



Summer Camps Pack

Secondary School

Student's Edition  A1 – B2

Share your students' video creations at →

cambridge.org/videoproject

STUDENTS IN THE DIRECTOR'S CHAIR

1 Work with your partner. Look at the video types below. Which do you like watching most? Why?

- a how-to tutorials: videos that teach you how to make or do something
- b walkthroughs: videos that show *youtubers* playing video games
- c pranks: videos where *youtubers* do funny things
- d guided tours: videos that show you a new city or a holiday
- e music videos

2 Watch three short videos. Match each video to one of the video types (a–e) in Exercise 1.

- 1 House of Cards _____ 2 Madrid Tour _____ 3 Spanish Omelette _____

3 Look at the list of things which can be part of a short video. Watch the videos again and tick ✓ the things in the list.

| | House of Cards | Madrid Tour | Spanish Omelette |
|--|----------------|-------------|------------------|
| music | | | |
| narration (you can't see the person) | | | |
| face-to-camera (a person speaks into the camera) | | | |
| captions (words on the screen) | | | |
| photos | | | |
| credits (names of the people who made the video) | | | |

4 Which video clip did you like most? Why?

I like Madrid Tour because I like the music and the captions are very useful.

5 Match comments a–c below to the three videos.

- a I love your video! It's really easy to make. And it looks delicious! 😊
 - b LOL. That's a really funny video! I like the trick with the tape. I'd like to try that! 😊
 - c Wow! I really liked your video. It looks like a great city. I'd like to go there.
- 1 House of Cards _____
2 Madrid Tour _____
3 Spanish Omelette _____

6 Work with a partner. Write a short comment for the makers of your favourite video. Use the comments in Exercise 5 and the Useful language to help you. Try to say something new!

USEFUL LANGUAGE

I love/like ... (the music/ the photos / the narration ...)

It's really ... (interesting / funny / useful ...)

I'd like to ... (do that / try that / go there ...)

It looks (great / fantastic / fun)

STUDENTS IN THE DIRECTOR'S CHAIR



LESSON 2 LEVELS A1+/A2

1 You are going to make a video in groups. Put a tick ✓ next to the type of video you would like to make.

- 1 a how-to tutorial _____
- 2 a vlog _____
- 3 a walkthrough _____
- 4 a guided tour _____
- 5 a music video _____

2 Look at the notes in the table below about an example video. Then complete the table with notes about your own video:

| | Example video | My video |
|-----------------------------------|---|----------|
| Type of video | vlog | |
| Topic of video | cooking | |
| Things to include in the video | music face-to-camera captions credits (names of the people who made the video) props (kitchen, food, cookery books, chef's hat) | |
| Things to talk about in the video | why I like cooking | |
| | my kitchen | |
| | my favourite meal | |

3 Look at the list of people you need to make a video. Match the jobs (1–6) to the descriptions (a–f).

- 1 scriptwriter
 - 2 director
 - 3 actor and/or narrator
 - 4 camera person
 - 5 video editor
 - 6 researcher
- a This is the boss! She or he tells people what to do and when to do it.
 - b This person writes the words the actors and narrator say.
 - c This person films the scenes in the video.
 - d This person makes changes or cuts after the filming has finished.
 - e These people are the stars. They talk to the camera or tell the viewer the story.
 - f This person finds out information about the topic before the video is made.

4 In your group decide who will do each of the jobs in Exercise 3. You can each have different jobs, or you can share. Decide how you are going to share the work and write your names next to the jobs in the table.

| Job | Name(s) |
|---------------|---------|
| researcher | |
| scriptwriter | |
| director | |
| actor | |
| narrator | |
| camera person | |
| video editor | |

IMPORTANT: To make your video you need the things in the list below. Make sure you have all these things before you start.

- ⇒ a camera (for example on your phone)
- ⇒ an editing app or software
- ⇒ a memory stick to save your video, photos and music
- ⇒ the Internet
- ⇒ music
- ⇒ props or photos

5 A storyboard shows what happens in each scene. Look at the notes below for the example video. Then write notes for your video.

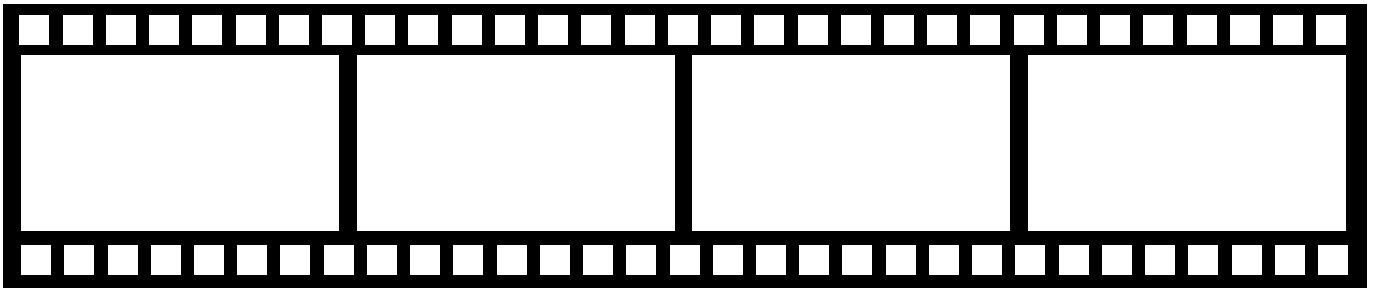
Example video:

| Topic of scene | What happens in the scene | Extra things for the scene | Time |
|--------------------|---|------------------------------|-----------|
| Why I like cooking | I sit at the kitchen table and talk about why I love cooking. I show photos of me cooking different meals. | captions photos | 1 minute |
| My kitchen | I show viewers my kitchen. | my kitchen music | 1 minute |
| My favourite meal | I show viewers how to cook my favourite meal. | rice, chicken, tomatoes etc. | 2 minutes |

Your video:

| Topic of scene | What happens in the scene | Extra things for the scene | Time |
|----------------|---------------------------|----------------------------|------|
| | | | |
| | | | |
| | | | |

6 Now draw pictures to show what will happen in each scene of your video using the storyboard below. When you're ready, present it to the class.



