# Contents

**MODULE ONE: People and Places**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Grammar</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Wayne’s World</td>
<td>• Giving information about yourself, your family and where you live</td>
<td>Verb be: Present simple</td>
<td>Vocabulary: Everyday objects Ordinal numbers</td>
</tr>
<tr>
<td>Pages 6–7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2</strong> Mary’s mate Polly</td>
<td>• Describing people’s appearance</td>
<td>Verb be: Present simple</td>
<td>Vocabulary: Colours used to describe hair and eyes</td>
</tr>
<tr>
<td>Pages 8–9</td>
<td>• Comparing people’s life-styles and interests</td>
<td>Have got</td>
<td>Pronunciation: Rhyming words</td>
</tr>
<tr>
<td><strong>3</strong> The other side of the world</td>
<td>• Giving personal information</td>
<td>Like/don’t like/love/hate + noun/-ing</td>
<td>Vocabulary: Everyday objects</td>
</tr>
<tr>
<td>Pages 10–11</td>
<td>• Talking about likes and dislikes</td>
<td></td>
<td>Song: All about me</td>
</tr>
<tr>
<td><strong>4</strong> My country</td>
<td>• Skills: cross-cultural</td>
<td></td>
<td>Reading: My country</td>
</tr>
<tr>
<td>Pages 12–13</td>
<td></td>
<td></td>
<td>Speaking: Asking and answering questions</td>
</tr>
</tbody>
</table>

**Module review** Pages 14–15

**Extra special** Pages 16–17

• USA quiz
• Mini project: My loves and hates

---

**MODULE TWO: Work and play**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Grammar</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5</strong> Saturday morning chores</td>
<td>• Talking about what you are doing now</td>
<td>Present continuous</td>
<td>Vocabulary: Everyday objects and actions</td>
</tr>
<tr>
<td>Pages 18–19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6</strong> Work and play</td>
<td>• Talking about how often you do things</td>
<td>Expression of frequency</td>
<td>Vocabulary: Everyday actions</td>
</tr>
<tr>
<td>Pages 20–21</td>
<td>Adverbs of frequency</td>
<td></td>
<td>Song: Rock star</td>
</tr>
<tr>
<td><strong>7</strong> Saving the world</td>
<td>• Talking about what things are made of</td>
<td>Object pronouns: it, them</td>
<td>Vocabulary: Types of materials</td>
</tr>
<tr>
<td>Pages 22–23</td>
<td>• Talking about things we usually or always do</td>
<td>Present simple</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Talking about things we are doing now</td>
<td>Present continuous</td>
<td></td>
</tr>
<tr>
<td><strong>8</strong> Helping at home</td>
<td>• Skills: cross-cultural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pages 24–25</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Module review** Pages 26–27

**Extra special** Pages 28–29

• Twenty questions
• Mini project: My useful robot
### LESSON OBJECTIVES GRAMMAR COMMUNICATION

#### MODULE THREE: Comparing people, animals and things

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Grammar</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Friends</td>
<td>Comparing two people or things</td>
<td>Comparative adjectives</td>
<td>Vocabulary: Adjectives to describe and compare people and things</td>
</tr>
<tr>
<td>Pages 30–31</td>
<td></td>
<td>Object pronouns: they, her, him, us, you them</td>
<td></td>
</tr>
<tr>
<td>10 Wayne's world: my family</td>
<td>Comparing three or more people and things</td>
<td>Superlative adjectives</td>
<td>Vocabulary: Adjectives to describe and compare people</td>
</tr>
<tr>
<td>Pages 32–33</td>
<td></td>
<td></td>
<td>Pronunciation: Word stress</td>
</tr>
<tr>
<td>11 Which is faster?</td>
<td>Comparing animals and things</td>
<td>Comparative adjectives Superlative adjectives</td>
<td>Vocabulary: Animals and adjectives to describe them</td>
</tr>
<tr>
<td>Pages 34–35</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 City or country?</td>
<td>Skills: cross-cultural</td>
<td></td>
<td>Reading: Writing notes from text</td>
</tr>
<tr>
<td>Pages 36–37</td>
<td></td>
<td></td>
<td>Listening: Choosing correct words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Speaking: Asking and answering questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Writing: Writing about where you live</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fun spot: Associations</td>
</tr>
</tbody>
</table>

**Module review** Pages 38–39

**Extra special**
- Word games
- Mini project: Compare two famous people

Pages 40–41

#### MODULE FOUR: Rules

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Grammar</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 We have to wear school uniform</td>
<td>Talking about things we have to do at home and at school</td>
<td>Have to (obligation)</td>
<td>Vocabulary: School clothes</td>
</tr>
<tr>
<td>Pages 42–43</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 Rules of sport</td>
<td>Talking about things you can or can't do</td>
<td>Can (permission) Have to (obligation)</td>
<td>Vocabulary: Sports actions</td>
</tr>
<tr>
<td>Pages 44–45</td>
<td></td>
<td></td>
<td>Song: Dream Park</td>
</tr>
<tr>
<td>15 Wayne's word: This is what we eat in a week</td>
<td>Talking about your diet</td>
<td>Countable and uncountable nouns: much, many, a lot of</td>
<td>Vocabulary: Food</td>
</tr>
<tr>
<td>Pages 46–47</td>
<td></td>
<td></td>
<td>Pronunciation: Waiter rap</td>
</tr>
<tr>
<td>16 Rules, rules, rules</td>
<td>Skills: cross-cultural</td>
<td></td>
<td>Reading: Matching pictures to text</td>
</tr>
<tr>
<td>Pages 48–49</td>
<td></td>
<td></td>
<td>Listening: Find missing words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Speaking: Answering questionnaire</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Writing: Writing about sport, school or home</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fun Spot: Fussy Fiona</td>
</tr>
</tbody>
</table>

**Module review** Pages 50–51

**Extra special**
- Sports quiz
- Mini project: How much do you know about music?
- Pages 52–53
<table>
<thead>
<tr>
<th>LESSON</th>
<th>OBJECTIVES</th>
<th>GRAMMAR</th>
<th>COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MODULE FIVE: Life in the past</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Famous people</td>
<td>• Talking about the past</td>
<td>Past tense of verb <strong>be</strong></td>
<td>Vocabulary: Occupations and jobs</td>
</tr>
<tr>
<td>Pages 54–54</td>
<td></td>
<td></td>
<td>Pronunciation: -ed endings</td>
</tr>
<tr>
<td>18 Nineteen hundred</td>
<td>• Asking questions about what people did in the past</td>
<td>Past simple questions</td>
<td>Vocabulary: Everyday objects and actions</td>
</tr>
<tr>
<td>Pages 56–57</td>
<td>• Asking questions about what people did in the past</td>
<td>Past simple (regular verbs)</td>
<td>Pronunciation: -ed endings</td>
</tr>
<tr>
<td>19 Every word is true</td>
<td>• Talking about what you did in the past</td>
<td>Past simple (irregular verbs)</td>
<td>Vocabulary: Everyday objects and actions</td>
</tr>
<tr>
<td>Pages 58–59</td>
<td></td>
<td></td>
<td>Song: Last summer</td>
</tr>
<tr>
<td>20 School trip</td>
<td>• Skills: cross-cultural</td>
<td></td>
<td>Reading: Matching words and pictures to text</td>
</tr>
<tr>
<td>Pages 60–61</td>
<td></td>
<td></td>
<td>Speaking: Asking and answering questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Listening: Meaning of vocabulary from context</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Writing: Writing a diary of a school trip</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fun spot: Alibi game</td>
</tr>
</tbody>
</table>

| Module review | Pages 62–63 |
| Extra special | • Mini play |
| Pages 64–65 | • Mini project: My fantastic day |

| **MODULE SIX: Past stories** | | | |
| 21 Wayne’s world: A bad start to the day | • Talking about what you did in the past | Past simple (regular and irregular) | Vocabulary: Everyday objects |
| Pages 66–67 | | Phrasal verbs | Pronunciation: Infinitive and past tense |
| 22 A day out at the seaside | • Talking about what you did in the past | Past simple | Vocabulary: Seaside objects and actions |
| Pages 68–69 | • Talking about what you did in the past | Wh- questions | Pronunciation: Infinitive and past tense |
| 23 Gulliver in Lilliput | • Talking about what you did in the past | Time expressions | Vocabulary: Everyday objects |
| Pages 70–71 | • Skills: cross-cultural | There was/there were | Pronunciation: Infinitive and past tense |
| 24 My life | | | Song: Gulliver’s story |
| Pages 72–73 | | | Reading: My biography |
| | | | Speaking: Asking and answering questions |
| | | | Listening: Finding missing information |
| | | | Writing: Writing a biography about you |
| | | | Fun spot: Can you remember? |

| Module review | Pages 74–75 |
| Extra special | • Gulliver in Lilliput |
| Pages 76–77 | • Mini project: My hero |
### LESSON

#### MODULE SEVEN: Looking at the future

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Grammar</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 Holiday plans</td>
<td>• Talking about plans and intentions</td>
<td><strong>Going to</strong> (plans and intentions)</td>
<td>Vocabulary: Everyday objects and actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26 Wayne’s world; Trip to New York City</td>
<td>• Talking about plans and intentions</td>
<td><strong>Going to</strong> (plans and intentions)</td>
<td>Vocabulary: Travel objects and actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 27 Let’s go rafting | • Making suggestions<br>• Saying what you want and don’t want to do | **Want to/Let’s + infinitive** | Vocabulary: Theme park objects and actions  
Pronunciation: Tongue twister |
| | | | |
| 28 Loch Ness holiday | • Skills: cross-cultural | | Reading: Nessie House  
Speaking: Asking questions to fill out booking form  
Listening: True and false questions  
Writing: Writing about your perfect holiday centre |
| | | | |
| **Module review** | | | Pages 86–87 |
| **Extra special** | • Hot Spot end of book quiz | | Pages 88–89 |

### REFERENCE

**Songs**

- Module 1: All about me
- Module 2: Rock star
- Module 3: Our family
- Module 4: Dream Park
- Module 5: Last Summer
- Module 6: Gulliver’s story
- Module 7: Let’s go to Funland!

**Grammar summary**

Pages 94–105

**Wordlists**

Pages 106–111
Hi. My name's Wayne Turner. I'm twelve years old. And this is my world! This is my home. My address is Flat 8, 19 Marina Road, Brighton. Our flat isn't big, but the view is fantastic! Look. You can see my hometown Brighton, the sea and the pier. Brighton isn't a big town, but it's famous. Every year a lot of people come here for a day by the sea.

That's my sister, Tina. She's sixteen. And that's our dog, Bobby. He's a Labrador and he's very friendly. Today's the best day of the year. Can you guess why? Yes, it's the 15th of September - my birthday! And these are two of my favourite things: my bike and my football boots. My boots are a bit muddy at the moment and they aren't new, but they're great! My mum says I'm sports mad. My top three sports are football, basketball and athletics.

b) Listen again. Look at the pictures and point to the things Wayne talks about.
3 Comprehension
a) Read the text again. Find the answers to these questions.
   1 What’s Wayne’s surname?
   2 How old is he?
   3 What’s his address?
   4 Who’s Tina?
   5 When’s Wayne’s birthday?
   6 What are his favourite things?
   7 What are his top three sports?

b) Listen and check.

c) Then work with a classmate. Ask and answer.

What’s Wayne’s surname? Turner.

4 Grammar practice
Verb be
Complete with ’m, is, ’s, are ’re.
   1 I ________ 12 years old.
   2 Wayne’s flat ________n’t big. It ________ small.
   3 Tina ________n’t twelve. She ________ sixteen.
   4 Wayne and Tina ________n’t cousins.
       They ________ brother and sister.
   5 Wayne’s football boots ________ a bit muddy and
       they ________n’t new, but they ________ really great.

Grammar page 94

5 Ordinal numbers
a) Listen and practise saying the numbers.
   1st first  9th ninth  17th seventeenth
   2nd second 10th tenth  18th eighteenth
   3rd third  11th eleventh  19th nineteenth
   4th fourth  12th twelfth  20th twentieth
   5th fifth  13th thirteenth  21st twenty-first
   6th sixth  14th fourteenth  22nd twenty-second, etc.
   7th seventh  15th fifteenth  23rd twenty-third, etc.
   8th eighth  16th sixteenth  24th twenty-fourth, etc.

b) Work with two or three classmates. Find out when their birthdays are.

When’s your birthday?
   It’s on the 21st of March.

6 Check your English
a) Work with a classmate. Ask and answer these questions.
   What’s your surname? Linden.
   1 What’s your surname?
   2 How old are you?
   3 What’s your address?
   4 When’s your birthday?
   5 What are your favourite things?
   6 What are your top three sports?

b) Play the SPEED GAME. Go round the class. Say what number you are.

I’m first.  I’m second.  I’m third.  I’m...
My mate Polly

I like music, Polly likes sport.
My hair's long, her hair's short.
I'm always late, Polly's always early.
I've got straight hair, her hair's curly.
I've got dogs, Polly's got cats.
I'm good at Art, she's good at Maths.
I'm quite short and Polly's quite tall.
I play hip hop, she plays football.

I wear trainers and she wears shoes.
I watch soaps, she watches the news.
I've got brown eyes, her eyes are blue.
My bike's old, her bike's new.
I eat salad, Polly eats cheese.
I say sorry and she says please.
I can water-ski, Polly can skate.
We're very different, but she's still a good mate.
Comprehension
Work in small teams. Take it in turns to close your books. Ask and answer about Mary or Polly.

1 Who likes sport?
2 Who's always early?
3 Who's good at Maths?
4 Who plays football?
5 Who watches soaps?
6 Who's got blue eyes?
7 Who's got an old bike?
8 Who can skate?

My English file
Write a description about you and a friend.
Use:
I'm ... and he/she's ...
I've got ... and he/she's got ...
I like/play/wear/watch/eat... and he/she likes/plays/wears/watches/eats ...
I can ... and he/she can ...
I'm quite tall and he's quite short. I've got black hair and he's got blonde hair. I eat ...

Listening
a) Look at Mary’s classmates. Listen and match the descriptions with the names. Use the chart below to help you.

Frank
Billy
Sean
Jake

b) Listen and check.
c) Now describe the boys with He's got ... His hair is ... It's ... and ...

He's got blue eyes. His hair is brown. It's medium length and curly.

Pronunciation
a) Match the words in A with a word that rhymes in B.

A
early
tall
sport
skate
shoes
please
new

B
news
short
cheese
blue
mate
curly
football

b) Listen and check. Practise saying the words.

Check your English
a) Complete the sentences about Mary with is, has got, can, plays.
1 Mary _____ hip hop.
2 She _____ good at Art.
3 She _____ water-ski.
4 She _____ long, straight hair.

b) Choose the correct words in the description of this girl.
1 She's got green/brown eyes.
2 Her hair is dark/light brown.
3 It's short/long and curly/straight.
3 The other side of the world

1 Picture search
1.08 Match these words with the pictures.

Shetland – f

Shetland sailing meat keyboards carrots New Zealand ears hanging out purple getting up early music tests

2 Presentation

a) 1.10 Ian and Nyree are e-pals. Look at the pictures and listen.

Hi, my name’s Ian and I live in ____. I’m 12 years old and I love ____ and ____ with my friends. I hate the colour ____ and ____. The special thing about me is I’m a vegetarian and I don’t eat ____.

b) 1.10 Listen again. Then fill in the missing words.

Grammar spot
Like/don’t like/love/hate

+ -ing form
+ noun

I like sailing.
I don’t like purple.
I hate getting up early.
I love music.
3 Comprehension
a) Work with a classmate. Choose to be Ian or Nyree. Ask and answer the questions.

What’s your name?  Ian

1. What’s your name?
2. Where do you live?
3. How old are you?
4. What do you like?
5. What don’t you like?

b) Now ask and answer about you.

4 Writing and speaking
a) Copy and complete this table.

<table>
<thead>
<tr>
<th>love</th>
<th>like</th>
<th>don’t like</th>
<th>hate</th>
</tr>
</thead>
<tbody>
<tr>
<td>tidying my room</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>watching TV</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spaghetti</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>yellow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>playing games</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>shopping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mondays</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Tell your classmates your likes and dislikes.

I hate tidying my room. I like watching TV. ...

5 Reading
a) Are the sentences true about you? Answer with T (= true) or F (= false).

1. F
2. F
3. T
4. T
5. F

b) Write five special things about you.

I can wiggle my ears.
I can stand on one leg ...

c) Then work in a small group. Read your sentences to your classmates.

6 Song

Find the song All about me on page 90.

7 Check your English
a) Write four true sentences about you with:

1. I like playing football.
2. I don’t like watching TV.
3. I love swimming and volleyball.
4. I hate looking after my little brother and I don’t like watching football. The special thing about me is I can swim two kilometres.

b) Write three questions to ask a classmate with:

1. Do you like playing computer games?
2. Do you love …?
3. Do you hate …?

b) Then ask and answer your questions.

Do you like playing computer games?

Yes, I do.
Tim lives in Singapore in Southeast Asia. He lives with his parents and sister in a flat on the 22nd floor of a high-rise building. Many Singaporeans live in flats.

Singapore is very close to the Equator and the weather is always hot and humid. But it's cool inside Tim's home because his family has got air-conditioning.

There are four official languages in Singapore: English, Mandarin Chinese, Malay and Tamil. Tim speaks two languages: he speaks English at school and Mandarin at home with his parents.

Tim's favourite food is noodles with meat and vegetables. Tim and his family don't eat with a knife and fork, they use chopsticks.

Tim's favourite sports are tennis, basketball, football and water sports.

b) Read again. Match the pictures with the words in the text.

1 high-rise building
2
3
4
5
6
2 Speaking
a) Listen and practise asking the questions. Think about the answers.
1 Where does Tim live?
2 What’s the weather like in Singapore?
3 What language does Tim speak at school?
4 What’s Tim’s favourite food?
5 What are his favourite sports?
b) Work with a classmate. Ask and answer the questions.
   - Where does Tim live?
     - He lives in Singapore.

c) Now listen and check.

3 Listening
a) Listen. Which subjects does Nyree talk about?
   - Where she lives
   - The weather
   - Languages
   - Food
   - Sport
b) Listen again. Are these sentences true or false?
1 Nyree lives on New Zealand’s South Island.
2 Her mum and dad speak Maori.
3 Nyree learns Maori at school.
4 Nyree’s favourite sport is tennis.
5 A lot of New Zealanders like playing cricket and football.

4 Writing
Write about your country. Begin with I live in...

I live in Geneva in Switzerland. There are four official languages in my country: French, German, Italian and Romansch. I speak French and I learn German and English...

Fun spot

Mr. X

a) Work with a classmate. Listen to the description of Mr X then find him in the picture. Don’t call out the answer.

b) Listen again. Are you right?
Check you can do these things.

1 I can ask and give information with the verb **be**.
   a) Complete these questions with 's or are.
      1 What ___ your surname?
      2 How old ___ you?
      3 What ___ your address?
      4 What ___ the date today?
      5 What ___ your top three sports?
      6 When ___ your birthday?

   b) Then use the questions to give information about yourself.
      My surname is Kobler. I'm twelve years old. My address is ...

   c) Write three sentences giving information about your best friend.
      His surname is ...

2 I can say this poem. Use the pictures and initial letters to help you.
   I like music, Polly likes sport, ...

   I like 🎵🎵🎵🎵, Polly likes sport.
   My hair's long, her hair's s______.
   I'm always l______, Polly's always early.
   I've got straight hair, her hair's 🙄.
   I've got dogs, Polly's got cats.
   I'm good at Art, she's good at ☑️
   I'm quite s______ and Polly's is quite tall.
   I play hip hop, she plays f______.
   I wear 🎨 and she wears shoes.
   I watch soaps, she watches the n______.
   I've got b______ eyes, her eyes are blue.
   My bike's old, her bike's new.
   I eat 🍈, Polly eats cheese.
   I say sorry and she says p______.
   I can water-ski, Polly can 🏄.
   We're very d______, but she's still a good mate.

3 I can use the present simple to describe people's lifestyles and interests.
   a) Make true sentences about you with these verbs:
      I like ... I play ... I wear ... I watch ... I eat ...
      I like sweets. I play ...

   b) Then make true sentences about a good friend with the same verbs.
      Maria likes computer games. She plays ...
4 I can describe people's appearance.
Describe these children's hair and eyes.
1 She's got green eyes. Her hair is...

5 I can talk about the things I like and don't like.
   a) Look at the pictures and ask your classmate questions with Do you like/love/hate ...

   Do you like swimming? Yes, I do.

   1 swimming
   2 playing games
   3 running
   4 doing homework
   5 tidying your room
   6 getting up early

   b) Now make true sentences about you with: I like/don't like/love/hate ...

   I don't like swimming.

