

CAMBRIDGE

STUDENT'S BOOK & WORKBOOK
VOLUME

1

Herbert Puchta, Jeff Stranks & Peter Lewis-Jones
with Clare Kennedy

GET THINKING

SECOND
EDITION

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REAL WORLD ENGLISH
SKILLS ACTIVATION
CAMBRIDGE B1 PRELIMINARY FOR SCHOOLS
INVALSI

Better
Learning

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EU KEY COMPETENCES	SKILLS AND STRATEGIES	PRONUNCIATION
Learn to learn: Noting new words in context Personal: Important things Citizenship: Respecting public property	Reading Strategy: Using text genre to understand the purpose of the text INVALSI – Listening Strategy: Recognising word boundaries from sentence stress Skills and Culture – Back to school Writing Strategy: Brainstorming ideas	The articles <i>a / ə /</i> and <i>an / æn /</i>
Entrepreneurship: Building on your interests	Reading Strategy: Using text structure to find the main idea INVALSI – Listening Strategy: Recognising important information from word stress	<i>/s/, /z/, /ɪz/</i> sounds
Multilingual: Mediation	Speaking Strategy: Using facial expressions to communicate your ideas	
Numerical: Doing calculations Social: Fashion and clothes Citizenship: Our clothes	INVALSI – Listening Strategy: Recognising weak forms Reading Strategy: Finding specific information by scanning Skills and Culture – Banknotes Writing Strategy: Underlining key words in a task or question	Contractions
Learn to learn: Using real-life sources Citizenship: Food and health	Reading Strategy: Using images to understand a text INVALSI – Listening Strategy: Understanding important details from a conversation or monologue	Vowel sounds <i>/ɪ/</i> and <i>/i:/</i>
Multilingual: Mediation	Speaking Strategy: Repeating important ideas	
Learn to learn: Sorting words into categories Social: Film families Learn to learn: Making inferences	Reading Strategy: Distinguishing main ideas and details INVALSI – Listening Strategy: Identifying feelings and opinions Skills and Culture – Family traditions around the World Writing Strategy: Prioritising ideas	<i>–er / ə /</i> at the end of words
Learn to learn: Labelling objects	Reading Strategy: Identifying the main idea from details INVALSI – Listening Strategy: Recognising word linking	Regular past tense endings: <i>/d/</i> , <i>/t/</i> and <i>/ɪd/</i>
Multilingual: Mediation	Speaking Strategy: Maintaining interaction with verbal signals	
Learn to learn: Using a thesaurus	Reading Strategy: Understanding the order of events INVALSI – Listening Strategy: Recognising contractions Skills and Culture – Friends in Literature Writing Strategy: Checking a draft for mistakes	Stressed syllables in words
Learn to learn: Noting pronunciation Citizenship: Valuing our world	Reading Strategy: Using paragraph structure to recognise important details INVALSI – Listening Strategy: Identifying new or contrasting information from emphasis	Vowel sounds: <i>/ɪ/</i> and <i>/aɪ/</i>
Multilingual: Mediation	Speaking Strategy: Using gestures to support and clarify your ideas	
Learn to learn: Asking for and giving directions Cultural: Appreciating other cultures Learn to learn: Problem solving	Reading Strategy: Using a bilingual dictionary for unknown words INVALSI – Listening Strategy: Recognising opinion signals Skills and Culture – Mythical places around the World Writing Strategy: Clarifying the relationship among ideas	Voiced <i>/ð/</i> and unvoiced <i>/θ/</i> consonants
Multilingual: Idioms with head and body parts Personal: Exercise and health	INVALSI – Listening Strategy: Using the situation to increase understanding Reading Strategy: Identifying the writer's opinion from content	The <i>/h/</i> consonant sound
Multilingual: Mediation	Speaking Strategy: Maintaining interaction by asking suitable questions	
Digital: Using digital maps to travel Cultural: Travel broadens the mind Learn to learn: Collaborative stories	Reading Strategy: Guessing word meaning from context INVALSI – Listening Strategy: Using an introduction to predict what you will hear Skills and Culture – Hard journeys for schoolchildren Writing Strategy: Using dictionaries to find and check words	Sentence stress
Social: Appreciating positive qualities	Reading Strategy: Using content to identify the author's purpose INVALSI – Listening Strategy: Checking understanding by asking questions	Intonation and sentence stress
Multilingual: Mediation	Speaking Strategy: Maintaining interaction by checking understanding of what a speaker is saying	

IL MEGLIO DELLA PRIMA EDIZIONE...

Argomenti educativi e stimolanti elaborati da Herbert Puchta, Jeff Stranks, Peter Lewis-Jones and Clare Kennedy.



Design chiaro e inclusivo adatto allo stile di apprendimento visivo.



Lezioni Skills and Culture.



Le sezioni **Get It Right!** aggiornate con le ultime indicazioni del **Cambridge Learner Corpus** sugli errori più comuni degli studenti italiani e come evitarli.

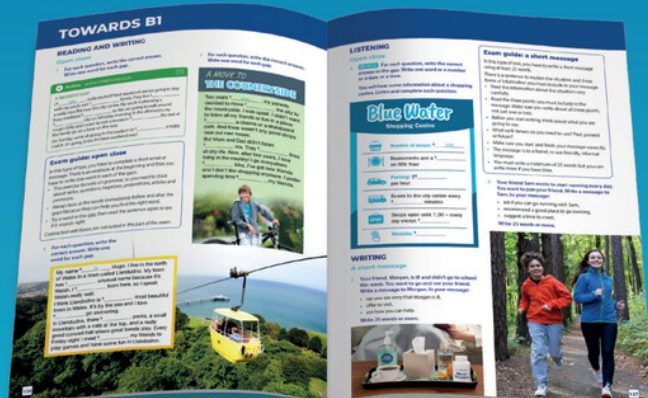
GET IT RIGHT!



For an excessive quantity, we use **too** with adjectives and **too much / many** with uncountable / plural nouns.
For an insufficient quantity, we use **not + adjective + enough**.

- ✓ It's **too** difficult for me.
- ✗ It's **too much** difficult for me.
- ✓ You **aren't old enough** to vote.
- ✗ You **aren't enough** old to vote.

Sezioni **Towards B1** per la preparazione alla certificazione.



Lezioni di Literature.



E LE SOLUZIONI PER LA CLASSE DI OGGI!

Quattro tipi di video:



Documentari **Unit Opener** che introducono il tema dell'unità.



Interviste **Real English** con modi di dire comuni.



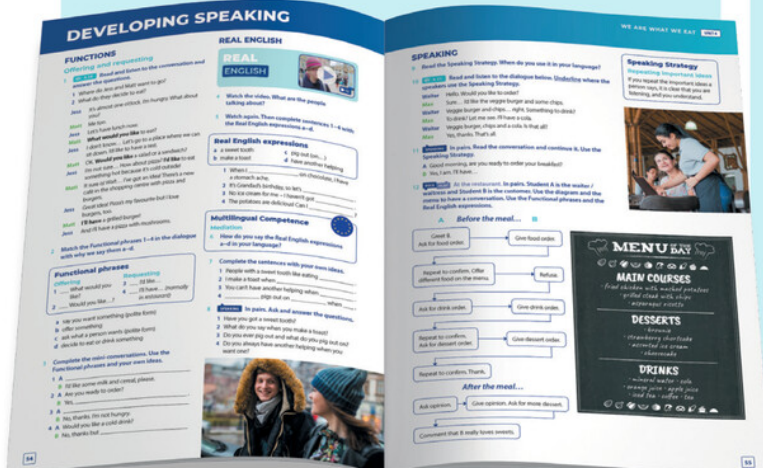
Animazioni **Grammar Review**.



Documentari **Skills and Culture** sugli argomenti delle lezioni **Skills and Culture**.

Lezioni **Developing speaking**:

- Comprensione del vero inglese parlato da persone reali per strada.
- Uso di strategie Speaking in situazioni reali.
- Uso di linguaggio funzionale in situazioni reali.
- Uso di espressioni idiomatiche comuni.
- Role Play con mappa che guida all'uso di linguaggio funzionale, espressioni idiomatiche e strategie Speaking.



Abilità miste:

- Pagine di **Recupero** in WB.
- **Learn by Doing**: progetti individuali e di gruppo.
- Workbook e Test **Inclusive**.

Sviluppo e attivazione delle competenze:

- Strategie per Reading.
- Strategie per Writing.
- Strategie per Listening con attività INVALSI.
- Strategie per Speaking.
- Attività dedicate al **Vocabulary Expansion**.

TOWARDS INVALSI

7 **SPEAKING** In pairs. What are your hobbies? Tell your partner.

Listening Strategy

Recognising important information from word stress

Listen for the words with emphasis. They will give the important information, for example: **who, what, when** and **where**.

Vocabulary Expansion

Place name compounds

The places in Ex. 1 are all compound nouns. We make compound nouns in three ways:

Descriptive	General	Examples
descriptive noun		car park
descriptive verb	+ general noun =	shopping centre
descriptive adjective		greenhouse

Attività di competenze connesse alle otto **EU Key Competences**, tra cui Cittadinanza.

