

 CAMBRIDGE



# PREPARE

**STUDENT'S BOOK**

# A2

**LEVEL 2**

**Joanna Kosta  
Melanie Williams**

**Second  
Edition**

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| UNIT   | VOCABULARY  | GRAMMAR  | READING   |
|--|---|--|---|
| <b>0 GET STARTED!</b><br>page 10                               | Things in the classroom<br>Numbers<br>Dates                   | Verb <i>be</i><br><i>there is / there are</i><br><i>have got</i><br><i>can</i><br>Present simple |   |
| <b>1 SPORTS AND GAMES</b><br>page 14                           | Sports<br>ə /ei/ and /aɪ/<br>Sports equipment                 | Adverbs of frequency   | Teenblog: Sport<br>Try these sports!                                  |
| <b>2 THIS IS MY DAY</b><br>page 18                             | Daily routines<br>Food<br>ə The sound /ə/                     | Present continuous and simple  | ✔ Tell us about your day ...  |
| <b>Culture</b> The Paralympic Games page 22                    |   |  |   |
| <b>3 GREAT SOUNDS</b><br>page 24                               | Music<br>Music phrases  | <i>like, don't like, hate, love</i><br>+ <i>-ing</i><br>✔ Talking about music                    | Starting in the music business  |
| <b>4 IT WAS AWESOME!</b><br>page 28                            | Adjectives<br>Emotions  | Past simple of <i>be</i><br>ə <i>was/were</i>  | Activity days – latest reviews  |
| <b>Life Skills</b> Collaboration: Reaching agreement page 32   |   |  |   |
| <b>Review 1</b> Units 1–4 page 34                              |   |  |   |
| <b>5 MOMENTS IN HISTORY</b><br>page 36                         | Historical events<br>Buildings                                | Dates with <i>in</i> and <i>on</i><br>Past simple: regular verbs<br>ə Past simple <i>-ed</i>     | Women in history<br>The Great Fire                                    |
| <b>6 WHAT A GREAT JOB!</b><br>page 40                          | Jobs<br>ə Three-syllable words<br>Work                        | Past simple: negatives and questions   | 50 weeks, 50 states,<br>50 different jobs<br>✔ Students at work!      |
| <b>Culture</b> Saturday jobs page 44                           |   |  |   |
| <b>7 AN EXCITING TRIP</b><br>page 46                           | Holidays (1)<br>Holidays (2)<br>ə Sounds and spelling         | Past simple: irregular verbs   | Crossing the world on a rickshaw to see the Olympics                  |
| <b>8 FAVOURITE PLACES</b><br>page 50                           | Bedroom furniture<br>ə /ɜ:/ and /ɔ:/<br>Free-time activities  | <i>someone, anyone</i> , etc.<br>✔ Signs, notices and messages                                   | Everyone needs a favourite place<br>Artists' favourite places to work |
| <b>Life Skills</b> Physical well-being: Safety at home page 54 |   |  |   |
| <b>Review 2</b> Units 5–8 page 56                              |   |  |   |
| <b>9 CLOTHES AND FASHION</b><br>page 58                        | Clothes<br>Materials<br>ə Words beginning with /s/, /ʃ/, /tʃ/ | Pronouns and determiners   | What's your best buy?<br>They're made of ... what?                    |
| <b>10 BUYING THINGS</b><br>page 62                             | Buying and selling<br>Phrases with <i>for</i>                 | <i>some, any, a lot of, a few, a bit of</i><br>ə Weak forms: /ə/                                 | What kind of shopper are you?<br>Two young entrepreneurs to watch     |
| <b>Culture</b> Shopping page 66                                |   |  |   |

| LISTENING   | SPEAKING  | WRITING   | VIDEO                     |
|---|---|---|---------------------------|
|   | Classroom language<br>Ask and answer questions about personal details<br>⊖ The alphabet |   |                           |
| An interview about an unusual sport   | Talking about sports  |   |                           |
| A description of a morning routine<br>Interviews about getting up in the morning  |   | A paragraph about your routine                  |                           |
|   |   |   | ▶ Paralympic athletes     |
| A conversation about music and musical instruments<br>A conversation about a music school<br>⊖ Email addresses, phone numbers and names | ✔ Giving opinions about music and musical instruments                                   |   | ▶ Great Sounds            |
| Conversations about experiences<br>✔ Five short conversations   |   | A description of a party                        |                           |
|   |   |   |                           |
| An interview about a moment in history  | Giving a presentation about a moment in history   |   |                           |
| A conversation about work experience  |   | A paragraph about work                          | ▶ Jobs                    |
|   |   |   | ▶ Summer camp             |
| A conversation about holidays<br>A description of a journey   | Telling a travel story  |   | ▶ Holidays                |
| Descriptions of favourite places  |   | A description of a favourite place              |                           |
|   |   |   |                           |
| Descriptions of unusual things to use to make clothes   | Describing what someone is wearing  |   |                           |
| ✔ Five short conversations  |   | A story about a problem buying something online |                           |
|   |   |   | ▶ Street fairs everywhere |

