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### Presentation

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/ɪ/ and /ə/:

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- questions and short answers

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---

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- negative  
- questions  
- short answers

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---

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**Key**
- 🎧 recorded material on audio CD.
- 🎈 activities on the CD-ROM.
1. Complete the text with *am, is* and *are.*

Hi! My name **is** Connor. I **is** ten years old.

This **is** my sister. Her name **is** Emma.

These **are** my parents.

And this **is** our dog, Ben.

We **are** from Oxford.

2. Draw a picture of your family. Talk about it to your partner.

**Example**

This is my brother. His name’s ...

3. Complete the table.

<table>
<thead>
<tr>
<th>affirmative</th>
<th>negative</th>
<th>questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I <strong>am</strong></td>
<td>I <strong>are</strong></td>
<td>I <strong>are</strong></td>
</tr>
<tr>
<td>You <strong>is</strong></td>
<td>You <strong>are</strong></td>
<td>You <strong>are</strong> you?</td>
</tr>
<tr>
<td>He <strong>is</strong></td>
<td>He <strong>are</strong></td>
<td>He <strong>are</strong> he?</td>
</tr>
<tr>
<td>She <strong>is</strong></td>
<td>She <strong>are</strong></td>
<td>She <strong>are</strong> she?</td>
</tr>
<tr>
<td>It <strong>is</strong></td>
<td>It <strong>are</strong></td>
<td>It <strong>are</strong> it?</td>
</tr>
<tr>
<td>We <strong>are</strong></td>
<td>We <strong>are</strong></td>
<td>We <strong>are</strong> we?</td>
</tr>
<tr>
<td>You <strong>are</strong></td>
<td>You <strong>are</strong></td>
<td>You <strong>are</strong> you?</td>
</tr>
<tr>
<td>They <strong>are</strong></td>
<td>They <strong>are</strong></td>
<td>They <strong>are</strong> they?</td>
</tr>
</tbody>
</table>

4. Complete true sentences with the correct form of *be.*

**Examples**

1. I **am** twelve.
2. I **am not** English.
3. I **am** eleven.
4. London and Edinburgh **are** big towns.
5. My teacher **is** Scottish.
6. I **am** from England.
7. Our school **is** old.
8. New York **is** in Canada.
9. I **am** Saturday.
10. My books **are** new.
5 Complete the text with *has got* or *have got*.

I _______ one brother.
We _______ a dog.
My best friend is Holly.
Holly _______ a parrot.

6 Complete the table.

<table>
<thead>
<tr>
<th></th>
<th>affirmative</th>
<th>negative</th>
<th>questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>have got</td>
<td>haven't got</td>
<td>Have ______ got?</td>
</tr>
<tr>
<td>You</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He</td>
<td></td>
<td>hasn't got</td>
<td>Has ______?</td>
</tr>
<tr>
<td>She</td>
<td></td>
<td></td>
<td>she ______?</td>
</tr>
<tr>
<td>It</td>
<td>has got</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>got</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7 Complete true sentences with the correct form of *have got*.

Example: I *have got* a dog.

1 I _______ a bike.
2 I _______ a cat.
3 My friend _______ a dog.
4 Our teacher _______ black shoes.
5 We _______ English tomorrow.
6 Our school _______ new computers.

8 Follow the lines and make sentences.

**Example**

Vicky has got a camera.
1 Complete the text with the correct form of be or have got.

Lucy Lodge ___________ 14 years old. Her birthday ___________ in May. She ___________ a brother and his birthday ___________ in August. They live on a farm in Barton. Barton ___________ about 15 km from Cambridge. Her father’s name ___________ Peter. He ___________ a farmer. Her mother’s name ___________ Jane. She ___________ an English teacher. Peter ___________ cows, pigs, chickens, three dogs and two cats on his farm. Lucy’s house ___________ 500 years old. Lucy’s bedroom ___________ blue and purple. They ___________ her favourite colours. Lucy’s school ___________ about 5 km from the farm and Lucy and her brother go to school by bus.

2 Complete the dialogue with the correct form of be or have got. Listen and check.

RUTH Hi, Jack. How ___________ you?
JACK I ___________ fine, thanks.
RUTH What ___________ you ___________?
JACK I ___________ a new CD.
RUTH ___________ it the new Wide Boys CD?
JACK Yes, it ___________. It ___________ great!

3 Complete the sentences with can or can’t.

1 It ___________ fly. 2 It ___________ swim. 3 It ___________ read.

4 It ___________ fly. 5 It ___________ run. 6 It ___________ speak English.
Question words

4 Complete the questions with the words in the box.

<table>
<thead>
<tr>
<th>How</th>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>_____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>_____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>_____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>_____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>_____</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 _____ is your new teacher?
2 _____ are you from?
3 _____ have you got in your bag?
4 _____ is the English lesson?
5 _____ old are you?

Now match the answers with the questions.

a  [ ] I'm from Scotland.
b  [ ] Her name is Mrs Mallory.
c  [ ] It's on Tuesday at 10 o'clock.
d  [ ] I'm eleven.
e  [ ] I've got my pencil-case.

5 Write questions for these answers about Holly.

Example
Who is Holly?
She's Emma's friend.

1 Where _____?
   She's from Oxford.
2 How _____?
   She's twelve.
3 What _____?
   She's got six books in her bag.
4 When _____?
   Her swimming lesson is on Saturday.

Prepositions of time and place

6 Complete the sentences with in, on or at.

1 The cat is _____ the table.
2 Gavin isn't here. He's _____ school.
3 I've got three pens _____ my bag.
4 My birthday is _____ March.
5 I get up _____ half past six.
6 We have Maths _____ Tuesdays.
7 We play football _____ the afternoon.
8 The party is _____ Saturday.

A, an

7 Write the names. Use a or an.

1 a book  2  3  4  5  6  7  8
Numbers

1. Listen and write the numbers.

Example
nineteen ...

Classroom objects

2. Look at the picture and write the number of things in the classroom. Listen and check.

1 ______ board
2 ______ computer
3 ______ pencil-cases
4 ______ bags
5 ______ desks
6 ______ chairs
7 ______ pens
8 ______ books

Present simple

3. Write sentences about the people in the table.

<table>
<thead>
<tr>
<th>Name</th>
<th>Job</th>
<th>Lives in</th>
<th>Gets up</th>
<th>Likes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul</td>
<td>Teacher</td>
<td>Paris</td>
<td>7:30</td>
<td>Football</td>
</tr>
<tr>
<td>Michelle</td>
<td>Journalist</td>
<td>London</td>
<td></td>
<td>Film</td>
</tr>
<tr>
<td>Marek</td>
<td>Nurse</td>
<td>Warsaw</td>
<td></td>
<td>Basketball</td>
</tr>
<tr>
<td>Sandra</td>
<td>Chef</td>
<td>New York</td>
<td></td>
<td>Hamburger</td>
</tr>
</tbody>
</table>

Example
Paul is an English teacher. He lives in Paris. He gets up at 7:30. He likes football.

4. Listen and check.

4. Make questions about the people in the table. Use what, when, and where.
Clothes and colours

5 Match the words with the clothes. Listen and check.

- dress
- jacket
- jumper
- shirt
- shoes
- skirt
- track suit
- trousers

6 In pairs, ask and answer questions about the colours of the clothes.

Example
A What colour is the jacket?
B It’s black.

7 Describe the people in the pictures.

Example
Anna – She’s got a yellow dress and red shoes.

Reading

8 Read the text and complete the facts about Thomas.

My name’s Thomas Leek. I’m eleven years old and I’m from Liverpool. I’ve got one brother, Colin, and two sisters, Claire and Becky. My Dad’s name is Mark. He’s a taxi driver. My Mum’s name is Sharon. She’s a shop assistant. We’ve got a dog. His name is Toby. He’s eight years old.

My favourite food is pizza. I like hamburgers and chips, too. I don’t like eggs.

My favourite sport is football. I like Liverpool. I don’t like Everton. What about you?

Writing

9 Write about you and your family. Use the text in exercise 8 as a model.
1 At home

Listen and repeat.

CONNOR  Emma!
EMMA    What is it?
CONNOR  There's a big spider in the bath. Come and see!
EMMA    Eek!
CONNOR  Look! There are two more. There's one under the chair and one on the shelf.
EMMA    Dad! Dad! There are three spiders in the bathroom!
DAD     Don't worry. Just leave them.
EMMA    Dad! I'm afraid of spiders!
DAD     OK. Where are they?
EMMA    There's one in the bath. Ugh!
DAD     This?
EMMA    Dad, don't!
DAD     This isn't a real spider! It's plastic.
CONNOR  There aren't any spiders! They're plastic! Fooled you!

Comprehension 2

True or false?

1. Connor is in Emma's bedroom.
2. There's a spider in the bath.
3. There are four spiders in the bathroom.
4. Emma doesn't like spiders.
5. Dad is afraid of spiders.
6. The spiders aren't real.

3 Practise the dialogue in groups of three.
4. Listen and match the words with the pictures a–f.

- kitchen
- hall
- bedroom
- dining room
- bathroom
- living room

5. Where are the rooms, upstairs or downstairs? Ask and answer in pairs.

   **Example**
   A: Where is the kitchen?
   B: It's downstairs.

6. Match the words with the numbers in the picture in exercise 4. Listen and check. Then listen and repeat.

- bath
- washbasin
- toilet
- bed
- TV
- armchair
- fridge
- sofa
- stereo
- cooker
- chair
- table
- wardrobe
- washing machine

7. Listen and repeat.

<table>
<thead>
<tr>
<th>/ɪ/</th>
<th>big</th>
<th>fridge</th>
<th>kitchen</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ɪ:/</td>
<td>see</td>
<td>three</td>
<td>TV</td>
</tr>
</tbody>
</table>

8. Do the bold letters in these words have the short sound /ɪ/ or the long sound /ɪː/? Write S or L.

   - this  L
   - live  L
   - jeans S
   - teacher  S
   - children L
   - fish  S
   - eat    S

**Language zone**

**There is, There are – affirmative**

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is (There's)</td>
<td>There are</td>
</tr>
</tbody>
</table>

**Examples**

There's a spider in the bath.
There are three spiders in the bathroom.

1. Complete the sentences with *There's* or *There are*.
   1. There's a shirt on the bed.
   2. There are two cats in the kitchen.
   3. There's a big poster in my bedroom.
   4. There are three armchairs in the living room.
   5. There are five CDs on the desk.
   6. There are an old table in the kitchen.

2. Write sentences about the things on Clare’s bed.

**There is, There are – negative**

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>There isn't</td>
<td>There aren't</td>
</tr>
</tbody>
</table>

**Examples**

There isn't a clock on the wall.
There aren't any red T-shirts.

**Look and learn!**

We use *any* in negative sentences and questions when we don't know the exact number of things being talked about.

3. Complete the sentences with *isn't*, *aren't*, *a*, *an* or *any*.
   1. There isn't a clock.
   2. There is a washing machine.
   3. There aren't shoes.
   4. There isn't exercise book.
   5. There are any spiders.
   6. There isn't TV.

**There is, There are – questions and short answers**

<table>
<thead>
<tr>
<th>questions</th>
<th>short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>singular</strong></td>
<td></td>
</tr>
<tr>
<td>Is there a book on the table?</td>
<td>Yes, there is.</td>
</tr>
<tr>
<td></td>
<td>No, there isn't.</td>
</tr>
<tr>
<td><strong>plural</strong></td>
<td></td>
</tr>
<tr>
<td>Are there any CDs on the bed?</td>
<td>Yes, there are.</td>
</tr>
<tr>
<td></td>
<td>No, there aren't.</td>
</tr>
</tbody>
</table>

4. Circle the correct words.
   1. *Is* / *Are* there any chairs?
   2. *Is* / *Are* there a park in Oxford?
   3. *Is* there a / *any* spider in the bath?
   4. *Is* / *Are* there a stereo in your room?
   5. *Are* there a / *any* pictures on the wall?

**Example**

There's a dog.

**Now listen and check.**
5 Make questions. Then ask and answer in pairs.

Example
clock in the classroom? 
A Is there a clock in the classroom? 
B Yes, there is. No, there isn’t.

dog in the classroom? 
books in your bag? 
British students in our school? 
television in your bedroom? 
posters on your wall?

6 Use the picture to complete the sentences with in, on or under.

7 Work in pairs. Ask and answer questions about the picture in exercise 6.

Example
A Is there a dog on the table? 
B No, there isn’t.

Articles – a, an, the
A and an are indefinite articles. We use them with nouns in the singular when we don’t know the thing being talked about or it is not important.

The is a definite article. We use it with nouns in the singular and plural when the speaker and listener know what is being talked about.

Examples
There’s a spider in the bath. 
There’s a television and a stereo in the living room. The stereo is very old.

8 Complete the sentences with a, an or the.

1 There’s ______ telephone in ______ hall. 
2 I’ve got ______ dog and ______ cat. ______ cat’s name is Percy. 
3 My Mum is ______ actor but my Dad hasn’t got ______ job. 
4 ______ walls in my bedroom are blue. 
5 There’s ______ very old tree in ______ park.

Game

There’s a ...

Work in pairs. Cover the photo of the kitchen. Write as many sentences as you can about the things that are in the kitchen.

Example
There’s a table.

Stop writing after 3 minutes. Uncover the picture and check if your sentences are true. Whoever writes the most true sentences is the winner.
Skills zone

Listening
1. Look at the three bedrooms. Which one do you like best? Why?
2. Now listen to Tony, Katy and Flora talking about their bedrooms. Who has got which bedroom?

Speaking
3. Design your ideal bedroom. Show your drawing to your partner and tell him/her about it. Ask questions about your partner's drawing.

Example
What colour is it?
What has it got in it? (A television? A desk? A computer?)
What posters and pictures has it got?

Song
4. Listen and sing. Which words rhyme?

Boris the spider

Look who's crawling up my wall,
Black and hairy, very small.
Now he's up above my head,
hanging by a little thread,
Boris the spider.

Now he's dropped down to the floor,
Heading for the bedroom door.
Maybe he's as scared as me,
Where he's gone now, I can't see
Boris the spider.
Creepy crawly, creepy crawly.

There he is wrapped in a ball,
Doesn't seem to move at all.
Perhaps he's dead, I'll just make sure,
Pick this book up off the floor,
Boris the spider.
Creepy crawly, creepy crawly.
5 Read Ryan's email. How many rooms are there in his house?

Dear Pavel,

This is my house! I like it a lot. It's quite big. Upstairs there are three bedrooms and two bathrooms. Mum and Dad have got a big bedroom, but Gemma and I have got small rooms.

Have you got a house or a flat? How many bedrooms are there? Have you got your own bedroom?

I like my bedroom. I can see the park from the window. I can listen to music, talk with my friends and do my homework there.

Downstairs there's a dining room, a living room, and a kitchen. There's a study, too, with a computer. Is there a computer in your home?

There's only one TV. It's in the living room. I'd like one in my bedroom. Is there a TV in your bedroom?

The house has got a garden. It's great. Have you got a garden?

Write to me and tell me about your home!

Yours, Ryan

6 Now read Ryan's email again and find the six questions he asks Pavel. Write them in your exercise book.

Speaking

7 Work in pairs. Ask and answer Ryan's questions. Speak about your own homes.

Writing

8 Write an email to Ryan. Describe your house or flat. Use Ryan's email to help you.

Dear Ryan,

Thanks for your email. My home is a flat. There are two bedrooms. There's a ...
Inviting people 1

Listen and repeat.

HOLLY  Do you want to go to the cinema with me on Saturday?
EMMA  Yes, please. I’d love to. What’s on?
HOLLY  It’s the new film with Johnny Depp.
EMMA  Great. Look, there’s Gavin!
HOLLY  Hi, Gavin! Do you want to go and see a film with us?
GAVIN  When is it?
HOLLY  On Saturday.
GAVIN  I’m sorry, I can’t this Saturday.

2 Use the table to ask and answer in pairs.

<table>
<thead>
<tr>
<th>Event</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>a film</td>
<td>this weekend</td>
</tr>
<tr>
<td>a football match</td>
<td>Saturday evening</td>
</tr>
<tr>
<td>zoo</td>
<td>Sunday morning</td>
</tr>
<tr>
<td>a disco</td>
<td>tonight</td>
</tr>
<tr>
<td>a birthday party</td>
<td>next Saturday</td>
</tr>
</tbody>
</table>

Example
A  Do you want to go to the new Spiderman film with me?
B  When is it?
A  It’s this weekend.
B  Yes, please. I’d love to.