7 Now you're ready to start. Using your notes and the storyboard above follow these simple steps – good luck!

- 1 Write the script for each scene
- 2 Choose images, music etc. for each scene
- 3 Record your video and audio
- 4 Edit your video
- 5 You're ready to show it to the world!

STUDENTS IN THE DIRECTOR'S CHAIR

1 Read the descriptions of the two videos. Work with a partner. Which would you prefer to watch? Why?

▶ **Fun in LA!**

In today's video, Zee, tells us about her holiday in Los Angeles, USA. There's a special prize for the viewer who can answer this week's surprise question! Watch the video to find out more!

▶ **Giovanni's Kitchen**

Do you like pizza? Do you want to know how to make delicious Italian pizza? In this video Giovanni opens the doors to the kitchen in his famous pizzeria and shows us how!

2 Work in your video groups. Write a short introduction to your video. Use the descriptions in Exercise 1 to help you.

3 Work in groups. Think about how you made your video. Look at the questions and tick ✓ your answers.

1 Which step from Lesson 2 was the most fun?

preparing _____ filming _____ editing _____ other (what?) _____

2 What was your job?

narrator _____ editor _____ scriptwriter _____ actor _____ cameraperson _____

3 Did you enjoy it?

Yes _____ (why?) _____ No _____ (why not?) _____

4 What do you like most about your finished video?

music _____ narration _____ photos _____ editing _____ other (what?) _____

4 Watch each other's videos and complete the table.

| | |
|--------------------------------------|--|
| the topic | |
| the type of video | |
| your favourite thing about the video | |
| something you didn't understand | |

5 Which video did you like most? Why? Write a short message for the makers of the video.

USEFUL LANGUAGE

I love/like ... (the music/ the photos / the narration ...)

It's really ... (interesting / funny / useful ...)

I'd like to ... (do that / try that / go there ...)

It looks (great / fantastic / fun)

STUDENTS IN THE DIRECTOR'S CHAIR

1 Match definitions 1–5 to the types of videos a–e. In which type of video does someone...

- | | |
|---|---------------------|
| 1 ... show how something is done? _____ | a a music video |
| 2 ... make a video for a song? _____ | b a vlog |
| 3 ... show themselves playing a video game? _____ | c a guided tour |
| 4 ... show you around their room, house, school, town? _____ | d a walkthrough |
| 5 ... talk about their experiences and the things they like and don't like? _____ | e a how-to tutorial |

2 Talk to your partner. Do you have a favourite *youtuber* or *youtube* channel? What kind of videos do they make? Can you think of any other types of video clips?

3 Watch three short videos. Match each video to one of the video types (a–e) in Exercise 1.

- 1 House of Cards _____ 2 Madrid Tour _____ 3 Spanish Omelette _____

4 Choose the best hashtag for each of the three videos.

- | | | | |
|---------------|--------------------|---------------------|-------------------------|
| a #bigcity | d #famousmonuments | g #justjoking | j #funathome |
| b #cardtricks | e #funinthekitchen | h #myfavouriteidish | k #shoppingwith friends |
| c #eatingout | f #justanormalday | i #mytown | l #traditionalfood |

- 1 House of Cards _____
2 Madrid Tour _____
3 Spanish Omelette _____

5 Work with a partner. Write one more hashtag for each of the three videos.

- 1 House of Cards _____
2 Madrid Tour _____
3 Spanish Omelette _____

6 Look at the list of things which can be part of a short video. Watch videos 1–3 again and tick ✓ the things on the list that appear in the videos. Can you add anything else to the list?

| | Cards | Tour | Omelette |
|---|-------|------|----------|
| music | | | |
| narration (you can't see the person) | | | |
| face-to-camera (person speaks directly into the camera) | | | |
| captions (words on the screen) | | | |
| photos | | | |
| credits (names of the people who made the video) | | | |
| _____ | | | |

7 Talk to your partner. Which clip did you like most? Why?

I like Madrid Tour because I like the music and the captions are very useful.

8 Match comments a–c below to the three videos.

- a I love your video! It's really easy to make. And it looks delicious! 😊
- b LOL. That's a really funny video! I like the trick with the tape. I'd like to try that! 😊
- c Wow! I really liked your video. It looks like a great city. I'd like to go there.

1 House of Cards _____

2 Madrid Tour _____

3 Spanish Omelette _____

9 Work with a partner. Write a short comment for the makers of your favourite video. Use the comments in Exercise 8 and the useful language to help you. Try to say something new!

USEFUL LANGUAGE

I love/like ... (the music/ the photos / the narration ...)

It's really ... (interesting / funny / useful ...)

I'd like to ... (do that / try that / go there ...)

It looks (great / fantastic / fun)

STUDENTS IN THE DIRECTOR'S CHAIR

1 You are going to make a video in groups. Put a tick ✓ next to the type of video you would like to make.

- 1 a how-to tutorial _____
- 2 a vlog _____
- 3 a walkthrough _____
- 4 a guided tour _____
- 5 a music video _____

2 Look at the notes in the table below about an example video. Then complete the table with notes about your own video.

| | Example video | My video |
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| Type of video | vlog | |
| Topic of video | cooking | |
| Things to include in the video | music face-to-camera captions credits (names of the people who made the video) props (kitchen, food, cookery books, chef's hat) | |
| Things to talk about in the video | why I like cooking | |
| | my kitchen | |
| | my favourite meal | |

3 Look at the list of people you need to make a video. Match the jobs (1–6) to the descriptions (a–f).

- 1 scriptwriter
 - 2 director
 - 3 actor and/or narrator
 - 4 camera person
 - 5 video editor
 - 6 researcher
- a This is the boss! She or he tells people what to do and when to do it.
 - b This person writes the words the actors and narrator say.
 - c This person films the scenes in the video.
 - d This person makes changes or cuts after the filming has finished.
 - e These people are the stars. They talk to the camera or tell the viewers the story.
 - f This person finds out information about the topic before the video is made.

4 In your group decide who will do each of the jobs in Exercise 3. You can each have different jobs, or you can share. Decide how you are going to share the work and write your names next to the jobs.

| Job | Name(s) |
|---------------|---------|
| researcher | |
| scriptwriter | |
| director | |
| actor | |
| narrator | |
| camera person | |
| video editor | |

IMPORTANT: To make your video you need the things in the list below. Make sure you have all these things before you start.

