant. And spaghetti is in the school café. It's delicious! 😊

No, it isn't! It's disgusting! 😞

## Vocabulary

### Adjectives for likes and dislikes

3 Look at the photos and the adjectives for showing likes and dislikes. Choose the correct adjectives.



1 boring / delicious



2 brilliant / disgusting



3 interesting / rubbish



4 boring / disgusting



5 boring / brilliant



6 fantastic / rubbish



7 fantastic / terrible



8 terrible / delicious

4 28 Listen and check. Then listen again and repeat.

5 Complete the table with adjectives from Exercise 3.

Adjectives to describe likes	Adjectives to describe dislikes
fantastic	

6 Choose the correct adjectives.

- 1 The book isn't interesting. It's boring / fantastic.
- 2 Jennifer Lawrence is a good actor. She's brilliant / rubbish.
- 3 My music teacher is great. Music class is interesting / terrible.
- 4 Pizza? Yes, please! It's delicious / boring!
- 5 'Five Seconds of Summer are rubbish.'  
'No, they aren't - they're fantastic / delicious!'

7 Complete the sentences with the adjectives below.

brilliant delicious disgusting interesting rubbish

- 1 *Refugee Boy* isn't boring. The story is brilliant!
- 2 The pizza is great. It's \_\_\_\_\_!
- 3 The book is great. It's \_\_\_\_\_.
- 4 One Direction are a terrible pop group. The music is \_\_\_\_\_.
- 5 'Pasta?' 'No thanks - it's \_\_\_\_\_!'

## Grammar Verb be: yes/no questions

1 Read the examples. Then complete the table with the correct forms of the verb *be*.

Are they boring for you?

Is the music teacher OK?

Verb be: yes/no questions	
1 <u>Am</u>	I boring?
2 _____	you in my class?
3 _____	he / she / it OK?
4 _____	we rubbish?
5 _____	you thirteen?
6 _____	they students?

2 Match the words to make questions.

1	Are	the pasta	a teacher?
	Is	you	delicious?

Are you a teacher?

2	Am	it	the morning?
	Is	I	in the English class?

3	Are	he	English books?
	Is	they	an actor?

## Verb be: short answers

3 Read the examples. Then complete the table.

'Are they boring for you?' 'No, they aren't.'

Is your music teacher OK? 'Yes, he is!'

Verb be: Short answers	
Affirmative	Negative
Yes, I <sup>1</sup> <u>am</u> .	No, I'm <sup>2</sup> <u>not</u> .
Yes, <sup>3</sup> _____ are.	<sup>4</sup> _____, you aren't.
Yes, he / <sup>5</sup> _____ / it is.	No, he / she / it <sup>6</sup> _____.
<sup>7</sup> _____, we are.	No, we <sup>8</sup> _____.
Yes, they <sup>9</sup> _____.	No, <sup>10</sup> _____ aren't.

4 It's Joe's first day at King Henry VIII school in Liverpool. Choose the correct answers.



Joe: Excuse me. <sup>1</sup> Are / Is you the music teacher?

Mr Tim: <sup>2</sup> No / Yes, I'm not. I'm the English teacher.

<sup>3</sup> Am / Is it your first day at school?

Joe: Yes, it <sup>4</sup> is / isn't.

Mr Tim: Are <sup>5</sup> he / you in the music class?

Joe: Yes, I <sup>6</sup> am / are. <sup>7</sup> Aren't / Is it in room 203?

Mr Tim: No, it <sup>8</sup> aren't / isn't. Music is in room 201.

5 Read the conversation between Joe and Mr Tim again. Write short answers for the questions.

1 Is Mr Tim the English teacher? Yes, he is.

2 Are Mr Tim and Joe students?

3 Is Joe in the music class?

4 Are you the music teacher, Mr Tim?

5 Mr Tim, Joe, are you at school?

6 Is the English class in room 201?

6 Now Joe is talking to two students, Emma and Harry. Complete his questions and their answers.

Joe: <sup>1</sup> Are \_\_\_\_\_ you in my English class, Emma?

Emma: Yes, <sup>2</sup> \_\_\_\_\_.

Joe: And <sup>3</sup> \_\_\_\_\_ Mr Tim your favourite teacher?

Emma: <sup>4</sup> \_\_\_\_\_ isn't! Mrs Bell is my favourite.

Joe: <sup>5</sup> \_\_\_\_\_ the paninis in the café OK?

Harry: Yes, <sup>6</sup> \_\_\_\_\_. They're delicious!

Joe: <sup>7</sup> \_\_\_\_\_ we late for English class?

Emma: <sup>8</sup> \_\_\_\_\_, we are!



## Pairwork

Work with a partner. Complete the activity.

→ Student A:

go to page 78.

→ Student B:

go to page 92.

# 1 Introducing yourself

## Practical English

1 Agustín is a new student at Hayworth School in Nottingham. Clare is introducing herself to him. Complete the conversation with the words below.

Agustín Bye Hi I'm it is meet  
Nice see thirteen you



Clare: 1 Hi \_\_\_\_\_, 2 \_\_\_\_\_  
Clare. Is it your first day at the school?  
Agustín: Yes, 3 \_\_\_\_\_.  
Clare: What's your name?  
Agustín: I'm 4 \_\_\_\_\_.  
Clare: Agustín? It's an interesting name. It's nice to 5 \_\_\_\_\_ you.  
Agustín: 6 \_\_\_\_\_ to meet you, too.  
Clare: Where are you from?  
Agustín: I'm from Argentina.  
Clare: Wow! Argentina is great! My friend Rocío is from Argentina, too! How old are you?  
Agustín: I'm twelve. And 7 \_\_\_\_\_?  
Clare: I'm 8 \_\_\_\_\_.  
Agustín: Are the teachers OK?  
Clare: Yes, they are. The teachers are brilliant.  
Agustín: Oh, good!  
Clare: OK, 9 \_\_\_\_\_ you, Agustín.  
Agustín: See you, Clare. 10 \_\_\_\_\_.

2 29 Listen and check.

3 Complete the mini-conversations with the highlighted phrases from Exercise 1.

- 1 Hi, I'm Max. \_\_\_\_\_  
Nice to meet you, Max.
- 2 \_\_\_\_\_  
I'm Carolina.
- 3 Nice to meet you. \_\_\_\_\_
- 4 \_\_\_\_\_  
I'm from Chile.
- 5 \_\_\_\_\_  
I'm thirteen.
- 6 See you, Lucas. \_\_\_\_\_  
See you. \_\_\_\_\_

## Listening

4 30 Put the conversation in the correct order. Then listen and check.

- \_\_\_\_\_ Matt: Chile? Brilliant! How old are you?
- \_\_\_\_\_ Sofia: See you, Matt. Bye!
- \_\_\_\_\_ Matt: Nice to meet you, too. Where are you from?
- \_\_\_\_\_ Matt: I'm thirteen, too. See you, Sofia.
- 1 \_\_\_\_\_ Matt: Hi, I'm Matt. Is it your first day at the school?
- \_\_\_\_\_ Sofia: I'm from Chile.
- \_\_\_\_\_ Sofia: I'm thirteen. And you?
- \_\_\_\_\_ Sofia: Yes, it is. I'm Sofia. Nice to meet you.

### Focus

#### Pronunciation: The letter r

31 In English, we don't always pronounce the letter r. Listen to these words. In which words can you hear the r sound?

- |  |                                      |                                   |
|--|--------------------------------------|-----------------------------------|
| 1 boring <input checked="" type="checkbox"/> | 5 favourite <input type="checkbox"/> | 9 word <input type="checkbox"/>   |
| 2 board <input checked="" type="checkbox"/>  | 6 thirteen <input type="checkbox"/>  | 10 write <input type="checkbox"/> |
| 3 Argentina <input type="checkbox"/>         | 7 terrible <input type="checkbox"/>  |                                   |
| 4 brilliant <input type="checkbox"/>         | 8 where <input type="checkbox"/>     |                                   |

32 Listen to the words. Then listen again and repeat.

These words have the r sound.

brown group interesting rubbish

These words haven't got the r sound.

afternoon morning number teacher

33 Listen and repeat the sentences. Then practise saying them with a partner.

- 1 Mr Brown is my favourite teacher.
- 2 Mornings are terrible, but afternoons are really great!
- 3 The number three is my favourite number and the number thirteen is not!

## Grammar Position of adjectives

1 Read the examples. Then study the table.

It's an **interesting** name.

Argentina **is great!**

The teachers **are brilliant.**

Is it **cold** today?

What is your **favourite food?**

be + adjective	Adjective + noun
The spaghetti is <b>delicious.</b>	You aren't a <b>terrible actor!</b>
The book <b>isn't interesting.</b>	Monday is a <b>rubbish day.</b>
Is the book <b>old?</b>	What's your <b>first name?</b>
<b>Are</b> the pizzas <b>delicious?</b>	Where is the <b>new backpack?</b>

2 Where do the adjectives go in the sentences? Write the adjectives in the correct gap.

- It's six o'clock and it's a nice evening  
- \_\_\_\_\_ . (nice)
- Mmm, the pasta \_\_\_\_\_ is \_\_\_\_\_ .  
(delicious)
- I'm thirteen today. Birthdays \_\_\_\_\_ are  
\_\_\_\_\_ ! (brilliant)
- Is Mrs Lewis a \_\_\_\_\_ teacher  
\_\_\_\_\_ ? (fantastic)
- The \_\_\_\_\_ idea is \_\_\_\_\_ . (terrible)
- The \_\_\_\_\_ game is \_\_\_\_\_ .  
(boring)
- Are \_\_\_\_\_ they \_\_\_\_\_ students?  
(good)

**Focus Grammar: really**  
Really makes an adjective stronger.  
It always goes before an adjective.  
*The book is **really** interesting.*  
*Today is a **really** rubbish day.*

3 Reorder the words to make sentences or questions.

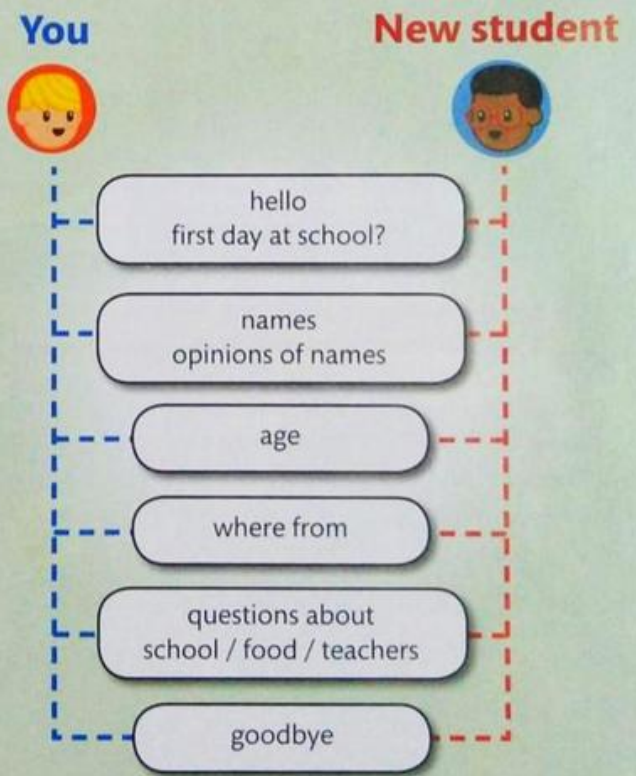
- a / I'm / terrible / not / student  
I'm not a terrible student.
- Is / he / brilliant / a / actor / ?  
\_\_\_\_\_
- spaghetti / really / The / delicious / is  
\_\_\_\_\_
- an / book / interesting / It's  
\_\_\_\_\_
- lessons / boring / English / aren't  
\_\_\_\_\_
- brilliant / a / You're / teacher / really  
\_\_\_\_\_

## Speaking

4 Imagine there is a new student from a different country at your school. Work with a partner and make notes for a conversation with the new student. Use the table to help you.



What to say ... when you meet a new student.	
You	New student
Hi.	Hey.
Nice to meet you.	Nice to meet you, too.
What's your name?	It's ...
Where are you from?	I'm from ...
How old are you?	I'm ... And you?
See you. / Bye.	See you. / Bye.



## Put it together

Role-play your conversation with a partner.

## Reading

1 Look at the photos on the magazine page. Who are the people? How old are they?

- A She's Abby. She's twelve.  
 B \_\_\_\_\_  
 C \_\_\_\_\_  
 D \_\_\_\_\_

2 34 Read and listen to the magazine page. What does the magazine ask about? Choose the correct answer.

- a favourite days of the week    b good things and bad things    c opinions on music

3 Complete the table for Abby, Pancho, Louisa, and David.

	Likes	Dislikes
Abby	Ariana Grande	
Pancho		
Louisa		
David		



## Look it up!

a Look at the words highlighted in **grey** in the text. They are nouns. A **noun** is a person, an animal, a place, a thing, or an idea.

The nouns highlighted in **yellow** are proper nouns. Proper nouns are specific names of people, places, things, or ideas. They always have a capital letter.

a boy / *David*

a country / *Argentina*

b Now look at the dictionary extract. How do you know that the word is a noun?

**school** /sku:l/ n 1 colegio, escuela: school age/ uniform edad/uniforme escolar

c Look at the dictionary extracts below. Which word is a noun?

**where** /weə(r)/ adverbio, conjunción

► adv 1 dónde: *Where are you going?* ¿Adónde vas? ◊ *I don't know where it is.* No sé dónde está. 2 donde: *the town where I was born* el pueblo en que nació.

► conj donde: *Stay where you are.* Quedate donde estás.

**student** /'stju:dnt; USA 'stu:-/ n 1 estudiante (de universidad) 2 alumno, -a

**horrible** /'hɒrəbl; USA 'hɔ:r-/ adj horrible



## The world around you

Complete the table with your likes and dislikes and adjectives from the unit. Write sentences with the words. Think about these things:

- days of the week
- seasons
- food
- times of day
- school

Summer is great. Winter is terrible!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Likes	Dislikes
summer – great	winter – terrible

The teenagers in the magazine article are from different countries around the world. Are their likes and dislikes similar to yours? Why? / Why not?



# All about me

Write to *Hello World* magazine! What are your likes? What are your dislikes? Tell us all about you!

## A Abby, 12

Hi! I'm Abby, and I'm from the UK.

My favourite **pop star** is Ariana Grande. She's a brilliant singer. **One Direction** is NOT my favourite pop group. They're terrible! Bye!



## B Pancho, 13

Hey! My name is Pancho, and I'm from **Argentina**.

My favourite **food** is **asado** - it's delicious.



But **ravioli** is disgusting!



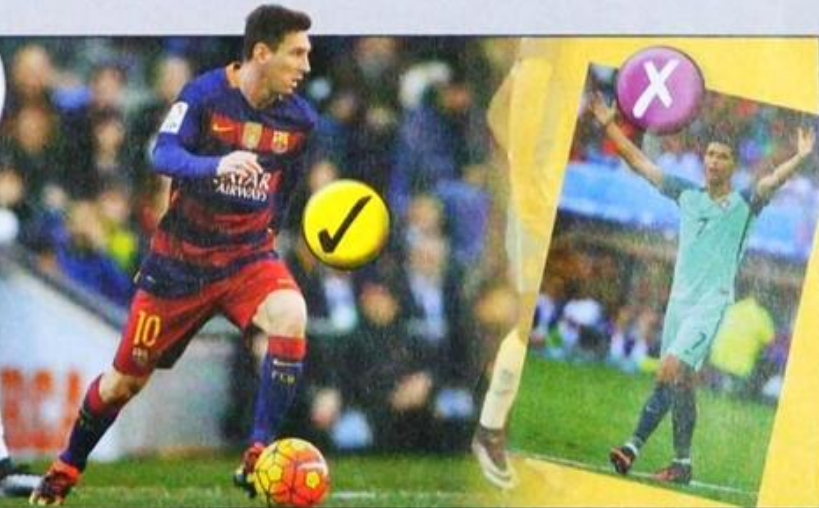
## C Louisa, 13

Hello! I'm Louisa, and I'm from Australia. My favourite **days** of the week are Friday and Saturday. They're brilliant! Sundays and Mondays? They're terrible!



## D David, 12

Hey! I'm **David**, and I'm from **Uruguay**. In my opinion, **Lionel Messi** is a brilliant football player. **Ronaldo** is rubbish - he isn't my favourite! See you!



## Project

## Stage 1: Preparing

- Read Zac's poster. What is his second name? Complete the table.

Name:	Zac Richards
Age:	
From:	
Likes:	
Dislikes:	

## Stage 2: Planning your project

- You are going to make a poster all about you.
- Make a table with your name, age, home town, and likes and dislikes.
- Think of adjectives to describe your likes and dislikes.

Name:	Alejandro Diaz
From:	Puerto Madryn
Age:	12
Likes:	chocolate – delicious Avicii – fantastic
Dislikes:	macaroni – disgusting Justin Bieber – terrible

Name:	
From:	
Age:	
Likes:	
Dislikes:	

## Hello, it's me!



I'm Zac Richards.

I'm from  
Edinburgh.  
It's brilliant!



I'm thirteen.

13

Football is fantastic!



Tennis is rubbish!

Pizza is delicious!



Pasta is disgusting!

## Stage 3: Writing a draft

- Write sentences for your poster. Write on paper or your computer.
- Use subject pronouns and the verb *be*.
- Use adjectives for likes and dislikes, too.

## Stage 4: Checking

- Swap your work with a partner. Check your partner's work carefully.
- Is there lots of new language from the unit on the poster?

## Stage 5: Finalising and presenting



Make your  
digital poster.



Make your  
poster.

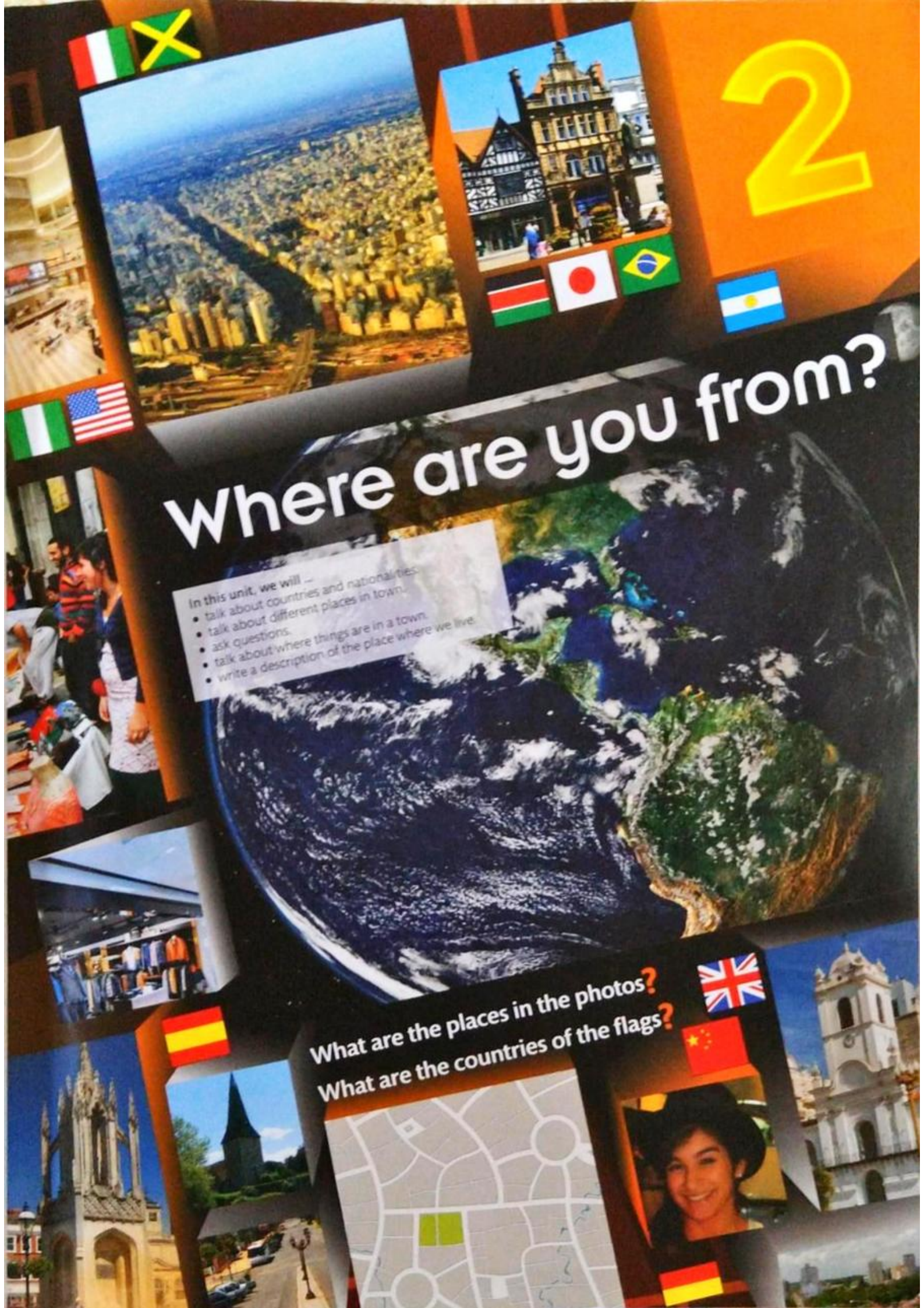
- Add photos and pictures to your poster.
- Tell your class about the likes and dislikes in your poster.
- Read the other posters. Choose your three favourite posters. Tell a partner why you like them.

2

# Where are you from?

- In this unit, we will ...
- talk about countries and nationalities.
  - talk about different places in town.
  - ask questions.
  - talk about where things are in a town.
  - write a description of the place where we live.

What are the places in the photos?  
What are the countries of the flags?



## Get going

- 1 35 Read and listen to the text.  
Where is Fairfield School?



### A multicultural school

Fairfield School in Bristol, the UK, is very multicultural. The children are from families from over forty countries, including Germany, Nigeria, and Argentina.

### Why is Fairfield School multicultural?

Bristol is an international city, with people of many different nationalities. At Fairfield School, the students are a combination of the different cultures in Bristol.

### What are the languages at Fairfield School?

For many students, the language at home is Spanish or Mandarin Chinese, for example. But at school, the language in the classes is English. It's the language of communication!

- 2 Answer the questions.

- 1 Why are there different nationalities at Fairfield School?
- 2 What is the language of communication at Fairfield School?
- 3 Are there students from other countries at your school? Where are they from?

## Vocabulary Countries and nationalities

- 3 Look at the map. Write the countries.

Argentina Brazil China Germany Italy Jamaica  
Japan Kenya Nigeria Spain the UK the US



- 4 36 Listen and check. Then listen again and repeat.

- 5 Now match the nationalities to the countries.

American Argentine Brazilian British Chinese  
German Italian Jamaican Japanese Kenyan  
Nigerian Spanish

- |   |        |    |       |
|---|--------|----|-------|
| 1 | Kenyan | 7  | _____ |
| 2 | _____  | 8  | _____ |
| 3 | _____  | 9  | _____ |
| 4 | _____  | 10 | _____ |
| 5 | _____  | 11 | _____ |
| 6 | _____  | 12 | _____ |

- 6 37 Listen and check. Then listen again and repeat.

## Listening

- 7 38 Listen to the people talking. Choose the correct answers.

- 1 Jesús is Spanish / Brazilian.
- 2 Lola is from the US / the UK.
- 3 Chen is Chinese / Nigerian.
- 4 Maria is Jamaican / German.

## Grammar Verb be: Wh- questions

1 Read the examples. Then study the table.

Why is Fairfield multicultural?

What is the language at Fairfield?

Question	Answer
What is your nationality?	I'm Nigerian.
When is the party?	It's on Saturday.
Who is your teacher?	My teacher is Mrs Ryan.
Why is he your favourite actor?	He's great!
Where are you from?	I'm from the UK.
How old are you?	I'm fourteen.

2 Choose the correct answers.

**Answer the questions about you!**

- What / Why** 's your name?  
Franco
- Where / Who** are you from?  
Córdoba
- How old / What** are you?  
Twelve
- What / When** 's your birthday?  
12<sup>th</sup> October
- How / Who** are your friends?  
David, Maria, and Eduardo
- What / Where** is your favourite month?  
January
- Who / Why** is it your favourite?  
It's summer!

3 Mark is interviewing Alan, a student at Fairfield school. Complete Mark's questions.

- 'What is \_\_\_\_\_ your nationality?' 'I'm British.'
- '\_\_\_\_\_ your family from?' 'My family is from Spain.'
- '\_\_\_\_\_ your favourite pop stars?' 'Jason Derulo and Bruno Mars!'
- '\_\_\_\_\_ you?' 'I'm thirteen.'
- '\_\_\_\_\_ your birthday?' '14<sup>th</sup> May.'
- '\_\_\_\_\_ your favourite day?' 'Saturday! It's awesome!'
- '\_\_\_\_\_ Saturday awesome?' 'No early mornings!'

## Singular and plural nouns

4 Read the examples. Then read the spelling rules below.

The **children** are from over forty **countries** ...

The **students** are a combination of cultures.

The language in the **classes** is English.

- Nouns ending in a consonant or vowel: **add -s**
- Nouns ending in -s, -x, -z, -ch, or -sh: **add -es**
- Nouns ending in -y: **remove -y and add -ies**

### Focus

#### Grammar: Irregular plural nouns

Some plural nouns in English are irregular.

child → **children**    person → **people**  
man → **men**    woman → **women**

5 Choose the correct nouns from the brackets. Write their plural forms.

- My **friends** \_\_\_\_\_ are Alberto and Luis. (friend / nationality)
- My favourite \_\_\_\_\_ are English and music. (class / person)
- Nigeria and Germany are \_\_\_\_\_. (country / school)
- Mr Smith and Mrs Jackson are \_\_\_\_\_ in the school. (classroom / teacher)
- Do the exercise with pens, not \_\_\_\_\_, please. (child / pencil)
- Who are the \_\_\_\_\_ in the photo? (country / child)

6 Complete the text with the plural forms of the nouns below. There is one extra noun.

city country language nationality person town

<sup>1</sup> **Cities** \_\_\_\_\_ in the UK are very multicultural, and the <sup>2</sup> \_\_\_\_\_ in London are from a lot of different <sup>3</sup> \_\_\_\_\_. Listen to the <sup>4</sup> \_\_\_\_\_: English, Spanish, Mandarin, Italian! With hundreds of different <sup>5</sup> \_\_\_\_\_, London is very interesting!



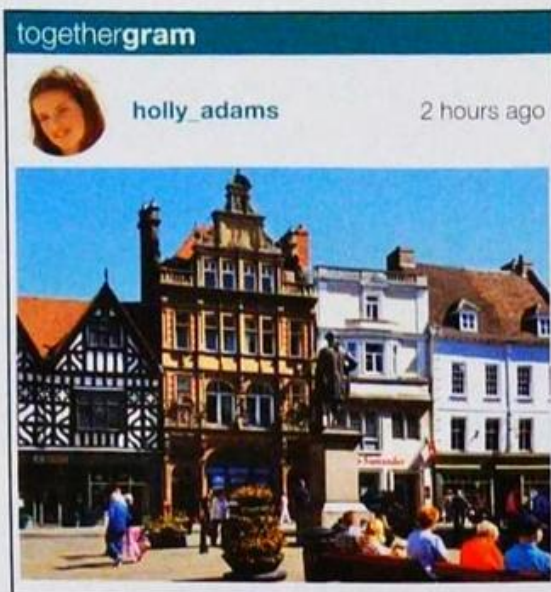
### Get together

Make questions with the words from columns A, B, C, and D. Ask and answer the questions.

A	B	C	D
What	old	you	birthday?
When	is	your	favourite actor?
Where	is	your	you?
Who	are	are	nationality?
How	is	your	from?

## Get going

1 39 Read and listen to the comments about Holly's photo. What buildings are in the photo?



♥ jencooper, Katie\_reeves, Mikey9, tomPJ, and saz\_T like this.

• **Mikey9** Your photo is great, Holly! Where is it?

**holly\_adams** Thanks! It's my home town – the town of Shrewsbury!

**annajones** Is it nice?

**holly\_adams** Yes, it is. It's great! There are cool cafés, cinemas, and theatres.

**annajones** Are there good shops?

**holly\_adams** Yes, there are shops in my photo. And there are great shopping centres here, too.

**saz\_T** Is there a swimming pool?

**holly\_adams** Yes, there is. It's really popular.

**Mikey9** What about museums?

**holly\_adams** Yes, there's an interesting museum in the town centre.

**annajones** Shrewsbury is a brilliant town!

**holly\_adams** That's right!

## Vocabulary Places in town

2 Choose the correct words for each place in town.



1 a museum /  
a square

2 a post office /  
a swimming pool

3 a church /  
a theatre

4 a swimming pool /  
a museum

5 a shopping centre /  
a supermarket



6 a theatre /  
a post office

7 a square / a bank

8 a cinema /  
a church

9 a post office /  
a shopping centre

10 a shopping centre /  
a cinema

3 40 Listen and check. Then listen again and repeat.

4 Complete the sentences with the correct places in town. There is one extra place.

- Listen! There is music in the church.
- There are hundreds of great shops and cafés in the \_\_\_\_\_!
- The actors in the \_\_\_\_\_ are very good.
- In summer, there are lots of people in the cafés on the \_\_\_\_\_.
- There's no pizza and pasta! Is there a \_\_\_\_\_ in the town?
- There is a lot of information about the town in the \_\_\_\_\_.

church museum  
shopping centre  
square supermarket  
swimming pool  
theatre



### Put it together

Are the places in your neighbourhood? What are their names? Where are they? Tick (✓) the places. Write sentences.

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> cinema | <input type="checkbox"/> swimming pool   |
| <input type="checkbox"/> church            | <input type="checkbox"/> supermarket     |
| <input type="checkbox"/> bank              | <input type="checkbox"/> shopping centre |
| <input type="checkbox"/> square            | <input type="checkbox"/> museum          |

The Odeon cinema is on Avenida Marconi.

## Grammar *there is / there are*

1 Read the examples. Then complete the table.

There are great cafés.

There's an interesting museum.

Is there a swimming pool? Yes, there is.

		<i>there is / there are</i>	
		Singular	Plural
Affirmative	There <sup>1</sup> <u>is</u> / There's	<sup>2</sup> _____ are	
Negative	<sup>3</sup> _____ isn't	There <sup>4</sup> _____	
Questions	Is there ... ?	Are <sup>5</sup> _____ ... ?	
Short affirmative answers	Yes, <sup>6</sup> _____ is.	<sup>7</sup> _____, there are.	
Short negative answers	No, there <sup>8</sup> _____.	No, there <sup>9</sup> _____.	

Now complete the rules below with *plural* or *singular*.

a We use *there is / there isn't* with \_\_\_\_\_ nouns.

b We use *there are / there aren't* with \_\_\_\_\_ nouns.

2 Reorder the words to make sentences and questions.

1 a school / there / is / ?

Is there a school?

2 a bank / my neighbourhood / There / in / isn't

3 a shopping centre / in / There's / the city

4 the town / aren't / two post offices / There / in

5 good swimming pools / Are / there / in the town / ?

3 Write affirmative (✓) and negative (✗) sentences.

1 (✓) There's a church in the town.

2 (✗) \_\_\_\_\_ a post office.

3 (✓) \_\_\_\_\_ two shopping centres.

4 (✗) \_\_\_\_\_ three theatres here!

5 (✗) \_\_\_\_\_ a bank.

6 (✓) \_\_\_\_\_ five museums in the city.

4 Look at the information. Write questions and short answers.

- |                   |                        |
|-------------------|------------------------|
| a four churches ✓ | d two swimming pools ✗ |
| b a supermarket ✗ | e three hotels ✓       |
| c a cinema ✓      |                        |

a Are there four churches? Yes, there are.

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

e \_\_\_\_\_

5 Complete the conversation.



Dan: Excuse me. It's my first visit to Tandil.

<sup>1</sup> Is there a cinema (? / a cinema)?

Fede: <sup>2</sup> \_\_\_\_\_ (✓).

<sup>3</sup> \_\_\_\_\_ (✓ / a cinema)

on Panamá street.

Dan: Great. And <sup>4</sup> \_\_\_\_\_

(? / a supermarket) near here?

Fede: <sup>5</sup> \_\_\_\_\_ (✓).

<sup>6</sup> \_\_\_\_\_

(✓ / a supermarket) only fifty metres from here.

Dan: Thanks. <sup>7</sup> \_\_\_\_\_

(? / museums) in Tandil?

Fede: <sup>8</sup> \_\_\_\_\_ (✓).

<sup>9</sup> \_\_\_\_\_ (✓ /

an interesting museum) on Chacabuco street.

Dan: Cool. Now, <sup>10</sup> \_\_\_\_\_

(? / a post office) on this street?

Fede: <sup>11</sup> \_\_\_\_\_ (✗). But

<sup>12</sup> \_\_\_\_\_ (✓ / a post

office) on General Pinto street.



## Pairwork

Work with a partner. Complete the activity.

→ Student A:  
go to page 78.

→ Student B:  
go to page 92.

# 2 Talking about a town or neighbourhood

## Practical English

1 Nico is visiting the City of Buenos Aires. Complete the conversation with the phrases below.

Are there ~~is there~~ Thank you  
there are where is Yes, there is



Nico: Excuse me. <sup>1</sup> Is there a post office in the neighbourhood?  
 Clare: <sup>2</sup> \_\_\_\_\_. It's on Avenida de Mayo between Piedras and Chacabuco streets.  
 Nico: Thank you. And <sup>3</sup> \_\_\_\_\_ the supermarket?  
 Clare: The supermarket is near here. It's opposite the bank.  
 Nico: Thank you. <sup>4</sup> \_\_\_\_\_ good museums here?  
 Clare: Yes, <sup>5</sup> \_\_\_\_\_. There's an excellent museum, the Cabildo, in front of the Plaza de Mayo square on Bolivar street. It's very interesting.  
 Nico: Oh, yes! My hotel is on Bolivar street, behind the square! <sup>6</sup> \_\_\_\_\_  
 Clare: No problem!

2 41 Listen and check.

3 Are the sentences T (true) or F (false)?

- The post office is in a shopping centre. T  F
- There's a supermarket on Chacabuco street. T  F
- There isn't a bank. T  F
- The museum isn't very interesting. T  F
- There's a hotel behind the square. T  F

4 Complete the mini-conversations with the correct questions.

- 'Are the museums interesting \_\_\_\_\_?'  
'No, they aren't. The museums are really boring.'
- '\_\_\_\_\_?'  
'The church is on Clark Avenue. It's next to the cinema.'
- '\_\_\_\_\_ in the town?'  
'No, there isn't. There isn't a bank here.'
- '\_\_\_\_\_?'  
'The museums are on Lipton Street.'
- '\_\_\_\_\_ on Tyler Avenue?'  
'Yes, there are. The shops on Tyler Avenue are great!'

## Listening

5 42 Amy is on a school trip in Brazil. Listen to her FaceTime conversation with her mum. Complete it with the correct places in town.

Mum: Hey, Amy! How's your visit to Brazil?  
 Amy: It's great! I'm in São Paulo!  
 Mum: Really? What's that church behind you?  
 Amy: It's the São Paulo Cathedral.  
 Mum: Are there any <sup>1</sup> museums near there?  
 Amy: No, there aren't, but there are some great ones in the city.  
 Mum: And are there any nice shops?  
 Amy: Yes, the Frei Caneca <sup>2</sup> \_\_\_\_\_ is fantastic. There's a <sup>3</sup> \_\_\_\_\_ there, too, and a <sup>4</sup> \_\_\_\_\_. It's really big!  
 Mum: What's your favourite place in São Paulo?  
 Amy: Well, for my friends it's the Ibirapuera Park. But my favourite place is the São Paulo <sup>5</sup> \_\_\_\_\_ of Art! It's really, really great!

## Focus

**Pronunciation:** /ɒ/ and /ɔ:/

43 Listen to the sound of the letter o in the following words. It has two different sounds: /ɒ/ and /ɔ:/. Listen and repeat.

/ɒ/ orange problem /ɔ:/ forty door

44 Listen to the words below. What is the pronunciation of the letter o in each word? Tick (✓) the correct boxes.

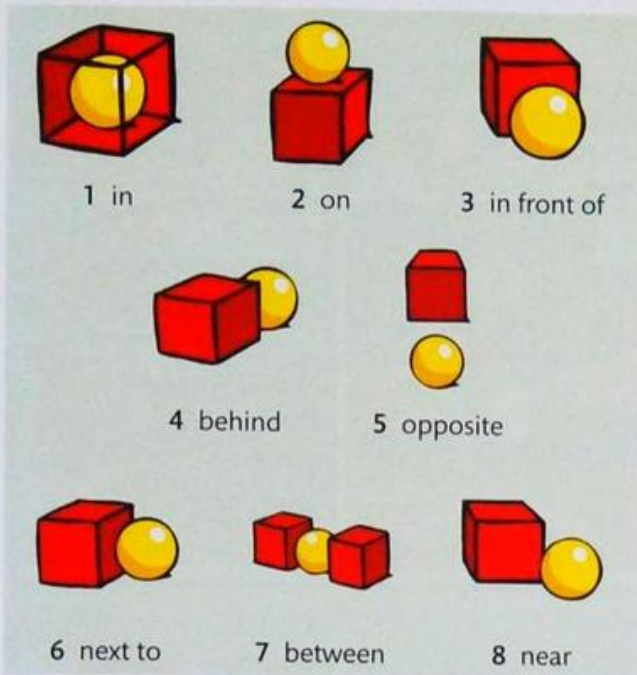
	/ɒ/	/ɔ:/
1 door		✓
2 shopping		
3 boring		
4 office		
5 morning		
6 your		

## Grammar Prepositions of place

1 Read the examples. Then study the pictures.

It's **opposite** the school.

There's an excellent museum **next to** the shopping centre.



2 45 Listen and repeat.

3 Look at the map of Salta. Choose the correct prepositions of place.



- The post office is near / on Belgrano Street.
- Nueve de Julio Square is in / in front of Salta.
- The cinema is behind / near the post office.
- The shopping centre is between / opposite the square.

4 46 Listen to the description of Salta. Label places a-e on the map with the places below.

bank café church ~~museum~~ theatre

## Speaking

5 Work with a partner. Make notes for a conversation between Daniel, a tourist from the UK, and Naty from Salta. Use the map in Exercise 3 and the ideas below.