| UNIT   | VOCABULARY   | GRAMMAR   | READING  |
|--|--|---|--|
| <b>11 EATING OUT</b><br>page 68                                      | Food (1)<br>Food (2)<br>∅ /ʌ/ and /ɒ/                | <i>as ... as</i><br>Comparative adjectives                  | Menus<br>Street food around the world          |
| <b>12 THE LATEST TECHNOLOGY</b><br>page 72                           | Technology<br>Computers and the internet             | Superlative adjectives<br>∅ Stress in superlatives          | Did you know ...?<br>The history of computers  |
| <b>Life Skills</b> ICT literacy: Writing a blog page 76              |  |   |  |
| <b>Review 3</b> Units 9–12 page 78                                   |  |   |  |
| <b>13 HEALTHY BODIES</b><br>page 80                                  | Illness<br>Health                                    | <i>should/shouldn't</i><br>∅ Silent consonants              | What is so great about running?                |
| <b>14 GETTING AROUND TOWN</b><br>page 84                             | Places in town<br>Compound nouns<br>∅ Compound nouns | Prepositions  | A description of a town<br>A trip to Edinburgh |
| <b>Culture</b> Scotland page 88                                      |  |   |  |
| <b>15 MYSTERIES IN NATURE</b><br>page 90                             | Geographical features<br>The weather                 | Past continuous<br>∅ Rising and falling intonation          | Is the story real?<br>Loch Ness                |
| <b>16 AMAZING ANIMALS</b><br>page 94                                 | Animals<br>Phrasal verbs<br>∅ /uː/ and /ʊ/           | Past simple and past continuous                             | Bear to the rescue<br>✔ Our animal friends     |
| <b>Life Skills</b> Social responsibility: Protecting animals page 98 |  |   |  |
| <b>Review 4</b> Units 13–16 page 100                                 |  |   |  |
| <b>17 WHAT ARE YOU WATCHING?</b><br>page 102                         | Television<br>Entertainment                          | Future with <i>going to</i><br>∅ <i>Going to</i>            | Talent shows                                   |
| <b>18 MAGAZINES AND BOOKS</b><br>page 106                            | Magazines<br><i>as, because, so</i> and <i>when</i>  | Making suggestions<br>∅ Intonation                          | Read and Review                                |
| <b>Culture</b> British TV around the world page 110                  |  |   |  |
| <b>19 SCHOOL CAN BE FUN!</b><br>page 112                             | Trip activities<br>School collocations               | <i>have to / don't have to</i><br>∅ <i>have to / has to</i> | The flipped classroom – what's it all about?   |
| <b>20 FAMILIES</b><br>page 116                                       | Family<br>Adverbs of degree                          | Adverbs of manner<br>∅ The letter <i>i</i>                  | What's it like to grow up in a big family?     |
| <b>Life Skills</b> Emotional skills: Being a good friend page 120    |  |   |  |
| <b>Review 5</b> Units 17–20 page 122                                 |  |   |  |
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**Key to symbols:**

∅ Pronunciation

✔ A2 Key for Schools exam task

▶ Video

**LISTENING****SPEAKING****WRITING****VIDEO**

A conversation about a street food festival

Ordering food

▶ Street foods

✔ A conversation about a new computer

✔ An email to a friend

▶ Technology

Conversations about health problems  
A conversation about a race

Giving advice

▶ Health problems

✔ A conversation about a visit to Edinburgh

An article about a city

▶ A view of Scotland

A story about looking for the Loch Ness monster

A story about a strange animal

An interview about looking after pets

✔ A story

▶ Animals

A conversation about watching a football match  
A conversation about a talent show

Talking about TV programmes

A conversation about a school magazine  
A review of a film

A review of a film, play or book

▶ Books we like

▶ The world of British TV

✔ A talk about a school trip  
A description of a boarding school

Giving a presentation about your perfect school

▶ School life

A talk about a family tree  
Descriptions of families

✔ A description of your family

# WELCOME TO PREPARE

## LEARN ABOUT THE FEATURES IN YOUR NEW STUDENT'S BOOK!

### PRONUNCIATION

Practise and improve your pronunciation

## 12 THE LATEST TECHNOLOGY

### ABOUT YOU

At the start of the unit, talk about you and your life

#### ABOUT YOU

Watch the video, then ask and answer the questions in pairs. How many hours a day do you spend online? How often do you chat to your friends online?