- ⇒ a camera (for example on your phone)
- ⇒ an editing app or software
- ⇒ a memory stick or folder to save your video, photos and music
- ⇒ the Internet
- ⇒ music
- ⇒ props or photos

5 A storyboard shows what happens in each scene. Look at the notes below for the example video. Then write notes for your video.

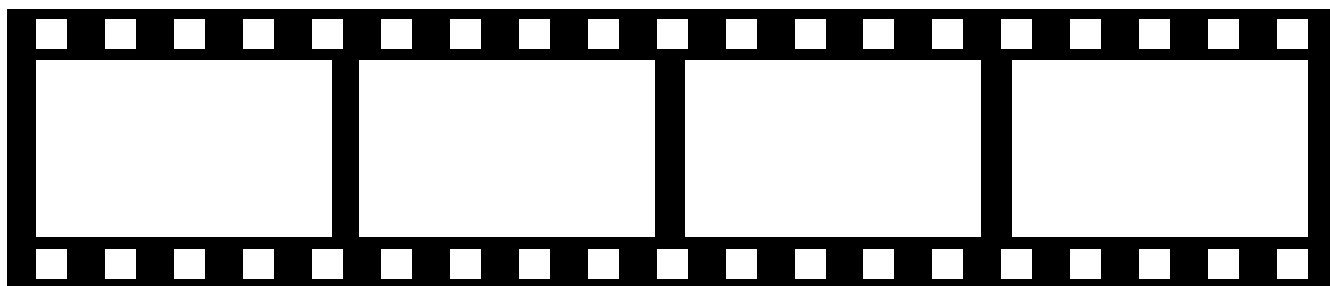
Example video:

| Topic of scene | What happens in the scene | Extra things for the scene | Time |
|--------------------|---|------------------------------|-----------|
| Why I like cooking | I sit at the kitchen table and talk about why I love cooking. I show photos of me cooking different meals. | captions photos | 2 minutes |
| My kitchen | I show viewers my kitchen. | my kitchen music | 3 minutes |
| My favourite meal | I show viewers how to cook my favourite meal. | rice, chicken, tomatoes etc. | 4 minutes |

Your video:

| Topic of scene | What happens in the scene | Extra things for the scene | Time |
|----------------|---------------------------|----------------------------|------|
| | | | |
| | | | |
| | | | |
| | | | |

6 Now draw pictures to show what will happen in each scene of your video using the storyboard below. When you're ready, present it to the class.



7 Now you're ready to start. Using your notes and the storyboard above follow these simple steps – good luck!

- 1 Write the script for each scene
- 2 Choose images, music etc. for each scene
- 3 Record your video and audio
- 4 Edit your video
- 5 You're ready to show it to the world!

STUDENTS IN THE DIRECTOR'S CHAIR

- 1 Read the descriptions of the two videos. What type of videos are they? Which would you like to watch? Why?

▶ **Fun in LA!**

In today's video Zee tells us all about her action-packed trip to LA and there's a special prize for the viewer who can guess the answer to this week's puzzle. Watch the video to find out more! I promise you'll laugh, you'll cry and you'll tell your friends all about it!

▶ **Giovanni's Kitchen**

Are you a pizza fan? Do you want to know how to make the world's tastiest homemade pizza? Well, this is your chance. Giovanni takes us behind the scenes in his famous pizzeria and shows you all the secrets of the trade!

- 2 Work in your groups and write a short introduction to your video clip. Make it sound interesting so people will want to watch it.

- 3 Work in groups. Think about how you made your video and discuss the questions.

- 1 What was your role in the process? Did you enjoy it? Why/why not?
- 2 What part did you think was the most fun?
- 3 What did you find difficult about making the video?
- 4 What did you learn during the process (about making films, about language)?
- 5 What do you like most about the final product? Would you do anything differently in future?

- 4 Watch each other's videos and complete the table.

| | |
|--------------------------------------|--|
| the topic | |
| the type of video | |
| your favourite thing about the video | |
| something you didn't understand | |

- 5 Choose a hashtag for each video clip. Share your answers with the class and decide on the class favourite.

- 6 Which video did you like most? Why? Write a short comment for the makers of the video.

A1

CAMBRIDGE

Discovery
EDUCATION

Eyes Open

STUDENT'S BOOK

1



BE CURIOUS



Ben Goldstein & Ceri Jones with David McKeegan



Schooldays



In this unit ...



Kung Fu school p35



South African schoolgirl p38



Using your phone at school p40



CLIL Da Vinci's design p117



BE CURIOUS



What can you see in the photo?

Start thinking

- What country is it?
- Who are the children?
- Where are they going?

Vocabulary

- Places in school
- School subjects
- Nouns and verbs
- Adjectives

Grammar

- *can* for ability and permission
- Object pronouns
- *like/love/hate/don't mind + ing*

Unit aims


I can ...

- describe my school and school subjects.
- talk about what I like and don't like.
- understand about schools in other countries.
- talk about things we can and can't do.
- ask and answer questions about personal information.
- write an email about my school.

Vocabulary Places in a school

1 Look at the plan of a secondary school. Which places have you got in your school?



2  1.27 Match the sentences 1–8 with the places in Exercise 1. Then listen, check and repeat.

- 1 We have lunch here. *canteen*
- 2 The whole school meets here.
- 3 We do outdoor sports here.
- 4 This is where we do indoor sports and exercise.
- 5 We work with computers in this room.
- 6 This is where we do experiments.
- 7 We read and study here.
- 8 This is where our main lessons are.

Your turn

- 3 Draw a map of a school. Write the names of the places.
- 4 Use the map to ask and answer questions about the school.

This school is very big. This is the sports hall, and this is the main hall.

What's this?

It's the science lab. It's got ...

KUNG FU SCHOOL



DRAGON



SNAKE



FROG

Kung Fu is a 'martial art'. It's also a great Chinese tradition. Chinese children can go to special schools and study Kung Fu every day!

After they finish their studies, the students can get good jobs in the army or the police force.