- Citizenship Competence
- Entrepreneurship Competence
- Multilingual Competence
- Learn to learn Competence
- Digital Competence

Citizenship Competence

Food and health

What about you? Do you eat any healthy food? How much meat do you eat in a week? Perhaps you think you don't eat insects? But maybe you're wrong! Why's that? Because the red food colouring that is in many things that we eat comes from an insect called the cochineal beetle!



A ALL ABOUT ME

Personal information



1 W.01 Put the dialogue in order. Number the boxes. Then listen and check.

- ☒ 7 **Ryan** Hi. I'm Ryan.
- ☐ **Ryan** I'm thirteen. How about you?
- ☐ **Ryan** Australia.
- ☐ **Ryan** Hello, Claudia. Where are you from?
- ☐ **Claudia** Me? I'm thirteen, too.
- ☐ **Claudia** I'm from Brazil. And you?
- ☐ **Claudia** Hi, Ryan. My name's Claudia.
- ☐ **Claudia** Cool! How old are you, Ryan?

2 W.02 Complete the dialogue with the words below. Then listen and check.

are | meet | this | too

- Ryan** Claudia, ¹ _____ is my friend Ahmed.
- Ahmed** Hi, Claudia. Nice to ² _____ you.
- Claudia** Nice to meet you ³ _____, Ahmed. And this is my friend: her name's Laura.
- Laura** Hi, guys. How ⁴ _____ you? I'm Laura. Laura Junqueira.



Subject pronouns

I / you / he / she / it are singular.
We / you / they are plural.

Countries and nationalities

3 Match the names of the countries 1–12 with the flags A–L.

- | | |
|----------------------------|--------------------------------------|
| 1 <u>A</u> Mexico | 7 _____ Italy |
| 2 _____ the United Kingdom | 8 _____ Russia |
| 3 _____ Argentina | 9 _____ the United States of America |
| 4 _____ Brazil | 10 _____ Spain |
| 5 _____ China | 11 _____ Turkey |
| 6 _____ the Netherlands | 12 _____ Colombia |



GRAMMAR

Present simple be

Positive	Negative
I'm (am) late.	I'm not (am not) late.
You're (are) late.	You aren't (are not) late.
He / she / it's (is) late.	He / she / it isn't (is not) late.
We're (are) late.	We aren't (are not) late.
They're (are) late.	They aren't (are not) late.
Questions	Short answers
Am I late?	Yes, I am. / No, I'm not.
Are you late?	Yes, you are. / No, you aren't.
Is he / she / it late?	Yes, he / she / it is. / No, he / she / it isn't.
Are we late?	Yes, we are. / No, we aren't.
Are they late?	Yes, they are. / No, they aren't.

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Carlos and Juan

0 *They're Mexican.*

Micaela

1 *She's*

Liam and Evelyn



2

Havva and Miray



3

João



4

Camila



5

Li Na



6

Ricardo



7

Natasha and Daria



8

Lorenzo



9

- 4 ★☆☆ What nationality are the people?
Write the sentences 1–9.

- 5 ★★☆☆ W.03 Complete the dialogue with the correct forms of *be*. Then listen and check.

Claudia So, Ahmed – where ⁰ are you from?

Ahmed Me? I ¹ _____ from Britain. Ryan here ² _____ from Australia, but I ³ _____ British.

Laura But, ⁴ _____ your name British?

Ahmed Oh, good question. Well, no it ⁵ _____. My parents ⁶ _____ from Egypt and so my name ⁷ _____ from Egypt, too. But my sister Fatima and I were both born here, so we ⁸ _____ 100% British.

Claudia That ⁹ _____ cool. I think your name ¹⁰ _____ really nice.

Ahmed Thank you! And you two, ¹¹ _____ you both Brazilian?

Laura That ¹² _____ right. But we ¹³ _____ not from the same city. I ¹⁴ _____ from Belo Horizonte and Claudia ¹⁵ _____ from Sao Paulo. We ¹⁶ _____ students at the language school here.

Names and addresses

- 6 W.04 Ahmed phones for a taxi. Listen and complete the information.

ABBEY'S TAXIS

Booking form
 Taxi for ¹ _____
 Going to ² _____
 Pick up at ³ _____ am/pm
 From ⁴ _____ Street
 Number of passengers ⁵ _____

- 7 W.05 Now listen to a phone call. Correct the sentences in your notebook.

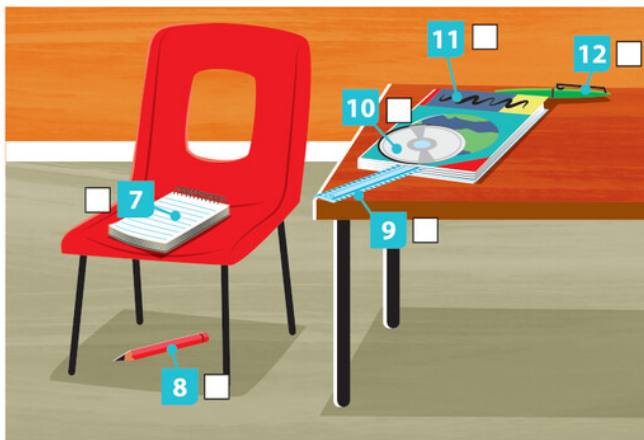
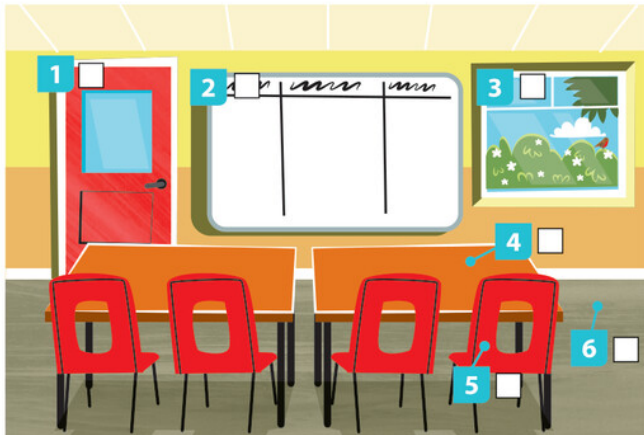
- 0 Fernando phones Alejandra.
No – Alejandra phones Fernando.
 1 They met last Wednesday.
 2 There's a party at Alejandra's place next Friday.
 3 The party starts at seven thirty.
 4 Alejandra lives at 134 Markam Avenue.
 5 Her phone number is 0788 224 234.

B WHAT'S THAT?

Classroom objects

- 1 Look at the classroom. Write the correct letter a–l next to each object 1–12.

- | | | |
|---------|----------|------------|
| a board | e desk | i ruler |
| b book | f floor | j window |
| c CD | g pen | k door |
| d chair | h pencil | l notebook |



Prepositions of place

- 2 Look at the classroom in Ex. 1. Complete the sentences with the prepositions of place below.

behind | between | in
in front of | on | under

- 0 The notebook is on the chair.
- 1 The pencil is _____ the floor.
- 2 The pencil is _____ the chair.
- 3 The book is _____ the desk.
- 4 The pen is _____ the book.
- 5 The ruler is _____ the book.
- 6 The board is _____ the door and the window.
- 7 The book is _____ the pen.

GRAMMAR

Imperatives

RULE: For the **positive imperative**, we use the base form of the verb. For the **negative imperative**, we use **don't** and the base form of the verb.

Positive	Negative
Open your book!	Don't run!

► workbook page 154

Classroom language

- 3 Use one word from each box to invent eight new classroom rules in your notebook. Use positive and negative imperatives.

eat | listen | open | run
sleep | speak | stand | write

board | book | chair | classroom
desk | door | food | Italian | music

Don't stand on the desk!

- 4 **SPEAKING** In pairs. Compare your answers.



can / can't

- We use **can** for permission or to make a request;
Can I ask a question?
No, you can't.
- can** is a modal verb. We use the base form of the verb after it.

- 5 **W.06** Complete the sentences with the words below. Then listen and check.

again | ask | don't | hand | me | mean
page | say | spell | understand

- 1 Excuse _____.
- 2 Can I _____ a question, please?
- 3 Can you say that _____, please?
- 4 How do you _____ *mangiare* in English?
- 5 Open your books to _____ 56.
- 6 Put your _____ up if you know the answer.
- 7 Sorry, I _____ know.
- 8 Sorry, I don't _____.
- 9 What does this word _____?
- 10 Excuse me. How do you _____ that word?
Is it C-H-E-I-R or C-H-A-I-R?

6 SPEAKING In pairs. Use the prompts to ask permission or make a request with *can*.

0 I / ask a question

Can I ask a question?

1 you / say that again please

2 you / close the window please

3 I / sit on the chair

4 you / open your books to page 11

5 you / help me

GRAMMAR

Subject and object pronouns

RULE: We put subject pronouns before verbs.
She's a good teacher.