- Daniel is on the corner of Belgrano Avenue and Zuviria Street. He wants to find the café, the shopping centre, the museum, and the post office.
- Daniel is on the corner of España Street and Zuviria Street. He wants to find the square, the cinema, the church, and the bank.



What to say ...  
when you ask where things are.

Tourist	Local
Excuse me. Is / Are there ... near here?	Yes, there is. / No, there isn't. Yes, there are. / No, there aren't.
Where is ... ?	It's ...
Where are ... ?	They are ...
Thank you very much.	No problem.

### Tourist



### Local



Ask two questions with *Is / Are there ... ?*

Give short answers. Give information about location with prepositions of place.

Ask two questions with *Where ... ?*

Give answers with information about location with prepositions of place.

End the conversation.



### Put it together

Role-play your conversation from Exercise 5 with a partner.

# 2 My favourite place to be

## Reading

1 Look at the photos. What is the text about?

- a countries
- b cities
- c places in a neighbourhood

2 47 Read and listen to the internet forum. Match photos A-C on page 29 to Leon, Carla, and Valentina.

- 1 Leon   C
- 2 Valentina
- 3 Carla

3 Match the numbers from the forum to the pictures.

- 1 400
- 2 381
- 3 15



## Look it up!

a Look at the order of the entries in the dictionary page. What order are they in?

**the** /ðə/ art def el/la/lo, los/las Antes de vocal se pronuncia /ði/ o, si se quiere dar énfasis, /ði:/

**theatre** (USA theater) /'θi:ətə(r); USA 'θi:ə-/ n teatro Ver tb LECTURE THEATRE, MOVIE THEATER OPERATING THEATRE

**theatrical** /θi:'ætrɪkl/ adj teatral, de teatro

b What order are the words below in a dictionary? Write them in the correct order.

- 1 cinema centre church  
\_\_\_\_\_
- 2 brilliant boring but  
\_\_\_\_\_
- 3 supermarket screen shopping centre shop  
\_\_\_\_\_
- 4 fantastic fourteen favourite  
\_\_\_\_\_

4 Read the internet forum again. Answer the questions.

- 1 Where is Leon from?  
He's from Bloomington, Minnesota.
- 2 What is his favourite thing in Bloomington?  
\_\_\_\_\_
- 3 What is next to Valentina's home?  
\_\_\_\_\_
- 4 What is the famous event on Defensa Street?  
\_\_\_\_\_
- 5 Is there a church in Fordwich?  
\_\_\_\_\_
- 6 What is Carla's opinion of the people in her town?  
\_\_\_\_\_



## The world around you

Discuss the questions.

- 1 Which place in the text do you prefer? Why?
- 2 What are your favourite things about your home town?
- 3 What are the bad things about your home town?
- 4 Is your town interesting for visitors? Why? / Why not?


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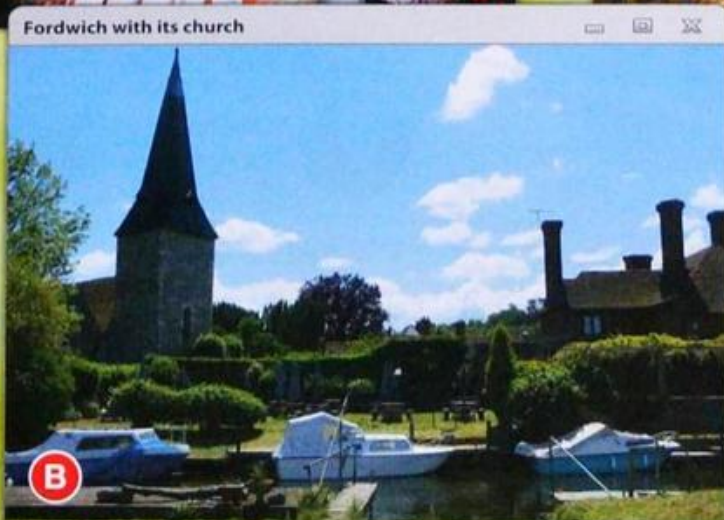
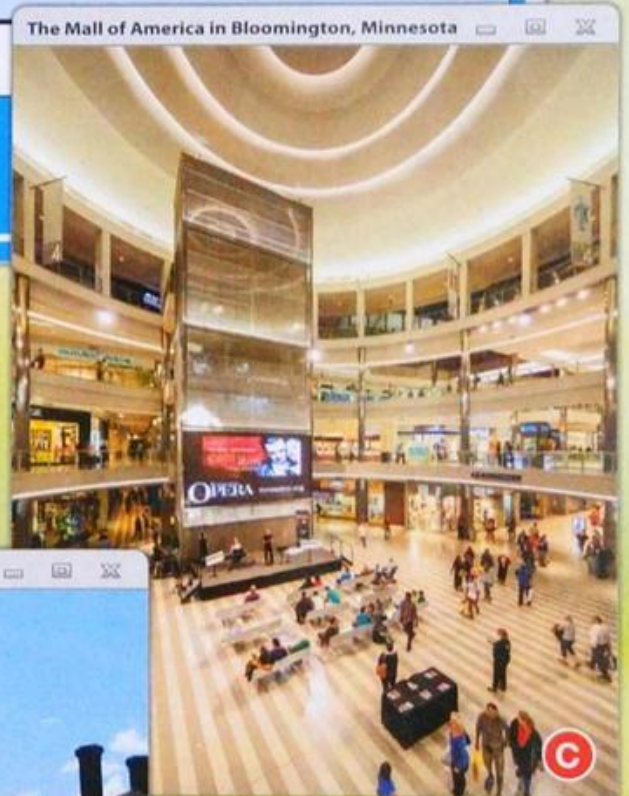
Archive New thread

Member Thread: Where's your favourite place to be?

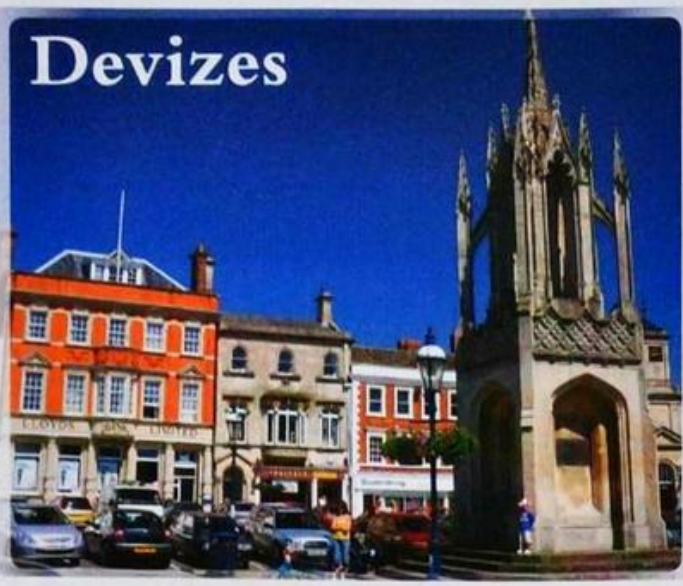
**Leon** 12.45  
  
I'm from Bloomington, Minnesota, in the US. There's a brilliant shopping centre here, called the Mall of America, with more than four hundred shops, restaurants, and cafés! There's a cinema, too, with fourteen screens!

**Valentina** 12.37  
  
I'm from the City of Buenos Aires, Argentina. My home is in the San Telmo neighbourhood of the city, next to museums, shops, and theatres. My favourite street is Defensa, famous for its Sunday antiques and crafts market. There are fifteen blocks of market stalls. The atmosphere on the street is brilliant!

**Carla** 11.45  
  
I'm from a town in the UK called Fordwich. There are only 381 people here. There's a church near the town centre, but there are no interesting shops. But Fordwich isn't boring. The people are fantastic, and it's my favourite place to be!



Project



Devizes

My town is called Devizes. It isn't a very big town – there are about twelve thousand people here. There are shops, banks, cafés, a post office, and two supermarkets. There's a swimming pool in the town, too!

There isn't a shopping centre in Devizes, but there are some great shops on a road called The Brittox. There are lots of churches, and there's a museum between two churches on Long Street. My favourite place in Devizes is the town square. There aren't lots of cafés on it, but there's a market every Thursday.

Stage 1: Preparing

- Look at the photo. Read Elliot's description of his town. Then answer the questions.
  - 1 Is Devizes a big town?  
No, it isn't.
  - 2 Where are the shops?  
\_\_\_\_\_
  - 3 Where is the museum?  
\_\_\_\_\_
  - 4 When is the market?  
\_\_\_\_\_
  - 5 What is Elliot's favourite place?  
\_\_\_\_\_

Stage 2: Planning

- You are going to write a description of your town, village, or neighbourhood. Illustrate it with drawings or photos.
- Complete the table below with a list of places for your description.  
Where are they exactly? What are they near?  
Think of prepositions to describe their location.

Place	Where is it?
cinema	between the shopping centre and the supermarket


Stage 3: Writing a draft

- Write a description of your town, village, or neighbourhood.
- Use *there is / there are* and prepositions of place.
- Use vocabulary for places in town, too.


Stage 4: Checking

- Swap your work with a partner.
- Check your partner's work carefully.
- Is there lots of new language in the description?

Stage 5: Finalising and presenting



Write your description.



Type your description.

- Add photos and drawings to illustrate your description. Label the drawings and the photos.
- Tell your class about your description.
- Read the other descriptions. Choose your three favourite descriptions. Tell a partner why you like them.

## Vocabulary Greetings

1 Choose the correct greetings to complete the conversations.

Teacher: Good morning / Goodbye, Pedro.

Student: <sup>2</sup>Afternoon / Hello, Mrs Stewart!

Sal: <sup>3</sup>Goodnight / Hey! How are you?

Dani: <sup>4</sup>Bye / Hi! I'm OK. You?

Clare: <sup>5</sup>Good evening / Morning! You're early for school.

Louis: Oh, <sup>6</sup>evening / hi! Yes, it's only ten past eight!

Dad: It's very late, Jack.

Jack: OK, Dad. <sup>7</sup>Goodbye / Night.

Dad: See you in the morning.

/6

## Adjectives for likes and dislikes

2 Complete the text with the correct words from the brackets.

I'm not happy. I'm at a <sup>1</sup> terrible (delicious / interesting / terrible) birthday party. It's really <sup>2</sup> \_\_\_\_\_ (boring / disgusting / fantastic) - five people are here and they aren't very <sup>3</sup> \_\_\_\_\_ (delicious / disgusting / interesting). The music is <sup>4</sup> \_\_\_\_\_ (brilliant / fantastic / rubbish), too - really terrible! But one thing is good: the food. The pasta is <sup>5</sup> \_\_\_\_\_ (delicious / interesting / terrible)! And look, my favourite food! Pizza! <sup>6</sup> \_\_\_\_\_ (Boring / Fantastic / Rubbish)!

/5

## Countries and nationalities

3 Do the geography quiz.

### Complete our geography facts!

- The City of Buenos Aires is the A r g e n t i n e capital.
- B \_\_\_ t \_\_\_ h people are from the UK.
- C \_\_\_ l e is a country next to Argentina.
- N \_\_\_ e r \_\_\_ a \_\_\_ people are from a country in West Africa.
- Rome is the l \_\_\_ l i \_\_\_ capital.
- The language of B \_\_\_ a z \_\_\_ is Portuguese.
- The A \_\_\_ r \_\_\_ c \_\_\_ n capital isn't New York. It's Washington, D.C.!
- C \_\_\_ n \_\_\_ is a big country in Asia.

/7

## Places in town

4 Complete the tourist brochure with the places below. There is one extra place.

church cinema museum post office  
shopping centre swimming pool Theatre

Welcome to Abergavenny, Wales! Here, there are lots of interesting things for visitors. In our <sup>1</sup> shopping centre there are lots of shops, and there are restaurants and cafés, too. For swimming fans there is a brilliant <sup>2</sup> \_\_\_\_\_ and there's the Baker Street <sup>3</sup> \_\_\_\_\_ near Abergavenny, with films for all the family, from *Kung Fu Panda* to *James Bond*! Is culture your thing? Our famous Borough <sup>4</sup> \_\_\_\_\_ is very popular and the actors are fantastic! And in the Abergavenny <sup>5</sup> \_\_\_\_\_ there is a lot of information about our town and its past. There is also a big old <sup>6</sup> \_\_\_\_\_ in the town centre which is interesting for visitors. Come to Abergavenny today!

/5

## Grammar Subject pronouns

5 Complete the subject pronouns.

- |                    |                      |
|--------------------|----------------------|
| 1 I                | 5 i                  |
| 2 y ___ (singular) | 6 w ___              |
| 3 h ___            | 7 ___ o ___ (plural) |
| 4 s ___            | 8 t ___ y            |

/7

## be: affirmative and negative

6 Read Alicia's introduction. Complete the sentences with the correct affirmative (✓) and negative (X) forms of the verb *be*.

- I'm Alicia and I 'm (✓) thirteen. I 'm not (X) twelve!
- My friend Toni \_\_\_\_\_ (X) Spanish. She \_\_\_\_\_ (✓) Argentine.
- My friends Jorge and Pedro \_\_\_\_\_ (X) in English class. They \_\_\_\_\_ (✓) in maths class.
- We \_\_\_\_\_ (X) from Jujuy. We \_\_\_\_\_ (✓) from Salta!
- Our school \_\_\_\_\_ (X) big. It \_\_\_\_\_ (✓) small.
- You \_\_\_\_\_ (✓) a student, but you \_\_\_\_\_ (X) in my class!

/5

## Verb *be*: yes/no questions and short answers

7 Use the information in the table to write questions and short answers.

	a teacher	thirteen	from Chile	Argentine	boring	happy
1 I						✓
2 you (singular)	✓					
3 it					X	
4 we			✓			
5 you (plural)				X		
6 they		X				

- Am I happy? Yes, I am.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

/5

## Position of adjectives

8 Read the conversation with Elisa, a visiting student from Italy. Where do the adjectives in brackets go? Draw an arrow (^).

- Andres: Hey Elisa, where are you from in Italy?  
 Elisa: <sup>1</sup>I'm from the capital city, Rome. It's \_\_\_ a ^ city! (big)  
 Andres: <sup>2</sup>Is it \_\_\_ a \_\_\_ city? (nice)  
 Elisa: <sup>3</sup>Yes, it is. \_\_\_ It is a \_\_\_ city \_\_\_. (fantastic)  
<sup>4</sup>It \_\_\_ isn't ^! (boring)  
 Andres: And the weather?  
 Elisa: <sup>5</sup>It \_\_\_ is \_\_\_. (great) <sup>6</sup>July \_\_\_ and \_\_\_ August \_\_\_ are \_\_\_. (really hot)  
 Andres: <sup>7</sup>And \_\_\_ what \_\_\_ is \_\_\_ your \_\_\_ thing \_\_\_ in Rome? (favourite)  
 Elisa: <sup>8</sup>Our pasta \_\_\_ and \_\_\_ pizza \_\_\_. (delicious)

/7

## *be*: *wh*- questions

9 Complete the quiz with the correct question words.

- 'Where \_\_\_ is Japan?' 'It's in the Pacific Ocean.'
- '\_\_\_ is its language?' 'Japanese.'
- '\_\_\_ is the summer in Japan?' 'Summer is in June, July, and August.'
- '\_\_\_ is Akihito?' 'He's the Emperor of Japan.'
- '\_\_\_ is Japan a popular place for visitors?' 'Japanese food is delicious and its culture is interesting.'

/4

## Singular and plural nouns

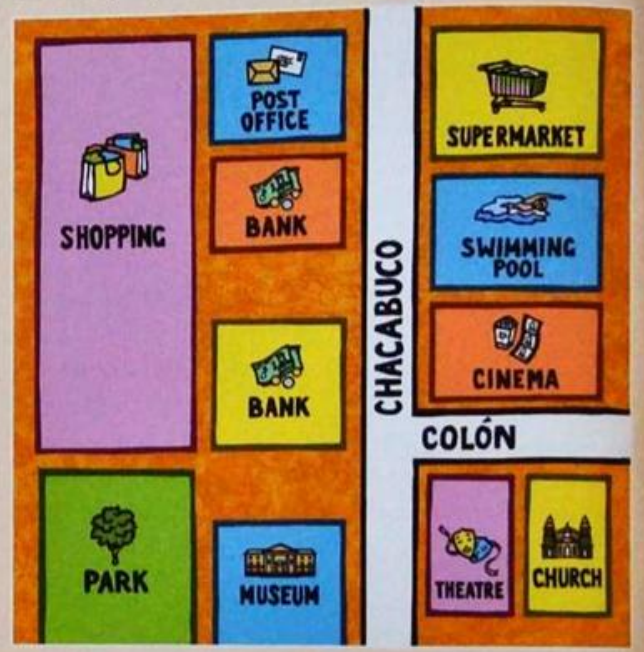
10 Complete the text with the plural forms of the nouns in brackets.

In a lot of <sup>1</sup> schools (school) in the UK, there are <sup>2</sup> \_\_\_\_\_ (child) from <sup>3</sup> \_\_\_\_\_ (family) of many different <sup>4</sup> \_\_\_\_\_ (nationality), who speak many different <sup>5</sup> \_\_\_\_\_ (language). But the <sup>6</sup> \_\_\_\_\_ (student) and their <sup>7</sup> \_\_\_\_\_ (teacher) speak English in their <sup>8</sup> \_\_\_\_\_ (class).

/7

## *there is / there are* and prepositions of place

11 Look at the map. Complete the sentences with the affirmative and negative forms of *there is / there are* and the prepositions of place below.



behind between in next to on on opposite

- There is \_\_\_ a post office opposite the supermarket.
- There isn't \_\_\_ a cinema in the shopping centre.
- \_\_\_\_\_ two banks \_\_\_\_\_ the post office.
- \_\_\_\_\_ any museums \_\_\_\_\_ Colón Road.
- \_\_\_\_\_ a swimming pool \_\_\_\_\_ the supermarket and the cinema.
- \_\_\_\_\_ a church \_\_\_\_\_ Colón Road.
- \_\_\_\_\_ a shopping centre \_\_\_\_\_ the post office.

/5

3

# Home sweet home

In this unit, we will ...

- talk about possessions.
- talk about the rooms and furniture in our houses.
- identify the owners of different things.

- write about our perfect rooms.
- read about a very special house.
- give a presentation about our favourite possessions.



What are the possessions in the photos?  
What are the rooms and the furniture?



# 3 What's in your bag?

## Get going

1 48 Read and listen to the text. What is not in Sam's bag?



Today, we're on the streets of Cardiff in the UK. And the questions are ... What's in your bag? Why is it there?



Hi, I'm Sam. What's in my bag? My headphones, my MP3 player, my wallet. And my keys ... Oh, no! Where are my keys?



Hi, I'm Amir. My two friends' books are in my bag. And their headphones are in there, too. Why are their things in my bag? Err ... I'm a really brilliant friend ... ?



I'm Milly and this is my friend, Nina. My bag is great. In my bag is my homework, my purse, my keys, my ID card, and my phone. My friend Nina's bag is terrible. There's a slice of pizza in her bag!

2 Read the text again and answer the questions.

- Where is the pizza?  
In Nina's bag.
- Whose is the phone in Katja's bag?  
\_\_\_\_\_
- What is in Amir's bag? Are they his things?  
\_\_\_\_\_

Hello, I'm Katja. I'm from Germany and I'm in Cardiff with my mum and sister. What's in my bag? My keys, my purse, and a phone! Whose is it? Oh! It's my mum's phone. But why is it in here?



## Vocabulary Possessions

3 Look at the pictures. Match the possessions to the pictures.

games console headphones ID card keys MP3 player  
phone purse skateboard watch



watch



4 49 Listen and check. Then listen again and repeat.

5 Choose the correct answers.

- The ID cards / keys are for my dad's shop.
- There are two boys on their skateboards / wallets on our street.
- 'What's your watch / phone number?'  
'It's 07882 ...'
- There's £100 in your headphones / purse!
- Your name and age is on your ID card / games console.
- The music on my brother's keys / MP3 player is really boring!

## Listening

6 50 Listen to the sounds and people talking. Write the possessions.

- wallet \_\_\_\_\_ 4 \_\_\_\_\_
- \_\_\_\_\_ 5 \_\_\_\_\_
- \_\_\_\_\_



## Get together

Guess what is in your partner's bag. How many things are correct? Change the green words.

There's a purse in your bag.

That's right! /  
No, try again!

## Grammar Possessive adjectives

1 Read the examples. Complete the table with the correct subject pronouns.

Where are **my** keys?

There's a slice of pizza in **her** bag.

Subject pronoun	Possessive adjective
1   _____	my
you (singular)	your
2 _____	his
she	her
3 _____	its
we	our
4 _____ (plural)	your
5 _____	their

Now read the rule below.

Possessive adjectives show that something or someone belongs to a person or object.

2 Write sentences with possessive adjectives.

- I - book It's my book.
- you - bag \_\_\_\_\_
- Tomas - wallet \_\_\_\_\_
- she - watch \_\_\_\_\_
- we - shop \_\_\_\_\_
- Tim and Matt - pizza \_\_\_\_\_

## Possessive 's and s'

3 Read the examples. Then study the table.

Nina's bag is terrible. It's my mum's phone.  
My two friends' books are in my bag.

	Noun	Possessive 's
Singular	friend	friend's
	teacher	teacher's
Plural	the boys	the boys'
	the students	the students'

Now complete the rules below. Match 1-2 to a-b.

- With singular nouns \_\_\_\_\_
  - With plural nouns \_\_\_\_\_
- a we put the apostrophe after the s: s'  
b we put the apostrophe before the s: s'

### Focus

#### Grammar: 's

With an irregular plural noun, we add 's.

The women's swimming class.

The children's school.

With two or more people, we use 's after the last person.

Susie and Paula's games console.

4 Read the text. Add 's or s'.



There are four children in the classroom. They are Eva, Maria, David, and Lucas. The <sup>1</sup>children's teacher is Mr Ramirez. The <sup>2</sup>student \_\_\_\_\_ bags are on their desks. <sup>3</sup>Eva \_\_\_\_\_ bag is pink and <sup>4</sup>Maria \_\_\_\_\_ bag is purple. The two <sup>5</sup>boy \_\_\_\_\_ bags are black. One <sup>6</sup>boy \_\_\_\_\_ wallet is on his desk. Is it <sup>7</sup>David \_\_\_\_\_? No, it isn't. It's <sup>8</sup>Lucas \_\_\_\_\_.

## whose

5 Read the example. Then study the table.

**Whose** is it? It's my mum's phone.

	Question	Answer
Singular	Whose is the MP3 player?	It's Clare's MP3 player.
Plural	Whose are the keys?	They're my keys.

6 Write questions with whose.

- the keys Whose are the keys?
- the bag \_\_\_\_\_
- the purses \_\_\_\_\_
- the ID card \_\_\_\_\_
- the games console \_\_\_\_\_



### Get together

In groups, put different possessions on one desk. Take turns to ask questions about them. Answer with possessive adjectives and the possessive 's.

Whose are the books?

They're our books.

Whose is the ID card?

It's Carla's ID card.

## Get going

- 1 51 Read and listen to the Skype conversation. Match photos A-C to 1-3 in the conversation.



- 2 Answer the questions.

- Whose bedroom is in the photo?
- Where is the table in the bedroom?
- Why are the girls' kitchens similar?

## Vocabulary Rooms and furniture

- 3 Label the picture with the words below.

Rooms: bathroom bedroom kitchen living room

- a bedroom  
b \_\_\_\_\_  
c \_\_\_\_\_  
d \_\_\_\_\_

Furniture: armchair bath bed fridge lamp oven shower sink sofa table toilet wardrobe

- |              |          |
|--------------|----------|
| 1 <u>bed</u> | 7 _____  |
| 2 _____      | 8 _____  |
| 3 _____      | 9 _____  |
| 4 _____      | 10 _____ |
| 5 _____      | 11 _____ |
| 6 _____      | 12 _____ |

- 4 52 Listen and check. Then listen again and repeat.

- 5 Complete the description with the words below. There is one extra word.

bed bedroom fridge lamp shower sofa wardrobe

Becky: Hi, Martina! How are things in Argentina?  
Martina: Hi, Becky! Life is good. We're in our new house.  
Becky: A new house - that's cool! Are you there now?  
Martina: <sup>1</sup> \_\_\_\_\_ Yes - look!  
Becky: That's a nice bedroom! Is it yours?  
Martina: Yes, it's mine. This is my bed, and that's my table and lamp. And those are my books next to my bed. What about yours? Is it nice?  
Becky: Yes, it's OK. My room is the big bedroom in the house 😊. The wardrobe is small, but there's a big bed.  
Martina: <sup>2</sup> \_\_\_\_\_ This is our living room! That's our sofa and those are our armchairs.  
Becky: Great room! And your kitchen?  
Martina: <sup>3</sup> \_\_\_\_\_ Look! Here it is!  
Becky: Your kitchen is nice, and it's really similar to ours in the UK! There's a table with chairs in our kitchen, too. It's a great room for the family.



Where are Martina and her family? Martina is in <sup>1</sup> bed in her <sup>2</sup> \_\_\_\_\_. Next to her bed, there's a <sup>3</sup> \_\_\_\_\_ on the table and some books. In the living room, her mum is on the <sup>4</sup> \_\_\_\_\_ with a book. In the bathroom, her dad is in the <sup>5</sup> \_\_\_\_\_. In the kitchen, her brother is next to the <sup>6</sup> \_\_\_\_\_. Why is he there? There's a big pizza in it!

## Grammar *this, that, these, those*

1 Read the examples. Then look at the pictures.

This is my bed.

That's our sofa.

Those are my books.



This is my bed.



That's our sofa.



These are our chairs.



Those are our armchairs.

2 Look at the pictures. Complete the sentences with *this, that, these, or those*.



1 This is my class.



2 \_\_\_\_\_ are my friends.



3 'What's \_\_\_\_\_?'  
'It's my phone.'



4 \_\_\_\_\_ are your books.



5 'Who's \_\_\_\_\_?'  
'She's our English teacher.'

## Possessive pronouns

3 Read the examples. Then study the table.

Is it **yours**? Yes, it's **mine**.

**Ours** is really small.

### Possessive pronouns

This is my pen. = This is **mine**.

Your bedroom is nice. = **Yours** is nice.

That isn't his MP3 player. = That isn't **his**.

It's her purse. = It's **hers**.

This is our house. = This is **ours**.

These are your books. = These are **yours**.

Their bedroom is big. = **Theirs** is big.

### Focus

#### Grammar: Possessive pronouns

With a possessive pronoun, a noun isn't necessary.

It's my book. = It's **mine**.

They're your keys. = They're **yours**.

It's her lamp. = It's **hers**.

4 Read the email. Choose the correct answers.

Hi, Lucia

Tell me about **your** / yours bedroom. Is it nice? **Mine** / My is great. My friend Abby's bedroom is cool. The furniture in **her** / hers room is new! **Our** / Ours beds are really big! Is **your** / yours big? And tell me about your friends' bedrooms: are **their** / theirs nice, too?

Love, Sofia

5 Rewrite the sentences with possessive pronouns.

1 Those are your pens. Those are yours.

2 It's my bag. \_\_\_\_\_

3 These are Dad's keys. \_\_\_\_\_

4 That's Elena's wardrobe.  
\_\_\_\_\_

5 They're our books. \_\_\_\_\_

6 This is Tom and Ben's game.  
\_\_\_\_\_



### Pairwork

Work with a partner. Complete the activity.

→ Student A:  
go to page 78.

→ Student B:  
go to page 92.

### Practical English

1 Complete the description of the bedroom with the words below.

armchair opposite ~~in my~~ Next to my  
on it there's a under the

My perfect bedroom is blue, red, and white. <sup>1</sup> In my bedroom, <sup>2</sup> \_\_\_\_\_ bed under the window. My books, headphones, watch, and my MP3 player are <sup>3</sup> \_\_\_\_\_ bed and there's a clock, too. <sup>4</sup> \_\_\_\_\_ bed is a big desk and chair. It's perfect for me and my games console! Right now, my computer is <sup>5</sup> \_\_\_\_\_.

There's an <sup>6</sup> \_\_\_\_\_ the desk – great when I'm with my friends. It's my perfect bedroom!



#### Focus

#### Grammar

under



2 Reorder the words to make sentences about the photo in Exercise 1. There is one extra word for each sentence.

1 The / is / bed / under / a / ~~between~~ / clock.

The bed is under a clock.

2 pictures / opposite / There / on / the walls / are

3 next to / There / bed / the / is / shower / a / desk

4 in / the window / The bed / under / is

5 desk / is / The armchair / the / opposite / fridge

#### Focus

#### Writing skills: Capital letters and full stops

In English, we start each new sentence with a capital letter and we end it with a full stop.

My perfect bedroom is grey and white.

3 53 Read and listen to the text below. There are five more sentences in it. Find them and write them correctly with capital letters and full stops.



in my bedroom, there is a bed and a wardrobe the bed is big next to the bed is a small table there is a photo and a lamp on the table there is a desk under the window on the desk is a computer

1 In my bedroom, there is a bed and a wardrobe.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

**Grammar** Indefinite articles: *a, an***1** Read the examples. Then read the rules below.

There's **a** big bed.

There's **an** armchair.

- We use **a** before words that begin with a consonant sound: for example *c, s, t*, etc.
- We use **an** before words that begin with a vowel sound: *a, e, i, o, u*.

**2** Complete the sentences with *a* or *an*.

- 1 There's an MP3 player on the desk.
- 2 Is your dad \_\_\_\_\_ teacher?
- 3 In the kitchen, there's \_\_\_\_\_ oven.
- 4 This is \_\_\_\_\_ interesting book.
- 5 It's \_\_\_\_\_ terrible shop.
- 6 There's \_\_\_\_\_ ID card under the table.

Definite article: *the***3** Read the examples. Then read the rules below.

Computer games are my favourite!

**The** books are about football.

- There is only one form of the definite article: *the*. It doesn't change for singular, plural, or gender.
- We use **the** for specific things or people we already know.  
'Where are **the** boys?' 'They're in **the** kitchen.'  
Whose is **the** games console? It's cool!
- We don't use **the** when we talk about something in general.  
*Pasta is delicious. Museums are boring.*

**4** Choose the correct answers.

- 1 Headphones / **The headphones** are for music.
- 2 Saturdays / **The Saturdays** are brilliant! They're my favourite day.
- 3 Games console / **The games console** is in living room / **the living room**.
- 4 Schools / **The schools** are for children / **the children**.
- 5 There are ten screens in cinema / **the cinema**.
- 6 Where are keys / **the keys**?

Articles: *a, an, the***5** Complete the text with *a, an, the*, or *-*.

In my bedroom, <sup>1</sup> the walls are green. There's <sup>2</sup> \_\_\_\_\_ bed, <sup>3</sup> \_\_\_\_\_ desk, and <sup>4</sup> \_\_\_\_\_ armchair. <sup>5</sup> \_\_\_\_\_ armchair is really big. On <sup>6</sup> \_\_\_\_\_ desk, there's <sup>7</sup> \_\_\_\_\_ MP3 player and my headphones. <sup>8</sup> \_\_\_\_\_ music is my favourite thing!

**Writing****6** You are going to write a description of your perfect room. Follow the stages below.

- Make notes for a description of your perfect room. Think about these things:  
What colour is the room?  
What furniture is in the room?  
What is the position of the furniture? Think of prepositions of place.
- What possessions are in the room? Where are they in the room?
- Write your description with the information in your notes. You can write it on a sheet of paper or on your computer. Remember these things:  
Start each sentence with a capital letter and end it with a full stop.  
Use *a, an, and the* correctly.

**Put it together**


Use your description from Exercise 6 to draw your room on a piece of paper. Do not show it to your partner.

Read your description to your partner. Your partner must draw your room. Compare your drawings. Are they the same?

## Reading

- 1 Look at photo A. What is the possession?
- 2 Look at photos B and C. What possessions, furniture, and rooms can you see?

Possessions	skateboard
Furniture	
Rooms	

- 3  54 Listen and read the article. Match 1-4 to a-d.

- |                                 |                                    |
|---------------------------------|------------------------------------|
| 1 The possessions in the photos | a a place for skateboard practice. |
| 2 The house's name              | b are Pierre's.                    |
| 3 The building is a home and    | c are perfect for skateboards.     |
| 4 All the rooms                 | d is the PAS house.                |




## Look it up!


- a Match the words below to the dictionary definitions.


amazing curved indoor

- b Are the words adjectives or verbs? How do you know from the dictionary definitions?
- c Complete the sentences below with *amazing*, *curved*, and *indoor*.

- 1 A ruler isn't \_\_\_\_\_.
- 2 The \_\_\_\_\_ swimming pool is perfect for a winter's day.
- 3 This is my favourite room. It's \_\_\_\_\_!

 \_\_\_\_\_ adj asombroso

 \_\_\_\_\_ adj interior: *indoor*  
(swimming) pool piletta cubierta ◊ *indoor*  
activities actividades bajo techo

 \_\_\_\_\_ adj **1** curvo **2** en curva,  
arqueado

- 4 Read the article again and answer the questions.

- 1 What things are important for Pierre?  
His skateboard and his house are important.
- 2 Is the PAS house a home?  
\_\_\_\_\_
- 3 What rooms are in the three areas?  
\_\_\_\_\_
- 4 What areas of the house are for skateboards?  
\_\_\_\_\_
- 5 Why are the walls perfect for skateboards?  
\_\_\_\_\_



## The world around you

What is important for a happy home? Furniture, possessions, or people? Complete the sentence below with your own ideas. Use the example sentence to help you.

My mum, Eva, my dad, Luis, and my bedroom  
are important to me.





# THE PAS HOUSE

This is **Pierre André Senizergues** with his skateboard. Pierre is an amazing skateboarder. The skateboard is one of his favourite possessions. But there's another very important thing in Pierre's life and that's his skateboard house.

So what is a skateboard house? Well, this skateboard house is an indoor skateboard park and it's a home, too!

There are three areas in the house: the first is for the bedroom and bathroom, the second is for the living room and kitchen. And the third area is only for skateboard practice!

But the walls in all three areas are curved. So they are all perfect for skateboards!



## Project

### Stage 1: Preparing

- 55 Look at the photos of Mario's possessions. Listen to the description of his favourite possessions. Tick (✓) the two possessions in the photos which aren't in the description.



- 55 Read and listen again. Complete the description with the missing words.

These are my favourite possessions. They're all cool!

This is my MP3 player. There are hundreds of my favourite songs on it and it's <sup>1</sup> black — my favourite colour. It's from Mum and Dad for my <sup>2</sup> \_\_\_\_\_ birthday.

That's my phone. It's <sup>3</sup> \_\_\_\_\_ years old now and the screen isn't big, but all my friends' phone numbers are on it!

These are my keys. OK — keys are a <sup>4</sup> \_\_\_\_\_ possession, but they're the keys to my house, and my house is great (ha ha)!

My watch is an <sup>5</sup> \_\_\_\_\_ possession. It's from the 1980s, but it's brilliant. It's my dad's <sup>6</sup> \_\_\_\_\_ watch. Dad isn't with Mum and me now, but when I'm with my watch, I'm with my dad, too.

- Answer the questions about the possessions.
  - Who is the MP3 player from?  
Mario's mum and dad.
  - What isn't good about Mario's phone?  
\_\_\_\_\_
  - Why are his keys his favourite possession?  
\_\_\_\_\_
  - Whose is the watch?  
\_\_\_\_\_
  - Why is the watch a favourite possession for Mario?  
\_\_\_\_\_

### Focus

#### Pronunciation: /əʊ/

- 56 Listen to the sound /əʊ/ in the words below. Then listen again and repeat.

hello home phone no October

- 57 Listen to the words below. Tick (✓) the words with the /əʊ/ sound. Then listen again and repeat.

- |               |                          |              |                          |
|---------------|--------------------------|--------------|--------------------------|
| 1 headphones  | <input type="checkbox"/> | 5 shower     | <input type="checkbox"/> |
| 2 post office | <input type="checkbox"/> | 6 skateboard | <input type="checkbox"/> |
| 3 oven        | <input type="checkbox"/> | 7 sofa       | <input type="checkbox"/> |
| 4 watch       | <input type="checkbox"/> | 8 wardrobe   | <input type="checkbox"/> |

### Stage 2: Planning your project

- You are going to give a presentation about your favourite possessions.
- Show your favourite possessions in your presentation. This is interesting for the other students.
- Make a list of your favourite possessions.

### Stage 3: Making notes

- Think about the possessions in your list from Stage 2. Why are they your favourite possessions? Think about these things:  
What are they for? What colour are they? Are they big or small? How old are they? Who are they from?

### Stage 4: Rehearsing and checking

- Use your notes to give your presentation. Practise in front of a mirror or with a friend.
- Is there lots of new grammar and vocabulary from the unit in your presentation?
- Is your pronunciation clear and correct?

### Stage 5: Finalising and presenting



Present your possessions in front of the class.



Record your presentation. Show it to the class.

- Present your possessions to the class.
- Watch the other presentations. Choose your three favourite presentations. Tell a partner why you like them.

# My family and me

- In this unit, we will ...
- talk about families.
  - talk about interests.
  - talk about possession of things and people.
  - say what we like and don't like.
  - write about our families and their interests.
  - read about teenagers and the important people in their lives.
  - interview a friend about a family photo.

Who are the people in the photos?  
What are the interests in the photos?

## Get going

1 58 Read and listen to the conversation. Who hasn't got brothers and sisters?

James: Have you got any brothers and sisters?

Tom: No, I haven't. I'm an only child. Have you?

James: Yes, I have. My family is really big. I've got a mum, a dad, and a stepdad. And I've got two sisters and two half-brothers!

Tom: Half-brothers? So ... your mum is their mum ... but their dad is your stepdad?

James: Yes. And what about your family?

Tom: Well, I've got a mum, but I haven't got a dad. But it's OK. I've got an aunt and three uncles, and they're brilliant!

James: And have you got any cousins?

Tom: Yes, I have. I've got fourteen cousins!

James: That's a really big family!