6 I can understand a text giving information about a different country.

Hello, my name's Anna and I live in Reykjavik in Iceland. Iceland is an island in the North Atlantic Ocean. Icelanders eat a lot of fish and the most popular sports are football, handball, basketball and athletics. The official language of Iceland is Icelandic, but most Icelanders can also speak English.

Are these sentences true or false?
1 Reykjavik is the name of a country.
2 Iceland is an island.
3 Icelanders don't like fish.
4 Icelanders speak Icelandic.
USA Quiz

1. These are all American cities. Which one is the capital?
   A. New York
   B. Washington DC
   C. Los Angeles

2. What is this popular American sport called?
   A. American football
   B. Basketball
   C. Baseball

3. This is where the President of the United States lives. What is the name of this building?
   A. The White House
   B. The Empire State Building
   C. The Pentagon

4. What is this place famous for?
   A. Computers
   B. Films
   C. Sport

5. Where is this American flag?
   A. On a mountain
   B. In a city
   C. On the moon

6. There are 50 states in America. Which three of these places are American states?
   A. Mexico
   B. Texas
   C. Cuba
   D. California
   E. Canada
   F. Brazil
   G. Florida
   H. Argentina
7 Can you match these British English and American English words?

1) biscuit  a) cellphone
2) rubbish  b) pants
3) mobile phone  c) cookie
4) trousers  d) eraser
5) trainers  e) trash
6) rubber  f) sneakers

8 What is this statue called?

A The Statue of Liberty
B The Statue of Happiness
C The Statue of Light

Extra Activity
Write a similar quiz about your country.

Mini project

1 Read Liz’s poster. Are any of her loves and hates the same as yours?

My loves and hates

loves

1 I love hanging out with my friends.
2 I love watching TV.
3 I love playing with my sister.
4 I love swimming.
5 I love my grandmother.

hates

1 I hate getting up early.
2 I hate spinach.
3 I hate tests.
4 I hate going for walks.
5 I hate tidying my room.

2 Make a poster about your loves and hates.

3 Compare your poster with a classmate. How many of your loves and hates are the same?
5 Saturday morning chores

1 Picture search
Look at the list. Find the chores in the picture.

<table>
<thead>
<tr>
<th>Chores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Take Bonehead for a walk</td>
</tr>
<tr>
<td>2. Tidy your room</td>
</tr>
<tr>
<td>3. Do the washing up</td>
</tr>
<tr>
<td>4. Vacuum the carpet</td>
</tr>
<tr>
<td>5. Go shopping</td>
</tr>
<tr>
<td>6. Empty the bin</td>
</tr>
<tr>
<td>7. Make your bed</td>
</tr>
<tr>
<td>8. Wash the car</td>
</tr>
<tr>
<td>9. Feed Cactus</td>
</tr>
</tbody>
</table>

2 Presentation
a) 1.7 Look at the picture and listen. What are the Glooms doing?

b) 1.7 Listen again. Have you got similar chores?

Grammar spot
Present continuous
Mandy is taking the dog for a walk.
Gordon and Vera are making the bed.

Grammar page 96
Grammar practice

Look at the picture in Activity 2. Make sentences about what the Glooms are doing.

- wash
- empty
- take
- go
- make
- do
- vacuum
- feed
- tidy

1. Sam and Pam are tidying their room.
2. Mandy's taking Bonehead for a walk.

1. Sam and Pam ______ their room.
2. Mandy ______ Bonehead for a walk.
3. Martha ______ the bin.
4. Bernard ______ the car.
5. Gordon and Vera ______ the bed.
7. Cynthia ______ the carpet.
8. Rudolph ______ the washing up.
9. Helga ______ Cactus.

Listening

a) Listen. Then match the sentences with the pictures.

- He's having a shower.
- She's closing the window.
- They're riding their bikes.
- They're cleaning their teeth.
- She's brushing her hair.
- He's opening the door.

1. She's brushing her hair.

Speaking

a) Find these things in the picture in Activity 2.

- raincoat
- rubber gloves
- toothbrush
- fish
- roller skates
- toys

b) Listen to the questions. Think about the answers.

1. What's Bernard washing with his toothbrush?
2. What are Sam and Pam putting under the rug?
3. What's Cactus eating?
4. What's Martha wearing on her hands?
5. What's Rudolph wearing?
6. What's Vincent wearing on his feet?

c) Work with a classmate. Ask and answer.

What's Bernard washing with his toothbrush? (His car.)

Check your English

a) Complete with the present continuous of the verb in brackets.

A: What _____ you _____? (do)
B: I _____ my room. (tidy)

A: Where _____ she _____? (go)
B: She _____ to school. (go)

b) Look at the picture in Activity 2. Write three questions to ask your classmates with What's ...? Then close your books and take it in turns to ask and answer.

What's Cynthia vacuuming? (The carpet.)

Class survey: chores

a) Work with two or three classmates. Write a list of chores.

Look after my little brother/sister
Wash the clothes

b) Find out how many of your classmates do these chores. Write the results on the board.
6 Work and play

1 Presentation
   a) 1.20 Listen and read.

  SURVEY  How often do you ...?

  WORK
  1 tidy your room
  2 do the washing up
  3 go food shopping
  4 lay the table

  PLAY
  5 go swimming
  6 play computer games
  7 surf the Internet
  8 hang out with friends

b) 1.21 Now listen to lan and complete the sentences with the words from the box.

   1 He tidies his room once or twice a week.

   once  twice  three  four  every  never
day  morning  Sunday  week  weekend  month

   1 He tidies his room _____ or _____ a ______.
   2 He does the washing up _____ or _____ times a ______.
   3 He _____ shopping.
   4 He lays the table for dinner every _____.
   5 He goes swimming _____ Saturday _____.
   6 He plays computer games every _____.
   7 He surfs the Internet _____ day.
   8 He hangs out with his friends _____ day after school.

   c) 1.21 Listen again and check.

Grammar spot
Expressions of frequency

   How often does he tidy his room? He tidies his room once or twice a week.
   How often does he go food shopping? He goes shopping every Saturday morning.

Grammar page 97
2 Speaking and writing

a) Complete the survey about you. Don’t show your classmates.
1 twice a week, 2 every weekend, 3 every morning, 4 never ...

b) Work with a classmate. Ask and answer.

How often do you tidy your room?

I tidy my room twice a week.

c) Write three true sentences about your classmate.
She plays computer games every evening. She goes swimming...

3 Grammar Practice

Adverbs of frequency

a) Write five sentences about what you do after school with:

always
usually
often
sometimes
never

do my homework
tidy my room
do the washing up
have a snack
go swimming
surf the Internet
watch TV
hang out with friends

1 I always do the washing up after school.
2 I usually hang out with my friends after school.
3 ...

b) Tell a classmate how often you do things after school.

I sometimes go swimming after school.

4 Writing

a) Write three questions to ask a classmate with How often.

1 How often do you walk to school?

b) Exchange questions. Then write answers to your classmate’s questions. Use expressions of frequency.

1 How often do you walk to school? Every day.

5 Song

Find the song Rock star on page 90.

6 Check your English

a) Listen. Find out what Nyree does:

once or twice a week
always sometimes often
every Saturday afternoon
three or four times a week

b) Listen again. All these sentences are false. Correct them.

1 Nyree sometimes tidies her room.
2 She never looks after her little sister.
3 She does the washing up every day.
4 She goes swimming three or four times a month.
5 She goes to the cinema every day.
6 She sometimes hangs out with her friends after school.
7 Saving the world

1 Picture search
   1.24 Find these things in the pictures.
   plastic bottles   metal cans   glass jars
   paper   cardboard boxes   lorry   rubbish

2 Presentation
   a) 1.25 Listen and read. What are the people in the pictures doing?

   We don't throw away rubbish at our school. We recycle it and put the rubbish into the correct recycling box.

   This bottle’s made of plastic and I’m recycling it. I’m putting it into the yellow recycling box.

   I’m not throwing these cans away. They’re made of metal and I’m putting them into the blue recycling box.

   We all recycle at our school. This is our school secretary and she’s putting the old paper into the green recycling box.

   And that’s our school cook. Those jars and bottles are made of glass and he’s recycling them. That box is made of cardboard. We collect all cardboard boxes at our school and recycle them.

   A big lorry comes to the school every Friday and collects all our paper, cardboard, glass, metal and plastic for recycling.

   b) 1.25 Listen again. Do you recycle at school?

3 Comprehension
   Look at the pictures in Activity 2. Answer the questions.
   1. What are the children holding in picture 1?
   2. What’s the bottle made of in picture 2?
   3. Is the girl throwing away the cans in picture 3?
   4. Where is the secretary putting the paper?
   5. Is the cook recycling the glass?
   6. How often does the lorry come to the school?

   Grammar spot
   It/Them

   This bottle’s made of plastic. I’m recycling it.
   Those jars are made of glass and he’s recycling them.

   Grammar page 99
4 Speaking
a) Work with your classmate. Ask and answer.

What's the bottle made of?
It's made of glass.

What are the wrappers made of?
They're made of ...

1 bottle
2 wrappers
3 can
4 packet
5 pots
6 jar

b) Listen and check.

c) Now match the things with the correct recycling box. Ask and answer.

Where does the bottle go?
It goes in the green box.

Where do the wrappers go?

Grammar practice
a) Look at this girl’s room. What can you see?
1 She plays tennis/football.
2 She likes sweets/chocolate.
3 She goes swimming/ice-skating.
4 She wears jeans/skirts.
5 She reads books/magazines.

b) Look at the picture again. What’s she doing? Which three sentences are correct?
1 She’s playing football.
2 She’s eating a chocolate bar.
3 She’s ice-skating.
4 She’s wearing jeans.
5 She’s reading a book.

6 Check your English
a) Are these sentences about you true or false?
1 I often eat chocolate.
2 I’m eating a bar of chocolate.
3 I usually wear jeans.
4 I’m wearing jeans.

b) Find something in the classroom made of:
1 glass 2 plastic 3 cardboard 4 metal 5 paper

Grammar spot
Present simple/present continuous

Present simple
We always recycle rubbish.
We collect all cardboard boxes.

Present continuous
I'm recycling this bottle.
She's putting the paper into the green recycling box.
8 Helping at home

1 Reading

a) Listen and read. Find out what this sign means.

My home’s a B&B or a Bed and Breakfast. A B&B is a house with one or two bedrooms for paying guests. In my house there are five bedrooms: two are for guests and three are for my family. We’ve also got two bathrooms: one for the guests and the other for us.

In the school holidays, my sister Ruth and I help our parents at our B&B. I help my mum make the beds and vacuum the guests’ bedrooms. My sister’s good at cooking so she helps our dad cook breakfast. Breakfast is very important in a B&B and our guests usually want a full English breakfast with eggs, bacon, sausage, tomatoes, mushrooms and beans. We also help our parents with another important job: talking to the guests and answering their questions.

b) Read again, then answer the questions.
1 They live in a B&B.
1 Where do Billy and his family live?
2 What is a B&B?
3 How does Billy help at the B&B?
4 How does Ruth help at the B&B?
5 What are Billy and Ruth doing in Picture 1?
6 Can you name the different kinds of food in Picture 2?
**2 Listening**

a) Listen to Adila. How does she help her mother?

Adila, 11, Dar es Salaam, Tanzania

b) Listen again. Match these phrases with the pictures.

- fetch water from the well
- cooking dinner
- collect wood for the fire
- shaking out the rugs
- sweeping the floor

1. fetch water from the well
2. cooking dinner
3. collect wood for the fire
4. shaking out the rugs
5. sweeping the floor

**3 Speaking**

Work with two or three classmates. Take it in turns to ask and answer these questions.

- Where do Billy and Ruth live?
- They live in a B&B.
- How many bedrooms has their house got?
- How do Billy and Ruth help their parents?
- What's a full English breakfast?
- Where does Adila live?
- How does Adila help her mum?
- Why does Adila like going to the well?

**4 Writing**

How do you help at home? Write a list of things you do and things you help do. Use Activities 1 and 2 to help you.

1. I usually help with the washing up.
2. I sometimes look after my little sister.
3. I tidy my room.
4. I help my dad in the garden.

**Fun spot**

**Word mountain**

a) Complete this word mountain.

1. Musical instrument
2. Containers
3. Types of hair
4. Sports
5. Materials
6. Chores

---

b) Check your answers.
Check you can do these things.

1 I can talk about what is happening now with the present continuous.

Complete the dialogue with the present continuous of the verbs in brackets.

A: Hi, Kim. What ____ you ____? (do)
B: I ____ TV. (watch)
A: What ____ you ____? (watch)
B: A quiz show. ____ you ____ your homework? (do)
A: No, I'm not. I ____ a book. (read)
B: What ____ your brother ____? (do)
A: He ____ computer games. (play)
B: ____ he ____ Magic Mountain? (play)
A: I don't know.

2 I know the names of these eight chores.

What chores are these children doing? Make sentences with He's/She's/They're ...

She's laying the table.

3 I can use expressions of frequency.

Make four true sentences about yourself with:
1 every day  2 once or twice a week  3 every afternoon  4 two or three times a month

I watch TV every day.
4 I can use adverbs of frequency.
Write four true sentences about yourself with always, often, usually, sometimes, never.
1 I always walk to school.
2 I hang out with my friends after school.
3 I surf the Internet.
4 I get up early

5 I can use the present simple and the present continuous.
Choose the correct words to complete the postcard.
write/m writing
listen/m listening
come/m coming
play/m playing
go/m going
doesn't like/ isn't liking
sits/s sitting

Hi Eric,
1     this postcard
on the beach. It's a
beautiful day and I 2
to music. I 3
to the
beach every day. I usually
4   beach football and
5   swimming in the
sea with my dad. My mum
6   sitting in the sun.
She's 7   under a beach
umbrella now.
See you soon,
Rick

6 I can say what things are made of.
Make sentences with It's/They're made of ... Use the initial letters to help you.
It's made of glass.

g_____  c_____  m_____  p_____  p_____  g_____
a) 1.70 Listen. Match the descriptions with the pictures.

1. It’s made of paper. It’s new. It’s got a picture on the front. You read it.
2. They’re pink and white. You wear them on your feet. They’re expensive.
3. It’s round. It’s made of leather. It’s black and white. You can play with it.
4. It’s long and thin. It’s made of plastic. You can measure and draw lines with it.
5. They’re made of wood. They’ve got four legs. You can sit on them. You can see them in your classroom.
6. They’re made of sugar. They’re very sweet. They’re different colours. Children like them. You can eat them.
7. It’s made of metal. It’s white, yellow and green. You drink from it.
8. It’s made of plastic. It’s long and thin. It’s blue. You can write with it.
9. It’s quite big and heavy. It’s made of leather. It’s brown. You can carry things in it.
b) Think of something. Don’t tell your classmates.

c) Ask and answer to guess the object.

Is it/Are they made of wood/plastic/metal/glass/cardboard/silver/leather/sugar ...?

Is it/Are they big/small/long/short/thick/thin/new/expensive ...

Is it/Are they black/white/yellow/brown/red/blue/green ...

Can I see it/them in the classroom/at home/in a shop ...

Can I eat/wear/hold/read ... it/them?

Can I play/write ... with it/them?

Are they big? Yes, they are.

Can I see them in the classroom? No, you can’t.

Can I wear them? Yes, you can.

Mini project

1. Read about Jasmine’s robot. Can you think of some more things Jasmine’s robot does?

My Useful Robot

My robot makes breakfast every morning.

She does my Maths homework.

She sings to me every night.

She brings me breakfast in bed on Sunday mornings.

She tidies and cleans my room.

She looks after my little brother.

She eats the food I don’t like.

Jasmine

2. Invent a robot and write a description. For example, a sporty robot, an intelligent robot, a funny robot. Illustrate with pictures.

3. Exchange robots with your classmates. Choose the most useful robot.
9 Friends

1 Picture search
1.3 Listen. Match the words with the pictures in the questionnaire.

talkative - 3

- talkative
- tall
- good at sport
- friendly
- hard-working
- funny

2 Presentation
a) 1.32 Look at the survey and listen to Nyree.

**Friends survey**

Compare yourself with a friend.
Choose the correct answer.

1 Are you older than your friend?

- Yes, I am.
- No, I'm not.
- We're the same.

2 Are you better at sport than your friend?

- Yes, I am.
- No, I'm not.
- We're the same.

3 Are you more talkative than your friend?

- Yes, I am.
- No, I'm not.
- We're the same.

4 Are you funnier than your friend?

- Yes, I am.
- No, I'm not.
- We're the same.

5 Are you more hard-working than your friend?

- Yes, I am.
- No, I'm not.
- We're the same.

6 Are you friendlier than your friend?

- Yes, I am.
- No, I'm not.
- We're the same.

7 Are you taller than your friend?

- Yes, I am.
- No, I'm not.
- We're the same.

b) 1.32 Listen again. What are Nyree's answers?

1 No, she isn't.
**Grammar spot**
Object pronouns
She's friendlier than **me**.
I'm more hard-working than **her**.
Ben is taller than **him**.
She's the same age as **us**.
He's more talkative than **you**.
Nyree is funnier than **them**.

**My English file**
Compare yourself with a friend or someone in your family. Write six sentences with *I'm... than him/her. He/She's... than me.*

My brother and I
He's older than me.
He's taller than me.

**Spelling tip**
big – bigger
funny – funnier

**Speaking**
a) Complete the survey about you and a friend. Don't show your classmates.
b) Work with a classmate. Ask and answer.

Are you older than your friend?  No, I'm not.

**Listening and speaking**
a) Listen. Look at the picture. Who are the sentences about – Pete or Ben?

b) Listen again and write your answers – Ben or Pete.

1 Ben

c) Now make sentences about Ben and Pete with:

Pete/Ben ... is ... than Ben/Pete.
Pete's/Ben's ... is ... than Ben's/Pete's ....

more comfortable  younger  better  bigger
smaller  longer  older  more hard-working

Ben's chair is more comfortable than Pete's chair.

Pete is younger than Ben.

**Check your English**
a) Write a list of comparative adjectives from these words.

talkative  tall  good  friendly  hard-working  funny  old  young
comfortable  long  short  big  small

talkative  more talkative
tall  taller
good  better

b) Write three questions from these words:

1 than  shorter  is  your classmate’s hair
your hair  ?

2 you  than  more talkative  your classmate are  ?

3 than  your bag  bigger  is
your classmate’s bag  ?

c) Then answer the questions with

Yes, it is. No, it isn’t. Yes, I am. or No, I’m not.
10 Wayne's world: My family

1 Presentation

a) Listen and read. Find the people and things Wayne talks about in the picture.

Sally's my grandmother and today's her 70th birthday. What's special about Gran? Well, she's the oldest person in my family and she's holding the youngest person, Gina. Gina's my baby cousin and she's only nine months old. I also think Gina's the most beautiful person in my family!

That's Uncle Tony behind the sofa. Look at the present he's giving Gran. It's so big! Tony's the most generous person in our family. He always gives us great presents.

And that's my sister, Tina. Tina's the fittest person in my family and she's also the best at sport. She's crazy about exercise and loves going to the gym.

And that's my mum, Linda. She's the friendliest person in my family and she's also the most talkative. She loves parties and chatting to people.

And me. Well, umm. I'm the most handsome person in my family!

b) Listen again. Complete the chart about Wayne's family.

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
<th>Special thing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally</td>
<td>grandmother</td>
<td>oldest</td>
</tr>
<tr>
<td>Gina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tony</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linda</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grammar practice

Look at the picture in Activity 1. Make sentences with:
Sally’s the oldest person in Wayne’s family.

most talkative most generous fittest
most beautiful most handsome oldest friendliest youngest

Sally
Gina
Tony
Tina
Linda
Wayne

Speaking

a) Write three questions to ask your teacher with Who is the ... person in your family?
Use the words in the box in Activity 2.
Who is the oldest person in your family?

b) Ask your teacher your questions.

Who is the oldest person in your family?

My grandfather. He’s 87 years old.

Pronunciation

Listen and repeat.
talkative
hard-working
comfortable
beautiful
generous
funniest
friendliest
messiest

Writing

a) Work with a classmate. Look at the picture. Complete the sentences with Pete, Ben, Meg or Pete’s, Ben’s, Meg’s.

1 Ben

1 ____ is the oldest.
2 ____ is the youngest.
3 ____ is the best at Maths.
4 ____ hair is the longest.
5 ____ hair is the shortest.
6 ____ bag is the biggest.
7 ____ desk is the messiest.

b) Listen and check.

Song

Find the song Our family on page 91.

Check your English

Complete the questions with the superlative. Then answer the questions.

1 tallest
1 Who is the ____ student in your class? (tall)
2 Who is ____ student in your class?
   (hard-working)
3 Who is ____ at sport in your class? (good)
4 Who is the ____ student in your class?
   (friendly)
5 Who is the ____ student in your class?
   (talkative)
6 Who has got the ____ hair in your class?
   (long)
11 Which is faster?

1 Presentation

a) Listen and read. Think about your answers.