Li Zheng, from Shanghai, is thirteen years old. She practises Kung Fu in the playing field every day with hundreds of other students. She wants to be a police officer in the future. Every morning and evening, Li does her exercises and practises her Kung Fu moves and positions for hours. The training is difficult and Li can't live at home. She can only see her family in the holidays. Li can do a lot of different moves like the frog, the dragon and the snake. Her teacher is an expert in Kung Fu. He can break a brick with his hand! Can Li break a brick with her hands? No, she can't!



FACT! Some martial arts are at least two thousand years old!

Reading A magazine article

1 1.28 Look at the title and pictures. Where is the school, do you think? Why do you think the students are there? How old is the girl in the picture?

2 Read the text again. Are the sentences true (T) or false (F)? Correct the false ones.

- 1 Li Zheng practises Kung Fu with other people. T
- 2 Li Zheng lives at home.
- 3 Li Zheng wants to work in a school.
- 4 Li Zheng doesn't see her parents very often.

3 Answer the questions.

- 1 What does she want to do in the future?
- 2 When does she see her parents?

Explore nouns and verbs

4 Find the verbs and nouns in the article. Copy and complete the table. Then complete the sentences.

| Verb | Noun |
|------------|----------|
| a study | |
| b | practice |
| c train | |
| d exercise | |

- 1 There are a lot of grammar in this book.
- 2 I get up at 6 o'clock every day and the piano.
- 3 After I finish my, I want to go to university.
- 4 My sister wants to be a teacher. She's at teacher college.

Vocabulary bank • page 109

Your turn

5 Ask and answer the questions.

- 1 Would you like to go to Li Zheng's school? Why/Why not?
- 2 Would you like to learn a martial art? Why/Why not?



Language focus 1

can for ability and permission

1 Complete the examples from the text on page 34.

| | I / You / He / She / It / We / They |
|---|--|
| + | He ... break a brick with his hand! Chinese children to special schools and study Kung Fu every day! |
| - | Li ... live at home. They can't see their parents during the week. |
| ? | ... Li break a brick with her hands? Yes, she can . / No, she ... Can they break a brick with their hands? Yes, they can . / No, they can't . |

➔ Grammar reference • page 101

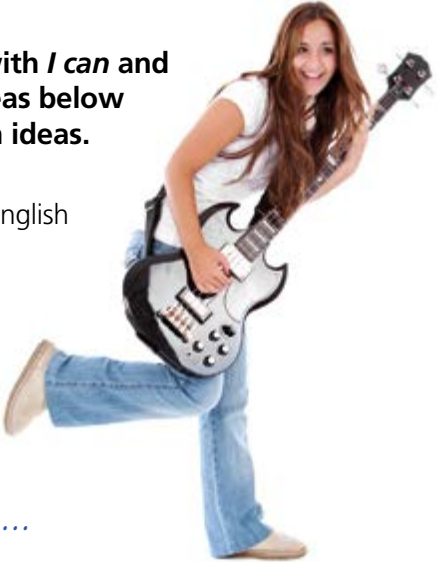
Get it right!

Notice that *can* doesn't change in the third person.
I can play guitar.
He can play the guitar.
He ~~can~~s play the guitar X

2 Write sentences with *I can* and *I can't*. Use the ideas below and add your own ideas.

- do a handstand
- write an email in English
- do Kung Fu
- ride a bike
- play football
- play the guitar
- speak French
- swim 50 metres

I can ride a bike.
I can't speak French ...



4 Write sentences about your partner's abilities.
Marta can ride a bike but she can't ...

5 Write about things you can and can't do at home and at school. Use the ideas below and your own ideas.

- use my mobile phone in the classroom
- go to bed late on school nights
- wear what I want at home
- talk in class
- go to bed late at weekends

I can't use my mobile phone in the classroom but I can ...



6 Work with a partner. Ask and answer questions about the information in Exercise 5.

Can you talk in class? Yes, we can!

Say it right!

a 1.29 Listen and choose the option you hear.

I can't

- 1 I can / can't hear you.
- 2 She can / can't come for dinner.
- 3 Pablo can / can't help you with your homework.
- 4 They can / can't count to 20 in French.
- 5 Can / Can't you wear jeans at school?

b 1.29 Listen and repeat the sentences.

Your turn

3 Work with a partner. Ask and answer the questions in Exercise 2.

Can you do a handstand?



No, I can't. Can you ...?

Learn about a different Kung Fu school in China.


- What do students learn at the school?
- How many boys study at the school?
- What do the students learn how to do at the school?

3.1 Kung Fu school

Listening A podcast

- 1 Look at the New Bank School website. How is it different from your school?
- 2  1.30 Listen to Tom talking about the school. What's his favourite lesson?
- 3  1.30 Listen again. Complete the information.
 - 1 great
 - 1 Tom thinks his teachers are ...
 - 2 The school day starts at 9 am and finishes at ...
 - 3 They have three lessons in the morning and ... lessons in the afternoon.
 - 4 On Saturday, they only have lessons in the ...
 - 5 Tom wants to be a professional ... when he leaves school.

Vocabulary School subjects

- 4  1.31 Match the school subjects in the box with the pictures (a–i). Then listen, check and repeat.

a History

Science Geography Maths ICT
PE History French English Music

a


b

je
parle
français

c


d


e


7 x 9
=
63

f


g


h


i


 Vocabulary bank • page 109

New Bank School of Performing Arts

THE NEW BANK

SCHOOL OF PERFORMING ARTS

TRAINING PERFORMERS FOR THE FUTURE!

HOME ABOUT EVENTS





Click [here](#) and listen to Tom talking about his life at New Bank.







Your turn

- 5 Complete the sentences for you. Then work with a partner. Ask and answer questions.

My favourite subjects are *Maths and Science*
 I don't like ...
 I don't study ...
 I'm good at ...

What are your favourite subjects?

Maths and Science. What about you?

- 6 Write sentences about you and your partner.
*My favourite subjects are ... I don't like ...
 I'm good at ... My partner likes ...*

Language focus 2 Object pronouns

1 Complete the examples from the listening on page 36.

- 1 That's in the blue shorts!
- 2 It's a really good school and I love!
- 3 I like but I prefer Dance.
- 4 I practise with on Saturday afternoons.
- 5 Our teachers tell it's really important to do our academic schoolwork.