Study skills

3 Copy this wordmap for words about a house into your exercise book. Add words for other rooms and furniture.

Wordmaps 1

Making wordmaps is a way of learning new words.

- bedroom
- kitchen
- cooker
- fridge
- House

4 Swap wordmaps with your partner. Are they similar or different?
Culture Zone

Homes

In Britain, most people live in houses, but some live in flats or apartments. In London, a lot of people live in flats.

My uncle lives in this block of flats in London. He lives on the 14th floor. He can see a lot of London from his living room.

I live in a house in Oxford. It's made of brick. Most houses are made of brick. Our house is old, and it has got a small garden. Most houses have got a garden. Mum likes gardening, but I don't. She wants to live in a country cottage with a big garden.

Some people in England live in unusual homes. They live on canal boats, in windmills, old warehouses and old churches!

I want to live on a boat and go from town to town.

1. Listen and read.

2. Read Emma's project and answer the questions.
   a. Where does Emma's uncle live?
   b. What type of house does Emma's Mum want?
   c. What unusual types of homes do some people live in?
   d. What type of home does Emma want to live in?

Over to you!

3. Design your dream house and garden. Draw the floor plan and answer the following questions.
   - How many rooms are there?
   - What is in the garden?
   - How many people live in it?
   - Where is it? Is it in the city or the country?

4. Describe it to the rest of your class.
Listen and repeat.

DAD  Good morning!
EMMA Is there any juice?
DAD  Yes, there's some apple juice in the fridge, and there are some cornflakes on the table.
CONNOR Dad! Can I have some bacon and eggs for breakfast today?
DAD  Oh, Connor! I haven't got time.
CONNOR Please, Dad!
DAD  OK, OK. How many eggs would you like?
CONNOR Two, please.
DAD  OK. Pass me some bread for the toast. And get the bacon from the fridge.
CONNOR OK, Dad.

A few minutes later ...

DAD  How much bacon would you like?
CONNOR There isn't any bacon left. Come and look at Ben!
DAD  Ben! You naughty dog!

Comprehension 2  Circle the correct words.

1  Emma and Connor are in the bathroom / kitchen.
2  It's time for breakfast / dinner.
3  Connor / Emma likes bacon and eggs.
4  Ben likes bacon / cornflakes.
5  Ben is a good / bad dog.

3 Practise the dialogue in groups of three.
Vocabulary
Food and drink

4 Match the words with the pictures. Listen and check.

- hot chocolate
- tomatoes
- bread
- orange juice
- sausages
- cornflakes
- yoghurt
- jam
- toast
- beef
- rolls
- cottage cheese
- tea
- milk
- cheese
- eggs
- fruit

Practice

5 Tell your partner what you like. Complete the survey for you and your partner. Tell the class about your partner.

Example
I like hot chocolate and bread and ...

<table>
<thead>
<tr>
<th></th>
<th>You</th>
<th>Your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>hot chocolate</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>bread</td>
<td></td>
<td></td>
</tr>
<tr>
<td>yoghurt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rolls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hot milk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tomatoes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>beef</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cheese</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 What is your favourite breakfast? Tell your partner.

Example
My favourite breakfast is cornflakes with orange juice and fruit.
Countable and uncountable nouns

In English there are countable and uncountable nouns. Countable nouns have got a singular and a plural form.

Example
four eggs

Uncountable nouns have got only a singular form. They are things that cannot be counted.

Example
cottage cheese

Are these nouns countable or uncountable? Write the words in the correct column.

<table>
<thead>
<tr>
<th>countable</th>
<th>uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>milk</td>
<td>tea</td>
</tr>
<tr>
<td>orange</td>
<td>water</td>
</tr>
<tr>
<td>hot chocolate</td>
<td>egg</td>
</tr>
<tr>
<td>tomato</td>
<td>cornflakes</td>
</tr>
<tr>
<td>water</td>
<td>milk</td>
</tr>
<tr>
<td>egg</td>
<td>tomato</td>
</tr>
<tr>
<td>cornflakes</td>
<td>roll</td>
</tr>
<tr>
<td>roll</td>
<td>apple</td>
</tr>
<tr>
<td>apple</td>
<td>tea</td>
</tr>
</tbody>
</table>

A, an or some

<table>
<thead>
<tr>
<th>There's an orange on the table.</th>
<th>There's (there is) + an</th>
</tr>
</thead>
<tbody>
<tr>
<td>We use this with singular nouns.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>There are some eggs in the fridge.</th>
<th>There are + some</th>
</tr>
</thead>
<tbody>
<tr>
<td>We use this with plural nouns.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>There's some apple juice in the kitchen.</th>
<th>There's (there is) + some</th>
</tr>
</thead>
<tbody>
<tr>
<td>We use this with uncountable nouns.</td>
<td></td>
</tr>
</tbody>
</table>

2 Complete the sentences with There's an or There's some.

1. There's some tea in the cup.
2. ______ apple in my bag.
3. ______ cheese in the fridge.
4. ______ tomato on the table.
5. ______ milk in the fridge.
6. ______ butter on my bread.
7. ______ orange juice.
8. ______ roll on the table.

Some or any

Affirmative There are some eggs on the table.
Negative There isn't any orange juice.
Question Is there any apple juice?

In affirmative sentences we use some. In negative sentences and questions we use any.

3 Complete the sentences with some or any.

1. Is there _____ tea or coffee?
2. There are _____ rolls on the table.
3. Are there _____ spiders in the bathroom?
4. There isn't _____ milk in the coffee. Is there _____ milk in the fridge?
5. There isn't _____ apple juice in the carton.
6. There are _____ chairs in the kitchen.
7. There isn't _____ cheese for dinner.

Look and learn!

We can count uncountable nouns by using certain phrases, for example, a piece, a cup, but the noun itself is uncountable. More phrases are on page 90.

Examples
a cup of tea, two pieces of toast
How much, how many?

| How many eggs do you want? | How many...? We use how many with countable nouns. |
| How many chairs are there? |
| How much cheese have we got? | How much...? We use how much with uncountable nouns. |
| How much milk do you drink? |

Look and learn!

How many + plural nouns
How many apples?
But: How much apple juice?
Not: How much apple juices?

4 Underline the correct expression.

1 How many / much milk do you drink?
2 How many / much English books have you got?
3 How many / much boys are there in your class?
4 How many / much eggs do you eat a week?
5 How many / much water do you drink a day?
6 How many / much orange juice does he drink for breakfast?
7 How many / much cups of hot chocolate do you drink a week?
8 How many / much rooms are there in your flat?
9 How many / much children are there in your school?

Listen and check.

5 Ask and answer in pairs using the questions in exercise 4.

Example
A How much milk do you drink?
B I drink one glass a day.

6 Find the ten differences between 1 and 2.

Basket of food
Get into groups. Imagine that you have a basket of food. Name one thing in the basket using some.

Example
I’ve got some eggs.
The next student repeats this and adds another thing.

Example
I’ve got some eggs and some cheese.
The game ends when someone doesn’t repeat the things correctly.
Reading

1. Match the descriptions with the pictures.
   - a cheese sandwich
   - a double-decker
   - a ham and tomato roll

What's in a sandwich?

Everybody likes them. They're simple and tasty. What are they? They're sandwiches! You can eat them at any time: in the morning, for lunch, or in the afternoon. In Britain, many children have sandwiches at school for lunch.

You can put anything in a sandwich, like sausages, eggs or tomatoes. Sandwiches with cheese and salad are very popular, and tuna sandwiches are delicious. You can even put chocolate between two pieces of bread or in a roll, and you've got a chocolate sandwich.

A sandwich with three pieces of bread is called a 'double-decker' sandwich. It's for hungry people. If you are thirsty, you can drink anything with a sandwich: juice, milk, or some tea or hot chocolate.

But are sandwiches good for you? The answer from doctors is yes, sandwiches are healthy. So, what would you like in your sandwich?

2. Read the text. Answer the questions.

   1. How many sandwiches are described in the text?
   2. Which sandwich is...
      a. popular?
      b. delicious?
      c. for hungry people?

3. Find the words in the text.

   1. A meal in the middle of the day
   2. Two cold drinks
   3. Two hot drinks
   4. Wanting to eat
   5. Wanting to drink
   6. Good for your body

Pronunciation

4. Listen and repeat.

   /æ/  and /ʌ/

   A /æ/  jam  ham  apple  sandwich
   B /ʌ/  cup  lunch  butter  hungry

5. Listen. Do the words you hear belong to group A /æ/ or group B /ʌ/? Say A or B.
Listening

6 Match the people to their breakfast.

a Jockey  b Marathon runner  c Wrestler

1

2

3

Speaking

7 Look at the pictures in exercise 6 and complete the table.

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Who sometimes has a cup of coffee for breakfast?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Who sometimes eats a lot of spaghetti?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Who is always hungry?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Who weighs 55 kg?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Who usually has cornflakes and eggs for breakfast?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Who weighs about 60 kg?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Who weighs 95 kg?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Who has bacon and eggs for breakfast?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Who is on a diet now?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¡ Listen and check your answers. Did you guess the correct answers?

Writing

8 Write sentences about your favourite food for breakfast, lunch and dinner.

Example
For breakfast my favourite food is ...

Song

Please Louise

9 Fill in the gaps. What do Louise and Meg pass the singer?

Please, Louise,
Can you pass me the _______?
I've got some bread and butter,
But I haven't got any _______

Please, Meg,
Can you pass me an _______?
I've got some bread and butter
But I haven't got an _______

¡ Listen and check. Then, write a verse about something Sam passes.
1. Listen and repeat.

WAITRESS: Hello. What would you like to eat?
GAVIN: Have you got any chicken?
WAITRESS: Yes, we have.
GAVIN: OK, I'd like some chicken and chips, please.
WAITRESS: OK. And what would you like to drink?
GAVIN: A cola, please.

2. Complete the dialogue. Then listen and check.

WAITRESS: Hello. What would you ________ to eat?
HOLLY: Have you got ________ sandwiches?
WAITRESS: Yes, we have.
HOLLY: OK, I'd like a beef ________ and some salad, please.
WAITRESS: OK. And what would you like to ________?
HOLLY: I'd like some milk, ________.

3. Do this role play in pairs. Use the menu.

A You are a waiter/waitress in the snack bar. Ask the customer what he/she wants to eat and drink.
B You are a customer. Tell the waiter/waitress what you want.

4. Look at this wordmap. Say how it is organised.

Wordmaps 2
Wordmaps can be made in different ways.

5. Make your own wordmap for food. Organise it in the way that best helps you to remember vocabulary.
School break

We have a lunch break every day at school. It's after the fourth lesson. We have forty-five minutes to have lunch and relax.

At my school, you can have school lunch or you can bring a packed lunch from home.

School lunch isn't bad. We can have salad or meat or fish with a vegetable and potatoes. You can eat pasta too. I like jacket potatoes with cheese and salad. Sometimes we have chips, but only on Fridays with fish. Our head teacher wants us to eat healthy food, so we don't eat things like pizza and crisps or fried food. He says healthy food helps us think.

Some of my friends have packed lunches. The most popular packed lunches are sandwiches with ham, cheese, egg or tuna. They often have yoghurt or fruit and some juice to drink too.

We have lunch in the school canteen. Then we go into the playground and play football. I like my lunch break.

Over to you!

1. Listen and read.

2. True or false?
   1. Connor hates school lunches.
   2. A packed lunch is a baked potato and salad.
   3. There are chips every day.
   4. Connor's friends often eat yoghurt and fruit.
   5. They play football in the lunch break.

3. Prepare a school lunch menu for a week.
   1. Work with a partner. Decide which food items are healthy and which aren't.
   2. Prepare a school lunch menu including healthy food.
   3. Draw pictures for the menu.
Self check 1

There is, There are

1. Look at the picture. Write sentences about the things in the box. Use *There is* or *There are.*

   sofa  2 armchairs  3 CDs  2 books  
   table  clock  stereo  TV

Example
There is a TV.

Prepositions

2. Look at the picture again. Complete the sentences about where the things are. Use *in,* *on* or *under.*

Example
The cat is on the sofa.
1. The dog
2. The CDs
3. The clock
4. The computer
5. The books
6. The box

Countable and uncountable nouns

3. Complete the table with these words.

   apple  bread  cheese  milk  orange  tomato

   countable  uncountable

4. Write sentences about the food in the basket. Use *some.*

Example
There are some oranges.

How much, How many?

5. Write questions for these answers. Use *How much* or *How many.*

Example
How many tomatoes have you got?
I’ve got six tomatoes.

1. ____________________________?
   I’ve got 500 grams of cheese.
2. ____________________________?
   There are six rolls.
3. ____________________________?
   There is a litre of milk.
4. ____________________________?
   I’ve got four eggs.
5. ____________________________?
   We’ve got a lot of yoghurt.
6 Write the names of the things below.

a) bath
b) oven
c) armchair
d) coffee table
e) bed
f) toilet

7 Write the names of the rooms where you normally find a–f.

Example
a) bath – bathroom

8 Write the names of the food below.

a) hot chocolate
b) milk shake
c) sandwich
d) butter
e) tea
f) jam

g) rice
h) toast

9 Complete the dialogues.

A Do _______ want _______ to the _______ with me?
B Yes, please. I _______ _______ to.

A Do you want to go to the _______ match with me?
B When is _______?
A It’s _______.
B I’m _______, I can’t this Saturday.

10 You are in a restaurant. Complete the dialogue.

WAITER Hello. What would you like to eat?
YOU Have you got any _______?
WAITER Yes, we have.
YOU OK, I’d _______.
WAITER And what would you like to drink?
YOU _______.

Learning diary

Check if you can ...
• give the names of different rooms in a house
• name five items of furniture
• describe your room
• talk about your favourite sandwich
• order a meal.

How did you do?

Not bad! Good! Excellent!
Good morning! Today is the start of our home delivery service!

What’s that?

It’s easy. Customers can order on the phone and get the food at home!

Oh, that’s a good idea! Thank you, Mr Beeston.

Next day ...

Good afternoon, Cresco’s supermarket ...

I’d like some pizzas, please, and a box of eggs.

Sam, I’ve got an order for you. Two pizzas with ham and six eggs for London Road.

OK, Rachel.

How many pizzas would you like?

It’s a long way to London Road. I’m tired and hungry.

Here I am at last.

Good evening, Mrs Banks. Cresco’s home delivery service.

Oh, good. Thank you.

Here you are. Two eggs and six pizzas.

What? Only two eggs! And six pizzas! But ...

Hello Mum! Can my friends stay for dinner?

No, Warren, not today.
Supermarket Sam

1 Listen and read.

2 Who are they? Match the pictures with the names.
   - Sam
   - Mr Beeston
   - Warren
   - Warren's friends
   - Rachel
   - Mrs Banks

3 Circle the correct words.
   1 Sam is an assistant / the manager at Cresco's supermarket.
   2 Cresco's has got a new assistant / service.
   3 Customers can phone / email their orders.
   4 The first order is for 2 pizzas and 6 eggs / 6 pizzas and 2 eggs.
   5 Sam is tired and happy / hungry on his bike.
   6 He's got 2 pizzas and 6 eggs / 6 pizzas and 2 eggs with him.
   7 Warren has got two / three friends.
   8 There isn't any food / milk in the house.
   9 In the end there are five / six people for dinner.

4 Act out the story in groups.
Indoor activities

1 Listen and repeat.

GAVIN I often come here after lessons.
HOLLY What do you do?
GAVIN I play games, and I check my email too.
HOLLY Do you do your homework here?
GAVIN Sometimes. I do it on the computer.
HOLLY Who do you send emails to?
GAVIN My cousin. He lives in Scotland. I never see him, so we keep in touch by email.
HOLLY That's good. We've got a computer at home, but I don't use it.
GAVIN Everybody uses computers! It's easy. Look ... Er ...
HOLLY What's the matter?
GAVIN This computer doesn't work.
HOLLY Gavin, you've got the wrong mouse!

Comprehension 2 True or false?

1 Gavin and Holly are at school.
2 Gavin often uses a computer.
3 Gavin never does his homework on the computer.
4 Holly sends emails to her cousin.
5 Holly hasn't got a computer at home.
6 There's a problem with the computer.

3 Practise the dialogue in pairs.
4 Match the activities with the pictures. Listen and check.

Indoor activities

1. chat on line
2. listen to music
3. play the piano
4. watch TV
5. draw
6. play chess
7. read
8. go to the cinema
9. play computer games
10. surf the net

Pronunciation 5 Listen to how we pronounce Do you ...? Then listen and repeat.