We put object pronouns after verbs.
We like her.

Subject pronouns

I
you
he
she
it
we
they

Object pronouns

me
you
him
her
it
us
them

► workbook page 154

7 ★☆☆ Choose the correct pronoun.

- 0 Jo is in the class with *we / us*. *She / Her* sister is here, too.
- 1 This is a photo of *I / me*. *I / Me* am with my dad.
- 2 **A** Is that Paul?
B Yes, I'm behind *her / him* in this photo.
- 3 **A** Is Laura OK?
B Yes, her mum's with *she / her*. *She / Her* is fine.
- 4 **A** Is Toby in their group?
B No, he's not in a group with *they / them*.
They / Them are in group 1.

8 ★☆☆ Complete the sentences with the correct pronouns.

- 0 He's a good singer – we like *him* a lot.
- 1 My books are in your bag. Can you get _____, please?
- 2 I've got a new bike – I'm going to ride _____ this afternoon.
- 3 Where are you? I can't see _____.
- 4 I don't know where the Maths class is – can you show _____?
- 5 She doesn't know, so please tell _____.
- 6 We like our parents. They give _____ lots of love!

GRAMMAR

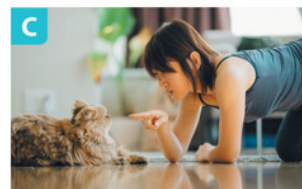
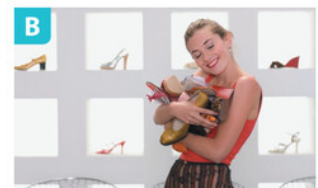
this / that / these / those

	Singular	Plural
here ↓	<i>this book</i>	<i>these books</i>
there →	<i>that book</i>	<i>those books</i>

► workbook page 155

9 ★☆☆ Match the photos A–D with the sentences 1–4.

- 1 ___ What animal is this?
- 2 ___ What animal is that?
- 3 ___ These shoes are nice.
- 4 ___ Those shoes are nice.



10 ★☆☆ Complete the email with the words below. There are three extra words.

are | how | I | in front of | it | lot | me
them | under | understand | we | you

★ James jamie320@email.co.uk

Hello from Italy

Hi Liz,

I'm writing to ⁰ *you* from Italy! My family and I ¹ _____ on holiday here for a week. It's really nice here. Italian people are very friendly but of course I don't speak Italian, so I don't ² _____ when people talk to me. But a ³ _____ of people here speak English, so it's all OK.

Our hotel is great. ⁴ _____ have a swimming pool ⁵ _____ our room – it's really big! I have dinner late – usually after eight o'clock! It's always really good – the pasta is delicious – but I usually have pizza. Dinner is my favourite meal. I love ⁶ _____.

So, ⁷ _____ are you? I hope you are enjoying your holiday, too. I want to buy a present for you here in Italy. Do you like Italian music? Write and tell ⁸ _____, OK? Have a good time and write soon.

Love,
James

C ABOUT TIME

Numbers, days and dates

1 Write the words for the numbers.

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

2 W.07 Write the numbers in order in your notebook. Then listen and check.

eighty-seven | fifty-nine | forty-four | nineteen
 ninety-two | one hundred | seventy-eight
 sixty-three | thirty-six | twenty-five

0 nineteen 19

3 W.08 Listen and choose the correct information.

- Nathan** Hi, Kim. Why are you so happy today?
Kim Because it's the ¹21st / ²22nd / ³23rd of February.
Nathan And what's special about that date?
Kim It's my birthday!
Nathan Really! Happy birthday, Kim.
Kim Thanks. I'm ¹12 / ²13 / ³14 today.
Nathan Lucky you!
Kim When is your birthday, Nathan?
Nathan It's in ¹August / ²September / ³October.
Kim What date?
Nathan The ¹11th / ²12th / ³13th. I think it's on a ¹Tuesday / ²Thursday / ³Friday this year.

4 W.09 Write the names of the days and months. Listen and check.

- | DAYS | MONTHS |
|-----------------|------------------|
| 1 <u>Monday</u> | 1 <u>January</u> |
| 2 _____ | 2 _____ |
| 3 _____ | 3 _____ |
| 4 _____ | 4 _____ |
| 5 _____ | 5 _____ |
| 6 _____ | 6 _____ |
| 7 _____ | 7 _____ |
| | 8 _____ |
| | 9 _____ |
| | 10 _____ |
| | 11 _____ |
| | 12 _____ |

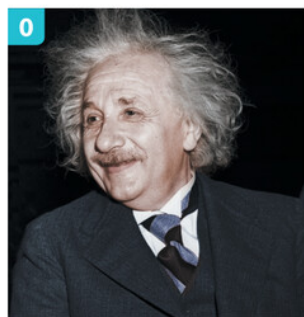
5 Match the ordinal numbers a-j with 1-10.

- | | |
|---------------------|--------|
| 1 ___ first | a 15th |
| 2 ___ second | b 12th |
| 3 ___ third | c 22nd |
| 4 ___ fourth | d 20th |
| 5 ___ fifth | e 31st |
| 6 ___ twelfth | f 3rd |
| 7 ___ fifteenth | g 1st |
| 8 ___ twentieth | h 2nd |
| 9 ___ twenty-second | i 4th |
| 10 ___ thirty-first | j 5th |

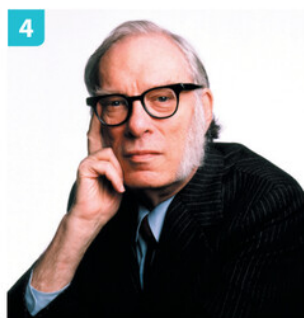
6 W.10 How do you say these numbers? Listen and check.

6th | 12th | 16th | 19th | 22nd | 23rd | 30th

7 W.11 Listen and write the people's birthdays.



14th March

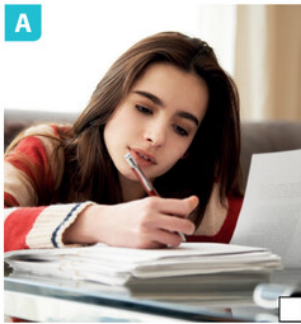


8 SPEAKING Walk around the classroom. Ask and answer about birthdays. Whose birthday is close to your birthday?

- A *When's your birthday?*
 B *It's on 17th March.*

Your day

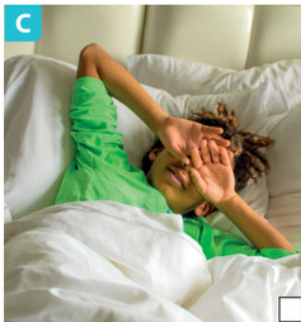
9 Put the activities A–H in the correct order 1–8.



I do my homework.



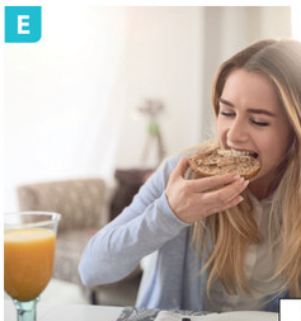
I get home.



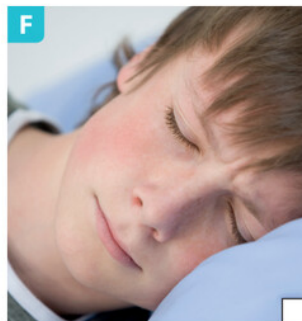
I get up.



I have lunch.



I have breakfast.



I go to bed.



I have dinner.



I go to school.

10 Look at the sentences in Ex. 9. Write them in the correct column for you. Use your notebook if necessary.

Morning	Afternoon	Evening
<i>I get up.</i>		

Times

11 Match the clocks A–H with the times 1–8.

- It's ten to one.
- It's six o'clock.
- It's half past three.
- It's eight o'clock.
- It's ten to eight.
- It's 10.30.
- It's twenty past ten.
- It's half past eight.



3

get home.



12 W.12 Listen to Mayra. Write her activities under the clocks in Ex. 11.



Time expressions

midday to midnight = pm

midnight to midday = am

12 am = midnight

12 pm = midday

1 am = one o'clock in the morning

1 pm = one o'clock in the afternoon

13 SPEAKING In pairs. Talk about your day.

A *I go to school at half past eight.*

B *I do my homework at seven o'clock.*

1

MY THINGS

OBJECTIVES

GRAMMAR

have got / has got
there is / there are
Possessive adjectives
some / any

VOCABULARY

Personal objects
Expansion: Verbs + -er
Description

FUNCTIONS

Describing objects
Role Play: Your things

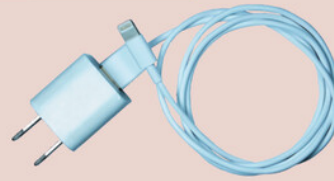
VIDEO



1 backpack



2



3



4



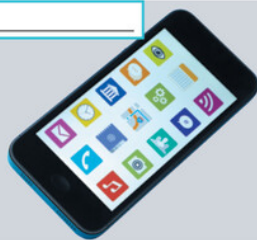
5



6



7



8



9



10



11



12



13



14



15



VOCABULARY

Personal objects

- 1 1.01 Write the names below under the objects. Then listen, check and repeat.

backpack | charger | diary | earphones
key ring | lunchbox | magazine | mobile phone
purse | pencil case | speaker | sunglasses
tablet | wallet | watch

- 2 **SPEAKING** In pairs. Point to the photos. Ask and answer questions about them.