2 Match the object pronouns in the box with the subject pronouns.

me us him it her you them you

I - *me* you - it - he -
she - we - they - you -

➔ Grammar reference • page 101

(don't) like, don't mind, love, hate + ing

3 Look at the sentences from the listening on page 36. What do you notice about the form of the second verb in a-c?

- a) I don't mind working this hard.
- b) I *really* don't like getting up early on Saturday mornings!
- c) I love dancing.
- d) I like the lessons, but I'm really tired at the end of the week.

Use verbs ending in *-ing* after *(don't) like, don't mind, love, and hate*



love



like



don't mind



don't like



hate

➔ Grammar reference • page 101

4 Write complete sentences that are true for you.

- 1 I / watch / sport on TV.
I love watching sport on TV.
- 2 My best friend / play / computer games.
- 3 I do / my homework.
- 4 My teacher / stay / up late at weekends.
- 5 My friends / go / to the cinema.

5 Read the quiz. Choose the correct answers for you. Write one more example for each section.

DO YOU LIKE IT?

Do our quiz and tell us what you think about these things.

SCHOOL



DO YOU LIKE ...

break times? 😊 😐 😞

doing homework? 😊 😐 😞

Maths? 😊 😐 😞

SPORT



DO YOU LIKE ...

playing tennis? 😊 😐 😞

watching football? 😊 😐 😞

....? 😊 😐 😞

PEOPLE



DO YOU LIKE ...

Mo Farah? 😊 😐 😞

Dakota Fanning? 😊 😐 😞

....? 😊 😐 😞

- KEY:**
- 😊 Yes, I love **it/them/him/her**.
 - 😐 I don't mind **it/them/him/her**.
 - 😞 No, I don't like **it/them/him/her**.

Your turn

6 Work with a partner. Ask and answer the questions in the quiz. Use the phrases in the key.

Do you like break times?

Yes, I love them!

Do you like doing homework?

No, I hate it!

7 Write sentences from Exercise 6. Use object pronouns.

I hate doing homework but my partner doesn't mind it.



Discover Culture

1 Look at the map and the picture. Who is the man in the photo? Where was he from?

2 Look at the pictures of Tobilay and answer the questions.

- 1 Where is she?
- 2 How old is she?
- 3 Where is she from?



Find out about a school in South Africa.



3.2 South African schoolgirl



3 3.2 Watch the video up to 0.38 and check your answers to Exercise 2.

4 Are the sentences true (T) or false (F)? Correct the false ones.

- 1 The school children wear white shirts.
- 2 They have pasta for lunch.
- 3 The children sing and dance in a field.
- 4 Both boys and girls play netball.
- 5 Tobilay does her homework at school.

5 3.2 Watch the video again and complete Tobilay's profile.

6 Look at the pictures. Complete the captions about South African culture.

- a) Today it's Nelson Mandela's
- b) The national anthem has words from different South African languages.
- c) They learn traditional South African and

7 3.2 Watch the video again to check your answers to Exercise 6.

Your turn

8 Work with a partner. Compare your school day to Tobilay's school day. Use the topics below.


- How I get to school
- Time my school starts
- Activities I do in the morning
- Activities I do in the afternoon
- Homework

Tobilay walks to school but I go to school by car. What about you?

9 Write a description of your usual day at school. Compare it to Tobilay's.


I don't walk to school, I go by bus.


Our school doesn't start at 8am, it starts at 8.30 am.



Tobilay is ¹.... years old. She walks ².... kilometres to school every morning. School starts at ³.... o'clock. Every morning she ⁴.... the national song with her classmates. In the afternoon she studies Zulu ⁵.... and learns traditional South African ⁶.... and ⁷.... She loves ⁸....! In the evening she does her ⁹...., writes in her ¹⁰...., and reads her ¹¹.... from class. This evening she's got a lot of ¹²....!

Reading A profile

1  **1.32** Look at the map and photos. Where's Wales? What extra activities do you think students do in Wales? Read Gareth's blog and check your answers.

2  **1.33** Read the profile again and complete the sentences about Gareth and his friends. Listen and check.

- 1 Gareth speaks two languages, and He speaks with his family. He goes to the club. He can He loves
- 2 Isabel goes to the club. She loves
- 3 Darren goes to the club. He can


Explore adjectives

3 Find these adjectives in the text. Which ones mean 'very good'? Which one means 'very bad'?

- | | |
|----------------|-------------|
| a) interesting | e) terrible |
| b) great | f) fast |
| c) boring | g) slow |
| d) brilliant | |

4 Find the opposites for these adjectives in Exercise 3.

- a) interesting *...boring...*
- b) brilliant
- c) fast

 **Vocabulary bank • page 109**

A Welsh school



Hi! My name's Gareth and I'm a student at Penglais Comprehensive School in Aberystwyth, a small town in Wales. In my school we study both English and Welsh. At home, Welsh is our first language so I usually speak Welsh with my parents and grandparents. I like listening to my grandfather tell interesting stories in Welsh.

Our school is great because we've got lots of different clubs.

There's a guitar club on Thursdays. Students can learn how to play the guitar. My friend Isabel goes to this club. She really loves playing music and singing and she's really good. I'm terrible at singing!

We also have a hip-hop group. Students can learn hip-hop music and dance and sometimes they have concerts.

My friend Darren goes to Rugby Club. He can run very fast but I'm really slow! Lots of Welsh people love playing and watching rugby but I think it's boring!

I go to Surf Club every Tuesday after school. We can surf and swim. I love surfing and I can swim fast. Our teacher is an expert surfer. He's brilliant but he shouts a lot!



FACT! The Welsh alphabet doesn't have the letters K, Q, V or Z.

Your turn

5 Compare your school with Tobilay's and Gareth's schools. Copy and complete the chart.

| | Tobilay's school | Gareth's school | My school |
|--------------------|------------------|-----------------|-----------|
| Languages | | | |
| Activities / Clubs | | | |
| Likes / Loves | | | |

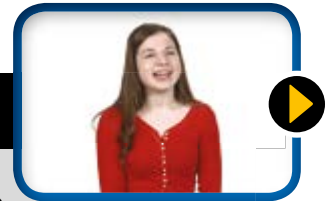
6 Write sentences. Then work with a partner and compare your sentences.