Chatroom chant
Do you play chess?  Do you like tea?
Do you read comics? Do you like me?

6 Write your own chatroom chant.

Practice 7 Which activities do you do? Ask and answer in pairs.

Examples
A Do you play computer games?
B Yes, I do.
A Do you chat on line?
B No, I don't.
**Present simple – affirmative**

We use the Present simple to talk about daily routines and things we do regularly.

I play football on Fridays.

We also use the Present simple to talk about things that don’t change.

My cousin lives in Scotland.

<table>
<thead>
<tr>
<th>I/You</th>
<th>play</th>
<th>games</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She/It</td>
<td>plays</td>
<td>games</td>
</tr>
<tr>
<td>We/You/They</td>
<td>play</td>
<td>games</td>
</tr>
</tbody>
</table>

**Look and learn!**

After *he, she* or *it* we usually add *-s*.

I play → he plays

But after *-o, -ch, -sh, -ss or -x* we add *-es*.

we watch → she watches

When a word ends in *-y*, *-y* becomes *-ies*.

you study → he studies

**Exercise 2**

Complete the text with an appropriate verb. Use the verbs from exercise 1.

Polly is 11 years old. She

1. _______ lives _______ in London. On Mondays to Fridays she

2. _______ _______ at half past seven. She

3. _______ to school by bike. She

4. _______ sandwiches for lunch at school. After school she

5. _______ the piano. Then she

6. _______ her homework. After dinner she

7. _______ television or

8. _______ on line. She’s got friends all over the world!

**Present simple – negative**

In English *don’t* and *doesn’t* are used to form the negative in the present simple.

<table>
<thead>
<tr>
<th>I/You</th>
<th>do not (don’t)</th>
<th>play</th>
<th>chess</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She/It</td>
<td>does not (doesn’t)</td>
<td>play</td>
<td>chess</td>
</tr>
<tr>
<td>We/You/They</td>
<td>do not (don’t)</td>
<td>play</td>
<td>chess</td>
</tr>
</tbody>
</table>

**Exercise 3**

Complete the sentences with *don’t* or *doesn’t*.

1. I _______ live in Britain.
2. My brother _______ go to school.
3. She _______ like computers.
4. We _______ draw at school.
5. My Mum and Dad _______ speak English.
**Present simple – questions and short answers**

In English *do* and *does* are used to form questions.

<table>
<thead>
<tr>
<th>Do</th>
<th>I/you</th>
<th>play the piano?</th>
<th>Yes, I/you do.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No, I/you don't.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does</th>
<th>he/she/it</th>
<th>play the piano?</th>
<th>Yes, he/she/it does.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No, he/she/it doesn't.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do</th>
<th>we/you/they</th>
<th>play the piano?</th>
<th>Yes, we/you/they do.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No, we/you/they don't.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Make questions. Then write true answers.**

**Example**

you / watch television / in the afternoon
Do you watch television in the afternoon?
Yes, I do. No, I don't.

1. you / play / chess?
2. you / live / in a flat?
3. your friend / play / the piano?
4. your teacher / speak / French?
5. your friends / go / to the cinema?
6. your school / have / a computer room?

5. **Ask and answer the questions in pairs.**

**Adverbs of frequency**

In English words such as *always, never, often,* etc. go before the main verb.

6. **Number the words 1–5 in order of frequency, with 1 as the least frequent. Listen and check.**

- always
- never
- often
- sometimes
- usually

7. **Put the word in brackets in the correct place.**

**Example**

Josh often plays basketball after school.

1. Josh plays basketball after school. (often)
2. Sue helps her grandmother in the garden. (sometimes)
3. Phil speaks French. (always)
4. Simon's family go to the mountains. (usually)
5. I'm late for school. (never)

8. **Listen and complete the chart about Luke.**

<table>
<thead>
<tr>
<th>surfs the net</th>
<th>sends emails</th>
<th>chats online</th>
<th>plays games</th>
<th>does homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>never</td>
<td>sometimes</td>
<td>often</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. **Write sentences about Luke.**

**Example**
He often surfs the net.

**Game**

Who am I?

Work in pairs. Imagine that you are someone else from the class (or someone that you both know). Your partner asks you questions to find out who you are.

**Example**

A. Do you like books?
B. Yes, I do.
A. Do you often go to the cinema?
B. No, I don't.
A. Are you ...?

When your partner guesses who you are, change roles. The person who asks the fewest questions to guess the person is the winner.
Indoor activities

Brendon
I'm never on my own because I've got lots of friends. We spend a lot of time in the park. We play football there or just hang around. I don't like indoor activities very much, but I love music. This year my brothers and I have got a band. I play the drums, Robin plays the guitar, and Harry sings and plays the keyboards. We practise two or three times a week.

Sylvia
I hate doing sport, but I love dancing. I go to modern dance classes twice a week with my sister. I've got three good friends. I see them every day at school, but I don't see them in the evening because I live a long way from school. Sometimes they come and stay with me at weekends. We go to bed very late.

Chris
My favourite activity is painting T-shirts. Sometimes I wear them, and sometimes I give them to people as presents. I'm an only child, so I spend a lot of time on my own. I don't mind staying at home because I like watching TV and using the computer. I've got a friend who lives next door, and sometimes we play computer games.

Reading
1 Read the texts and complete the table.

<table>
<thead>
<tr>
<th>Question</th>
<th>Sylvia</th>
<th>Brendon</th>
<th>Chris</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who hasn't got any brothers or sisters?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Who can play the drums?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Who lives a long way from school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Who loves dancing?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Who likes watching TV?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Who doesn't like indoor activities?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Speaking
2 Work in groups. Ask and answer questions about what you usually do at these times.
- when you're with friends
- when you're on your own
- in the evenings
- at weekends

A. What do you usually do in the evenings?
B. I watch television.
Song

Perfect day

Listen to a song about a perfect day and put the pictures in the right order. Where do the people in the song go at the end of each day?

Writing

Write notes about your favourite day of the week.

Friday
dance class after school
go to Monika’s house - play chess

Write a description using your notes.

My favourite day of the week is Friday. This is because I’ve got a dance class after school. I love dancing! After class I sometimes go to my friend Monika’s house and we play chess. I love playing chess! Then in the evening, after dinner, I like ...

Listening

Answer the questions.
Do you sometimes go to the cinema?
Who do you go with?
Which films do you like?
What do you buy to eat and drink at the cinema?

Listen and circle the correct answers.

1 How often does Jamie go to the cinema?
A every day  B every week  C every month

2 When does he go?
A on Saturdays  B on Sundays  C on Fridays

3 Who does he usually go with?
A his Mum  B his sister  C his friends

4 What does Jamie think about cartoons?
A He loves them.  B He hates them.  C He never sees them.

5 How much do the tickets cost?
A £3  B £4  C Nothing
Talking about likes and dislikes

1. Listen and repeat.

HOLLY: Do you like using computers?
EMMA: I don't mind.
HOLLY: I don't like using computers! And I hate playing computer games!
EMMA: Gavin doesn't. He loves playing them. And he loves surfing the net.

Look and learn!

After the verbs like and don't mind we use the -ing form.
Peter likes reading. I don't mind playing chess.

2. Match the faces with the phrases. Listen and check.

1. [ ] hate
2. [ ] like
3. [ ] don't like
4. [ ] love
5. [ ] don't mind

3. Work in pairs. Ask and answer questions about these things.
   
   using computers  playing computer games  dancing
   playing chess  doing homework  watching cartoons

Example

A. Do you like using computers?
B. Yes, I do. I love using them.

4. Tell the class about your partner.

Karolina loves using computers and she doesn't mind playing computer games, but she hates dancing.

Study skills

Using a dictionary

Using a dictionary is a very important skill.

5. Number these words in alphabetical order.
   
   [ ] cartoon  [ ] ticket  [ ] keyboards  [ ] drawing
   [ ] painting  [ ] garage


Now see how quickly you can find the words in a dictionary.
Unusual hobbies

**Darren**
My unusual hobby is collecting rocks. I love the shapes of rocks. I like the different colours and I love touching them. I like fossils, too. They're very interesting. You can find rocks and fossils everywhere. I've got lots, including red and black ones.

**Samantha**
I've got a really interesting hobby. I design web sites. At school we have an online magazine, and I'm the editor. Our school has got a prize for the magazine. I choose the pictures and the photos for the web pages. My Dad's a computer programmer, so he helps me sometimes. I love working with computers.

**Jack**
My unusual hobby is writing stories. I often come home from school, do my homework, and then write a story. I know some ways to make a story interesting. For example, if I want to write a scary story, I need to describe things. I love writing stories, but I don't really like doing school work.

**Laura**
I like collecting frogs. I don't mean real frogs. I've got about forty, I think. They're all on my desk at home except for one of them. It's a frog cushion, so I take it to bed with me. I always ask for frogs for my birthday. My Mum says 'You've got enough frogs,' but I don't think so. I want to collect a hundred.

1. **Listen and read.**
2. **Match these photos with the children.**
3. **Answer the questions.**
   - Who ...
   1. loves computers?
   2. doesn't like school work?
   3. keeps her collection on her desk?
   4. sometimes asks her Dad for help?
   5. asks for things for her birthday?
   6. likes different colours?
4. **Over to you!**
   - Make a class magazine about hobbies.
     1. Write about your hobby.
     2. Add a photo or draw a picture showing your hobby.
     3. With the rest of the class make a magazine showing the other students' hobbies.
1 Listen and repeat.

**MRS COLES** Connor! What page are we reading?
**CONNOR** Er ... Are we on page 67?
**MRS COLES** No, we’re not. What are you doing? Are you reading a comic under your desk?
**CONNOR** No, I’m not. I don’t read comics in class.
**MRS COLES** Well, what are you doing? You’re not listening to me.
**CONNOR** Yes, I am, Mrs Coles, but I’m also doing my History homework.
**MRS COLES** Why are you doing that now?
**CONNOR** Well, I’ve got History next, but my History homework is in Dad’s car, and I don’t want Mr Banks to be angry.
**MRS COLES** So why is it OK for me to be angry?
**CONNOR** Because you’re nice and Mr Banks isn’t.
**MRS COLES** Connor, just put your homework away and listen. We’re on page 71.

2 Comprehension

True or false?

1. The class is reading page 67.
2. Connor has got a comic under his desk.
3. Connor hasn’t got his History homework.
4. Connor is doing his English homework.
5. Mr Banks teaches History.
6. Connor is afraid of Mr Banks.

3 Practise the dialogue in pairs.
4 Match the subjects with the pictures. Listen and check.

- P.E. (Physical Education)
- I.T. (Information Technology)
- R.E. (Religious Education)
- Science
- Art
- Geography
- Spanish
- History
- English
- Maths
- Music
- Technology

5 Listen and identify the lessons. Write the letters by the correct pictures.

6 Listen and repeat.

- A /n/ win sun
- B /ŋ/ wing sung

7 Listen. Do the words you hear belong to group A /n/ or group B /ŋ/? Say A or B.

8 Ask and answer in pairs.

- Which of the subjects ...
- 1 do you do? 2 do you like? 3 don't you like?
Present continuous – affirmative

We use the Present continuous to talk about actions happening now. This is how we form affirmative sentences:
be + verb ending with -ing.

I am (I’m) reading.
You are (You’re) writing.
He is (He’s) listening.
She is (She’s) speaking.
It is (It’s) sleeping.
We are (We’re) playing.
You are (You’re) talking.
They are (They’re) sitting.

Look and learn!

Most verbs ending in -e drop the final -e when adding the -ing form.
write + -ing = writing
Short verbs with one vowel (a, e, i, o, u) before a consonant (b, c, d, etc.) double the final consonant and add -ing.
cut → cutting
doing → stopping

1 Write the Present continuous form for these verbs.
1 sing
2 look
3 run
4 give
5 swim
6 write
7 call
8 put
9 cry
10 watch

2 Complete the sentences using the Present continuous of the verbs in the box.

do read listen write
watch play

1 I ____________ a letter.
2 He ____________ to music.
3 My sister ____________ TV.
4 You ____________ my book.
5 I ____________ my homework.
6 We ____________ a computer game.

Now listen and check.

3 Write sentences.

Example
She’s writing.

1
2
3
4
5
6
**Present continuous – negative**

This is how we form negative sentences in the Present continuous:

be + not + verb with -ing.

I'm not (am not) reading.
You're not (are not) writing.
He's/She's/It's not (is not) sleeping.
We're not (are not) listening.
You're not (are not) speaking.
They're not (are not) looking.

**4** Make the sentences in exercise 2 negative.

**Example**
I am writing a letter.
I am not writing a letter.

**5** Look at the pictures and correct the sentences.

**Rose**

**Ruben and Jamie**

**Mrs Brown**

**Sam**

**Eve and Lara**

**Harry**

**Example**
Rose is sitting.
Rose isn't sitting. She's standing.

1 Rose is having a Science lesson.
2 Ruben and Jamie are eating chips.
3 Mrs Brown is speaking in English.
4 Sam is playing football.
5 Eve and Lara are having a Music lesson.
6 Harry is listening to the teacher.

**Present continuous – questions**

Am I reading?
Are you writing?
Is he/she/it sleeping?
Are we speaking?
Are you listening?
Are they looking?

**Present continuous – short answers**

Yes, I am. No, I'm not.
Yes, you are. No, you're not.
Yes, he/she/it is. No, he/she/it isn't.
Yes, we/you/they are. No, we/you/they're not.

**6** Work in pairs. Ask and answer the questions about the people in exercise 5.

**Example**
Is Rose eating?
No, she isn't.

1 Are Ruben and Jamie watching television?
2 Is Mrs Brown speaking in French?
3 Are Eve and Lara having lunch?
4 Is Rose having a Music lesson?
5 Is Sam writing?
6 Is Harry sleeping?

**7** Write three more questions about the people in exercise 5. Then ask and answer in pairs.

---

**Game**

What am I doing?

Work in groups. One student mimes an activity. The remaining students guess the activity.

**Example**
A Are you drinking?
B Yes, I am.
An unusual teacher

It's ten o'clock on Tuesday. Class 8 are having an English lesson. Paul is chewing gum. His teacher is Judy Watson. She stops him.

Judy Watson is a good teacher. Good teachers know when students are being naughty. The unusual thing is that Judy can't see. Judy Watson is blind.

Judy teaches English. Judy has a guide dog named Star. Star goes to school with Judy and helps her to find her way from class to class. The students also help her. They always sit in the same places. She knows their voices so she knows who is talking or moving about. The students also do things in class to help. For example, they give out the books, write on the board and mark the register for her.

Judy reads the textbooks in Braille. Her husband helps her mark her students’ homework in the evenings.

Everybody loves Judy and nobody can be naughty because she hears everything.

---

**Reading**

1. Read the text and answer the questions.
   1. Who is Judy?
   2. What can't she do?
   3. Who is Star?
   4. How does Star help her?
   5. How do the students help Judy?
   6. Why aren't the students naughty?

**Listening**

2. Listen to these extracts from six lessons in a British school. Tick the subjects you hear.

- Music
- French
- Geography
- I.T.
- History
- Science
- Art
- English
- Maths
- R.E.
- P.E.
- Technology
Writing

3 Write a text comparing a British school with your school by answering the questions in full sentences.

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30 REGISTRATION</td>
<td>REGISTRATION</td>
<td>REGISTRATION</td>
<td>REGISTRATION</td>
<td>REGISTRATION</td>
</tr>
<tr>
<td>8.40 ASSEMBLY</td>
<td>ASSEMBLY</td>
<td>ASSEMBLY</td>
<td>ASSEMBLY</td>
<td>ASSEMBLY</td>
</tr>
<tr>
<td>9.00 P.E.</td>
<td>Science</td>
<td>French/German/Spanish</td>
<td>English</td>
<td>Science</td>
</tr>
<tr>
<td>9.50 P.E.</td>
<td>French</td>
<td>History</td>
<td>Maths</td>
<td>I.T.</td>
</tr>
<tr>
<td>10.40 BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
</tr>
<tr>
<td>11.00 Music</td>
<td>I.T.</td>
<td>Science</td>
<td>Geography</td>
<td>Maths</td>
</tr>
<tr>
<td>11.50 History</td>
<td>Maths</td>
<td>Science</td>
<td>French/German/Spanish</td>
<td>English</td>
</tr>
<tr>
<td>12.45 LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
</tr>
<tr>
<td>1.30 REGISTRATION</td>
<td>REGISTRATION</td>
<td>REGISTRATION</td>
<td>REGISTRATION</td>
<td>REGISTRATION</td>
</tr>
<tr>
<td>1.40 Maths</td>
<td>Geography</td>
<td>English</td>
<td>Technology</td>
<td>French/German/Spanish</td>
</tr>
<tr>
<td>2.30 Science</td>
<td>English</td>
<td>Art</td>
<td>Technology</td>
<td>R.E.</td>
</tr>
<tr>
<td>3.30 END OF SCHOOL</td>
<td>END OF SCHOOL</td>
<td>END OF SCHOOL</td>
<td>END OF SCHOOL</td>
<td>END OF SCHOOL</td>
</tr>
</tbody>
</table>

1 When do British students start school in the morning? When do you start school?
2 What languages do British students learn? What languages do you learn?
3 How many subjects do they study? How many subjects do you study?
4 How many lessons have they got every day? How many lessons have you got?