#### VOCABULARY AND READING

- Technology**
- Match the photos A-L to the words in the box.
    - radio
    - television
    - video camera
    - headphones
    - keyboard
    - laptop
    - mouse
    - printer
    - screen
    - smartphone
    - speaker
    - tablet
  - Listen and check. Then repeat.
    - How many things with screens are there in your house?
    - What are they, and where are they?
    - How many printers/laptops/games consoles are there in your house?
    - How often do you use a smartphone? If so, what for?
  - Read the facts about technology. Write A if you know the information already, B if the information surprises you and J if it interests you. Then compare your answers with a partner.
    - Which of the facts surprises you the most?
    - Which of the facts interests you the most?

### DID YOU KNOW...?

The most popular games console of all time is the PlayStation 2.

Many problems being solved? Looking at the screen on the machine, laptop or tablet before and in use of the most things you do. The blue light keeps you awake.

South Korea has the fastest internet in the world. That means it's the best place to watch a movie on your smartphone!

90% is probably the closest website on the internet. It began in 1991 and now has information on about 1.5 million websites.

Your keyboard is one of the oldest things in your home. Clean it often and wash your hands before you start typing!

Today, almost all of us have a smartphone for calling people or sending texts, and even the smallest ones are more powerful than the computers used in our schools!

The world's largest and widest screen can show pictures up to 12 metres high and 63 metres across!



#### GRAMMAR

##### Superlative adjectives

1 Look at the examples of superlative adjectives. Read Did you know...? on page 121 again and find all the superlatives. Circle the fastest internet in the world. Circle the most popular games console.

**Short adjectives**

|              |                            |                             |                                |
|--------------|----------------------------|-----------------------------|--------------------------------|
| one syllable | two syllables ending in -y | two syllables ending in -er | long adjectives                |
| add -est     | change to -iest            | add -est                    | use the most + adjective       |
| quietest     | nicest                     | biggest                     | expensive - the most expensive |

#### GRAMMAR REFERENCE AND PRACTICE PAGE 148

2 Read the rules above and complete the table with comparative and superlatives.

| Adjective | Comparative    | Superlative        |
|-----------|----------------|--------------------|
| big       | bigger         | the biggest        |
| funny     | funnier        | the funniest       |
| early     | earlier        | the earliest       |
| thin      | thinner        | the thinnest       |
| beautiful | more beautiful | the most beautiful |
| young     | younger        | the youngest       |
| good      | better         | the best           |

3 Complete the sentences with the superlative form of the adjectives.

- My dad has the **biggest** computer in our house.
- My laptop is the **fastest** one you can buy.
- The **biggest** website among my friends is YouTube.
- This smartphone has the **best** screen of all the ones in this shop. Do you like it?
- The **best** thing about my computer is the mouse. It doesn't work properly.
- My mum's phone is the **best** one in our family.

4 Connect the mistakes in the sentences.

- Football is the fastest game in the world.
- The better time to come to my house is 6.30.
- The carter was to leave there is by bus.
- Wear the better clothes you've got to the job.
- My room is the bigger in the house.

#### PRONUNCIATION

##### Stress in superlatives

5 Listen and repeat the words. Then put them into the correct column of the table.

| the biggest        | the cleverest | the most exciting |
|--------------------|---------------|-------------------|
| the most expensive | the quietest  | the most          |
| the biggest        | the most      | the most          |

6 Look at the three mobile phones. In pairs, compare them. Use some of the adjectives in the box.

|              |                 |          |
|--------------|-----------------|----------|
| High/Mid/Low | cheap/expensive | good/bad |
| heavy/light  | thick/thin      |          |

7 Work with a partner. Go to page 124.

## The history of computers

**around 2,700 BCE to today**

**205 BCE**  
The Antikythera Mechanism  
In 1900, a group of people diving near the Greek island of Antikythera found this machine on the sea floor. For many years, no one understood what it was or how it worked. Scientists' new way of it was used to find out the positions of the sun, moon and stars. Many people call it the world's earliest 'computer'.