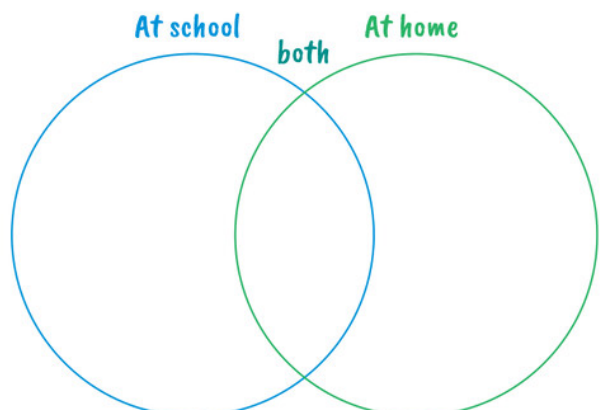
A What's this?

B It's a speaker.

- 3 **SPEAKING** In pairs. Ask and answer the questions.

- 1 Which objects from Ex. 1 are in your bag today?
2 Which objects are never in your bag?

- 4 Sort the objects in Ex. 1 into groups.





VOCABULARY

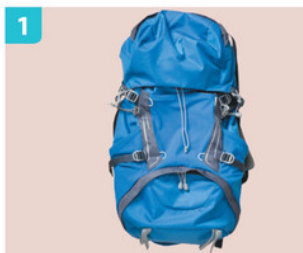
Description

- 5 1.02 Complete the mind map above with the words below. Then listen, check and repeat.

brown | green | new | old | silver | small | tidy

- 6 Match the pairs of opposites below with the photos 1–4.

big / small | new / old | tidy / messy



- 7 **SPEAKING** In pairs. Describe one of your personal objects with the adjectives for description. Don't say what it is. Your partner says what it is!

A *It's blue and silver and it's new.*

B *It's your pencil case!*

Learn to learn Competence

Noting new words in context

Writing new words in context helps you to remember what they mean.

- 8 Write six sentences with the objects in Ex. 1 and adjectives for description in your notebook. Make sure the sentences are true for you.

My key ring is old.

My earphones are small and white.

Vocabulary Expansion

Verbs + -er

We often add -er to the end of a verb to create the name of an object for that activity.

speak → speaker

record → recorder

charge → charger

copy → copier

GET TH!NKING



- 9 **SPEAKING** Watch the video and answer the questions. Then discuss with the class.

- Which gadget is useful in a swimming pool?
- Which gadget creates energy for developing nations?
- Which gadget in the video is your favourite?


[HOME](#)
[ABOUT](#)
[LATEST POSTS](#)


Your school bag says a lot about the type of person you are.

Tell us about your **SCHOOL BAG!**

👍 15 Likes

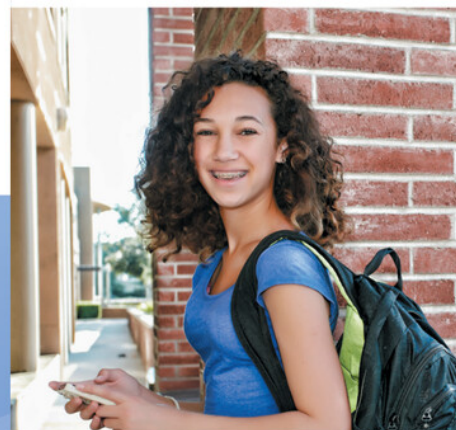
💬 3 Comments

- 1 _____ My backpack isn't new, it's old and dirty but it's in my favourite football team's colours. I've only got a pen, two books and a tablet in it – and a PE bag. There isn't a lunchbox but there's a bottle of water. I've always got my earphones, my phone and its charger with me.
- 2 _____ My school bag is silver and blue – and new! There are a lot of school books in it and a big pencil case, a notebook, a diary and a tablet. It's very tidy. In the small pocket, there's a key ring and a small purse. Today, there is also a book of pictures by famous artists.
- 3 _____ My school backpack? It isn't new and it's messy! In it, there's a lunchbox and a bottle of water. I've got my phone and a charger – they're very important. There are also my sunglasses, a purse, a key ring and two magazines. Are there any books? Only one but my friends have got their books, so I can look at them!



Camilla

She is very organised and she likes art. Her bag is probably very tidy.



Keira

She is untidy and she's got a lot of things in her bag but probably not many books.



Leon

This student is into sport. He isn't tidy.

READING

Reading Strategy

Using text genre to understand the purpose of the text

Identify what type of text you are reading (an email, an article, a blog, a social media post). This helps you to understand why the author wrote it, and perhaps some of the ideas in the text.

Use the strategy

- 1 1.03 Read and listen to the text. Then choose the correct answer.
 - 1 This text is...
 - A an email.
 - B an article.
 - C a social media post.
 - 2 You can find this type of text...
 - A in a magazine.
 - B in a book.
 - C in a newspaper.
 - D online.
 - E in an information leaflet.

Reading Practice

- 2 1.03 Read and listen again. Then write the name of each student next to the description of their bag 1–3.

3 Read the text again and mark the sentences T (true) or F (false). Correct the false sentences in your notebook.

- 1 ___ Leon's favourite subject is art.
- 2 ___ Leon's got his sports things today.
- 3 ___ There's a mobile phone in Camilla's bag.
- 4 ___ Camilla's messy.
- 5 ___ There are a lot of school things in Keira's bag.
- 6 ___ Keira hasn't got all her school books today.

4 **SPEAKING** In pairs. Talk about your school bag.

- 1 Which of the three bags is your school bag similar to?
- 2 Ask your partner to describe his / her bag.

Personal Competence

Important things

5 Number the things at school in order of their importance to you.

- ☐ friends
- ☐ lessons
- ☐ books
- ☐ school things
- ☐ good marks
- ☐ break time

6 **SPEAKING** In pairs. Compare your ideas. Are the same things important to you both?

Citizenship Competence

Respecting public property

How do you use public property?

- Work in groups of four. List all the examples you can of public property in your area. For ideas, think of transportation, infrastructure and public places.
- Talk about the public property you use. Is it in good or bad condition? How does its condition affect how you feel when you use it?
- How can you maintain the public property you use in good condition? Collaborate to think of ideas.

TOWARDS INVALSI

7 **SPEAKING** In pairs. Do you prepare for school the night before? What do you do?

Listening Strategy

Recognising word boundaries from sentence stress

When people speak in English, the words create a continuous sound but there is emphasis on the important words. The alternation between words with and without emphasis creates a rhythm. This rhythm helps you to understand the boundaries between words.

Use the strategy

8 **1.04** Listen to parts of a conversation. Count the words.

0 6 1 ___ 2 ___ 3 ___ 4 ___ 5 ___

Listening Practice

9 **1.05** Listen to a conversation between Sarah and her mum. First you will have one minute to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for questions 1–6. The first one (0) has been done for you. After the second listening, you will have one minute to check your answers.

- | | | | |
|--|-------------------------------------|--|--------------------------|
| 0 Sarah is... | <input type="checkbox"/> | 4 Sarah hasn't got... | <input type="checkbox"/> |
| A at school. | <input type="checkbox"/> | A pens or pencils. | <input type="checkbox"/> |
| B at the park. | <input type="checkbox"/> | B a pencil case. | <input type="checkbox"/> |
| C in her room. | <input checked="" type="checkbox"/> | C a mobile phone. | <input type="checkbox"/> |
| D in the classroom. | <input type="checkbox"/> | D a tablet. | <input type="checkbox"/> |
| 1 Sarah is looking for... | <input type="checkbox"/> | 5 Mum wants Sarah to... | <input type="checkbox"/> |
| A her tablet. | <input type="checkbox"/> | A stay at home. | <input type="checkbox"/> |
| B her key ring. | <input type="checkbox"/> | B decide what she needs. | <input type="checkbox"/> |
| C her lunchbox. | <input type="checkbox"/> | C take her tablet to school. | <input type="checkbox"/> |
| D her backpack. | <input type="checkbox"/> | D take her phone to school. | <input type="checkbox"/> |
| 2 Mum helps Sarah to... | <input type="checkbox"/> | 6 Sarah takes... | <input type="checkbox"/> |
| A do her homework. | <input type="checkbox"/> | A her backpack, diary, Maths book, lunchbox and a snack. | <input type="checkbox"/> |
| B find a thing. | <input type="checkbox"/> | B pens and pencils. | <input type="checkbox"/> |
| C tidy her room. | <input type="checkbox"/> | C her phone and charger. | <input type="checkbox"/> |
| D study for her test. | <input type="checkbox"/> | D her notebooks. | <input type="checkbox"/> |
| 3 Mum wants to be sure... | <input type="checkbox"/> | | |
| A Sarah is ready for her swimming lesson. | <input type="checkbox"/> | | |
| B Sarah's got the things she needs for school. | <input type="checkbox"/> | | |
| C Sarah's room is tidy. | <input type="checkbox"/> | | |
| D Sarah's got a snack. | <input type="checkbox"/> | | |

GRAMMAR

have got / has got

RULE: We use *have got* for possession. We use *has got* in the third person singular (*he, she, it*).