Example
British students start school at 8.30. We also start school at 8.30.

Speaking

4 What are these students doing? Ask and answer in pairs.

Example
A What’s this boy doing? B He’s chewing gum.

5 Now describe what you usually or always do in class.

Example
We always listen to the teacher.
Making requests

1  Listen and repeat.

MRS COLES Right! Open your books at page 43.
CONNOR Mrs Coles?
MRS COLES Yes, Connor. What is it?
CONNOR Can I go to the toilet, please?
MRS COLES I'm sorry, Connor, but you can wait for the bell. Now, can you open your book at page 43, please?

2 Match the pictures with a request.

- Can I use your calculator, please?
- Can you close the door, please?
- Can you clean the board, please?
- Can you get me some chalk, please?
- Can you be quiet, please?

3 What do you say in these situations?

Example
You do not have your dictionary. You want to use a friend's.
Can I use your dictionary, please?

1 You are at a friend's house. You want to phone your Mum.
2 Your favourite shoes are dirty. You want your Dad to clean them.
3 You are watching TV with your Dad. You want to watch cartoons.
4 The classroom is very cold. You want to close the window.

Look and learn!
In English we normally add please when we ask for something.

Study skills
Remembering new words 1
Writing new words on small labels will help you remember them.

4 Make English labels for the different subjects you study and stick them on your books.

5 Make a list of the things in your room that you can stick labels on.
My name is Holly. I'm 12. I go to Brookfield School in Oxford. Brookfield is a secondary school. In Britain, we start secondary school when we're 11. We can leave school when we're 16, but a lot of people stay until they are 18.

We go to school from Monday to Friday. We start school at 8.30 a.m. and stop for lunch at 12.45 p.m. We eat in the canteen or take a packed lunch.

We have more lessons in the afternoon and we usually finish at 3.30 p.m. I do lots of things after school. I do gymnastics on Tuesdays and go to the Science Club on Thursdays.

We have over an hour of homework every night.

The school year has three terms. The autumn term starts in September. There is a week's holiday for half-term in October and then two weeks at Christmas. The spring term usually starts on 5th or 6th January. We have a week's holiday for half-term in February and two weeks for Easter. The summer term starts after Easter. We have got another week's holiday for half-term in June and the summer holidays usually start in the third week of July. The summer holidays are about six weeks long. I like the holidays!

My school is great!

1 Listen and read.

2 True or false?
   1 British children go to secondary school when they are 10.
   2 They can leave school when they are 16.
   3 They go to school on Saturdays.
   4 They usually have lunch at school.
   5 They start school at 8.00 a.m.
   6 They have lessons in the afternoon.
   7 Some children go to clubs after school.
   8 They have two months' holiday in the summer.

3 Correct the false sentences from exercise 2.

4 Describe your ideal school.
   1 How many subjects do you study?
   2 How many students are there in each class?
   3 What time do you start and finish your lessons?
   4 How many days a week do you go to school?
   5 How long are the school breaks and holidays?
Self check 2

Present simple

1. Complete the text about Joseph's day. Use the correct form of the verbs in brackets.

   Joseph 1. **gets up** (get up) at seven o'clock in the morning. He 2. **eats** (eat) breakfast and 3. **go** (go) to school at eight. Lessons 4. **start** (start) at a quarter to nine.

   Joseph 5. **like** (like) school. His favourite subjects are Maths and Science.

   After school Joseph 6. **not go** (go) home. He 7. **studies** (study) in the school library. Sometimes he and his friend 8. **play** (play) football.

   In the evening he 9. **does** (do) his homework. Then he 10. **reads** (read) or 11. **watches** (watch) television.

2. Make sentences or questions.

   **Example**

   often eat I sandwiches
   1. often eat sandwiches.

   1. never we cinema to the go
   2. surf you net do often the ?
   3. plays on football he Saturdays
   4. my usually gets sister up late
   5. do every study you I.T. day ?
   6. I draw weekends sometimes at

Present continuous

3. Match the questions with the answers.

   1. Are you listening?  a. She's sitting in the garden.
   2. Is the teacher coming?  b. Emma. She loves music.
   3. Is Peter doing his homework?  c. Yes, she is.
   5. Who is playing the piano?  e. They're drawing.
   7. What are they doing?  g. No, they aren't.
Vocabulary

5 Write the activities.

1 d________

2 c________o________
   l________

3 l________t________
m________

4 p________c________

6 Find six more school subjects in the square.

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

8 Decide what to say in each of these situations. Use the verbs in brackets.

Example
You are in class. You haven’t got a dictionary. You want to use your friend’s dictionary. (use)
Can I use your dictionary, please?

1 The window is open. You want to close it. (close)
2 You are in a shop. You want to buy a Spiderman video. (have)
3 You are in class. You want to go to the toilet. (go)
4 You are sitting at the table. You want butter for your bread. (have)

Situations

7 Complete the speech bubbles with the expressions in the box.

love don’t like hate don’t mind

1 I________Science.

Learning diary

Check if you can …
- say what someone normally does
- say what someone is doing now
- say what you like and don’t like doing
- name ten school subjects
- ask for something
- talk about the differences between a school in your country and England.

How did you do?

Not bad! Good! Excellent!
There's a new supermarket next to Cresco's - and I don't like it.

Krisko is a problem for us. Lots of our customers are going there.

I don't like the manager!

We want people to come back to Cresco's. Have you got any ideas?

Everyone loves films. We can have a big DVD player on a table.

I don't think that's a good idea.

Where are you going Rachel?

To the gym. I always go there on Monday evenings.

At eight o'clock? That's late.

Yes, it is!

Later...

I've got an idea.

What is it?

It's a brilliant idea, Sam!
Next week ...

Cresco’s Keep Fit Corner

Every afternoon with Sam and Rachel! Classes start next week.

Our customers aren’t going to Krisko’s any more. They’re coming back to us.

That’s good. But the keep fit class is for everybody, Mr Beeston. Not just for the customers!

Oof! This is hard work. I want to go back to the office!

1 Listen and read.

2 Complete the summary in the Present simple using the verbs in brackets.

There’s a new supermarket near Cresco’s. Sam 1 doesn’t like (not like) it. Mr Beeston 2 asks (ask) the shop assistants for their ideas. Mrs Moffatt 3 wants (want) to have a DVD player. But Mr Beeston 4 doesn’t think (not think) that’s a good idea. That evening Sam 5 phones (phone) Rachel – he’s got an idea. Next week he and Rachel 6 start (start) a keep fit class. The customers are happy. Mr Beeston is happy. But he 7 doesn’t like (not like) doing exercises.

3 Which pictures? Write the numbers.

1 Rachel is speaking to Sam on the phone.
2 Mr Beeston is writing a notice.
3 Mr Beeston is doing some exercises.
4 Sam is riding his bike.
5 Rachel is leaving the office.
6 The customers are doing some exercises.

4 Act out the story in groups.
Listen and repeat.

DAD  It's a beautiful day. How about going for a run?
CONNOR  I'd rather stay at home.
DAD  I want you to do some sport, Connor.
CONNOR  I don't want to go out now, Dad. I want to watch *The Simpsons.*
DAD  I'm sorry, Connor. You're coming with me.
CONNOR  I don't like running.
DAD  Sport is important. When I was a boy I was good at sport.
CONNOR  Were you good at running?
DAD  Yes, I was. I was a champion!

Later ...
CONNOR  Come on, Dad!
DAD  Slow down, please, Connor. I can't go fast.
CONNOR  But you were a champion!
DAD  That was a long time ago. I'm not a champion now.
CONNOR  Come on Dad – we're still in time for *The Simpsons*!

Comprehension

1. What does Dad want to do?
2. What does Connor want to do?
3. When was Dad a champion?
4. Can Dad run fast now?
5. Why do you think Connor is running fast?

Practise the dialogue in pairs.
Vocabulary
Outdoor activities

4 Match the activities with the pictures. Listen and check.

- swimming
- climbing
- karate
- basketball
- skiing
- diving
- playing football
- rollerskating
- tennis
- volleyball
- rowing

Look and learn!
PLAY games
(football, tennis)
DO karate
GO swimming
(activities = verb + -ing)

Practice

5 Interview your partner and find out what he/she does and doesn’t do.

Examples
A Do you go swimming?
B Yes, I do. I’m good at swimming.
A Do you go horse riding?
B No, I don’t.

6 Tell the rest of the class what your partner does.

Example
Kasia goes swimming but she doesn’t go horse riding.

Pronunciation
The -ing form

7 Listen to how we pronounce the -ing form. Then listen and repeat.

Swimming
Sailing
Watching TV
Today’s a holiday
For you and for me

8 Write your own chant, changing the first three activities.
**Language zone**

**Be – Past simple**
- **affirmative**
  
  I was happy.
  You were bored.
  He was good at sport.
  She was good at music.
  It was dangerous.
  We were quiet.
  You were noisy.
  They were beautiful.

**Examples**
Dad was at home yesterday.
We were in class 7 last year.

**Look and learn!**
The Past simple is used with these phrases.
last night / last week / last month / last year
yesterday / yesterday morning / yesterday afternoon
a week ago / a month ago / a year ago / a long time ago

1 Complete the sentences with was or were.
   1 Gavin ___________ late for Maths yesterday.
   2 We ___________ hungry after school.
   3 You ___________ in our class last year.
   4 They ___________ here this morning.
   5 My bag ___________ on the desk.
   6 My Mum ___________ a karate champion in 1989.
   7 Our friends ___________ in London last month.
   8 I ___________ at the sports centre yesterday.

2 Write the sentences in the negative form. Use the contracted form.
   1 I was hungry this morning.
      I ___________ not hungry this morning.
   2 My cousin was in New York last month.
      ____________________________
   3 Her father was a singer.
      ____________________________
   4 The dogs were noisy.
      ____________________________
Be – Past simple
- questions
Was I happy?
Were you angry?
Was he/she/it nice?
Were we/you/they bored?

Be – Past simple
- short answers
Yes, I/he/she/it was.
No, I/he/she/it wasn’t.
Yes, you/we/they were.
No, you/we/they weren’t.

3 Write questions from the notes. Then ask and answer in pairs.
Example.
you / at school / yesterday?
Were you at school yesterday?
Yes, I was. / No, I wasn’t.
1 you / hungry / at breakfast / this morning?
2 you / late / for school / yesterday?
3 your teacher / in England / last summer?
4 there / a football match / on TV / last night?
5 you / in this school / last year?
6 your Mum and Dad / good at / sport?
7 it / cold / in Warsaw / last week?
8 the last Olympic games / in Greece?

4 Match the questions with the answers.
1 Where was Tom last night?
2 Was Mum out for a run?
3 Were you very bored?
4 When was it?
5 Were your Mum and Dad angry?
   a Yes, I was.
   b No, they weren’t.
   c He was at the cinema.
   d No, she was at home.
   e It was last July.

Can (ability)
affirmative
I/You/He/She/It/We/You/They can swim.
negative
I/You/He/She/It/We/You/They can’t dive.
questions
Can I/you/he/she/it/we/you/they row?
short answers
Yes, I/you/he/she/it/we/you/they can.
No, I/you/he/she/it/we/you/they can’t.

5 Complete the sentences with can or can’t. Write true sentences.
1 I __________ ride a horse.
2 I __________ ski.
3 Mum and Dad __________ run fast.
4 My friend __________ play the piano.
5 My teacher __________ speak French.

6 Write short answers to these questions.
1 Can you dive? __________
2 Can dogs climb a tree? __________
3 Can your friend swim? __________
4 Can you and your friends play volleyball? __________
5 Can hamsters ski? __________

Game
Time and place
Work in pairs. Ask your partner where he/she was yesterday evening at the following times.
six o’clock? eight o’clock? half past ten?
Example
A Were you at home at 6 o’clock?
B Yes, I was.
A Were you in the kitchen?
B No, I wasn’t.
Skills zone

Vocabulary

Describing sports

1. Match the words in A with their opposites in B.

A
dangerous
exciting
hard
outdoor

B
boring
easy
indoor
safe

Listen and check.

2. Think of an example of each type of sport. Compare your list with your partner's. Then make sentences.

Example
dangerous climbing

Climbing is dangerous.

Reading

3. Look at the picture. What is the boy doing?

KARATE KIDS

11-year-old Jonathan Potts is one of Britain's karate kids. Twice a week after school he goes to his local sports centre in Warrington. He takes off his grey school uniform, and puts on white trousers and a white jacket. Then he stands with the other students, bows to his teacher, and the lesson begins.

Karate is a Japanese word. It means 'empty hands'. You don't need anything for karate — just your hands and feet. 'But it's important to think, too,' says Jonathan.

Karate is becoming very popular with British children. Even small children aged 5 or 6 can do karate. 'Karate is an ideal sport for children,' says Jonathan's instructor, Liam Rees. 'It's exciting, but it isn't dangerous.'

Jonathan wears a white belt — for beginners. 'I'd like to get a black belt one day,' he says. 'Maybe when I'm 20.'

4. Read the article. Are the sentences true or false?

1. Jonathan Potts is eleven years old.
2. He does karate at school.
3. Karate is a Chinese word.
4. It means 'empty head'.
5. British children like karate.
7. Karate is dangerous.
8. Jonathan has got a black belt.
Listening

5 Listen to the story of Arthur’s bungee jump and circle the correct words.
1 Arthur lives in the USA / Australia.
2 He likes indoor / outdoor sports.
3 Bungee jumping was exciting / boring.
4 At the time of the jump Arthur was 15 / 50 years old.
5 There were lots of / not many people at the bridge.
6 The bridge was over a road / river.
7 The jump was 18 / 80 metres.
8 Before the jump, he was bored / nervous.
9 He can / can’t remember the jump.
10 Arthur can jump but he can’t swim / climb.

Writing

6 Imagine you are Arthur. Complete his account of the jump.
I __________ on a bridge. There __________ lots of people.
The river was a long way __________.
Before the jump I was __________ __________.
After the jump I was __________ __________.
I think bungee jumping is __________ __________.

Speaking

7 Tell your partner about a time when you were a) nervous, b) excited, c) bored.
Example
I was nervous before the English test last week.

Song

Don’t worry. Be happy

8 Listen and sing.

Here’s a little song I wrote.
You might want to sing it note for note.
Don’t worry. Be happy.

In every life we have some trouble,
When you worry, you make it double.
Don’t worry. Be happy.

Don’t worry. Be happy.
Ain’t got no place to lay your head.
Somebody came and took your bed.
Don’t worry. Be happy.

Ain’t got no cash, ain’t got no style.
Ain’t got no girl to make you smile.
Don’t worry. Be happy.

Cause when you worry, your face will frown.
That will bring everybody down.
Don’t worry. Be happy.
1 Listen and repeat.

GAVIN How about playing volleyball this afternoon?

HOLLY I'd rather go swimming.

EMMA Me too.

GAVIN OK. Let's go swimming, then.

2 Work in pairs. Make suggestions with How about or Let's for each activity.

swimming  volleyball  climbing  skating

tennis  football  rowing  basketball

Example

A How about going swimming this afternoon?
B I'd rather play tennis.
A OK. Let's play tennis.

3 Number these words in alphabetical order.

ski  sea  sport  swim  ship

skate  strange  safe

4 Now check with a partner. Use your dictionary to check the meaning of any word you don't know.
Culture Zone

Rugby

The origins
Imagine a boys' school in England in 1823. Two classes are playing football. But one of the players is bored. He picks up the ball, and runs with it in his hands to the goal. Everyone runs after him. It is the beginning of a new sport. The name of the boy is William Webb Ellis. The name of the school – and the sport – is Rugby.