Animal quiz

Can you guess the answers to these questions?

Fast
1 Which is faster:
- a snail
- a tortoise?

2 Which is the fastest animal:
- a cheetah
- a deer
- a horse?

Intelligent
1 Which is more intelligent:
- a dog
- a mouse?

2 Which is the most intelligent animal:
- an owl
- a chimpanzee
- a dolphin?

DANGEROUS
1 Which is more dangerous:
- a cobra
- a scorpion?

2 Which is the most dangerous insect:
- an ant
- a fly
- a mosquito?

Strong
1 Which is stronger:
- a horse
- a camel?

2 Which is the strongest animal:
- a bear
- a buffalo
- an elephant?

b) Work with a classmate. Write your answers.
1 A tortoise is faster than a snail.

c) Listen and check.
2 Grammar practice

Look at the animals in Activity 1. Complete with the comparative or superlative of the adjective in brackets.

1 faster
1 A tortoise is ____ than a snail. (fast)
2 A cheetah is the ____ land animal. (fast)
3 A cobra is ____ than a scorpion. (dangerous)
4 A mosquito is the ____ insect. (dangerous)
5 A dog is ____ than a mouse. (intelligent)
6 A chimpanzee is ____ animal. (intelligent)
7 A camel is ____ than a horse. (strong)
8 An elephant is the ____ animal. (strong)

Study tip

Write a list of comparative and superlative adjectives.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>bigger</td>
<td>biggest</td>
</tr>
<tr>
<td>good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>worst</td>
</tr>
</tbody>
</table>

3 Speaking

a) Listen to Annie and her classmate Billy. Billy is a terrible bragger.

Tom’s really nice. Oh, I’m nicer than him. In fact, I’m the nicest boy in the school.

And Mary’s really intelligent. Oh, I’m more intelligent than her. In fact, I’m the most intelligent student in the school.

b) Now work with a classmate. Continue the dialogue. Use four of these or four of your own ideas.

nice intelligent generous strong friendly polite hard-working good at sport funny handsome kind fit beautiful friendly

Annie: Tom’s really polite.
Billy: Oh, I’m more polite than him. In fact, I’m the most polite boy in the school.
Annie: And Mary’s really...

My English file

c) Write a quiz. Write about animals, people and things. Use Activity 1 to help you.

1 Which are more expensive: cars or bicycles?
2 Which do you think is the best football team: Manchester United, Barcelona or Juventus?

b) Then exchange quizzes with a classmate.

c) Answer your classmate’s quiz.

4 Check your English

a) Choose the correct word.

1 Are you the taller/tallest student in your class?
2 Are you taller/tallest than your friend?
3 Is your friend better/best at Maths than you?
4 Who is the better/best at Maths in your class?
5 Are mice more intelligent/most intelligent than dogs?
6 What is the more intelligent/most intelligent animal in the world?

b) Then answer the questions.

1 No, I’m not. John’s the tallest student in my class.
12 City or country?

1 Reading

a) Listen and read. Steve lives in Bristol, a city in England. Does he want to live in the country?

There are some good things about living in a village in the country. It's quieter than the city. Also, it's more beautiful and it's cleaner because there aren't many cars and buses.

However, there are a lot of bad things about living in the country. It's more boring than living in the city. Cinemas, cafes and swimming pools are a long way from your home. Also, it's more difficult to go shopping in the country because there aren't many shops. But the worst thing about living in the country is that it's more difficult to find friends there. It's easier to find friends in a city because there are more kids the same age as you.

I live in Bristol and I like living in the city because it's more exciting and more interesting than living in the country.

b) Read again. What are three good things about living in the country? What are three bad things? Write notes.

Good things: quieter, more ...
Bad things: more boring, ...

2 Listening

a) Listen. Helen lives in Charfield, a village 20 miles from Bristol. Does she think that it is better to live in the city?

b) Listen again. What does Helen say? Choose the correct words.

1 There are lots of good things about living in a city.
2 Cities are boring/exciting.
3 Most kids have got/haven't got the money to go to cinemas or cafes.
4 It's easier/more difficult to meet friends in a city.
5 Friends live close/a long way from my house.
3 Speaking

a) 1. Listen to the questions. Think about your answers.
   1 Which is quieter: a city or the country?
   2 Which is more beautiful?
   3 Which is cleaner?
   4 Where are there more cars and buses?
   5 Which is more exciting?
   6 Where are there more things to do?
   7 Where is shopping more difficult?
   8 Where is it easier to find friends?
   9 Where is it easier to hang out and play with friends?

b) Work with a classmate. Take it in turns to ask the questions.

   Which is quieter: a city or the country?
   The country.

4 Writing

Write about where you live. What are the good things and what are the bad things?

The Country

There are some good things and some bad things about living in the country. I think a good thing is that there are lots of trees... I think a bad thing is...

Writing tip

Connecting words

It is quieter than the city. Also, it is more beautiful...

However, there are lots of bad things about living in the country...

Fun spot

Associations

a) Match the adjectives in the word cloud to the pictures.

1 – fun, fast

- comfortable
- fit
- long
- dark
- old
- short
- hard-working
- big
- beautiful
- young
- talkative
- generous
- messy
- funny
- intelligent
- polite
- strong
- dangerous
- fast
- expensive

b) Then compare your answers with your classmates.
1 I can compare myself with my friend.

Think of a friend and make sentences. Use the adjective in brackets.

My friend's name is Simon. He's older than me. I'm better at sport than him. ...

<table>
<thead>
<tr>
<th>My friend's name is ...</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm</td>
<td></td>
<td>(old)</td>
</tr>
<tr>
<td>He's/She's</td>
<td></td>
<td>(good at sport)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(talkative)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(funny)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(hard-working)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(friendly)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(tall)</td>
</tr>
</tbody>
</table>

2 I can ask questions using comparative adjectives.

Write four questions.

1 chair is more comfortable your more?
2 bigger than my bag your bag is ?
3 you than taller me are ?
4 me younger than you are ?

3 I can use these object pronouns.

What is this boy saying? Make sentences with He's taller than... and these pronouns:

me  you  him  her  us  them

1. He's taller than us.
2. 
3. 
4. 
5. 
6. 
I can remember people in Wayne’s family and use superlative adjectives.

a) Complete the sentences. Use the initial letters to help you.

1. Sally’s the o____ person in Wayne’s family.
2. Gina’s the y____ and the m____ b____ person in Wayne’s family.
3. Linda’s the f____ person in Wayne’s family and she’s also the m____ t____.
4. Tony’s the m____ g____ person in Wayne’s family.
5. Tina’s the f____ person in Wayne’s family and she’s also the b____ at sport.

b) Now match the sentences in a) with this information.

a. She’s crazy about exercise.
b. He always gives us great presents.
c. Today’s her 80th birthday.
d. She loves parties and chatting to people.
e. She’s only nine months old.

I know when to use the comparative and the superlative.

Complete the dialogue with:

old    older    oldest    good    better    best

A: Who’s the _____ boy in your class?
B: Tony.
A: How _____ is he?
B: He’s nearly twelve.
A: Is he _____ than Susan?
B: No, he isn’t. Susan’s 12.
A: And who’s the _____ at sport in your class?
B: Gisella. She’s in the school netball team.
A: Is she _____ than you?
B: Yes, she is. I’m not very _____ at sport.

I know how to write superlative and comparative adjectives.

Copy and complete this table.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>bigger</td>
<td>biggest</td>
</tr>
<tr>
<td>good</td>
<td></td>
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</tr>
<tr>
<td>intelligent</td>
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<td>funny</td>
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<tr>
<td>dangerous</td>
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<td>fit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>friendly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bad</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1 Opposites
What is the opposite of these words? Use the initial letters to help you.

1 t___/short
2 big/s___
3 young/o___
4 d___/light
5 straight/c___
6 old/n___
7 l___/short

2 Picture puzzles
a) Match the words with the pictures.
1 dinner 2 the table 3 rubbish 4 a bicycle 5 your teeth 6 the dog 7 the carpet

b) Then write phrases with these words:
vacuum ride lay cook clean recycle feed

vacuum the carpet
Odd word out
What is the odd word out?

1. packet, bottle, plastic, can, jar
2. morning, night, week, afternoon, evening
3. swimming, surfing, sailing, hanging out, skating
4. chimpanzee, lorry, tortoise, snail, cheetah
5. metal, paper, cardboard, glass, box

Word jigsaw
a) Match the beginnings and the ends of the words.

1. intelli a) some
2. comfor b) working
3. gen c) ative
4. beat d) gent
5. danger e) table
6. hard e) eros
7. hand f) iful
8. talk g) ous

b) Then think of a person or thing to match the words in a).

intelligent - Albert Einstein

Mini project
1. Read Marina’s descriptions of Beyoncé and Rihanna. Do you agree with her?

Beyoncé is a R&B singer.
She is also a songwriter, film star and fashion designer. She is American. She is older than Rihanna. Two of her most successful songs are “Crazy in Love” and “Baby Boy”. Two of her films are The Pink Panther and Dreamgirls.

Rihanna is a singer.
She is from Barbados in the West Indies. She is taller than Beyoncé. Her most famous song is called “Umbrella”. I think Rihanna is a better singer than Beyoncé. I think she is more beautiful than Beyoncé.

Marina

2. Write a profile comparing two famous people.
3. Show your descriptions to your classmates. Answer any questions.
13 We have to wear a school uniform

1 Picture search
   Find these in the pictures:
   jackets ties trousers shirts skirts slippers school bag

2 Presentation
   a) 1.45 Listen to Masami. Do you have to do the same things in your school?

   We have to wear a uniform at our school. Our uniform's dark blue and grey. We wear jackets, ties, and white shirts. Boys wear trousers and girls wear skirts.

   When we get to school we have to change our shoes. We always wear slippers inside the school.

   At the beginning of a lesson, we have to stand up and greet our teacher with a bow. We have to put our hand up to ask questions. Then we have to stand up when we answer our teacher's questions.

   Our school bags are really heavy. That's because we have to study ten school subjects!

   At the end of the day we have to clean and tidy our classroom.

b) 1.45 Listen again. Now vote. What's the most difficult thing Masami and his classmates have to do
Comprehension

Answer these questions.
1. At what time do the students have to be at school?
2. What are the students doing in picture 3?
3. What do they have to do at the beginning of a lesson?
4. Why are their schoolbags really heavy?
5. When do the students clean and tidy their classroom?

Grammar spot

Have to (obligation)

Do we have to wear a school uniform?
Yes, we do./No, we don't.

We have to wear a school uniform.

Writing and speaking

a) Look at the pictures in Activity 2 and listen to the questions. Think about your answers.

b) Then ask and answer with: Do you have to...? Yes we do./No, we don't.

Do you have to wear a school uniform?
No, we don't.

c) Work with two or three classmates. Write lists about things you have to and don't have to do at your school.

We have to...
1. switch off our mobile phones.
2. ...

We don't have to...
1. clean and tidy our classroom.
2. ...

Listening

a) Listen to Ian. Why does he like Sundays?

b) Listen again. What does Ian have to do on Sunday? Make sentences with:
He has to or He doesn't have to.
1. He doesn't have to get up early.
2. do some chores
3. wear a school uniform
4. get ready for school
5. do homework
6. go to bed early

Check your English

a) Write two questions with these words. Then answer the questions.

1. Do you have to do any chores your friend?
2. a tie you have to do wear?

b) Write true sentences about the things you have to and don't have to do today.
I have to buy a notebook.
I don't have to do any homework.
14 Rules of sport

1 Vocabulary
a) 1.48 Listen. Match the verbs with the pictures.

1 catch 2 kick 3 carry 4 head 5 throw 6 hit 7 roll 8 hold

b) 1.49 Listen and check.

2 Presentation.
a) 1.50 Listen and read. Think about your answers.

Rules of sport!

Answer these questions.

1 Basketball
a) Can you carry the ball?
b) Do you have to throw the ball?
c) Can you catch the ball?

2 Bowling
a) Can you throw the ball?
b) Do you have to roll the ball?
c) Can you stand on the line?

3 Tennis
a) Do you have to hit the ball with a racket?
b) Do you have to wear a sweatband?
c) Can you head the ball over the net?

4 Football
a) Can only the goalkeeper catch the ball?
b) Do the two teams have to wear different colours?
c) Can you carry the ball?

b) 1.50 Work with three or four classmates. Listen again. Then answer with:
Yes, you can./No, you can’t./Yes, you do./No, you don’t.

Basketball – a) No, you can’t.

c) 1.51 Listen and check your answers.

Grammar spot
Can (permission)

Can we carry the ball?
Yes, you can./No, you can’t.

You can carry the ball.
You can’t carry the ball.
3 Grammar practice

a) Work with a classmate. Write three questions about a popular sport with Can you...? Use your dictionaries to help with new vocabulary.

Football
Can you throw the ball?
Can you hit the ball with your hand?
Can you roll the ball?

b) Take it in turns to ask your classmates your questions.

In football, can you throw the ball?
Yes, you can.

In bowling, you can’t throw the ball.

3 Basketball
4 Football
2 Tennis
5 Bowling

4 Writing and speaking

a) Look at the places. Think about these questions.
1 What things can you do there?
2 What things can’t you do?
3 What things do you have to do?

b) Write some ideas.
You can write in your notebooks.
You can’t eat or drink.
You have to pay attention.

c) Then read your ideas to your classmates.
Can they guess the place?

Is it a classroom? Yes, it is.

You can’t eat or drink.

My English file

Write some rules about a sport or a game you know with can, can’t, have to.

Ice hockey
Your team can only have six players on the ice.
You can’t kick the puck.
You have to wear a helmet and gloves.

6 Check your English

Make true sentences about basketball. Choose the correct words.
1 You can/can’t kick the ball.
2 You can/can’t catch the ball.
3 You have to/don’t have to throw the ball.

Song
1.52 Find the Dream Park on page 91.
15 Wayne's world:
This is what we eat in a week

1 Picture search

Listen. Match the words with the food and drink in the picture.

biscuits - g

biscuits apples chicken salad meat cheese cola tomatoes sugar
bread potatoes eggs fish pasta milk oranges bananas salt

2 Presentation

a) Look at the picture and listen.

b) Listen again. What do Wayne and his family eat and drink? Make true sentences.

They eat a lot of salad. They don’t eat many biscuits. They don’t drink much cola.

<table>
<thead>
<tr>
<th>They eat/drink</th>
<th>a lot of ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>They don’t eat/drink</td>
<td>many ...</td>
</tr>
</tbody>
</table>

Grammar spot

Much/many/a lot of

Uncountable
How much salad do you eat?
I eat a lot of salad. I don’t eat much salad.

Countable
How many biscuits do you eat?
I eat a lot of biscuits. I don’t eat many biscuits.
3 Grammar practice
a) Work with a classmate. Put these words in two lists.
biscuit salt meat cheese sweet tomato bread pasta sugar potato milk egg chip

\textbf{countable} \hspace{1cm} \textbf{uncountable}
biscuit \hspace{1cm} salt

b) \[1.56\] Listen and check.

4 Speaking
a) Work with a classmate. Look at the picture in Activity 2. Ask and answer questions with:
\begin{align*}
\text{How much/many} \ldots \text{do} & \text{you eat/drink?} \\
\text{I eat/drink} & \text{a lot of} \ldots \\
\text{I don't eat/drink} & \text{much/many} \ldots \\
\text{I don't eat/drink} & \ldots
\end{align*}

\begin{align*}
\text{Can you count eggs?} & \hspace{1cm} \text{Yes, I can. One egg, two eggs, three...} \\
\text{Can you count salt?} & \hspace{1cm} \text{No, I can't!}
\end{align*}

b) Make notes of your classmate's answers.
\text{cola - } \underline{X}, \text{apples - a lot of}

c) Then tell the rest of your class about your classmate.

5 Pronunciation
\[5.56\] Listen and practise the Waiter Rap.

\begin{itemize}
  \item Bread, biscuits and bananas,
  \item Cola, pasta and sweets.
  \item Spinach, ice-cream and sandwiches,
  \item With lots and lots of oranges.
  \item Meat, carrots and tomatoes,
  \item Eggs, salad and potatoes.
  \item Chicken, chocolate and cheese,
  \item Fish and rice, yes, please!
\end{itemize}

6 Check your English
a) Make true sentences about you. Choose the correct words.
\begin{align*}
1 \quad & \text{I eat a lot of/don't eat much/many spinach.} \\
2 \quad & \text{I eat a lot of/don't eat much/many eggs.} \\
3 \quad & \text{I drink a lot of/don't drink much/many water.} \\
4 \quad & \text{I eat a lot of/don't eat much/many meat.} \\
5 \quad & \text{I eat a lot of/don't eat much/many chips.}
\end{align*}

b) Complete the questions with \textit{How much} or \textit{How many}. Then answer about you.

\begin{align*}
1 \quad & \underline{\hspace{2cm}} \text{milk do you drink?} \\
2 \quad & \underline{\hspace{2cm}} \text{sweets do you eat?} \\
3 \quad & \underline{\hspace{2cm}} \text{pasta do you eat?} \\
4 \quad & \underline{\hspace{2cm}} \text{apples do you eat?}
\end{align*}
16 Rules, rules, rules

1 Reading

a) Read and match the rules with the pictures.

Beach volleyball is a very popular game all over the world but especially on the beaches of Brazil, America and Australia. These are the rules.

1 You play beach volleyball with bare feet. You can’t wear shoes or trainers.

2 You serve the ball by throwing the ball into the air with one hand and hitting it with your other hand. The ball has to go over the net.

3 You have to hit the ball back over the net with your hand or arm. The ball can’t touch the ground.

4 You can pass the ball three times to your team-mates. Then you have to hit it back over the net.

5 You can’t touch the net with your hands and arms.

b) Read again. Find these words in the text. Do you know or can you guess what they mean?
   1 bare feet    2 serve    3 hit back    4 pass    5 touch

2 Listening

a) Ian goes to school in Shetland and has a very strict French teacher. Listen. Do you have the same rules in your English classes?

b) Listen again. What are the missing verbs?
   1 We can’t _____ with our friends in her lessons.
   2 We have to _____ to our classmates.
   3 We have to _____ new words in our notebooks.
   4 We have to _____ our French textbooks to every lesson.
   5 We don’t have to _____ French all the time.
   6 We can _____ questions in English.
   7 We have to _____ 70% in tests.
3 Speaking

a) Listen to the questions. Think about your answers.

Weekends
1. Can you stay in bed all morning?
2. Do you have to tidy your room?
3. Can you hang out with your friends?
4. Do you have to do homework?
5. Can you watch a lot of TV?
6. Do you have to go to bed early?
7. Do you have to go for a walk?

b) Then work with a classmate. Take it in turns to ask and answer the questions.

Can you stay in bed all morning? Yes, I can.

b) Tell the rest of the class about your classmate.

Susana can stay in bed all morning.

4 Writing

Work with a classmate. Choose one of these subjects to write about. Use can, can’t, have to, don’t have to.

1 Sport
Write a list of rules for a sport or game you know. Write the name of the sport, but don’t show your classmate. Use Activity 1 to help you. Then read your rules to your classmate. Can he/she guess the name of the sport?

2 School
Write a list of rules for your school and classroom. Use Activity 2 to help you. Then exchange lists with your classmate. Are your rules the same as your classmate’s?

3 Home
Write a list of home rules. Use Activity 3 to help you. Then exchange lists with your classmate. Are your rules the same as your classmate’s?

Fun spot

a) Listen. Fiona is very fussy. Can you guess why she likes some food and doesn’t like other food?

b) Listen and check.
Check you can do these things.

1. I can talk about things I have and don’t have to do.
   Make true sentences about yourself. Choose the correct words and complete the sentences. Use the initial letters to help you.

   I have to do chores.

   1. I have to/don’t have to d______ chores.
   2. I have to/don’t have to g______ u______ early at the weekend.
   3. I have to/don’t have to b______ on time for lessons.
   4. I have to/don’t have to g______ ready for school on Sunday.
   5. I have to/don’t have to e______ food I don’t like.

2. I know these eight sports verbs.
   Mime these actions.

   1. catching a ball
   2. kicking a ball
   3. throwing a ball
   4. heading a ball
   5. carrying a ball
   6. hitting a ball
   7. rolling a ball
   8. holding a ball

3. I can ask questions with Can you ...? and Do you have to ...?
   a) Complete these four questions with Can you...? or Do you have to ...?
      1. _____ wear slippers in the classroom?
      2. _____ hang out with your friends any time you like?
      3. _____ eat food you don’t like?
      4. _____ sit with your friends in class?

   b) Then answer the questions about you.
4 I know how to use *How many* and *How much*.
Look at the picture. Then take it in turns to close your books and ask and answer the questions.
Ask with *How much/How many ... do you eat/drink?*
Answer with *I eat/drink a lot of .../I don't eat/drink much / many ...*

5 I can understand rules.
Read this list of swimming pool rules. Match the rules with the pictures.

1 You can’t jump into the water. a)  
2 You have to use the steps. b)  
3 You have to shower. c)  
4 You can’t throw balls. d)  
5 You can’t wear shoes. e)
Sports quiz

How much do you know about sport? Work with three or four classmates. Write your answers.