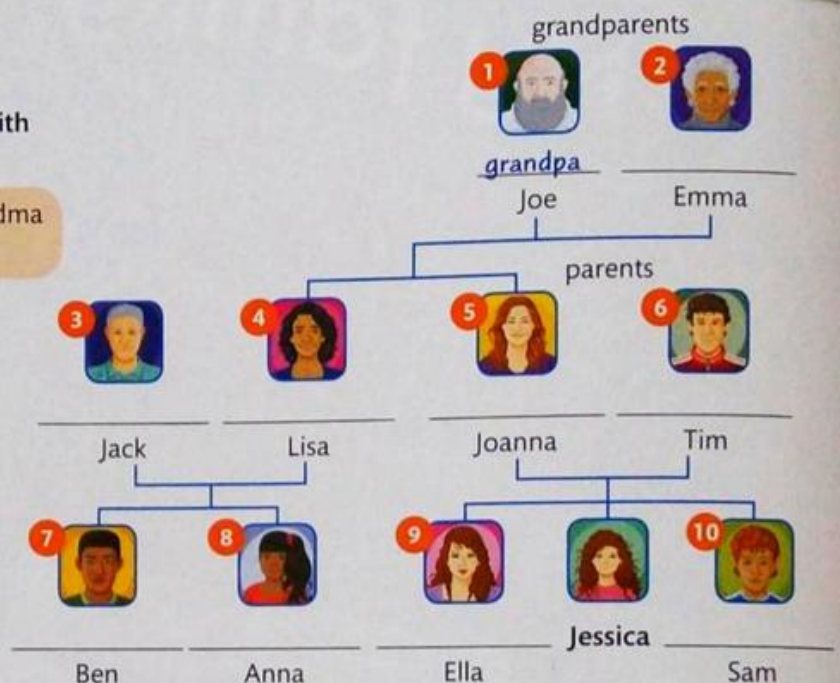


2 Whose family has got eight people in it?

## Vocabulary Family

3 Look at Jessica's family tree. Complete it with the family words below.

aunt brother cousin cousin dad grandma  
grandpa mum sister uncle



4 59 Listen and check.

5 60 Listen to the family words. Repeat.

6 Complete the sentences with the words below.

aunt brother cousins  
grandma sister

- My mum and dad have got two boys - I'm Max and this is my brother Luke.
- My uncle's children are my \_\_\_\_\_.
- My dad's mum is my \_\_\_\_\_.
- My mum's sister is my \_\_\_\_\_.
- My aunt is my dad's \_\_\_\_\_.

## Listening

7 61 Listen to the podcast. Are the sentences true (T) or false (F)?

- |  |  |
|--|--|
| 1 Agustina hasn't got a mum.                         | T <input type="checkbox"/> F <input checked="" type="checkbox"/> |
| 2 She's got a grandma, but she hasn't got a grandpa. | T <input type="checkbox"/> F <input type="checkbox"/>            |
| 3 She's got three aunts and two uncles.              | T <input type="checkbox"/> F <input type="checkbox"/>            |
| 4 Her aunt Milagros has got two children.            | T <input type="checkbox"/> F <input type="checkbox"/>            |
| 5 Agustina's Uncle Diego isn't a dad.                | T <input type="checkbox"/> F <input type="checkbox"/>            |



## Get together

Draw your family tree, but do not write family words or people's names. Swap with a partner. Ask questions to complete their family tree.

Who's that?

That's my dad.

What's your dad's name?

His name is Pablo.

## Grammar

### have got: affirmative and negative

1 Read the examples. Then complete the table with the correct words.

I've got two sisters. I haven't got a dad.

have got: Affirmative and negative		
Affirmative		
I / You	<sup>1</sup> <u>have got</u>	grandparents.
He / <sup>2</sup> _____ / It	<b>has got</b>	a nice bedroom.
We / You / <sup>3</sup> _____	<sup>4</sup> _____ got	a stepbrother.
Negative		
I / You	<b>haven't</b> <sup>5</sup> _____	grandparents.
He / She / <sup>6</sup> _____	<b>hasn't got</b>	a nice bedroom.
We / You / They	<sup>7</sup> _____	a stepbrother.

Now complete the rule below.

Have got describes

- a likes and dislikes.
- b possession of things and people.
- c people and places.

2 Choose the correct answers.

- 1 I **hasn't** / **haven't** got a sister.
- 2 You've **got** / **not** a new phone.
- 3 She **has** / **is got** my skateboard!
- 4 They **haven't** / **not** got cousins.
- 5 He **hasn't** / **haven't** got his backpack.
- 6 He 's / 've got two uncles.

3 Complete Elena's description of her bedroom.

In our bedroom, we <sup>1</sup> 've got (✓) two beds, a big wardrobe, and a desk. Lara <sup>2</sup> \_\_\_\_\_ (✓) a games console. I <sup>3</sup> \_\_\_\_\_ (X) a games console, but I <sup>4</sup> \_\_\_\_\_ (✓) a phone. Lara <sup>5</sup> \_\_\_\_\_ (X) one. We <sup>6</sup> \_\_\_\_\_ (X) a TV, but we <sup>7</sup> \_\_\_\_\_ (✓) lots of books. I <sup>8</sup> \_\_\_\_\_ (X) my own room, but it's OK.



### have got: yes/no questions and short answers

4 Read the examples. Then complete the table with the correct words.

'Have you got brothers and sisters?' 'No, I haven't.'  
'Have you got cousins?' 'Yes, I have.'

have got: Questions	
Have I / you <sup>1</sup> <u>got</u> £20?	
<sup>2</sup> _____ he / she / <sup>3</sup> _____ got a table?	
<sup>4</sup> _____ we / you / they <sup>5</sup> _____ a big family?	
have got: Short answers	
Affirmative	Negative
Yes, I / <sup>6</sup> _____ have.	No, I / you <sup>7</sup> _____.
Yes, he / she / it <sup>8</sup> _____.	No, <sup>9</sup> _____ / she / it <b>hasn't</b> .
Yes, we / you / they <sup>10</sup> _____.	No, we / you / <sup>11</sup> _____ <b>haven't</b> .

5 Complete the questions and short answers.

- 1 Have you got a sister? Yes, I have.
- 2 Has \_\_\_\_\_ got a skateboard? No, he \_\_\_\_\_.
- 3 Have we \_\_\_\_\_ English class today? \_\_\_\_\_, you haven't.
- 4 \_\_\_\_\_ they got their phones? Yes, \_\_\_\_\_ have.
- 5 \_\_\_\_\_ the bathroom got a shower? No, it \_\_\_\_\_.

6 Look at Jessica's family tree in Exercise 3 on page 44 again. Write questions and short answers.

- 1 Jessica: she / grandpa  
Has she got a grandpa? Yes, she has.
- 2 Jessica: she / two aunts  
\_\_\_\_\_
- 3 Ella and Sam: they / a sister  
\_\_\_\_\_
- 4 Anna: you / a dad  
\_\_\_\_\_
- 5 Jack and Lisa: you / two children  
\_\_\_\_\_
- 6 Ella, Jessica, and Sam: they / four cousins  
\_\_\_\_\_



### Get together

With a partner, ask more questions about Jessica's family. Use *have got*.

Has Diego got a sister?

Yes, he has.

## Get going

1 Look at the photo. Are the girls sisters?



I'm Katy and this is my twin sister, Gemma. Our birthday is 20<sup>th</sup> June. I like her and she likes me, but we've got very different interests!

Gemma likes magazines. Her favourite weekend activity is shopping, and she likes surfing the internet, too.

I don't like shopping, and magazines are boring. I like music and surfing the internet, but my favourite interest is sport. My friends like it, too, but Gemma doesn't like sport. In her opinion, it's terrible!

We both like films. But Gemma's favourite films are *Kung Fu Panda* and *Toy Story*. I don't like them - my favourite films are *Star Wars* and *Interstellar*. Gemma and I are twins, but there are a lot of differences between us!

2 62 Read and listen to the text. Have the girls got different birthdays? Whose interest is sport?

3 Read the text again. Are the sentences true (T) or false (F)?

- 1 Gemma doesn't like Katy. T  F
- 2 Gemma's interests are different from Katy's. T  F
- 3 Gemma and Katy like surfing the internet. T  F
- 4 Gemma and Katy like sport. T  F

## Vocabulary Interests

4 Look at the pictures. Choose the correct words.



1 surfing the internet



2 films / gaming



3 magazines / shopping



4 sport / surfing the internet



5 films / music



6 gaming / surfing the internet



7 shopping / sport



8 magazines / TV

5 63 Listen and check. Then listen again and repeat.

6 Complete the sentences with the correct interests.

- 1 A great place for shopping is the new shopping centre.
- 2 Tennis is my dad's favourite \_\_\_\_\_.
- 3 There aren't any good \_\_\_\_\_ on at the cinema. But there's a great one on \_\_\_\_\_ at 9.30.
- 4 Jack likes \_\_\_\_\_ with his new games console.
- 5 I like Rihanna's \_\_\_\_\_. It's brilliant.
- 6 My mum's favourite \_\_\_\_\_ are about houses and furniture. They're really boring!

## Grammar

**like + noun:** affirmative and negative

1 Read the examples. Then complete the table with the correct words.

We **like** very different things.

Gemma **doesn't like** sport.

like + noun: affirmative and negative		
Affirmative		
I / You	<sup>1</sup> <u>like</u>	shopping.
<sup>2</sup> _____ / She / It	likes	music.
We / You / They	<sup>3</sup> _____	gaming.
Negative		
I / <sup>4</sup> _____	don't like	shopping.
He / She / <sup>5</sup> _____	doesn't <sup>6</sup> _____	music.
We / You / They	<sup>7</sup> _____	gaming.

2 Look at Felipe's and Sol's likes and dislikes. Complete the text with the correct forms of *like*.



<b>Felipe</b>	surfing the internet, TV, gaming, music, films	sport, shopping, magazines
<b>Sol</b>	sport, gaming, films, TV	music, magazines, surfing the internet

Felipe and Sol are friends, but some of their interests are different. They both <sup>1</sup> like films, for example, but Felipe <sup>2</sup> \_\_\_\_\_ surfing the internet and Sol <sup>3</sup> \_\_\_\_\_ it. 'I <sup>4</sup> \_\_\_\_\_ sport,' says Sol. 'But Felipe <sup>5</sup> \_\_\_\_\_ it.' 'And I <sup>6</sup> \_\_\_\_\_ music,' says Sol, 'but Felipe <sup>7</sup> \_\_\_\_\_ it.' Felipe and Sol <sup>8</sup> \_\_\_\_\_ gaming. 'And we <sup>9</sup> \_\_\_\_\_ TV, too,' says Sol. 'But we <sup>10</sup> \_\_\_\_\_ magazines,' says Felipe. 'Yeah - they're really boring,' says Sol.

## Object pronouns

3 Read the examples. Then study the table.

I like **her** and she likes **me**.

I don't like **them**!

Subject pronouns	Object pronouns
I	me
you (singular)	you
he	him
she	her
it	it
we	us
you (plural)	you
they	them

Now read the rules below.

- The subject of a sentence usually goes before the verb.  
*Tom has got a TV.*
- The object of a sentence usually goes after the verb.  
*My friends like music.*
- Object pronouns replace object nouns in a sentence.  
*He's got the games console. = He's got it.*  
*We like the magazines. = We like them.*

4 Choose the correct answers.

- Sport is great. We like **her / it**.
- I'm with Ana. She's next to **him / me**.
- We're behind the teacher. She's in front of **it / us**.
- She isn't a nice person. I don't like **her / him**!
- 'Have you got the books?' 'Yes, I've got **them / you**.'
- Matt Damon is a great actor. I like **him / us**.

5 Complete the sentences with the correct subject and object pronouns.

- We haven't got them. (them / we)
- \_\_\_\_\_ doesn't like \_\_\_\_\_. (she / us)
- \_\_\_\_\_ aren't opposite \_\_\_\_\_. (me / you)
- \_\_\_\_\_ 've got \_\_\_\_\_. (I / it)
- \_\_\_\_\_ is in front of \_\_\_\_\_. (it / them)
- \_\_\_\_\_ likes \_\_\_\_\_. (he / you)



## Pairwork

Work with a partner. Complete the activity.

→ Student A:  
go to page 79.

→ Student B:  
go to page 93.

# 4 Describing your family and their interests

## Practical English

1 Complete Toby's blog post about his family with the correct subject and object pronouns. There is one extra pronoun.

he her I me me she  
she them they we

### togetherblog

Hi! It's <sup>1</sup> me, Toby. Here is some information about my family!

My mum's name is Karen and my dad's name is Dan - <sup>2</sup> \_\_\_\_\_ aren't together, but that's OK - my stepdad, Eddy, is nice. I've got a stepsister, too, and her name is Rosie. <sup>3</sup> \_\_\_\_\_ 's OK - I like <sup>4</sup> \_\_\_\_\_! I've got an aunt and two cousins, too.

Eddy, my cousins, and I have got the same interest: football! <sup>5</sup> \_\_\_\_\_ like surfing the internet, too. Rosie likes surfing the internet, but she doesn't like football. <sup>6</sup> \_\_\_\_\_ and her friends like TV and films, and she's at the cinema with <sup>7</sup> \_\_\_\_\_ every Saturday.

My dad, Dan, likes gaming. <sup>8</sup> \_\_\_\_\_ 's got a lot of games consoles and computer screens in his house. That's great for me because <sup>9</sup> \_\_\_\_\_ like it, too!

What about your families? What are their interests?  
Post your comments below!

Comment



Add photo

2 Match 1-4 to a-d.

- 1 Toby has got c
- 2 Eddy and Toby's cousins \_\_\_\_\_
- 3 Rosie's interests \_\_\_\_\_
- 4 The computer screens \_\_\_\_\_

- a like football.
- b are Toby's dad's.
- c a stepsister.
- d are TV and films.

3 Read the blog post again and answer the questions.

- 1 Has Toby got brothers?  
No, he hasn't.
- 2 Who is Eddy?  
\_\_\_\_\_
- 3 What are Toby's interests?  
\_\_\_\_\_
- 4 Where is Rosie on Saturdays?  
\_\_\_\_\_
- 5 Whose are the games consoles?  
\_\_\_\_\_

### Focus

#### Writing skills: Replacing nouns with pronouns

We use subject and object pronouns to replace nouns.

Emma is a teacher. = **She** is a teacher.

I like your dad. = I like **him**.

When you combine nouns with subject and object pronouns, your English sounds less repetitive.

Megan is my sister. I'm very different from **Megan**.  
**Megan** likes films and I like sport!

Megan is my sister. I'm very different from **her**.  
**She** likes films and I like sport!

4 Look at the sentences below. Replace the underlined words with subject or object pronouns.

- 1 I've got a new book, but I don't like the book.  
it
- 2 Milla's skateboards are under her bed. Milla has got two skateboards. \_\_\_\_\_
- 3 Maria and I are twin sisters, but Maria and I haven't got the same interests. \_\_\_\_\_
- 4 Tom and I have got our bags. The bags are next to Tom and me. \_\_\_\_\_
- 5 My keys aren't in my bag. Oh, no! I haven't got my keys! \_\_\_\_\_

## Grammar *and, but*

1 Read the examples. Then study the table.

My mum's name is Karen **and** my dad's name is Dan.  
Rosie likes surfing the internet, **but** she doesn't like football.

<b>and</b>
We use <i>and</i> to add related information. I like TV <b>and</b> I like films, too.
<b>but</b>
We use <i>but</i> to show contrasting or unexpected information. I've got a sister, <b>but</b> I haven't got a brother.

2 Choose the correct answers.

- 1 My name is Cesar. I'm thirteen, **(and)** / **but** I'm from Brazil.
- 2 There's a shower in the bathroom, **and** / **but** there isn't a bath.
- 3 I like music, **and** / **but** I haven't got an MP3 player.
- 4 There's a theatre on the street, **and** / **but** there's a cinema, too.
- 5 We've got English class now, **and** / **but** our English teacher isn't here.
- 6 I've got a question, **and** / **but** it's very important.

3 Match the sentence halves. Add *and* or *but*.

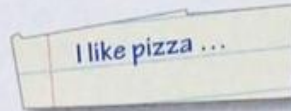


- 1 There's pizza in the oven, **and** f
  - 2 There's a desk in the room, \_\_\_\_\_
  - 3 We're Argentine, \_\_\_\_\_
  - 4 Jim has got a new skateboard, \_\_\_\_\_
  - 5 There's a wallet in my bag, \_\_\_\_\_
  - 6 English is a great class, \_\_\_\_\_
- a there isn't a chair.  
b he really likes it.  
c our grandparents are Italian.  
d I like music and geography, too.  
e it isn't mine.  
f there's salad in the fridge.



## Put it together

Write the start of five sentences on separate pieces of paper. Put all the pieces of paper in a bag. In groups, or as a whole class, take turns to take a piece of paper from the bag. Read out the start of the sentence and complete it with *and* or *but*. See how many sentences your group or class can complete in the time allowed.



... **but** I don't like pasta.

## Writing


4 You are going to write a blog post about your family and their interests. Follow the stages below.



- Make notes about your family members. Think about these things:  
What are their names?  
What are their interests and their favourite places?  
What are their possessions?
- Write your blog post with the information in your notes. You can write it on a sheet of paper or on your computer.
- Use subject and object pronouns to replace nouns.
- Use *and* and *but* correctly.



## Reading

- 1 Look at the photos and the title. What do you think the chat room conversation is about?
- 2  64 Read and listen to the conversation. Who are the important people in Cecilia's, James's, and Lourdes's lives? Match 1-3 to a-c.
- 1 Cecilia \_\_\_\_\_ a friends  
2 James \_\_\_\_\_ b friends and family  
3 Lourdes \_\_\_\_\_ c family
- 3 Read the conversation again. Are the sentences true (T) or false (F)?


- 1 Cecilia has got sisters. T  F       4 Music is important to him. T  F   
2 She doesn't like magazines. T  F       5 Lourdes has got two interests. T  F   
3 James likes gaming. T  F       6 She hasn't got a grandpa. T  F





## Look it up!



- a Look at the following sentences in the text. Match the words to the definitions below.

- 1 I've got a **brilliant** family. \_\_\_\_\_  
2 I'm not **alone** when I've got a problem. \_\_\_\_\_  
3 ... when I'm with my grandpa it's **fantastic**. \_\_\_\_\_  
4 ... we're in a pop group **together**. \_\_\_\_\_

a  \_\_\_\_\_ /ə'ləʊn/ adj, adv solo: Are you alone? ¿Estás sola? ◇ You alone can help me. Solo vos podés ayudarme.

b  \_\_\_\_\_ /'brɪljənt/ adj 1 brillante 2 (GB, colloq) genial

c  \_\_\_\_\_ /fæn'tæstɪk/ adj fantástico

d  \_\_\_\_\_ /tə'geðə(r)/ adv  Para los usos de **together** en PHRASAL VERBS ver las entradas de los verbos correspondientes, p. ej. **pull yourself together** en PULL. 1 juntos: Can we have lunch together? ¿Podemos almorzar juntos?

- b Two of the words are synonyms: They have got the same meaning. Two of the words are antonyms: Their meanings are opposite.

- 1 Which words are synonyms? \_\_\_\_\_, \_\_\_\_\_  
2 Which words are antonyms? \_\_\_\_\_, \_\_\_\_\_

- 4 Read the text again and answer the questions.

- 1 Who is different from his family? James P  
2 Whose interests are the same as her family's?  
\_\_\_\_\_  
3 Has James got friends with the same interests?  
\_\_\_\_\_  
4 What are Lourdes's interests?  
\_\_\_\_\_  
5 Which family member is important to her?  
\_\_\_\_\_



## The world around you

Discuss the question. Write sentences. Use adjectives and interests.

Who are the important people in your life?

My grandma is very special to me. We like the same things and she's fantastic.

My cousin and I have got different interests, but we're great friends.



08.45 a.m.

63%

Archive

New thread

## Who are the special people in your life?

Who are the special people in your life? Your family? Your friends? Or both? Tell us!



Member

Thread: Who are the special people in your life?

Cecilia\_2002



I've got a brilliant family. I'm not alone when I've got a problem, and my sisters and I like the same things: films, TV, and magazines! So my family are very important to me.

James\_P



I'm very different from my brothers. They like gaming and I like music. My friends like music, too, and we're in a pop group together. So, my family are nice, but my friends are my favourite people.

Lourdes\_13



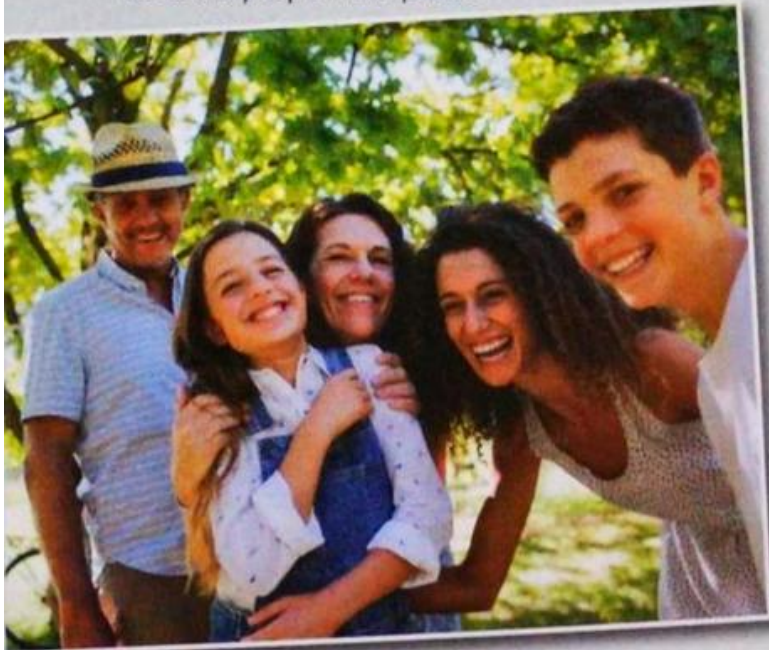
I'm at a sports club three evenings a week with my friends. We like shopping every weekend, too! But when I'm with my grandpa, it's fantastic. So - who are the special people in my life? My friends and my family!

New post

## Project

## Stage 1: Preparing

- 65 Listen to the conversation. Complete the table with information about the people in the photo.



Dylan: Tell me about the people in this photo.  
Is that your sister in front of your mum?

Jaime: No – that's my cousin.

Dylan: What's her name?

Jaime: Her name's Kiara. We've got the same interests. We both like surfing the internet.

Dylan: And who's the woman between you and your mum? Is that your aunt?

Jaime: No, that's my half-sister, Celeste!

Dylan: Really? How old is she?

Jaime: She's 27. She doesn't like computers, but she really likes music.

Dylan: Is that your dad behind Kiara?

Jaime: Yes. He's Luis and my mum's name is Analía.

Dylan: What are their interests?

Jaime: Mum likes magazines and Dad likes films.

Name	Relationship to Jaime	Interests
Jaime	–	surfing the internet
Kiara		
Celeste		
Luis		
Analía		

## Focus

**Pronunciation:** Intonation in questions

- 66 Listen to the intonation of the highlighted questions in the conversation.

Match 1-2 to a-b.

1 The *wh*- questions \_\_\_\_\_

2 The *yes/no* questions \_\_\_\_\_

a have a rising intonation.

b have a falling intonation.

- 67 Listen and repeat the questions.

1 Is that your aunt?

2 How old is she?

3 Has she got the same interests?

4 What are their interests?

## Stage 2: Planning your project

- You are going to work with a partner and prepare an interview about a photo of your friends or family.
- Your partner is going to ask you questions.
- Find a photo of your friends or family.

## Stage 3: Making notes

- Make notes about each person in the photo. Think about these things:  
Who are they? What are their names? What are their interests?
- Think of questions to ask about the photo. Use the verb *be* and *have got*, e.g.:  
Are they your mum and dad? Have they got the same interests?
- Use *this*, *that*, *these*, *those*, and prepositions of place, e.g.:  
*Who's that boy next to you? Are those girls behind you your sisters?*

## Stage 4: Rehearsing and checking

- Use your notes to make your interview. Practise it with your partner.
- Is there lots of new language from the unit in your interview?
- Is your intonation correct?

## Stage 5: Finalising and presenting



Act out your interview in front of the class.



Record your interview. Show it to the class.

- Watch the other interviews. Choose your three favourite interviews. Tell a partner why you like them.

## Vocabulary Possessions

1 Reorder the letters to make words for possessions.

- 1 P3M lerpay MP3 player
- 2 semga selocon \_\_\_\_\_
- 3 kebotsarda \_\_\_\_\_
- 4 nepoh \_\_\_\_\_
- 5 sepru \_\_\_\_\_
- 6 daonpheshe \_\_\_\_\_
- 7 chwta \_\_\_\_\_
- 8 tewlal \_\_\_\_\_

/7

## Grammar Possessive adjectives

5 Match the subject pronouns to the possessive adjectives.

- |                  |       |         |
|------------------|-------|---------|
| 1 I              | _____ | a its   |
| 2 you (singular) | _____ | b your  |
| 3 he             | _____ | c my    |
| 4 she            | _____ | d their |
| 5 it             | _____ | e our   |
| 6 we             | _____ | f your  |
| 7 you (plural)   | _____ | g his   |
| 8 they           | _____ | h her   |

/7

## Rooms and furniture

2 Which things are not in the rooms below? Underline two words in each group.

- 1 bathroom: toilet fridge shower sofa bath
- 2 bedroom: wardrobe shower bed lamp bath
- 3 kitchen: oven wardrobe fridge toilet sink
- 4 living room: oven sink sofa armchair table

/6

## Family

3 Read Luis's description of his family. Complete the description with the family words below.

aunt ~~brother~~ cousins dad  
grandma grandpa sister uncle

My dad has got three children: me, my <sup>1</sup> brother Jorge, and my <sup>2</sup> \_\_\_\_\_ Sofia. My dad's mum is my <sup>3</sup> \_\_\_\_\_, Julia, and his dad is my <sup>4</sup> \_\_\_\_\_, Eduardo. My grandparents have got three children: my dad, my <sup>5</sup> \_\_\_\_\_ Estela, and my <sup>6</sup> \_\_\_\_\_ Juan. Estela has got two children, and they're my <sup>7</sup> \_\_\_\_\_, Mario and Isabela. Their step<sup>8</sup> \_\_\_\_\_ is called Carlos.

/7

## Possessive 's and s'

6 Read the FaceTime conversation. Write the possessive ' in five more places.

Martina: Where are you?

Julieta: I'm in my sister<sup>1</sup> 's \_ bedroom. We like surfing the internet together. Where are you?

Martina: Oh, I'm at my grandparent<sup>2</sup> 's \_ house.

Julieta: Are they your mum<sup>3</sup> 's \_ parents?

Martina: No, they're my dad<sup>4</sup> 's \_.

Julieta: Are your brothers there, too?

Martina: No, they aren't. They're at Danny<sup>5</sup> 's \_ party. It's his birthday today.

Julieta: Oh, yes, I like Danny. Your brother<sup>6</sup> 's \_ friends are nice!

/5

## whose

7 Write questions and answers. Use *whose* and the possessive 's or s'.

- |           |      |              |             |
|-----------|------|--------------|-------------|
| 1 books   | Anna | 4 headphones | the boys    |
| 2 bags    | Matt | 5 pencils    | the teacher |
| 3 ID card | Toby | 6 watch      | the girls   |

- 1 Whose are the books? They're Matt's.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

/5

## Interests

4 Complete the interests words.

- 1 sh o p p i n g
- 2 m \_ \_ a z \_ \_ e s
- 3 s u \_ \_ i n \_ \_ t \_ \_ i \_ \_ e r \_ \_ t
- 4 m \_ \_ \_ c
- 5 s p \_ \_ \_ \_
- 6 g \_ m \_ \_ g
- 7 \_ \_ V
- 8 f \_ \_ m s

/7

*this, that, these, those*

**8** Complete Chen and Micaela's conversation about his family with *this, that, these, and those*.

Micaela: Tell me about <sup>1</sup> this photo, Chen.

Chen: It's my family.

Micaela: Who are <sup>2</sup> \_\_\_\_\_ children?

Chen: <sup>3</sup> \_\_\_\_\_ is my little half-sister, Ju. She's two.

<sup>4</sup> \_\_\_\_\_ is my half-brother, Hui.

Micaela: And who are <sup>5</sup> \_\_\_\_\_ people with the children?

Chen: <sup>6</sup> \_\_\_\_\_ is my mum, Nuan, and

<sup>7</sup> \_\_\_\_\_ is my grandpa, Liu.

Micaela: Who are <sup>8</sup> \_\_\_\_\_ people?

Chen: <sup>9</sup> \_\_\_\_\_ is my grandma, Zhen. And

<sup>10</sup> \_\_\_\_\_ man is my stepdad, Shan.

\_\_\_\_\_ / 9

**Possessive pronouns**

**9** Rewrite the teacher's sentences with *It's ... / They're ...* and possessive pronouns.

1 'They're Ana's pencils.' They're hers.

2 'These books are our books.' \_\_\_\_\_

3 'Emilio, this is your wallet!' \_\_\_\_\_

4 'These are Majo and Su's pens.' \_\_\_\_\_

5 'Whose is this bag? Oh, it's my bag!' \_\_\_\_\_

\_\_\_\_\_ / 4

*a / an / the*

**10** Choose the correct answers.

On the table, there are some possessions. There's <sup>1</sup> **a / an** ID card. <sup>2</sup> **A / The** card is my brother's. There's <sup>3</sup> **a / the** purse, too. It's mine. <sup>4</sup> **A / The** purse is blue and has got £20 in it. There's also <sup>5</sup> **an / -** MP3 player. I think it's my sister's. <sup>6</sup> **The music / Music** is her passion. Whose are <sup>7</sup> **the / -** keys? They're Dad's.

\_\_\_\_\_ / 6

*have got: affirmative / negative*

**11** Complete the sentences, questions, and short answers in the conversations.

1 Sam: Have you got any brothers and sisters?

Penny: Yes, I have. I 've got two brothers and three sisters.

2 Mum: Have the boys \_\_\_\_\_ their wallets?

Dad: No, they \_\_\_\_\_. They haven't \_\_\_\_\_ their money or ID cards!

3 Silvia: \_\_\_\_\_ Cecilia got a dad?

Luis: \_\_\_\_\_, she hasn't. But \_\_\_\_\_ got a great stepdad.

4 Polly: \_\_\_\_\_ we got time for a pizza?

Mum: We \_\_\_\_\_ got an hour.

\_\_\_\_\_ / 8

*like + noun: affirmative and negative*

**12** Use the prompts to write affirmative (✓) and negative (X) sentences with *like*.

1 I: TV (✓)

I like TV.

2 you: films (X)

3 he: gaming (✓)

4 she: magazines (X)

5 we: sport (X)

6 they: music (✓)

\_\_\_\_\_ / 5

**Object pronouns**

**13** Reorder the words to make sentences.

1 likes / she / me

She likes me.

2 them / got / haven't / we

3 behind / I / am / you

4 in front of / they / are / us

5 it / got / hasn't / she

6 him / doesn't / he / like

\_\_\_\_\_ / 5

*and, but*

**14** Complete Ivan's description of his interests with *and* or *but*.

I like TV, <sup>1</sup> but I don't like films. I really like computers. I like surfing the internet, <sup>2</sup> \_\_\_\_\_ I like gaming, too. I've got an MP3 player, <sup>3</sup> \_\_\_\_\_ I don't like music! Football is great, <sup>4</sup> \_\_\_\_\_ I like swimming, too. Books are OK, <sup>5</sup> \_\_\_\_\_ I really don't like magazines!

\_\_\_\_\_ / 4

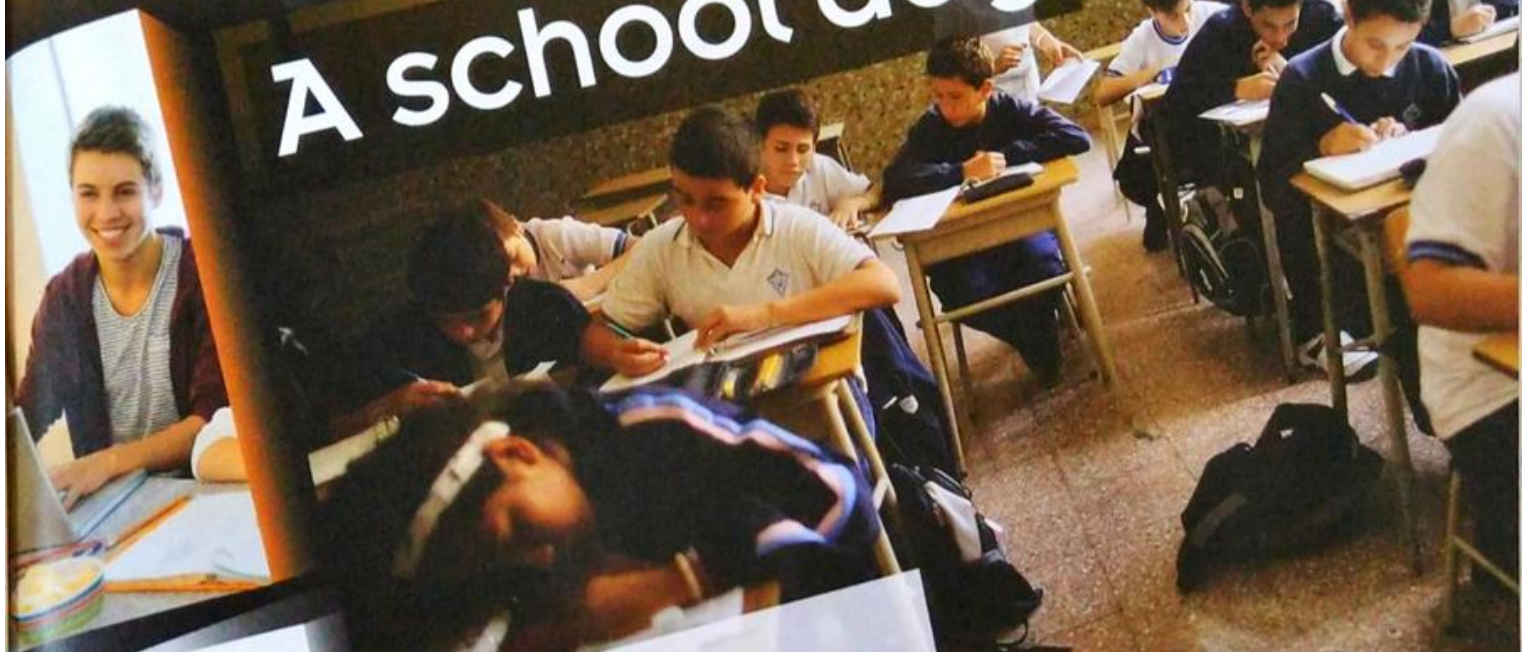


5

# A school day

- In this unit, we will ...
- talk about daily routines.
  - say how often we do things.
  - talk about school subjects.
  - talk about times.
  - confirm the time and date of events.
  - read about an unusual school in Australia.
  - write a web page for new students at our school.

What daily routines can you see in the photos?  
What are the school subjects in the photos?



# 5 Teens need nine hours' sleep!

## Get going

1 68 Read and listen to the article. What is different about the classes at Hampton Court House School?

In the UK, teens usually start school at about 8.30 and finish at 3.30. But at one school in London, classes start at 1.30 and finish at 7.00.

Studies show that teens need about nine hours' sleep a night, but hardly ever go to bed early. The majority of teens don't like early mornings, but they are often very active in the afternoon and evening. So at Hampton Court House School, some students only go to school in the afternoon.

Anna is a student at the school. How are afternoon classes for her and her family? 'They're great,' says Anna. 'I do my homework at 10.00 and go to bed at 1.00a.m.!' 'Anna sleeps for nine hours every night,' says her mum, 'And, the great thing is, she's never late for school!'



2 Read the article again and answer the questions.

1 How many hours' sleep is necessary for teens?

About nine hours' sleep.

2 What parts of the day are usually good for teens?

3 Are Anna and her mum happy with afternoon classes? Why? / Why not?

4 69 Listen and check. Then listen again and repeat.

5 Match the words to make sentences.

A	B	C
1 I go to	my homework at	in the afternoon.
2 I do	TV	Saturday mornings.
3 I finish	classes	my desk.
4 I wake	up late on	at 11.30 p.m.
5 I watch	bed	in the living room.

## Vocabulary Daily routines

3 Match the words below to the pictures.

do homework finish school get home  
get up go to bed go to school  
start classes wake up watch TV



1 wake up    2 \_\_\_\_\_    3 \_\_\_\_\_



4 \_\_\_\_\_    5 \_\_\_\_\_    6 \_\_\_\_\_



7 \_\_\_\_\_    8 \_\_\_\_\_    9 \_\_\_\_\_

## Listening

6 70 Listen to the podcast about schools in Argentina. Choose the correct answers.

- British schools are the same as / different from Argentine schools.
- Pedro gets up / goes to school at 7.30.
- He does his homework / sport in the afternoon.
- Alicia likes / doesn't like afternoon classes.
- Alicia finishes / starts school at 13.15.



## Get together

Which sentences are true or false for you? Compare them with a partner. Correct the false sentences.

- I get up at 6.30.
- I start classes at 7.45.
- I do my homework in my bedroom.
- I watch TV with my family.
- I go to bed at 11.00.

I get up at 6.30.  
Is this true for you?

No, it isn't.  
I get up at 6.15.

## Grammar Present simple: affirmative and negative

1 Read the examples. Then complete the table. Most teens **don't like** early mornings.  
Anna **sleeps** for nine hours a night.

Present simple: affirmative and negative					
Affirmative			Negative		
I / You	<sup>1</sup> <u>start</u>	at 8.15.	I / <sup>4</sup> _____	<b>don't start</b>	at 8.30.
<sup>2</sup> _____ / She / It	<b>starts</b>	at 8.15.	He / She / <sup>5</sup> _____	<b>doesn't</b> <sup>6</sup> _____	at 8.30.
We / You / They	<sup>3</sup> _____	at 8.15.	We / You / <sup>7</sup> _____	<sup>8</sup> _____	at 8.30.

Now read the rule below.

We use the present simple to describe routine.

2 Choose the correct answers.

- 1 She / **We** go to the same school.
- 2 They **like** / likes afternoon classes.
- 3 I **doesn't** / don't sleep for nine hours a night.
- 4 **He** / They doesn't get up at 7.00.
- 5 She **wake** / wakes up at 6.30 every morning.

### Focus Grammar: The third person -s

For *he, she, and it* ...

- add -s to most verbs.  
*get* → *gets*
- add -es to verbs ending in -s, -sh, -ch, -x, -z, and -o.  
*watch* → *watches*  
*do* → *does*
- change -y to -ies for verbs ending in consonant + -y.  
*study* → *studies*

## Adverbs of frequency

4 Read the examples. Then study the diagram.

Teenagers **usually** start school at about 8.30.  
She's **never** late for school!

always	● ● ● ● ● ●
usually	● ● ● ● ● ○
often	● ● ● ○ ○ ○
sometimes	● ● ○ ○ ○ ○
hardly ever	● ○ ○ ○ ○ ○
never	○ ○ ○ ○ ○ ○

Now complete the rules below.