The game
There are fifteen players in a rugby team. The ball is not round, like a football, but oval. You can kick the ball or run with it. It is important to stop someone who has got the ball.

Rugby in Britain
Rugby is very popular in Britain. England, Wales, Scotland and Ireland all have national teams. Children learn to play rugby at school.

1 Listen and read.
2 Complete the sentences with information from the text.
   1 The first game of rugby was in the year ____________.
   2 The name of the first rugby player was ____________.
   3 A rugby ball is oval, not ____________.
   4 England, Wales, Scotland and Ireland have national rugby ____________.
   5 Rugby is popular in ____________.

3 Make a list of the countries where people play rugby.

Over to you!

4 Do a survey on sports. Find the answers to these questions.
   1 Which sports are popular in your country?
   2 Which sports are popular with boys and which with girls?
   3 Which sports are popular with both boys and girls?
1 Listen and repeat.

GAVIN Who's this?
EMMA It's Connor when he was three.
GAVIN He looks like you in this photo.
EMMA Yes, he was really sweet when he had long curly hair. That was about seven years ago.
GAVIN Did you have long hair, too?
EMMA No, I didn't.
CONNOR She didn't have any hair. She was bald!
EMMA Shut up, Connor. I wasn't bald!
CONNOR You were. Look at this photo, Gavin.
GAVIN Were you really bald, Emma?
EMMA No, I wasn't. I had a lot of hair. But it was very short and fair.
GAVIN I think you were really cute. You had nice hair.
CONNOR Ugh!
EMMA Connor!

Comprehension 2 Circle the correct words.

1 Emma is showing Gavin / Connor some photos.
2 The photos are about 3 / 7 years old.
3 Connor had short / long hair.
4 Emma had short / long hair.
5 Gavin thinks Emma / Connor was cute.

3 Practise the dialogue in groups of three.
Vocabulary

Hair and eyes

4 Match the descriptions with the pictures. Listen and check.

- My hair's red. It's short and straight.
- My hair's brown. It's long and curly. I've got brown eyes.
- My hair's very grey. It's also very straight. I've got blue eyes.
- My hair's blond. It's very short.
- My hair's black. It's thick and wavy.
- I haven't got any hair. I'm bald.

Pronunciation

5 Listen and circle the words you hear. Repeat the words.

1 fat / that
2 thick / tick
3 fair / there
4 free / three
5 tin / thin
6 three / tree
7 fan / than
8 thanks / tanks
9 day / they
10 ten / then

6 Listen and repeat.

The youth next door, Tobias Troges, Has three thin cats and four fat dogs.

Practice

7 Describe someone you know.

Example

A Her hair is blond. It's long and straight. She's wearing a red jumper.
B It's Ewa.
Language zone

Have got – Past simple – affirmative

I/You/He/She/It/We/You/They had long hair.
The Past simple of have got is had.

Examples
I had curly hair when I was a baby.
Grandad had lots of hair when he was young.
We had an English test yesterday.

1. Complete the sentences with have got, has got, or had.

1. Marion is 11 years old. She ___________ fair hair.
2. Two years ago you ___________ short hair.
3. I ___________ two brothers and a sister.
4. My Dad’s grandma ___________ eight brothers!
5. Oh no! We ___________ a Maths test today.
6. We ___________ a lot of homework yesterday.
7. You ___________ nice eyes.
8. I ___________ dark hair when I was a baby.

Have got – Past simple – negative

I/You/He/She/It/We/You/They did not (didn’t) have short hair.

The negative of have got in the Past simple is made:
I, you, he, etc. + did + not + have

Did not is often shortened to didn’t.

Examples
We did not have any homework yesterday.
I didn’t have much hair when I was a baby.
My Dad didn’t have a car last year.

2. Match the two parts of the sentences.

1. I didn’t have fair hair a lot of homework
   a. last week.
2. Our class didn’t computers when
   b. they were at school.
3. Holly didn’t have his mobile
   c. phone with him.
4. Gavin didn’t have a dog when she
   d. was three.
5. Mum and Dad didn’t have a Science
   e. lesson yesterday.

3. Write the sentences in the negative form.

Example
Emma had long black hair.
Emma didn’t have long black hair.

1. Kuba had blue eyes.
2. My grandad had short hair and brown eyes.
3. We had an English test yesterday.
4. Magda had eggs for breakfast today.
5. I had some money yesterday.
6. We had a nice time in London.
7. My brother had a parrot last year.

Have got – Past simple – questions

Did I/you/he/she/it/we/you/they have curly hair?

Questions with have got are made:
Did + subject + have (base form of the verb).

Example
Did Emma have long hair?

Have got – Past simple – short answers

Yes, I/you/he/she/it/we/you/they did.
No, I/you/he/she/it/we/you/they didn’t.
4 Look at the photo of Tom's family ten years ago. Write questions from the notes.

Example
Tom / long hair?
Did Tom have long hair?

1 Tom / dark hair?
2 Tom's sister / blond hair?
3 Tom's sister / blue dress?
4 Tom's Dad / blue trousers?
5 Tom's Mum / curly hair?
6 Tom's sister / dog?

5 Now ask and answer the questions in pairs.
Example
A Did Tom have long hair?
B Yes, he did.

6 Complete the sentences with was, were or had.
1 Connor ______ curly hair when he ______ three.
2 My hair ______ blond when I ______ a baby.
3 My brother _______ 15 last October.
4 We _______ a great party last Saturday.
5 My parents _______ long hair when they ______ at school.
6 I _______ a swimming lesson yesterday.
7 Josh _______ happy yesterday because he _______ pizza for lunch.

7 Look at the pictures and listen. Complete the description of Mark.

Today Mark is _______ years old.
His hair is _______ and _______. When he _______
three, he _______ blond hair. It wasn’t _______. When he
_______ five, his hair _______
_______ and _______.

8 Listen to Mark's Dad and his Aunt Fiona describing each other. Write notes.

Aunt Fiona
3 years old
Today
Dad
5 years old
Today

9 Use your notes to write descriptions of Dad and Aunt Fiona.

Game

What did you have in your bag?
Work in pairs. Draw six things that you had with you yesterday. Cover the picture. Ask and answer questions about the things.

Example
A Did you have any books?
B Yes, I did.
A Did you have a drink?
B No, I didn’t.
The student who guesses all six things is the winner.
Skills zone

Vocabulary
The body

1 🎧 Listen and repeat.

1 hair
2 face
3 eyes
4 nose
5 ears
6 mouth
7 head
8 neck
9 arm
10 hand
11 leg
12 foot

2 Test your partner. Take it in turns to ask your partner what parts of the body he/she can remember with the book closed.

Example
A Where's your neck?
B Here!

Song
If you're happy and you know it

Listen and sing. Do the actions.

If you're happy and you know it, clap your hands.
If you're happy and you know it, clap your hands.
If you're happy and you know it, and you really want to show it, If you're happy and you know it, clap your hands.

2 Nod your head
3 Stamp your feet
4 Shout 'hurray'
Listening

4 Listen to the description of Steve Crosby and circle the correct features.

<table>
<thead>
<tr>
<th>Feature</th>
<th>20</th>
<th>25</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>height</td>
<td>short</td>
<td>medium</td>
<td>tall</td>
</tr>
<tr>
<td>build</td>
<td>thin</td>
<td>medium</td>
<td>fat</td>
</tr>
<tr>
<td>hair</td>
<td>dark</td>
<td>fair</td>
<td>bald</td>
</tr>
<tr>
<td>tattoo on</td>
<td>arm</td>
<td>head</td>
<td>neck</td>
</tr>
</tbody>
</table>

Reading

5 Read the newspaper article and answer the questions.

Girl in robbery still missing

From our crime correspondent.

Yesterday morning at 9.45, there was a robbery at Barclay's Bank in Bridgend, near Cardiff. There were only three people in the bank at the time. Police have now got the robber, Steve Crosby. He is in prison in Cardiff. But the police are still looking for a young woman who was with him yesterday. They think her name is Helen Watts, from London. She is twenty years old but she looks 16. She's rather thin and of medium height. She's got blue eyes and blond hair. In the photo her hair is long, but now it is short. Watts usually wears jeans and a brown leather jacket. They think she has got a lot of money with her and that she is going back to London.

1 When was the robbery?
2 How many people were in the bank?
3 Where is Helen Watts from?
4 What has she got with her?
5 Where is Steve Crosby now?

Speaking

6 A You are a police officer. Someone comes to the police station to report a robbery. Ask the questions you need to write a description of the thief.

Example

Was it a man or a woman?
How old was he/she?

B Answer the police officer's questions. If you like, describe a photo of someone in this book.

Writing

7 Draw a picture of the thief. Give him/her a name and write a description under the picture.
**Describing people**

**EMMA** Who do you look like in your family?

**HOLLY** I look like my Mum. I've got the same eyes and the same hair.

**EMMA** What does your Dad look like?

**HOLLY** He's tall. He's quite fat and he's got brown hair.

---

**Look and learn!**

Who does he look like? = Does he look like his father or mother?
What does he look like? = Is he tall, short, blond, etc?

---

**Look at the pictures and ask and answer the questions in pairs.**

- Jeff
- Adrian
- Angelica
- Judy

Who is quite tall? Who is very short? Who is fat? Who is thin?

---

**Look at the pictures again and complete the dialogue.**

A: What does Adrian look like?
B: He's _______ and _______.
A: Who does he look like?
B: He looks like _______. They've got the same _______.

---

**In pairs, write and practise a dialogue about Angelica and Judy.**

---

**Study skills**

**Remembering new words 2**

Write down and remember the words you learned during lessons.

---

**Tick the number of words you think you can learn after each lesson. Test yourself before the next lesson. Did you learn more words than you thought you would?**

- 5
- 5–10
- 10+

To remember new words revise them every day.
Culture Zone

MADAME TUSSAUD'S

Meet the Queen of England!
Where can you meet film stars like Brad Pitt, dance with Britney Spears, kick a football with David Beckham and have a cup of tea with the Queen of England? Answer: at Madame Tussaud's in London. There are hundreds of famous people here. But there's a problem. They're not real. The famous people in Madame Tussaud's are all made of wax.

Madame Tussaud's
Marie Tussaud was French. She was good at making figures with wax. She had a clever idea - to take her wax figures to England and open a museum. It was a success.

Today Madame Tussaud's is one of the top ten tourist attractions of London.

Making a model
It takes about six months to make a wax model. When the museum wants a new model of a famous person, they ask him or her to come to the studio. The artist takes measurements and lots of photographs. The body is made of wax, but the hair is real. The stars are usually happy with their models - but not always. Geri Halliwell said her legs were too fat!

1 🎧 Listen and read. Who do you know?

2 Correct the mistakes in these sentences.

Example
Madame Tussaud's is a museum in Oxford.
Madame Tussaud's is a museum in London.

1 The models in the museum are made of wood.
2 Marie Tussaud was from Scotland.
3 It takes six years to make a model.
4 Only the eyes on the models are real.
5 Geri Halliwell said her legs were too thin.

3 Describe the people in the photos to your partner.
   A She's got wavy grey hair. She's quite old.
   B Queen Elizabeth II.

Over to you!

4 Describe a famous person in your country.
   1 Describe the person and say how old he/she is.
   2 You can draw the person if you want.

5 Ask your partner to guess who it is.
Self check 3

Be – Past simple
1 Where were they yesterday?
   Example
   She was in school.

2 I ____________________.

3 We ____________________.

4 He ____________________.

5 You ____________________.

2 Ask and answer questions.
   Example
   it / hot / yesterday?
   Was it hot yesterday?
   Yes, it was. / No, it wasn’t.

   1 you / tired / this morning?
   2 you / bored / in the Maths lesson?
   3 your friend / in school / yesterday?
   4 your English teacher / in school / yesterday?
   5 you and your family / in Britain / last year?

Have got – Past simple
3 Karolina is trying to remember the friends she made in England, but she’s confused. Look at the photo and correct the sentences.

   Example
   Katy had long hair.
   No, she didn’t. She had short hair.

   1 Matt had long hair.
   2 Melanie had blond hair.
   3 Katy had black hair.
   4 Daniel had curly hair.
   5 Melanie had short hair.

Be and Have got – Past simple
4 Complete the dialogue with was, were or had.

   MICHAEL There __________ two strange people in the playground yesterday evening.
   TEACHER Who __________ they?
   MICHAEL I don’t know. A woman and a man. They __________ a big dog.
   TEACHER __________ they young or old?
   MICHAEL The man __________ old but the woman __________ quite young.
Vocabulary
5 Find the activities.
Example
misw
1 vied
2 wor
3 blicm
4 olretaskelr
5 layp nesnit
6 alpy lovelyblal

6 Describe these people’s hair.

Example
it’s red. It’s long and straight.

7 Label the picture.

Situations
8 Complete the dialogues using the pictures to help you.

1 A How about _______ _______ this afternoon?
   B I’d rather _______ _______.
   C Me too!
   A OK. Let’s _______ _______, then.

2 A Who do you look like in your family?
   B I look like my _______.
   I’ve got the same _______.

3 A What does your sister look like?
   B She’s quite tall with _______.

Learning diary
Check if you can …
• say what you can do
• describe yourself and others
• talk about the past using was, were and had
• offer to do something.

How did you do?
Not bad! Good! Excellent!
Supermarket Sam: Sam gets his skates on

It's Saturday afternoon...
I don't like drawing. It's a lovely day. I want to go out.

OK Sally. Let's go to the park!

Look Sam! It's your friend from Cresco's.

Rachel!

Hi Sam. Do you like my new rollerblades? They were my birthday present.

Mmm. They're nice.

See you at the supermarket!

OK. Bye!

So, that's my idea. Do you like it?

Well, maybe. We can try.

Thank you!

Next day...
You're very clever Sam. I can't skate.

It isn't hard.

Can you get some plastic bags from the office, please?

No problem.
1 Listen and read.

2 True or false?
   1 Sally doesn't want to stay indoors.
   2 Sam takes her to the swimming pool.
   3 They meet Rachel in the park.
   4 Rachel's riding a horse.
   5 Sam wants to skate in the supermarket.
   6 Mr Beeston wants to skate with Sam.
   7 Sam can go fast on his skates.
   8 He doesn't see Mrs Moffat.

3 Who is it?
   1 She's got straight brown hair.
   2 He's got short brown hair.
   3 He's quite tall and thin.
   4 She's got blond hair and she's about 18 years old.
   5 She's quite fat and she isn't happy with Sam.

4 Act out the story in groups.
1 Listen and repeat.

EMMA Hi, Gavin. How was your holiday?
GAVIN It was terrible. We visited France for a week. We stayed on a caravan site near a lake in the mountains.

EMMA What was the weather like?
GAVIN It was sunny and warm when we arrived on Saturday.

EMMA So why was the holiday terrible?
GAVIN Well, on Sunday it started to rain. It rained all week. It didn't stop until Friday. The caravan site looked like a swimming pool.

EMMA Oh no! What did you do?
GAVIN We stayed in the caravan and played games all week. I wanted to go home. It was really boring. Now I need a holiday!

Comprehension 2 Complete the sentences without reading the dialogue again.

1 Gavin visited ____________.
2 He was there for a ____________.
3 He stayed on a ____________.
4 The weather was ____________ and ____________ on Saturday.
5 On Sunday it started to ____________.
6 It rained all ____________.
7 He ____________ games in the caravan.
8 It was ____________.

3 Now practise the dialogue in pairs.
**Vocabulary**

**Holiday places**

- caravans on a caravan site
- mountains
- hotel
- tents on a campsite
- swimming pool
- holiday apartments
- souvenir shop
- beach

**Practice**

5. Make suggestions about where to stay on holiday. Ask and answer in pairs.

   **Example**
   
   A. How about staying on a campsite?
   B. I'd rather not stay in a tent.

6. Write the words for 1–5 across. Then read the word down (6) to find out where Emma was for her holiday last year.

   
   1. Spring
   2. camping
   3. home
   4. tents
   5. place

   1. Gavin's holiday was ____________.
   2. When you go camping you sleep in this.
   3. This is a home with wheels.
   4. You find tents here.
   5. It is a place with lots of bedrooms.
   6. Emma was at the ____________ for her holiday.
Past simple – regular verbs – affirmative

I played tennis yesterday.
You talked to him last week.
He/She stayed in a hotel last year.
It rained in France last weekend.
We arrived in Warsaw last night.
You watched The Simpsons last Sunday.
They cooked dinner yesterday.