Positive	Negative
I've (have) got it.	I haven't (have not) got it.
You've (have) got it.	You haven't (have not) got it.
He / She / It's (has) got it.	He / She / It hasn't (has not) got it.
We've (have) got it.	We haven't (have not) got it.
They've (have) got it.	They haven't (have not) got it.
Questions	Short answers
Have I got it?	Yes, I have. No, I haven't.
Have you got it?	Yes, you have. No, you haven't.
Has he / she / it got it?	Yes, he / she / it has. No, he / she / it hasn't.
Have we got it?	Yes, we have. No, we haven't.
Have they got it?	Yes, they have. No, they haven't.

► workbook page 162

1 ★☆☆ Complete the sentences with the correct form of *have got*.

- I haven't got (not) my pencil case today.
- Luke _____ a new backpack.
- _____ you _____ a watch?
- The students _____ (not) their tablets.

2 ★☆☆ Write sentences with the prompts and *have got*.

- Kylie / black earphones.
Kylie has got black earphones.
- you / the charger for your phone?

- I / sandwiches in my lunchbox.

- the teacher / not / her tablet today.

3 ★★ SPEAKING In pairs. Ask and answer questions about what you have got in your school bag today.

- A *Have you got a speaker in your bag?*
B *No, I haven't. / Yes, I have.*

there is / there are

RULE: To say that a thing or a person is in a place, we use *there is*. We use *there are* for the plural.

Positive	Negative
There's (is) a bag.	There isn't (is not) a bag.
There are two bags.	There aren't (are not) two bags.
Questions	Short answers
Is there a bag?	Yes, there is. / No, there isn't (is not).
Are there two bags?	Yes, there are. / No, there aren't (are not).

► workbook page 162

4 ★☆☆ Choose the correct option.

- There is / are an apple in this lunchbox.
- There *isn't* / *aren't* 28 students in my class.
- Is* / *Are* there a wallet on the desk?
- There *is* / *are* two teachers in the classroom.
- Is* / *Are* there a speaker in your classroom?

5 ★★☆☆ Rewrite the sentences in the positive, negative or question forms in your notebook.

- There are ten chairs in the room. (- / ?)
There aren't ten chairs in the room.
Are there ten chairs in the room?
- There's a new student in our class. (- / ?)
- Is there an apple in my lunchbox? (+ / -)
- There isn't a charger with this phone. (+ / ?)
- Are there six keys on the key ring? (+ / -)

6 ★★☆☆ What's in your pencil case? Write sentences in your notebook with *there is* / *there are*.

There's one blue pen and two pencils.



Plural nouns

- To form the plural of regular nouns:
add -s;
wallet → *wallets*
- nouns ending in -s, -ss, -x, -ch, -sh:
add -es;
box → *boxes*
- nouns ending in consonant + -y:
change -y to -ies;
city → *cities*
- irregular plurals:
child → *children*
man → *men*
woman → *women*
person → *people*

7 ★☆☆ Write the plurals.

- bag _____
- key _____
- person _____
- baby _____

8 ★★☆☆ Look at the personal objects in Ex. 1 on page 12. Write them all in the plural in your notebook.



a / an

- We use **a** before singular nouns beginning with a consonant:
a camera a photo
- We use **an** before singular nouns beginning with a vowel or a silent "h":
an app an email an hour

BUT

- We use **a** before singular nouns beginning with a consonant sound, for example /ju/.
a euro a university

9 ★☆☆ Choose the correct option.

- a / an* Italian car
- a / an* hotel
- a / an* English book
- a / an* happy day

Possessive adjectives

RULE: Possessive adjectives indicate the person or people who possess something.

Subject pronouns

I
you
he / she / it
we
they

Possessive adjective

my
your
his / her / its
our
their

► workbook page 162

10 ★☆☆ Complete the sentences with the correct possessive adjective.

- I'm Chloe and this is my brother.
- Who is that boy? What's name?
- Rosie and sister are my friends.
- Here's my phone but where is charger?



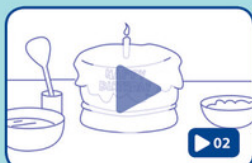
Possessive 's

- We add 's to a noun or name to show possession.
Mum's watch Lia's keys
- For plural nouns, we add an apostrophe (') after the -s.
the students' backpacks the girls' sunglasses

11 ★★★ SPEAKING In pairs. Ask and answer questions about the students in your class using have got and there is / are.

- A *Has Lisa got her earphones?*
B *Yes, she has. They're on her desk.*

GRAMMAR REVISION



02

FUNCTIONS

Describing objects



Adjectives

- Adjectives go before nouns and have one form;
a tidy desk an orange watch a green pen
- The sequence for multiple adjectives is:

Possession	Opinion / Condition	Size / Age	Colour	
<i>my</i>	<i>cool</i>	<i>new</i>	<i>black</i>	<i>sunglasses</i>

12 Read the descriptions 1–3 and match them with the objects below. There is one extra object.

earphones | key ring | speaker | sunglasses

- It's small, silver and green. There are two keys on it.

- It's cool, new and black. I listen to music with it.

- They're black and silver. I use them in the summer.

13 1.06 Number the parts of the dialogue in order. Then listen and check.

- ☐ A Yes, there are.
☐ A No, it isn't.
☒ A It's new and it's red and green. It isn't very big.
☐ A Yes, it is. I use it at school.
☐ B Is it a wallet?
☐ B It's your pencil case!
☐ B Is it in your backpack?
☐ B Are there pens and pencils in it?

PRONUNCIATION

The articles a / ə / and an / æ /

14 1.07 Listen to the sentences.

- Have you got **a** new backpack?
- There's **an** English magazine.
- There's **a** new desk and **an** old chair.
- Tom's got **a** new watch and **an** old phone.

15 1.08 Listen again and repeat.

16 SPEAKING In pairs. Make and say sentences with the words in the table.

I've got a new backpack.

I've got	a	cool	backpack
There's	an	dirty	bike
		new	phone
		American	T-shirt



BE A MINIMALIST!

Have you got a lot of things? I have.
Are they all necessary? No, absolutely not!

In my room I've got school things, clothes, shoes, books, magazines, games... Sure, I like all my things. Some things are important and useful but a lot of them aren't necessary. My room is always messy because I've got all these things!

This is my idea: be a minimalist. That's when you only have a small number of things – just the necessary things. I've got a magazine with some photos of a minimalist house. It's so cool! The rooms aren't messy, they're tidy because there aren't any extra things. There's space in this house. I'd like a house like that!

It's easy to be a minimalist and it's good for you: your room is always tidy and you have some money for fun activities – not for shopping for more things! You only have the necessary things so you are free – and happy! It's also good for the planet.

Are you ready to be a minimalist, too? Have you got any good ideas? Let's share them!

add a comment

@KAT010 Hey Amy! I like your idea! You're so right!

1 hr ago

@MaxT Stop shopping! Enjoy the things you've got.

46 mins ago

@Skygirl Remember – some people haven't got any things. We can give our extra things to them. Let's help other people.

27 mins ago

@JackE08 My home is very small so I haven't got any space for new things. I'm already a minimalist!

12 mins ago



READING

1 1.09 Read and listen to Amy's blog post 'Be a minimalist!' Choose the best alternative title.

- a I haven't got any things
- b Lots of things for me!
- c Free from things

2 1.09 Read and listen again. Then match the sentence parts.

- | | |
|-------------------------------|----------------------------------|
| 1 ___ There are | a never tidy. |
| 2 ___ She likes | b a lot of things. |
| 3 ___ Amy's room is | c for people and the planet. |
| 4 ___ She's got | d a new idea. |
| 5 ___ Minimalists haven't got | e a lot of things in Amy's room. |
| 6 ___ Amy's idea is good | f all her things. |

3 **SPEAKING** In pairs. Answer Amy's questions with your own ideas.

- A *Have you got a lot of things?*
- B *Let me think. I've got...*
- A *Are they all necessary?*
- B *Well, I need...*
- Perhaps I don't need...*
- I definitely don't need...*

GRAMMAR

some / any

RULE: We use **some** and **any** for indefinite quantities.
We use **some** in positive sentences.

*I've got **some** pencils.*

We use **any** in negative sentences and in questions.

*I haven't got **any** pencils.*

*Are there **any** pencils in your pencil case?*

▶ workbook page 163

4 ★☆☆ Choose the correct option.