**1791-1871 and 1815-1852**  
Charles Babbage and Ada Lovelace  
The modern computer was Charles Babbage's idea. The machine he wanted to build, called a 'difference engine', was special because it had all the parts for a modern computer. It could save information and was also a kind of printer. Ada Lovelace was the first computer programmer. She had the idea for 'software' - a way of telling a computer to do different things.

**1940s**  
Alan Turing  
Alan Turing was a world famous mathematician. He was one of the most famous scientists of the 20th century. His ideas on computer science changed the world. He worked on the first digital computer - it was called Colossus, weighed 30 tonnes, and was so big it took three rooms.

**From the 1950s**  
Modern computers  
From the 1950s, computers got smaller, faster and cheaper. Today, the smallest mobile phones have more memory than the biggest early computers. And computers are getting better all the time. However, they are not perfect. One of the worst problems in computer science. You can lose a lot of information when you get on your machine. So, it's important to back up your data from the internet.

#### VOCABULARY

1 Look at the article again and find the words in the box. Match them to the definitions.

- |         |          |         |        |
|---------|----------|---------|--------|
| digital | almost   | machine | memory |
| save    | software | virus   |        |
- This has moving parts and helps humans to do work.
  - This is a part of a computer - it holds information.
  - This is a dangerous computer program.
  - You do this to make sure the computer keeps your work.
  - This describes cameras, computers and clocks that record information as they go.
  - This is used to copy information from the internet onto your computer.
  - This is all the programs that make a computer do different things.

**READING**

2 Complete the sentences with one or two words from the article.

- Some children use an **algorithm** to learn how to do it.
- Charles Babbage's computer had a **different** design.
- The first program to program a computer was **software**.
- Colossus was as big as a **house**.
- Modern computers are **smaller** but can do more than the biggest computers of the past.

**TALKING POINTS**

Everybody downloads music and half the data on our phones comes from the internet. That's why it's so important to back up your data from the internet.

#### COMPUTER SURVEY

- Write some sentences about what you found out.

#### LISTENING

1 Listen to and read the first part of the conversation and look at Question 1. Which is the correct answer? A, B or C? Why are the other two answers wrong?

**Ellas:** Nice new laptop Andy? When did you get it?  
**Andy:** Yesterday. It did not look like a month ago, and last week Dad agreed to buy me this.

- When did Andy get his new computer?  
A yesterday B last week C a month ago

2 Listen to the whole conversation. For each question, choose the correct answer.

- Andy's dad bought the computer...  
A a month ago B a year ago C a friend.
- How much did it cost?  
A £150 B £250 C £300
- What does Andy want to buy for his computer?  
A a camera B a mouse C a printer
- Andy doesn't use his computer to...  
A do his homework B visit his friends C play games
- What does Andy like most about the computer?  
A the keyboard B the screen C the speakers

#### WRITING

##### PREPARE TO WRITE

**GET READY!** Read the email from your friend. Write a reply. Use the ideas in the box.

My laptop broke yesterday, and I need to get a new one. Tell me about your new computer. When did you get it? How much did it cost? What's the best thing about it? Best wishes, Morgan.

**PLAN!** Think of an answer to each of Morgan's questions.

**WRITE!** Write an email to Morgan with answers to all the questions. Begin your email with 'Hi Morgan, or Dear Morgan, and end it with 'I've got you covered, or Best wishes, and your name. Bring 25 words or more.

**IMPROVE!** In pairs, read your email and your partner's. Check that all three questions have an answer. Give your partner five stars to make their email better. Use your partner's advice and rewrite your email.

### TALKING POINTS

Say what you think about the topic in the unit

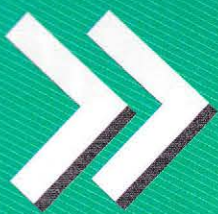
### VIDEO

Watch interviews with teenagers like you









# GET STARTED!



## VOCABULARY

### Things in the classroom

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

EP

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

01

Then listen, check and repeat.