6 My friends ___________ a lot in the mountains last winter.
7 I don’t like bananas now, but I ___________ them when I was five.
8 Gavin ___________ for two hours at the bus stop yesterday.
9 I ___________ the food but it wasn’t very nice.
10 We ___________ Disneyland. It was really great!

Past simple endings

There are three ways of saying the verb endings in the Past simple.

3 🎧 Listen to these examples.
worked /t/  
played /d/  
hated /id/  

Now listen and repeat.

4 🎧 Listen and write 1 if you hear the ending /t/ or 2 if you hear the ending /d/.

☐ tried   ☐ cooked   ☐ watched
☐ liked   ☐ loved    ☐ lived
☐ talked  ☐ listened ☐ looked
☐ dived

Now listen and repeat.

5 🎧 Listen and write 2 if you hear the ending /id/ or 3 if you hear the ending /d/.

☐ studied  ☐ wanted   ☐ hated
☐ rained   ☐ stayed   ☐ visited
☐ needed  ☐ arrived   ☐ waited
☐ started

Now listen and repeat.

Look and learn!

Verbs in the Past simple have the same form for all persons with the exception of be.

1 We usually add -ed to the base form of the verb.
start → started    play → played

2 When the base form ends with an -e we add -d.
arrive → arrived

3 When the base form ends with a vowel + -y we change the -y to an -i and add -ed.
study → studied

1 Write the Past simple of these verbs.
1 cook  2 like  3 hate  4 try  5 love
6 visit  7 listen  8 ski  9 stay  10 wait

2 Complete the sentences with the verbs in exercise 1.
1 Mum ______________ chicken for dinner last night.
2 We ______________ lots of museums on holiday last year.
3 My holiday was terrible. I ______________ every minute!
4 We ______________ on a campsite.
5 I ______________ to music in my room last night.
Past simple – regular verbs – negative

I/You/He/She/It did not (didn't) play yesterday.
We/You/They did not (didn't) play yesterday.

This is how we form negative sentences in the Past simple:
Subject + did + not + base form of the verb.

Example
We did not work yesterday.

Look and learn!

In spoken English we usually say didn’t rather than did not.

6 Correct the sentences about Jeremy’s holiday.

Example
Jeremy visited France last year.
He didn’t visit France.
He visited America.

1 He stayed in a tent.
2 He played volleyball on the beach.
3 He studied in the evening.
4 He visited museums.
5 He loved the bacon and eggs.

Past simple – regular verbs – questions

Did I/you/he/she/it/we/you/they stay last night?

This is how we form questions in the Past simple:
Did + subject + base form of the verb.

Example
Did you study last night?

What/Where + did + subject + base form of the verb
When did you study?

Past simple – regular verbs – short answers

Yes, I/you/he/she/it/we/you/they did.
No, I/you/he/she/it/we/you/they didn’t.

7 Write short answers to these questions.
1 Did you cook the dinner yesterday?
2 Did your teacher arrive late today?
3 Did you listen to music at breakfast?
4 Did you stay at school yesterday after lessons?
5 Did you and your class visit a museum last year?

Game

Famous people

Work in groups of three. Think of a famous person from the past. Write three sentences about him/her. Read the sentences to the rest of the class. Can your friends guess who the person is?

Example
She studied Science.
She lived in France.
She was Polish.

Answer: Marie Curie.
Hi Jason,
Here we are in Spain and it's hot! We arrived in Malaga last night at midnight. The plane was three hours late! Then we travelled to our hotel in a coach. The hotel is great. It's got two swimming pools. This morning I stayed in the pool for two hours and then I played football on the beach with Karl, a boy from Germany. The food isn't great but it's OK. Anyway, I'm having a good time. See you next week.
Paul

Dear Amy,
Mum and Dad decided to stay at home in London this summer. I wasn't very happy about that. I stayed in the house a lot and watched TV. It was very boring and it rained a lot. Then last week Dad arrived home with some roller blades for me. The next day I was in the park and there was a really nice boy. His name's Danny. He's very good at rollerblading and now I see him at the park every day! I'm having a great time. I don't want the holiday to end!
Bye for now,
Megan

Reading

1 Read the postcards and answer the questions.

Who ...
1 stayed at home?
2 was in a hotel?
3 was bored at the start of the holiday?
4 was in a hot place?
5 didn't like the rain?
6 arrived late?
7 has got a new German friend?
8 has got a new boyfriend?
Listening

2 Listen to Paul and Jason talking about Paul's holiday. Number the pictures in the correct order.

3 Listen again and match the adjectives with the people or things.

1 great
2 stupid
3 boring
4 nice
5 scary

a paella
b Melissa and Melanie
c boat
d Paul
e churches and a museum

Speaking

4 In pairs, ask and answer questions about your last holiday. Ask these and other questions.

Where did you stay? Did you like it?
What did you do? What was the weather like?

Writing

5 Imagine you are on holiday. Write a postcard to a friend. Look at the postcards in exercise 1 to help you.

Song

Nightmare holiday

We arrived too late,
And we missed the train.
The weather was cloudy,
And it started to rain.

(Chorus):
It was a nightmare holiday,
A nightmare holiday.
It was a nightmare holiday,
And I don't want to go there again!

We didn't like the hotel,
It was really old.
The room was dirty,
And extremely cold.

(Chorus)
Situations

Talking about the weather

1. Listen and repeat.

EMMA: How was your holiday?
HOLLY: It was great.
EMMA: What was the weather like?
HOLLY: It was fantastic. It was sunny and hot.

2. Match the words with the pictures.

- It's hot.
- It's cloudy.
- It's windy.
- It's wet.
- It's sunny.
- It's warm.
- It's foggy.
- It's cold.

3. Look at the pictures. Ask and answer in pairs.

Example:
A: What's the weather like today in Scotland?
B: It's sunny but cold.

Study skills

Using a dictionary 3

Sometimes one word has got several meanings.

4. Read the dictionary entry and find...

- The pronunciation of cook.
- 1 (n) a person who cooks. My Dad is a cook.
- 2 (v) to prepare food by heating it. He cooks great spaghetti.

5. Use your dictionary to find a noun and a verb for these words. Write sentences and translate them into your language.

film, milk, play, ski, train
Culture Zone

The Norfolk Broads

The Norfolk Broads is a region of very flat land in the east of England. It was a swamp 250 years ago. Now, it is an area of lakes and rivers. Windmills drained the water into these rivers from the 1800s. Today, there are lots of small boats on the lakes and rivers.

A holiday destination
Two hundred years ago the Norfolk Broads was a wild place. Not many people lived there. But now lots of people go there. They go on holiday on boats. You can see lots of interesting birds there. Some of them come from Africa for the summer.

Our holiday
We went on a boat. We stayed on it for a whole week. It was great! We had beds, a shower and a kitchen on the boat. I helped Dad to steer sometimes. During the day we visited old villages and nature reserves. One night we had a party at the side of the river. It was the best night of the holiday. I had a great time and I want to go back to the Broads next year!

1) Listen and read.
2) Answer the questions.
   1 Where are the Norfolk Broads?
   2 What can you see there?
   3 How long was Holly on the boat?
   4 What was the Norfolk Broads like 250 years ago?
   5 What was there on Holly’s boat?
3) Complete the sentences about Holly’s holiday.
   1 Holly ________ on a boat for a week.
   2 She ________ her Dad to steer.
   3 She ________ old villages and nature reserves.
   4 One night they ________ a party.
   5 Holly ________ a good holiday.

Over to you!

4) Do a project about a holiday region in your country.
   1 Where is it?
   2 What can you visit and do there?
   3 What’s the weather like there?

Add some pictures and photos.
Listen and repeat.

DOCTOR  Good morning, Mrs Castle. Hello, Connor. Now, what’s the matter?

Connor  I’ve got a rash and I feel sick.

DOCTOR  When did this start?

Connor  Yesterday.

DOCTOR  What happened yesterday? What did you eat?

Connor  Well, I ate eggs for breakfast …

DOCTOR  And mushrooms, perhaps?

Connor  No, I didn’t eat any mushrooms. But we went to a restaurant for lunch. Mum gave me a mussel to try. It was disgusting. Did Mum poison me?

DOCTOR  No, she didn’t, but don’t eat them again. I think you’ve got an allergy to seafood.

MUM  Is he OK?

DOCTOR  He’s fine. Take these tablets twice a day and stay at home and rest for two days.

Connor  Great! I’ve got a Maths test tomorrow.

Comprehension 2  Match the two parts of the sentences.

1  Connor went  a  after he ate the mussel.
2  His Mum gave  b  because he missed his Maths test.
3  The rash started  c  an allergy to seafood.
4  Connor has  d  to see the doctor.
5  Connor was happy  e  him a mussel to try.

3  Practise the dialogue in groups of three.
4 Match the expressions with the pictures. Listen and check.

- I've got a sore throat.
- I've got a headache.
- I burnt my hand.
- I broke my arm.
- I feel sick.
- I've got a cold.
- I cut my finger.
- I've got a cough.
- I've got a stomach-ache.
- I hurt my leg.

5 Listen and repeat.

Sue Wood had a book for cooks
And made a big blue cake.
She took it to her friends at school
Who all got stomach-ache.

6 Do the bold letters in these words have the long sound /u:/ or the short sound /ʊ/? Listen and write L (long) or S (short).

- school L
- cool S
- look L
- book L
- food S
- good L
- pool S
- took S

Now listen and repeat.

7 Talk about accidents that happened to you or your friend.

Example
A What happened to you?
B Last year, I broke my arm at school.
Past simple – irregular – affirmative

I/You/He/She/It/We/You/They went to the doctor’s.

We do not add -ed to irregular verbs in the Past simple.

have → had  go → went  meet → met  eat → ate  sleep → slept  buy → bought

1 Write the Past simple of these verbs. Use the list of irregular verbs on page 94.

1 come _______  8 have _______
2 do _______  9 read _______
3 drink _______  10 sit _______
4 eat _______  11 speak _______
5 feel _______  12 swim _______
6 get up _______  13 take _______
7 go _______  14 write _______

2 Complete the sentences with the correct form of the verbs in brackets.

Example
I _______ my homework early yesterday. (do)

1 We _______ cornflakes for breakfast. (have)
2 My brother _______ to the doctor’s yesterday. (go)
3 We _______ an English book in the lesson. (read)
4 You _______ my bag yesterday! (take)
5 My Mum _______ to the teacher yesterday. (speak)
6 Holly _______ in a race last week. (swim)
7 I _______ 200 grams of chocolate this morning. (eat)
8 I _______ sick at lunch time. (feel)

3 Use all the verbs in exercise 1 to complete the account of Emma’s holiday.

We _______ to Italy for our holiday last summer. It was great. I _______ late every morning and _______ in the sea for an hour or two. I _______ lots of pizza and _______ cold cola.

In the afternoons I _______ nothing! I just _______ near the pool and _______ my book or _______ postcards to friends.

But on the last day there was a problem. We _______ fish for dinner. In the night Dad wasn’t very well. Mum _______ to a doctor on the phone. After ten minutes an ambulance _______ to the hotel and _______ Dad to hospital! In the morning he _______ better. But he didn’t want fish for lunch!

4 Write sentences about what they did yesterday afternoon.

Example
He ate a pizza.

1 _______
2 _______
3 _______
4 _______
Past simple – irregular verbs – negative and questions

Irregular verbs, like regular ones, need did or didn’t to make questions or negative sentences in the Past simple. The main verb is in the base form, not the past form.

negative
I/You/He/She/It/ We/You/They didn’t go to the doctor’s.

questions
Did I/you/he/she/it/ we/you/they go to the doctor’s?

5 Make the sentences negative and write correct statements.

Example
I broke my arm.
I didn’t break my arm.
I broke my leg.

1 Toby went swimming yesterday.
2 I took my tablets at four o’clock.
3 Kate cut her hand yesterday.
4 My cousin bought a new car last week.
5 Our rabbit hurt his foot last week.
6 Fiona burnt her arm.
7 We saw two aliens yesterday.

6 Complete the sentences.
1 Where did you buy your jeans?
   I bought them at a shop in Green Street.
2 When did you ____________?
   I got up at half past six.
3 ____________ you ____________ sick this morning?
   No, I ____________ . I felt great.
4 What time ____________ you ____________ Maths?
   I had Maths at ten o’clock.
5 ____________ you ____________ to the doctor’s yesterday?
   No, I went to my aunt’s.
6 How ____________ they ____________ home?
   They came home by taxi.
7 Where ____________ you ____________ Michael?
   I met him on holiday in Spain.

Past simple – irregular – short answers

7 Work in pairs. Ask and answer questions about the pictures in exercise 5.

Example
A Did Toby go swimming yesterday?
B No, he didn’t.
A Did Toby go skiing yesterday?
B Yes, he did.

Game

Liar!
Work in pairs. Write four sentences about what you did last weekend. Three of them must be true and one false. Read the sentences to your partner. He/She must guess which one is false.

Example
A I went to my grandmother’s house.
   I ate five pizzas.
   I did my homework on Sunday afternoon.
   I watched television on Sunday evening.
B You didn’t eat five pizzas!
Skills zone

Listening

1. Look at the chart. What is the purpose of the chart?
   a. To test your eyes.
   b. To test your reading skills.
   c. To practise English letters.
   d. To find a secret message.

2. Listen and complete the optician’s notes.

   Name: Melissa
   Age: 
   Gets a lot of: 
   Problem started: ago
   Diagnosis: sighted

Speaking

3. Do you know anyone who ...
   is short sighted?    has an allergy?    broke an arm or a leg?
   Tell your partner about him/her.

   Example
   My brother has an allergy. He can’t drink milk or eat butter or cheese.
   Milk gives him a terrible rash. The problem started when he was six.

Song

4. Complete the song with the words from the box. Then listen, check and sing.

   happy    feeling    boys    girls    stay    sun    sing    time    want

   Be happy!
   Come on! Let’s go find the 1 ________!
   Be 2 ________! Be happy!
   Everybody, let’s go find the sun!
   Be happy! Everybody, let’s go have some fun!
   I don’t 3 ________ to waste my time on simple little things.
   I’d like to stay here all day long with happy boys who 4 ________
   Come on, let’s go find the sun!
   Everybody, let’s go have some fun!
   I’ve got a 5 ________— can you see my smile?
   I’d like you to stay here for just a little while.
   Make a lot of noise up there, throw your hands up in the air!
   I don’t want to waste my 6 ________ on simple little things.
   I’d like to 7 ________ here all day long with happy boys who sing.

   Chorus
   Happy boys and happy girls we’ll be.
   We are the happy boys and girls!
   Happy 8 ________ and happy 9 ________ we’ll be.
   So happy, yeah! So happy, yeah!
Reading

5 Read the text and insert the questions in the right places.

a What do you eat for breakfast?
b Do you like other sports?
c What subjects do you like?
d Where do you go to school?
e How often do you train?
f When did you start diving?

Going up by coming down

Eleven-year-old Thomas Daley comes from Plymouth, in England. He spends a lot of time in swimming pools, but his sport isn't swimming. Thomas is a champion diver. He became the UK champion when he was only 10. The next year he won a silver medal in Germany. Three months later he won a gold medal in Australia. Now he wants another gold medal – at the 2012 Olympics in London!

We asked Thomas some questions about his life and his sport.

1 ____________________________
I go to St Edward's primary school in Plymouth.

2 ____________________________
My favourite subjects are Art, Technology and P.E.

3 ____________________________
I started swimming when I was three years old and I started diving when I was seven. Diving is a really exciting sport.

4 ____________________________
I train for three and a half hours every day of the week.

5 ____________________________
Yes, I do. I like gymnastics and trampolining. I quite like football, too, but I don't really have a favourite team. I just watch the England matches.

6 Answer the questions.

1 How old is Thomas?
2 What is his sport?
3 Where did he win a silver medal?
4 Where did he win a gold medal?
5 What does he want in 2012?

Writing

7 Write an article about Thomas or another young sports star for your school magazine.

Write about their:
- age and where he/she comes from
- school
- sport
- training routine
- diet

Thomas Daley is eleven years old. He comes from ...
Talking about
health
problems

GAVIN  I've got a sore throat.
HOLLY  When did it start?
GAVIN  Yesterday.
HOLLY  Oh dear! I hope you
feel better soon.

Look and learn!

Here are a few other
useful phrases.
We can ask:
What's up?
What's the matter?
We can answer:
I'm sorry. I hope you
feel better soon.
Oh dear. I'm sorry to
hear that.

Complete the dialogues.