1 How many players are there in a volleyball team?
   A Eleven
   B Six
   C Ten

2 Match the pictures and the sports.

3 How long is the marathon race?
   A 30 kilometres
   B 28 kilometres
   C 42 kilometres

4 Where were the first Modern Olympic Games?
   A Athens
   B London
   C Barcelona

5 How often are the Olympic Games?
   A Every year
   B Every four years
   C Every ten years

6 Which is the odd sport out and why?
   a) athletics
   b) fencing
   c) snowboarding
   d) ice hockey
   e) horse riding
   f) table tennis
   swimming golf rugby baseball tennis
7 Match the ball to the sport.

a) golf  
b) tennis  
c) American football  
d) table tennis  
e) baseball

8 What athletics event is this?

A The high jump  
B The pole vault  
C The long jump

9 How long is a football match?

A 45 minutes  
B 90 minutes  
C 180 minutes

Mini project

a) Read Karen's quiz. Write answers to the questions.

How much do you know about music?

1 What is the name of this musical instrument?
   A guitar  
   B keyboards  
   C harp

2 Match the dance with a country.
   1 Samba  a) Austria  
   2 Tango  b) Spain  
   3 Waltz  c) Brazil  
   4 Flamenco d) Argentina

3 What are the names of three famous composers?

4 What is the odd word out?
   hip-hop piano jazz country pop classical

b) Write a quiz about one of your favourite topics. Here are some ideas.
   Art Animals TV shows  
   Films Books Celebrities

c) Ask your classmates to write answers to your quiz.
17 Famous people

1 Vocabulary
2.01 Listen. Match the words with the pictures.

artist dancer inventor writer scientist

2 Presentation
a) 2.02 Listen and read. Find out about these famous people.

Fact file: Famous people

1 Who was Anna Pavlova? She was a dancer. She was Russian. She was born in 1881. She is one of the greatest dancers of all time.

2 Who was Leonardo da Vinci? He was an artist, an inventor and a scientist. He was Italian. He was born in 1452. His most popular painting is the Mona Lisa.

3 Who were Marie and Pierre Curie? They were scientists. Marie Curie was Polish. Pierre Curie was French. She was born in Poland in 1867. He was born in France in 1859. They are famous for the discovery of radium.

4 Who were the Brontë sisters? They were writers. They were English. Their names were Anne, Charlotte, and Emily. Charlotte Brontë’s most popular book is Jane Eyre.

b) Read again. Then complete the table.

<table>
<thead>
<tr>
<th>Name</th>
<th>Occupation</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna Pavlova</td>
<td>dancer</td>
<td>...</td>
</tr>
<tr>
<td>Leonardo da Vinci</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marie Curie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pierre Curie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Brontë sisters</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grammar spot
Past tense of verb be

Who was Anna Pavlova? She was a dancer.
Was she Russian? Yes, she was.
Who were Marie and Pierre Curie? They were scientists.
Were they Russian? No, they weren't.

Grammar page 102
3 Grammar practice
Ask and answer about:
1 Anna Pavlova  2 Leonardo da Vinci  3 Marie and Pierre Curie  4 The Brontë sisters

Who was Anna Pavlova? She was a dancer.

4 Vocabulary
a) Listen and repeat. Then match the word with the famous people in the pictures.

- Singer  teacher  athlete
- Astronomer  queen

1 Cleopatra, Egyptian, 69 BC–30 BC
2 Jesse Owens, American, 1913–1980
3 Maria Montessori, Italian, 1870–1952

b) Listen and check.

5 Listening
a) Look at the people in the pictures and listen. Why are they famous?

1 He was an artist/a singer/a musician. He was French/Spanish/German. His name was Pablo Picasso.
2 They were musicians/film stars/artists. They were American/English/Polish. Their names were Chico, Harpo and Groucho Marx.

b) Listen again. Then choose the correct words.

1 He was an artist/a singer/a musician. He was French/Spanish/German. His name was Pablo Picasso.
2 They were musicians/film stars/artists. They were American/English/Polish. Their names were Chico, Harpo and Groucho Marx.

6 Speaking
a) Think of a famous person or famous people. Write the name/names, occupation and nationality. Don’t show your classmates.

Marx Brothers, Film stars, American

b) Take it in turns to ask and answer.
Use: Was he/she ...? / Were they ...?

Were they scientists? No, they weren’t.

My English file
Find out about a famous person and write some sentences about him or her.

Fryderyk Chopin
He was a composer. He was Polish and he was born in 1810. He was most famous for...

7 Check your English
Complete the dialogue with was, wasn’t, were, weren’t.

A: Who _____ Pierre and Marie Curie?
B: They _____ scientists.
A: _____ they American?
B: No. He _____ French. She _____ Polish.
A: _____ she born in France?
B: No, she _____ born in Poland.
18 Nineteen hundred

1 Presentation

a) Look at the pictures and listen. Can you guess what three activities people didn’t do in 1900?

1 Did people play football in 1900?  Yes, they did./No, they didn’t.

2 Did they use computers?  Yes, they did./No, they didn’t.

3 Did they travel in space?  Yes, they did./No, they didn’t.

4 Did people ski in the mountains?  Yes, they did./No, they didn’t.

5 Did they cycle to work?  Yes, they did./No, they didn’t.

6 Did they watch TV?  Yes, they did./No, they didn’t.

b) Listen and check. Then ask and answer the questions.

Did they play football in 1900?  Yes, they did.

Grammar spot
Past simple questions

Did people play football?  Yes, they did.  No, they didn’t.
2 Writing and speaking

a) What was life like when your teacher was your age? Write three questions to ask your teacher.

Did people have mobile phones?
Did people play computer games?
Did people wear trainers?

b) Ask your questions.

Did people have mobile phones?
No, they didn’t.

Grammar spot
Past simple (regular verbs)

They played football. They didn’t play football.
They watched TV. They didn’t watch TV.

Grammar page 102

3 Grammar practice

a) Choose the correct word to make true sentences about people in 1900.

1 People [played/didn’t play] football.
2 They used/didn’t use] computers.
3 They travelled/didn’t travel] in space.
4 They skied/didn’t ski] in the mountains.
5 They cycled/didn’t cycle] to work.
6 They watched/didn’t watch] TV.

b) Listen and check.

4 Pronunciation

Listen and repeat.
played used listened travelled skied cycled phoned watched

Spelling tip

use — used cycle — cycled phone — phoned travel — travelled

5 Speaking

a) Look at the questionnaire and read. Think about your answers.

Last weekend

How many of these activities did you do last weekend?
1 Did you phone your friends?
2 Did you listen to music?
3 Did you watch TV?
4 Did you use a computer?
5 Did you travel by bus?
6 Did you play with your friends?

b) Work with a classmate. Take it in turns to ask and answer the questions.

Did you phone your friends?
No, I didn’t.

Michelle didn’t phone her friends. She listened to music....

6 Check your English

a) Write three questions to ask your classmates about last weekend.

1 Did you go to the cinema?
2 ...

Then ask and answer questions.

Did you go to the cinema?
No, I didn’t.

b) Make sentences about last weekend. Use these verbs and a dictionary to help you with new vocabulary.

1 played 2 used 3 listened 4 travelled
5 skied 6 cycled 7 phoned 8 watched

1 I played computer games.
2 I used a microwave.
Presentation

a) Listen. Look at the pictures and listen. Use the pictures to help you understand. Is Professor Moriarty telling Sherlock Holmes the truth?

In the morning I took a taxi to Hyde Park. I sat on the grass in the park and read a magazine. I left the park at a quarter to 12 and went to Picadilly Circus by underground. I had lunch in an Italian restaurant. In the afternoon I bought some new shoes. In the evening I saw a play. I got back to my hotel at half past 10.

Professor Moriarty

b) Listen again. Make notes of all the differences between Moriarty's statement and the pictures.

1 by bus not by taxi
2. Grammar practice

a) What did Professor Moriarty do yesterday? Write true statements. Use these words:

- took
- sat
- read
- left
- had
- went
- saw
- bought
- got
- a bus
- a newspaper
- on a bench
- by taxi
- at a quarter past twelve
- at twelve o’clock
- a film
- a Chinese restaurant
- a new shirt

In the morning he took a bus to Hyde Park. He...

b) 2.11 Then listen and check.

3. Speaking

a) 2.12 Listen to Sherlock Holmes and Professor Moriarty.

Holmes: Did you take a taxi to Hyde Park?
Moriarty: Yes, I did.
Holmes: No, you didn’t take a taxi. You took a bus.
Holmes: And did you sit ...

b) Then work with a classmate. Play Holmes and Moriarty. Ask and answer with:

Did you take a taxi to Hyde Park?
Yes, I did.
No, you didn’t ...

4. Writing and speaking

a) How many of these things did you do last weekend? Write a list. Don’t show your classmates.

I watched TV. I read a magazine. ...

I had a shower.
I played computer games.
I sat in the park.
I listened to music.
I cycled to a friend’s house.
I went swimming.
I phoned a friend.

I bought sweets.
I got up late.
I read a magazine.
I took a bus.
I saw a film.

b) Work with two or three classmates. Ask questions with Did you … ? Answer with Yes, I did. No, I didn’t.

Did you buy sweets? No, I didn’t.

5. Song

2.13 Find Last summer on page 92.

6. Check your English

a) Complete with go and went.

A: Did you _____ swimming last weekend?
B: No, I didn’t _____ swimming. I _____ to the cinema.

b) Now work with your classmates. Make other mini-dialogues with:

- have/had
- buy/bought
- read/read
- watch/watched
- listen/listened

A: Did you have pizza?
B: No, I didn’t have pizza. I had a sandwich.
## My school trip

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>06:00</td>
<td>I got up early and went to school.</td>
</tr>
<tr>
<td>07:00</td>
<td>I sat next to Mick on the coach and we had sandwiches for breakfast. The traffic was really bad and it took 3 hours to get to London.</td>
</tr>
<tr>
<td>10:00-13:30</td>
<td>The first thing we did was go to the Natural History Museum. We saw a lot of interesting things but the thing I liked most was the dinosaur – it was enormous!</td>
</tr>
<tr>
<td>13:30-14:30</td>
<td>We got back on the coach and went to the Tower of London. On the way we had more sandwiches for lunch!</td>
</tr>
<tr>
<td>14:30-16:00</td>
<td>The Tower of London was fantastic. We saw the Beefeaters and the Crown Jewels.</td>
</tr>
<tr>
<td>16:00-17:30</td>
<td>Then we walked to the London Eye. It was a long walk and we weren’t very happy. I was hungry and had another sandwich.</td>
</tr>
<tr>
<td>18:00-18:40</td>
<td>The London Eye was brilliant. At the top we were 135m above London. The views were amazing and we saw Big Ben.</td>
</tr>
<tr>
<td>19:00-22:00</td>
<td>We stopped on the way back home and had fish and chips in a restaurant. It was really nice to have fish and chips after all those sandwiches!</td>
</tr>
</tbody>
</table>

b) Find these words in the diary. Can you guess what they mean?
1 coach  
2 traffic  
3 enormous  
4 on the way  
5 the top  
6 view
c) Match the pictures with places in Calum’s diary.
   a Crown Jewels

## Speaking

a) Look at Calum’s diary and listen.
1 What time did he get up?
2 Who did he sit next to on the coach?
3 Where did he go first?
4 What did he like best there?
5 Where did he go next?
6 What did he see there?
7 What did he see at the top of the London Eye?

b) Then work with a classmate. Ask and answer:

**What time did he get up?**
1 At six.
3 Listening

a) Listen to Anne talking about her school trip. What did she see first?

b) Listen again. Can you guess the meaning of these words?
1 paintings  2 boat trip  
3 steps      4 lift      5 view

4 Writing

Write a diary of a school trip. Use Calum’s diary as a model. Use your dictionaries to help you with new vocabulary.

My school trip to Disneyland
Monday 8:30 We went to Disneyland Paris by coach. It took 14 hours! On the way we sang songs.
Tuesday 8:00 We arrived in Disneyland and the first thing we did was have breakfast. We had...

Writing tip
Useful expressions

The first thing we did was go to the Science Museum.
It took 3 hours to get to London.
The thing I liked most was the dinosaur.
On the way we had more sandwiches.

It was fantastic/brilliant/amazing.

Fun spot

Alibi game

a) Write an alibi about what you did yesterday.

Yesterday I left home at ten o’clock. I had cereal for breakfast. Then I took a bus/a taxi to the park...

Yesterday I left home at...

b) Exchange statements with a classmate. Tell your classmate what you did yesterday. Try not to make any mistakes.
Review

Check you can do these things.

1 I can use the past tense of be and occupations.
   a) Complete with was or were and the occupation. Use the initial letters to help you.

   1 Anna Pavlova ______ a ______.

   2 The Brontë sisters ______ w ______.

   3 Cleopatra ______ a ______.

   4 Leonardo da Vinci ______ an a ______.

   5 Marie and Pierre Curie ______ s ______.

   6 Jesse Owens ______ an a ______.

   7 Nicolaus Copernicus ______ an a ______.

b) Now complete the dialogue with was or were.
   A: Who ______ the Marx Brothers? ______ they singers?
   B: No, they ______n’t. They ______ film stars.
   A: And who ______ Pablo Picasso? ______ he a musician?
   B: No, he ______n’t. He ______ an artist.

2 I know these six nationalities.
   Match the nationality with the famous people in Activity 1. Write your answers.
   1 The Brontë sisters.

   1 English  2 Russian  3 Italian  4 Polish  5 American  6 French  7 Egyptian

3 I can ask and answer past questions with Did.
   Look at the picture. Ask and answer questions about life in 1900 with Did people ... in 1900?
   Use these words.

   travel in space  use computers  watch TV  cycle to work  play football  ski in the mountains

   Did people travel in space?  No, they didn’t.
1 I know these regular and irregular past tense verbs.

a) Find five regular and eight irregular past tense verbs in this wordsearch. Write a list.

Played, ...

owt x j p on b v n
ea got a l to an
un b ev g in u y
st t k ed sk gj i
w b c o z d t o h e f
a j p h on ed th w
t n l te k n ou y v
c ear g re ad n m
c y c l ed m x e s
ea eng l y n m r i
d n d e q y s a th u

b) What did Ian do last Saturday? Use the initial letters to help you.

1 In the morning he got up early and had a shower.

1 In the morning he ___ up early and ___ a s ___ .

2 He ___ t ___ and he ___ to m ___ .

2 He ___ t ___ and he ___ to m ___ .

3 Then he ___ a b ___ into town and ___ some new j ___ .

3 Then he ___ a b ___ into town and ___ some new j ___ .

4 In the afternoon he ___ to the p ___ and ___ f ___ .

4 In the afternoon he ___ to the p ___ and ___ f ___ .

5 Then he ___ on the g ___ and ___ a m ___ .

5 Then he ___ on the g ___ and ___ a m ___ .

6 In the evening he p ___ his f ___ and they w ___ to the c ___ .

6 In the evening he p ___ his f ___ and they w ___ to the c ___ .

7 They ___ a comedy f ___ .

7 They ___ a comedy f ___ .

5 I can use the past simple to ask and answer questions.

Choose the correct word.

A: Did you go/went to the park yesterday?
B: Yes, we do/did. We go/went in the afternoon.
A: Did you play/played handball?
B: No, we don’t/didn’t play/played handball. We play/played tennis.
a) Look at the picture. What’s Olivia holding?

b) Listen. Can you think of a good title for this mini-play?

Daisy: What is it?
Olivia: This is the great, the fantastic, the amazing Swipple.
Colin: Swipple?
Olivia: Yes. And I've got only five of them.
Frank: Only five?
Olivia: Yes, only five.
Daisy: How much are they? Are they expensive?
Olivia: No, they're not expensive; they're cheap. These are the best, the smallest, the fastest Swipples in the world!
Frank: Wow. That's amazing!
Olivia: Yes, it is! Do you have to do chores at home?
Frank: Yes, I have to clean my room.
Olivia: Right. Then the Swipple is for you.

Olivia: And do you like playing computer games?
Colin: Yes, I do.
Olivia: Then the Swipple is for you, too.
Colin: Great!
Daisy: Is the Swipple for me too?
Olivia: When's your birthday?
Daisy: It's on 21st April.
Olivia: Yes, you're lucky. It's for you too.
Daisy: Wonderful!
Colin: What are Swipples made of?
Olivia: They're made of metal, plastic, glass and... er... sugar.
Colin: Sugar?
Olivia: Yes, the sweetest sugar in the world.
Colin: Fantastic!
Olivia: So boys and girls. Who wants a Swipple?
Children: Me, me, me!
**Mini project**

a) Read Paul's story. What do you think is the most fantastic part of his story?

**My fantastic day**

I got up late and had a dinosaur for breakfast.

Then I went to the park and played a game of football with David Beckham.

Then I went shopping and bought a Ferrari.

In the afternoon I flew to New York.

In the evening I drove around New York City in a limousine.

And then I woke up!

---

b) Make a poster about a fantastic day. Use pictures from magazines to help you write the story.

c) Show your poster to your classmates.
21 Wayne’s world: A bad start to the day

1 Presentation

a) Listen and read. Use the picture to help you understand.

Zoë: Are you ok, Wayne?
Wayne: No, not really.
Zoë: Why? What’s the matter?
Wayne: Oh, I had a really bad start to the day. I woke up late.
Zoë: Were you late for school?
Wayne: No, I arrived on time, but I forgot my Science homework.
Zoë: Oh, dear.
Wayne: Yes and I didn’t close my bedroom window or switch off the lights.

b) Listen again. Then read with your classmate.

2 Comprehension

a) Look at the picture. Choose the correct words.

1 He [put on /didn’t put on] his school uniform.
2 He [made /didn’t make] his bed.
3 He [fed /didn’t feed] his fish.
4 He [drank /didn’t drink] his orange juice.
5 He [ate /didn’t eat] his cereal.
6 He [switched off /didn’t switch off] the TV.
7 He [forgot /didn’t forget] his sandwiches.
8 He [closed /didn’t close] his door.
9 He [cleaned /didn’t clean] his teeth.
10 He [picked up /didn’t pick up] his clothes.

b) Listen and check.

Real English

Are you ok?
Oh, dear.
Grammar practice
Past simple – regular and irregular verbs

a) Copy and complete this list.

Regular
switch off  switched off
clean
close
open
pick up
arrive

Irregular
wake up  woke up
forget
put on
make
feed
drink
eat

b) Now listen and repeat.

Listening and speaking

a) Listen. How many of these things did you do this morning?

1. wake up
2. put on
3. make
4. feed
5. drink
6. eat
7. switch off
8. forget
9. clean
10. pick up

b) Work with your classmates. Ask and answer:

Did you wake up late?

Yes, I did. or No, I didn’t.

Memory game

Play the Memory Game with your classmates. Mime the actions.

I woke up this morning and got dressed.

I woke up this morning and got dressed. Then I combed my hair.

I woke up this morning, got dressed and combed my hair. Then I cleaned my ...

Check your English

Write six true sentences about what you did and didn’t do this morning. Use these verbs:

wake up  switch off  clean  close  pick up  forget  put on  make  open  feed  drink  eat

I didn’t wake up late. I didn’t make my bed. I fed my dog. I forgot my pen. I ate some cereal. I didn’t pick up my clothes.

Remember!

Infinitive

Question: Did you wake up?

Past tense

Affirmative: I woke up.

Negative: I didn’t wake up.
22 A day out at the seaside

1 Picture search

2.22 Find these things in the picture.

postcards  sandcastle  donkeys  shade  beach  fishermen  wetsuit  café  sea

2 Presentation

a) 2.23 Listen. Find the Gloomis in the picture.

b) 2.23 Listen again. What are the missing words?

sat  rode  spoke  swam  built  wrote  wore  threw  hung out  ran

Last summer the Gloomis had a day out at the seaside. Martha ______ in the sea and Sam and Pam ______ a huge sandcastle. Cynthia ______ in the shade and Mandy ______ a lot of postcards. Rudolph ______ in a café and Helga ______ to two fishermen. Gordon ______ a donkey and Vincent ______ along the beach. Vera ______ a wetsuit and Bernard ______ balls for Bonehead.

c) 2.23 Listen and check.
3 Speaking

Look at the picture in Activity 2. What did the Gloom do at the seaside? Ask and answer with What did ... do? He/She ...

What did Vincent do? He ran along the beach.

Grammar spot

Past simple – Wh- questions

When did the Gloom travel to the seaside?
What did Cynthia read?

4 Listening and speaking

a) 2.24 Rudolph Gloom is talking to a friend about last Saturday. Listen and finish the questions.