## GRAMMAR

### Verb *be*

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

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

A: *It's blue and white.*

B: *Is it the coat?*

A: *Yes, it is.*

### *there is / there are*

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

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

02

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

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

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

B: *Is there a green bag under my desk?*

A: *Yes, there is. / No, there isn't.*

A: *Are there any coats near the door?*

B: *No, there aren't.*

have got

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



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

6 In pairs, ask and answer the questions.

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

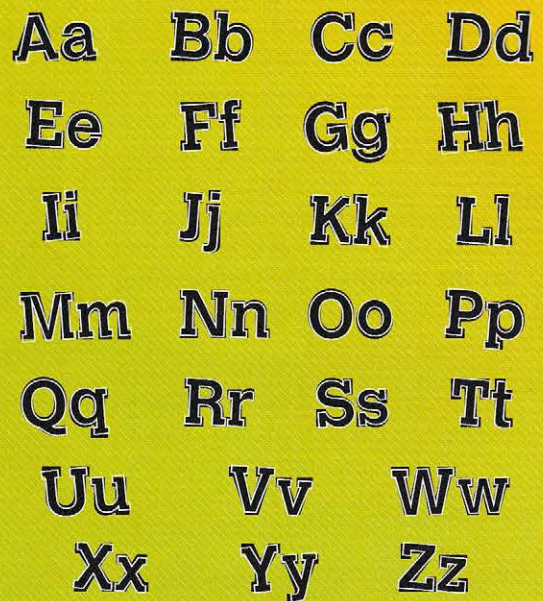
Write five sentences about your partner.

GRAMMAR REFERENCE AND PRACTICE PAGE 137

SPEAKING

PRONUNCIATION The alphabet

1 Listen and repeat.



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

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

Listen and check.

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

- borrow mean page  
 repeat say spell


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

# VOCABULARY

## Numbers

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

 1 Listen and repeat.


 2 Listen and choose the numbers you hear.

- a 25      75      39
- b 13      30      70
- c 41      61      91
- d 14      16      40
- e 17      19      90
- f 15      50      80

## Dates

3 Say the months in the correct order.



 4 Listen and write the dates.

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

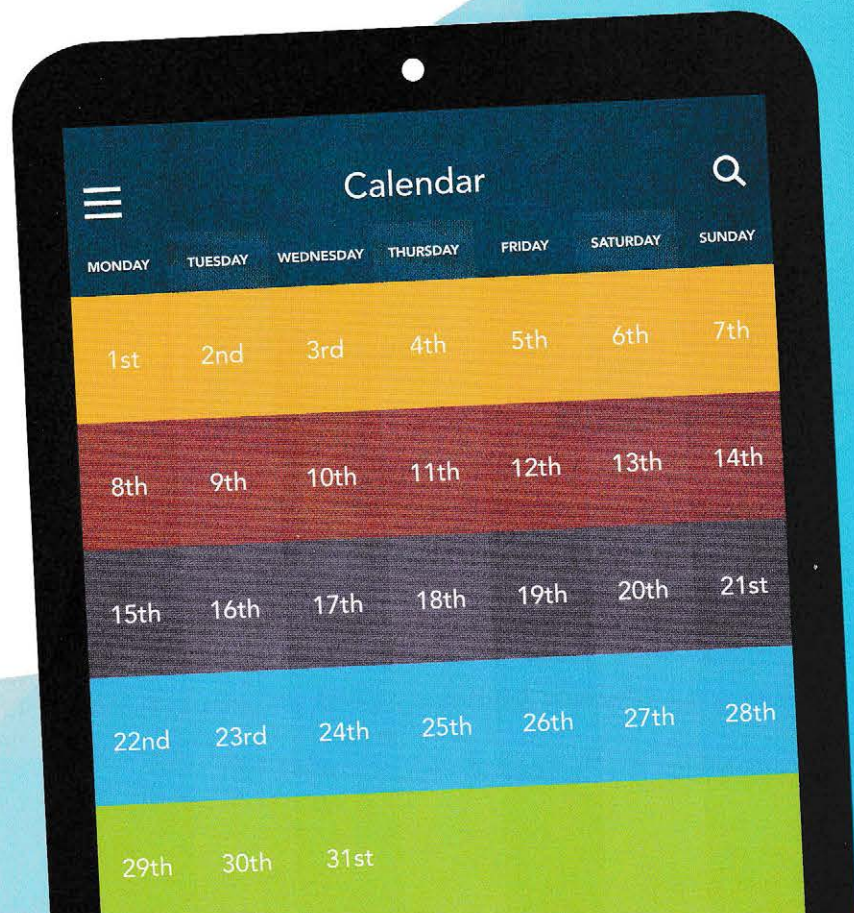
1 1st March

In pairs, compare your answers. Say the dates.

5 In small groups, ask and answer the questions.

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

Write the dates of all the students in your group.