2

1. A What's the ________?
   B I've got a headache.
   A When ________ it ________?
   B This morning.
   A I'm sorry. I ___________ ________
       ________ ________.

2. A What's ________?
   B I __________ sick.
   A When ________ it ________?
   B This ________.
   A Oh dear. I'm ___________ ________
       ________ that.

Work with your partner. A is ill and can't meet his/her friend. B is
the friend. Write a dialogue.

Example
A  Tell B you can't meet him/her after school.
B  Ask why.
A  Say you feel terrible.
B  Ask what the matter is.
A  Tell him/her why.
B  Say you're sorry.

Study skills

Remembering
new words 3

Another way of
learning new words
is to test your
friends.

4

Write ten new words from this unit in your exercise book and give
them to a friend. Ask your friend to test you. Ask him/her to test
you again next week!
Great Ormond Street Hospital is a famous hospital for children in Britain. It opened in 1852 and was the first children's hospital in the country. Today 315 doctors and 900 nurses work there. They look after about 100,000 children every year. There are 335 beds in 29 rooms, or wards. The hospital motto is 'The child first and always.' But parents are important, too. They can stay with their children.

A bit of history
When the hospital opened it had only ten beds. The first patient was a two-year-old boy, George Parr. He had a stomach-ache and a sore throat. People saw that the hospital did good work. They gave money to the hospital. More buildings opened in 1875 and 1938.

A special present
Hospitals need money. Great Ormond Street gets money from the government and from ordinary people. But in 1929 it got a special present. J.M. Barrie, who wrote Peter Pan, gave the money from the book to the hospital. Today Peter Pan is still a popular book and it still gets a lot of money for Great Ormond Street. In the book, Peter saves the lives of the children in Neverland. In London today he is helping to save more lives.

1. Listen and read.

2. Complete the fact file.

<table>
<thead>
<tr>
<th>Great Ormond Street Children's Hospital facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>place</td>
</tr>
<tr>
<td>opened</td>
</tr>
<tr>
<td>doctors</td>
</tr>
<tr>
<td>wards</td>
</tr>
</tbody>
</table>

3. True or false?
1. Great Ormond Street is a hospital for children.
2. It is about 250 years old.
3. Parents can stay with their children in the hospital.
4. The first patient had stomach-ache.
5. He was 12 years old.
6. Peter Pan spent three days in the hospital in 1929.

4. Write a get well card to a friend or relative in hospital.

Get Well soon, Dad!

On the first page draw a picture and write Get well soon! Inside write what you did this week.
Past simple – regular and irregular forms

1 Write the verbs in brackets in the Past simple.

1 Sally went (go) on a two-week holiday in Spain. On her first day she (get up) at 8.30.
She (have) some yoghurt and fruit for breakfast. After breakfast Sally (go) to the swimming pool. She (swim) for an hour.
Then she (sit) near the pool and (listen) to her favourite music. After twenty minutes she (fall) asleep. It (be) very hot.

2 After an hour, Sally (be) very red. She (get up) and (walk) to the beach. She (see) some girls with a beach ball. She and the girls (play) beach volleyball.

3 Then Sally (get) a terrible headache and (feel) sick. Her body (be) very red and very sore. The girls (take) her to hospital and she (stay) there for four days. Poor Sally.

2 Make questions about Sally.
Example
Where / go on holiday?
Where did Sally go on holiday?
1 What time / get up?
2 What / have for breakfast?
3 Where / go after breakfast?
4 Where / sleep?
5 Who / see?
6 What game / play on the beach?

3 Now answer the questions.
Example
Sally went to Spain.

4 Read the list Emma wrote yesterday. Write what she did (✓) and didn’t do (✗).

Things to do
1 play the piano ✓
2 write to Luke ✓
3 do my project ✓
4 buy new jeans ×
5 phone Gavin ✓
6 listen to Top Pop 100 ✓
7 make Holly’s birthday card ×
8 go swimming ✓

Examples
She played the piano.
She didn’t write to Luke.
Vocabulary

5 Find six more holiday words in the square.

 MOT IN C A PH O T RE
 U B E A C H C L E S H O G
 R E N V A H A I A N A U C
 A W T E D O R N G I L X O
 K M O U N T A I N T K I B
 S Q U O M E V S W I Z R T
 U W I M M L A T Z E P O H
 Z S O U V E N I R S H O P
 S W I M M I N G P O O L F

6 Write the weather for these symbols.

1
2
3
4
5
6

7 Look at the pictures. What is the matter with these people?

1 She
2 He
3 She
4 He

Situations

8 Complete the dialogue.

A How was your weekend?
B It 🌞.
A What was the weather like?
B It was ⬅️°C and ☁️.
A What did you do?
B We 🏊.

9 Complete the dialogues.

1 A What's the matter?
B I .
A When ______ it ______?
B Ten minutes ago.
A I'm ______.

2 A What's the ______?
B I ______ my ______.
A Oh dear! I hope ______ ______ soon.

Learning diary

Check if you can ...
• talk about four things that you did and four that you didn't do yesterday
• talk about your last summer holiday
• say what the weather is like today and what it was like yesterday
• talk about health problems.

How did you do?

Not bad! Good! Excellent!
Supermarket Sam: Superhero Sam

Look! It's Sam on his old bike!

It looks like my grandad's bike!

What's the matter, Sam?

Nothing. But ... Well, I want a new bike.

This letter arrived this morning from Head Office. They want names for the Assistant of the Year competition.

Well, there's Sam ... he works hard ...

Sam? Mmm. Yes, maybe ...

I'm on holiday next month.

Lucky you!

Last year we went to Spain. The hotel had a big swimming pool. I swam every day. It was great!

I'd like to go to Spain, too. It doesn't rain in Spain!

Mum, can we go on holiday?

Not this year, Sam. I'm sorry. We haven't got the money.

Never mind, Mum. I can take Sally to the park every day!

Thanks, Sam. You're a good boy!
1 Listen and read.

2 Answer the questions. Write the names.

   Who ...
   1 wants a new bike?
       
   2 has a letter from Head Office?
       
   3 thinks Sam works hard?
       
   4 went to Spain last summer?
       
   5 thinks Sam is a good boy?
       
   6 can go to the park with Sam?
       
   7 is the Cresco Assistant of the Year?
       
3 Complete the summary with the Past simple of the verbs in the box.

   arrive  ask  be  come  go  have  read  say  see  want

   A letter ___ arrived _ for Mr Beeston. It ___ about Cresco's Assistant of the Year competition. Mr Beeston ___ Mrs Moffat for her ideas. She ___ Sam's name.

   When Sam ___ home he was sad. He ___ to go on holiday, but his Mum ___ the money.

   Later, Sam and Mrs Moffat ___ Mr Beeston with a letter in his hand. Mr Beeston ___ to them and ___ the letter. The new Cresco Assistant of the Year was Sam!

4 Act out the story in groups.
Quantities

- a piece of cheese
- a cup of coffee
- a glass of juice
- a can of coke
- a bottle of oil
- a bowl of cornflakes
- a loaf of bread
- a packet of crisps
- a bar of chocolate
- a slice of cake
- a carton of milk
- a box of chocolates
- lumps of sugar
- a bag of flour
- a bunch of grapes
**Phonetic symbols**

- a as in five /fai5/  
- ao as in now /nau/  
- at as in join /dʒɔɪn/  
- ao as in near /nεə(r)/  
- e as in hair /hɛə(r)/  
- p as in pen /pen/  
- b as in bad /bed/  
- t as in tea /tiː/  
- d as in did /did/  
- k as in cat /kat/  
- g as in got /ɡɔt/  
- f as in June /dʒuːn/  
- v as in voice /väʊs/  
- ð as in thin /θiːn/  
- ð as in then /ðen/  
- s as in so /soʊ/  
- z as in zoo /zuː/  
- f as in she /ʃiː/  
- 3 as in vision /ˈvɪʒn/  
- h as in how /hau/  
- m as in man /mæn/  
- n as in no /nəʊ/  
- ə as in sing /sɪŋ/  
- l as in leg /lɛɡ/  
- r as in red /red/  
- ə as in yes /ˈjɛz/  
- w as in wet /ˈwɛt/  

**Abbreviations**

(n) noun  
(v) verb  
(adj) adjective  
(adv) adverb

---

**Starter unit**

afternoon /ˈaftərˌnʌn/  
am /æm/  
apple /ˈæpl/  
are /ər/  
at /æt/  
bag /bæg/  
best friend /ˈbɛst ˈfrend/  
bike /baɪk/  
board /baʊrd/  
book /bʊk/  
brother /ˈbrʌðə(r)/  
chair /ʃeə(r)/  
classroom /ˈklɑːsru:m/  
camera /ˈkæmərə/  
can /kæn, kan/  
can't /kænt/  
cat /kæt/  
CD /siː, ˈdiː/  
chips /ˈtʃɪps/  
class /klɑs/  
computer /kəmˈpjuːtə(r)/  
desk /dɛsk/  
dog /dɒɡ/  
dress /dres/  
eggs /eɡz/  
England /ˈɪŋɡəld/  
English /ˈɪŋɡlɪʃ/  
family /ˈfæməli/  
father /ˈfɑːðə(r)/  
favourite /ˈfɪvərət/  
fly /flai/  
food /fud/  
football /ˈfʊtbɔːl/  
friend /ˈfrend/  
from /fəm/  
hamburger /ˈhæmbɜːrɡə(r)/  
hamster /ˈhæmstə(r)/  
his /hɪz/  
here /hɪər/  
Hit /haɪt/  
home town /ˈhɑːm tɔːn/  
How are you? /hau ˈɑːr ˈjuː/  
How old are you? /hau ˈəʊld ə ˈjuː/  

de ice cream /ˈais kriːm/  
I'm fine, thanks. /aɪm ˈfain, əʊks/  

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**Unit 1**

actor /ˈæktə(r)/  
afraid of /əˈfreɪd əv/  
all over /ɔl əˈver/  
any /ˈeni/  
armchair /ˈɑːmˌʃeə(r)/  
back garden /bæk ˈgɑːdn/  
barbecue /ˈbɑːbɛkjuː/  
bath /bæθ/  
bathroom /ˈbɑːθrʊm/  
bedroom /ˈbedrʊm/  
bin /bɪn/  
bird table /ˈbɜːd teɪb(ə)l/  
child /ˈtʃɪld(ə)/  
cinema /ˈsɪnəmə/  
Come and see! /kʌm ənd ˈsiː/  
cooker /ˈkʊkə(r)/  
cottage /ˈkɒstɪdʒ/  
dining room /ˈdайнɪŋ ruːm/  
Do you want to...? /duː ˈwɒnt tu/  
Don't worry. /dəʊnt wɜːri/  
downstairs /ˈdaʊnˌsteəz/  
even /ˈɛvən/  
every evening /ˈɛvriˈɛvnɪŋ/  
everywhere /ˈɛvriwɛər/  
exercise book /ˈeksəsaʊz bʊk/  
fish /fɪʃ/  
flat /flæt/  
Fooled you! /ˈfʊld juː/  
fridge /frɪdʒ/  
garden /ˈgɑːdn/  
hall /hɔːl/  
home /həʊm/  
I'd like /aɪd laɪk/  
I'd love to /aɪd ˈlʌv tu/  
ideal /ˈaɪdiəl/  
I'm sorry. /aɪm ˈsɔrɪ/  
It's great. /ɪts ˈgreɪt/  
jeans /ˈdʒeɪnz/
just /dʒʌst/  
key /ki:/  
kitchen /'kɪtn/  
leave /li:v/  
living room /'lɪvɪŋ rʊm/  
Lots of /ləts av/  
mess /mes/  
morning /'mɔːrniŋ/  
most /məʊst/  
mouse /maʊs/  
next /nekst/  
only /'əʊni/  
own /ɔwn/  
park /pɑːk/  
pictures /'pɪktʃəz/  
plastic /'plæstɪk/  
poster /'pəʊstə(r)/  
quiet /'kwɪət/  
real /rɛl/  
road /rɔːd/  
secret /ˈsiːkrət/  
shelf /ʃelf/  
salad /'sæləd/  
sometimes /'sʌmtaʊmz/  
spider /'spɪdə(r)/  
sterile /'sterəʊli/  
student /'stjuːdnt/  
study /'stʌdi/  
swing /swɪŋ/  
television /'tɪlvɪʒn/  
terrible /'tɜːrəbl/  
toilet /'tɔɪət/  
tonight /'tʌnɪt/  
T-shirt /'tiːʃɜːt/  
upstairs /'ʌpstreɪəs/  
usually /'juːʒuəli/  
wall /wɔl/  
wardrobe /'wɜːdrəʊb/  
washing machine /'wɒʃɪŋ ˈməʃən/  
What's on? /'wɒts ˈəʊn/  

Unit 2  
a long way /ə ˈlɒŋ ˈwei/  
anything /ˈeniθɪŋ/  
appeal /'æpl ˈdʒuːs/  
at last /ət ˈlɑːst/  
bacon /ˈbeɪkən/  
bannas /'bænəˌnæz/  
between /biˈtʃiːn/  
body /ˈbɒdɪ/  
breakfast /brɪˈkeɪfast/  
bring /brɪŋ/  
but /bʌt/  
Can I have ...? /kæn aɪ hæv ...?  
canteen /ˈkæntiːn/  
cereal /ˈkɛrɪl/  
cheese /tʃiːz/  
chef /ʃef/  
chicken /ˈtʃɪkmən/  
cola /ˈkəʊlə/  
cornflakes /ˈkɔrnflɛks/  
cottage cheese /ˈkɒtɪdʒ ˈʃiːz/  
cup /kʌp/  
curry /ˈkəːri/  
customer /ˈkʌstəmə(r)/  
delicious /ˈdɪliʃəs/  
diet /ˈdaɪət/  
different /ˈdɪfrənt/  
nobby /ˈnɒbi/  
double-decker /ˈdʌbl ˈdɛkə(r)/  
email /ˈiːmeil/  
famous /ˈfeɪməs/  
fish /fɪʃ/  
fruit /fruːt/  
grain /ɡreɪn/  
green salad /'ɡriːn ˈsæləd/  
greens /ˈɡriːnz/  
ham /ˈhæm/  
head teacher /ˈhed ˈtiːtʃə(r)/  
healthy /ˈhelθi/  
home delivery /ˈhəʊm ˈdɛlɪvəri/  
hot chocolate /ˈhɒt ˈkɒklət/  
How many ...? /hau ˈmeni/  
How much ...? /hau ˈmʌtʃ/  
hungry /ˈhʌŋɡri/  
jam /dʒæm/  
jockey /dʒɒki/  
ketchup /ˈkɛtʃəp/  
litre /ˈlɪtrə(r)/  
lunch /lʌntʃ/  
marathon runner /ˌmærəˈθɔn ˈrəʊnə/  
menu /ˈmenjuː/  
middle /ˈmɪdl/  
milk /mɪlk/  
mouth /mɔʊθ/  
order /ˈɔːdər/  
packed lunch /ˈpækt ˈlʌntʃ/  
paper /ˈpeɪpə/  
phone /fɪən/  
piece /piːs/  
pleased /ˈpliːzd/  
popular /ˈpɒpjʊlər/  
potatoes /ˈpɒtətəʊz/  
prepare /prɛəˈpɛə(r)/  
put /pʊt/  
restaurant /ˈrɛstɔrənt/  
roll /rəʊl/  
sandwich /ˈsænwɪtʃ/  
sausage /ˈsɔːseg/  
simple /ˈsɪmpl/  
nachos /ˈnækoʊʃəz/  
spaghetti /ˈspægiˈtʃi/  
start /stɑːt/  
tasty /ˈtæstɪ/  
tea /tiː/  
the manager /ðə ˈmeɪndʒə(r)/  
There isn’t any left. /ðeər ˈɪznt ˈliːt/  
thirsty /ˈhɜːsti/  
tired /ˈtɪred/  
toast /təʊst/  
tomato /ˈtəʊmətəʊ/  
tuna /ˈtjuːnə/  
unhealthy /ʌnˈhelθi/  
vegetables /ˈvedʒtəblz/  
water /ˈwɔtə(r)/  
waitress /ˈwɛtərɛs/  
want /wɒnt/  
west /ˈwest/  
whiney /ˈhuːni/  