- Adverbs of frequency tell us how **often** / **when** something happens.
- They always go **after** / **before** the verb *be*.
- They always go **after** / **before** all other verbs in the present simple.

5 Reorder the words to make sentences.

- 1 always / Fridays / fantastic / are  
Fridays are always fantastic.
- 2 go / cinema / to the / sometimes / I  
\_\_\_\_\_
- 3 the / usually / classes / interesting / are  
\_\_\_\_\_
- 4 watches / Mum / ever / TV / hardly  
\_\_\_\_\_
- 5 at / get / never / up / 6 a.m. / you  
\_\_\_\_\_

6 Complete the sentences with the correct adverbs of frequency. Use the words in brackets to help.

- 1 I **never** go to museums. (I don't go)
- 2 We \_\_\_\_\_ sleep for fourteen hours a night. (one night a year)
- 3 She \_\_\_\_\_ goes to bed late. (three nights a week)
- 4 He \_\_\_\_\_ reads magazines. (four evenings a week)
- 5 You \_\_\_\_\_ wake up at 7.00. (five mornings a week)

3 Complete the description of two school days with the correct forms of the verbs in brackets.

Every morning, I <sup>1</sup> get up (get up) at 6.30 a.m., but my brother Lewis <sup>2</sup> \_\_\_\_\_ (get up) at 7.00.  
He <sup>3</sup> \_\_\_\_\_ (go) to a different school. I <sup>4</sup> \_\_\_\_\_ (start) classes at 8.30, but Lewis <sup>5</sup> \_\_\_\_\_ (start) his at 9 a.m. When he <sup>6</sup> \_\_\_\_\_ (finish) school at 4 p.m., I'm at home! Lewis <sup>7</sup> \_\_\_\_\_ (get home) at 4.30 p.m.  
I always <sup>8</sup> \_\_\_\_\_ (do) my homework, but Lewis <sup>9</sup> \_\_\_\_\_ (watch) TV and <sup>10</sup> \_\_\_\_\_ (do) his homework later. I <sup>11</sup> \_\_\_\_\_ (sleep) for nine hours a night, but he only <sup>12</sup> \_\_\_\_\_ (sleep) for eight!

# 5 Do you study all these subjects?

## Get going

1 71 Read and listen to the conversation between Zac and his brother Tom. Why does Zac go to different classrooms?



Tom: Hey Zac, have you got your new timetable? Can I see it?  
 Zac: Yes, here it is.  
 Tom: Do you study all these subjects?  
 Zac: Yes, I do!  
 Tom: That's a lot of subjects! How many subjects do you get for homework each night?  
 Zac: Usually two. Tonight, I've got maths and science.  
 Tom: What do you do in the breaks between classes?  
 Zac: I talk to my friends or I read a book. Some people go to clubs, for example art or music club, but I never do that.  
 Tom: Do you stay in the same classroom all day?  
 Zac: No, we don't. We go to different classrooms for different subjects.  
 Tom: How often do you go to the wrong room for classes?  
 Zac: Hardly ever. I've got my timetable, so it's OK!

## 2 Answer the questions.

- 1 What does Zac get every night?  
\_\_\_\_\_
- 2 Does Zac go to clubs in the lunch break?  
\_\_\_\_\_
- 3 How does Zac know where his classes are?  
\_\_\_\_\_  
\_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday
<b>maths</b> room 204	<b>PE</b> gym	<b>history</b> room 105	<b>PE</b> gym	<b>science</b> room 275
<b>English</b> room 113	<b>art</b> room 347	<b>history</b> room 105	<b>PE</b> gym	<b>science</b> room 275
BREAK				
<b>geography</b> room 271	<b>RE</b> room 500	<b>maths</b> room 204	<b>ICT</b> room 112	<b>ICT</b> room 112
<b>music</b> room 22	<b>English</b> room 113	<b>maths</b> room 204	<b>ICT</b> room 112	<b>maths</b> room 204
LUNCH				
<b>history</b> room 105	<b>geography</b> room 271	<b>art</b> room 347	<b>music</b> room 22	<b>English</b> room 113
<b>science</b> room 275	<b>geography</b> room 271	<b>science</b> room 275	<b>RE</b> room 500	<b>English</b> room 113

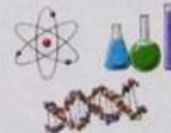
## Vocabulary School subjects

3 Match the school subjects below to the pictures.

art English geography history ICT maths music PE science



1 English                      2 \_\_\_\_\_                      3 \_\_\_\_\_



4 \_\_\_\_\_                      5 \_\_\_\_\_                      6 \_\_\_\_\_



7 \_\_\_\_\_                      8 \_\_\_\_\_                      9 \_\_\_\_\_

4 72 Listen and check. Then listen again and repeat.

## Listening

5 73 Listen to the conversations. What subjects are the teachers and students talking about?

- 1 PE                      3 \_\_\_\_\_                      5 \_\_\_\_\_  
 2 \_\_\_\_\_                      4 \_\_\_\_\_                      6 \_\_\_\_\_



## Get together

With a partner, look at Zac's timetable. Ask and answer the questions.

- What subjects has he got?  
 How many classes are there every day?  
 Is your timetable similar?

## Grammar Present simple: yes/no questions and short answers

1 Read the examples. Then complete the table.

'Do you **study** all these subjects?' 'Yes, I **do**.'

'Do you **stay** in the same classroom all day?'

'No, we **don't**.'

### Present simple: yes/no questions

Do I / <sup>1</sup> you \_\_\_\_\_ sleep for nine hours a night?

Does he / <sup>2</sup> \_\_\_\_\_ / it sleep for nine hours a night?

<sup>3</sup> \_\_\_\_\_ we / you / they <sup>4</sup> \_\_\_\_\_ for nine hours a night?

### Present simple: Short answers

#### Affirmative

Yes, I / <sup>5</sup> \_\_\_\_\_ do.

Yes, he / she / it <sup>7</sup> \_\_\_\_\_.

Yes, we / you / they <sup>9</sup> \_\_\_\_\_.

#### Negative

No, I / you <sup>6</sup> \_\_\_\_\_.

No, <sup>8</sup> \_\_\_\_\_ / she / it doesn't.

<sup>10</sup> \_\_\_\_\_, we / you / <sup>11</sup> \_\_\_\_\_ don't.

2 Complete the conversation with the correct words in brackets.



Polly: <sup>1</sup> Do \_\_\_\_\_ you and your brother go to the same school? (Do / Does)

Joanna: Yes, we <sup>2</sup> \_\_\_\_\_. He's in class 7B and I'm in class 8D. (do / does)

Polly: Does he <sup>3</sup> \_\_\_\_\_ school? (like / likes)

Joanna: Yes, <sup>4</sup> \_\_\_\_\_ does. He's a good student. (he / it)

Polly: <sup>5</sup> \_\_\_\_\_ and your brother go to school together? (Do you / You do)

Joanna: No, we <sup>6</sup> \_\_\_\_\_. He's always late! (do / don't)

Polly: Do you always <sup>7</sup> \_\_\_\_\_ your homework? (do / does)

Joanna: Yes, I <sup>8</sup> \_\_\_\_\_! (do / don't)

3 Polly has got more questions for Orla. Write Polly's questions and Orla's short answers.

1 your brother / like / history / yes

Does your brother like history? Yes, he does.

2 you / get up / at 6.30 a.m. / no

3 school / start at 8.30 a.m. / yes

4 your friends / like / magazines / no

5 I / ask / a lot of questions / yes

## Present simple: Wh- questions

4 Read the examples. Then study the table.

**What do you do** in the breaks?

**How often do you go** to the wrong room?

Wh- questions	Answers
How many subjects do you study?	Fifteen.
How often do you get homework?	Four times a week.
What time do they start school?	At 8.45.
Which classes does she like?	Art and history.
When do you see your friends?	At weekends.

5 Complete the questions with the question words below.

How many How often What time When Which

1 'How many students do you teach in one class?' 'About thirty students.'

2 '\_\_\_\_\_ does he go to bed?' 'At 23.00.'

3 '\_\_\_\_\_ does your mum go to the supermarket?' 'Three times a week.'

4 '\_\_\_\_\_ games console do you like?' 'The black one!'

5 '\_\_\_\_\_ does he visit his grandma?' 'In the summer.'



## Pairwork

Work with a partner. Complete the activity.

→ Student A: go to page 79.

→ Student B: go to page 93.

## Practical English

1 Complete the conversation with the phrases below.

~~Do you know~~ four How often is always It usually  
March Tuesday what time Which film

Joe: Hi, Max.  
 Max: Oh, hi, Joe. <sup>1</sup> Do you know about the film club? It sounds interesting.  
 Joe: Yes, I do. It's in the ICT room after school.  
 Max: Great! <sup>2</sup> \_\_\_\_\_ is it?  
 Joe: It's every month. The next one is on 24<sup>th</sup> <sup>3</sup> \_\_\_\_\_.  
 Max: 24<sup>th</sup> March? Is that on <sup>4</sup> \_\_\_\_\_?  
 Joe: No, it's on Wednesday – the film club <sup>5</sup> \_\_\_\_\_ on Wednesday.  
 Max: And <sup>6</sup> \_\_\_\_\_ does it start?  
 Joe: <sup>7</sup> \_\_\_\_\_ starts at <sup>8</sup> \_\_\_\_\_.  
 Max: <sup>9</sup> \_\_\_\_\_ is it this month?  
 Do you know?  
 Joe: I think it's *The Martian*.  
 Max: Cool! See you then!

2 74 Listen and check.

**Focus**

**Grammar: every**

We use *every* to show that something happens regularly at the same time.

*I go to sports club **every** Tuesday.*

*Our teacher gives us homework **every** week.*

3 Match the words from columns A, B, and C to make questions and answers.

A	B	C
When is	the film start?	Every day.
How often do	maths class?	At 8 p.m.
What time does	in the evening?	It's on Friday.
Is your swimming class	you get homework?	No, it's in the afternoon.

1 When is maths class? It's on Friday.  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_



## Listening

4 75 Listen to the conversation between Ella and Ruby. Choose the correct answers.

- Ella says
  - there's a great film at the cinema.
  - there's a great film on TV.
- Ruby
  - hasn't got a class this afternoon.
  - has got a class this afternoon.
- Ruby
  - goes to music class at 4.30 p.m.
  - goes to music class at 6.00 p.m.
- The class
  - is every day.
  - is every week.
- Ruby
  - hasn't got time for films.
  - has got time for Ella on Saturday evening.

**Focus**

**Pronunciation: The third person -s**

76 Listen to the endings of the verbs. Listen again and repeat.

/s/ gets /z/ does /ɪz/ finishes

77 Listen to the words below. Tick (✓) the correct sounds.

	/s/	/z/	/ɪz/
1 starts	✓		
2 watches			
3 sleeps			
4 likes			
5 closes			
6 goes			

Practise saying this rhyme with a partner!

An afternoon with my sister

She finishes school at half past three.  
 She gets home, studies, and watches TV.  
 She eats and reads and messages friends.  
 And then she goes to bed at ten.

## Grammar Prepositions of time

1 Read the examples. Then study the table.

It's **on** Sunday.

It starts **at** two o'clock.

We use these prepositions ...	with these times.
in	the morning / afternoon / evening September autumn
on	Monday 20 <sup>th</sup> April
at	six o'clock night the weekend

2 Choose the correct answers.

Abby: Jake. It's my birthday <sup>1</sup>in / **on** Thursday!

Jake: What? This Thursday? That's great!

Abby: Do you want to go to the cinema with me <sup>2</sup>at / on Saturday?

Jake: OK! I've got football <sup>3</sup>at / in the afternoon, but I'm free <sup>4</sup>in / on the evening.

Abby: That's fine. The film starts <sup>5</sup>at / in 9 p.m.

Jake: OK. See you in front of the cinema <sup>6</sup>at / on 8.50 p.m.?

Abby: Great. See you then.

3 Look at the information in the table. Write sentences with *in, on, or at*.

	July	Thursday	the evening	winter	8.15 a.m.	17 <sup>th</sup> May
1 The film is		✓				
2 The pool doesn't open				✓		
3 His birthday is						✓
4 School starts					✓	
5 I do my homework			✓			
6 The students finish school	✓					

- The film is on Thursday.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Speaking

4 Work with a partner. Make notes for a conversation that confirms the time and date of an event. Use one of the ideas below.

**NEW SCHOOL ART CLUB**  
Every Wednesday at 1.00 p.m.  
Starts 10<sup>th</sup> August in room 347

**Swimming classes at City Pool**  
Every Tuesday, 6.30 p.m.  
No classes in January

**When?** Saturday 24<sup>th</sup> November  
**What time?** At 7.30 p.m.  
**Where?** My house  
**What?** Gaming and pizza night  
**Why?** It's my birthday!!!

What to say ... when confirming the date and time of an event.	
Your friend	You
It's my / There's a / an (event) next week. Do you want to go?	Yes, that sounds great. What day is it?
It's every / on (day of week)	What's the date?
It's on (date)	What time is it?
It's at (time)	
See you at (place / time) See you on (day)	Great. See you then.

### Your friend

### You



Say hello. Describe the event. Ask your friend if he / she wants to go.

Say you want to go.

Ask about these things: the day, the date, the time.

Give information: the day, the date, the time.


Finish the conversation.



### Put it together

Role-play your conversation with a partner.

## Reading

- 1 You are going to read an essay by Madison Edwards about her school. Look at the map of Australia. What is the distance between Madison's home and her school?
- 2  78 Read and listen to Madison's essay. Is Madison in the same room as the other students for her class? How does she communicate with them and her teacher?
- 3 Read Madison's essay again. Complete the sentences with the correct words.
  - 1 There are two hundred children at Madison's school. (children / teachers)
  - 2 The students \_\_\_\_\_ schools near their homes. ('ve got / haven't got)
  - 3 Madison's classes are in her \_\_\_\_\_. (house / school)
  - 4 She's got a class every \_\_\_\_\_. (day / week)
  - 5 She \_\_\_\_\_ science and geography. (doesn't like / likes)
  - 6 She \_\_\_\_\_ after the class. (plays computer games / studies)
  - 7 She sees her \_\_\_\_\_ three or four times a year. (students / teacher)



## Look it up!

- a Your dictionary shows you the pronunciation of words with phonetic script. Underline the phonetic script in the entry.
- b Now look at the words below. Which letter in **bold** sounds different? Underline one letter in each group.
  - 1 five **ex**ercise kitchen
  - 2 **bu**t student **su**bject
- c Find the words in your dictionary. Match the letters in **bold** to the phonetic sounds below and write the words.
  - 1 /aɪ/ **five** \_\_\_\_\_, \_\_\_\_\_
  - 2 /i/ \_\_\_\_\_
  - 3 /ʌ/ \_\_\_\_\_, \_\_\_\_\_
  - 4 /u:/ \_\_\_\_\_

**class** /kla:s; USA klæs/ sustantivo, verbo  
 ▶ n 1 **class**: They're in **class**. Están en clase.

## 4 Answer the questions about the essay.

- 1 Why doesn't Madison go to school every day?  
She lives 500 km from the school.
- 2 How many students are there in Madison's class?  
 \_\_\_\_\_
- 3 How many subjects does she study?  
 \_\_\_\_\_
- 4 What things does she do on the education website?  
 \_\_\_\_\_  
 \_\_\_\_\_
- 5 How often does she visit her teacher and the other students?  
 \_\_\_\_\_  
 \_\_\_\_\_
- 6 Is she happy when her teacher visits her?  
 \_\_\_\_\_



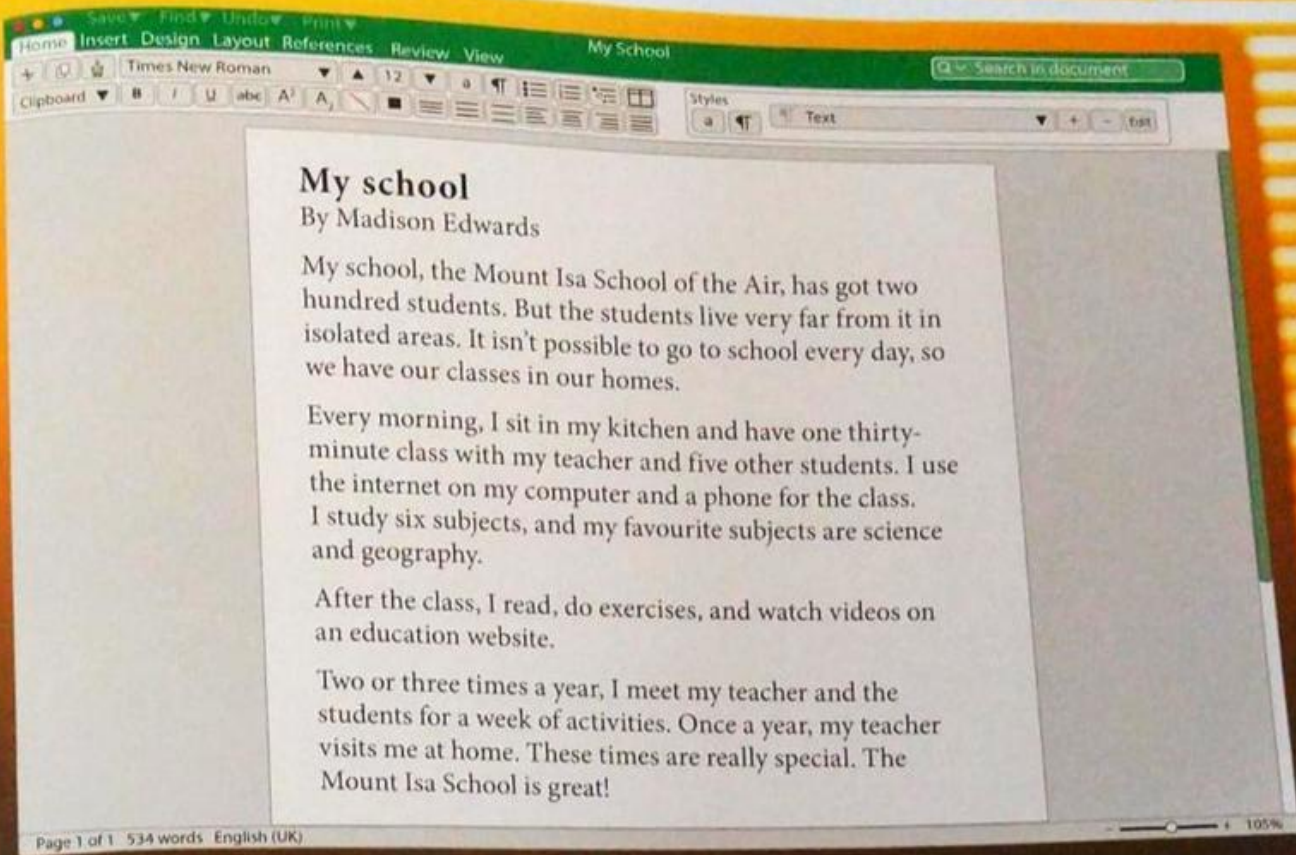
## The world around you

Discuss the questions. Use the words below.

alone always be boring do fantastic great  
 hardly ever interesting learn often rubbish  
 see study talk to terrible together

- 1 Do you think Madison's life sounds interesting or boring?
- 2 Why is a school like Mount Isa necessary?
- 3 What are the good things about being at school with your teachers and other students every day?





**My school**  
By Madison Edwards

My school, the Mount Isa School of the Air, has got two hundred students. But the students live very far from it in isolated areas. It isn't possible to go to school every day, so we have our classes in our homes.

Every morning, I sit in my kitchen and have one thirty-minute class with my teacher and five other students. I use the internet on my computer and a phone for the class. I study six subjects, and my favourite subjects are science and geography.

After the class, I read, do exercises, and watch videos on an education website.

Two or three times a year, I meet my teacher and the students for a week of activities. Once a year, my teacher visits me at home. These times are really special. The Mount Isa School is great!

Page 1 of 1 534 words English (UK)



# 5 Writing a web page for a school website

## Project

### Stage 1: Preparing

- Read the web page for new students starting at Lakeview High School.
- Match the questions below to paragraphs A–F in the web page.
  - 1 How many subjects do students study? C
  - 2 Who are the people at the school? \_\_\_\_\_
  - 3 What activities are there after school? \_\_\_\_\_
  - 4 What time are the classes and how long are they? \_\_\_\_\_
  - 5 How often do students get homework? \_\_\_\_\_
  - 6 Where are the classes? \_\_\_\_\_

### Stage 2: Planning your project

- Work in groups.
- You are going to design and write a web page for your school's website. The page will contain information for new students at the school.
- Answer the questions in Stage 1 about your school. Make notes for your answers. You can use the web page in Stage 1 to help you.

### Stage 3: Write a draft

Notes
Subjects
Timetable
After-school activities
Homework

- Use your notes to write paragraphs.
- Use the present simple for daily routines and include different school subjects.
- Remember to use the correct prepositions of time, too.



### Information for new students

- A** There are seven hundred students and 41 teachers at Lakeview High School. That's a lot of people, but it's OK. We're all very nice!
- B** Classes start at nine o'clock. They are fifty minutes long. You get two breaks – one in the morning and one after lunch. School finishes at 3.30 p.m. every day.
- C** Most new students study twelve subjects including maths, English, and science.
- D** You go to a different room for each classroom, but you're never far from your next class.
- E** There are lots of clubs after school. What is your interest? There's always a club for you!
- F** Students usually do homework every evening in the first year. Sometimes it's on the computer and sometimes it's in our books.
- We hope you have a great time at Lakeview!

### Stage 4: Checking

- Swap your web page with another group. Check their work carefully.
- Is there lots of new language in the web page?

### Stage 5: Finalising and presenting



Write your web page.



Publish your web page online.

- Add photos and pictures to your web page.
- Show your web page to your class.
- Read the other web pages. Choose your three favourite web pages. Tell a partner why you like them.

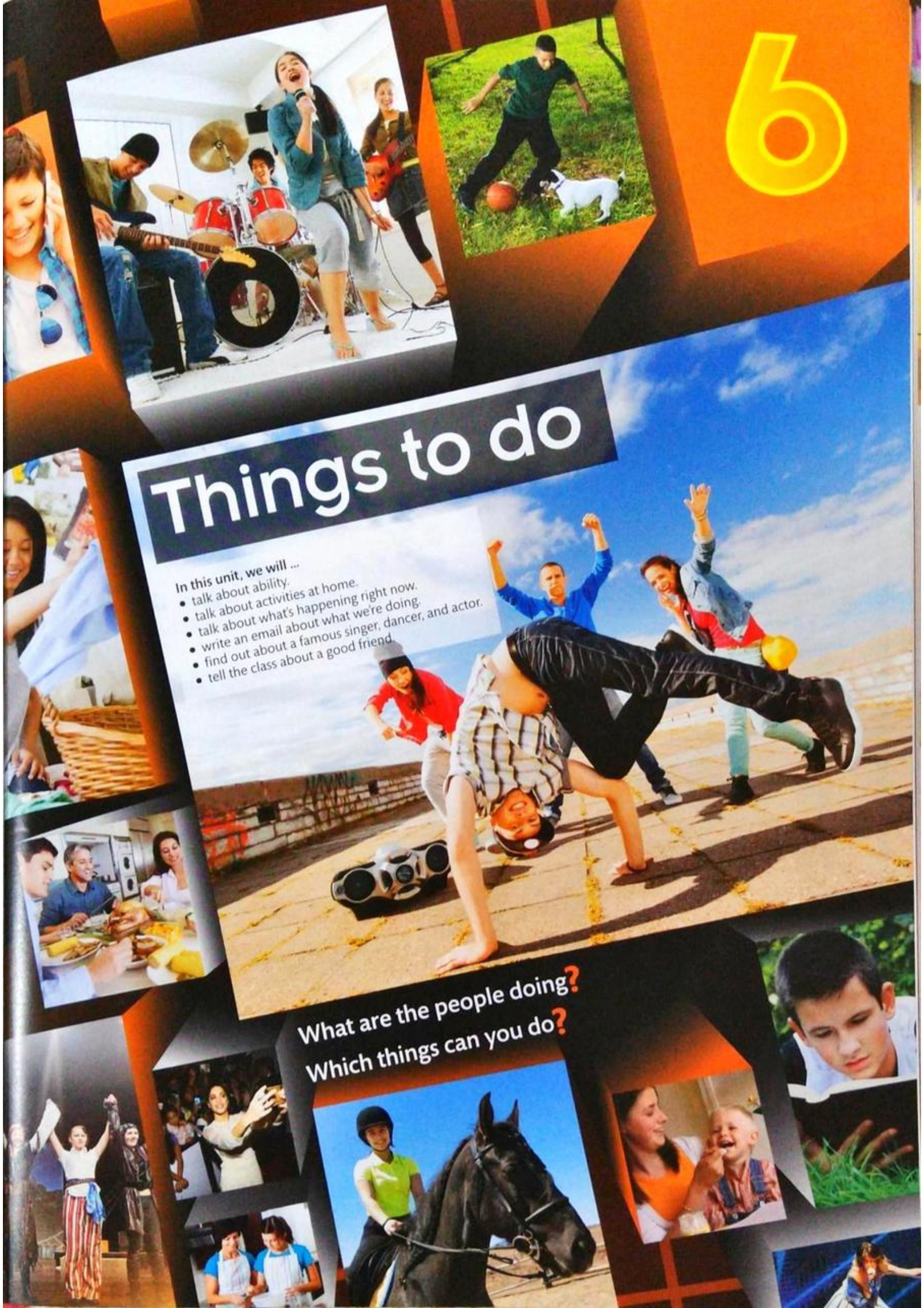
6

# Things to do

In this unit, we will ...

- talk about ability.
- talk about activities at home.
- talk about what's happening right now.
- write an email about what we're doing.
- find out about a famous singer, dancer, and actor.
- tell the class about a good friend.

What are the people doing?  
Which things can you do?



## Get going

1 79 Read and listen to the web page. Who hasn't got the right talents for the TV show?

togetherbook ☰

Adam Barnes shared Silver TV's page. ♥

★ **Kids Talent!** ★

Can you sing? Can you dance?  
Can you play the piano or guitar?  
Are you aged 10–16? Then we want you for our TV show! For more information, [click here](#).

**Comments:** ●

**Adam Barnes** Hey, Jessica Maxwell, you can dance really well! Do you want to be on TV?

**Jessica Maxwell** Me? No! I can dance quite well, but I'm not that good! What about Stevie Edwards?

**Adam Barnes** Can she play an instrument?

**Jessica Maxwell** Yes, she can! She can play the guitar very well!

**Stevie Edwards** Thanks, Jessica! But the kids on these shows are brilliant.

**Jessica Maxwell** You're brilliant, too, Stevie!

**Joe Simmonds** Hey, I want to be on the show, too! I can't play the guitar at all, but I can cook. My pasta is delicious!

**Adam Barnes** Err, yes, Joe! We know you can cook ... But I think you need a different TV show!

Add comment

2 Read the web page again. Are the sentences true (T) or false (F)?

- |   |                            |                                       |
|---|----------------------------|---------------------------------------|
| 1 Jessica can dance very well.                    | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 2 Stevie doesn't play the guitar.                 | T <input type="checkbox"/> | F <input type="checkbox"/>            |
| 3 Jessica thinks Stevie plays very well.          | T <input type="checkbox"/> | F <input type="checkbox"/>            |
| 4 Joe thinks he can cook very well.               | T <input type="checkbox"/> | F <input type="checkbox"/>            |
| 5 Adam thinks the TV show is a good idea for Joe. | T <input type="checkbox"/> | F <input type="checkbox"/>            |

## Vocabulary Abilities

3 Match the words to the pictures.

cook dance draw play basketball play the drums  
play football play the guitar play the piano  
play volleyball ride a bike ride a horse sing swim



draw



4 80 Listen and check. Then listen again and repeat.



### Get together

Which activities in Exercise 3 does your partner do? Ask questions to get the information.

Do you ... ? How often / When do you ... ?  
Where do you ... ? Why do you ... ?

Do you dance?

No, I don't.

Do you sing?

Yes, I do.

How often do you sing?

I sing every weekend.

## Grammar *can* for ability: affirmative and negative

1 Read the examples. Then study the table.

- I **can** dance.
- I **can't** play the guitar.

<i>can</i> for ability		
<b>Affirmative</b>		
I / You (singular) / He / She / It / We / You (plural) / They	<b>can</b>	sing.
<b>Negative</b>		
I / You (singular) / He / She / It / We / You (plural) / They	<b>can't</b>	play the piano.

Now complete the rules below.

- a We put *can* / *can't* before a **main verb** / **noun**.
- b We **add** / **don't add** an -s to *can* / *can't* for *he*, *she*, or *it*.
- c We **add** / **don't add** an -s to the main verb for *he*, *she*, or *it*.

2 Complete Diego's description of his family with the affirmative (✓) and negative (X) forms of *can*.

My family is very talented. My mum and dad <sup>1</sup> can (✓) sing very well and they're in a band. My sister <sup>2</sup> \_\_\_\_\_ (X) sing, but she <sup>3</sup> \_\_\_\_\_ (✓) play the guitar. I <sup>4</sup> \_\_\_\_\_ (X) sing or play the guitar, but I <sup>5</sup> \_\_\_\_\_ (✓) draw quite well. Mum, Dad, and my sister <sup>6</sup> \_\_\_\_\_ (X) draw at all. Their pictures are terrible!

## Adverbs with *can*

3 Read the examples. Then study the phrases below.

- ++ He **can** play the guitar **very** / **really well**.
- + I **can** dance **quite well**.
- She **can't** play football **very well**.
- They **can't** dance **at all**.

4 Use the prompts to write affirmative and negative sentences with *can* and adverbs.

1 you / dance (- -) You can't dance at all.

2 we / draw (+)

\_\_\_\_\_

3 they / ride horses (+ +)

\_\_\_\_\_

4 she / play / volleyball (-)

\_\_\_\_\_

5 I / cook (-)

\_\_\_\_\_

6 he / ride / a bike (- -)

\_\_\_\_\_

## *can* for ability: questions and short answers

5 Read the examples. Then study the table.

- Can he play an instrument? **Yes, he can.**
- Can you sing? **No, I can't.**

Question		
Can	I / you / he / she / it / we / you / they	draw?
Short answers		
<b>Affirmative</b>		
Yes,	I / you / he / she / it / we / you / they	<b>can.</b>
<b>Negative</b>		
No,	I / you / he / she / it / we / you / they	<b>can't.</b>

6 Complete the conversation with *can* / *can't*.



Mr Cox: OK, everyone, I need people for the school show. Who <sup>1</sup> can help?

Lucy: Katie <sup>2</sup> \_\_\_\_\_ sing really well. She's really good!

Katie: Well, I <sup>3</sup> \_\_\_\_\_ sing quite well!

Mr Cox: That's great, Katie. And I need dancers! Archie, <sup>4</sup> \_\_\_\_\_ you dance?

Archie: No, I <sup>5</sup> \_\_\_\_\_, sir.

Mr Cox: OK. Lucy? What about you?

Lucy: Well, I go to dance classes, but I <sup>6</sup> \_\_\_\_\_ dance very well.

Mr Cox: That's fine, Lucy, I'm sure you're fantastic. Now, guitars and the piano. Boys? Girls? <sup>7</sup> \_\_\_\_\_ you play these instruments?

Joe: Tim and I <sup>8</sup> \_\_\_\_\_ play the guitar, Mr Cox!

Mr Cox: That's brilliant! See you this afternoon for practice!

## Listening

7 81 Listen to five conversations. Are the sentences true (T) or false (F)?

- 1 Ella can't draw at all. T  F
- 2 John can't swim very well. T  F
- 3 Sara's mum can sing quite well. T  F
- 4 Matt plays basketball very well. T  F
- 5 Molly can play the drums really well. T  F

## Get going

- 1 82 Read and listen to the messages.  
Who has got time for Olivia?



## Chat with Mario

Mario! How are you? Have you got time to go to the cinema today?

Olivia! Sorry! I'm with my brother and we aren't going out today. We're helping our parents in their shop. 😞

No problem.



## Chat with Jess

Hi, Jess. Do you want to go to the new shopping centre this afternoon?

Sorry, Olivia! I really want to, but I'm babysitting my cousin all day. 😞

Oh, OK.



## Chat with Julia

Hi, Julia. I'm sitting at home alone and it's boring! Are you free?

Hi, Olivia! I'm having lunch at the moment, but come to my house this afternoon! We can listen to music. I've got some great new songs.

Great! See you then! 😊



- 2 Read the messages again. Answer the questions.

- Which place in town does Olivia suggest to Jess?
- Which two friends are with family members today?
- Where does Olivia arrange to go this afternoon?

## Vocabulary Activities at home

- 3 Match the activities at home to the photos.

babysit have breakfast have dinner have lunch help my parents  
listen to music message friends play with my pet read  
talk on the phone



1 talk on the phone

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

- 4 83 Listen and check. Then listen again and repeat.

- 5 Choose the correct answers.

- I listen to music / play with my dog with my headphones on.
- At 7 p.m., Milly and her parents **have dinner** / **talk on the phone** in the dining room.
- Andrew **babysits his little brother** / **helps his parents** when his parents aren't at home.
- My brothers often get up really late and don't have **breakfast** / **dinner**.
- My little sister can't **read a book** / **message her friends** because she hasn't got a phone.
- I often **have lunch** / **help my parents**. I cook lunch every Saturday.



## Get together

What activities do you do at home?  
Ask and answer questions.

What do you do at home?

I usually listen to music.  
Sometimes I babysit my sister.

## Grammar Present continuous: affirmative

1 Read the examples. Then complete the table.

I'm **babysitting** my cousin.

We're **helping** my parents.

Present continuous: affirmative		
	Verb <i>be</i>	Main verb
I	1 <u>am</u>	helping.
You	2 _____	helping.
He / She / It	3 _____	helping.
We / You / They	4 _____	helping.

Now complete the rule below.

We use the present continuous to

- a describe actions in progress now.
- b describe something that is always true.

2 Choose the correct words to complete the sentences.

- 1 I am watching TV.  
(am / is / watches / watching)
- 2 She \_\_\_\_\_ her mum.  
(am / is / helping / helps)
- 3 They \_\_\_\_\_ football.  
(am / are / play / playing)
- 4 You \_\_\_\_\_ your sister.  
(am / are / babysit / babysitting)
- 5 We \_\_\_\_\_ breakfast.  
(are / is / have / having)
- 6 He \_\_\_\_\_ his bike.  
(are / is / rides / riding)

### Focus

#### Grammar: -ing spelling rules

Learn these rules for verbs in the -ing form.

- 1 For most verbs: + -ing  
*cook* → *cooking*
- 2 Verbs ending in consonant + -e: -e + -ing  
*have* → *having*
- 3 Short verbs ending in vowel + consonant:  
double the consonant + -ing  
*swim* → *swimming*
- 4 Verbs ending in vowel + -w, -x, and -y: + -ing  
*play* → *playing*

3 Write the -ing forms of the verbs.

- |                        |                |
|------------------------|----------------|
| 1 dance <u>dancing</u> | 5 listen _____ |
| 2 swim _____           | 6 do _____     |
| 3 play _____           | 7 sit _____    |
| 4 message _____        | 8 have _____   |

## Present continuous: negative

4 Read the examples. Then complete the table.

We **aren't going** out today.

I'm **not doing** anything.

Present continuous: negative		
	Verb <i>be</i>	Main verb
I	1 <u>'m not</u>	playing.
You	2 _____	playing.
He / She / It	3 _____	playing.
We / You / They	4 _____	playing.

5 Use the words to write sentences in the present continuous.

- 1 I 'm not babysitting \_\_\_\_\_ (I / not babysit) my sister today because it's her first day at school!
- 2 It's 7.15 a.m., but \_\_\_\_\_  
(she / not get / up)!
- 3 \_\_\_\_\_ (he / not do) his homework. He's messaging his friends at the moment.
- 4 \_\_\_\_\_ (I / not cook) dinner. Dad is doing it.
- 5 \_\_\_\_\_ (we / not play) basketball. We're watching it on TV!
- 6 ' \_\_\_\_\_ (they / not sing) very well.' 'I know. This concert is terrible!'

6 Complete the text with the present continuous forms of the verbs below.

cook message not get not help  
play read sit talk

It's 10.30 on a Saturday morning and I <sup>1</sup> 'm sitting \_\_\_\_\_ in bed. I <sup>2</sup> \_\_\_\_\_ up! Dad <sup>3</sup> \_\_\_\_\_ with the cat in the living room, my brother <sup>4</sup> \_\_\_\_\_ his friends in his bedroom, and in the kitchen Mum <sup>5</sup> \_\_\_\_\_ breakfast. My sisters are in the kitchen, too, but they <sup>6</sup> \_\_\_\_\_ her. They <sup>7</sup> \_\_\_\_\_ magazines and they <sup>8</sup> \_\_\_\_\_ on their phones.



### Pairwork

Work with a partner. Complete the activity.

→ Student A:  
go to page 79.

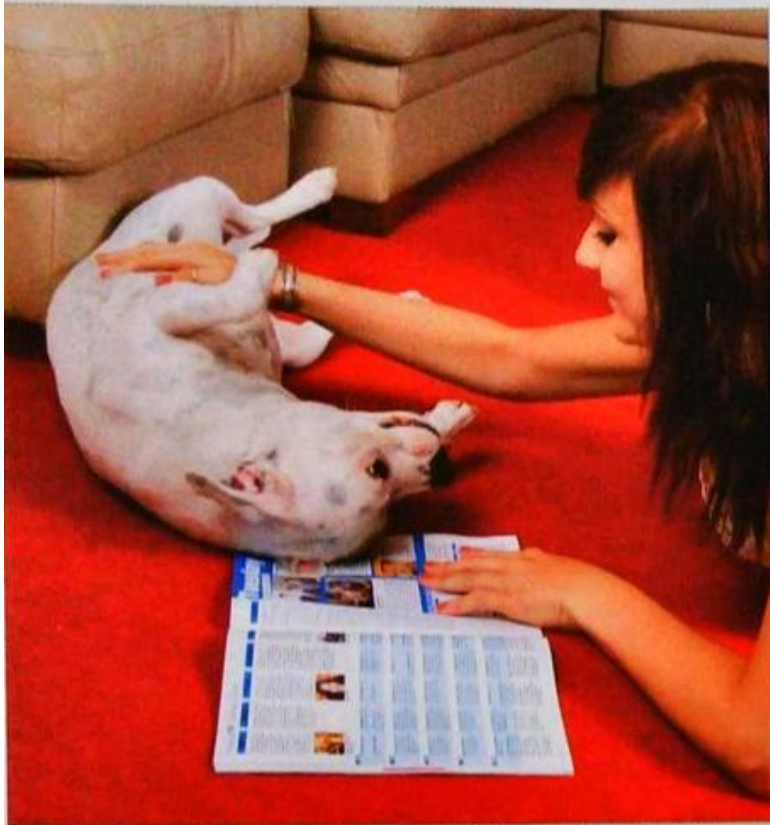
→ Student B:  
go to page 93.