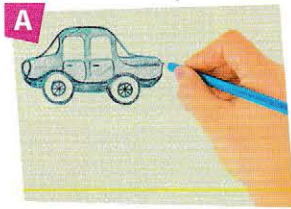


# GRAMMAR

can

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

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



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

Can you play tennis?

Yes, I can.

Can you swim under water?

No, I can't.

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

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

## Present simple

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

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



Hi, my name's Tyler.

I've got a brother and a sister. I like music and I love travelling. I want to go to China.



Hello, I'm Jason.

I haven't got any brothers or sisters. I like all sports and I play football every day.



Hello, my name's Millie.

I like swimming and I often go shopping with my sister on Saturday. I love sweets but I don't like ice cream.

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

0 / do sports every day?

A: *Do you do sports every day?*

B: *Yes, I do. I play tennis after school every day.*

- 1 What kind of music / like?
- 2 / like travelling?
- 3 / play football at school?
- 4 / like swimming?
- 5 What / favourite food?

Now tell the class.

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

» GRAMMAR REFERENCE AND PRACTICE PAGE 138

## SPEAKING

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

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

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

# 2 THIS IS MY DAY

## ? ABOUT YOU

What time does your alarm go off on a school day?  
What do you do in the morning before you go to school?



0:03 / 4:05

### MY MORNING ROUTINE

11,345 views 1k Share

Maddie's mad life FOLLOW



## VOCABULARY AND LISTENING

### Daily routines

1 Match the photos to the phrases in the box.

- EP
- |                   |                         |
|-------------------|-------------------------|
| brush your hair   | check your messages     |
| clean your teeth  | get dressed             |
| leave the house   | have breakfast          |
| put on your shoes | prepare your school bag |
|                   | tidy your room          |
|                   | wake up                 |

15 Listen and check. Then repeat.

16 Listen to Maddie talking about her morning routine. Number the photos in the order that you hear them.

3 Can you remember Maddie's routine? Complete the sentences with the times in the box. You don't need to use all the times.

|      |      |      |      |      |      |
|------|------|------|------|------|------|
| 6.00 | 6.30 | 6.45 | 6.50 | 7.00 | 7.10 |
| 7.15 | 7.30 | 7.40 | 8.00 | 8.10 |      |

- My alarm goes off at \_\_\_\_\_.
- I get up at \_\_\_\_\_.
- I clean my teeth at \_\_\_\_\_.
- I get dressed at \_\_\_\_\_.
- I prepare my school bag at \_\_\_\_\_.
- I put my shoes on and leave home at \_\_\_\_\_.

16 Listen again and check.

4 In pairs or small groups, talk about your morning routine.

I wake up at seven o'clock.

I get dressed and then I have breakfast.

**1** Look at the examples from the listening. Write *simple* or *continuous*.

Present \_\_\_\_\_

Today, I'm **talking** about my morning routine.

I'm **having** cereal with fruit today.

At the moment, I'm **wearing** my favourite T-shirt.

I'm **leaving** the house now.

I'm **not wearing** my uniform today.

Present \_\_\_\_\_

I **never have** a shower in the morning.

I **always check** my messages in the morning.

I **sometimes have** toast and butter.

I **usually wear** my uniform.

I **don't usually have** a shower in the morning.

**2** Complete the rules with the underlined words.

We often use the **present simple** with words like \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

We often use the **present continuous** with words like \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

**GRAMMAR REFERENCE AND PRACTICE PAGE 139**

**3** Complete the sentences with the correct tense of the verbs in brackets.

0 I 'm **shopping** (shop) at the moment. I can't talk.

1 My mum always \_\_\_\_\_ (cook) nice food.

2 The teachers usually \_\_\_\_\_ (give) us a lot of homework on Monday.

3 I \_\_\_\_\_ (stay) at home today. I \_\_\_\_\_ (not go) to school.

4 It's five o'clock now and I \_\_\_\_\_ (watch) TV with my sister.

5 What time \_\_\_\_\_ your dad usually \_\_\_\_\_ (get up) on a Sunday?

6 It's OK, Jack's \_\_\_\_\_ (not sleep) at the moment. You can go and talk to him.

**4** Correct the mistakes in the sentences.

*is getting*



0 My cousin **gets** married today.

1 How are you? I write to you to give you some news.

2 What do you do at the moment?

3 My brother and I are not going swimming every day.

4 My mum is only working in the mornings.

5 We usually are eating a big breakfast on Sunday.

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

0 walk to school / go by bus.