*In Tobilay's school they speak a lot of languages.
In Gareth's school they speak ... In my school ...*



Speaking Asking and giving permission

Real Talk: Can you use your mobile phone at school?



1 3.3 Watch the teenagers in the video. How many of the teenagers ...

- a) can use their phones anywhere in school?
- b) can only use their phones in class to surf the internet?
- c) can't use their phones anywhere in school?

2 Can you use your mobile phone at school? Ask and answer with your partner.



3 1.34 Listen to the conversation. When can Fran and Bella go to the cinema?

4 Complete the conversation with the useful language.

Useful language

Great, thanks ... Why not? Yes, you can.
Can I / we ...? ... sorry, I'm afraid you can't.

Fran: Hi Dad. go to the cinema with Bella this evening?
Dad: No,

Fran:?
Dad: Because your uncle and aunt are here this evening.

Fran: go on Saturday then, please?
Dad:

Fran:, Dad!



5 1.34 Listen again and check your answers.

6 Work with a partner. Practise the conversation in Exercise 4.

7 Change the words in bold in the conversation in Exercise 4. Use the information below. Practise the conversation.

- You want to ...
- ... have breakfast in bed
- ... borrow £10
- ... wear your new trainers to school
- ... go swimming on Sunday afternoon.


Mum, can I have breakfast in bed?

No, sorry ...



Writing An email



 Hi,
Please send me an email with information about your school for my school project. Thanks!

Günter ▶

Hey Günter,
Here's some info about my school for your project. I go to Humphrey Davy School in Penzance, England. It's a big school! It's got about 50 teachers and 900 pupils, from 11 to 16 years old. We have six classes in each year, with about 30 pupils in each class. We have a school uniform 😞. You can see it in the photo (we can't wear jeans or trainers). The school day starts at 9 o'clock and finishes at 3.30 pm.
In my year, we study a lot of subjects – 12!!! 😞. My favourite subject's Maths. Every teacher's got a different room, so we go to a different classroom every lesson. All the classrooms are big and we have posters on the walls with our projects 😊.
That's all for now. Write back if you need more info! Bye!

Anna ▶

1 Read Anna's reply to Günter. Where's her school? How many pupils are there?

2 Answer questions about Anna's school.

- | | |
|----------------------------------|---|
| 1 What's the name of the school? | 5 What time does school start and finish? |
| 2 Is it big or small? | 6 How many subjects does Anna do? |
| 3 How old are the pupils? | 7 What's her favourite subject? |
| 4 Do they have a uniform? | |

3 Find examples of informal language in Anna's email.

Useful language

Informal language

In an email to a friend, use informal language ...

- to start: *Hi, ...*
- to end: *That's all for now. Bye! ...*
- contractions: *Here's ...*
- abbreviations: *info*

4 Complete the Useful language box with the phrases below.

Hello! Bye for now! How are you? How's it going?

5 Make these sentences informal. Use the Useful language box to help you.

- | | |
|--|------------------------------|
| 1 Dear Anna, | 4 We have got a new teacher. |
| 2 My class teacher is great. | 5 Best wishes, Günter |
| 3 My school is very big – it has got 1,500 pupils. | |

Get Writing

PLAN

6 Make notes about your school. Include information from Exercise 2.

- The name of your school
- The size (big, small?)
- Pupils' age
- Uniform?
- Time school starts and finishes
- Subjects

WRITE

7 Write an email to Günter. Use your notes and the language below.

- I go to ...*
- It's a ... school with ...*
- The pupils are ...*
- We have / haven't got ...*
- The school day ...*
- The classrooms are ...*

CHECK

8 Can you say YES to these questions?

- Have you got information from Exercise 6 in your email?
- Have you got informal language?
- Are your spelling, grammar and punctuation correct?

Grammar reference

Unit 3

can for ability and permission

| | | | |
|---|-------------------------|-------|-------|
| + | I/You/He/She/It/We/They | can | sing. |
| - | I/You/He/She/It/We/They | can't | |

| | | | |
|---|------|-------------------------|--------|
| ? | Can | I/you/she/it/we/they | sing? |
| + | Yes, | I/you/he/she/it/we/they | can. |
| - | No, | I/you/he/she/it/we/they | can't. |

- We use **can** to express ability and permission.
He can play tennis. (ability)
Dad says we can't go to the party. (permission)
- Can** is the same in all forms.
I can speak Chinese.
She can speak Chinese.
- We use **infinitive** without **to** after **can**.
They can sing.
- We don't use **do/does** when we make questions with **can**.
Can you use your mobile phone at school?

1 Write affirmative (✓) and negative (✗) sentences with **can**.

- Jamie / run fast. (✓)
Jamie can run fast.
- My granddad / use a mobile phone. (✓)
- They / skateboard. (✗)
- You / stay out late tonight. (✗)
- I / ski. (✗)
- She / play the piano. (✓)

2 Write questions and short answers for the sentences in Exercise 1.

Can Jamie run fast? Yes, he can. / No, he can't.

3 Write sentences with **can** about you and your friends and family. Use the prompts to help.

- play the guitar / piano
I can play the guitar. I can't play the piano, but my uncle can.
- swim / dance / ride a bike / ride a horse
- speak French / Russian / Chinese / Spanish
- drive a car / drive a lorry / fly a plane

love, (don't) like, don't mind, hate + -ing

- We use the **-ing** form of the verb after **love**, **(don't) like** and **hate**.
She loves playing with her little sister.
I don't mind doing homework.

4 Complete the sentences with the **-ing** form of the verbs in the box.

do walk go paint sing watch play learn

- He loves to school.
- I don't like homework.
- Karen loves DVDs.
- We like English.
- They don't like pictures.
- He doesn't mind with the baby.
- My brother hates
- They don't mind to school.

Object pronouns

| | | | | | | | | |
|-----------------|----|-----|-----|-----|----|----|-----|------|
| subject pronoun | I | you | he | she | it | we | you | they |
| object pronoun | me | you | him | her | it | us | you | them |

- We can use object pronouns to replace nouns that follow verbs.
I love Maths lessons. → I love them.
I don't like cooking. → I don't like it.