# 6 Describing what people are doing

## Practical English

1 Complete Jaime's email with the words below.

can't cook not helping playing  
reading really the drums with



Hi, Aunt Mercedes.

How are you? How's the summer in Argentina?  
Here in the UK it's a terrible winter's day!

At the moment, my sister is playing <sup>1</sup> with \_\_\_\_\_  
the dog in the living room. It's quite boring because  
the dog always does the same thing! So my sister is  
<sup>2</sup> \_\_\_\_\_ a magazine at the same time!

Mum and Dad are making lunch in the kitchen.  
I'm <sup>3</sup> \_\_\_\_\_ them because Dad says that  
I can't <sup>4</sup> \_\_\_\_\_. Thanks a lot, Dad!

My brother isn't here. He's <sup>5</sup> \_\_\_\_\_  
football for his school team today. He can play  
<sup>6</sup> \_\_\_\_\_ well.

Now my sister is in her bedroom and she's playing  
<sup>7</sup> \_\_\_\_\_. But she <sup>8</sup> \_\_\_\_\_  
play at all, so it sounds terrible!

Well, I hope that life is good in Argentina. I want to  
visit you again soon!

Jaime

2 Read the email again and answer the questions with *his aunt*, *his brother*, *his parents*, or *his sister*.

- 1 Who is Jaime writing to? His aunt.
- 2 Which family member does a sport?  
\_\_\_\_\_
- 3 Who is playing an instrument? \_\_\_\_\_
- 4 Who can cook? \_\_\_\_\_

3 Read the email again and answer the questions.

- 1 What are the seasons in Argentina and the UK?  
It's summer in Argentina and winter in the UK.
- 2 What two things is Jaime's sister doing in the first part of the letter?  
\_\_\_\_\_  
\_\_\_\_\_
- 3 What are his parents cooking?  
\_\_\_\_\_
- 4 Who isn't at home at the moment?  
\_\_\_\_\_
- 5 Where are his sister's drums?  
\_\_\_\_\_
- 6 Why do the drums sound terrible?  
\_\_\_\_\_

### Focus

#### Writing skills: Paragraphs

We use paragraphs to separate a text into different subjects. This makes the text easier to read.

We always start a paragraph on a new line and with a capital letter.

4 Read the sentences. Mark the point where a new paragraph needs to begin.

1 I've got a dog and a cat. Their names are Agatha and Percy. ] My brother is twelve. He goes to a different school from me.

2 I can't go to my friend's house today because I'm helping my grandparents. We're at the shopping centre and we're buying new furniture for their house. I've got a new desk in my bedroom - it's great!

3 I can't play basketball at all, but I can play volleyball quite well. My sister is riding her horse at the moment. She can ride really well.

4 It's winter here in the US, but it's summer in Australia. My Australian cousins are swimming in their pool and I'm in my house reading a book! My favourite book at the moment is *How I Live Now*. It's great.

## Grammar *because, so*

1 Read the examples. Then read the rules below.

It's quite boring **because** the dog always does the same thing.

She can't play at all, **so** it sounds terrible.

- We use **because** before a reason for something.
- We use **so** before the result of something.

2 Look at the words in **bold** in the sentences below. Are they the reason or the result?

- 1 Jack **can't play the guitar very well**. He never practises. reason
- 2 We never go to the shopping centre. **We don't like shopping**. \_\_\_\_\_
- 3 I **haven't got my headphones**. I can't listen to music. \_\_\_\_\_
- 4 Guadalupe is babysitting her cousin. **She isn't at the cinema with her friends**. \_\_\_\_\_

3 Rewrite the sentences in Exercise 2 with *because* or *so*.

- 1 Jack can't play the guitar very well because he never practises.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

4 Sam and Mia are talking on the phone. Complete their conversation with *because* or *so*.

Sam: Are you free today?

Mia: No, I'm not <sup>1</sup> because I'm helping my mum.

Sam: What are you doing?

Mia: It's my brother's birthday tomorrow, <sup>2</sup> \_\_\_\_\_ we're making pizzas.

Sam: Oh, no! Cooking is boring.

Mia: No, it isn't! And the pizzas are always delicious <sup>3</sup> \_\_\_\_\_ Mum can cook really well. What are you doing?

Sam: Not a lot. All my friends are doing different things, <sup>4</sup> \_\_\_\_\_ I'm sitting on my bed alone!

Mia: Oh, Sam! Are you OK?

Sam: Yes, I'm fine <sup>5</sup> \_\_\_\_\_ I'm eating chocolate and messaging all my friends!

Mia: Oh, good!



## Put it together

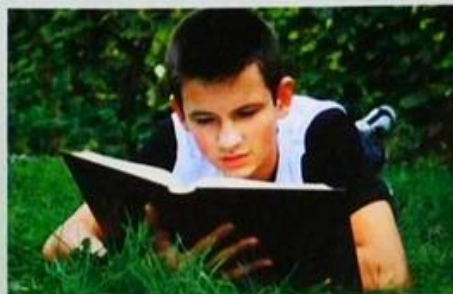
Write three true and three false sentences about yourself. Use *because* and *so* in the sentences. Read them to your partner, who guesses if they are true or false.

We haven't got a dog because my dad doesn't like them.

False! Your dad likes dogs. You don't like them!

## Writing

5 Write an email to a friend and tell them what you, your friends, and family are doing today. Follow the stages below.




- Make notes about your friends and family members. Think about these things:  
Where are they? What are they doing?  
Why are they doing it?
- Write your email with the information in your notes. You can write it on a sheet of paper or on your computer.
- Remember to use paragraphs to separate different topics.
- Use *because* and *so*.

## Reading

1 Look at the title and the text. Where do you find this kind of text?  
What do you think it is about?

2 Do the quiz. Check your answers at the bottom of the page.  
How many of your answers are correct?

3  84 Read and listen to the magazine page. Match 1-5 to a-e.

- |                                |  |
|--------------------------------|--|
| 1 Martina is in _____          | a in the Stoessel family.                  |
| 2 There are two children _____ | b a lot at the moment.                     |
| 3 Her English is _____         | c fantastic.                               |
| 4 Right now, she's _____       | d <del>the TV show <i>Violetta</i></del> . |
| 5 She's singing _____          | e in the US.                               |

4 Read the magazine page again. Answer the questions.

- 1 What special name do Martina's friends call her? They call her Tini.
- 2 Who is Francisco? \_\_\_\_\_
- 3 Which sport can Martina do well? \_\_\_\_\_
- 4 Which city is she in at the moment? \_\_\_\_\_
- 5 Is she singing or dancing right now? \_\_\_\_\_
- 6 In how many countries can you watch *Violetta*? \_\_\_\_\_



## Look it up!

a A lot of words in English look the same, but have different functions. For example, *cook* is a noun, but it's also a verb.

*My mum's a cook. She cooks in the kitchen of a restaurant.*

b Look at the highlighted words in the text and their dictionary definitions below. Match the words to the correct definitions.

## star

1  **1** estrella **2** (coloq) cielo: *Thanks for helping me – you're a star!* Gracias por ayudarme, ¡sos un cielo!

2  **vi** (-rr-) ~ (in sth) protagonizar algo

## film

1  **n** 1 película (capa fina)

2  **vt** filmar

## record

1  **n** /'rekə:d; USA 'rekərd/ **1** registro: *to make/keep a record of sth* hacer/llevar un registro de algo

2  **vt** /rɪ'kɔ:d/~ (sth) (from sth) (on sth) grabar (algo) (de algo) (en algo)

c Complete the sentences with the correct forms of *star*, *film*, and *record*. Are they verbs or nouns in the sentences?

1 My teacher keeps a record of the students in a class. noun

2 We \_\_\_\_\_ a new TV show at the moment. \_\_\_\_\_

3 Scarlett Johansson \_\_\_\_\_ in the Avengers films. \_\_\_\_\_

d Now find the words *dance*, *ride*, and *work* in the text. All three words are both nouns and verbs. What are they in the quiz?

1 dance noun

2 ride \_\_\_\_\_

3 work \_\_\_\_\_



## The world around you

Discuss the questions.

- 1 Where are your favourite TV shows from?
- 2 Are there a lot of American / British TV shows in Argentina? Why is this?

- 3 Are you surprised that *Violetta* is so popular in other countries? Why? / Why not?
- 4 Are there other Argentine TV shows that are popular in other countries?



All you need to know about ...



# Martina Stoessel!

We all know Martina Stoessel. She's the **star** of *Violetta*, the hit show with lots of music, dance, and great stories. But how many facts do you know about Martina? Take our true and false quiz!

## Quiz

True False

- |   |  |                          |                          |
|---|--|--------------------------|--------------------------|
| 1 | Martina's friends call her Marty.                | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Her birthday is in March.                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | She's got one sister.                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | She can't ride horses.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | She can speak English very well.                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | At the moment, she's working in the US.          | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | She's making her first <b>film</b> there.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | You can only watch <i>Violetta</i> in Argentina. | <input type="checkbox"/> | <input type="checkbox"/> |

Now check your answers!



- 1 False. Their name for her is Tini.
- 2 True. Her birthday is 21<sup>st</sup> March.
- 3 False. She's got a brother called Francisco.
- 4 False. Martina can ride horses well.
- 5 True. Martina's English is fantastic.
- 6 True. She's in Los Angeles for work.
- 7 False. She's there to **record** her first album.
- 8 False. It's in 140 different countries, including the UK!

## Project

## Stage 1: Preparing

- 85 Read and listen to Charlie's presentation about his classmate, Ben.

You all know Ben. He's a great student, and maths and science are his favourite subjects. But there are lots of things about him that people don't know!

Ben is a brilliant artist. He can draw really, really well and he always draws brilliant pictures of his family and friends.

Ben can also cook very well, so he often cooks lunch at the weekend. Sometimes he cooks for his whole family, including his grandparents, uncles, aunts, and cousins!

Ben's favourite TV show is *The Big Bang Theory* because it's about scientists, and he watches the DVD every day. He likes reading, too. At the moment, he's reading a book called *Gone*. The writer is Michael Grant and Ben says all his books are really interesting.



- Are the sentences true (T) or false (F)?

- Ben likes maths and science.
- There are some fantastic pictures of Ben's family and friends.
- Ben can't cook very well.
- Ben hardly ever watches TV shows.
- He likes the writer Michael Grant.

T  F T  F T  F T  F T  F 

## Focus

Pronunciation: *can*

- 86 Listen to the pronunciation of *can*. In which sentence is the word not stressed?

- Yes, she *can*.
- I *can* dance quite well.
- Can* you cook?

We don't usually stress *can* in a sentence. We pronounce it with the vowel sound 'schwa' /ə/.

- 87 Listen and repeat the sentences.

- We can play the piano.
- I can speak German quite well.
- She can ride a horse.
- You can draw really well.
- The children can swim.

## Stage 2: Planning your project

- You are going to prepare a presentation about a partner.
- Think about your partner. What interesting things can you say about him / her?

## Stage 3: Making notes

- With your partner, ask and answer questions about these things:
  - What things do lots of people know about your partner?
  - What things don't they know about him / her?
  - What can he / she do?
  - What does he / she like?
  - What is he / she doing at the moment?
- Use *can* / *can't*, the present continuous, and *because* / *so*.
  - She can play football really well.*
  - Her favourite singer is Sia because she writes brilliant songs.*

## Stage 4: Rehearsing and checking

- Use your notes to practise your presentation. Practise in front of the mirror!
- Is there lots of grammar and vocabulary from the unit in your presentation?
- Can you pronounce *can* correctly?

## Stage 5: Finalising and presenting



Give your presentation.



Record your presentation. Show it to the class.

- Watch the other presentations. Choose your three favourite presentations. Tell a partner why you like them.



## Vocabulary Daily routines

1 Put Joe's daily routine in the correct order.

- \_\_\_\_\_ I go to bed.
- \_\_\_\_\_ I get up.
- 1 \_\_\_\_\_ I wake up at 7 a.m.
- \_\_\_\_\_ I get home at 4 p.m.
- \_\_\_\_\_ I finish school.
- \_\_\_\_\_ I go to school.
- \_\_\_\_\_ I do my homework at 5 p.m.
- \_\_\_\_\_ I watch TV at 9 p.m.
- \_\_\_\_\_ I start classes at 9 a.m.

□ / 8

## Activities at home

4 Match 1-8 to a-h.

- |                                       |                  |
|---------------------------------------|------------------|
| 1 We're talking <u>g</u> _____        | a their sister.  |
| 2 Tom is playing _____                | b their friends. |
| 3 You're helping _____                | c breakfast.     |
| 4 Ana and Elena are babysitting _____ | d to music.      |
| 5 I'm having _____                    | e with his cat.  |
| 6 Franco is listening _____           | f magazines.     |
| 7 We're reading _____                 | g on the phone.  |
| 8 The boys are messaging _____        | h your parents.  |

□ / 7

## School subjects

2 Complete the school subjects in Mark's school timetable.

	9.00 a.m.	9.50 a.m.
Mon	<sup>1</sup> P <u>E</u>	<sup>2</sup> s _ i _ _ c e
Tues	<sup>3</sup> m _ _ h s	<sup>4</sup> l _ T
Wed	<sup>5</sup> m u _ _ c	<sup>6</sup> E _ g _ i s _
Thurs	<sup>7</sup> a _ _	<sup>8</sup> h _ s _ o _ y
Fri	<sup>9</sup> g _ _ g r _ _ h y	PE

□ / 8

## Abilities

3 What can Valentina do? Look at the table and unscramble the letters to complete the sentences.



can ✓	can't X
wism	cedan
deri a kebi	drei a shero
yalp ketsablalb	lapy eht aniop
paly het mudrs	gism

- 1 Valentina can swim \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- 2 She can't \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_.

□ / 7

## Grammar Present simple: affirmative and negative

5 Complete the description of Josefina's day with the correct forms of the verbs below. There is one extra verb.

cook do finish get go help message  
not like not sleep not watch play read start

- I <sup>1</sup> start \_\_\_\_\_ classes at 1.15 p.m. and I <sup>2</sup> \_\_\_\_\_ school at 5.30 p.m. When I <sup>3</sup> \_\_\_\_\_ home, I <sup>4</sup> \_\_\_\_\_ TV. I <sup>5</sup> \_\_\_\_\_ my homework, and then my brother and I <sup>6</sup> \_\_\_\_\_ our uncle and aunt in their shop. My aunt and my brother <sup>7</sup> \_\_\_\_\_ dinner at about 9 p.m., and sometimes my uncle and I <sup>8</sup> \_\_\_\_\_ basketball together. My brother <sup>9</sup> \_\_\_\_\_ basketball! I <sup>10</sup> \_\_\_\_\_ books for about an hour, and my brother <sup>11</sup> \_\_\_\_\_ his friends. We <sup>12</sup> \_\_\_\_\_ to bed at about 11 p.m.

□ / 11

## Adverbs of frequency

6 Complete Archie's survey with *always, usually, often, sometimes, hardly ever, and never*.

How often are you early for school?		
Sam	two or three times a year	1 <u>hardly ever</u>
Jessica	every day	2 _____
Max	four or five days a week	3 _____
Freya	I am late for school every day!	4 _____
James	two or three days a week	5 _____
Pia	five or six times a month	6 _____

□ / 5

Present simple: *wh-* questions, *yes/no* questions, and short answers

7 Write questions and short answers.

- Al: <sup>1</sup> Do you go (you / go) to Arches School?  
 Sam: <sup>2</sup> \_\_\_\_\_ (no). I'm at Broadway School. <sup>3</sup> \_\_\_\_\_ (where / you / go)?  
 Al: <sup>4</sup> \_\_\_\_\_ (I / go) to Holland House School.  
 Sam: <sup>5</sup> \_\_\_\_\_ (you / know) Ellie Cooper?  
 Al: <sup>6</sup> \_\_\_\_\_ (yes). <sup>7</sup> \_\_\_\_\_ (she / go) to my school. <sup>8</sup> \_\_\_\_\_ (she / live) near you?  
 Sam: <sup>9</sup> \_\_\_\_\_ (no).  
 Al: <sup>10</sup> \_\_\_\_\_ (how / you / know) her?  
 Sam: Our parents are friends.

8 / 9

Prepositions of time

8 Complete the comments with *in, on, or at*.

What's your favourite time of year?  
 My birthday. It's <sup>1</sup> on 25<sup>th</sup> May. I wake up <sup>2</sup> \_\_\_\_\_ the morning <sup>3</sup> \_\_\_\_\_ about six o'clock, and my parents give me lots of fantastic things!  
<sup>4</sup> \_\_\_\_\_ the winter, we always visit my grandparents in Iguazu. We usually go <sup>5</sup> \_\_\_\_\_ July. My favourite time of year is January - <sup>6</sup> \_\_\_\_\_ January to be exact. This year, it's <sup>6</sup> \_\_\_\_\_ Friday, and that's my favourite day of the week, too!  
 I'm not sure, but I like weekends. <sup>7</sup> \_\_\_\_\_ the weekend, I can do what I want, and that's great!

9 / 6

*can* for ability: affirmative, negative, and adverbs

9 Reorder the words to make sentences. Omit one word from each sentence.

- 1 I / swim / can't / very / at / all  
I can't swim at all.  
 2 dance / she / not / well / can  
 \_\_\_\_\_  
 3 really / at / he / ride / can / horses / well  
 \_\_\_\_\_  
 4 well / the drums / can't / very / we / not / play  
 \_\_\_\_\_  
 5 at / cook / all / you / can't / can  
 \_\_\_\_\_

10 / 4

*can* for ability: questions and short answers

10 Choose the correct answers.

- Ben: What are your family's favourite sports?  
 Jack: Well, my brother likes football.  
 Ben: Really? Can he <sup>1</sup> play / plays well?  
 Jack: No, not very well. He watches it on TV.  
 Ben: And your sister? <sup>2</sup> Can / Can't she play football?  
 Jack: Yes, she <sup>3</sup> can / can't, but she usually plays basketball.  
 Ben: And you? <sup>4</sup> You can / Can you play basketball?  
 Jack: <sup>5</sup> No / Yes, I can't. I <sup>6</sup> can't / not play at all, but I can swim. My sister can <sup>7</sup> swim / swims, too.  
 Ben: Really? Can you and your sister <sup>8</sup> do swim / swim well?  
 Jack: Yes, <sup>9</sup> she / we can!

11 / 8

Present continuous: affirmative and negative

11 Complete the present continuous sentences with the verbs below. There is one extra verb.

~~babysit~~ do help not cook  
 not listen not talk play

- 1 I'm babysitting my baby brother.  
 2 He \_\_\_\_\_ the drums.  
 3 We \_\_\_\_\_ our parents.  
 4 You \_\_\_\_\_ dinner.  
 5 They \_\_\_\_\_ their homework.  
 6 She \_\_\_\_\_ to music.

12 / 5

*because, so*

12 Complete Sara's blog with *because* or *so*.

I'm not with my friends this weekend <sup>1</sup> because my grandparents are here. They're here today <sup>2</sup> \_\_\_\_\_ it's Grandpa's birthday. Grandpa is really happy <sup>3</sup> \_\_\_\_\_ he's with his family. His favourite food is spaghetti bolognese, <sup>4</sup> \_\_\_\_\_ Dad, Grandma, and I are cooking it for him. Mum isn't helping <sup>5</sup> \_\_\_\_\_ she can't cook very well. But there's a football match on TV <sup>6</sup> \_\_\_\_\_ she and Grandpa are watching it.



13 / 5

# extra together

Pairwork: Student A 78

Extra practice 80

Pairwork: Student B 92

Literature 94

Culture 100

## Unit 1

p.15

1 Complete the information with your own answers.

My age \_\_\_\_\_  
 My two favourite days of the week \_\_\_\_\_  
 My favourite season \_\_\_\_\_  
 My opinion of ravioli \_\_\_\_\_  
 My opinion of football \_\_\_\_\_

2 Answer student B's questions about your information. Give short answers.

3 Ask student B questions to complete the information.

Student B's ...

age \_\_\_\_\_  
 favourite month of the year \_\_\_\_\_  
 two favourite colours \_\_\_\_\_  
 opinion of spaghetti bolognese \_\_\_\_\_  
 opinion of tennis \_\_\_\_\_

## Unit 2

p.25

1 Write different places on your map.

church cinema museum shop shopping centre

3 Ask student B questions about places on their map. Write their answers on the map below.

museum shopping centre supermarket  
 swimming pool theatre



4 Compare your maps and check your answers.

## Unit 3

p.37

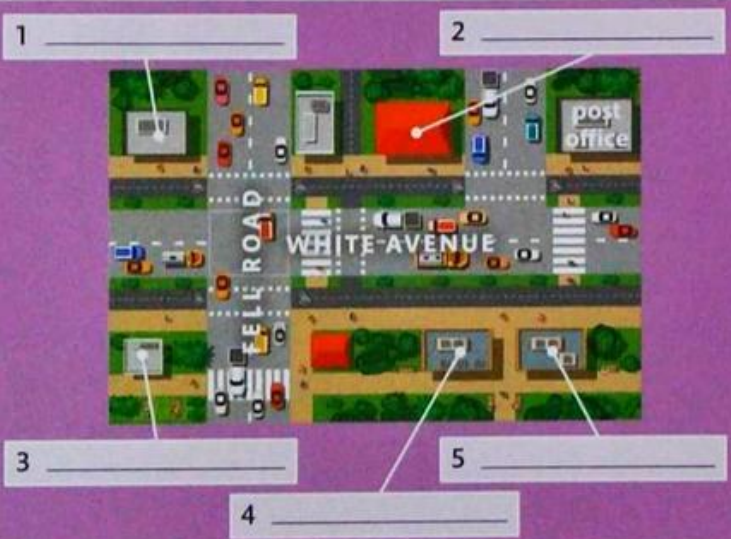
1 Read the text. Ask student B the questions below to complete the text.

It's a Saturday morning, and \_\_\_\_\_ is in her bedroom. It's a big bedroom with blue walls, and it's next to \_\_\_\_\_. In her bedroom is \_\_\_\_\_. All the furniture is white. On her bed, there's a new \_\_\_\_\_, but it isn't hers. It's \_\_\_\_\_.

- 1 who / in the bedroom
- 2 what / next to / the bedroom
- 3 what / in / bedroom
- 4 what / on / bed
- 5 whose / it

2 Read the text below. Answer student B's questions.

It's a cold Sunday afternoon, and Jack and Ben are in their living room. It's a nice modern room with grey walls. Their mum is in the kitchen opposite the living room. Jack is on the sofa and Ben is in an armchair. Their games consoles are on the table in front of the boys.



2 Answer student B's questions about your map. Use short and long answers.

Where is the shopping centre?

The shopping centre is on White Avenue.

## Unit 4

p.47

1 Read the description of your family. Draw the family tree in your notebook.

Your brother is Tomas. Your mum is Lara and your dad is Samuel. Your mum has got a sister, Leandra. Leandra's children are Felix and Micaela. Their dad is Juan Carlos. Your mum and Leandra haven't got a mum, but they've got a dad. His name is Mariano.

2 Answer student B's questions about your family.

3 Ask student B about his / her family. Draw his / her family tree in your notebook.

Have you got a grandma?

Has your dad got a brother?

4 Compare your family trees. Are they the same?


## Unit 5


p.59

1 Use the prompts to write questions.


- 1 what time / get up / ?
- 2 how often / students / get homework / ?
- 3 how many / classes / there / every day / ?
- 4 what time / you / get / home / ?
- 5 which class / your favourite / ?

2 Ask student B the questions. Who is student B? Ben or Amy?

Name:	<b>Ben</b>	
Homework:	Monday, Tuesday, and Friday	
Favourite subject:	geography	
Number of classes every day:	six	
Gets up:	6.15 a.m.	
Gets home:	4.50 p.m.	

Name:	<b>Amy</b>	
Number of classes every day:	six	
Homework:	Monday, Tuesday, and Friday	
Gets up:	6.15 a.m.	
Favourite subject:	science	
Gets home:	4.50 p.m.	

3 You are Harry. Use the information below to answer student B's questions. Give full answers, not just one or two words.

Name:	<b>Harry</b>	
Favourite subject:	history	
Homework:	bedroom	
Starts classes:	9.00 a.m.	
Goes to bed:	11.00 p.m.	
Number of classes every day:	six	

## Unit 6

p.69

1 You are Mr Jackson. You need a babysitter for your two boys, Max and Milo, and your dog, Suki. Reorder the words to make questions.

- 1 like / you / do / children / ?
- 2 brothers and sisters / you / your / do / babysit / ?
- 3 animals / do / like / you / ?
- 4 you / draw / can / ?
- 5 books to small children / read / you / can / ?

2 Student B is two teenagers, Joe and Martha. They want the babysitting job. Ask Joe the questions first. Then ask Martha the questions. Who gets the job?

3 You are two teenagers, Alex and Lola. You want to be in a band called *We Can!* Read the information below and answer the questions for Alex and then Lola. Who gets the job?

Can you sing?

Yes, I can. I can sing really well.

### Alex

I can sing really well, but I can't play the guitar. I'm quite a good dancer, but I don't like pop music. Rock and heavy metal are my thing. I don't write music. I'm terrible at it!



### Lola

I can sing quite well, and I really like pop music! I can dance quite well, too. I never write music - I can't do it! I can play the guitar really well. All my friends think I'm brilliant!





## Verb *be*: affirmative and negative p.13

6 Draw lines to make five more sentences. Move in these directions only (→ ↓ ← ↑).

1 I	are	3 She	are	it	is
am	twelve	is	a	teacher	thirty
2 You	Isn't	4 We	are	aren't	seven
aren't	a	students	not	6 It	isn't
book	pop star	5 He	is	an	actor

7 Look at the information in the table. Write affirmative (✓) and negative (X) sentences with *be*.

1 Josh	✓	October
2 I	X	a student
3 it		a teacher
4 Claudia	X	eleven
5 you	✓	boring
6 The books	✓	from Jujuy

- Josh isn't eleven.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Verb *be*: yes/no questions and short answers p.15

8 How many question and answer pairs can you make in five minutes? Write them in your notebook.

Questions			Answers		
Am	I	boring?		I	am.
Is	you	a pop star?	Yes,	you	'm not.
Are	he	interesting?	No,	he	is.
	she	delicious?		she	isn't.
	it	a teacher?		it	are.
	we	good students?		we	aren't.
	they	November?		they	

9 Reorder the words to make a question and an answer.

Are aren't boring? brilliant!  
No, the they they're videos

Are \_\_\_\_\_  
\_\_\_\_\_



## All together game

# Bingo!



- Draw a bingo table in your notebook.


- Write with a pencil. Write nine of the words below onto your table.

### Subject pronouns:

he I it she they we you

### Verb *be*:

am are is 'm not aren't isn't

### Adjectives:

boring brilliant delicious disgusting  
fantastic interesting rubbish terrible

### Greetings:

Good afternoon Goodbye  
Good evening Good morning  
Goodnight Hello Hi See you

- Listen to your teacher. When you hear your words, cross them out.
- When you cross all your words out, shout 'Bingo!' Make a sentence with one of the words.

Bingo!

<del>am</del>	<del>Goodbye</del>	<del>Rubbish</del>
<del>brilliant</del>	<del>aren't</del>	<del>we</del>
<del>Good afternoon</del>	<del>They</del>	<del>See you</del>

# 2 Extra practice: Unit 2

## Remember!

Unit 1: Verb *be*: affirmative and negative p.22

1 Complete the conversation with the correct forms of *be*.

Ben: 1 Are you twelve?

Katy: No, I 2 \_\_\_\_\_ not.  
I 3 \_\_\_\_\_ thirteen!

Ben: 4 \_\_\_\_\_ Taylor Lautner your favourite actor?

Katy: Yes, he 5 \_\_\_\_\_.  
He 6 \_\_\_\_\_ fantastic!

Ben: 7 \_\_\_\_\_ you British?

Katy: Yes, I 8 \_\_\_\_\_, but my parents  
9 \_\_\_\_\_ from the UK.  
They 10 \_\_\_\_\_ American.

Ben: 11 \_\_\_\_\_ maths your favourite class?

Katy: No, it 12 \_\_\_\_\_ . English and  
art 13 \_\_\_\_\_ my favourites! And  
we 14 \_\_\_\_\_ late for class!

## Countries and nationalities p.22

2 Find eleven more nationalities in the wordsearch. Write them and their countries below.

A	G	E	N	T	I	N	E	G	I	I	S	B	S
R	M	B	R	I	T	I	S	H	T	A	J	R	O
G	B	E	S	M	G	E	R	M	A	N	A	A	B
E	A	M	R	N	P	E	J	A	L	I	M	S	R
N	J	P	W	I	A	S	A	N	I	T	A	I	A
T	E	A	B	G	C	M	P	N	A	A	I	L	Z
I	R	C	M	E	J	A	A	A	N	L	C	E	I
N	I	R	H	R	O	P	N	R	N	I	A	A	L
E	C	C	H	I	L	E	E	A	E	I	N	N	I
O	E	A	B	A	N	I	S	X	J	I	S	O	A
P	S	W	O	N	R	E	E	P	M	R	T	H	N
B	S	P	A	I	N	I	S	H	T	J	S	M	P
K	E	N	Y	A	N	I	L	E	B	N	G	O	T

1 Argentine Argentina

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

11 \_\_\_\_\_

12 \_\_\_\_\_

## Places in town p.24

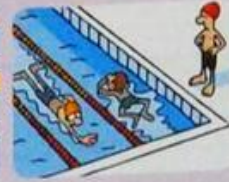
3 Find the letters for the places in town. Write the words.

1 b s q a n u c i a k n r e e m a



a bank b \_\_\_\_\_ c \_\_\_\_\_

2 s h s o p w p i p i n o g s m m t c  
i n o f f e n g i t p c o r o e l e



d \_\_\_\_\_ e \_\_\_\_\_ f \_\_\_\_\_

3 t h m c e u h u a t r s r e e c u m h



g \_\_\_\_\_ h \_\_\_\_\_ i \_\_\_\_\_

## Verb *be*: Wh- questions p.23

4 Match the words to make questions and answers.

Who is he?    When is your nationality?    What is the teacher?    Where is your birthday?    How old are the books?

On the desk.    22nd March.    I'm Italian.    Mr Evans.    Eleven.

5 Solve the code. Write the mystery question and answer.

Y	H	I	N	F	E	C	S	W	D	L	R	T	O
2	3	4	5	7	8	10	11	12	13	15	16	19	22

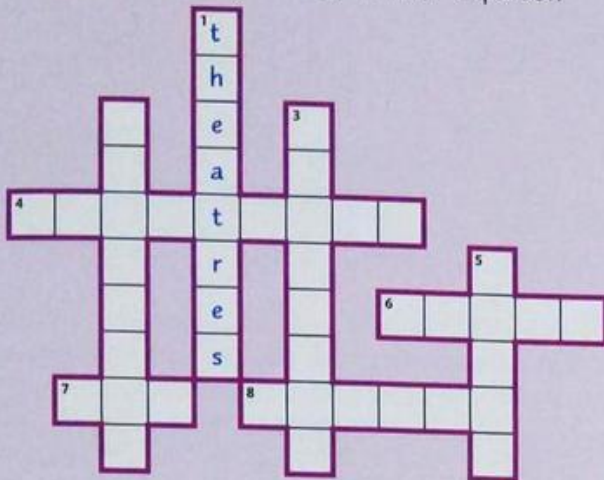
W														
12	3	8	16	8		4	11		19	3	8			
													?	
10	4	19	2			22	7		15	22	5	13	22	5

Answer: \_\_\_\_\_

## Singular and plural nouns p.23

6 Complete the crossword with the plural nouns.

Down ↓: 1 theatre 2 church 3 child 5 woman  
Across →: 4 country 6 shop 7 man 8 person



## there is / there are p.25

7 Draw lines to make five more sentences. Move in these directions only (→ ↓ ← ↑).

<sup>1</sup> There	are	<sup>2</sup> There	are	three	museums
is	two	teacher	<sup>3</sup> There	are	five
<sup>4</sup> There	students	the	theatres	a	books
isn't	a	notebook	two	boy	<sup>5</sup> There
four	desks	<sup>6</sup> There	aren't	one	is

## Prepositions of place p.27

8 Look at the pictures. Choose the correct answers.



- Luke and Tom are **in front of** / **between** the computer.
- Tom is **in front of** / **next to** Luke.



- Emma and Lucy are **behind** / **in** the shopping centre.
- Lucy is **in front of** / **next to** Emma.



- The chair is **behind** / **near** the TV.
- The shops are **behind** / **in front of** Ben and Amy.

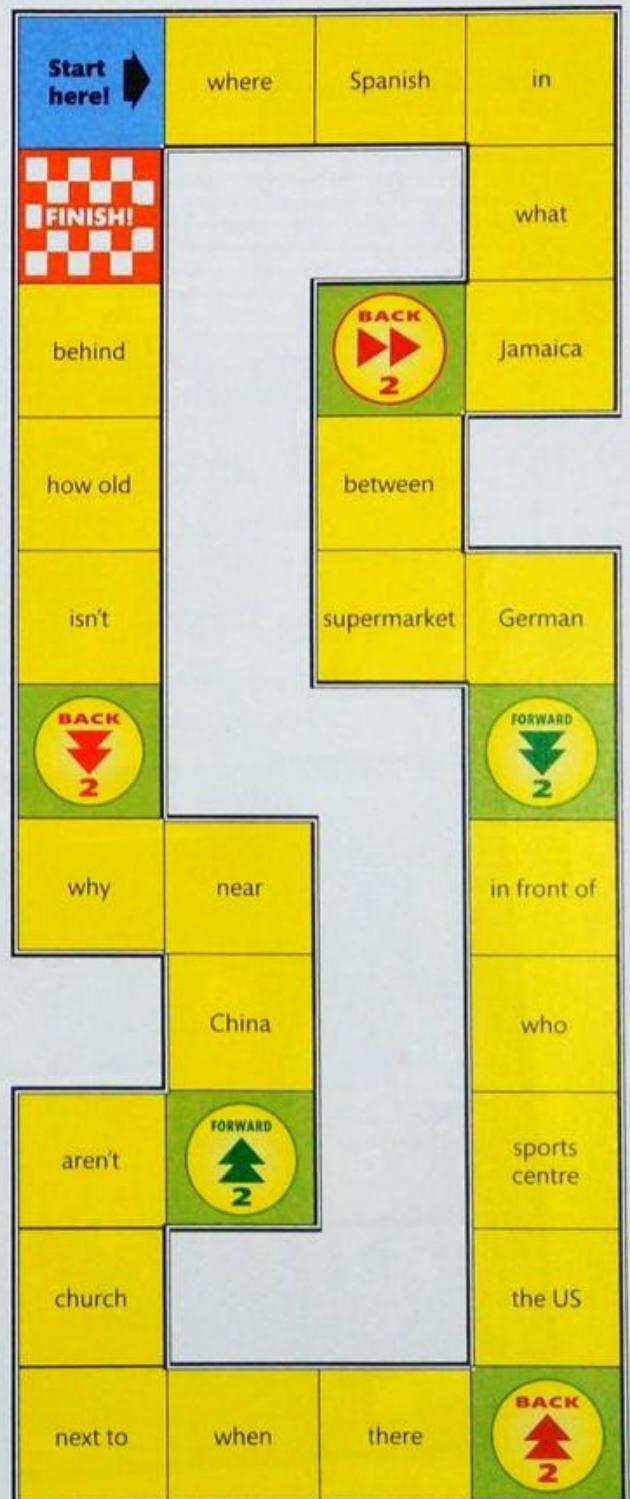


## All together game

## Board game



- Play the game.
- Roll the dice.
- Make a sentence or question with the word in the square.



# 3 Extra practice: Unit 3

## Remember!

### Unit 2: Plural nouns p.34

1 Complete the table with the correct plural forms of the nouns below.

bath bedroom child church class country  
fridge nationality person watch

+ -s	+ -es	-y + -ies	Irregular
baths			

### Possessions p.34

2 Match the word tiles to make eight more possessions.

wal    pu    hea    wa    ard  
 MP    ID c    gam    let    le  
 dph    ph    skat    ebo    nso  
 3 p    tch    er    one    rse  
 es co    ard    ones    lay

- 1 wallet                      6 \_\_\_\_\_  
 2 \_\_\_\_\_                      7 \_\_\_\_\_  
 3 \_\_\_\_\_                      8 \_\_\_\_\_  
 4 \_\_\_\_\_                      9 \_\_\_\_\_  
 5 \_\_\_\_\_

### Rooms and furniture p.36

3 Label the house with the correct words.



### Possessive adjectives p.35

4 Write the possessive adjectives in the puzzle.

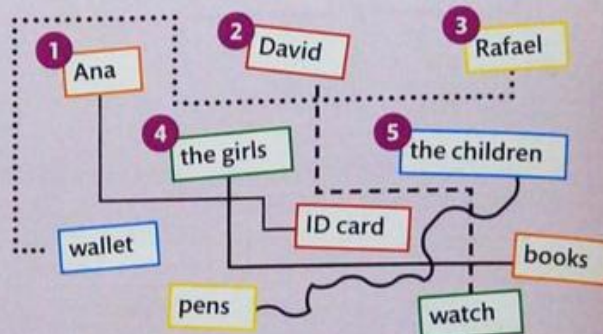
1	I				m	y	5	she				
2	you						6	they				
3	he						7	it				
4	we											

What's the possessive adjective in the green boxes?

y \_\_\_\_\_

### Whose; Possessive 's and s' p.35

5 Match the people and their possessions. Write questions with *whose* and the correct forms of *be*. Write sentences with the possessive 's and s'.