*I usually walk to school, but today I'm going by bus.*

1 have a sandwich for lunch / spaghetti

2 watch TV after school / do my homework

3 play football on Saturday / play tennis

4 get up at seven o'clock / eight o'clock

5 have a shower / have a bath

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

1 your / the / moment / friend / what / doing / is / at?

2 bed / do / go / you / what / usually / to / time?

3 school / do / get / home / how / from / you?

4 sitting / is / teacher / at / down / your / the / moment?

5 sun / today / shining / is / the?

6 day / do / every / get / at / same / up / the / time / you?

Now match the questions to the correct answer.

a No, it isn't.

d Yes, he is.

b 10 pm.

e She's sleeping.

c I walk.

f Yes, I do.

In pairs, ask and answer the questions.

**7** Work in pairs. Student A, mime an activity in the box. Student B, guess what it is.

catch a bus    check your messages  
do some homework    go to sleep  
paint a picture    play football  
prepare lunch    put on your coat  
take a photo



Are you putting on your sunglasses?

No

Are you taking a photo?

Student A, when Student B guesses the activity, give more information:

I go to a photography club every Friday. It starts at 7 pm. I go there by bus.

Student B, ask more questions.

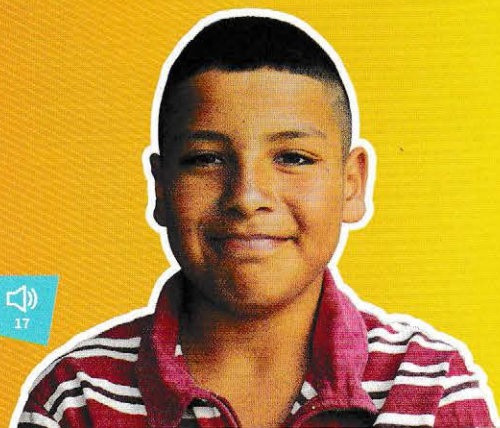


## READING

1 Read the texts once. Who starts school the earliest?

# Tell us about your day...

Three young people from around the world describe a typical school day



### A Onni – Finland

I get up at 8.00 am. For breakfast I have cereal and milk, with orange **juice**. After breakfast, I meet my friend, and we go to school together on the metro. Some days school starts at 9.00 but on other days at 10.00. We don't wear a uniform, and we call our teachers by their first name. We all get a free lunch at school – meat or fish with vegetables for the **main course** and fruit for **dessert**. School usually finishes at 2.45, and after that I go to music lessons or drama club. I have a **snack** in the evening before bed.

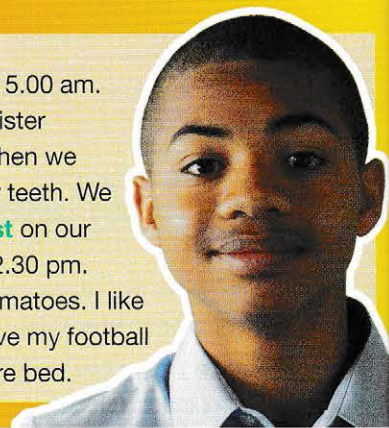


### B Diego – Mexico

I wake up at 6.00 am, have a shower and put on my uniform. My breakfast is coffee, with bread and cheese or avocado. At 7.00 am, it's time to go to school. Sometimes I walk, but often my mum drives me. Classes begin at 8.00 and finish at 2.30. After that, I have my art class. I have **lunch** at about 3.00, and then I do my homework. I do it till 6.00 or 7.00. After that, I go on the internet, or watch TV with my family. I have **dinner** at about 8.00.

### C Aban – Ghana

My mother wakes me and my sister up at 5.00 am. I water the plants in the garden, and my sister prepares the food for the evening meal. Then we put on our school uniforms and brush our teeth. We leave the house at 6.30 and buy **breakfast** on our way to school. Lessons are from 7.30 to 2.30 pm. Lunch is at school – today, it's rice and tomatoes. I like it, but my sister doesn't! After school I have my football class, and in the evening I watch TV before bed.



2 Read the texts again. For each question, write O (Onni), D (Diego) or A (Aban).

- Who says he uses the computer in the evening?
- Who can choose what he wears to school?
- Who doesn't have breakfast at home?
- Who goes to school by car?
- Who doesn't start school at the same time each day?
- Who does sport after school?
- Who has a hot drink in the morning?



### TALKING POINTS

Whose school day is like yours? Whose is different?  
Was any of the information surprising to you?