5 Complete the sentences with the correct object pronoun.

- Our teacher always tells us to sit down.
- It's a great film. Watch!
- She's got exams. She needs to study for
- Brad goes to Art classes. I can go with
- Katia knows the answer. I can email tomorrow.
- My best friend always tells her secrets.



Jog your memory!

Look at the pictures. Cover the rest of the page. How many places in a school can you remember?



Think again

Places in school (page 33)

- | | | |
|-----------|---------------|-------------|
| canteen | library | science lab |
| classroom | main hall | sports hall |
| IT room | playing field | |

1 Work with a partner. Look at the words in the box. Choose a room. Don't tell your partner. Say three things you can find in the room. Can your partner guess which room it is?

A: You find books, computers and pens in this room.

B: Is it the IT room?

A: Yes, it is!

School subjects (page 36)

- | | | |
|-----------|---------|---------|
| English | History | Music |
| French | ICT | PE |
| Geography | Maths | Science |

1 Look at the words in the box. What is your perfect school day? Complete the timechart.

| | | | |
|------------|-----------|-----------|-------------|
| 8.30–9.45 | 9.45–11 | 11–11.15 | 11.15–12.15 |
| PE | | | |
| 12.15–1.15 | 1.15–2.15 | 2.15–2.30 | 2.30–3 |
| | | | |



Explore nouns and verbs

(page 34)

- | | | | |
|----------|----------|-------|----------|
| exercise | practise | study | training |
| practice | studies | train | |

1 Complete the chart with words from the list.

| verb | noun |
|----------|------|
| exercise | |

2 Can you add three more nouns and two more verbs to the chart?



Explore adjectives (page 39)

- | | | |
|-----------|-------------|----------|
| boring | great | terrible |
| brilliant | interesting | |
| fast | slow | |

1 Look again at page 34. Can you find three more adjectives in the Kung-Fu text?

2 Think of a word for each adjective.
boring – shopping

swim (verb/noun)



Study tip

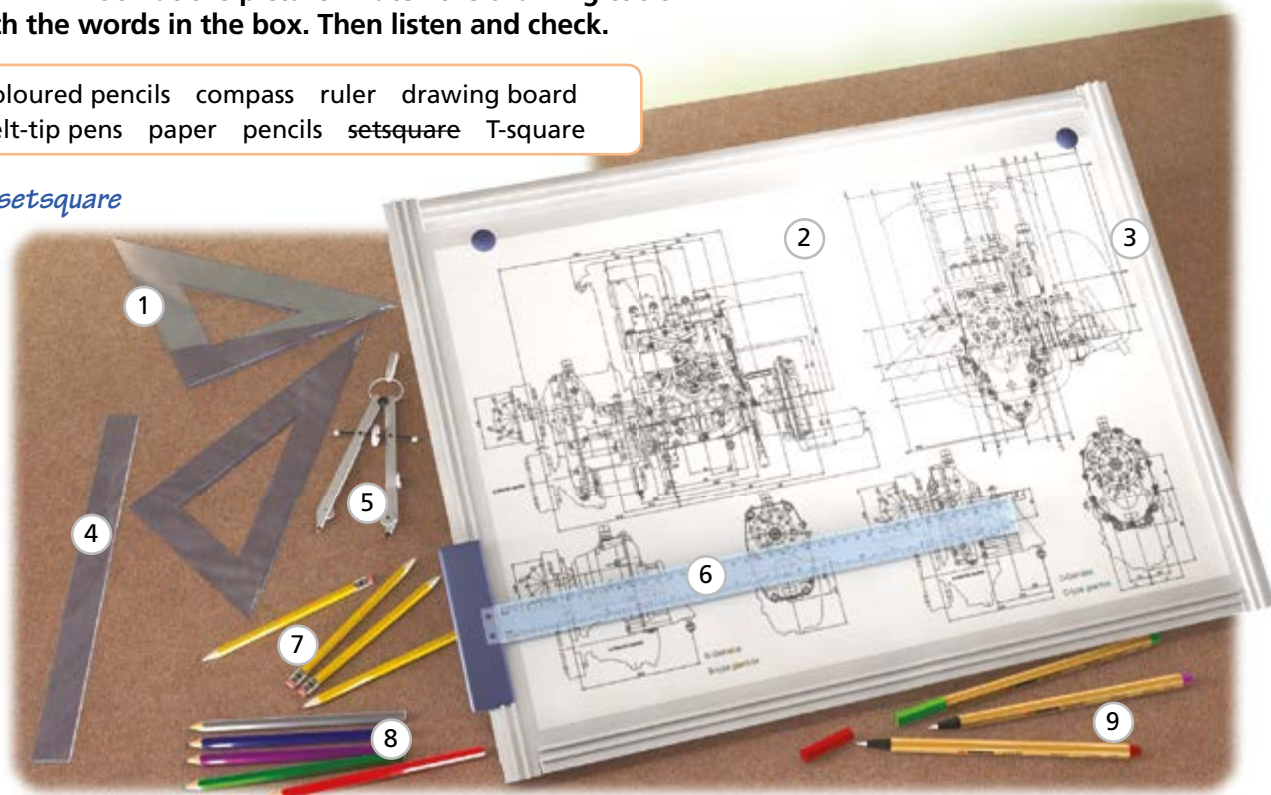
Write the part of speech next to new words in your vocabulary notebook. It helps you to use them correctly in your work.

Design and Technology Drawing tools

1  1.45 Look at the picture. Match the drawing tools with the words in the box. Then listen and check.

coloured pencils compass ruler drawing board
felt-tip pens paper pencils setsquare T-square

1 *setsquare*




2 Complete the table about the drawing tools with the words in the box.

angles circles colour straight
~~paper~~ parallel

1 *paper*

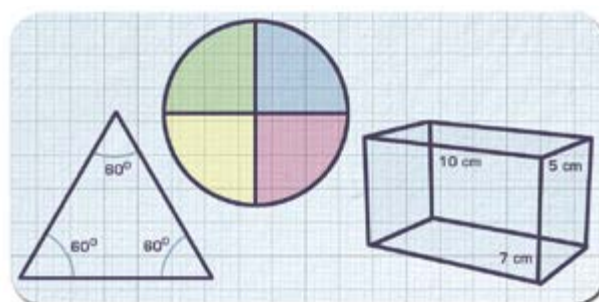
| | |
|---------------|--|
| drawing board | We put ¹ ... on this. |
| t-square | We draw ² ... lines with this. |
| setsquare | We draw ³ ... of 90°, 45°, 30° and 60° with these. |
| compass | We draw ⁴ ... and curved lines with these. |
| ruler | We draw ⁵ ... lines and calculate the length of a line with this. |
| felt-tip pens | We ⁶ ... our design with these. |

3  1.46 Listen to the conversation and check your answers.