1 I got up late. What time did you get up?
2 I phoned a friend. Who ...
3 We then met in town. Where ...
4 We had a snack. What ...
5 We went to the park. How ...
6 We saw some classmates. Who ...
7 We talked. What ...

b) 2.24 Listen again. Then repeat the conversation with a classmate.

c) Now make your own conversation with your classmate.

I played computer games.

What game did you play?

I played ...

Grammar spot

Past time expressions

I went shopping last weekend. Did you go out yesterday?

My English file

Write sentences with these past time expressions:
yesterday last night last weekend last summer last Saturday afternoon

I saw a film yesterday. I played a computer game last night. I...

5 Check your English

a) Write three questions with these words. Then answer the questions about you.

1 What time did you get up this morning?
I got up at 7:30.

2 Who did you hang out with last weekend?

3 Where did you go last summer?

b) Make sentences about what you did in the past. Use these verbs.

sat rode spoke swam built wrote wore threw hung out ran

I sat next to my friend. I rode a horse.
My name is Lemuel Gulliver and I'm a ship's doctor. On 5th November, 1699 there was a terrible storm. There were huge waves and my ship hit a rock. Then I swam to an island.

The next morning I woke up on the beach. There was a very small man a few centimetres from my nose. He was a soldier and had a bow and arrow and he was afraid.

There were hundreds of soldiers and they all had bows and arrows. I tried to stand up but the soldiers shot arrows at me. The arrows were very small but I didn't try to stand up again.

I was very hungry. I asked for food but the soldiers didn't understand. They didn't speak English. I pointed to my mouth and they understood. Then, the soldiers fed me.

I was very tired after my meal and slept. That night the soldiers took me to their city. A thousand horses pulled the wagon.

b) Read again. Then find these in the pictures.

storm waves ship rock bow
soldier arrow horses wagon
Comprehension

a) 2.27 Listen to the questions. Work with a classmate and make notes of your answers.

1 a rock

1 What did Gulliver's boat hit?
2 Where did he swim?
3 Where was Gulliver when he woke up the next morning?
4 What did Gulliver try to do?
5 What did the soldiers shoot at Gulliver?
6 What did he ask for?
7 Where did they take Gulliver that night?

b) Take it in turns to ask and answer.

What did Gulliver's boat hit? A rock.

Grammar spot
There was/were

There was a terrible storm.
There were huge waves.

Grammar page 104

Listening

a) 2.28 Gulliver saw this street in Lilliput. Listen to the questions.

b) 2.28 Listen again and answer the questions with:

Yes, there was/were. or

No, there wasn't/weren't.

c) Now make true sentences about the picture using the words in the box.

There were some people. There wasn't a shop.

people shop benches horses cinema soldiers children church palace bicycles trees theatre houses dogs cats café

Pronunciation

a) 2.29 Listen and repeat.

<table>
<thead>
<tr>
<th>bring</th>
<th>brought</th>
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<tbody>
<tr>
<td>build</td>
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<td>drink</td>
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<td>wear</td>
<td>wore</td>
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<td>write</td>
<td>wrote</td>
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</tbody>
</table>

b) 2.30 Listen. Can you hear the infinitive or the past tense? Say the answer.

Bring Infinitive

Song

2.31 Find Gulliver's story on page 92.

Check your English

Think of somewhere you went. For example, a party, the cinema. Write some sentences about it with There was/wasn't ..., There were/weren't ...

My sister's birthday party
There were a lot of people. There was a lot of food. There was good music...
24 My life

1 Reading

a) Listen and read Anka’s biography. Where did Anka live? Where does she live now?

My biography

1997 I was born on 26th February in Poland.
1998 I took my first steps and said my first words. My first word was kot (cat in English).
1999 I got my first pet, a dog.
2000 My brother Kuba was born on 7th May.
2001 I went to nursery school. I had an operation in hospital
2002 I got my first bike for my birthday. I learnt how to ride my bike.
2003 I started primary school and met my friends Magda and Sonia. I learnt how to swim.
2004 I began guitar lessons and I went skiing for the first time.
2005 We went on holiday to the Baltic coast and I saw the sea for the first time.
2006 I went on my first skiing holiday with my class. I won a music competition.
2007 My family moved to Peterborough in England. I made a new friend, Dana, from the Czech Republic and I had my first conversation in English with her.
2008 I started secondary school. I wore a school uniform for the first time and made my first English friends. My grandmother visited us in the summer and we went to a theme park called Alton Towers. At Christmas we went back to Poland for two weeks and I was very excited and happy because I saw my friends Magda and Sonia again.

b) Read again. Match these pictures with the phrases in the text.

1 guitar
2 rollercoaster
3 guitar
4 hospital
5 trophy

1 1998
1 take first steps 4 go to primary school 7 go on first skiing holiday
2 say first word 5 learn to swim 8 see the sea
3 ride a bike 6 play the guitar 9 win a music competition
10 speak English 11 wear a school uniform
2 Speaking
a) 2.33 Listen to the questions. Look at Activity 1 and think about your answers.
1 When was Anka born?
2 What was her first word?
3 When did she learn how to ride a bike?
4 Who did she meet in 2003?
5 Where did her family move to in 2007?
6 Who did she meet there?
7 What did she wear for the first time in 2008?
8 Who visited Anka’s family in England?
9 Where did Anka and her family go at Christmas?

b) 2.33 Listen again. Then work with your classmates. Take it in turns to ask and answer.

When was Anka born? In 1997.

3 Listening
a) 2.34 Listen. Where does Owen live now? Where did he live?

b) 2.34 Listen again. Find the missing information.
1 Owen was born in ______.
2 Owen’s family moved to Kenya when he was ______ years old.
3 They lived there for ______ years.
4 Owen went to ______ and ______ school in Kenya.
5 He spoke ______ and Swahili in Kenya.
6 His family moved back to Cardiff in ______.
7 He liked life in ______ more than life in ______.

4 Writing
Write your biography. Use Anka’s biography as a model.

My biography
1998 I was born in St Gallen, Switzerland.
1999 I took my first steps and said my first word.
2000 ...

Fun spot
Memory game
a) Work with two or three classmates. Look at the picture. Try to remember everything. You have two minutes.

b) 2.29 Close your book. Then listen to the questions and write your answers.
1 Yes, there were.
2 No, there wasn’t.

c) 2.36 Open your book and check your answers.
1 I know these eighteen irregular past tense verbs. 
   a) Read out the verbs.

   woke up, forgot, ...

   woke up
   forgot
   put on
   made
   fed
   drank
   ate
   sat
   rode
   spoke
   built
   wrote
   wore
   threw
   hung
   out
   ran
   went

b) Make sentences about Wayne's bad start to the day.

   1 Wayne woke up late.

   1 Wayne w____ up at 1:30.

   2 He f____ his s____ h____.

   3 He p____ on his s____ u____.

   4 He didn't s____ off the l____.

   5 He didn't c____ the w____.

   6 He didn't m____ his b____.

   7 He f____ his f____.

   8 He a____ his c____.

   9 He d____ his o____ j____.

   10 He c____ his t____.

   11 He didn't p____ up his c____.

c) Make sentences about the Glooms with the words in A and B.

   A
   1 Martha swam
   2 Sam and Pam built
   3 Cynthia sat
   4 Mandy wrote
   5 Rudolph hung out
   6 Helga spoke
   7 Gordon rode
   8 Vincent ran
   9 Vera wore
   10 Bernard threw

   B
   a) a wetsuit.
   b) a donkey.
   c) in a café.
   d) along the beach.
   e) in the sea.
   f) a lot of postcards.
   g) a huge sandcastle.
   h) in the shade.
   i) balls for Bonehead.
   j) to two fishermen.
2 I can answer these past simple questions.

Answer these questions. Write full sentences.

1. **I went to bed at half past eleven.**
2. What time did you go to bed last night?
3. Where did you go last weekend?
4. What did you have for breakfast?
5. When did you do your homework?
6. What time did you get up this morning?

3 I know the story of Gulliver arriving in Lilliput.

Work with a classmate. How quickly can you complete the story with these words?

small waves morning arrows took thirsty meal English bow horses island food soldiers stand up wagon water centimetres hit storm hungry mouth

1) **storm**

My name is Lemuel Gulliver and I'm a ship's doctor. On November 5th, 1699 there was a terrible 1. There were huge 2 and my ship 3 a rock. I swam to an 4 .

The next 5 I woke up on the beach. There was a very 6 man a few 7 from my nose. He was a soldier and had a 8 and arrow.

There were hundreds of 9 and they all had bows and arrows. I tried to 10 but the soldiers shot arrows at me. The 11 were very small but I didn't try to stand up again.

I was very 12 and 13. I asked for 14 and 15 but the soldiers didn't understand. They didn't speak 16. I pointed to my 17 and they understood. The soldiers fed me.

I was very tired after my 18 and slept. That night the soldiers 19 me to their city. A thousand 20 pulled the 21 .

4 I can use there was and there were.

Make correct sentences about the street Gulliver saw in Lilliput. Choose the correct words.

1. There was/were some houses.
2. There was/were a theatre.
3. There wasn't/weren't any shops.
4. There wasn't/weren't a church.
I woke up inside an old temple. It was one of the biggest buildings in Lilliput. That day I met the Emperor. He spoke to me but I didn't understand him.

The Lilliputians were now my friends. I visited the city and played with the children in the streets.

The Emperor sent six of his best teachers and I learnt their language. I learnt the country's name was Lilliput and the people were called Lilliputians.

One day the emperor asked for my help. A country called Blefuscuc planned to attack Lilliput.

The Lilliputians called me Man-Mountain and they were still afraid of me. The Emperor's soldiers looked in my pockets. They found my comb, my watch, my diary and my pistol. They took away my things.

We eat our eggs like this.

They eat their eggs like this.

The Emperor explained why the Lilliputians and Blefuscuadians were enemies.
Mini project

a) Read about Paul's hero. Do you know his name?

My hero

My hero was born in South Africa in 1918.

He studied law and became a politician.

He fought for Human Rights.

He spent 27 years in prison.

He became famous all over the world.

He was the President of South Africa from 1994 to 1999.

b) Write about a famous person. Don't write the name.

c) Read about your classmates' heroes. Can you guess the names?
Module 7
Looking at the future

25 Holiday plans

1 Presentation

a) 2:38 Listen and read. Match the pictures with the questions.
1 – h

b) 2:38 Listen again. Write answers with Yes, I am or No, I’m not. Don’t show your classmates.

2 Class survey

a) Work with a classmate. Ask and answer the questions.

Are you going to get up late?

Yes, I am. or No, I’m not.

b) What are your classmates going to do in the holidays? Write the results on the board.

For example

Holiday Plans
Get up late – 7 students
Visit relatives ...
Grammar practice
Look at the survey. Make sentences with I'm going to .../I'm not going to ...
1 I'm going to get up late. or I'm not going to get up late.
2 ... get up late.
3 ... visit my relatives.
4 ... play a lot of sport.
5 ... read a lot of books.
6 ... learn something new.
7 ... hang out with my friends.
8 ... do school work.

Writing and speaking
a) Write a list of three things you are going to do next holidays. Look up any new vocabulary in a dictionary.

b) Work with a classmate. Tell them what you are going to do.

I'm going to help my parents in our shop. I'm going to visit my grandparents. I'm going to paint my room.

c) Now ask and answer. Find out what your classmate is going to do next holidays.

Are you going to help your parents?
Yes, I am. or No, I'm not.

Speaking and listening
a) Nyree is going to stay at Tamsin's house tonight for a sleepover. Look at the picture and find these things.
sweets DVD cola camera computer game mobile phone

b) What are Nyree and Tamsin going to do tonight? Make sentences with They are going to... and these words:

They are going to watch a film.

watch eat drink listen play phone take
sweets cola their friends a computer game a film some photos to music

c) Listen and check.

Check your English
a) Make questions with these words. Then answer the questions about you.

1 tonight watch are TV you going to ?
2 you on Saturday meet going to are your friends?
3 do are this evening your homework going to you ?

b) Make true sentences with:
1 I'm going to ... this summer.
2 I'm not going to ... tomorrow.
I'm really excited because this summer my family's going to spend five days in New York City. We're going to stay with my aunt and uncle. They live in the Bronx but we're going to spend most of our time in Manhattan. My uncle is a taxi driver and he's going to drive us around Manhattan. He's going to show us the Empire State Building. We're also going to take a cruise around New York Harbour and visit the Statue of Liberty. I'm going to watch baseball at the New Yankee Stadium with my uncle and my mum is going to buy clothes on Fifth Avenue with my aunt. Tina's going to run in Central Park. And on the last night we're all going to see a musical on Broadway.
Grammar spot
Going to (plans and intentions)

I'm
He/She's
going to spendfive days in New York City.
We/They're

Grammar page 104

Grammar Practice
What is Wayne's family going to do this summer?
They're going to spend five days in New York.

<table>
<thead>
<tr>
<th>They're</th>
<th>going to</th>
<th>spend five days</th>
<th>take a cruise</th>
<th>visit</th>
<th>watch baseball</th>
<th>buy clothes</th>
<th>run</th>
<th>see a musical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wayne's</td>
<td></td>
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<td>Tina's</td>
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</tr>
</tbody>
</table>

They're going to...
- the Statue of Liberty in Central Park
- on Broadway around New York Harbour
- in New York City on Fifth Avenue
- at the New Yankee Stadium

Game
Play the long sentence game. Say what you are going to do in the holidays.

I'm going to ride my bike.

I'm going to ride my bike and play tennis.

I'm going to ride my bike, and play tennis and get up late.

Writing
a) Look at the questionnaire. Plan a trip with a classmate by answering the questions.

Our trip
1. Where are you going to visit?
   - the seaside
   - the mountains
   - a lake

2. How much time are you going to spend there?
   - three days
   - a week
   - two weeks

3. How are you going to travel there?
   - by train
   - by coach
   - by plane

4. Where are you going to stay?
   - in a hotel
   - in a hostel
   - on a campsite

5. What are you going to do?
   - We're going to ...
   - We're going to the mountains. We're going for two weeks ...

b) Read your description to your classmates. Are any of their descriptions the same as yours?

Check your English
What are their plans for this weekend? Complete the sentences with going to.

1. I'm ...
2. We're ...
3. He's ...
4. She's ...

81
27 Let's go rafting

1 Picture search

Listen. Match these attractions with the pictures on the Funland map.

horse riding  rafting  roller coaster  Haunted Castle  picnic  go-karting

2 Presentation

a) Listen and read. What do Amy, Dan and Jim want to do at Funland?

Dan: Great! Let's go rafting.
Amy: Yes, I want to go rafting.

Dan: How about you, Jim? Do you want to go rafting?
Jim: No, I don't want to go rafting. It's too cold.

Dan: I know. Let's ride the roller coaster.
Jim: Yes, that's a good idea.
Dan: How about you, Amy? Do you want to ride the roller coaster?
Amy: No, I don't. It's too scary.

Amy: I know. Let's go horse riding.
Dan: No, I don't want to go horse riding. I don't like horses.

Jim: I know. Let's have a picnic.
Amy/Dan: Yes, That's a great idea. Let's do that.

b) Listen again. Then read the dialogue with two classmates.
3 Comprehension

Look at the pictures again. Then answer the questions.
1 Who wants to go rafting?
2 Who doesn’t want to ride the roller coaster?
3 Who doesn’t want to go horse riding?
4 Who wants to have a picnic?

4 Grammar practice

a) What do you want to do at Funland? Make suggestions with Let’s or Do you want to ...

1 Let’s go rafting. Do you want to go rafting?
   1 go rafting
   2 ride the roller coaster
   3 go horse riding
   4 have a picnic
   5 go-karting
   6 visit the Haunted Castle

b) Listen to your classmates’ suggestions. Then answer with: Yes, good idea. Let’s do that. Or No, I don’t want to do that. It’s too...

Let’s go rafting.

Yes, good idea. Let’s do that. or No, I don’t want to do that. It’s too...

5 Listening

a) 2.49 Listen to Amy, Jim and Dan talking after their picnic.

b) 2.49 Listen again and answer these questions.
   1 What do Amy and Dan want to do?
   2 Why doesn’t Jim want to do that?
   3 What does Jim want to do?
   4 Do Amy and Dan want to do that too?

6 Pronunciation

a) 2.36 Listen and practise the tongue twister.
Ronald rode a scary red roller coaster after riding horses with Rosie.

b) 2.37 Now say the tongue twister really fast.

My English file

Plan a great day out with a friend. Use:
A: Let’s …
B: No, I don’t want to ...
   It’s too cold/scary/difficult/boring/…
A: What do you want to do?
B: I want to …
A: That’s a good idea! Yes, let’s …
B: No, I don’t want to …

A: Let’s go to the park.
B: No, I don’t want to …

7 Song🎵

2.48 Find Let’s go to Funland on page 93.

8 Check your English

a) Choose the correct words.
   1 Let’s go/to go to the cinema.
   2 Do you want watch/to watch TV.
   3 Let’s play/to play tennis.
   4 I don’t want have/to have breakfast.

b) Match the beginning and endings of the words.

A
   1 hauntec
   2 raft
   3 roller
   4 pic
   5 horse
   6 go-

B
   1 nic
   2 castle
   3 riding
   4 coaster
   5 karting
   6 ing
28 Loch Ness holiday

1 Reading

a) 249 Read the text. Where is Nessie House?

Nessie House is on the famous Loch Ness in Scotland and it's the perfect place for an exciting holiday. You can stay in rooms for four, eight or twelve people. During the day you can learn three new activities with expert teachers and instructors. And in the evening you can go to the Monster Café and play table tennis, video games, board games or watch films in our cinema room.

b) Imagine you are going to Nessie House with three classmates. Complete the booking form.

**Booking form**

1 How are you going to travel to Nessie House?
   - By train
   - By coach
   - By car

2 Which room do you want to book?
   - Room for 4 people
   - Room for 8 people
   - Room for 12 people

3 What activities do you want to do during the day? Tick three boxes.
   - Canoeing
   - Rock climbing
   - Water skiing
   - Acting
   - Arts and Crafts
   - Horse riding

4 Which is your favourite evening activity? Tick one box.
   - Table tennis
   - Board games
   - Video games
   - Films

5 What meals do you want to have at Nessie House?
   - Breakfast
   - Lunch
   - Dinner

You can also order packed lunches. Tick this box to order packed lunches.
2 Speaking

a) 2.50 Look at the booking form. Listen and practise asking the questions.
1 How are you going to travel to Nessie House?
2 Which room do you want to book?
3 What activities do you want to do during the day?
4 Which is your favourite evening activity?
5 What meals do you want to have at Nessie House?
6 Do you want a packed lunch?

b) Work with a classmate. Ask and answer the questions.

How are you going to travel to Nessie House?

By car.

3 Listening

a) 2.51 Look at the booking form and listen to Joanna.

b) 2.51 Listen again. Are these sentences true or false?
1 Twenty students went on the school trip to Scotland.
2 They travelled to Loch Ness by plane and coach.
3 Joanna chose canoeing, rock climbing and acting for her activities.
4 They had three meals a day in Nessie House.
5 They saw the Loch Ness Monster.

4 Writing

Write a description of your perfect holiday centre. Use the description in Activity 1 as a model.

Fun spot

Picnic game

a) 2.52 Listen. Mr Smith is going to take his class for a picnic in the country.

I'm going to take a sandwich.

I'm going to take an apple.

I'm going to take my mobile phone.

Sorry Jane, but you can't come.

Good Ann. You can come.

b) Why can Ann go on the picnic, but Jane and David can't go? Play the Picnic game with your teacher to find out. Take it in turns to make sentences with I'm going to take

c) 2.53 Listen to the secret.
Check you can do these things.

1. I can use going to to talk about plans and intentions.

Complete the sentences with a verb and then choose the correct words. Make true sentences about your plans for this summer.

1. I'm going to/not going to ____ out with my friends.

2. I'm going to/not going to ____ my relatives.

3. I'm going to/not going to ____ in bed all morning.

4. I'm going to/not going to ____ school work.

5. I'm going to/not going to ____ a lot of sport.

2. I can remember what Wayne and his family are going to do in New York City.

Complete with these verbs:

see  run  spend  drive  take  stay  watch  visit  show  buy  live

I'm really excited because this summer my family's going to ____ five days in New York City. We're going to ____ with my aunt and uncle. They ____ in the Bronx but we're going to ____ most of our time in Manhattan. My uncle is a taxi driver and he's going to ____ us around Manhattan. He's going to ____ us the Empire State Building. We're also going to ____ a cruise around New York Harbour and ____ the Statue of Liberty. I'm going to ____ baseball at the New Yankee Stadium with my uncle and my mum is going to ____ clothes on Fifth Avenue with my aunt. Tina's going to ____ in Central Park. And on the last night we're all going to ____ a musical on Broadway.
3 I know the names of these six activities.
Write the activities. Use the initial letters to help you.