Unit 3  
all over (the world) /əl əʊvə(r)/  
always /ˈɔːlweɪz/  
band /bænd/  
bandwrench /ˈbændwɜːrənʃ/  
birthday /ˈbɜːθdeɪ/  
chat on line /tʃæt ənaɪn/  
check /tʃek/  
collection /kəˈlekʃən/  
computer programmer /ˈkɒmətər ˈprɔɡræmə(r)/  
cushion /ˈkʌʃən/  
dark /dɑːk/  
design /diˈzaɪn/  
Do you often ...? /də juː ˈɒfn/  
do homework /dəu ˌhɔəmˈwɜːk/  
draw /drɔː/  
drawing /ˈdrɔːɪŋ/  
drums /ˈdrʌms/  
editor /ˈɪdətər/  
Enough /ɪnˈʌf/  
everybody /ˈevriˈbɒdi/  
except /ɪkˈsept/  
fossil /ˈfɒsəl/  
frog /froʊɡ/  
guitar /ˈɡɪtə(r)/  
hang around /hæŋ əˈraʊnd/  
hang on /hæŋ ən/  
hobby /ˈhɒbi/  
I don’t mind ...ing /aɪ ˈdaʊnt ˈmaʊnd ɪŋ/  
I like ...ing /aɪ laɪk ɪŋ/  
I love ...ing /aɪ lʌv ɪŋ/  
including /ɪnˈkluːdɪŋ/  
indoors /aɪnˈdɔːz/  
interesting /ɪnˈtɜːstɪŋ/  
kettle /ˈkɛtəl/  
kitchen /ˈkɪtʃən/  
keep in touch /kɪp ɪn ˈtʃʌtʃ/  
keyboard /ˈkiːbrəʊd/  
late /leɪt/  
modern dance /ˈmɒdn ˈdeɪns/  
moon /ˈmuːn/  
mouse /maʊs/  
movie /ˈmʌvi/  
never /ˈnevə(r)/  
next door /nɛks dɔː(r)/  
often /ˈɔfn/  
on my own /aʊn/  
on line (adj) /aʊnˈlaɪn/  
play chess /plaɪ ˌtʃiːz/  
play the piano /plaɪ də pəˈpɪənəʊ/  
present /ˈprɛznt/  
prize /prəz/  
problem /ˈprɒbləm/  
read comics /rɛd ˈkɒmɪks/  
rock /rʊk/  
scarf /ˈskeəf/  
shape /ʃeɪp/  
skating /ˈskætɪŋ/  
surf the net /sɜːf ðə ˈnet/  
surfing /ˈsɜːfɪŋ/  
touch /tʌtʃ/  
twice a week /twʌs ə wɛk/  
use /juːz/  
web site /ˈweɪb sɪt/  

Unit 4  
alone /əˈloun/  
angry /ˈæŋɡri/  
Art /ɑːt/  
badminton /ˈbædmɪntən/  
blind /ˈblaind/  
Braille /ˈbreɪl/  
brilliant /ˈbrɪliənt/  
call /kɔːl/  
chew /tʃuː/  
Christmas /ˈkrɪzməz/  
class /klaːs/  
clean /kliːn/  
close (v) /kloʊz/  
cry /kriː/  
cut /kʌt/
do exercises /du: 'eksəsaiz/ 
dream of /'dri:m av/ 
DVD player /di: vi: 'di: pleɪə(r)/ 
Easter /'ɪstə(r)/ 
English /'ɪŋglɪʃ/ 
finish /'fɪnɪʃ/ 
Geography /dʒə'ɡrɑːfi/ 
give out /'ɡɪv aʊt/ 
guide dog /ɡaɪd dɒɡ/ 
gum /ɡʌm/ 
gym /ɡɪm/ 
gymnastics /dʒɪm'næstɪks/ 
half-term /'hɑːft tɜːm/ 
History /'hɪstəri/ 
home work /'həʊmə wɜːk/ 
I don't believe it! /aɪ dəzɔnt br'lai:v it/ 
I don't know. /aɪ dəzɔnt 'nəʊ/ 
I.T. /aɪ ət/ 
keep fit /kiːp fɪt/ 
know /'nəʊ/ 
label /'leɪbl/ 
leave school /lɪv 'skeəl/ 
library /'laɪbrəri/ 
mark (v) /mɑːk/ 
Maths /'mæθs/ 
Music /'mjuːzɪk/ 
nice /naɪs/ 
notice (n) /'nəʊtɪs/ 
P.E. /pi:'i:/ 
pay /peɪ/ 
perhaps /'pɛərəs/ 
pick up /pɪk 'ʌp/ 
play basketball /pleɪ 'bæskɪtˈbɔːl/ 
play volleyball /pleɪ 'vɒlɪbɔːl/ 
pull on /'pʊl ən/ 
quiet /'kweɪt/ 
race a horse /rɑːz ə 'hɔːs/ 
river /'rɪvər/ 
roller skate /'rɔləsket/ 
row (v) /rɔː/ 
rugby /rægbi/ 
safe /'seɪf/ 
scene /sɛn/ 
sea /siː/ 
ship /ʃɪp/ 
skate /sket/ 
ski /ski/ 
Slow down! /sləʊ 'daʊn/ 
snow /snəʊ/ 
South Africa /sɔːθ ˈɛfərika/ 
sport /spɔːt/ 
station /'stæʃən/ 
straight /streɪt/ 
straight away /streɪt əˈweɪ/ 
studio /'stjuːdɪəʊ/ 
success /səˈsʌs/ 
sweet (cute) /swɪt/ 
tattoo /ˈteɪtəʊ/ 
tear /tiər/ 
thumb (hair) /θʌm/ 
tired (of) /ˈtɜːd/ 
touch (also) /tʌtʃ/ 
top ten /ˈtɒp ˈten/ 
tourist attraction /ˈtʊərɪst əˈtrækʃən/ 
very /ˈvɜːrɪ/ 
virtual /ˈvɜːtʃəl/ 
visit /ˈvɪzɪt/ 
walk /wɔːk/ 

Unit 5

canoe /ˈkəʊn/ 
a long time ago /ə laŋ taim əˈgoʊ/ 
a run /əˈraʊn/ 
after /ɑːftə(r)/ 
Australia /ɒsˈtreɪlə/ 
be good at /bɪ ˈgʊd ət/ 
beautiful /ˈbjuːtɪfl/ 
beginning /ˈbɪŋgɪŋ/ 
belt /bɛlt/ 
bored /bɔːd/ 
bow (v) /bəʊ/ 
bridge /ˈbrɪdʒ/ 
bungee jumping /ˈbʌndʒi dʒəmpɪŋ/ 
champion /ˈtʃæmpɪən/ 
climb /klɪm/ 
climbing /ˈklɪmɪŋ/ 
dangerous /ˈdeɪndʒərəs/ 
dive /daɪv/ 
do karate /dzu ‘kærət/ 
easy /əˈzi/ 
empty /ˈɛmpti/ 
Europe /ˌjuːrəˈpi/ 
fast /fɑːst/ 
feet /fɪt/ 
foot /fʊt/ 
goal /ɡoʊl/ 
hand /hænd/ 
hard (difficult) /ˈhɑrd/ 
How about ...? /hɑʊ ˈəʊbət/ 
I’d rather ... /aɪd ‘rɑːrə/ 
imagine /ˈɪmədʒɪn/ 
kick /kɪk/ 
kid /kɪd/ 
last /lɑːst/ 
Let’s go ... /letz ˈgəʊ/ 
local /ˈləʊkəl/ 
maybe /ˈmeɪbi/ 
national team /ˈneɪʃənl ˈtiːm/ 
nervous /ˈnɜːvəs/ 
New Zealand /njuː ˈziːlənd/ 
noisy /ˈnoʊzi/ 
Olympic Games /ˈɒlɪmpɪk ˈgɛmz/ 
overall /əʊˈvɜːl/ 
pick up /pɪk ʌp/ 
play basketball /pleɪ ˈbæskɪtˈbɔːl/ 
play volleyball /pleɪ ˈvɒlɪbɔːl/ 
popular /ˈpɒpjəlar/ 
quiet /ˈkwest/ 
race a horse /rɑːz ə ˈhɔːs/ 
river /ˈrɪvər/ 
roller skate /ˈrɔləsket/ 
row (v) /rəʊ/ 
rugby /rʌɡbi/ 
safe /ˈseɪf/ 
scene /ˈsiːn/ 
sea /siː/ 
ship /ʃɪp/ 
skate /ˈsket/ 
ski /ski/ 
Slow down! /sləʊ ˈdaʊn/ 
snow /snəʊ/ 
South Africa /sɔːθ ˈɛfərika/ 
sport /spɔːt/ 
station /ˈstæʃən/ 
straight /streɪt/ 
straight away /streɪt əˈweɪ/ 
studio /ˈstjuːdɪəʊ/ 
success /səˈsʌs/ 
sweet (cute) /swɪt/ 
tattoo /ˈteɪtəʊ/ 
tear /tiər/ 
thumb (hair) /θʌm/ 
tired (of) /ˈtɜːd/ 
touch (also) /tʌtʃ/ 
top ten /ˈtɒp ˈten/ 
tourist attraction /ˈtʊərɪst əˈtrækʃən/ 
very /ˈvɜːrɪ/ 
virtual /ˈvɜːtʃəl/ 
visit /ˈvɪzɪt/ 
walk /wɔːk/ 

Unit 6

age /edʒ/ 
arm /ɑːr/ 
artist /ˈɑːrtɪst/ 
article /ˈbætʃ/ 
bald /bɔːld/ 
bank /bæŋk/ 
blonde /ˈblʌnd/ 
box /bɒks/ 
build /bʊld/ 
cheerful /ˈklevə(r)/ 
correspondent /ˌkɔrresˈpɒndənt/ 
creation /kriˈeɪʃən/ 
crime /krʌm/ 
curly /ˈkɜrl/ 
cute /kjuːt/ 
ees /ɛz/ 
eyes /ˈeɪz/ 
face /fɛs/ 
fair /fɛə(r)/ 
figure /ˈfɪgə(r)/ 
film star /ˈfɪlm stɑː(r)/ 
hand /hænd/ 
head /hed/ 
height /hɛt/ 
Hey! /həʊ/ 
It takes ... /ɪt tɛks/ 
leather /ˈleɪθə(r)/ 
leg /leɡ/ 
long /lɒŋ/ 
look like /ˈlʊk ˈlaɪk/ 
lovely /ˈlʌvli/ 
made of /meɪd əv/ 
Me too! /miː tjuː/ 
measurement /məˈriːmənt/ 
medium height /ˈmɛdiəm ˈhɛt/ 
meet /miːt/ 
missing /ˈmɪsnɪŋ/ 
model /ˈməʊdl/ 
mouth /mɔːθ/ 
museum /ˈmjuːzəm/ 
near /nɪə(r)/ 
neck /nek/ 
No problem. /ˈnəʊ ˈprɒbləm/ 
nose /nəʊz/ 
open /ˈəʊpən/ 
party /ˈpɑːti/ 
photograph /ˌfəʊtəˈɡrɑːf/ 
plastic bag /ˈplæstɪk ˈbæɡ/ 
playground /ˈpleɪɡraʊnd/ 
quite /kwɪt/ 
rather /ˈrɑːðə(r)/ 
robber /ˈrɔbər/ 
robbery /ˈrɔbərɪ/ 
sensation /ˈsɛnʃən/ 
short /ʃɔːt/ 
Shut up! /ʃət ˈʌp/ 
straight (hair) /ˈstreɪt/ 
straight away /streɪt əˈweɪ/ 
studio /ˈstjuːdɪəʊ/ 
success /səˈsʌs/ 
sweet (cute) /swɪt/ 
tattoo /ˈteɪtəʊ/ 
tear /tiər/ 
thumb (hair) /θʌm/ 
tired (of) /ˈtɜːd/ 
touch (also) /tʌtʃ/ 
top ten /ˈtɒp ˈten/ 
tourist attraction /ˈtʊərɪst əˈtrækʃən/ 
very /ˈvɜːrɪ/ 
virtual /ˈvɜːtʃəl/ 
visit /ˈvɪzɪt/ 
walk /wɔːk/ 

Unit 7

arrive /əˈraʊv/ 
at the side of /ə tʌ tʌ ˈsaɪd əv/ 
beach /beɪtʃ/ 
boat /bəʊt/ 
boyfriend /ˌbɔɪfrend/ 
campsites /ˈkæmpsaɪz/ 
caravan /ˈkærəvən/ 
cloudy /ˈklɔudɪ/ 
coach /kəʊtʃ/ 
cold /kəʊld/ 
deceive /dəˈsiːd/ 
delicious /dʒɪˈliʃəs/ 
east /iːst/ 
end (v) /end/ 
extraordinarily /ɪˈkstrəˌriːmli/ 
fantastic /ˈfæntəstɪk/ 
flat /flæt/ 
foggy /ˈfɒɡi/ 
holiday apartment /ˈholədeɪ ˈæpərtmənt/ 
hotel /həʊtel/ 
lake /læk/ 
midnight /ˈmɪdnʌt/ 
miss /mɪs/ 
nature reserve /ˈneɪtʃər rɪˈzɜːv/ 
need /niːd/ 
nightmare /ˈnaɪtmɑːr/ 

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Unit 8
a cold /əˈkɔuld/
a cold/n.
a cough /'kɒf/ a cough
a headache /ˈhedəki/ a headache
a little while /əˈlɪtl wail/ a little while
a sore throat /ə soʊˈrɔʊt/ a sore throat
a stomach-ache /ə stəmˈæk/ a stomach-ache
alien /ˈæliən/ alien
allergy /ˈælədʒi/ allergy
ambulance /ˈæmbjələns/ ambulance
beach ball /biːtʃ bɔːl/ beach ball
beach volleyball /ˈbiːtʃ vɔlɪbɔːl/ beach volleyball
beat /biːt/ beat
become /bəˈkʌm/ become
bran flakes /ˈbruːn fleɪks/ bran flakes
break /breɪk, breu̯k/ break
building /ˈbɪldɪŋ/ building
burn /bɜːrn, bɜːnt/ burn
competition /ˌkɒmpəˈtɪʃn/ competition
Congratulations! /ˌkɒŋgrəˈteɪʃn/ Congratulations!
cut (v) /kʌt/ cut
diagnosis /ˌdaɪəˈnəʊsɪs/ diagnosis
diet /ˈdɪət/ diet
driver /ˈdراːvər/ driver
feel better /fiːl 'betə(r)/ feel better
gold; silver medal /ˈɡɔːld, ˈsɪlvər ˈmɛdəl/ gold; silver medal
grow /grəʊ/ grow
hospital /ˈhɒspɪtl/ hospital
How was ...? /ˈhɑʊ wʌz/ How was ...
I hurt /aɪ hɜːt/ I hurt
ill /ɪl/ ill
It looks like ... /ɪt ˈlʊks laɪk/ It looks like ...
liar /ˈlɪər/ liar
look after /ˈlʊk əˈfɛt(r)/ look after
Lucky you! /ˈlʌki juː/ Lucky you!
match /meɪtʃ/ match
motto /ˈmɒtəʊ/ motto
mushrooms /ˈmʌʃrəʊms/ mushrooms
muscle /ˈmʌskəl/ muscle
Never mind /ˈnɛvə mænd/ Never mind
noise /nɔɪz/ noise
ordinary /ˈɔːrdənəri/ ordinary
patient /ˈpeɪʃtnt/ patient
poison (v) /ˈpɔɪzn/ poison (v)
postcard /ˈpəʊstkɑːd/ postcard
prize /ˈpraɪz/ prize
race /reɪs/ race
referee /ˈrefɪri/ referee
rest /rest/ rest
routine /ˈrʊtɪn/ routine
save lives /sɛv ˈlɑrvz/ save lives
seafood /ˈsiːfrəd/ seafood
short sighted /ʃɔrt ˈsaɪtɪd/ short sighted
sick /sɪk/ sick
simple /ˈsɪmpl/ simple
street /strɪt/ street
tablet /ˈteɪbl/ tablet
throw /θraʊ/ throw
train (v) /treɪn/ train (v)
trampolining /ˈtreməplɪnɪŋ/ trampolining
war /wɔː(r)/ war
what's the matter? /ˈwɒts ðə ˈmætə(r)/ what's the matter?
what's up? /ˈwɒts ʌp/ what's up?
Yeah! /ˈjɪə/ Yeah!
Irregular verb list

Base form Past simple
of the verb
be was/were
break broke
burn burnt
buy bought
come came
cut cut
do did
eat ate
have had
hurt hurt
make made
meet met
got get
got up got up
go went
pay paid
read read
rode
said
saw
slept
spoke
spent
swarm
took
wore
wrote
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