## VOCABULARY

### Food

1 Look at the texts and find these words.

- This is the first meal of the day. *breakfast*
- This is sweet and you have it at the end of the meal.
- You have this when you don't need a big meal.
- You have this meal in the middle of the day.
- This is a drink made from fruit.
- This is the last meal of the day.
- This is the largest or most important part of the meal.

2 Match the photos to the words in the box.



avocado bread cabbage cereal  
cheese cucumber fish fruit honey  
hot chocolate jam mango pasta toast  
tomatoes rice vegetables yoghurt



Listen and check. Then repeat.





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

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

## LISTENING

1 Read the poster. What do you think of these tips?



2 Listen to the radio show. You will hear a woman asking six students about getting up in the morning. Match each student to the correct tip. There is one tip you do not need.

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



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

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

## WRITING



### PREPARE TO WRITE

#### A paragraph about your routine

**GET READY** Read the three texts in Exercise 1 on page 20 again and find all the examples of *and*, *but* and *or*.

Choose the correct words to complete the sentences.

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

**PLAN** Make notes about what you do and eat on a typical school day.

**WRITE** Write a paragraph about it. Look at your notes and the reading texts for ideas. Use *and*, *but* and *or* in your paragraph.

**REVIEW** In pairs, read your own text and your partner's. Check for mistakes. Give your partner two ideas to make their text better.

## PRONUNCIATION The sound /ə/



4 Listen and repeat.

breakfast dinner vegetables



5 Listen and repeat. Circle the /ə/ sound in each word. One word has two /ə/ sounds. Which word is it?

pasta chocolate banana salad  
tomato yoghurt cucumber

# 7 tips to help you feel great in the morning!

A have a cold shower

B tidy your room

C let in the sun

D drink fruit juice

E move!

F use your brain!

G don't keep your alarm by your bed

# CULTURE

## THE PARALYMPIC GAMES

- In pairs, discuss the questions with your partner.
  - Do you like doing sports? What sports do you do?
  - Do you like watching sports on TV? What sports do you watch?
  - Do you usually watch the Olympic Games and the Paralympic Games?
- Read the text in boxes 1–6 and match them to the sports in the photos. Write *SV* (sitting volleyball) or *WR* (wheelchair rugby).
- Read the texts again and complete the table.

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

- Find the words **highlighted** in the text and choose the correct meanings, a or b.
  - medal
    - a type of ball
    - a prize in a sports competition
  - wheelchair
    - something people use when they can't walk
    - something people use to stand on
  - court
    - a place with seats
    - an indoor or outdoor area for games
  - player
    - a person in a wheelchair
    - a person playing a game or sport
  - goal line
    - a line you pass to get points
    - the number of players on a team

### FACTFILE The Paralympic Games

The International Paralympic Committee website ([www.paralympic.org](http://www.paralympic.org)) tells us these facts:

**First official Paralympic Games:** 1960. They were held in Rome, Italy and there was a special opening and closing ceremony.

**Number of sports:** Around 25

**Celebrated:** Every two years. There are summer Games and winter Games.



## Paralympic SPORTS

The Paralympic Games take place every two years. There are winter Games and summer Games. Athletes with physical disabilities from different countries compete for gold, silver and bronze **medals**.

The Paralympic Games have a lot of different competitions for a lot of different sports. There are 22 sports in the summer Games and five sports in the winter Games.

Here's a description of two popular sports played in the Paralympic Games.



Wheelchair rugby



Sitting volleyball

22

**1** *WR* You play this sport on an indoor court. **Players** are in **wheelchairs**. They need a ball. They pass the ball from one person to another.

**2** You play this sport on a court inside. Players sit on the floor. They need a net and a ball. Teams need to hit the ball over the net in three turns using their arms.

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

**4** There are 12 players on a team, but there are only four players on the court for each team at one time. For a goal, the team carries the ball over the opposite team's line and two wheels need to cross the line.

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

**6** The indoor court is smaller than in the game played outside. It is the same size as a basketball court. The **goal lines** are at the far ends of the court.

### TALKING POINTS

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

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



Wheelchair basketball



Wheelchair tennis



Wheelchair rugby

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

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

## PROJECT

An interview

Imagine you work for a radio station. In pairs, write interview questions to ask a Paralympic athlete.

- Find out:
  - Their name.
  - What sport they do.
  - Where they are from.
  - How many medals they have.
- Write three questions you can ask the athlete.
- Find information on a Paralympic athlete. Answer the questions.
- Tell the class what you found out.

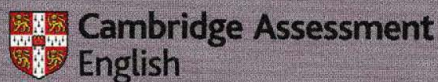
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