1 h__ r__
2 r__
3 g__ k__
4 r__ c__
5 c__
6 w__ s__

4 I can make suggestion with Let’s.
What are the people saying? Make sentences with Let’s.

1 Let’s ...
2 Let’s ...
3 Let’s ...

5 I can ask what people want to do.
Make questions with these words. Then work with a classmate and ask and answer the questions.

1 the roller coaster you ride do want to ?
2 you want to a picnic have do ?
3 play video games do you want to ?

6 I can write about what I want to do.
Write three sentences about what you want to do this weekend.
For example
I want to go to the cinema.

7 I can make sentences with don’t want to.
Complete the sentences.

1 I don’t want to ... It’s too scary.
2 I don’t want to ... It’s too difficult.
3 I don’t want to ... It’s too boring.
4 I don’t want to ... It’s too cold.

I don’t want to go rock climbing. It’s too scary.
Hot Spot end of book quiz!

1. Who can see this from his window?

2. What is the name of this country?

3. What chores are Mandy, Rudolph and Sam and Pam doing?

4. What are these four things made of?

5. What are the names of the six foods in an English breakfast?

6. Who is more hardworking – Nyree or her friend Tamsin?

7. How old are these two people and what are their names?

8. Steve thinks there are some good things about living in the country but can you remember three bad things?

9. Can you remember three things that Masami has to do at school?
10 What two things can you do in basketball and what two things can't you do?

11 Why doesn't Fiona like some food?

12 What is the name of this building and can you remember one thing you can see there?

13 What did the soldiers find in Gulliver's pockets?

14 What are the names of these two places in New York?

15 Can you remember three things you can do at Funland?

---

Mini project

a) Read Terry's advertisement. Do you think Newtown Linford is a good place for a holiday?

Holiday advertisement

Welcome to Newtown Linford
I live in a village called Newtown Linford. It's in Leicestershire, England and it's a lovely place for a holiday.

How to get there:
By car – The M1 motorway
By air – East Midlands Airport
By train – Leicester Station and then by bus

A good place to stay
The Bradgate B&B. It costs £30 per person per night.

A good place to visit
Bradgate Park. You can see deer and an old castle. This castle was the home of Lady Jane Grey.

A good place to eat
Charwood Teashop has tea and cakes. The cakes are delicious.

b) Make a holiday advertisement for your hometown.

c) Show your advertisement to your classmates.
All about me

My name's Gemma
I live in Richmond Street
I've got long brown hair
and very big feet
I love sport and music
I can roller-skate, I can swim
I can play the piano
and the violin
Chorus
What about you
What can you do?
Do you like football
or going to the zoo?
When's your birthday?
How old are you?
Do you like purple
green, grey or blue?
I don't like reading
but I'm good at P.E.
I love playing tennis
I hate watching TV
I've got a great bicycle
It's white and red
but my favourite thing
of all is sleeping in bed!

Chorus

Activity:
Are these sentences true or false?
a Gemma's got short brown hair.
b Gemma likes sport.
c Gemma can play the violin.
d Gemma likes watching TV.
e Gemma's got a purple bicycle.

Rock star

I make the bed every morning at eight
I tidy my room and put on my roller skates
I skate to school five days a week
I do my homework in the evening and I clean
my teeth
Monday to Friday, I work and do my chores
I read my books and I clean the floors
But at the weekends, I sing and play the guitar
because I'm a famous rock star
Chorus
It's the weekend now and I'm singing, I'm dancing
I'm writing songs and having fun
It's the weekend now and I'm singing, I'm dancing
I'm singing my song, it's number one!
I eat my lunch at school with my mates
A cheese salad sandwich and a piece of cake
We take the bus home and we hang out after school
My friends don't know my secret, and that is cool
Yes, on Saturday and Sunday I don't work,
or do my chores
I don't read my books or clean the floors
Because I'm a world famous rock star
And at the weekends, I sing and play the guitar
Chorus

Activity:
When does the Rock star do these things?
Write Monday to Friday or Weekend.
a do homework
b clean the floor
c play the guitar
d write songs
e dance
f eat a cheese and salad sandwich
Module 3, Lesson 10, Activity 6

Our family

I'm the best with computers
I'm really good at IT
My cousin Joe is the sportiest
He loves to do PE
My uncle Fred's the most generous
He buys presents as big as a house.
My brother Mike's the most talkative
He loves chatting, even to a mouse!

Chorus
Welcome to our family
We're the friendliest people in town
Welcome to our family
We're the happiest people around

My mum is the most hard-working
She's always got things to do
My great-grandma is the oldest
She's one hundred and two
My cousin Jen's the youngest
She's only one and a half
My sister Sue is the funniest
She makes everybody laugh

Chorus

Activity:
Who is ...

a very sporty
b very talkative
c very hard-working
d very old
e very young
f very funny

Module 4, Lesson 14, Activity 5

Dream Park

Chorus
We've got our own rules, in our dream park
Life's pretty cool, in our dream park
We can have a great time, in our dream park
We're always fine, in our dream park

You can lie on the grass
You can jump and sing
You can wear roller-skates
You can do anything
But you have to have fun
in the rain, in the sun
in our Dream Park
in our Dream Park

You can ride your bikes
You can swim in the lake
You can drink cola
and eat chocolate cake
But you have to have fun
in the rain, in the sun
in our Dream Park
in our Dream Park

Chorus
You can kick a ball
You can climb the trees
You can fly a kite
You can do as you please
But you have to have fun
in the rain, in the sun
in our Dream Park
in our Dream Park

Activity:
Find the rhyming words in the song:

a anything
b sun
c cake
d please
Module 5, Lesson 19, Activity 5

**Last summer**

Last summer we went to the mountains and then we took the fast train to Rome.
Last summer we travelled to Paris and then we cycled all the way home.

Chorus

*Now it is winter*
*The sky is cold and grey*
*But I remember last summer*
*I had fun every day.*

Last summer we listened to music and then we swam in the sea.
Last summer, we danced on the beach.
Last summer, oh yes, we were free.

Chorus

Last summer, we sang songs together and then we played volleyball in the park.
Last summer, we camped on the beach.
Last summer we counted the stars in the dark.

Chorus

**Activity:**
Find and write the past simple form of these verbs:

- a take
- b swim
- c sing
- d play
- e count

Module 6, Lesson 23, Activity 5

**Gulliver's story**

Chorus

*Listen, will you listen*
*to this story of mine*
*When I was a ship's doctor*
*in sixteen ninety-nine*

My ship hit a rock in a terrible storm.
I swam to an island and I slept until dawn.

I woke on a beach and saw a very small man.
I spoke to him in English.
He did not understand.

There were hundreds of soldiers on the beach, by the sea.
They were tiny but dangerous and they shot arrows at me.

I was hungry and thirsty.
I wanted to eat and so the soldiers fed me.
Then I slept on the beach.

A thousand horses pulled a wagon and I travelled in the night.
To a beautiful city with a palace, fine and bright.

Chorus

*Chorus*

*dawn = when the sun rises in the morning*

**Activity:**
Find words in the song to match these definitions.

- a very bad
- b bad weather with rain and wind
- c very small
- d when you want to eat food
- e when you want to drink water
- f a big building for a king or queen
Let's go to Funland!

I want to visit Funland
I want to ride the rollercoasters with you [too scary!]
I want to eat hot dogs and ice cream
and go horse-riding with you

Chorus
I want to have some fun
How about you?
Yes, let's have some fun
Let's go to Funland, me and you

I want to visit Funland
I want to go rafting with you [too cold!]
I want to have a picnic
and sit in the park with you.

Chorus
I want to visit Funland
I want to go to the Haunted castle with you [Let's go!]
I want to take a lot of photos
and have a lot of fun with you

Chorus

Activity:
What does the singer want to do? Find words in the song to complete these sentences.
The singer wants to:

a) ride the ________ in F._________.
b) eat ________ and _________.
c) go r._________.
d) have a p________ in the p._________.
e) go to the H.________ c._________.

---
# Grammar summary

## 1 Present tense verb be

- Notice how we use the present tense verb *be*:

  ![Image showing a conversation about Teresa and Tina](image)

**Affirmative sentences:**

<table>
<thead>
<tr>
<th>Full form</th>
<th>Short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am friendly.</td>
<td>I'm friendly.</td>
</tr>
<tr>
<td>You are friendly.</td>
<td>You're friendly.</td>
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<tr>
<td>He is friendly.</td>
<td>He's friendly.</td>
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<tr>
<td>She is friendly.</td>
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<tr>
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<td>You're friendly.</td>
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<tr>
<td>They are friendly.</td>
<td>They're</td>
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</tbody>
</table>

**Negative sentences:**

<table>
<thead>
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<th>Full form</th>
<th>Short form</th>
</tr>
</thead>
<tbody>
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<td>I am not friendly.</td>
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<td>They are not friendly.</td>
<td>They aren't</td>
</tr>
</tbody>
</table>

**Questions and short answers:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Short answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I friendly?</td>
<td>Yes, I am. / No, I'm not.</td>
</tr>
<tr>
<td>Are you friendly?</td>
<td>Yes, you are. / No, you aren't.</td>
</tr>
<tr>
<td>Is he friendly?</td>
<td>Yes, he is. / No, he isn't.</td>
</tr>
<tr>
<td>Is she friendly?</td>
<td>Yes, she is. / No, she isn't.</td>
</tr>
<tr>
<td>Is it friendly?</td>
<td>Yes, it is. / No, it isn't.</td>
</tr>
<tr>
<td>Are we friendly?</td>
<td>Yes, we are. / No, we aren't.</td>
</tr>
<tr>
<td>Are you friendly?</td>
<td>Yes, you are. / No, you aren't.</td>
</tr>
<tr>
<td>Are they friendly?</td>
<td>Yes, they are. / No, they aren't.</td>
</tr>
</tbody>
</table>

## Check your grammar

Complete the questions with *is* or *are*. Write true answers.

1. Is pizza your favourite food?  No, it isn't.
2. pizza/your favourite food?
3. your shoes/new?
4. your birthday/in June?
5. you/twelve years old?
6. your friends/twelve years old?

## 2 Have got

- Notice how we use *have got*:

  ![Image showing a conversation about straight and curly hair](image)

**Affirmative sentences:**

<table>
<thead>
<tr>
<th>Full form</th>
<th>Short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have got a cat.</td>
<td>I've got a cat.</td>
</tr>
<tr>
<td>You have got a cat.</td>
<td>You've got a cat.</td>
</tr>
<tr>
<td>He has got a cat.</td>
<td>He's got a cat.</td>
</tr>
<tr>
<td>She has got a cat.</td>
<td>She's got a cat.</td>
</tr>
<tr>
<td>It has got</td>
<td>It's got</td>
</tr>
<tr>
<td>We have got</td>
<td>We've got</td>
</tr>
<tr>
<td>You have got a cat.</td>
<td>You've got a cat.</td>
</tr>
<tr>
<td>They have got</td>
<td>They've got</td>
</tr>
</tbody>
</table>

**Negative sentences:**

<table>
<thead>
<tr>
<th>Full form</th>
<th>Short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I haven't got a cat.</td>
<td>I haven't got a cat.</td>
</tr>
<tr>
<td>You haven't got a cat.</td>
<td>You haven't got a cat.</td>
</tr>
<tr>
<td>He hasn't got a cat.</td>
<td>He hasn't got a cat.</td>
</tr>
<tr>
<td>She hasn't got a cat.</td>
<td>She hasn't got a cat.</td>
</tr>
<tr>
<td>It hasn't got</td>
<td>It hasn't got</td>
</tr>
<tr>
<td>We haven't got</td>
<td>We haven't got</td>
</tr>
<tr>
<td>You haven't got a cat.</td>
<td>You haven't got a cat.</td>
</tr>
<tr>
<td>They haven't got</td>
<td>They haven't got</td>
</tr>
</tbody>
</table>
Questions and short answers:

<table>
<thead>
<tr>
<th>Question</th>
<th>Short answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have I got a cat?</td>
<td>Yes, I have.</td>
</tr>
<tr>
<td></td>
<td>No, I haven’t.</td>
</tr>
<tr>
<td>Have you got a cat?</td>
<td>Yes, you have.</td>
</tr>
<tr>
<td></td>
<td>No, you haven’t.</td>
</tr>
<tr>
<td>Has he got a cat?</td>
<td>Yes, he/she/it has.</td>
</tr>
<tr>
<td>Has she got a cat?</td>
<td>No, he/she/it hasn’t.</td>
</tr>
<tr>
<td>Has it got</td>
<td></td>
</tr>
<tr>
<td>Have we got</td>
<td>Yes, we/you/they have.</td>
</tr>
<tr>
<td>Have you got a cat?</td>
<td>No, we/you/they haven’t.</td>
</tr>
<tr>
<td>Have they got</td>
<td></td>
</tr>
</tbody>
</table>

Affirmative sentences:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I play football.</td>
<td>We play football.</td>
</tr>
<tr>
<td>You play football.</td>
<td>You play football.</td>
</tr>
<tr>
<td>He plays</td>
<td>They play football.</td>
</tr>
<tr>
<td>She plays football.</td>
<td></td>
</tr>
<tr>
<td>It plays</td>
<td></td>
</tr>
</tbody>
</table>

Negative sentences:

<table>
<thead>
<tr>
<th>Full form</th>
<th>Short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not play tennis.</td>
<td>I don’t play tennis.</td>
</tr>
<tr>
<td>You do not play tennis.</td>
<td>You don’t play tennis.</td>
</tr>
<tr>
<td>He does not</td>
<td>He doesn’t</td>
</tr>
<tr>
<td>She does not play tennis.</td>
<td>She doesn’t play tennis.</td>
</tr>
<tr>
<td>It does not</td>
<td>It doesn’t</td>
</tr>
<tr>
<td>We do not</td>
<td>We don’t</td>
</tr>
<tr>
<td>You do not play tennis.</td>
<td>You don’t play tennis.</td>
</tr>
<tr>
<td>They do not</td>
<td>They don’t</td>
</tr>
</tbody>
</table>

Check your grammar

Make true sentences about you and your classmate with: I’ve got .../I haven’t got ...
My classmate has got .../hasn’t got ...

1 I’ve got straight hair. My classmate hasn’t got straight hair.
2 straight hair
3 brown eyes
4 long hair
5 two sisters
6 a bike

Present simple
• Notice how we use the present simple:

| Does he play football and tennis? | He plays football but he doesn’t play tennis. |

Check your grammar

Choose the correct words.

1 Do you like Maths? Yes, I do.
   1 A: Do/Does you like/likes Maths?
       B: Yes, I do/does.
   2 A: Do/Does your best friend like/likes Maths?
       B: No, she don’t/doesn’t. She like/likes English.
   3 A: Where do/does you live?
       B: I live/lives in Brighton.
   4 Mary don’t/doesn’t like sport.
   5 We watch/watches soaps on TV but we don’t watch the news.
   6 A: Do/Does they wear trainers?
       B: Yes, they do/does.
4 Can (ability)

- Notice how we use can to talk about ability:

![Can you ski?](image)

Can you ski?

I can ski, but I can't ice-skate.

Affirmative sentences:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can ski.</td>
<td>We can ski.</td>
</tr>
<tr>
<td>You can ski.</td>
<td>You can ski.</td>
</tr>
<tr>
<td>He can ski.</td>
<td>They can ski.</td>
</tr>
<tr>
<td>She can ski.</td>
<td></td>
</tr>
<tr>
<td>It can</td>
<td></td>
</tr>
</tbody>
</table>

Negative sentences:

<table>
<thead>
<tr>
<th>Full form</th>
<th>Short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I cannot ski.</td>
<td>I can't ski.</td>
</tr>
<tr>
<td>You cannot ski.</td>
<td>You can't ski.</td>
</tr>
<tr>
<td>He cannot ski.</td>
<td>He can't ski.</td>
</tr>
<tr>
<td>She cannot ski.</td>
<td>She can't ski.</td>
</tr>
<tr>
<td>It cannot</td>
<td>It can't</td>
</tr>
<tr>
<td>We cannot ski.</td>
<td>We can't ski.</td>
</tr>
<tr>
<td>You cannot ski.</td>
<td>You can't ski.</td>
</tr>
<tr>
<td>They cannot ski.</td>
<td>They can't ski.</td>
</tr>
</tbody>
</table>

Questions and short answers:

<table>
<thead>
<tr>
<th>Question</th>
<th>Short answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can I ski?</td>
<td>Yes, I can/ No, I can't.</td>
</tr>
<tr>
<td>Can you ski?</td>
<td>Yes, you can/ No, you can't.</td>
</tr>
<tr>
<td>Can he ski?</td>
<td>Yes, he/she/it can. No, he/she/it can't.</td>
</tr>
<tr>
<td>Can she ski?</td>
<td>Yes, he/she/it can. No, he/she/it can't.</td>
</tr>
<tr>
<td>Can it ski?</td>
<td>Yes, he/she/it can. No, he/she/it can't.</td>
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<tr>
<td>Can we ski?</td>
<td>Yes, we/you/they can. No, we/you/they can't.</td>
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<td>Can you ski?</td>
<td>Yes, we/you/they can. No, we/you/they can't.</td>
</tr>
<tr>
<td>Can they ski?</td>
<td>Yes, we/you/they can. No, we/you/they can't.</td>
</tr>
</tbody>
</table>

Check your grammar

Look at the pictures. Make sentences about these children with He/She can/can't ...

1. He can't ski.

![Picture 5](image)

5 Present continuous

- Notice how we use the present continuous.

Are you doing the washing up?

No, I'm not. I'm vacuuming the carpet.

Affirmative sentences:

<table>
<thead>
<tr>
<th>Full form</th>
<th>Short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am eating.</td>
<td>I'm eating.</td>
</tr>
<tr>
<td>You are eating.</td>
<td>You're eating.</td>
</tr>
<tr>
<td>He is eating.</td>
<td>He's eating.</td>
</tr>
<tr>
<td>She is eating.</td>
<td>She's eating.</td>
</tr>
<tr>
<td>It is eating.</td>
<td>It's eating.</td>
</tr>
<tr>
<td>We are eating.</td>
<td>We're eating.</td>
</tr>
<tr>
<td>You are eating.</td>
<td>You're eating.</td>
</tr>
<tr>
<td>They are eating.</td>
<td>They're eating.</td>
</tr>
</tbody>
</table>
Negative sentences:

<table>
<thead>
<tr>
<th>Full form</th>
<th>Short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not eating.</td>
<td>I'm not eating.</td>
</tr>
<tr>
<td>You are not eating.</td>
<td>You aren't eating.</td>
</tr>
<tr>
<td>He is not eating.</td>
<td>He isn't eating.</td>
</tr>
<tr>
<td>She is not eating.</td>
<td>She isn't eating.</td>
</tr>
<tr>
<td>It is not eating.</td>
<td>It isn't eating.</td>
</tr>
<tr>
<td>We are not eating.</td>
<td>We aren't eating.</td>
</tr>
<tr>
<td>You are not eating.</td>
<td>You aren't eating.</td>
</tr>
<tr>
<td>They are not eating.</td>
<td>They aren't eating</td>
</tr>
</tbody>
</table>

Questions and short answers:

<table>
<thead>
<tr>
<th>Question</th>
<th>Short answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I</td>
<td>Yes, I am. / No, I'm not.</td>
</tr>
<tr>
<td>Are you</td>
<td>Yes, you are. / No, you're not.</td>
</tr>
<tr>
<td>Is he</td>
<td>Yes, he/she/it is.</td>
</tr>
<tr>
<td>Is she</td>
<td>No, he/she/it isn't.</td>
</tr>
<tr>
<td>Is it</td>
<td>Yes, we/you/they are.</td>
</tr>
<tr>
<td>Are we</td>
<td>No, we/you/they aren't.</td>
</tr>
<tr>
<td>Are you</td>
<td></td>
</tr>
<tr>
<td>Are they</td>
<td></td>
</tr>
</tbody>
</table>

Check your grammar

Complete the questions with the present continuous. Write true answers.

1. Are you sitting in the classroom? Yes, I am.
2. You sit/in the classroom?
3. You wear/jeans?
4. You sit/near the window?
5. It rain?
6. You study/English?
7. Your classmate/read?

Adverbs and expressions of frequency

Expressions of frequency

- Notice how we use expressions of frequency:

  Do you go swimming every day?

  No, I don't. I usually go twice a week.

- Notice the word order:

  We go shopping two or three times a month.
  Do you watch TV every day?

Adverbs of frequency

- Notice how we use adverbs of frequency:

  How often do you walk to school?

  I never walk to school. I always take the bus.

Adverb of frequency  Verb

I never drink milk.

Verb be  Adverb of frequency

My friend is often late for school.

Check your grammar

Make questions with these words. Then answer the questions about you.