- 0 There are some / any good films on at the cinema.
- 1 Are there some / any new students in your class?
- 2 They've got some / any sports magazines.
- 3 I haven't got some / any exercises for homework.
- 4 There aren't some / any photos on your mobile phone.

5 ★☆☆ Write sentences in your notebook with the prompts, **some** and **any** and the correct verb forms.

- 0 Lucas / have got / good video games (+)
*Lucas has got **some** good video games.*
- 1 there / be / great clubs at our school (+)
- 2 there / be / magazines / in your bag (?)
- 3 my friends / have got / bottles of water (-)
- 4 there / be / sandwiches for me (-)

6 ★★★ **SPEAKING** In pairs. Ask and answer questions with **some** and **any** about the things below you see in your classroom.

books | chargers | earphones | magazines
mobile phones | notebooks | pens
rulers | sunglasses | tablets | watches

A Are there any pens?

B Yes, there are. / No, there aren't.



I like / I'd like

- We use **I like** / **We like** to express our preferences:
I like sport.
We don't like homework.
- We use **I'd like** / **We'd like** to make requests.
I'd like to go home now.
We'd like an ice-cream.

7 ★★★ Choose the correct option.

- 0 I like / I'd like some fruit juice, please.
- 1 We like / We'd like horror films.
- 2 Good morning, I like / I'd like a student ticket, please.
- 3 I'm really hot. I like / I'd like an ice cream.
- 4 What's my favourite sport? I like / I'd like football.

LISTENING

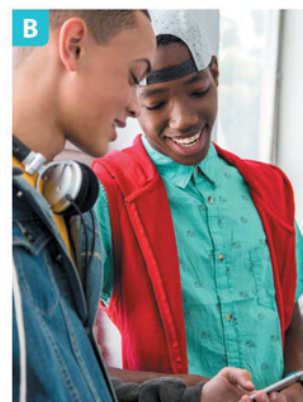
8 **1.10** Listen and match the dialogues 1–4 with the photos A–D.

Dialogue 1 ____

Dialogue 2 ____

Dialogue 3 ____

Dialogue 4 ____



9 **1.10** Listen again and choose the correct answer.

- 1 The boy hasn't got his...
A mobile phone.
B earphones.
C charger.
- 2 Where is the girl's diary?
A on the teacher's desk
B in her backpack
C with her Maths book
- 3 The girls decide to have lunch...
A at the café.
B in the park.
C at school.
- 4 The correct answer in the game is...
A a pencil case.
B a backpack.
C a wallet.

10 **ROLE PLAY** Your things. In pairs. Student A: Choose a photo in Ex. 8 but don't say which one. Describe it. Student B: Listen and choose the correct photo.

SKILLS AND CULTURE

READING

- 1  1.11 Read and listen to the article. Then complete the sentences.

- 1 In the UK, school summer holidays are _____ weeks long.
- 2 In the USA, school summer holidays are _____ weeks long.


- 2 Read again and answer the questions.

- 1 When is the first day of school in England?
- 2 What special clothes have British students got for school?
- 3 British students haven't got any textbooks in their bags. Why is this?
- 4 When is the first day of school for American students?
- 5 What celebrations are there at the start of the school year?

LISTENING

- 3  1.12 Listen to a conversation between a mother and her daughter. Tick (✓) the words you hear.

- | | |
|-------------------------------------|-------------------------------------|
| 1 <input type="checkbox"/> homework | 4 <input type="checkbox"/> teachers |
| 2 <input type="checkbox"/> party | 5 <input type="checkbox"/> friends |
| 3 <input type="checkbox"/> Saturday | |

- 4  1.12 Listen again and complete the information about the party.

a party for: ¹ _____
day: ² _____
time: ³ _____
place: ⁴ _____
food: ⁵ _____
number of friends: ⁶ _____

SPEAKING

CULTURE VIDEO



- 5 Watch the video and answer the questions. Then discuss with the class.

- 1 What do Indian students take on their first school day?
- 2 What do Russian students take on their first school day?
- 3 What do German students receive on their first school day?



It's September 1st – so it's back to school for children and teenagers in England, Wales and Northern Ireland but not for Scotland. The first day of school is around 15th August at Scottish schools. It's the end of the six-week summer holiday, so it isn't school students' favourite day of the year!

Students have got new school uniforms and they are clean and tidy on their first day of school. Parents like taking photos of their children in their uniforms with their new backpacks before they go to school in the morning.

What have British students got in their backpacks on the first morning? There are things such as pencil cases and notebooks but there aren't any textbooks. All the textbooks are at school. In Britain, students get their textbooks at the start of the school year and return them to the school before the summer holiday.



WRITING

A diary entry

6 **PREPARE** Read Logan's diary entry and answer the questions in your notebook.

- 1 What special day is it?
- 2 How many students are there at Logan's school?
- 3 Which year is he in?
- 4 What's his opinion of the school uniform?

September 2nd

- 1 Today is an important day for me. It's the first day at my new school!
- 2 My school is called Lanham Park School. It is very big and there are over a thousand students! The school is new and it's got a big hall, a cafeteria, some science labs, a music studio, sports fields and a lot of classrooms.
- 3 I'm in year 10 this year. There are 25 students in my class and we've got a lot of teachers. There's a different teacher for every subject. The uniform is OK but grey and dark green aren't my favourite colours!
- 4 I like my new classmates and I like my new school!



7 **ANALYSE** Match the paragraphs 1–4 with a–d.

- | | | | |
|-------------|-------|---|----------------------|
| Paragraph 1 | _____ | a | general information |
| Paragraph 2 | _____ | b | opinion |
| Paragraph 3 | _____ | c | introduction |
| Paragraph 4 | _____ | d | specific information |

8 **Underline** all the words about school in the diary entry.

Writing Strategy

Brainstorming ideas

Think about the topic for five minutes and write down all your ideas before you begin to write.

You can create a table to help you.

9 **PLAN** You want to write a diary entry about your first day at a new school.

First, think of some ideas and complete the table.

Introduction	
The school	
General information	
My opinion	

10 **WRITE** Write your diary entry in your notebook. Use your ideas in Ex. 10. Write about 100 words.

THE USA

All American schools have long summer holidays of ten weeks but the date of the first day of school isn't the same in all states. In some states, students go back to school sometime in August, in others in the first week of September.

The first day of the new school year is an important day. On that day, a lot of students have got new clothes and new backpacks and things for school. American students haven't got uniforms so they can wear the clothes they like.

There are a lot of special back-to-school activities: students have Good-bye to Summer parties or families have one last trip of the summer. On the first morning of school, families have a special breakfast all together and students go to school with their favourite food in their lunchboxes.



2

HAVING A GOOD TIME

OBJECTIVES

GRAMMAR

Present simple
Verbs of opinion + *-ing*
Adverbs of frequency

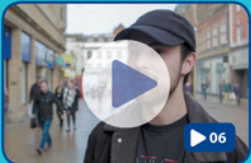
VOCABULARY

Everyday activities
Expansion: Verbs + *-ing*
Hobbies

FUNCTIONS

Suggesting
Role Play:
Going to a festival

VIDEO



VOCABULARY

Everyday activities

1 Match the activities 1–12 with the photos A–L.

- | | |
|------------------------------|------------------------|
| 1 ___ going out with friends | 6 ___ doing homework |
| 2 ___ walking the dog | 7 ___ doing exercise |
| 3 ___ playing online games | 8 ___ messaging |
| 4 ___ watching TV | 9 ___ reading |
| 5 ___ sleeping | 10 ___ dancing |
| | 11 ___ doing housework |
| | 12 ___ singing |

Vocabulary Expansion

Verbs + *-ing*

When we add *-ing* to a verb, we create the name of an activity.

I play tennis on Sundays.

Playing tennis is fun.

I go out with my friends at the weekend.

Going out with friends is my favourite thing to do at the weekend.



2 Complete the sentences with activities from Ex. 1.

- 1 _____ is my personal favourite.
- 2 _____ is never boring.
- 3 _____ is sometimes interesting.
- 4 _____ is impossible for me.
- 5 _____ is always boring.
- 6 _____ is sometimes difficult.
- 7 _____ is never fun.
- 8 _____ is always difficult.

3 **SPEAKING** In groups of three. Compare your ideas from Ex. 2.

A *I think reading is sometimes boring.*

B *Really? I think it's never boring.*

4 **SPEAKING** Think of more activities and say what you think.