- 1 Whose ID card is it?    It's Ana's  
 2 \_\_\_\_\_  
 It's \_\_\_\_\_  
 3 \_\_\_\_\_  
 It's \_\_\_\_\_  
 4 \_\_\_\_\_  
 They're \_\_\_\_\_  
 5 \_\_\_\_\_  
 They're \_\_\_\_\_

armchair bath bathroom bed bedroom  
fridge kitchen living room oven shower  
sink sofa table toilet wardrobe

- a bedroom                      c \_\_\_\_\_  
 b \_\_\_\_\_                      d \_\_\_\_\_  
 1 bed                              7 \_\_\_\_\_  
 2 \_\_\_\_\_                      8 \_\_\_\_\_  
 3 \_\_\_\_\_                      9 \_\_\_\_\_  
 4 \_\_\_\_\_                      10 \_\_\_\_\_  
 5 \_\_\_\_\_                      11 \_\_\_\_\_  
 6 \_\_\_\_\_

## this, that, these, those p.37

6 Reorder the letters to make sentences. Match them to the pictures below.



- eesht rea shi skey.  
These are his keys. d
- oseht aer ym megas snocolse.  
\_\_\_\_\_
- hits si ruyo letlaw.  
\_\_\_\_\_
- hatt si rhe supre.  
\_\_\_\_\_
- sehet rae rou onedahehps.  
\_\_\_\_\_
- sohte rea heitr DI scrda.  
\_\_\_\_\_

## Possessive pronouns p.37

7 Find the missing possessive pronouns in the wordsearch. Write them below.

M	I	N	E	O	M	Y	O	E	O	Y	R	H
O	Y	I	H	E	H	E	U	U	S	U	H	E
Y	F	I	T	H	E	I	R	S	H	H	I	R
O	U	R	Y	O	U	R	S	O	E	H	I	S

- That's my pencil. It's mine !
- This chair is for you. It's \_\_\_\_\_.
- That isn't our house. This is \_\_\_\_\_.
- This isn't their bedroom. \_\_\_\_\_ is blue.
- The books are Alicia's. They're \_\_\_\_\_.
- Those aren't David's keys. \_\_\_\_\_ are in his bag.

8 Solve the code. Write the mystery sentence below.

I	T	L	E	N	C	H	M	Y	A	S	G	O	U	R	.	!	'
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

2	7	4		12	10	8	4	11		6	13	5	11	13	3	4	
1	11	5	18	2		9	13	14	15	11	16		1	2	18	11	
8	1	5	4	17													

## Articles: a, an, the p.39

9 Read the clues. Write the words below with a, an, or the.

armchair fridge ~~ID-card~~  
oven wardrobe watches

- 'Whose is ... ?' 'It's Lucy's - her photo is on it!'
- There's a sink and a fridge, but there isn't ...
- 'Whose are ... ?' 'Dad's. It's 1.30 p.m. on one and 1.45 p.m. on the other!'
- Please sit down. There's ... here.
- In my room, there's a bed, a desk, and ...
- 'Where's the pizza?' 'In ... !'

1	t	h	e	l	D	c	a	r	d
2									
3									
4									
5									
6									



## All together game

## Whose is it?



• Choose five of the possessions below.

games console headphones ID card keys  
MP3 player phone purse skateboard wallet  
watch

- Draw a picture of each possession on a small card.
- Don't show your cards to the other students in your group!
- Put all the cards in a bag.
- One student takes a card from a bag. What is the possession? *It's a wallet.*
- Another student asks: *Whose is it? / Whose are they?*
- The first student must guess who the owner is. *It's Rebecca's. Is it yours? It's hers.*
- That student answers: *Yes, that's right, it's mine. / No, try again - it isn't mine.*
- Guess correctly? Keep the card!
- Guess incorrectly? Put the card back in the bag.
- The winner is the student with the most cards.

# 4 Extra practice: Unit 4

## Remember!

### Unit 3: Possessive adjectives and pronouns p.44

#### 1 Choose the correct answers.

- 1 My sister likes her / hers new bedroom.
- 2 We're sisters and those are our / ours brothers.
- 3 This isn't their / theirs pizza. Their / Theirs is in the kitchen.
- 4 That's your / yours book and this is mine / my.
- 5 Those aren't he / his keys. He / His are in he / his bag.

### Family p.44

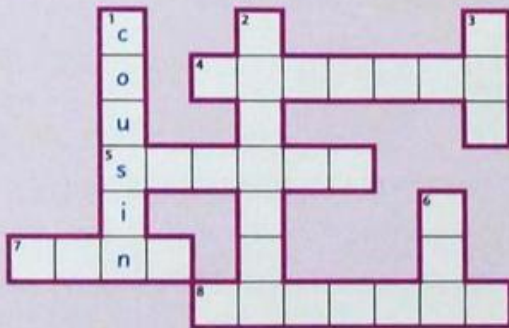
#### 2 Complete the crossword with the family words.

Down ↓:

- 1 My aunt's child is my ...
- 2 I haven't got a sister, but I've got a ...
- 3 Mum and ... have got one child - me!
- 6 Jesse has got a ..., but he hasn't got a dad.

Across →:

- 4 My dad's dad is my ...
- 5 Dad has got two girls: me and my ... Emma.
- 7 My mum's sister is my ...
- 8 Mum's mum is my ...



### Interests p.46

#### 3 Read the riddle. What is Jo's favourite interest?

My first letter is in *green* and also in *go*. g \_\_\_\_\_  
 My second's in *as*, but not in *so*. \_\_\_\_\_  
 My third is in *mum*, but not in *dad*. \_\_\_\_\_  
 My fourth is in *big*, but not in *bag*. \_\_\_\_\_  
 My fifth is in *nice* and also in *no*. \_\_\_\_\_  
 My sixth is in *goodbye*, but not in *hello*! \_\_\_\_\_

Jo likes \_\_\_\_\_.



#### 4 Circle the extra letters in the sentences to make a sentence. What is Rafael's interest?

- 1 Anna l i k e s h m a g a z i n e s.
- 2 Jose i l i k e s r u r f i n g e t h e s i n t e r n e t.
- 3 I l i k e s f i l k m s.
- 4 You e l i k e s h o p t i n g.

### have got p.45

#### 5 Copy the words with the same colour. Reorder the words to make sentences and questions.

I've	she	we	you	a	got
today	got	bags	her	sisters	has
got	class	bedroom?	skateboard?	got	English
our	purse	got	haven't	he	have
got	three	big	a	hasn't	you've

- 1 I've got three sisters.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

#### 6 Complete the sentences and questions with the correct forms of *have got*.

- 1 Have you got your keys?
- 2 I \_\_\_\_\_ my purse.
- 3 She \_\_\_\_\_ five sisters.
- 4 \_\_\_\_\_ they \_\_\_\_\_ an uncle?
- 5 He \_\_\_\_\_ his bag.
- 6 We \_\_\_\_\_ the same interests.

### like + noun p.47

#### 7 Look at the table and unscramble the letters to make interests. Then write sentences with *like* and *not like*.

1	✓	V	T						
2	X	G	N	G	I	M	A		
3	X	P	R	S	T	O			
4	✓	L	I	M	S	F			
5	X	G	N	P	S	H	P	O	I

- 1 TV She likes TV.
- 2 \_\_\_\_\_ He \_\_\_\_\_
- 3 \_\_\_\_\_ He \_\_\_\_\_
- 4 \_\_\_\_\_ She \_\_\_\_\_
- 5 \_\_\_\_\_ She \_\_\_\_\_

8 Find six more sentences in the table. You can move across →, downwards ↓, and upwards ↑.

I	like	he	she	doesn't	likes	they	like
not	surfing	the	don't	like	he	not	gaming
like	this	internet	likes	shopping	sport	like	music
she	not	doesn't	like	music	don't	gaming	TV
you	don't	likes	he	likes	you	shopping	likes
not	like	she	we	not	music	magazines	you
they	TV	I	likes	we	don't	like	like
doesn't	likes	music	films	doesn't	likes	they	films

## Object pronouns p.47

9 Find seven more object pronouns in the wordsearch. Write them in the sentences below.

Y	O	M	E	H	I	N
O	S	I	Y	I	W	Y
U	M	O	H	M	R	O
A	Y	S	E	T	H	I
S	E	W	R	H	E	T
H	Y	E	Y	E	Y	O
E	U	S	R	Y	O	U
W	I	T	H	E	M	D

- 'Ella! Where are you?' 'I'm behind you !'
- His name is Ben. I like \_\_\_\_\_!
- My homework is at home. I haven't got \_\_\_\_\_!
- It's my birthday today and there are lots of nice things for \_\_\_\_\_!
- This is Elena's pizza. It's for \_\_\_\_\_!
- My brother likes films, but I don't like \_\_\_\_\_.
- We like our new house. It's perfect for \_\_\_\_\_!
- Jack! Tom! I've got a surprise for \_\_\_\_\_!

## and, but p.49

10 Match the sentence halves. Write them below with *and* or *but*.

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| 1 I like pizza,                    | a those headphones are brilliant. |
| 2 He's got an aunt,                | b he hasn't got an uncle.         |
| 3 These MP3 players are fantastic, | c I don't like pasta.             |
| 4 Mondays are rubbish,             | d there isn't an oven.            |
| 5 There's a sink,                  | e Tuesdays are terrible.          |

- I like pizza, but I don't like pasta. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## All together game

# Number sentences



- Throw the dice. Write down the matching word from table A.
- Throw the dice again. Write down the matching word from table B.
- Make a sentence with the two words.

• How many correct sentences can you make in the time allowed?

A		B	
1	I	1	and
2	sister	2	but
3	them	3	have / has got
4	TV	4	don't / doesn't like
5	gaming	5	like / likes
6	brother	6	haven't / hasn't got

# 5 Extra practice: Unit 5

## Remember!

Unit 4: *have got* p.56

1 Look at the information in the table. Write sentences, questions, and short answers with *have got*.

	homework	art class now	a sister	a big bed	your books
1 it				X	
2 I		X			
3 you	✓				
4 he			X		
5 she				✓	
6 we					✓

- 1 question and answer:
- 2 sentence:
- 3 question and answer:
- 4 sentence:
- 5 question and answer:
- 6 sentence:

*Has it got a big bed? No, it hasn't.  
I haven't got art class now.*

## Daily routines

2 Find the daily routines in the wordsearch. Match them to the pictures.

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



1 *do homework*



2



3



4



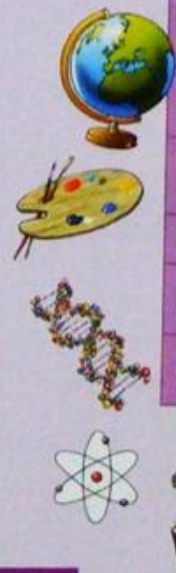
5



6

## School subjects

3 Complete the quiz with the school subjects.



1	Which countries are next to Argentina?	<i>geography</i>
2	What is the official language of the UK?	
3	What is the name of the first president of the US?	
4	What is 250 times 460?	
5	Which colours do you want in the picture?	
6	Why do we need oxygen to live?	



## Present simple: affirmative and negative

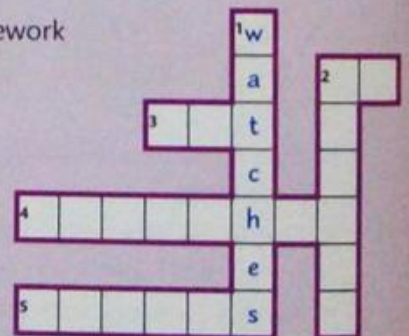
4 Find one mistake in each sentence. Write the correct word in the crossword below.

Down ↓:

- 1 My mum always watches TV in the evening.
- 2 My brother don't go to my school.

Across →:

- 2 We does our homework in the kitchen.
- 3 I usually gets up at 7 a.m.
- 4 He finish classes at 3.15 p.m.
- 5 My cousin Tom sleeps ten hours a night.



## Adverbs of frequency p.57

5 Write sentences with the information. Use the present simple and the correct adverbs of frequency.

1 get / up at 6 a.m. ●●●●○

Luis usually gets up at 6 a.m.

2 be / early for school ●●●●●

He \_\_\_\_\_

3 get / home / 4 p.m. ●○○○○

4 watch / TV in his room ○○○○○

5 do / homework in the kitchen ●●●○○

6 sleep / for nine hours ●●○○○

## Present simple: *Wh*- questions p.59

7 Break the code. Write the answers to the questions.

y	w	g	b	e	t	x	l	a	r	i	o	d
1	2	3	4	5	6	7	8	9	10	11	12	13
u	j	s	k	c	h	v	m	z	q	n	f	p
14	15	16	17	18	19	20	21	22	23	24	25	26

a How often do you go to the cinema?

E	v	e	r	y	w	e	e	k	e	n	d
5	20	5	10	1	2	5	5	17	5	24	13

b When do you go to sports club?

12	24	6	14	5	16	13	9	1

c What time do you get up in the morning?

16	11	7	12	18	8	12	18	17

d When do you read?

9	6	24	11	3	19	6

e When do you do your homework?

11	24	6	19	5	5	20	5	24	11	24	3

## Present simple: *yes/no* questions p.59

6 Copy alternate letters to write questions. Then answer the questions.

d d o u y s o d u f d g o m y s o t u r r m h i o l m q e x w f o h r r k e ?
Do you do your homework? Yes, I do.
d f o i y h o k u l r r f d r h i p e h n t d a s e l b i s k w e g s p p h o w r b t q ?
d s o i y h o m u s u g s h u d a j l p l j y m w y a e t w c a h z t p v y ?
d t o y e j s m y p o g u m r z s g c t h o p o q l k f e i s n a i p s r h k a y t r 3 l p h m w ?

## All together game

### Ask a question



- In your group, work in pairs.
- The first pair throw the dice and move their counter.
- Make a question for your partner using the pictures and *have got*:  
*Have you got art class today?*  
*Yes, I have. It's at 11.30.*
- Answer your partner's question.
- The first pair to reach the finish square are the winners.

### Remember!

#### Unit 5: Present simple p.66

1 Choose the correct answers.

- Holly: What time <sup>1</sup>do you / you get up in the morning?
- Max: I <sup>2</sup>always get / get always up at 6.30 a.m., but my sister never <sup>3</sup>wake / wakes up before 6.45.
- Holly: <sup>4</sup>Do / Does you go to school together?
- Max: Yes, we <sup>5</sup>do / does. We go to the same school.
- Holly: Do your parents <sup>6</sup>work / works?
- Max: Yes, they <sup>7</sup>do / don't.
- Holly: <sup>8</sup>What do they do / What they do?
- Max: Dad's a teacher and Mum <sup>9</sup>work / works in a bank.
- Holly: <sup>10</sup>Does your mum cook / Your mum cooks dinner in the evening?
- Max: No, she <sup>11</sup>doesn't / don't! Mum can't cook at all! Dad's the cook in our house.

### Abilities p.66

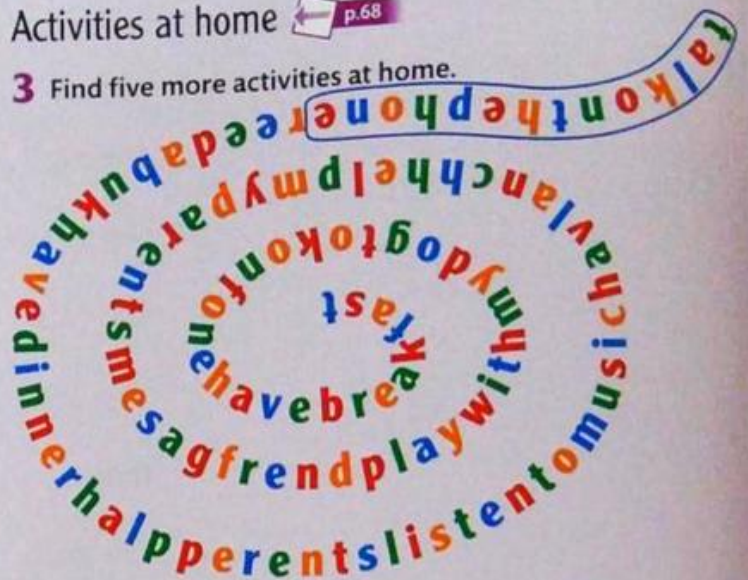
2 Reorder the letters to make abilities. Match them to the pictures below.

- |                   |       |       |       |
|-------------------|-------|-------|-------|
| 1 gnis            | _____ | _____ | _____ |
| 2 deir a sroeh    | _____ | _____ | _____ |
| 3 yapl het igutra | _____ | _____ | _____ |
| 4 cenad           | _____ | _____ | _____ |
| 5 wadr            | _____ | _____ | _____ |
| 6 koco            | _____ | _____ | _____ |
| 7 wims            | _____ | _____ | _____ |
| 8 alyp skabetalbl | _____ | _____ | _____ |



### Activities at home p.68

3 Find five more activities at home.



4 Match the words to make activities at home.



- 1 babysit my little sister
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

### can for ability p.67

5 Look at the table. Write sentences with *can* / *can't* and *but*. Add (*not*) *very well*, *quite well*, and (*not*) *at all* where necessary

	sing	swim	dance	play football	draw
1 I	✓(+)		X(--)		
2 You		X		✓	
3 She			✓(++)		X(-)
4 We			X	✓	
5 They	X(--)				✓(++)

- 1 I can sing quite well, but I can't dance at all.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

## can for ability: questions and short answers

- 6 Read the information from Exercise 5 again. Answer the questions. p.67
- a Can you cook? (✓) Yes, we can.
  - b Can she ride a bike? (✓) \_\_\_\_\_
  - c Can he play volleyball? (X) \_\_\_\_\_
  - d Can you draw? (✓) \_\_\_\_\_
  - e Can they sing well? (X) \_\_\_\_\_

## Present continuous: affirmative and negative p.69

- 7 Match the letter tiles to make a sentence.

abysi 're lis usic e bro  
ittl g my l tenin ther a  
I'm b g to m nd we ttin

I'm b \_\_\_\_\_

## because, so p.71

- 9 Match the reasons and results. Write sentences with *because* and *so*. More than one answer is possible for each combination.

my parents are at the cinema

my favourite film is on

I never practise

my phone isn't working

I can't message my friends

I can't play the piano very well

I'm watching TV

it's my mum's birthday

I'm making a cake

I'm babysitting my little brother

My favourite film is on, so I'm watching TV.  
 I'm watching TV because my favourite film is on.

- 8 Find six more sentences in the table. You can move across  $\leftarrow \rightarrow$ , downwards  $\downarrow$  and upwards  $\uparrow$ .

I	• makes	we	are	she	isn't	listen
am	draw	is	having	am	reading	magazines
drawing	• pictures	has	breakfast	playing	sings	aren't
is	you	is	message	I'm	not	swim
cook	aren't	play	is	messaging	singing	they
dinner	cooking	am	he	me	swimming	are

I am drawing pictures  
 You \_\_\_\_\_  
 We \_\_\_\_\_  
 He \_\_\_\_\_

She \_\_\_\_\_  
 I'm \_\_\_\_\_  
 They \_\_\_\_\_

## All together game

## Number sentences!



- Throw the dice. Write down the matching word from table A. Throw the dice again. Write down the matching word from table B.
- Make a sentence with the two words.
- Use one of these grammar points: *can* for ability, the present continuous, and *and*, *but*, *because*, or *so*.
- How many correct sentences can you make in the time allowed?

A	B
• sing	• cook
• message	• work
• help	• read
• listen	• swim
• ride	• play
• have	• talk



I'm not riding my bike because I'm talking on the phone!

# P Pairwork: Student B

## Unit 1

p.15

1 Complete the information with your own answers.

My age \_\_\_\_\_  
 My favourite month of the year \_\_\_\_\_  
 My two favourite colours \_\_\_\_\_  
 My opinion of spaghetti bolognese \_\_\_\_\_  
 My opinion of tennis \_\_\_\_\_

2 Ask student A questions to complete the information.

Student A's ...  
 age \_\_\_\_\_  
 two favourite days of the week \_\_\_\_\_  
 favourite season \_\_\_\_\_  
 opinion of ravioli \_\_\_\_\_  
 opinion of football \_\_\_\_\_

3 Answer student A's questions about your information. Give short answers.

## Unit 2

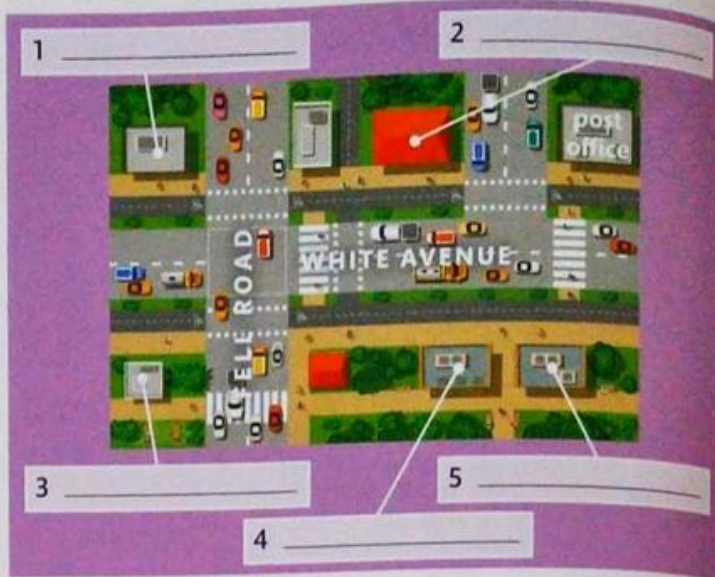
p.25

1 Write different places on your map.

museum shopping centre supermarket  
 swimming pool theatre

2 Ask student A questions about places on their map. Write their answers on the map below.

church cinema museum shop shopping centre



3 Answer student A's questions about your map. Use short and long answers.

Where is the swimming pool?

The swimming pool is on Paul Road.

4 Compare your maps and check your answers.

## Unit 3

p.37

1 Read the text below. Answer student A's questions.

It's Saturday morning, and Emma is in her bedroom. It's a big bedroom with blue walls, and it's next to the bathroom. In her bedroom is a bed, a desk, and a wardrobe. All the furniture is white. On her bed, there's a new phone, but it isn't hers. It's her mum's.

2 Read the text. Ask student A questions below to complete the text.

It's a cold Sunday afternoon, and \_\_\_\_\_ are in their living room. It's a nice modern room with grey walls. Their mum is in the kitchen \_\_\_\_\_ the living room. \_\_\_\_\_ is on the sofa and \_\_\_\_\_ is in an armchair. Their games consoles are \_\_\_\_\_ the boys.

- 1 who / in the living room
- 2 where / the kitchen
- 3 who / on the sofa
- 4 who / in the armchair
- 5 where / the games consoles



## Unit 4

p.47

**1** Read the description of your family. Draw the family tree in your notebook.

Your sister is Isabella. Your uncle is Marcos and his children are Ismael and Florencia. Your dad is Pedro and he is Marcos's brother. Your mum is Cristina. Your grandparents are Rocío and Pepe.

**2** Ask student A about his / her family. Draw his / her family tree in your notebook.

Have you got a grandma?

Has your dad got a brother?

**3** Answer student A's questions about your family.

**4** Compare your family trees. Are they the same?


## Unit 5

p.59


**1** Use the prompts to write questions.


- 1 what time / start / classes / ?
- 2 how many / classes / there / every day / ?
- 3 which class / your favourite / ?
- 4 where / do / your homework / ?
- 5 what time / go / bed / ?

**2** You are Amy. Use the information below to answer student A's questions. Give full answers, not just one or two words.

Name:	Amy	
Number of classes every day:	six	
Homework:	Monday, Tuesday, and Friday	
Gets up:	6.15 a.m.	
Favourite subject:	science	
Gets home:	4.50 p.m.	

**3** Ask student A the questions in Exercise 1 and listen to his / her answers. Who is student A? Lucía or Harry?

Name:	Lucía	
Favourite subject:	history	
Homework:	bedroom	
Starts classes:	9.00 a.m.	
Goes to bed:	11.30 p.m.	
Number of classes every day:	six	

Name:	Harry	
Favourite subject:	history	
Homework:	bedroom	
Starts classes:	9.00 a.m.	
Goes to bed:	11.00 p.m.	
Number of classes every day:	six	

## Unit 6

p.69

**1** You are Nicola. You want a new person for your band, *We Can!* The band sing pop music and dance at their concerts. You want a person who can sing, dance, play the guitar, and write music. Reorder the words to make questions.

- 1 sing / you / can / ?
- 2 write / you / do / music / ?
- 3 like / you / pop music / do / ?
- 4 the guitar / can / play / you / ?
- 5 dance / can / you / ?

**2** You are two teenagers, Joe and Martha. You want a babysitting job with Mr Jackson. Read the information and answer the questions for Joe and then Martha. Who gets the job?

Have you got a dog?

No, I haven't, but my cousin has got a dog.

### Joe

I haven't got a dog. I don't really like animals! I really like children, though. I often babysit my cousin, Mikey. He's three, and we read a lot of books together. I'm quite good at art ... Mikey likes my pictures, I think!



### Martha

I've got two dogs and I'm great with animals. Children are OK ... but I haven't got any small brothers or sisters, so I never babysit. I'm quite a good artist, and I'm a really good actor. When I read in front of the class, all the students listen!



**3** Student A is two teenagers, Alex and Lola. Ask Alex the questions in Exercise 1 first. Then ask Lola. Who gets the job?

## Reading

1 Read the short description below. Look at maps A and B. Which map shows the UK? Which map shows Great Britain?

Scotland and England are countries in the United Kingdom. There are four countries in the United Kingdom: England, Scotland, Wales, and Northern Ireland. There are only three countries in Great Britain: England, Scotland, and Wales.



A \_\_\_\_\_ B \_\_\_\_\_

2 Match the words to the places in the picture.



- |                  |                  |
|------------------|------------------|
| 1 beach <u>D</u> | 4 mountain _____ |
| 2 hill _____     | 5 river _____    |
| 3 island _____   | 6 sea _____      |

3 88 Read and listen to the text about England. Which places in Exercise 2 are in the text?

4 Read the text about England again. Are the sentences true (T) or false (F)?

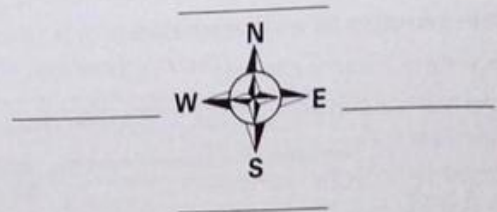
- |  |  |
|--|--|
| 1 Twenty-five million people from England visit London every year.     | T <input type="checkbox"/> F <input checked="" type="checkbox"/> |
| 2 Most visitors to England go to London.                               | T <input type="checkbox"/> F <input type="checkbox"/>            |
| 3 Visitors to England also like to see villages, beaches, and gardens. | T <input type="checkbox"/> F <input type="checkbox"/>            |
| 4 There is one big city in England.                                    | T <input type="checkbox"/> F <input type="checkbox"/>            |
| 5 There's a lot of great music in England.                             | T <input type="checkbox"/> F <input type="checkbox"/>            |

## England



5 Write the directions on the compass.

east north south west



6 89 Read and listen to the text about Scotland. Match headings 1-3 to paragraphs A-C.

- Remember the correct names! \_\_\_\_\_
- Cold countries are fantastic, too. \_\_\_\_\_
- Scottish city life \_\_\_\_\_

7 Read the text about Scotland again. Complete the sentences with the correct words.

Glasgow hot north Scot Scotch

- Scotland isn't a hot country.
- \_\_\_\_\_ is one of Scotland's cities.
- Edinburgh isn't in the \_\_\_\_\_ of the country.
- \_\_\_\_\_ is a drink, not a person!
- A person from Scotland is a \_\_\_\_\_.



### together we can ...

Work in pairs or small groups. Collect pictures of your own country and make a poster. Write a short description, including the following information:

- where the country is
- the weather
- what there is to see

## Scotland

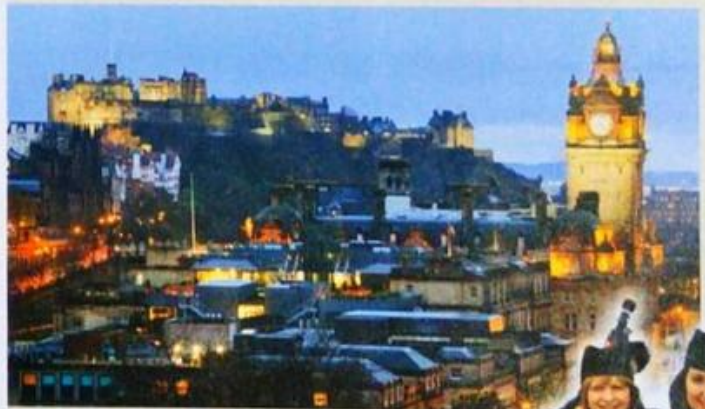
**A** Scotland is in the far north-west of Europe, between the Atlantic Ocean and the North Sea. It is often cold and grey and it rains a lot in some parts of the country. But the people of Scotland love their country, and many visitors to Scotland love it, too. They love the beautiful hills and mountains of the north, the sea and the eight hundred islands, and the six cities – Edinburgh, Glasgow, Aberdeen, Dundee, Inverness, and Stirling. The country is special and Scottish people are special, too: often **warm** and **friendly**.

### Glossary

**friendly / warm** (adj) like a friend  
**empty** (adj) with no people in it

**B** There are about five million people in Scotland. Most Scots live in the south, in or near the big cities of Edinburgh and Glasgow. Most of the north of the country is very **empty**: not many people live there.

**C** A Scottish person is called a Scot, but you cannot talk about a Scotch person: Scotch means whisky, a drink made in Scotland. Scottish people are British because Scotland is part of Great Britain, but you must not call Scottish people English! The Scots and the English are different.



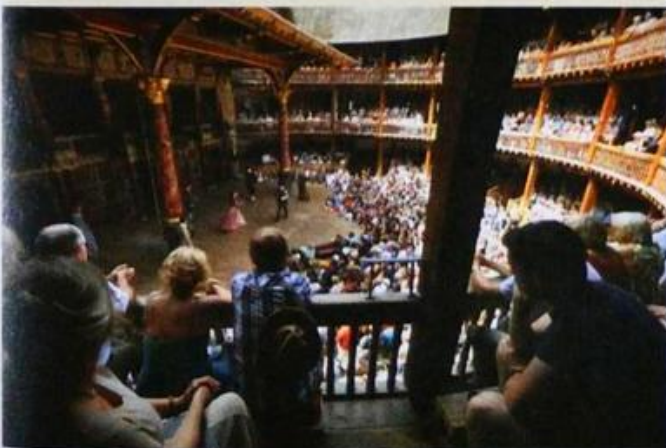
**A** About twenty-five million people visit England every year. They come from countries all over the world. **Nearly all** of them go to London first, and some never go out of that great city.

**B** London is a wonderful place, but there are many more **exciting** and interesting places across the country. Many of these places can tell you more about England and the English people.

**C** There are green hills, **quiet** little villages, long beaches, beautiful old churches, and English **gardens**. And there are exciting big cities with great food, big shops, and music.



**D** You can see a Shakespeare play, or listen to great music 24 hours a day with thousands of other people. You can watch a game of **cricket** or football, take a boat along one of the rivers, or visit an old **castle**.



### Glossary

**nearly all** (adv) most

**exciting** (adj) the opposite of boring

**quiet** (adj) not a lot of people or things to do

**garden** (n) an area of land next to your home for flowers, fruit, and vegetables

**cricket** (n) a sport with two teams of eleven players, where players hit the ball with a bat

**castle** (n) a very big old building with high walls



## Reading

1 90 Read and listen to Part 1 of the story. Write the names of the characters on the picture.

2 Read Part 1 of the story again. Answer the questions.

- 1 Whose parents are dead?  
Yukio and Mariko's parents are dead.
- 2 Where does Kunio live?  
\_\_\_\_\_
- 3 When does Kunio first see Mariko?  
\_\_\_\_\_
- 4 Does Mariko like Kunio?  
\_\_\_\_\_
- 5 Does Yukio like Kunio?  
\_\_\_\_\_

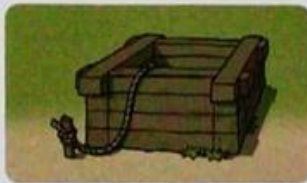
3 Look at the pictures and choose the correct words. Use a dictionary to help you.



1 broom / tub



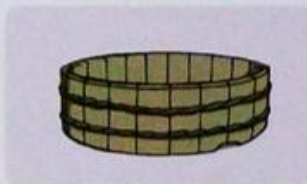
2 water / bucket



3 broom / well



4 fire / water



5 tub / bucket



6 axe / well



7 tub / laundry



8 broom / bucket



9 clothes / jobs



10 fire / jobs

4 91 Read and listen to Part 2 of the story. Are the sentences true (T) or false (F)?

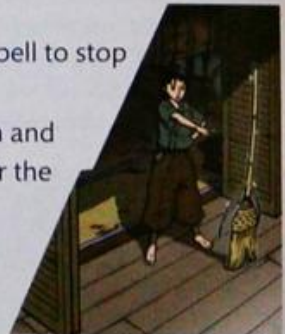
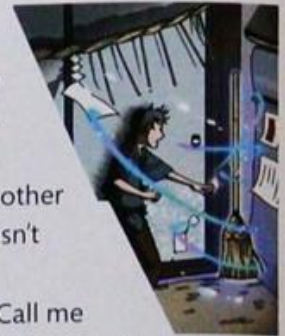
- 1 Kunio has got a lot of interesting jobs for Yukio. T  F
- 2 Yukio meets a sorcerer in town. T  F
- 3 Yukio wants to learn from the old man. T  F
- 4 Yukio likes living with the old man. T  F
- 5 The sorcerer can do magic. T  F

5 92 Read and listen to Part 3 of the story. Choose the correct answers.

- 1 Yukio is alone / with the sorcerer in the house.
- 2 He uses a magic spell with the axe / broom.
- 3 He knows / doesn't know how to stop the spell.
- 4 When the sorcerer comes home, there's a fire / a lot of water in the laundry room.
- 5 At the end of the story, Yukio knows there are magic classes / more boring jobs for him in the future.

6 Read the sentences. Put them in the correct order to tell the story.

- a When the sorcerer leaves the house for the day, Yukio does a spell for the laundry. \_\_\_\_\_
- b Mariko and Kunio see each other for the first time, but Yukio isn't happy. \_\_\_\_\_
- c The sorcerer says to Yukio, 'Call me "Teacher",' and they are both very happy. \_\_\_\_\_
- d Mariko and Kunio get married. \_\_\_\_\_
- e Yukio likes life with the sorcerer, but all his jobs are boring. \_\_\_\_\_
- f Yukio's parents are dead and he lives in the family house with his sister. 1
- g Yukio can't remember the spell to stop the broom. \_\_\_\_\_
- h Yukio and Kunio go to town and Yukio meets the sorcerer for the first time. \_\_\_\_\_
- i The sorcerer arrives home and sees a lot of water on the floor. \_\_\_\_\_



together we can ...

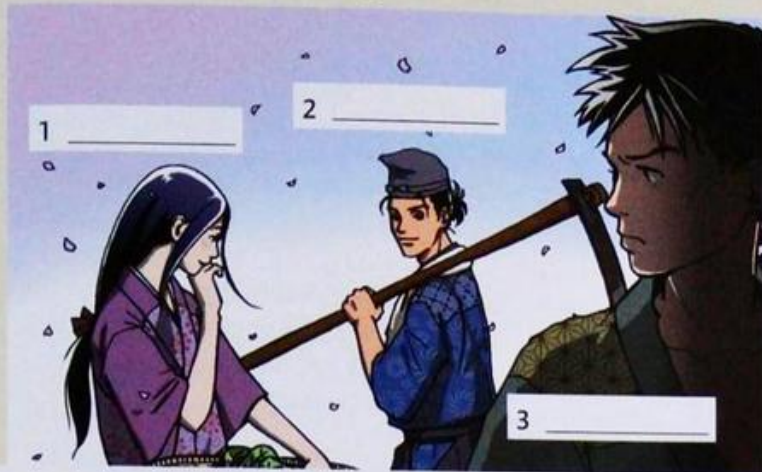
Work in groups. Divide the sentences in Exercise 6 between you. Memorise your sentences. Now close your books. Try to tell the story from memory.

# The Sorcerer's Apprentice

## Part 1

Yukio lives in a little village. It is in the country, not far from Kyoto – in old Japan. Yukio's parents are dead. So he lives with his older sister, Mariko. They live in the old family house.

Mariko works **hard** in the garden, and the house. Yukio helps her. For some years, they are happy together.



But then Kunio arrives. Kunio lives on a **farm** near their house. He is a farmer. One spring day, Kunio is walking past their house. Suddenly he sees Mariko. She is standing under the cherry tree in her garden. It has beautiful **blossoms** on it. Kunio smiles at Mariko, and Mariko smiles at Kunio. But Yukio does not smile. He does not like Kunio.

### Glossary

**hard** (adv) a lot, strongly

**farm** (n) a house with land in the country

**blossom** (n) a flower on a tree

## Part 2

Kunio and Mariko **get married**. Now the three of them are together in the house. Kunio has got a lot of jobs for Yukio, but Yukio thinks they're boring. He isn't happy.

One day, Kunio and Yukio visit a town. Yukio meets a friendly old man in black clothes. The old man is a **sorcerer** and he needs an **apprentice**! Yukio goes to live with him.

Life with the sorcerer is good. Yukio calls him 'Grandfather' and the sorcerer can do fantastic **magic spells**. But he gives Yukio a lot of boring jobs. Yukio doesn't like them – he wants to be a sorcerer!

One evening, the sorcerer does a magic spell and suddenly his broom has got arms and legs! It brings water from the well and makes a fire for the sorcerer's bath. After his bath, the sorcerer does another magic spell and suddenly the broom is simply a normal broom again. This is very exciting for Yukio. He wants to do the spells, too!

### Glossary

**get married** (v) make a person your husband or wife

**sorcerer** (n) somebody that makes things happen that you don't understand

**apprentice** (n) a young person who works with an older person to learn their job

**magic** (n) unusual and making things happen in a way you don't understand

**spell** (n) words that you say to make something happen by magic

## Part 3

The next day, the sorcerer leaves the house early. 'It's **laundry day**,' he tells Yukio at the door. 'Put water in the tub in the laundry room. Then wash my clothes.'

After the sorcerer goes, Yukio thinks, 'The broom can help me!' He cannot read. But he remembers the sorcerer's spell, and says it.

Suddenly the broom has arms and legs. 'Bring water from the well to the laundry room,' Yukio tells it.

The broom takes water to the laundry room again and again. Soon the laundry tub is **full**. 'Stop!' Yukio cries. But he cannot remember the spell now. So he can't stop the broom!