1. Do you always get up early?
   No, I don't. I usually get up late on Saturday.
2. Are you usually/in the morning/tired?
3. Do you every weekend/shopping/go?
4. Do you often/to the cinema/go?
5. Are you/at home/usually/?
6. Do you/your friends/every day/meet/?
7 Present simple and present continuous

*Present simple*

- Notice how we use the present simple:
  
  Do you often play computer games?
  
  Yes, I do.

*Present continuous*

- Notice how we use the present continuous:

  What game are you playing?

  I'm playing The Maze.

Check your grammar

Choose the correct words.

1 It's raining/rains.

2 Yes, I play/I'm playing tennis.

3 I usually go/I'm going to bed at 10.30.

4 I go/I'm going to bed. Good night.

8 Comparative and superlative adjectives

*Comparative*

- Notice how we use comparative adjectives:
  
  You are taller than me.
  
  You are more hard-working than me.

*Superlative*

- Notice how we use superlative adjectives:

  You are the tallest.
  
  You are the most hard-working.

Short adjectives:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>tall</td>
<td>taller</td>
<td>tallest</td>
</tr>
<tr>
<td>old</td>
<td>older</td>
<td>oldest</td>
</tr>
</tbody>
</table>

Short adjectives ending in a vowel + a consonant:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>bigger</td>
<td>biggest</td>
</tr>
<tr>
<td>fit</td>
<td>fitter</td>
<td>fittest</td>
</tr>
</tbody>
</table>

Short adjectives ending in a y:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>funny</td>
<td>funnier</td>
<td>funniest</td>
</tr>
<tr>
<td>happy</td>
<td>happier</td>
<td>happiest</td>
</tr>
</tbody>
</table>

Longer adjectives:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>comfortable</td>
<td>more</td>
<td>most</td>
</tr>
<tr>
<td>talkative</td>
<td>more</td>
<td>most</td>
</tr>
</tbody>
</table>

Irregular adjectives:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>worst</td>
</tr>
</tbody>
</table>
Check your grammar
Complete with the comparative form of the adjective in brackets.
1 I’m older than my brother.
1 I’m _____ than my brother. (old)
2 I think my sister is _____ than me. (talkative)
3 I think my brother is _____ than me. (friendly)
4 My sister is _____ than me. (funny)
5 I’m _____ than my brother. (tall)

Check your grammar
a) Write six questions with What/Who is the ... in our country? Use the superlative form and these words:
1 What is the biggest city in our country?
   big city
   high mountain
   expensive car
   good singer
   important person
   long river

b) Then answer the questions.
1 Moscow is the biggest city in our country.

Object pronouns
• Notice how we use object pronouns.

You’re fitter than me.

Check your grammar
Complete with me, him, her, it, us, them.
1 Look at them.

Check your grammar
Complete the text with me, him, her, it, us, them.
My name is Steve. I have got one brother and one sister. My sister’s name is Liza and my brother’s name is Edward. Liza is 15 and I’m 12. She is older than _____. She is very nice and I like _____ a lot. Edward is ten. I’m older than ____. My grandmother also lives at home with _____. I like music very much and play the piano but I can’t play _____ very well. My top two sports are basketball and football and I like _____ very much.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>us</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>him</td>
<td>them</td>
</tr>
<tr>
<td>her</td>
<td></td>
</tr>
<tr>
<td>it</td>
<td></td>
</tr>
</tbody>
</table>
Have to (obligation)

- Notice how we use have to to talk about obligation.

**Affirmative sentences:**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have to go shopping.</td>
<td>We have to go shopping.</td>
</tr>
<tr>
<td>You have to go shopping.</td>
<td>You have to go shopping.</td>
</tr>
<tr>
<td>He has to go</td>
<td>They have to go</td>
</tr>
<tr>
<td>She has to go shopping.</td>
<td></td>
</tr>
<tr>
<td>It has to go</td>
<td></td>
</tr>
</tbody>
</table>

**Negative sentences:**

<table>
<thead>
<tr>
<th>Full form</th>
<th>Short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not have to go.</td>
<td>I don’t have to go.</td>
</tr>
<tr>
<td>You do not have to go.</td>
<td>You don’t have to go.</td>
</tr>
<tr>
<td>He does not</td>
<td>He doesn’t</td>
</tr>
<tr>
<td>She does not have to go.</td>
<td>She doesn’t have to go.</td>
</tr>
<tr>
<td>It does not</td>
<td>It doesn’t</td>
</tr>
<tr>
<td>We do not</td>
<td>We don’t</td>
</tr>
<tr>
<td>You do not have to go.</td>
<td>You don’t have to go.</td>
</tr>
<tr>
<td>They do not</td>
<td>They don’t</td>
</tr>
</tbody>
</table>

Questions and short answers:

<table>
<thead>
<tr>
<th>Question</th>
<th>Short answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I have to go?</td>
<td>Yes, I do.</td>
</tr>
<tr>
<td>Do you have to go?</td>
<td>Yes, you do.</td>
</tr>
<tr>
<td>Does he</td>
<td>No, he doesn’t.</td>
</tr>
<tr>
<td>Does she have to go?</td>
<td>No, she doesn’t.</td>
</tr>
<tr>
<td>Does it</td>
<td>Yes, it does.</td>
</tr>
<tr>
<td>Do we</td>
<td>No, we don’t.</td>
</tr>
<tr>
<td>Do you have to go?</td>
<td>Yes, you do.</td>
</tr>
<tr>
<td>Do they</td>
<td>No, they don’t.</td>
</tr>
</tbody>
</table>

Check your grammar

a) Look at Jane’s list. Complete the sentences with has to or doesn’t have to.

1. Jane ___ wear a school uniform.
2. She ___ do homework.
3. She ___ study German.
4. She ___ start school at half past eight.
5. She ___ go to school at the weekend.
6. She ___ do tests.

b) Then make true sentences about yourself.

1. I ___ have to wear school uniform.

Can (permission/requests)

- Notice how we use can to ask and give permission:

Can I sit here?

Yes, you can.
Check your grammar

What can you do at your school? Make true sentences with We can... / We can’t ...

1 We can’t eat in the classroom.
2 eat in the classroom
3 have lunch at school
4 sit with friends
5 drink water in the classroom
6 speak to classmates in the classroom

12 Countable and uncountable nouns

- Notice these countable and uncountable nouns.

<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>an egg</td>
<td>rice</td>
</tr>
<tr>
<td>a boy</td>
<td>hair</td>
</tr>
<tr>
<td>two coins</td>
<td>money</td>
</tr>
</tbody>
</table>

- Countable nouns have plural forms. They can be counted.
One egg, two eggs, three eggs, four eggs ...

- Uncountable nouns don’t have plural forms. They can’t be counted.
  You can’t say: rices.
  You can’t say: one rice, two rice, etc.
- We have to use a, an, one, the, my, etc. with singular countable nouns.
  I’ve got an egg.

- We can use some, any and a lot of with plural countable and uncountable nouns.
  I’ve got some money.
  He’s got a lot of money.
  Are there any eggs?
  We have a lot of eggs.

- Notice how we use how much and how many

  How much + uncountable noun
  How much money have you got?

  How many + countable noun
  How many eggs have you got?

Check your grammar

Choose the correct words and complete the sentences.
1 Is the milk cold?

1 Is/Are the ___ cold?

2 Where is/are my ___?

3 Your ___ is/are beautiful.

4 Is/Are this your ___?

5 How much/many ___ have you got?

6 How much/many ___ have you got?
13 Past tense verb be

- Notice how we use the past tense verb be:

Who was Cleopatra?
She was an Egyptian queen.

Where were you last night?
We were at home.

Affirmative sentences:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was at home.</td>
<td>We were at home.</td>
</tr>
<tr>
<td>You were at home.</td>
<td>You were at home.</td>
</tr>
<tr>
<td>He was</td>
<td>They were at home.</td>
</tr>
<tr>
<td>She was at home.</td>
<td></td>
</tr>
<tr>
<td>It was</td>
<td></td>
</tr>
</tbody>
</table>

Negative sentences:

<table>
<thead>
<tr>
<th>Full form</th>
<th>Short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was not at home.</td>
<td>I wasn’t at home.</td>
</tr>
<tr>
<td>You were not at home.</td>
<td>You weren’t at home.</td>
</tr>
<tr>
<td>He was not</td>
<td>He wasn’t</td>
</tr>
<tr>
<td>She was not at home.</td>
<td>She wasn’t at home.</td>
</tr>
<tr>
<td>It was not</td>
<td>It wasn’t</td>
</tr>
<tr>
<td>We were not</td>
<td>We weren’t</td>
</tr>
<tr>
<td>You were not at home.</td>
<td>You weren’t at home.</td>
</tr>
<tr>
<td>They were not</td>
<td>They weren’t</td>
</tr>
</tbody>
</table>

Questions and short answers:

<table>
<thead>
<tr>
<th>Question</th>
<th>Short answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was I at home?</td>
<td>Yes, I was./No, I wasn’t.</td>
</tr>
<tr>
<td>Were you at home?</td>
<td>Yes, you were./No, you weren’t.</td>
</tr>
<tr>
<td>Was he</td>
<td>Yes, he was./No, he wasn’t.</td>
</tr>
<tr>
<td>Was she at home?</td>
<td>Yes, she was./No, she wasn’t.</td>
</tr>
<tr>
<td>Was it</td>
<td>Yes, it was./No, it wasn’t.</td>
</tr>
<tr>
<td>Were we</td>
<td>Yes, we were./No, we weren’t.</td>
</tr>
<tr>
<td>Were you at home?</td>
<td>Yes, you were./No, you weren’t.</td>
</tr>
<tr>
<td>Were they</td>
<td>Yes, they were./No, they weren’t.</td>
</tr>
</tbody>
</table>

Check your grammar

Complete with was, wasn’t, were or weren’t.

1. Were you late for school this morning?
   A: _____ you late for school this morning?
   B: No, I ____. I _____ on time.
2. A: _____ all the students there?
   B: No, they ____. Two students ____ late.
3. A: _____ your teacher happy?
   B: No, she _____ n’t. She ____ very angry.

14 Past simple

- Notice how we use the past simple:

Did you play volleyball last weekend?

No, I didn’t. I played football.

I went to bed early last night.

I didn’t go to bed early last Friday.
**Check your grammar**

Copy and complete this list of regular verbs.

<table>
<thead>
<tr>
<th>Regular</th>
<th>Irregular</th>
</tr>
</thead>
<tbody>
<tr>
<td>play &gt; <strong>played</strong></td>
<td>go &gt; <strong>went</strong></td>
</tr>
<tr>
<td>watch &gt; <strong>watched</strong></td>
<td>sit &gt; <strong>sat</strong></td>
</tr>
<tr>
<td>cycle &gt; <strong>cycled</strong></td>
<td>read &gt; <strong>read</strong></td>
</tr>
</tbody>
</table>

- Notice some past simple verbs are regular and some are irregular.

**Affirmative sentences:**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I <strong>played</strong> football.</td>
<td>We <strong>played</strong> football.</td>
</tr>
<tr>
<td>You <strong>played</strong> football.</td>
<td>You <strong>played</strong> football.</td>
</tr>
<tr>
<td>He</td>
<td>They <strong>played</strong> football.</td>
</tr>
<tr>
<td>She <strong>played</strong> football.</td>
<td>It</td>
</tr>
</tbody>
</table>

**Negative sentences:**

<table>
<thead>
<tr>
<th>Full form</th>
<th>Short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I <strong>did not go</strong> home.</td>
<td>I <strong>didn’t go</strong> home.</td>
</tr>
<tr>
<td>You <strong>did not go</strong> home.</td>
<td>You <strong>didn’t go</strong> home.</td>
</tr>
<tr>
<td>He</td>
<td>He</td>
</tr>
<tr>
<td>She <strong>did not go</strong> home.</td>
<td>She <strong>didn’t go</strong> home.</td>
</tr>
<tr>
<td>It</td>
<td>It</td>
</tr>
<tr>
<td>We</td>
<td>We</td>
</tr>
<tr>
<td>You <strong>did not go</strong> home.</td>
<td>You <strong>didn’t go</strong> home.</td>
</tr>
<tr>
<td>They</td>
<td>They</td>
</tr>
</tbody>
</table>

**Questions and short answers:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Short answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did I <strong>play</strong> football?</td>
<td>Yes, I <strong>did</strong> / No, I <strong>didn’t</strong>.</td>
</tr>
<tr>
<td>Did you <strong>play</strong> football?</td>
<td>Yes, you <strong>did</strong> / No, you <strong>didn’t</strong>.</td>
</tr>
<tr>
<td>He</td>
<td>He</td>
</tr>
<tr>
<td>Did she <strong>play</strong> football?</td>
<td>Yes, she/it <strong>did</strong>.</td>
</tr>
<tr>
<td>No, she/it <strong>didn’t</strong>.</td>
<td></td>
</tr>
<tr>
<td>It</td>
<td>It</td>
</tr>
<tr>
<td>We</td>
<td>Yes, we/you/they <strong>did</strong>.</td>
</tr>
<tr>
<td>No, we/you/they <strong>didn’t</strong>.</td>
<td></td>
</tr>
<tr>
<td>Did you <strong>play</strong> football?</td>
<td>Yes, you/they <strong>did</strong>.</td>
</tr>
<tr>
<td>No, you/they <strong>didn’t</strong>.</td>
<td></td>
</tr>
</tbody>
</table>

**Check your grammar**

Copy and complete this list of irregular verbs.

- take **took**
- have ____
- sit ____
- go ____
- read ____
- buy ____
- leave ____
- get ____
- see ____

**Check your grammar**

Sam always does the same thing every day. Read the text then write what he did yesterday.

He gets up at half past seven and he has a shower. Then he has breakfast. He leaves home at twenty past eight and walks to school. He arrives at school at a quarter to eight. He meets his friends after school. They play football. Then he goes home and watches TV. Then he does his homework. Then he reads a book and listens to music. Then he goes to bed.

*He got up at half past seven and had a shower.*  
Then he ...
There was, there were

- Notice how we use there was and there were:

**Were there** many children at the party?

Yes, there were.

**Was there** any food at the party?

No, there wasn’t.

Check your grammar

Complete these sentences about this street with there was, there wasn’t, there were, or there weren’t.

1. There wasn’t a church.

1  [Blank] a church.
2  [Blank] some houses.
3  [Blank] two shops.
4  [Blank] a café.
5  [Blank] trees.

Going to (plans/intentions)

- Notice how we use going to for plans and intentions:

<table>
<thead>
<tr>
<th>Singular full form</th>
<th>Plural full form</th>
</tr>
</thead>
<tbody>
<tr>
<td>There was some food.</td>
<td>There were many children.</td>
</tr>
<tr>
<td>There was not any food.</td>
<td>There were not many children.</td>
</tr>
<tr>
<td>Was there any food?</td>
<td>Were there many children?</td>
</tr>
</tbody>
</table>

Negative sentences short form:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>There was some food.</td>
<td>There were many children.</td>
</tr>
<tr>
<td>There wasn’t any food.</td>
<td>There weren’t many children.</td>
</tr>
<tr>
<td>Was there any food?</td>
<td>Were there many children?</td>
</tr>
<tr>
<td>No, there wasn’t.</td>
<td>No, there weren’t.</td>
</tr>
</tbody>
</table>
Affirmative Sentences:

<table>
<thead>
<tr>
<th>Full form</th>
<th>Short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am going to watch TV.</td>
<td>I’m going to watch TV.</td>
</tr>
<tr>
<td>You are going to watch TV.</td>
<td>You’re going to watch TV.</td>
</tr>
<tr>
<td>He is</td>
<td>He’s</td>
</tr>
<tr>
<td>She is going to watch TV.</td>
<td>She’s going to watch TV.</td>
</tr>
<tr>
<td>It is</td>
<td>It’s</td>
</tr>
<tr>
<td>We are</td>
<td>We’re going</td>
</tr>
<tr>
<td>You are going to watch TV.</td>
<td>You’re going to watch TV.</td>
</tr>
<tr>
<td>They are</td>
<td>They’re</td>
</tr>
</tbody>
</table>

Negative Sentences:

<table>
<thead>
<tr>
<th>Full form</th>
<th>Short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not going to play.</td>
<td>I’m not going to play.</td>
</tr>
<tr>
<td>You are not going to play.</td>
<td>You aren’t going to play.</td>
</tr>
<tr>
<td>He is not</td>
<td>He isn’t</td>
</tr>
<tr>
<td>She is not going to play.</td>
<td>She isn’t going to play.</td>
</tr>
<tr>
<td>It is not</td>
<td>It isn’t</td>
</tr>
<tr>
<td>We are not</td>
<td>We aren’t</td>
</tr>
<tr>
<td>You are not going to play.</td>
<td>You aren’t going to play.</td>
</tr>
<tr>
<td>They are not</td>
<td>They aren’t</td>
</tr>
</tbody>
</table>

Past simple irregular verbs

<table>
<thead>
<tr>
<th>Present simple</th>
<th>Past simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was/were</td>
</tr>
<tr>
<td>become</td>
<td>became</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
</tr>
<tr>
<td>build</td>
<td>built</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
</tr>
<tr>
<td>drive</td>
<td>drove</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
</tr>
<tr>
<td>feed</td>
<td>fed</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
</tr>
<tr>
<td>forget</td>
<td>forgot</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
</tr>
<tr>
<td>hang out</td>
<td>hung out</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
</tr>
<tr>
<td>hit</td>
<td>hit</td>
</tr>
<tr>
<td>learn</td>
<td>learnt</td>
</tr>
<tr>
<td>leave</td>
<td>left</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
</tr>
<tr>
<td>meet</td>
<td>met</td>
</tr>
<tr>
<td>put on</td>
<td>put on</td>
</tr>
<tr>
<td>read</td>
<td>read</td>
</tr>
<tr>
<td>ride</td>
<td>rode</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
</tr>
<tr>
<td>send</td>
<td>sent</td>
</tr>
<tr>
<td>shoot</td>
<td>shot</td>
</tr>
<tr>
<td>sit</td>
<td>sat</td>
</tr>
<tr>
<td>sleep</td>
<td>slept</td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
</tr>
<tr>
<td>spend</td>
<td>spent</td>
</tr>
<tr>
<td>swim</td>
<td>swam</td>
</tr>
<tr>
<td>take</td>
<td>took</td>
</tr>
<tr>
<td>throw</td>
<td>threw</td>
</tr>
<tr>
<td>understand</td>
<td>understood</td>
</tr>
<tr>
<td>wake up</td>
<td>woke up</td>
</tr>
<tr>
<td>wear</td>
<td>wore</td>
</tr>
<tr>
<td>win</td>
<td>won</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
</tr>
</tbody>
</table>

Questions and short answers:

<table>
<thead>
<tr>
<th>Question</th>
<th>Short answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I going to play?</td>
<td>Yes, I am./No, I’m not.</td>
</tr>
<tr>
<td>Are you going to play?</td>
<td>Yes, you are./No, you aren’t.</td>
</tr>
<tr>
<td>Is he</td>
<td>Yes, he/she/it is.</td>
</tr>
<tr>
<td>Is she going to play?</td>
<td>No, he/she/it isn’t.</td>
</tr>
<tr>
<td>Is it</td>
<td></td>
</tr>
<tr>
<td>Are we</td>
<td>Yes, we/you/they are.</td>
</tr>
<tr>
<td>Are you going to play?</td>
<td>No, we/you/they aren’t.</td>
</tr>
<tr>
<td>Are they</td>
<td></td>
</tr>
</tbody>
</table>

Check your grammar

How many of these things are you going to do tonight? Make sentences with I’m going to ... / I’m not going to ...