A *Playing football is always fun.*

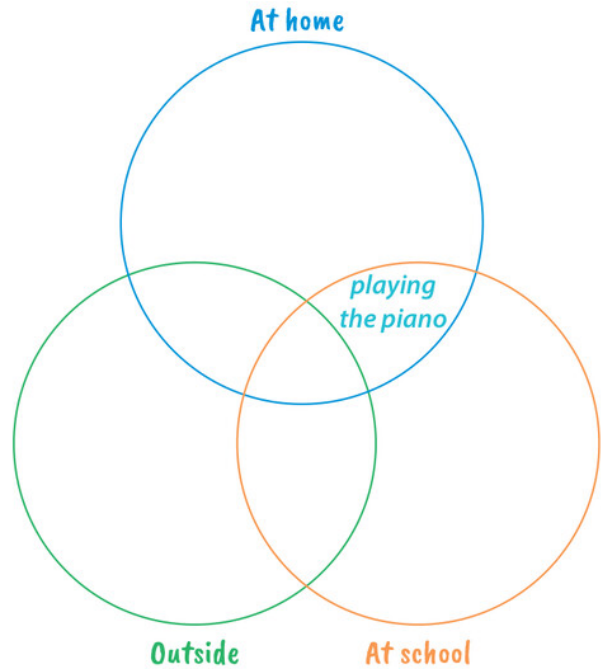
B *Studying is sometimes interesting.*

Entrepreneurship Competence

Building on your interests

What activities or hobbies do you love? Perhaps they aren't only fun. Can you use them in a job one day? What kind of job?

7 Copy the diagram into your notebook and complete it with hobbies and everyday activities.



GET TH!NKING



VOCABULARY

Hobbies

5 Complete the phrases with the words below.

being | collecting | keeping
playing | taking | writing

- 0 *playing* an instrument.
- 1 _____ in a club.
- 2 _____ a blog.
- 3 _____ photos.
- 4 _____ a pet.
- 5 _____ things.

6 **SPEAKING** In pairs. Ask and answer questions about the hobbies in the photos.

A *Do you play an instrument?*

B *Yes, I do.*

A *What do you play?*

8 **SPEAKING** Watch the video and answer the questions. Then discuss with the class.

- 1 How do different people show they are happy?
- 2 Are people happy for the same or different reasons?
- 3 What are three examples of ways to be happy?





DO YOU ENJOY LIFE?

Do your parents always ask you to do housework? Does your teacher give you homework every day? Life is sometimes difficult because there are lots of things to do. It's great to be busy, but it's important to look after yourself and have fun, too. We all need to think about ourselves and do things we like, whether it is playing an instrument or taking photos. But we also need to do things that keep us healthy and happy.



Here's our quiz. Try it and find out: do you have lots of fun?

- 1** Do you laugh a lot?
A Yes, I laugh all the time.
B I only laugh when I'm happy.
C My best friend says I don't laugh very often.

- 5** Do you like doing exercise?
A Yes, exercise is fun.
B Some exercise is OK, but not everything.
C I don't like exercise at all.

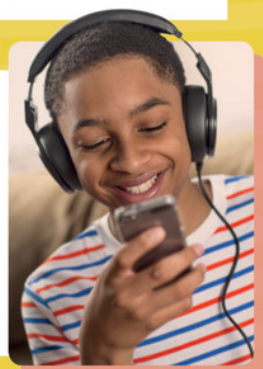


- 2** How many hobbies do you have?
A I have lots of hobbies.
B One.
C I don't have any hobbies.

- 6** Do you like word and number puzzles?
A I like puzzles a lot.
B Word puzzles are OK, but number puzzles are boring.
C No, I don't like puzzles at all.



- 3** When do you listen to music?
A In the morning, afternoon and evening.
B I only listen to music when I have time.
C I never listen to music. I don't have time.



- 7** Which of these activities do you do most?
A Spend time with friends and family.
B Message friends online or on my phone.
C Watch TV or play games on my phone.



- 4** How many hours do you sleep a night?
A 9–10 hours.
B About 8 hours.
C Less than 8 hours.



Mostly As: Wow! You know how to have fun and enjoy life.
Mostly Bs: Hmm, OK, but can you do more? Try and find more time for yourself.
Mostly Cs: Try and find more ways to have more fun.

READING

Reading Strategy

Using text structure to find the main idea


Look at how the text is organised. If there is a prominent part or a separate section at the beginning or the end, the main idea is there. If the sections have titles, these titles give you the main ideas. If there are none of these, read the first sentence of every paragraph to understand the general idea.

Use the strategy

1 Read the Reading Strategy and answer the questions.

- Where is the main idea in the quiz?
How do you know?
- How are all the A options and all the C options similar?
- What can the quiz tell you?

Reading Practice

2  2.01 Read and listen to the quiz. Then take the quiz and compare your score with a partner.

3 Read the quiz again. Which questions tell us that these things are important for us?

- a ☒ Being with people
- b ☐ Enjoying exercise
- c ☐ Sleeping
- d ☐ Enjoying music
- e ☐ Giving your brain exercise
- f ☐ Being positive
- g ☐ Having interests

4  **SPEAKING** Compare your ideas with a partner.

Question 7 tells us that being with people is important.



Expressions with have

We create the negative and question form of expressions with *have* with the auxiliary *do*.

I don't have lunch at home. Where do you have lunch?

5 Match the sentence parts.

- 0 d Do you have a bath
- 1 ___ I only listen to music
- 2 ___ You know how to have fun
- 3 ___ It's my hobby
- 4 ___ Why don't you have a rest
- a when I have time.
- b and stop playing for a while?
- c and enjoy life.
- d after jogging?
- e and I have a good time when I practise.

6  **SPEAKING** In pairs. Use the options below to create questions and answer. Alternate.

When	do you	have fun / a good time?
Where		have breakfast?
		have a bath / shower?
		have dinner?



Expressing opinions

We express our opinions with:

I love playing football! 😊😊


I like / enjoy music. 😊

I don't mind watching TV. 😊

I don't like / dislike video games. 😞

I hate shopping! 😞😞

TOWARDS INVALSI

7  **SPEAKING** In pairs. What are your hobbies? Tell your partner.

Listening Strategy

Recognising important information from word stress


Listen for the words with emphasis. They will give the important information, for example: **who, what, when** and **where**.

Use the strategy

8  2.02 Listen to the first part of an interview. Underline the words with emphasis.

- 0 So, Alan, you're a student. Do you enjoy school?
- 1 Yes, I do. I like my class and my teachers.
- 2 That's great. What subjects do you study?
- 3 Maths, English, French, Art, History, Science, PE and IT.
- 4 That's a lot. What's your favourite subject?
- 5 I love Art. It's my favourite. I really like English and Science, too.

Listening Practice

9  2.03 Listen to an interview with Alan talking about his hobbies. First you will have one minute to study the task below, then you will hear the recording twice. While listening, answer the questions (1–5) using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have one minute to check your answers.

- 0 What is Alan's favourite subject at school?
- 1 What sport does he do in his free time?
- 2 What is his interesting hobby?
- 3 Who does Alan give cakes to?
- 4 When does Alan do his hobby?
- 5 When does Alan study?

0	Art
1	
2	
3	
4	
5	

GRAMMAR

Present simple

RULE:

We use the Present simple for things that happen regularly or that are always true.

In positive sentences:

- with *I, you, we* and *they*, use the base form of the verb;
- with *he, she* and *it*, add **-s** (or **-es** with verbs that end in *-s, -sh, -ch, -x* or *-z*).

In negative sentences:

- with *I, you, we* and *they*, use **don't**;
- with *he, she* and *it*, use **doesn't**.

In questions:

- with *I, you, we* and *they*, use the auxiliary **do**;
- with *he, she* and *it*, use the auxiliary **does**.

Positive	Negative
I like films.	I don't like films.
You like films.	You don't like films.
He / She / It likes films.	He / She / It doesn't like films.
We like films.	We don't like films.
They like films.	They don't like films.
Questions	Short answers
Do I like films?	Yes, I do . No, I don't .
Do you like films?	Yes, you do . No, you don't .
Does he / she / it like films?	Yes, he / she / it does . No, he / she / it doesn't .
Do we like films?	Yes, we do . No, we don't .
Do they like films?	Yes, they do . No, they don't .

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1 ★☆☆ Complete the sentences with the words below.

do | does | don't | like | says

- I like puzzles a lot.
- My best friend _____ I don't laugh very often.
- I _____ like exercise at all.
- _____ your teacher give you homework every day?
- _____ you like doing exercise?

2 ★☆☆ Complete the dialogue with the correct Present simple forms of *like*.

- Ali** 1 _____ (you) your school, Mark?
- Mark** I 2 _____ the people but I 3 _____ the school. It's old and small. 4 _____ (you) your school, Ali?
- Ali** Yes, I 5 _____ it, but I 6 _____ doing homework after school!
- Mark** That's normal, Ali! What 7 _____ (you) doing after school?
- Ali** I 8 _____ playing video games. And you?
- Mark** No, I 9 _____ video games. I 10 _____ going out with my friends.

3 ★★★ Complete the sentences. Use the Present simple form of the verbs.

- I don't like (not like) horror movies.
- My dad _____ (not sleep) a lot.
He only _____ (need) five or six hours.
- A** _____ you _____ (study) English?
B Yes, I _____.
- My brother _____ (cook) really well but he says he _____ (not enjoy) it.
- A** _____ your sister _____ (play) in the school football team?
B No, she _____.
- My grandparents _____ (not like) travelling.
They _____ (prefer) to stay at home.
- My best friend _____ (watch) TV all day.