Yukio chops the broom in two with the axe.

But the two half-brooms change into two new brooms. And they bring more water to the tub.

'Help!' Yukio cries. He chops the two brooms into four ... eight ... sixteen ... thirty-two. Now there are sixty-four. And the laundry room is full of water.

Just then the sorcerer arrives. 'What's happening?' he cries. Yukio tells him at once. The old man quickly says a spell.

The water and brooms **disappear**. 'I'm sorry, Grandfather,' Yukio says. 'Call me "Teacher",' the sorcerer smiles at him. 'Because you're ready to learn magic now, I see!'

### Glossary

**laundry** (n) when you wash dirty clothes and make them clean

**full** (adj) with a lot of something in it

**disappear** (v) to go away suddenly



## The Skateboarder



### Reading

1 Match the verbs below to their opposites.

arrive close cry sit down stay on

- 1 fall off stay on
- 2 leave \_\_\_\_\_
- 3 open \_\_\_\_\_
- 4 stand up \_\_\_\_\_
- 5 laugh \_\_\_\_\_

2 93 Read and listen to the background to the story. Which person in Hannah's family is nice to her? What possession does she want?

3 94 Read and listen to the extract from the story. Then read the sentences and write the correct names.

- 1 It's a special day for her. Hannah
- 2 He thinks his sister can't skateboard very well.  
\_\_\_\_\_
- 3 She doesn't like it when the children say bad things to each other. \_\_\_\_\_
- 4 He teaches his cousin. \_\_\_\_\_
- 5 She doesn't want to skateboard in front of other people. \_\_\_\_\_

4 Read the extract from the story again and answer the questions.

- 1 When does Hannah open her presents?  
\_\_\_\_\_
- 2 What present does Evan give his sister?  
\_\_\_\_\_
- 3 Is Hannah happy about her brother's questions?  
\_\_\_\_\_
- 4 When does Hannah take her new skateboard to the skatepark for the first time?  
\_\_\_\_\_
- 5 Why does Hannah decide to go home?  
\_\_\_\_\_

### Listening

5 You are going to hear the next part of the story. Before you listen, look at the picture on the bottom of page 99 and answer the questions.

- 1 Where is Hannah?  
\_\_\_\_\_
- 2 Where is she sitting?  
\_\_\_\_\_
- 3 What can she see?  
\_\_\_\_\_

### Background to the story

Life isn't great for Hannah. She doesn't like school much, she hasn't got many friends, and her brother often isn't nice to her. But things are about to get better. There's a new skateboard park near her house, and her cousin Justin invites her to go there with him. At the park, she meets a skateboarder called Owen. His skateboard **tricks** are fantastic and Hannah wants to do them, too. But there's one problem. Hannah hasn't got a skateboard.

On Hannah's birthday morning, she opens her **presents**. There's a big present from her mother and father. Hannah opens it first, excitedly.

#### Glossary

**trick** (n) a clever way of moving on a skateboard

**present** (n) something that you give to a person

**grades** (n) the numbers or letters that teachers give to schoolwork to show when it is good or bad

**helmet** (n) a hard hat that people wear when they skateboard

**awesome** (adj) very good

**jump** (v) move suddenly from one place to a different place

**dumb** (adj) stupid

**ground** (n) we walk on this

**awful** (adj) very bad

6 95 Listen to the next part of the story. Choose the correct answers.

- 1 The next day Hannah goes to the skatepark
  - a with Justin.
  - b with her family.
  - c alone.
- 2 It's
  - a raining.
  - b a cold day.
  - c a hot day.
- 3 She
  - a skateboards with Owen.
  - b watches Owen.
  - c tells Owen he's awful.
- 4 The baby wants to
  - a stand.
  - b talk.
  - c sit next to his mother.
- 5 Hannah decides to
  - a help the baby.
  - b be the same as the baby.
  - c go back to the skatepark again.



together we can ...

Work in groups. How do you think the story ends? Try to think of three possible endings. Then write a short paragraph. Read your paragraph to the class and vote for the best ending.



'Wow!' she cries. 'A skateboard! Thanks!'

'Well, your school **grades** are good, Hannah,' her mother says. 'And it is your birthday ... So happy birthday, honey!'

'Now open that present,' her father says. 'It's from Evan.' Hannah opens it. It's a **helmet**.

'**Awesome!**' Hannah cries. But her older brother, Evan, laughs.

'You like watching skateboarding videos, I know,' he says. 'But do you ... er ... skateboard?'

'Yes, I do,' Hannah says hotly. 'Sometimes – on Justin's skateboard! And I have my skateboard now. So I can do more.'

'Can you **jump**, or do tricks?' Evan asks. 'Can you go fast and stay on?'

'Duh!' Hannah answers her brother angrily. 'What **dumb** questions!'

'Evan, honey, please,' their mother says. 'It's Hannah's birthday.'

'OK,' Evan says.



That weekend, Hannah takes her new skateboard to the skatepark with Justin. There aren't many people there. Hannah is excited.

'OK! Let's go,' Justin says. The two cousins begin skateboarding. Justin does a trick. Hannah skateboards up and down.

'Maybe I can jump now,' she thinks. She goes faster. Then she jumps – but she falls off her skateboard.

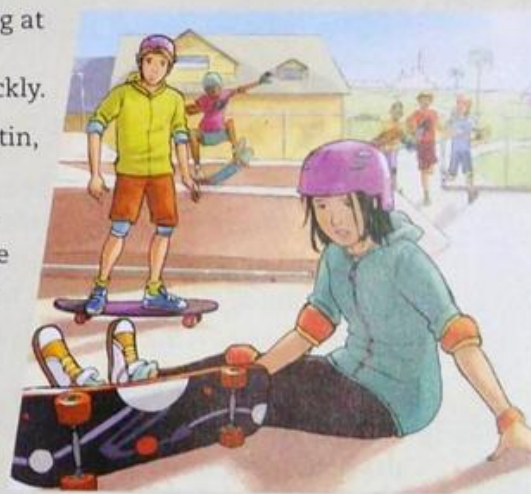
When Hannah is on the **ground**, somebody laughs.

'Oh no! They're laughing at me! This is **awful!**' she thinks. She gets up quickly.

'I'm going,' she tells Justin, and she leaves.

Just then, Owen arrives with his friends. They're laughing at a picture of Owen on his phone.

But Hannah's far away now. 'No more skateboarding for me!' she thinks.



# C Culture A: British Sign Language

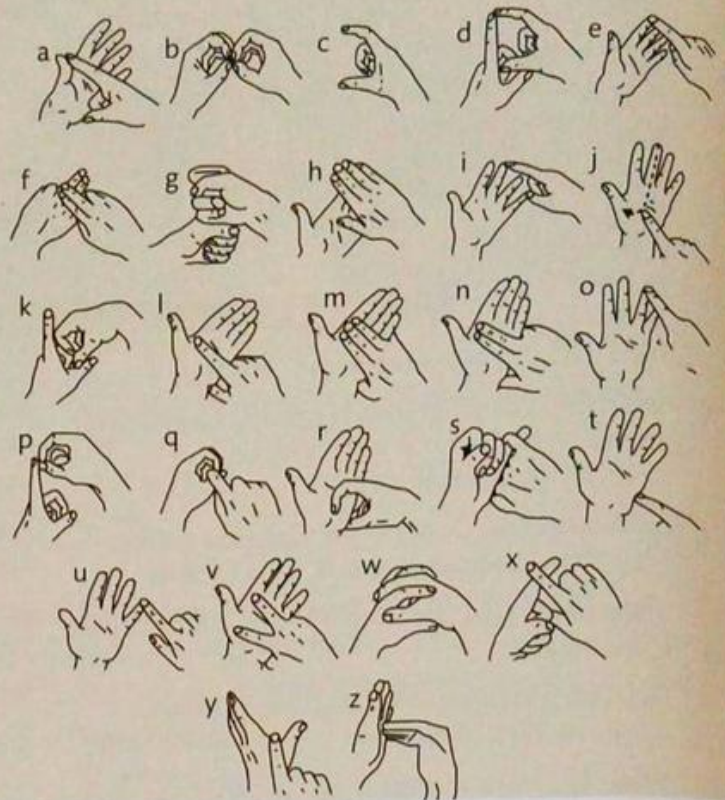
In British Sign Language (BSL), there are signs for a lot of words. For example, the sign for 'Please' is:



For names and some places, there are signs for letters. For example, the name 'Ana' is:



There are a lot of sign languages around the world. So the sign languages in the UK and Argentina are different!



1 Look at the pictures. What do they show?

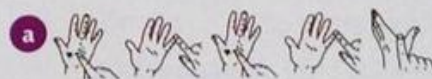
2 Read and listen to the article about British Sign Language. Are the sentences true (T) or false (F)?

- 1 There are signs for a lot of words. T  F
- 2 There are signs for all names. T  F
- 3 Sign language is the same around the world. T  F

3 Look at the British Sign Language signs (a-f). Match the signs to the missing words in the sentences and questions. Practise making the signs with a partner.

- 1 'Are you from Mendoza?' '\_\_\_\_\_, I am!'
- 2 'Hi!' '\_\_\_\_\_.'
- 3 'Can you open the window? 'Sure.' '\_\_\_\_\_.'
- 4 'a\_\_\_\_, that isn't right. Try again!'
- 5 'See you.' '\_\_\_\_\_'
- 6 'Are there eight days in a week?' '\_\_\_\_\_, there aren't!'

4 Look at the letters in British Sign Language. What place names do they spell?



1 Jujuy \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



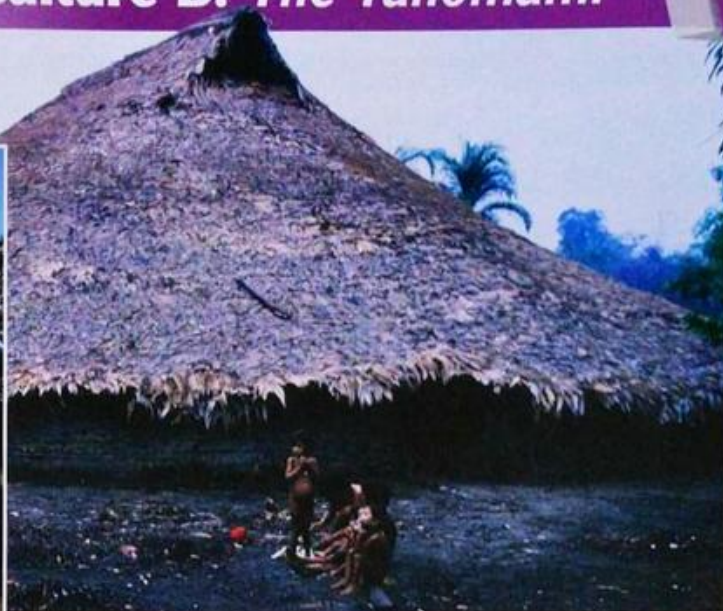
4 \_\_\_\_\_



## The world around you

Discuss the questions.

- 1 Who can learn sign language? Would you like to learn it?
- 2 Use the signs for letters in Exercise 1 and spell different place names for your partner to guess.
- 3 Find out about Argentine sign language. Can you learn one or two signs?



**A**  
The Yanomami are a tribe of people from the Amazon rainforests of northern Brazil and southern Venezuela. There are only thirty-two thousand Yanomami alive today.



**B**  
The Yanomami haven't got separate houses. They all live together in big, circular houses – sometimes four hundred people live in one house! There are no chairs or tables in the houses and they sleep in hammocks. They eat together in a big space in the centre of the house. And they celebrate and play games there, too.

**C**  
There aren't many schools in the Yanomami villages. Boys are with their fathers during the day, and girls are with their mothers. And there aren't any shops or supermarkets. The Yanomami life is very different from our lives. They haven't got many possessions, but they get everything they need from the land around them.



**1** Look at the photos of the Yanomami people. Where do you think the people are from? How do you think their lives are different from ours?

**2** 96 Read and listen to the article. Match headings 1-3 to paragraphs A-C.

- 1 Home \_\_\_\_\_
- 2 Who are the Yanomami? \_\_\_\_\_
- 3 Life in the Yanomami village \_\_\_\_\_

**3** Complete the sentences with the words below.

furniture middle ~~one~~ possessions schools supermarket

- 1 In Yanomami villages, there is one \_\_\_\_\_ house for all the people.
- 2 There isn't a lot of \_\_\_\_\_ in the house.
- 3 The people eat together in the \_\_\_\_\_ of the house.
- 4 There aren't many \_\_\_\_\_ for Yanomami children.
- 5 The Yanomami don't buy food from the \_\_\_\_\_.
- 6 The Yanomami haven't got many \_\_\_\_\_.

**4** Think about your answers to Exercise 1. Do your ideas match the information in the article?



## The world around you

**97** Read and listen to the next part of the article and discuss questions.

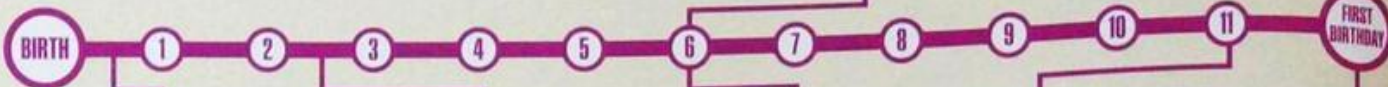
With new roads in the Amazon, the modern world is now very close to the Yanomami, and there are some changes to the traditional way of life. A lot of Yanomami people now wear modern clothes, some families don't live in the big village house, and many Yanomami children now go to school.

- 1 What do you think is good about the traditional Yanomami life?
- 2 Do you think change can make life better for the Yanomami? Why? / Why not?
- 3 Think about your own family life. What special traditions have you got?



## New parents around the world: here is your baby's first year!

Your baby is learning new things every day. Here are some of the things your baby learns before their first birthday.



### Two weeks

At two weeks, babies can't see all the colours. Baby Yuki in Japan is two weeks old and he can only see black and white.



### Two-three months

By the age of three months, babies know their mothers. Three-month-old Chichima from Nigeria knows that she is looking at her mum.

### Six months

Six-month-old babies can usually sit up. Six-month-old Sofia from Argentina is sitting up for the first time and she's very happy about it!



### Eleven months

At eleven months, a lot of babies can walk. Eleven-month-old Jonas in Germany is walking down the road with his parents for the first time.

### Twelve months

Babies usually say their first words at around twelve months. In the UK, it's Oscar's first birthday and he's saying his favourite word, 'dada'.

All around the world, babies are living very different lives, but they're all learning the same new things at the same time.

- Look at the text. What kind of text do you think it is? Who is it for?
- 98 Read and listen to the text. What are the names of the babies in the photos? How old are they?
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- Read the text again. Choose the correct answers.
  - Two-week-old babies **can** / **can't** see the colours red and green.
  - At three months, babies know their **name** / **mum**.
  - Babies often **sit up** / **stand up** for the first time at six months of age.
  - A lot of babies can **walk** / **run** by the age of eleven months.
  - By the age of twelve months, a lot of babies can **say one or two words** / **ask for their favourite food**.
  - Babies in different countries around the world learn things at **different ages** / **the same ages**.
- Choose the correct sentence to summarise the text.
  - In some countries, babies can't do things very well.
  - Babies all around the world learn new things at the same time.
  - Babies learn different things in different countries around the world.



## The world around you

Discuss the questions.

- In the UK, 'dada' is often the first word a baby says. What do you think it means? How do babies say this word in your country?
- What is the first word that a baby often says in Argentina? Why do you think it is different from in the UK?
- Do babies from different countries need to learn different things? Try to think of three differences.



**together**  
workbook

Starter

S

## Vocabulary Greetings p.12

1 Match the greetings to the pictures.

Good afternoon Goodbye  
Good morning Goodnight

1 Good afternoon



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



2 Complete the table with the greetings.

Bye Good afternoon Goodbye Good evening  
Goodnight Hey Hi

Formal	Informal
Good afternoon	

3 Complete the mini-conversations with the greetings below.

Bye Good evening Good morning Hi

- Teacher: Good morning, Elena.  
Student: Good morning, Mrs Brown.
- Amy: Hey!  
Kate: \_\_\_\_\_, Amy.
- Waiter: Good evening.  
Ben: \_\_\_\_\_.
- Mum: Goodbye, Tom.  
Tom: \_\_\_\_\_, Mum.

I can greet people.



## Adjectives for likes and dislikes p.14

4 Complete the adjectives in the puzzle. Find the mystery word.



The mystery word is \_\_\_\_\_.

5 Match the opposites.

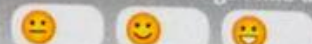
- |                   |               |
|-------------------|---------------|
| 1 rubbish _____   | a terrible    |
| 2 boring _____    | b disgusting  |
| 3 fantastic _____ | c brilliant   |
| 4 delicious _____ | d interesting |

6 Choose the correct adjectives.



- No, thanks. The burgers here are disgusting / delicious!
- Martina Stoessel is my favourite singer. She's brilliant / terrible.
- This film isn't interesting. It's fantastic / boring.
- The Hunger Games* is a brilliant / terrible book. It's very interesting.
- Pizza is my favourite food. It's delicious / disgusting.
- This music isn't very good. The singer is rubbish / fantastic.

I can describe things I like and don't like.



## Grammar Subject pronouns p.13

1 Look at the pictures. Write the subject pronouns.

he I it she they we



1 they      2 \_\_\_\_\_      3 \_\_\_\_\_



4 \_\_\_\_\_      5 \_\_\_\_\_      6 \_\_\_\_\_

2 Replace the green words with the subject pronouns below.

He It She They We You

- This pizza is delicious.  
It is delicious.
- Mateo is from Argentina.  
\_\_\_\_\_
- Zoe and I are friends.  
\_\_\_\_\_
- Adele is a great singer.  
\_\_\_\_\_
- Juan and you are good students.  
\_\_\_\_\_
- Tom and Alan are fourteen.  
\_\_\_\_\_

3 Complete the sentences.

- Taylor Swift's song is Number 1.  
She's my favourite singer.
- Dan and Amy are my friends.  
\_\_\_\_\_ are in my class.
- My name's Lucy. \_\_\_\_\_'m thirteen.
- Tomás is in my class. \_\_\_\_\_'s from Córdoba.
- Captain America* is my favourite film. \_\_\_\_\_'s on DVD now.
- Andy and I are American. \_\_\_\_\_'re from Los Angeles.



I can use subject pronouns.



## Verb *be*: affirmative and negative p.13

4 Choose the correct words.

- Hello. I 's / 'm / 're Julieta.
- She's / He's / It's 10 a.m.
- Mr Jones is / am / are a teacher.
- You 'm / 're / 's a student.
- Lucas and Zoe is / am / are in my class.
- We 's / 're / 'm thirteen.

5 Complete the sentences with the words below.

are are aren't isn't isn't 'm not 's

- It 's \_\_\_\_\_ a good film. ✓
- Mary \_\_\_\_\_ in my class. X
- John and Kelly \_\_\_\_\_ friends. ✓
- I \_\_\_\_\_ your English teacher. X
- You \_\_\_\_\_ in my class. X
- Kate and I \_\_\_\_\_ twelve years old. ✓
- Lucas \_\_\_\_\_ from New York. X

6 Complete the conversation with the correct forms of the verb *be*.



- Alan: Hi! I <sup>1</sup> 'm \_\_\_\_\_ Alan. You <sup>2</sup> \_\_\_\_\_ the new students, right?
- Lucy: Hi, Alan! Yes, my name <sup>3</sup> \_\_\_\_\_ Lucy and she <sup>4</sup> \_\_\_\_\_ my sister Sally. We <sup>5</sup> \_\_\_\_\_ from the UK.
- Alan: Great! So you <sup>6</sup> \_\_\_\_\_ from London!
- Lucy: No, we <sup>7</sup> \_\_\_\_\_ from London. We <sup>8</sup> \_\_\_\_\_ from Manchester.
- Sally: Hey! It <sup>9</sup> \_\_\_\_\_ nine o'clock. I <sup>10</sup> \_\_\_\_\_ late! Bye.
- Alan: Bye! Sally <sup>11</sup> \_\_\_\_\_ in our class, right?
- Lucy: No. She <sup>12</sup> \_\_\_\_\_ in Class 4D.

I can talk about things and people with the verb *be*.



## Grammar Verb *be*: yes/no questions and short answers p.15

### 1 Match the questions to the answers.

- 1 Are you in Class 4C?  b
- 2 Is Ana a student? \_\_\_\_\_
- 3 Is it Monday? \_\_\_\_\_
- 4 Are you and Paul from the US? \_\_\_\_\_
- 5 Are Marcos and Bruno friends? \_\_\_\_\_

- a Yes, they are.
- ~~b No, I'm not.~~
- c No, it isn't.
- d Yes, she is.
- e No, we aren't.



### 2 Complete the questions and short answers.

- 1  Are  you from the City of Buenos Aires?  
No,  I'm not .
- 2 \_\_\_\_\_ Martín a good student?  
Yes, \_\_\_\_\_.
- 3 \_\_\_\_\_ you and Sofia friends?  
Yes, \_\_\_\_\_.
- 4 \_\_\_\_\_ it your birthday today?  
No, \_\_\_\_\_.
- 5 \_\_\_\_\_ Zac and Lara at your school?  
Yes, \_\_\_\_\_.

### 3 Write questions. Then write true answers.

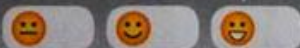
- 1 You / thirteen / ?  
 Are you thirteen?   
 No, I'm not. / Yes, I am.
- 2 your best friend / in your class / ?
- 3 it / Monday / ?
- 4 you and your friends / good students / ?
- 5 your parents / teachers / ?

## Position of adjectives p.17

### 4 Correct the mistakes in the sentences.

- 1 Mrs Smith is a teacher brilliant.  
 Mrs Smith is a brilliant teacher.
- 2 Is the boring book?  
\_\_\_\_\_
- 3 The burgers are delicious really.  
\_\_\_\_\_
- 4 What's his name first?  
\_\_\_\_\_
- 5 Saturday is fantastic a day.  
\_\_\_\_\_

I can ask and answer questions with the verb *be*.



## Practical English Introducing yourself p.16

### 1 Reorder the words to make sentences and questions.

- 1 your / name / What's / ?  
 What's your name?
- 2 thirteen / I'm  
\_\_\_\_\_
- 3 you / from / Where / are / ?  
\_\_\_\_\_
- 4 Martina / name's / My  
\_\_\_\_\_
- 5 old / How / you / are / ?  
\_\_\_\_\_
- 6 Lara / I'm / Hi,  
\_\_\_\_\_
- 7 to / you / Nice / meet  
\_\_\_\_\_

### 2 Complete the conversation with the phrases below.

How old are you? ~~I'm~~ Kev: I'm thirteen.  
Nice to meet you, See you, Where are you from?

Kev: Hi, <sup>1</sup>  I'm Kev.  Are you the new student?

Lola: Yes, I am. I'm Lola.

<sup>2</sup> \_\_\_\_\_ Kev.

Kev: Nice to meet you, too.

<sup>3</sup> \_\_\_\_\_

Lola: I'm from Mexico.

Kev: Mexico? My friend Carlos is from Mexico, too.

<sup>4</sup> \_\_\_\_\_

Lola: I'm twelve. And you?

Kev: <sup>5</sup> \_\_\_\_\_ Oh, it's ten o'clock. See you, Lola.

Lola: <sup>6</sup> \_\_\_\_\_ Kev. Bye!

### 3 Look at the conversation in Exercise 2 again. Then complete the conversation. Use your own ideas.

You: \_\_\_\_\_

Juan: Hi, I'm Juan. Nice to meet you.

You: \_\_\_\_\_, too.  
\_\_\_\_\_?

Juan: I'm from Uruguay.

You: \_\_\_\_\_?

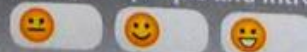
Juan: I'm thirteen. And you?

You: \_\_\_\_\_

Juan: See you.

You: \_\_\_\_\_



I can greet people and introduce myself.




## Reading p.18

1 Read the online conversation. What favourite things is it about? Tick (✓) a-e.

- a sports     b food     c singers     d days     e actors

togetherchat




### What are your favourite things?



**Ben**

Hey! I'm Ben and I'm thirteen. I'm from Perth in Australia. Justin Timberlake is my favourite pop singer. He's brilliant. My favourite food is pizza - it's delicious! My favourite day is Saturday. Monday is terrible!


11.39



**Rachel**

Hi! My name's Rachel. I'm fourteen and I'm from the UK. Spaghetti is my favourite food. Pizza is disgusting! Timberlake is rubbish. Adele is my favourite. She's fantastic!


12.42



**Ben**

Is your favourite day Saturday, too?


14.09



**Rachel**

No, it isn't. It's Friday.

14.27



Hi! My name's ...

Now

2 Read the online conversation again. Complete the table.

	Ben	Rachel	You
Age	13	_____	_____
Country	_____	_____	_____
Favourite day	_____	_____	_____
Favourite food	_____	_____	_____
Favourite singer	_____	_____	_____

3 Complete the table for you.

## Writing

4 Write a post for the online conversation *What are your favourite things?* Use your answers in Exercise 3.

Hi! My name's ...

I'm from ...

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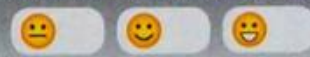
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# 2 Where are you from?

## Vocabulary

### Countries and nationalities p.22

1 Look at the pictures. Write the names of the countries.

1 the U K



2 the \_\_\_\_\_



3 C \_\_\_\_\_



4 G \_\_\_\_\_



5 B \_\_\_\_\_



6 S \_\_\_\_\_



2 Reorder the letters to make nationalities.

- 1 **e r t A g n e i n** Argentine
- 2 **c i m a n a j a** \_\_\_\_\_
- 3 **a i r g N i e n** \_\_\_\_\_
- 4 **s a n e l p a e** \_\_\_\_\_
- 5 **y n K a n e** \_\_\_\_\_
- 6 **h i s r B t i** \_\_\_\_\_
- 7 **t l n a l i a** \_\_\_\_\_
- 8 **m n a G r e** \_\_\_\_\_

3 Complete the sentences with countries and nationalities.

Where are you from?	
1 Ellie is from London in <u>the UK</u> . She's <u>British</u> .	
2 Vicente is from Madrid in _____. He's _____.	
3 Lee is from Shanghai in _____. She's _____.	
4 Hans is from Berlin in _____. He's _____.	
5 I am from _____ in _____. I'm _____.	

### Places in town p.24

4 Match and write the places in town.

CHU	NK
BA	EUM
SQU	EMA
CIN	ARE
MUS	TRE
THEA	RCH

- 1 church
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

5 Choose the correct words.

- 1 It's Sunday. Mum and Dad are at the bank / **church**.
- 2 My favourite café is on the **theatre** / square in the town centre.
- 3 There are some great shops in the **shopping centre** / supermarket.
- 4 It's very hot! My friends are all at the **swimming pool** / post office today.
- 5 There's a good film at the **cinema** / theatre this week.
- 6 The **museum** / post office in our town is very interesting.

6 Are the sentences true (T) or false (F) for your town?

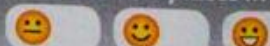
- 1 The cinema is in the town centre. T  F
- 2 There are two big supermarkets. T  F
- 3 The church in my town is very old. T  F
- 4 There isn't a museum. T  F
- 5 The post office is on a big square. T  F




I can say where people are from.



I can describe places in a town.






**Grammar** *there is / there are*  p.25

**1** Choose the correct words.

- There is / are fifty shops in the shopping centre.
- There is / **are** a big swimming pool near here.
- There **isn't** / **aren't** a theatre in our town.
- There is / **are** two great cafés in town.
- There is / **are** seven banks in my street.
- There **isn't** / **aren't** any good shops in the centre.

**2** Write questions and answers.

- good cafés on the square? (✓)  
Are there good cafés on the square?  
Yes, there are.
- a theatre in your town? (X)  
 \_\_\_\_\_  
 \_\_\_\_\_
- banks on the square? (✓)  
 \_\_\_\_\_  
 \_\_\_\_\_
- an interesting museum? (X)  
 \_\_\_\_\_  
 \_\_\_\_\_
- a lot of people in your town? (✓)  
 \_\_\_\_\_  
 \_\_\_\_\_
- a swimming pool in the town centre? (X)  
 \_\_\_\_\_  
 \_\_\_\_\_

**Prepositions of place**  p.27

**3** Choose the correct words.

Hi Ellie,  
 How are you?  
 Thanks for the photo of your town. I'm from Resistencia in Chaco province, Argentina. Resistencia is very big, too. There are over fifty shops <sup>1</sup>in / **on** the Sarmiento shopping centre. In the city, there's a big cinema <sup>2</sup>**between** / **next to** a big supermarket. There's an old church <sup>3</sup>**in front of** / **between** the square. <sup>4</sup>**On** / **Next to** the church there is a museum. And there's a fantastic swimming pool <sup>5</sup>**between** / **on** Monteagudo Street.  
 Bye, Lola



I can say where places are.



**Practical English** Talking about a town or neighbourhood  p.26

**1** Complete the sentences with the words below.

Are there    Is there    opposite  
 There are    There's    Where's

- Are there \_\_\_\_\_ any good restaurants near here?
- \_\_\_\_\_ a big cinema in the town centre.
- The post office is \_\_\_\_\_ the supermarket, on Park Street.
- Excuse me. \_\_\_\_\_ the post office?
- \_\_\_\_\_ a shopping centre in the town?
- \_\_\_\_\_ a lot of nice shops in the shopping centre.

**2** Complete the conversation with the phrases below.

Are there any good cafés in the neighbourhood?  
 Is there a museum in the town?  
 No problem!  
 The square is behind the museum.  
 There's a big museum in the town centre.  
 Where is it?

- A: Excuse me. <sup>1</sup> Is there a museum in the town?  
 B: Yes.  
<sup>2</sup> \_\_\_\_\_  
 It's excellent.  
 A: <sup>3</sup> \_\_\_\_\_  
 B: It's on Moreno Street, next to the church.  
 A: Thank you. <sup>4</sup> \_\_\_\_\_  
 \_\_\_\_\_  
 B: Yes, there are. There are some great ones in San Martín Square.  
 A: Where is San Martín Square, please?  
 B: <sup>5</sup> \_\_\_\_\_  
 A: Great! Thank you.  
 B: <sup>6</sup> \_\_\_\_\_
- 3** Complete the conversation for your town.
- A: Excuse me. Is there a supermarket in the town?  
 B: \_\_\_\_\_  
 A: Where is it?  
 B: \_\_\_\_\_  
 A: Are there any nice cafés?  
 B: \_\_\_\_\_  
 A: Where are they?  
 B: \_\_\_\_\_  
 A: Thank you very much.  
 B: \_\_\_\_\_

I can talk about my town.



## Reading p.28

- 1 Read the text. What type of text is it?  
 a a postcard    b a tourist brochure    c a personal blog

### togetherreport

Report

Category

Add photo

## My home town

By Mateo

Monday, 12<sup>th</sup> June

I'm from Córdoba, Argentina. It's a big city in the centre of Argentina. There are about 1.4 million people in Córdoba and it's Argentina's second city. It's an old city and there are some great places here.

Sarmiento Park is in the centre of the city and it is very big and beautiful. There's a big, modern amphitheatre in the park called The Greek Theatre. The city's Natural Science Museum and the zoo are also in the park.

There are lots of churches and museums in the city. The Cathedral on San Martín Square is awesome. It's over three hundred years old. There's a big statue of General San Martín in front of the cathedral, in the centre of the square.

My school is in my favourite neighbourhood, the centre. It is near the Manzana Jesuítica. It is in the old part of the city and there aren't any cars here. It's a fantastic place and it's now a World Heritage Site. Patio Olmos is also nearby. It's a great shopping centre. There are over a hundred and fifty shops and a cinema. 😊

Córdoba Cathedral on San Martín Square



Manzana Jesuítica



2 Read the text again. Are the sentences true (T) or false (F)?

- |  |                                       |                            |
|--|---------------------------------------|----------------------------|
| 1 Córdoba is the second city in the country.           | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 2 The Greek Theatre is very old.                       | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 3 There is a statue in San Martín Square.              | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 4 The Cathedral is in the centre of San Martín Square. | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 5 There are a lot of cars near Mateo's school.         | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 6 There are a lot of shops in Patio Olmos.             | T <input type="checkbox"/>            | F <input type="checkbox"/> |

3 Complete the sentences with information from the text.

- There are 1.4 million people in the city of Córdoba.
- Sarmiento Park is a beautiful place in the city.
- There are a lot of churches and museums in the city.
- Córdoba Cathedral is over three hundred years old.
- A great place for shops is the Patio Olmos.
- My favourite neighbourhood is the centre.

## Writing

- 4 Write about your city or a city you know. Use the sentences in Exercise 3 and the model text to help you. Write 50-80 words.

My home town

I'm from ...

There are ...

I can read and write about a city.



## Vocabulary Possessions p.34

1 Match the words to the photos. There are two extra words.

headphones ID card keys phone  
skateboard watch



1 watch



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

2 Complete the sentences with the words below.

card console keys phone player purse

- My phone number is 07543 28769.
- Here are the \_\_\_\_\_ for the house.
- There's only £1 in my \_\_\_\_\_.
- The photo on my ID \_\_\_\_\_ is terrible!
- Is there good music on your MP3 \_\_\_\_\_?
- My new games \_\_\_\_\_ is great.

3 Complete the words in the texts.

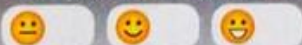


Hi, I'm Maria. There are lots of things in my school bag. There are my house <sup>1</sup>keys and my <sup>2</sup>p\_\_\_\_\_. There is my <sup>3</sup>p\_\_\_\_\_ with fifty pesos in it, and my ID <sup>4</sup>c\_\_\_\_\_.

I'm Tom. What's in my bag? There's my <sup>5</sup>w\_\_\_\_\_ with a hundred pesos in it, my MP3 <sup>6</sup>p\_\_\_\_\_, and my new <sup>7</sup>h\_\_\_\_\_.



I can talk about my possessions.



## Rooms and furniture p.36

4 Find eleven more furniture words in the wordsearch. Then write the words in the correct rooms.

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

Bedroom	Kitchen
<u>wardrobe</u>	_____
_____	_____
_____	_____
Bathroom	Living room
_____	_____
_____	_____
_____	_____

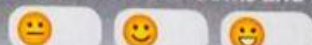
5 Find the odd one out.

- 1 bedroom (fridge) bathroom kitchen
- 2 toilet armchair shower bath
- 3 bed lamp wardrobe oven
- 4 bedroom sofa table armchair
- 5 sink fridge shower oven
- 6 living room kitchen furniture bathroom

6 Complete the description of Anna's house.

There are six rooms in my house. In the living room, there's a <sup>1</sup>so f a and an <sup>2</sup>a\_\_\_\_\_. In the kitchen, there's a <sup>3</sup>f\_\_\_\_\_, a <sup>4</sup>s\_\_\_\_\_, and an <sup>5</sup>o\_\_\_\_\_. There's a big <sup>6</sup>t\_\_\_\_\_ with chairs, too. In the bathroom, there's a <sup>7</sup>b\_\_\_\_\_ and a <sup>8</sup>sh\_\_\_\_\_. The <sup>9</sup>t\_\_\_\_\_ is in a room next to the bathroom. In the bedrooms, there are <sup>10</sup>w\_\_\_\_\_s and <sup>11</sup>b\_\_\_\_\_s.

I can talk about rooms and furniture.



## Grammar Possessive adjectives; Possessive 's and s'; whose

### 1 Choose the correct words.

- 1 My friend is thirteen. His / Her name is Tomás.
- 2 My mum is British. His / Her name is Carol.
- 3 Broadway in New York is famous for its / their theatres.
- 4 They're my friends. Their / Our names are Phil and Virginia.
- 5 'Here's your / her book, Zoe.' 'Thanks.'
- 6 We're from Tokyo. Our / Its city is very big.

### 2 Complete the text with possessive adjectives.



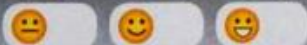
Hi,

1 My name's Lucy. I'm from Oxford in the UK. It's famous for 2 \_\_\_\_\_ universities. The girls in the photo are 3 \_\_\_\_\_ friends. 4 \_\_\_\_\_ names are Ella and Chloe. We're big music fans and 5 \_\_\_\_\_ favourite band is Little Mix, four British girls. 6 \_\_\_\_\_ names are Perrie, Jesy, Jade, and Leigh-Anne. 7 \_\_\_\_\_ new song is brilliant!

### 3 Write questions and answers.

- 1 purse / Sofia Whose purse is it?  
It's Sofia's.
- 2 keys / Gabriel \_\_\_\_\_
- 3 skateboards / the boys \_\_\_\_\_
- 4 watch / my mum \_\_\_\_\_
- 5 backpacks / the children \_\_\_\_\_
- 6 books / the students \_\_\_\_\_

I can ask and answer about possessions.



## this, that, these, those

### 4 Choose the correct words.

- 1 This / These are my keys.
- 2 Are that / those your headphones?
- 3 Is this / these your new games console?
- 4 This / These is my new phone.
- 5 Is that / those Tom's ID card?
- 6 That / Those is the bathroom.

### 5 Complete the sentences with this, that, these, those, and is or are.

- 1 This is \_\_\_\_\_  
my new phone.



- 2 \_\_\_\_\_  
my jeans.



- 3 \_\_\_\_\_  
my bag.



- 4 \_\_\_\_\_  
my favourite shoes.



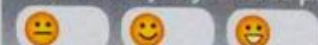
- 5 \_\_\_\_\_  
my guitar.




- 6 \_\_\_\_\_  
my bedroom.





I can identify objects and people.





Reading  p.40

1 Read Lucía's description of her home. Where is the bathroom? \_\_\_\_\_

togetherreport  

**The Home Project:** Write about your home, and describe your favourite room. Send a photo.

**My home** by Lucía Alvarez

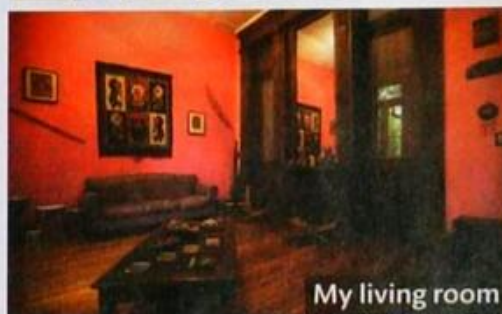
This my home. It isn't very big, but it's really cool. There are five rooms: a living room, a kitchen, a bathroom, and two bedrooms. My bedroom is blue with white furniture.