1 I’m going to watch TV.

1 watch TV
2 go to bed early
3 do some homework
4 tidy my room
5 read a book
6 play computer games
Module 1

Lesson 1

bike /baɪk/  
famous /ˈfeɪməs/  
fantastic /ˈfæntəstɪk/  
flat /flæt/  
football boots /ˈfʊtˌbɔːltz/  
home /həʊm/  
hometown /ˈhɑːmˈtaʊn/  
hundred /ˈhʌndrəd/  
Labrador /ˈlæbraðər/  
million /ˈmɪljən/  
muddy /ˈmʌdi/  
ordinal number /ˈɔːrdɪnl ˈnʌmbər/  
first /ˈfɜːrst/  
second /ˈsɛkənd/  
fifth /fɪfθ/  
sixth /sɪksθ/  
seventh /ˈsɛvθ/  
eighth /ˈeɪθθ/  
ninth /naɪnθ/  
tenth /ˈtentθ/  
eleventh /ˈelvnθ/  
twelfth /ˈtwɛlθ/  
thirteen /ˈθɜːtɪnθ/  
fourteen /ˈfɔːrti:nθ/  
fifteen /ˈfɪfteenθ/  
sixteen /ˈsɪksθi:nθ/  
seventeen /ˈsɛvθi:nθ/  
eighteen /ˈeɪtθi:nθ/  
nineteen /ˈnaɪnteenθ/  
twentieth /ˈtwentiθ/  
twenty-first /ˈtwenti ˈfɜːrst/  
thirtieth /ˈθɜːtiθ/  
pier /ˈpaɪər/  
sea /ˈsiː/  
sports mad /ˈspɔːts ˈmæd/  
thousand /ˈθaʊznd/  
world /ˈwɜːld/  

Lesson 2

blonde hair /ˈblɒnd ˌheər/  
blue eyes /ˈbluː əɪz/  
brown eyes /ˈbrɔːn əɪz/  
curly /ˈkɜːli/  
dark brown hair /dɑːk ˈbraʊn ˌheər/  
early /ˈɛəli/  
green eyes /ˈɡriːn əɪz/  
grey hair /ˈgriː ˌheər/  

hip hop /ˈhɪp ˌhɑːp/  
late /leɪt/  
light brown hair /ˈlaɪt ˈbraʊn ˌheər/  
long /lɒŋ/  
medium-length /ˈmiːdiəm ˌlɛŋθ/  
poem /ˈpəʊm/  
quite /kwɪt/  
short /ʃɔːt/  
skate (v) /sket/  
soap (soap opera) /səʊp ˈsəʊp ˌəʊpə/  
straight /streɪt/  
trainers /ˈtreɪnəz/  
the news /ðiˈnjuːz/  
water-ski /ˈwɔːtəski/  
wavy /ˈweɪv/  

Lesson 3

carrots /ˈkærəts/  
cartwheel /ˈkɑːtˌwiːl/  
ears /ɪəz/  
e-mail /ˈiːpæl/  
getting up early /ˈɡɛtɪŋ ʌp ˈeəli/  
hanging out /ˈhæŋɪŋ ˌaut/  
keyboards /ˈkiːbəʊdz/  
kilometre /ˈkɪləmɪtər/  
meat /miːt/  
music /ˈmjuːzɪk/  
New Zealand /ˈnjuː ˈziːlənd/  
purple /ˈpɜːpl/  
revising (for tests) /ˌriːvɪzɪŋ [fə ˈtɛsts]/  
Shetland Islands /ˈʃetlənd ˌaɪləndz/  
sailing /ˈseɪlɪŋ/  
vegetarian /ˈvedʒətəriən/  
wiggle /ˈwɪgl/  

Lesson 4

air-conditioning /eər ˈkɑːndɪʃn/  
Asia /eɪˈziə/  
Chinese /tʃaɪnɪz/  
chopsticks /ˈtʃɒpstɪks/  
cricket /ˈkrɪkɪt/  
equator /ɪkˈwɛtər/  
floor (of a building) /flɔːr/  
fork /fɔːk/  
high-rise building /ˈhaɪrəz ˈbɪldɪŋ/  
humidity /ˈhjuːmɪdɪtɪ/  
knife /naɪf/  
Malay /ˈmɑːli/  
Maori /məˈɔrɪ/  
noodles /ˈnʌdlz/  
official /əˈfɪʃl/
rugby /'rʌgbɪ/
Singapore /sɪŋ'ɡɔːpɔːr/
speak /spiːk/
southeast /ˌsɔʊəθˈɛst/ 
Tamil /ˈtæmɪl/
vegetables /ˈvetɪɡəblz/ 
water sport /ˈwɔːtər spɔːt/

**Module 1 Extra Special**

American football /əˈmɛrkən ˈfutbəl/
Argentina /ˈɑːrdʒəntɪnə/
baseball /ˈbeɪsbɔːl/
basketball /ˈbɑːskɪtˌbɔːl/
Brazil /ˈbrazil/
California /ˈkælɪfərniə/
Canada /ˈkænədə/
capital (city) /ˈkeɪptəl [ˈsɪtɪ]/
cell phone /ˈsɛl fəʊn/
cookie /ˈkɔki/ 
Cuba /ˈkɜːbə/ 
eraser /ˈɛrəsər/
Florida /ˈflɔrɪda/
happiness /ˈhæpɪnəs/
liberty /ˈlɪbrəti/ 
Mexico /ˈmɛksiˈkɑːʊ/ 
moon /ˈmʊn/ 
pants /ˈpænts/ 
popular /ˈpɒpjələr/ 
president /ˈprezɪdənt/ 
sneakers /ˈsnɪkəz/ 
statue /ˈsteɪtjuː/ 
Texas /ˈtɛksəs/ 
trash /ˈtræʃ/

**Module 2**

**Lesson 5**

bin /bɪn/
carpet /ˈkɑːpɪt/
do /duː/ 
empty (v) /ˈemptɪ/ 
feed /fɪd/ 
fish (n) /fɪʃ/ 
go /gəʊ/ 
make /mæk/ 
raincoat /ˈreɪnˌkəʊt/ 
roller skates /ˈrɔlə skɛts/ 
rubber gloves /ˈrʌbərˈglʌvz/ 
take /teɪk/ 
tidy /ˈtædi/ 
toothbrush /ˈtuːθbʌʃ/ 
toys /toɪz/ 
vacuum /ˈvækjuəm/ 
wash /wɒʃ/

**Lesson 6**

afternoon /ˈɑːftərˈnʌn/ 
always /ˈɔːlweɪz/ 
evening /ˈɛvərniŋ/ 
every /ˈevri/ 
frequency /ˈfriːkwənsi/ 
how often /ˈhau ˈɑʊfən/ 
morning /ˈmɔːrnɪŋ/ 
ever /ˈnevər/ 
night /ˈnait/ 
now /naʊ/ 
usually /ˈjuːʒuəlli/

**Lesson 7**

bottle /ˈbɒtl/ 
box /ˈbɒks/ 
can (n) /ˈkæn/ 
cardboard /ˈkɑːrdˌbɔːd/ 
cook (profession) /ˈkʊk/ 
glass /glaːs/ 
it /ɪt/ 
jar /dʒɔːr/ 
lorry /ˈlɔːri/ 
made (of) /meɪd [əv]/ 
metal /ˈmetəl/ 
packet /ˈpækɪt/ 
paper /ˈpeɪpər/ 
plastic /ˈplæstɪk/ 
pot /ˈpɒt/ 
recycle /rɪˈsaɪkl/ 
secretary /ˈsɛkrətri/ 
them /ðəm/ 
wrapper /ˈræpər/

**Lesson 8**

bacon /ˈbɛɪkən/ 
beans /biːnz/ 
B&B (Bed and Breakfast) /ˈbiː ən bɪː /[bed ən brekfəst] 
collect /kəˈlekt/ 
eggs /ɛɡs/ 
fetch /fɛtʃ/ 
guest /ɡest/ 
mushroom /ˈmʌʃrəm/ 
sausage /ˈseɪsɪdʒ/ 
school holiday /ˈskuːl ˈhəʊlderi/ 
shake (v) /ʃeɪk/ 
sweep /swɪp/ 
tomato /ˈtəmətəʊ/ 
well (n) /wel/ 
wood /wʊd/
Module 2 Extra special

expensive /ɪkˈspɛnsɪv/
heavy /ˈhevi/
invent /ɪnˈvent/
leather /ˈleɪðər/
measure (v) /ˈmeʒər/
sugar /ˈʃʊgər/
camel /ˈkæml/  
cheetah /ˈtʃiːtə/  
chimpanzee /ˌtʃɪmpəˈnɛzi/  
cobra /ˈkɑːbərə/  
dangerous /ˈdeɪndʒərəs/  
deer /ˈdɪər/  
dog /dɒɡ/  
dolphin /ˈdɒlfɪn/  
elephant /ˈɛlɪfənt/  
fast /fɑːst/  
fly /flai/  
horse /hɔːs/  
hotdogs /ˈhɑʊtˌdɑːɡz/  
intelligent /ɪnˈtelɪdʒənt/  
mosquito /ˈmɒskɪtəʊ/  
mouse /maʊs/  
owl /əʊl/  
polite /pəˈlaɪt/  
scorpion /ˈskɔːrpiən/  
snail /sneɪl/  
strong /strɒŋ/  
tortoise /ˈtɔːrtoʊs/  

Module 3
Lesson 9

better /ˈbetər/  
bigger /ˈbɪgər/  
comfortable /ˈkʌmftəbəl/  
comparative /ˈkʌmpərətɪv/  
compare /ˈkʌmpər/  
funnier /ˈfʌnɪər/  
friendlier /ˈfrendliər/  
friendly /ˈfrendli/  
funny /ˈfʌnɪ/  
good at sport /ˈɡʊd ət ˈspɔrt/  
hard-working /ˈhɑːrdˈwɜːkɪŋ/  
her /hɜːr/  
him /hɪm/  
longer /ˈlɒŋər/  
me /mi/  
older /ˈəʊldər/  
shorter /ˈʃɔːtər/  
smaller /ˈsmɔːlər/  
talkative /ˈtɑːlkətɪv/  
taller /ˈtɔːlər/  
tall /tɔːl/  
them /ðəm/  
us /ʌs/  
you /juː/  
younger /ˈjʌŋɡər/  

Lesson 10

best /best/  
chatting /ˈtʃætɪŋ/  
crazy about /ˈkraɪzi əˈbaʊt/  
fittest /ˈfɪtest/  
generous /ˈdʒenərəs/  
gym /ɡɪm/  
handsome /ˈhænməʊz/  
messiest /ˈmesɪəst/  
supercalifragilisticexpialidocious /ˌsoʊˈpɜːrˌkælɪˈfrædʒɪˈstɪskɨˈplɛɪədɪˈdɔsɪs/  
youngest /ˈjʌŋgest/  

Lesson 11

animal /ˈænɪml/  
ant /ˈeɪnt/  
bear /bɪər/  
bragger /ˈbræɡər/  
buffalo /ˈbʌfləʊ/  

Module 3 – Extra Special

Barbados /ˈbɑːrdəbəʊs/  
crazy /ˈkraɪzi/  
fashion designer /ˈfæʃn ˈdɪzənər/  
songwriter /ˈsɒŋˌraɪtər/  

Module 4

Lesson 13

bow (v) /baʊ/ 
greet /ɡriːt/ 
heavy /ˈhevi/ 
jacket /ˈdʒækɪt/ 
lesson /ˈlezn/ 
put hand up /ˈpʊt ˈhænd ap/ 
slippers /ˈslɪpəz/ 
switch off /ˈswɪtʃ ˈɔf/ 
tie (n) /taɪ/ 
uniform /ˈjuːnɪfɔrm/ 

Lesson 14

basketball /ˈbɑːsktəl/ 
bowling /ˈbɔʊlɪŋ/ 
carry /ˈkærɪ/ 
catch /ˈkætʃ/ 
football /ˈfʊtbɔl/ 
gloves /ˈɡlʌvz/ 
goalie keeper /ˈɡoʊəlˌkiːpə/ 
head (a ball) /hɛd [ə bɔːl]/ 
helmet /ˈhɛlmɪt/ 
hit /hɪt/ 
ices hockey /ˈaɪsˌhəki/ 
kick /kɪk/ 
hold /hɔld/ 
net /nɛt/ 
puck /pʌk/ 
racket /ˈrækt/ 
roll (v) /rəʊl/ 
rule /ruːl/ 
sweatband /ˈswɛtˌbænd/ 
tennis /ˈtenɪs/ 
throw /θrəʊ/ 

Lesson 15

a lot of /əˈlɒt ˈɒv/ 
appliances /əˈplənsɪz/ 
bananas /ˈbænənəz/ 
biscuits /ˈbɪskɪts/ 
bread /bred/ 
cheese /tʃiːz/ 
chicken /ˈtʃɪkɪn/ 
cola /ˈkəʊlə/ 
countable /ˈkɔʊntəbl/ 
diet /ˈdaɪət/ 
fish /fɪʃ/ 
many /ˈmeni/ 
meat /miːt/ 
milk /milk/ 
much /mʌtʃ/ 

oranges /ˈɔrɪndʒz/ 
pasta /ˈpæsə/ 
potatoes /ˈpəʊtətəʊz/ 
rice /raɪs/ 
salad /ˈsæləd/ 
salt /sɔːlt/ 
sugar /ˈʃʊɡə/ 
tomatoes /təˈmatəʊz/ 
uncountable /ˈʌŋkəʊntəbl/ 
waiter /ˈweɪtə/ 

Lesson 16

back /bæk/ 
bare feet /ˈber, flɪt/ 
beach volleyball /ˈbɪtʃ,vɑːlɪbɔːl/ 
fuzzy /ˈfʌzi/ 
ground /ɡraʊnd/ 
pass /pɑːs/ 
serve (the ball) /sɜːrv [ðə ˈbɔːl]/ 
strict /ˈstrɪkt/ 
textbook /ˈtekstbʊk/ 
touch /tʌtʃ/ 

Module 4 Extra Special

athletics /æθˈletɪks/ 
Argentina /ˌɑrɡəˈriːntʃə/ 
Austria /ˈɒstrɪə/ 
baseball /ˈbeɪsbɔːl/ 
classical (music) /ˈklɑːsɪkl ˈmjʊzɪk/ 
fencing /ˈfɛnsɪŋ/ 
flamenco /ˈflaˌmenkəʊ/ 
golf /gɔːlf/ 
harp /hɑːrp/ 
high jump /haɪ ˈdʒʌmpt/ 
long jump /lɔŋ ˈdʒʌmpt/ 
marathon /mərəˈθɔn/ 
match (football match) /ˈmætʃ ˈfʊtbɔlˌmætʃ/ 
modern /ˈmɒdən/ 
players (on a team) /ˈpleɪəz [ɒn ə tɛm]/ 
pole vault /ˈpɔʊl ˈvɑːlt/ 
rugby /ˈrʌɡbi/ 
samba /ˈsæmboʊ/ 
snowboarding /ˈsnəʊbɔːrdɪŋ/ 
table tennis /ˈteɪblˌtɛnɪs/ 
tango /ˈtæŋɡoʊ/ 
waltz /ˈwɔːltz/ 

Module 5

Lesson 17

American /ˈɑmərɪkən/ 
astronomer /əˈstrɒnəmər/ 
athlete /əˈθlɪt/ 
artist /ˈɑrɪst/ 
composer /ˈkɒmpəzər/ 
dancer /ˈdɑːnsər/
discovery /dɪˈskʌvri/
dinosaur /ˈdaɪnərɔs/  
enormous /nɔrˈməʊs/  
fantastic /fæntˈtæstɪk/  
hostel /ˈhɒstl/  
interesting /ɪnˈtɜːrstɪŋ/  
jewel /ˈdʒʊʒul/  
lift /lɪft/  
on the way /ɒn ˈweɪ/  
statement /ˈstɛtمنت/ 
steps /strɛps/  
tower /ˈtaʊər/  
traffic /ˈtrepfɪk/  
view (n) /vju:/  
What's happening? /wɒts ˈhæpɪnɪʃ/  
Module 5 Extra Special  
by heart /baiˈhart/  
cheap /tʃeɪp/  
limousine /ˈlɪməzɪn/  
lucky /ˈlʌki/  
sell /sɛl/  
title /ˈtaɪtl/  
Module 6  
Lesson 21  
arrive /əˈrɛv/  
cereal /ˈsiːrəl/  
comb (v) /kəʊm/  
forget /fəˈgɛt/  
pick up /pɪk ˈap/  
put on /pʊt ˈɒn/  
wake up /weɪk ˈap/  
Lesson 22  
beach /bɪtʃ/  
café /ˈkeɪfi/  
donkey /ˈdəŋki/  
fishermen /ˈfɪʃɪm/  
last night /ˈlæst ˈnaɪt/  
last summer /ˈlæst ˈsʌmə/  
last weekend /ˈlæst ˈwɪkənd/  
postcard /ˈpəʊstkɑːd/  
sandcastle /ˈsændkɑːsl/  
sea /si/  
seaside /ˈseɪsіd/  
shade /ʃeɪd/  
wetsuit /ˈwɛtsuɪt/  
Lesson 23  
arrows /əˈrəʊz/  
bow (and arrow) /bɔʊ [and əˈrəʊz]/  
centimetre /ˈsɛntɪˌmiːtə/  
children /ˈtʃɪldrən/
Lesson 24

biography /bəˈɡrafi/  
born /bɔrn/  
coast /ˈkoʊst/  
competition /ˌkɒmpəˈtɪʃn/  
conversation /ˌkɒnvəˈseɪʃn/  
Czech Republic /ˈtʃɛk ˌrɪplıˈbli:k/  
guitar /ˈɡɪtər/  
Kenya /ˈkenjə/  
life /laɪf/  
nursery school /ˈnɜrsri ˌskwɔːl/  
operation /əˈpɜrəˈteɪʃn/  
primary school /ˈpraiəri ˌskwɔːl/  
secondary school /ˌsekkəndrıˈskwɔːl/  
Swahili /swaˈhiːli/  
theme park /ˈtiːm ˌpɑrk/  

Module 6 – Extra Special

attack /ˈætæk/  
building /ˈbɪldɪŋ/  
emperor /ˈɛmpərər/  
hero /ˈhɪrəʊ/  
human /ˈhjuːmən/  
law /lɔː/  
peace /piːs/  
pistol /ˈpɪstl/  
pocket /ˈpɒkɪt/  
politician /ˌpɒləˈtɪʃn/  
president /ˈprezɪdənt/  
prison /ˈprɪzn/  
prize /ˈpraɪz/  
rights /raɪts/  
temple /ˈtempəl/  
watch (n) /ˈwɒtʃ/  
welcome /ˈwelkəm/  

Lesson 25

DVD /dɪd vɪˈdɪd/  
next weekend /ˈnekst ˈwiːkənd/  
paint (v) /ˈpent/  
relative /ˈrɛlatɪv/  
this summer /ˈðɪs ˈʃʌmər/  
tomorrow /ˈtəˈmɔrəʊ/  
tonight /ˈtaːnɪt/  
Web /ˈweɪb/  

Lesson 26

The Bronx /ˈðə ˈbrɒŋks/  
cab /ˈkeb/  
campsite /ˈkæmpˌsaɪt/  
central /ˈsɛntrəl/  
cruise /ˈkruːz/  
excited /ˈeksətɪd/  
harbour /ˈhɑːbər/  
lake /ˈleɪk/  
musical /ˈmjuːzɪkl/  
spend [time] /spend [taim]/  
stadium /ˈsteɪdiəm/  
stay with /steɪ ˈwɪð/  
taxi driver /ˈteɪksi ˈdraɪvər/  

Lesson 27

difficult /ˈdɪfɪkəlt/  
go-karting /ˈɡoʊˌkɑːtɪŋ/  
haunted castle /ˈhɑːntɪd ˈkɑːstl/  
horse riding /ˈhɔrɪs ˈraɪdɪŋ/  
How about … /hau bəˈmaʊt/  
idea /ˈaɪdiə/  
let’s /ˈletz/  
picnic /ˈpɪknɪk/  
rafting /ˈrɑːftɪŋ/  
ride (v) /raɪd/  
roller coaster /ˈrɔləˌkəʊstər/  
scary /ˈskɛəri/  
too /tuː/  
want /wɒnt/  

Lesson 28

activity centre /əkˈtɪvəti ˈsɛntə/  
canoeing /ˈkænəʊɪŋ/  
crafts /ˈkrɑːfts/  
expert /ˈekspɜːrt/  
instructor /ɪnˈstrʌktər/  
lake /ˈleɪk/  
packed lunch /ˈpækkt ˈlʌntʃ/  
rock climbing /rɒk ˈklaɪmɪŋ/  
video game /ˈvɪdiəʊ ˈgeɪm/  

Module 7 – Extra Special

advertisement /ˌædˈvɜːtɪsmənt/  
deer /ˈdɪər/  
lovely /ˈloʊvli/  
motorway /ˈmɔrtərweɪ/
Hot Spot is a communicative course with an accessible grammar syllabus designed to address the needs of young teenagers. Fun and engaging, it makes the most of the growing identity of the young teenager through motivating texts and stories.

**Key Features**

- Packed with communicative activities with controlled practice enabling students to talk confidently about themselves and the world they live in
- Grammar is presented and practised within the context of the lesson using fun characters to bring the grammar to life
- Regular Check your English! activities encourage learners to take responsibility for their own learning
- The Cross-cultural lessons provides culturally-rich content from the UK and around the world
- Extra special! lessons include fun activities, songs and games and a mini-project that is perfect for homework projects and encourages communicative language use
- Pronunciation spots in every module focus on common problems, rhythms, drills, intonation stress patterns and vowel sounds
- The illustrated Grammar summary provides additional grammar support and practice
- Review sections after each module and the Learning Diary in the Activity Book check students’ progress against the CEFR

**Components**

- Student’s Book with CD-ROM
- Activity Book
- Teacher’s Book interleaved with Student’s Book pages
- Test CD included in the Teacher’s Book
- Photocopiable resources in the Teacher’s Book
- Class CDs
- Teacher’s Resource Website

COMMON EUROPEAN FRAMEWORK

A1 | A2 | B1 | B2 | C1 | C2