Verbs of opinion + -ing

RULE:

After verbs which express an opinion, e.g., *like, love, hate, enjoy, can't stand*:

- we add **-ing** to the base verb;
- if the verb ends in *-e*, we remove the final *-e* (e.g., *live* → *living*);
- if a short verb ends in a consonant + vowel + consonant, we usually double the final consonant before adding **-ing** (e.g., *swim* → *swimming*).

► workbook page 171

4 ★☆☆ Complete the sentences. Use the -ing form of the verbs below.

eat | ride | ~~run~~ | swim | talk | visit

- I hate running to catch the bus to school.
- My parents enjoy _____ in different restaurants.
- My brother can't stand _____ on the phone.
- They like _____ in the sea when it's warm.
- Donna really likes _____ her bike.
- We love _____ new places on holiday.

5 ★★★ What about you? Write two or three sentences about what you like doing in your notebook. Use the ideas in Ex. 3 and 4 to help you.



Prepositions of time

We use:

- **at** with times, festivities and the expressions *at night* / *at the weekend*;
Dylan watches the news at six o'clock.
- **in** with *the morning* / *afternoon* / *evening*; months and seasons;
Natasha likes walking in the forest in winter.
- **on** with dates and days of the week;
Marc goes out with his grandad on Sunday morning.
- **no preposition** with *today*, *tomorrow*, *yesterday*.
I'm relaxing today.

6 ★☆☆ Complete 1–9 with a preposition of time where necessary.

- | | |
|----------------------|------------------------------|
| 0 <u>in</u> December | 5 _____ Friday morning |
| 1 _____ Christmas | 6 _____ night |
| 2 _____ 7 pm | 7 _____ 11.55 |
| 3 _____ the morning | 8 _____ 16 th May |
| 4 _____ today | 9 _____ autumn |

7 ★★☆☆ Complete the dialogue with *at*, *in* or *on*.

- Stef** Hey, where are you going, Tina?
- Tina** I've got a lesson ¹ _____ London
² _____ seven o'clock.
- Stef** A swimming lesson? Is it ³ _____ the pool?
- Tina** No, I only go there ⁴ _____ summer. Now I have karate lessons ⁵ _____ Thursday and Saturday.
- Stef** Is the lesson ⁶ _____ Saturday
⁷ _____ the morning?
- Tina** No, it's ⁸ _____ the afternoon.
⁹ _____ Saturday I take the bus
¹⁰ _____ three o'clock.

8 ★★★ Write sentences with the prompts in your notebook.

- 0 I / love / collect / leaves / autumn.
I love collecting leaves in autumn.
- 1 I / enjoy / have / a party / Christmas.
- 2 my friends / like / go to the cinema / the evening.
- 3 Matthew / can't stand / get up / 6 am.
- 4 we / love / swim in the sea / summer.
- 5 my parents / not / enjoy / watch TV / the morning.
- 6 I / not / like / go out / night.
- 7 we / hate / do / homework / Saturday.

GRAMMAR REVISION



LISTENING

9 2.04 Listen to the conversations. Which one goes with each photo? Write 1–3 in the boxes.



10 2.04 Listen again. Complete the sentences with the names below.

Ben | Dad's friend | Harry
Harry's mum | Jade | Sally

- 0 Sally has got Geography homework.
- 1 _____ loves his hobby.
- 2 _____ wants to do judo lessons.
- 3 _____ thinks judo is good for strength.
- 4 _____ doesn't like crosswords.
- 5 _____ thinks puzzles are good for the brain.

11 In pairs. Ask and answer the questions.

- Who do you have fun with?
- Do you have a good time at school?
- What hobbies have you got?
- What time do you have dinner?
- Do you have a rest after school?
- Do you always have time to do your homework?
- What is your favourite free time activity?
- What time do you go to bed?

What do you do in your **FREE TIME?**

OK, we know you all like watching TV and playing computer games, but we want to know some of the other things you do when you've got some free time. Write and let us know.

I love cats! I like watching cat videos on YouTube every day. I love taking photos of them, too, cats that I see when I'm outside – I try to get photos of lots of different kinds. And I collect things with cats on them – you know, cards or notebooks or T-shirts, things like that. But we can't have cats at home because my dad can't stand them!

Hermione

6 2

I can't stand having nothing to do – for example, when I wait for the bus or in the queue at the fast food place – so I always have my puzzle app on my mobile. Sometimes it's Sudoku, sometimes a crossword or different word game, but it doesn't matter – I just love doing puzzles. And it's great because I never get bored.

Andy

9 1

I'm usually busy, but occasionally I've got a bit of free time, especially in the evening after I do my homework. My favourite thing is looking at maps online. I like using 'street view' and I imagine myself walking in a street somewhere. My dream is to go to New York, so I often 'walk' in the streets there. I try and visit a different place in the world at least once a week.

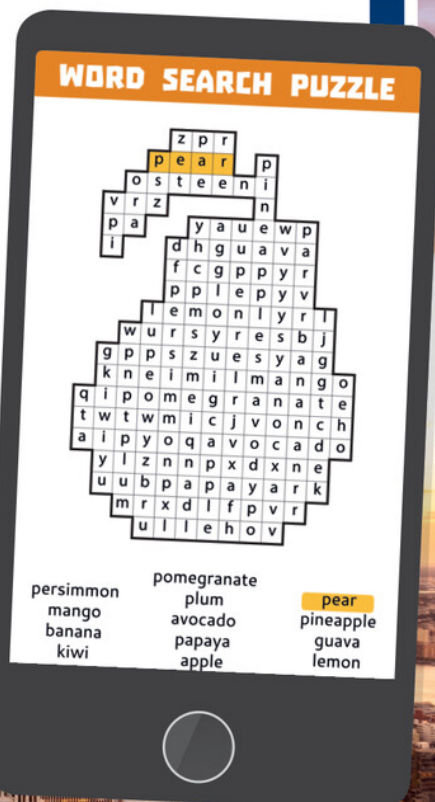
Natalie

4 0

I don't really like sport – I hate running and doing exercise and all that – but I'm crazy about the New Zealand rugby team, the All Blacks. It's because my uncle and aunt live there and they love rugby, so I watch the games and collect anything I can about them! I have a book that I put photos and newspaper articles in. Once a week my uncle and I talk on the internet about the All Blacks – I love that!

Lucy

1 6



READING

1 2.05 Read and listen to the blog about free time activities. Do you like any of the activities in the blog?

2 Read the sentences. Which person in the blog is each one about?

0 – I've got a great bag with a picture of a cat on it.

Hermione

1 – My favourite player is Beauden Barrett.

2 – The Empire State Building is on Fifth Avenue.

3 – I love 'walking' around in Rome, too.

4 – There are some really good ones in my dad's newspaper.

5 – I love the ones with long fur – they're called Persian.

GRAMMAR

Adverbs of frequency

RULE:

Words like **sometimes**, **never**, **always** come after the verb *to be* but before other verbs. Phrases like **every day** or **twice a week** can come at the beginning or at the end of a sentence.

▶ workbook page 171

3 ★☆☆ Complete the diagram with the words below.

always | never | occasionally | often

Adverbs of frequency



4 ★★☆☆ Complete the sentences with adverbs of frequency so they are true for you.

- I _____ do my homework when I get home.
- I _____ write 'thank you' cards for my presents.
- I am _____ late for school.
- I _____ watch TV in the mornings.
- Mum is _____ angry if I don't tidy my room.
- I _____ turn off the lights when I leave the room.

5 ★★☆☆ Complete these sentences from the blog on page 28.

- I like watching cat videos on YouTube _____.
- _____ my uncle and I talk on the internet.

6 ★★☆☆ Write sentences about things you do...

- every day:
I text my best friend every day.
- three times a week:

- once a year:

7 ★★★★★ SPEAKING In small groups. Compare your answers to Ex. 4 and 6.

- A *How often do you go to the cinema?*
B *I go once a month...*

WRITING

Your routine

8 Complete the sentences so they are true for you.

- I rarely _____ at the weekend.
- I can't stand _____.
- I _____ three times every day.
- I love _____ in August.
- I never _____ when I'm tired.
- I _____ once a week.
- I occasionally _____.
- I enjoy _____ after school.

PRONUNCIATION

/s/, /z/, /ɪz/ sounds

9 2.06 Listen to the sentences.

Gus makes **s** cakes and sweets. He works **s** hard and sleeps **s** a lot.

James enjoys **s** all kinds of games. He plays **s** a lot of football with his friends.

Liz's job is fun. She washes and brushes horses and relaxes by riding them.

10 Say the words with the /s/, /z/ and /ɪz/ endings.

11 2.07 Listen again and repeat. Then practise with a partner.

12 SPEAKING In pairs. Talk about a friend or a person in your family. Use the positive or negative form of the verbs below.

do exercise | have breakfast | sing | sleep | watch

My brother Max doesn't sleep a lot. He...