In my bedroom, there are two beds - one for me and one for my sister. There's a desk with my computer and some books on it. My skateboard is under the bed, and my football is in the wardrobe with my clothes. The bathroom is next to the kitchen. In the bathroom, there isn't a bath, but there's a big shower. The toilet is in the bathroom, too. The kitchen is very big with a table and six chairs.

My favourite room is the living room. The walls are red. There's a purple sofa, and a small table. My favourite thing in the room is the TV. The screen is very big, and it's on the wall opposite the sofa. There's also a DVD player on a small table under the TV. My games console is on the desk next to the TV.



My home, number 19!



My living room

2 Choose the correct answers.

- How many rooms are there in Lucía's home?  
a two      **b** five      c six
- What colour are the desk and chair in Lucía's bedroom?  
a blue      b red      c white
- Where is her skateboard?  
a in the wardrobe  
b under her bed  
c with her clothes
- What is in the bathroom?  
a a shower and a bath  
b a toilet and a bath  
c a shower and a toilet
- Where is the TV?  
a on a small table  
b on the wall  
c next to the sofa
- Where is the games console in the living room?  
a on the table  
b next to the TV  
c on the wall

3 Answer the questions.

- What is Lucía's favourite room in her home?  
The living room.
- What colour are the walls in this room?  
\_\_\_\_\_
- What furniture is there?  
\_\_\_\_\_
- What other things are there in the room?  
\_\_\_\_\_
- What is her favourite thing in the room? \_\_\_\_\_
- Where is it? \_\_\_\_\_

## Writing

4 Write a description of your favourite room in your home. Answer the questions in Exercise 3 to help you.

The Home Project  
This is my home. There are ...

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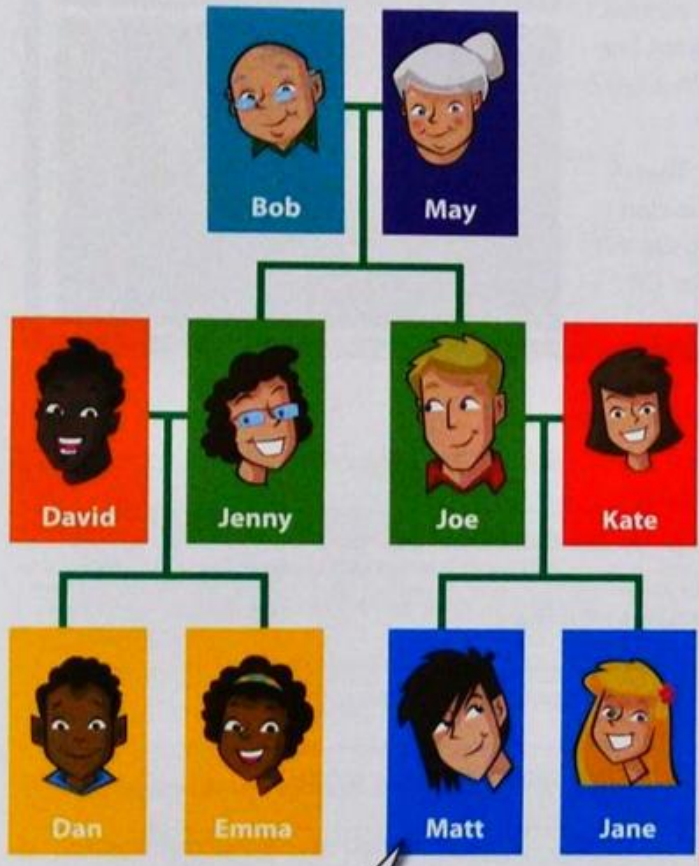
## Vocabulary Family p.44

1 Complete the sentences with the words below. There is one extra word.

aunt cousin dad grandma  
grandpa mum uncle

- 1 My mum's mum is my grandma.
- 2 My brother's dad is my \_\_\_\_\_.
- 3 My dad's sister is my \_\_\_\_\_.
- 4 My mum's brother is my \_\_\_\_\_.
- 5 My dad's dad is my \_\_\_\_\_.
- 6 My sister's mum is my \_\_\_\_\_.

2 Look at Matt's family tree and complete the text.



My name's Matt. This is my family tree. Jane is my <sup>1</sup> sister. Dan and Emma are my <sup>2</sup> \_\_\_\_\_. David is their <sup>3</sup> \_\_\_\_\_. He's my <sup>4</sup> \_\_\_\_\_. Joe and Kate are my <sup>5</sup> \_\_\_\_\_ and <sup>6</sup> \_\_\_\_\_. Jenny is my <sup>7</sup> \_\_\_\_\_. She's my dad's <sup>8</sup> \_\_\_\_\_. My <sup>9</sup> \_\_\_\_\_ is Bob and my <sup>10</sup> \_\_\_\_\_ is May. They are my dad's parents.

## Interests p.46

3 Reorder the letters to make interests.

- 1 pnoihpsg shopping
- 2 agesamzin \_\_\_\_\_
- 3 prots \_\_\_\_\_
- 4 milfs \_\_\_\_\_
- 5 sicum \_\_\_\_\_
- 6 iggman \_\_\_\_\_
- 7 VT \_\_\_\_\_
- 8 frngius eth nretnite \_\_\_\_\_

4 Match the words in Exercise 3 to the pictures.



1 films

2 \_\_\_\_\_



3 \_\_\_\_\_

4 \_\_\_\_\_



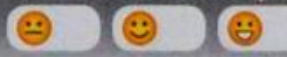
5 \_\_\_\_\_

6 \_\_\_\_\_

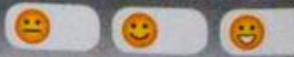
5 Choose the correct words.

- 1 There's a good TV / film on at the cinema today.
- 2 My favourite **sport** / **music** is football.
- 3 My new console is great for **gaming** / **shopping**.
- 4 I've got some brilliant **films** / **music** on my MP3 player.
- 5 The town centre is a good place for **surfing the internet** / **shopping**.
- 6 This new **magazine** / **gaming** is about sport.

I can talk about a family.



I can talk about interests.



## Grammar *have got*: affirmative, negative, and questions p.45

**1** Reorder the words to make sentences. There is one extra word.

- three cousins / 've / got / 's / they  
They've got three cousins.
- a new computer / got / have / Sofía / has  
\_\_\_\_\_
- haven't / a sister / I / got / hasn't  
\_\_\_\_\_
- got / Lucas / a watch / hasn't / we  
\_\_\_\_\_
- Matt / a red skateboard / I / got / has  
\_\_\_\_\_
- she / school / got / we / on Saturdays / haven't  
\_\_\_\_\_

**2** Complete the questions. Then match the questions to the answers.

- Have you got a cousin? c
- \_\_\_\_\_ Mia \_\_\_\_\_ an MP3 player? \_\_\_\_\_
- \_\_\_\_\_ they \_\_\_\_\_ a big house? \_\_\_\_\_
- \_\_\_\_\_ your town \_\_\_\_\_ a big cinema? \_\_\_\_\_
- \_\_\_\_\_ Mateo \_\_\_\_\_ a brother? \_\_\_\_\_
- \_\_\_\_\_ you and Joe \_\_\_\_\_ ID cards? \_\_\_\_\_

- No, he hasn't.
- Yes, they have.
- ~~No, I haven't.~~
- Yes, we have.
- Yes, she has.
- No, it hasn't.

**3** Write true short answers for you.

- Have you got a brother?  
Yes, I have. / No, I haven't.
- Have you got a sister?  
\_\_\_\_\_
- Has your dad got a brother?  
\_\_\_\_\_
- Has your mum got a sister?  
\_\_\_\_\_
- Have you got any cousins?  
\_\_\_\_\_
- Have your grandparents got three children?  
\_\_\_\_\_

I can ask questions about possessions and family.



## *like* + noun: affirmative and negative p.47

**4** Complete the sentences with *like* or *likes*.

- My friends and I like sport.
- My sister \_\_\_\_\_ gaming, but I don't \_\_\_\_\_ it.
- Dad \_\_\_\_\_ shopping, but Mum doesn't \_\_\_\_\_ it.
- My grandparents don't \_\_\_\_\_ pop music.
- I \_\_\_\_\_ school, and my brother \_\_\_\_\_ it, too.
- All my friends \_\_\_\_\_ football.

**5** Correct the mistakes in the sentences.

- Tomás like surfing the internet.  
Tomás likes surfing the internet.
- We don't likes pizza.  
\_\_\_\_\_
- My parents doesn't like gaming.  
\_\_\_\_\_
- I likes pop music.  
\_\_\_\_\_
- Abril don't like magazines about computers.  
\_\_\_\_\_
- I doesn't likes this film. It's boring.  
\_\_\_\_\_

**6** Complete the message with affirmative and negative forms of *like*.

Hi Chris,

Thanks for your message. I'm OK. I <sup>1</sup> don't like our new house, but I <sup>2</sup> \_\_\_\_\_ the town. It's great. School is OK, too. The teachers are nice. I really <sup>3</sup> \_\_\_\_\_ my Spanish teacher.



Here's a photo of my new friend. Her name's Eva, and she <sup>4</sup> \_\_\_\_\_ sport and gaming, too.

My parents are very happy here. They both <sup>5</sup> \_\_\_\_\_ the house and the town. My dad has got a new job, and he really <sup>6</sup> \_\_\_\_\_ it. Only my sister Lucy isn't happy here. She <sup>7</sup> \_\_\_\_\_ the house, the town, or the school!

Write again soon.

Maddy

I can talk about things I like and don't like.



## Grammar Object pronouns p.47

1 Match the subject pronouns to the object pronouns.

- |        |        |
|--------|--------|
| 1 I    | a it   |
| 2 you  | b us   |
| 3 he   | c you  |
| 4 she  | d me   |
| 5 it   | e him  |
| 6 we   | f them |
| 7 they | g her  |

2 Complete the sentences with the object pronouns below.

her him it me them you



- Here's a present for you, Laura. Happy birthday!
- Where are my keys? Have you got \_\_\_\_\_?
- That's my cousin Rachel. I really like \_\_\_\_\_.
- 'Is this pizza for Tom?' 'No, it isn't for \_\_\_\_\_.'
- 'Where's my skateboard?' 'Dad has got \_\_\_\_\_!'
- Tom sits next to \_\_\_\_\_ in class. We're best friends.

## and and but p.49

3 Complete the sentences with *and* or *but*.

- I've got two aunts, but \_\_\_\_\_ I haven't got a cousin.
- We like music, \_\_\_\_\_ we like football, too.
- There's a cinema in my town, \_\_\_\_\_ there isn't a swimming pool.
- I like gaming, \_\_\_\_\_ I haven't got a games console.
- There's a TV in my room, \_\_\_\_\_ there's a computer, too.

I can use object pronouns.  
I can join sentences with *and* and *but*.



## Practical English Describing your family and their interests p.48

1 Read the description and choose the correct words.



My name's Steve Robins, and I'm fourteen. There are four people in my family. <sup>1</sup>**They / Them** are my mum, my dad, my sister Elena, and me.

My interests are gaming and sports. I really like football. My dad also likes <sup>2</sup>**him / it**, and <sup>3</sup>**he / she** likes tennis, too.

My mum has got a new computer. <sup>4</sup>**He / She** likes surfing the internet, and music.

Elena and her friends like magazines and shopping. She's at the shopping centre with <sup>5</sup>**them / us** every Saturday.

I've also got a cousin. His name's Harry. I like <sup>6</sup>**her / him** a lot, but <sup>7</sup>**we / you** aren't often together. Our homes are in different towns.

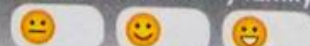
2 Read the description again. Answer the questions.

- How many people are there in Steve's family?
- Who are the people in his family?
- What are Steve's interests?
- What are his dad's interests?
- What are his mum's interests?
- What are his sister's interests?
- Who is Harry?

3 Complete the sentences for you and your family.

- My name's \_\_\_\_\_, and I'm \_\_\_\_\_.
- There are \_\_\_\_\_ people in my family.
- They are \_\_\_\_\_.
- My interests are \_\_\_\_\_.
- My dad likes \_\_\_\_\_.
- My mum likes \_\_\_\_\_.
- \_\_\_\_\_ like / likes \_\_\_\_\_.
- I've also got \_\_\_\_\_.

I can write about my family and their interests.





## Reading p.50

1 Look at the photo and choose three words to describe the person.

friend grandma grandpa happy old young

2 Read the blog. Who is Sara's special person?

**togetherblog**  

### A special person in my life

*by Sara Jones*


This is a photo of my grandma. Her name is Greta, and she's a very special person for me. Everyone in our family likes her because she's always happy.

She's my dad's mum. She's German, but her home is in the UK. She's got two sisters in Germany. She's got photos of them in her living room. They're my great aunts, but I don't know them.

Her house is in the same town as ours. It hasn't got a garden, but it's next to a big park. It's a great place on Saturdays and Sundays.

Greta is old. She's 75 in August, but she's got young interests. She's got a computer, and she likes surfing the internet. My brother and I like pop music, and Greta likes the same music as us. She doesn't like old music. She's got an MP3 player with cool headphones!

My grandma is interested in everything. She's always kind to me. She's a very good friend.



3 Read the text again. Complete the sentences with information from the text.

- 1 Greta is Sara's grandma.
- 2 She is from \_\_\_\_\_.
- 3 She's got \_\_\_\_\_ sisters.
- 4 Greta doesn't like \_\_\_\_\_.
- 5 She likes \_\_\_\_\_.
- 6 Greta likes the same music as Sara and her \_\_\_\_\_.

4 Answer the questions. Write short answers.

- 1 Is Greta a happy person? Yes, she is.
- 2 Is she British? \_\_\_\_\_
- 3 Has she got three sisters? \_\_\_\_\_
- 4 Has she got a garden? \_\_\_\_\_
- 5 Is Greta's birthday in July? \_\_\_\_\_
- 6 Has Sara got a brother? \_\_\_\_\_

## Writing

5 Choose a special person. Answer the questions. Then use your answers to write a paragraph about your special person. Write 80–100 words.

- 1 Who is the person? What's his / her name?
- 2 Why is he / she special?
- 3 What interests has he / she got?
- 4 Write two things this person likes.
- 5 Write one thing this person doesn't like.

**A special person in my life**

This is a photo of my ...

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I can read and write about a special person in my life.

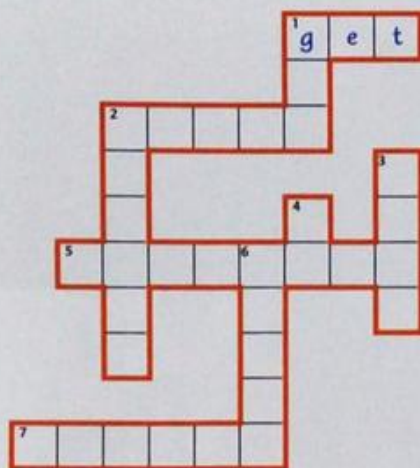




## Vocabulary Daily routines p.56

1 Put the daily routines in the correct order.

- a go to school \_\_\_\_\_
- b get home \_\_\_\_\_
- c do my homework \_\_\_\_\_
- d wake up \_\_\_\_\_
- e start classes 1 \_\_\_\_\_
- f go to bed \_\_\_\_\_
- g get up \_\_\_\_\_
- h finish school \_\_\_\_\_

2 Complete the crossword.



Across



Across

- 1 I get \_\_\_\_\_ home at 5 p.m.
- 2 I \_\_\_\_\_ classes at 9 a.m.
- 5 I do my \_\_\_\_\_ in my bedroom.
- 7 I \_\_\_\_\_ school at 3.30 p.m.

Down

- 1 I \_\_\_\_\_ up at 6.45 a.m.
- 2 I go to \_\_\_\_\_ at 8 a.m.
- 3 I \_\_\_\_\_ up at 6.40 a.m.
- 4 I \_\_\_\_\_ to bed at 10.15 p.m.
- 6 I \_\_\_\_\_ TV in the evening.

Down



I can talk about daily routines.



## School subjects p.58

3 Find eight more school subjects in the word tiles. Use two or three squares for each one.

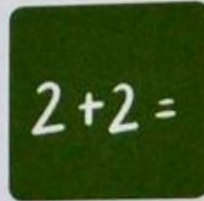
I	MU	A	S	PHY
IEN	P	GRA	CF	CE
E	SC	IC	MA	RY
GEO	THS	TO	RT	EN
HER	GLI	CI	HIS	SH

ICT \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

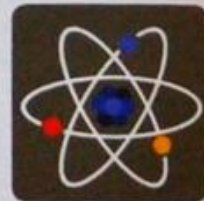
4 Write the school subjects.



1 ICT \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_



4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

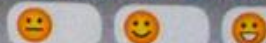


7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_

5 Complete the sentences for you. Use school subjects from Exercise 4.

- 1 My favourite subject is \_\_\_\_\_.
- 2 I don't like \_\_\_\_\_.
- 3 I really like our \_\_\_\_\_ teacher.
- 4 We've got \_\_\_\_\_ and \_\_\_\_\_ on Monday morning.
- 5 We haven't got \_\_\_\_\_ and \_\_\_\_\_ on Fridays.

I can talk about school subjects.



## Grammar Present simple: affirmative and negative; Adverbs of frequency p.57

### 1 Write the third person singular forms.

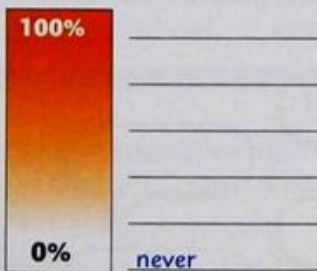
- 1 get gets
- 2 watch \_\_\_\_\_
- 3 do \_\_\_\_\_
- 4 wake up \_\_\_\_\_
- 5 finish \_\_\_\_\_
- 6 go \_\_\_\_\_
- 7 read \_\_\_\_\_
- 8 study \_\_\_\_\_
- 9 like \_\_\_\_\_
- 10 be \_\_\_\_\_

### 2 Complete the sentences with the correct forms of the verbs in brackets.

- 1 He goes (go) to school with my brother.
- 2 We \_\_\_\_\_ (not get up) early on Saturdays.
- 3 She \_\_\_\_\_ (finish) school at 3.30 p.m. on Fridays.
- 4 He \_\_\_\_\_ (not watch) TV in the morning.
- 5 Sam \_\_\_\_\_ (do) his homework in bed.
- 6 They \_\_\_\_\_ (get) home at 4.30 p.m.

### 3 Complete the diagram with the adverbs of frequency below.

always hardly ever never often  
sometimes usually



### 4 Complete the sentences for you, your family, and friends.

- 1 I often \_\_\_\_\_.
- 2 My friends sometimes \_\_\_\_\_.
- 3 My mum / dad always \_\_\_\_\_.
- 4 In our family, we never \_\_\_\_\_.
- 5 My brother / sister usually \_\_\_\_\_.
- 6 I hardly ever \_\_\_\_\_.

## Present simple: questions p.59

### 5 Complete the questions with Do or Does. Then write true short answers for you.

- 1 Does school finish at 6 p.m.?  
No, it doesn't.
- 2 \_\_\_\_\_ all your friends study English?  
\_\_\_\_\_
- 3 \_\_\_\_\_ you watch TV in the morning?  
\_\_\_\_\_
- 4 \_\_\_\_\_ your mum speak French?  
\_\_\_\_\_
- 5 \_\_\_\_\_ your friends like maths?  
\_\_\_\_\_
- 6 \_\_\_\_\_ you and your friends like art?  
\_\_\_\_\_

### 6 Write questions and short answers. Use the words below.

	<u>you</u>	<u>get up</u>	<u>English</u>
	<u>we</u>	<u>get</u>	<u>history</u>
<u>Do</u>	<u>your friend(s)</u>	<u>study</u>	<u>at 6 a.m.</u>
<u>Does</u>	<u>your mum</u>	<u>speak</u>	<u>magazines</u>
	<u>your dad</u>	<u>read</u>	<u>home late</u>

Do you get up at 6 a.m.? No, I don't.

### 7 Match the questions to the answers.

- 1 What time do you go to school? e
  - 2 How many subjects do you study? \_\_\_\_\_
  - 3 When does your dad get home? \_\_\_\_\_
  - 4 Which day do you like best? \_\_\_\_\_
  - 5 How often do you go to bed after 12 p.m.? \_\_\_\_\_
- a Nine subjects.  
b At 7.30 p.m.  
c Saturday.  
d Hardly ever.  
e At 8.30 a.m.



### 8 Write your own answers for the questions in Exercise 7.

- 1 At 8.45 a.m.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

I can say how often people do things.



I can ask questions about people's routines.



## Grammar Prepositions of time p.61

### 1 Correct the mistakes in the sentences.

- My friend's birthday is in 14<sup>th</sup> May.  
My friend's birthday is on 14<sup>th</sup> May.
- The maths class is on two o'clock.  
\_\_\_\_\_
- I do my homework in the weekend.  
\_\_\_\_\_
- The football match is at Wednesday.  
\_\_\_\_\_
- We don't play tennis at winter.  
\_\_\_\_\_
- He gets home early at the afternoon.  
\_\_\_\_\_

### 2 Complete the text with *in*, *at*, or *on*.



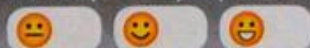
### My summer

Summer is my favourite season. <sup>1</sup> In January and February, I usually get up <sup>2</sup> \_\_\_\_\_ 9.30 a.m. and I watch TV <sup>3</sup> \_\_\_\_\_ the morning. I sometimes go to my grandparents' house <sup>4</sup> \_\_\_\_\_ Mondays. <sup>5</sup> \_\_\_\_\_ the weekend, I play tennis with my parents. My mum's birthday is <sup>6</sup> \_\_\_\_\_ 29<sup>th</sup> January and we always have a big party <sup>7</sup> \_\_\_\_\_ the evening. I often go to bed late <sup>8</sup> \_\_\_\_\_ summer. <sup>9</sup> \_\_\_\_\_ March, I start school again.

### 3 Complete the sentences for you.

- We don't go to school on Saturday and Sunday.
- My birthday is on \_\_\_\_\_.
- I watch TV in \_\_\_\_\_.
- I usually go to bed at \_\_\_\_\_.
- I've got PE at school on \_\_\_\_\_.
- My friend's birthday is in \_\_\_\_\_.
- I finish school at \_\_\_\_\_.
- It's very hot in \_\_\_\_\_.

I can say when people do things.



## Practical English Confirming the time and date p.60

### 1 Match the questions to the answers.

- |                       |          |
|-----------------------|----------|
| 1 When does it start? | <u>d</u> |
| 2 What time is it?    | _____    |
| 3 Is it on Friday?    | _____    |
| 4 How often is it?    | _____    |
| 5 Where is it?        | _____    |
- a It's every two weeks.  
b It's in the ICT room.  
c It starts at seven o'clock.  
~~d It starts on 5<sup>th</sup> October.~~  
e No, it's on Tuesday this year.

### 2 Complete the conversation with the questions in Exercise 1.

- A: The basketball club sounds interesting.  
B: Yes. <sup>1</sup> When does it start \_\_\_\_\_ ?  
A: It starts on 15<sup>th</sup> September.  
B: <sup>2</sup> \_\_\_\_\_ ?  
A: It's in the school gym.  
B: <sup>3</sup> \_\_\_\_\_ ?  
A: It's every week.  
B: <sup>4</sup> \_\_\_\_\_ ?  
A: No, it's on Wednesday this year.  
B: Oh, no! I've got a music class every Wednesday.  
A: <sup>5</sup> \_\_\_\_\_ ?  
B: It's at 6.30 in the evening.  
A: That's OK, then. Basketball finishes at six o'clock.

### 3 Write a conversation using the prompts. Then practise your conversation.

When / ... club / start?

(a date)

Where?

(a place)

How often?

Every ...

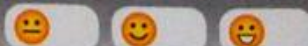
Is / Monday?

No, it's ...

What time?

(a time)

I can talk about times and dates.



## Reading p.62

1 Read the questions and the interview. Match questions 1-5 to paragraphs A-E.

- |  |                                  |
|--|----------------------------------|
| 1 What subjects do you study?                  | 4 Do you like your school?       |
| 2 Do you meet the teachers and other students? | 5 How often do you have lessons? |
| 3 Where do you study?                          |                                  |

### togetherreport



## Different schools around the world

This week's interview is with fourteen-year-old Tim Johnson. He's a student at the internet school InterHigh.

A 3

I don't go to school. I study at home on my computer. My lessons are on the internet.

B \_\_\_\_\_

I study seven subjects, and my favourite subjects are maths and science.

C \_\_\_\_\_

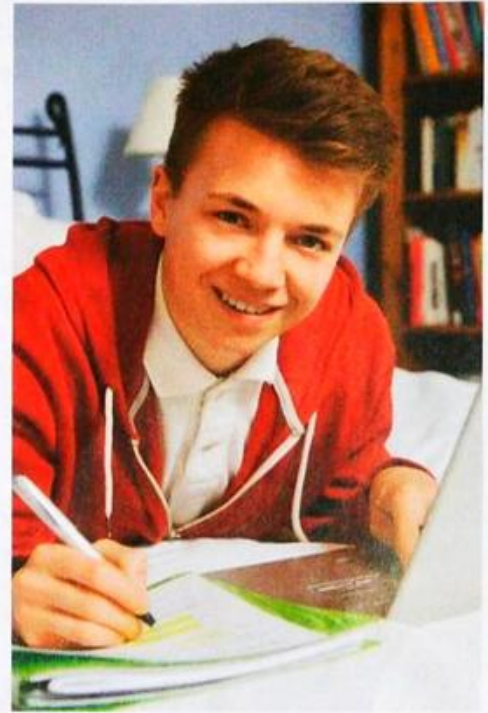
I have lessons every day. There's no school at the weekend. Classes start at nine and usually finish at twelve o'clock. I always do my homework in the afternoon. Then in the evening, I often go to the sports centre. There are no PE lessons at my school!

D \_\_\_\_\_

I meet my teachers once or twice a year. There are eighteen students in my class, but I hardly ever meet them. You see, we all live in different countries.

E \_\_\_\_\_

Yes, I do. Studying online isn't boring. The teachers are nice, and the lessons are interesting. The other students are friendly. It's a great school.



2 Read the interview again. Are the sentences true (T) or false (F)? Correct the false sentences.

- |   |                                       |                            |
|---|---------------------------------------|----------------------------|
| 1 Tim studies at home.                      | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 2 Classes are from Monday to Saturday.      | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 3 He does his homework in the evening.      | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 4 The students live in different countries. | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 5 He likes his school.                      | T <input type="checkbox"/>            | F <input type="checkbox"/> |

3 Answer the questions.

- How many subjects does Tim study?
- What are his favourite subjects?
- What subject does he not do at his school?
- How often does he meet his teachers?
- Where are the students in his class from?


## Writing

4 Answer the questions in Exercise 1 about your school. Then write an interview for the website. Write 80-100 words.

My school  
Where do you study?  
I go to ...

I can read and write about school routines.



Vocabulary Abilities  p.66

1 Find seven more abilities in the word snake.



- 1 play the guitar      5 \_\_\_\_\_  
 2 \_\_\_\_\_      6 \_\_\_\_\_  
 3 \_\_\_\_\_      7 \_\_\_\_\_  
 4 \_\_\_\_\_      8 \_\_\_\_\_

2 Complete the sentences with the correct forms of the verbs below. There are two extra verbs.

cook dance play play ride sing swim

1 Ella rides her horse on Saturdays.



2 Harry \_\_\_\_\_ after school on Wednesdays.




3 Lucas \_\_\_\_\_ the guitar very well.



4 They \_\_\_\_\_ basketball at school.



5 She \_\_\_\_\_ pop songs.

Activities at home  p.68

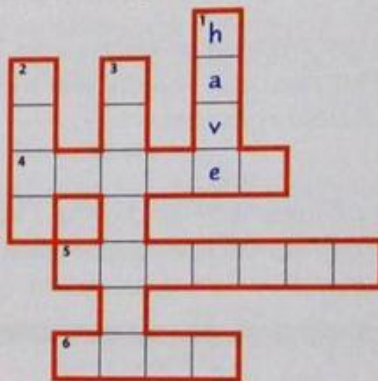
3 Complete the activities with the verbs below.

babysit have help listen ~~message~~  
play read talk

- 1 message friends  
 2 \_\_\_\_\_ to music  
 3 \_\_\_\_\_ on the phone  
 4 \_\_\_\_\_ with my cat  
 5 \_\_\_\_\_ my little brother  
 6 \_\_\_\_\_ dinner  
 7 \_\_\_\_\_ a book  
 8 \_\_\_\_\_ my parents

4 Read the sentences. Complete the crossword with the missing words.

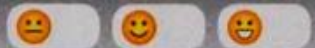
- 1 I have breakfast at 7.30 a.m. on school days.  
 2 I \_\_\_\_\_ my parents every Saturday.  
 3 I can \_\_\_\_\_ my friends with my new phone.  
 4 I \_\_\_\_\_ to music on my MP3 player.  
 5 I \_\_\_\_\_ my little sister when my parents aren't at home.  
 6 I \_\_\_\_\_ magazines, but I don't like books.



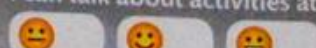
5 Complete the sentences with activities that are true for you.

- 1 I often \_\_\_\_\_ after dinner.  
 2 I \_\_\_\_\_ at the weekend.  
 3 I \_\_\_\_\_ every day.  
 4 I never \_\_\_\_\_ in class.  
 5 I usually \_\_\_\_\_ on Saturday morning.  
 6 I sometimes \_\_\_\_\_ after school.

I can talk about abilities.



I can talk about activities at home.



## Grammar *can* for ability; Adverbs with *can* p.67

### 1 Choose the correct words.

1 He can / can't speak French.



2 She can / can't sing.



3 They can / can't play volleyball.



4 He can / can't play the guitar.



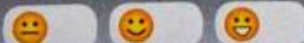
### 2 Complete the sentences with *can* and *can't*.

- You can ride a horse quite well, but you can't ride a bike at all.
- I \_\_\_\_\_ play the guitar well, and I \_\_\_\_\_ play the piano, too.
- We \_\_\_\_\_ sing really well, but we \_\_\_\_\_ dance at all.
- He \_\_\_\_\_ draw well, but he \_\_\_\_\_ cook very well.
- She \_\_\_\_\_ play football very well, and she \_\_\_\_\_ play volleyball well, too.

### 3 Write questions and true answers for you. Use *very* / *really well*, *quite well*, and *(not) at all*.

- you / ride a horse? Can you ride a horse?  
Yes, I can ride a horse quite well. /  
No, I can't ride a horse at all.
- your dad / cook well?  
\_\_\_\_\_  
\_\_\_\_\_
- you / swim?  
\_\_\_\_\_  
\_\_\_\_\_
- your grandma / play the guitar?  
\_\_\_\_\_  
\_\_\_\_\_
- you / draw?  
\_\_\_\_\_  
\_\_\_\_\_

I can talk about people's abilities.



## Present continuous: affirmative and negative p.69

### 4 Complete the table with the *-ing* forms of the verbs.

cook dance get have message play  
ride run sit swim talk watch

Most verbs	Verbs ending in consonant + e	Short verbs ending in vowel + consonant
<u>cooking</u>	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### 5 Look at the picture. Write sentences in the present continuous.

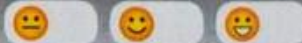


- Lucy / talk / phone  
Lucy is talking on her phone.
- Simon / play / guitar  
\_\_\_\_\_
- Sarah / sing  
\_\_\_\_\_
- Nina / read / a book  
\_\_\_\_\_
- Tom and Alfie / play / football  
\_\_\_\_\_
- Marco / listen to / music  
\_\_\_\_\_

### 6 Complete the message.

Hey, Bruno, I'm not very happy. It's Saturday evening and I <sup>1</sup> 'm not playing (not play) football with my friends. I <sup>2</sup> \_\_\_\_\_ (babysit) my sister Olivia because my parents aren't here. They <sup>3</sup> \_\_\_\_\_ (shop). I can't do my homework because Olivia <sup>4</sup> \_\_\_\_\_ (not sleep). She <sup>5</sup> \_\_\_\_\_ (watch) a terrible TV show, and she <sup>6</sup> \_\_\_\_\_ (sing)! It's horrible!  
Write soon, Fede

I can talk about things that are happening now.



## Grammar *because, so* p.71

1 Complete the sentences with *because* or *so*. Add a comma (,) if necessary.

- I can't play the guitar well because I never practise.
- There's no school today , so I'm having breakfast in front of the TV.
- I can't draw very well \_\_\_\_\_ I'm having lessons.
- I haven't got a cat \_\_\_\_\_ my mum doesn't like them.
- I can't go to the cinema \_\_\_\_\_ I'm helping my mum.
- My parents get home late on Tuesdays \_\_\_\_\_ I cook the dinner and babysit for my little sister.

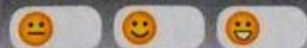
2 Match 1-6 to a-f. Then write sentences with *because* or *so*.



- He can play the guitar really well. c
  - I haven't got my phone. \_\_\_\_\_
  - It's my mum's birthday. \_\_\_\_\_
  - She can't play football with her friends. \_\_\_\_\_
  - We're playing with our dog. \_\_\_\_\_
  - I can't listen to music. \_\_\_\_\_
- a There's no school today.  
 b She's babysitting her little sister.  
 c He practises every day.  
 d I can't message my friends.  
 e I haven't got my headphones.  
 f We're making her a birthday cake.

He can play the guitar really well because he practises every day.

I can talk about reasons and results.



## Practical English Describing what people are doing p.70

1 Read the email. Mark the point where a new paragraph needs to begin. There are five paragraphs.

Hi Zoe, [ How are you? We haven't got school this week, so I'm at home with my family. We're doing different things. Mum and Dad are in the kitchen. Dad's making pizzas, and Mum's making a cake. There's a TV in the kitchen, and they're watching it at the same time. At the moment, I'm in my bedroom and I'm listening to music. My brother and sister are in the living room. Lucy is playing the guitar, and she's singing. It's terrible because she can't sing! And Billy is playing computer games. I've got my headphones on, so I can't hear them. I hope you're having a good time. Are you at home with your family, or are you with your friends? Write soon, Julieta



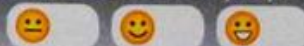
2 Answer the questions.

- Why is Julieta at home?
- Who is she with at home?
- Where are her parents?
- What are they doing?
- Where are Julieta and her brother and sister?
- What are they doing?

3 You are at home with your family or friends. Everyone is doing something different. Decide what people are doing. Answer the questions.

- What are you doing?
- Where are your mum and dad?
- What are they doing?
- Where are your brothers and sisters / friends?
- What are they doing?

I can describe what people are doing at the moment.



## Reading p.72



1 Look quickly at the text. What type of text is this?

a a quiz


b a biography

c a factfile

togethertrivia

Home | News



### Star Trivia – twelve things you (maybe) don't know about Adele

We all know Adele. She's an international pop star. Adele is from London, in the UK, and she's got houses in London and in Los Angeles, in the US.

- 1 Her favourite singer is Etta James.
- 2 There are four bedrooms and six bathrooms in her house in Los Angeles.
- 3 She can speak French quite well.
- 4 She can play the bass, the guitar, and the piano.
- 5 Her favourite movies are the *Twilight* series and *Charlie and the Chocolate Factory*.
- 6 Her fans are called Daydreamers.
- 7 She loves lasagne and ham.
- 8 Her favourite colour is green.
- 9 Her birthday is on 5<sup>th</sup> May.
- 10 Her favourite animal is a cat.
- 11 She likes cricket and football.
- 12 She's got a son called Angelo.



[More about Adele ...](#)

[Other stars you might like ...](#)

2 Read the text. Correct the false sentences.

- 1 Adele is from Los Angeles, in the US.  
Adele is from London, in the UK.
- 2 She can play two musical instruments: the guitar and the piano.  
\_\_\_\_\_
- 3 Her fans call her Daydreamers.  
\_\_\_\_\_
- 4 She's got a brother called Angelo.  
\_\_\_\_\_
- 5 She can play cricket and football.  
\_\_\_\_\_

3 Answer the questions.

- 1 Who is Adele's favourite singer?  
Her favourite singer is Etta James.
- 2 How many bedrooms are there in her house in Los Angeles?  
\_\_\_\_\_
- 3 What language can she speak quite well?  
\_\_\_\_\_
- 4 What's her favourite food?  
\_\_\_\_\_
- 5 What is her favourite colour?  
\_\_\_\_\_

## Writing

4 Write a Star Trivia factfile about Carlos Tévez. Use the information in the table.

Name	Carlos Tévez
Nationality	Argentine
Family	Three children: Katia, Florencia, and Lito Junior
Birthday	5 <sup>th</sup> February
Favourites	Music: <i>cuarteto</i> People: Diego Maradona Food: <i>pastel de papas</i>
Abilities	Sings and plays the guitar in a band Plays golf

Star Trivia – Seven things you (maybe) don't know about Carlos Tévez

We all know ...

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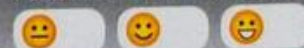
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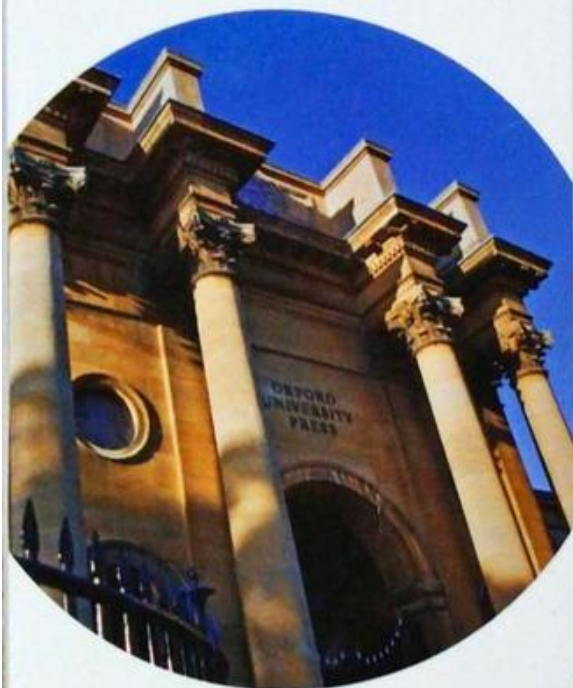
I can read and write about a famous person.



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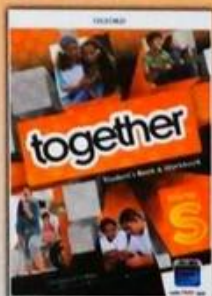
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