4 Which drawing tools in Exercise 1 do you use ...

- in Maths?
- in both?
- in Art?

5 Look at the shapes. Copy them. What drawing tools do you need?



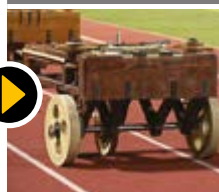
Your turn

6 Work with a partner. Describe the drawing tools in Exercise 1. Your partner guesses what they are.

We draw angles with these.

A set square?

Find out about Leonardo da Vinci's designs for a cart.





3.4 Da Vinci's design

3

Schooldays

Vocabulary

Places in a school

1 ★ Put the letters in order to make ten places in a school. Write them under the correct picture.

psstrot lhal yarbril
sloscarom IT romo
iylgpna lidef
necsicce bla
niam lhla
aceenrt



1 canteen



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

2 ★★ Complete the text about Dani's Tuesdays with words from Exercise 1.

On Tuesdays we've got a long day. It starts in the ¹ main hall with everybody together. Then we go to the ² _____ for our English class. At break time I sometimes go to the ³ _____ outside to play football with my friends. After the break we've got study-hour in the ⁴ _____. I have lunch in the ⁵ _____ – the food is horrible! – but after lunch we go in the ⁶ _____ and chat or play basketball. In the afternoon we've got an ICT lesson in the ⁷ _____. The day finishes with experiments in the ⁸ _____ – I'm not very good at these, so I'm always happy when I go home and relax!

3 ★★★ Write sentences about your favourite places in your school. When do you go there?

I like the library. I sometimes go there after school and do my homework. It's very big with a lot of books and four or five computers with the Internet.

4 ★★★ Write at least five other places in a school. Use a dictionary if necessary.


5 ★★★ Write at least five sentences about your perfect school.

Language focus 1


can for ability and permission

1 ★ **Circle** the correct words.


Is your school strict?



Alice: Well, yes and no. At break time we ¹**can** / **can't** decide where to go. We ²**can** / **can't** stay in the classroom or go outside to the playing field, but we ³**can** / **can't** go out to the shops and of course we ⁴**can** / **can't** go home!



Karl: Yes, the teachers are very strict! We ⁵**can** / **can't** talk in class and so we ⁶**can** / **can't** ask questions. We ⁷**can** / **can't** listen to the teacher and copy from the board. That's all!



Jane: Not really, no. We use laptops in class and we ⁸**can** / **can't** go on the Internet to look for information, but we ⁹**can** / **can't** go on social networking sites, of course! We ¹⁰**can** / **can't** work in groups in class too. I like that.

2 ★★ Write **can** or **can't** and the verbs in brackets.

- 1 Usain Bolt can run 100 m very quickly, but he can't run a marathon. (run/run)
- 2 In many states of the USA you _____ a car when you're 16, but you _____ a bus until you're 21. (drive/drive)
- 3 The red kangaroo is an amazing animal. It _____ at 40 kph and it _____ a distance of 12 m. (travel/jump)
- 4 We _____ our mobile phones to school, but we _____ them in class. (take/use)
- 5 Flying fish _____ out of the water and _____ for about 50 m. (jump/fly)



3 ★★★ Write questions with **can** and the correct answers.

- 1 children / study at home / in your country?
Can children study at home in your country?
No, they can't. (X)
- 2 I / use my laptop / in the exam?
_____ (✓)
- 3 penguins / fly?
_____ (X)
- 4 Pep Guardiola / speak four languages?
_____ (✓)
- 5 you / leave school / when you're fifteen?
_____ (X)
- 6 we / use our skateboards to go to school?
_____ (X)

4 ★★ Put the words in the correct order to make questions. Answer the questions for you.

- 1 you / speak / Can / Chinese / ?
Can you speak Chinese? Yes, I can.
- 2 you / Can / swim / ?

- 3 talk / in / your / to / Can / you / friends / class / ?

- 4 you / do / Can / karate / ?

- 5 friends / play / chess / your / Can / ?

- 6 your / tennis / parents / play / Can / ?

Explore nouns and verbs

5 ★★ **Circle** the correct words.

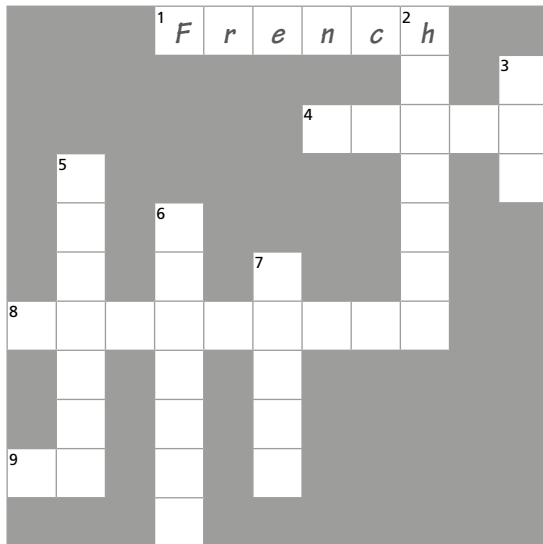
- 1 I like swimming. It's good **exercise** / exercising .
- 2 I go to **training** / train on Wednesdays.
- 3 We have football **practice** / practise tomorrow.
- 4 Be careful here, please! No **run** / running !
- 5 When my **study** / studies are over, I want to get a job.

Listening and vocabulary

School subjects



1 ★★ Use the clues to complete the crossword.



across

- 1 People speak this language in France.
- 4 In this subject you sing or play instruments.
- 8 You learn about countries and the physical world in this subject.
- 9 You do this in the sports hall or on the playing field.

down

- 2 This is about important events in the past.
- 3 You learn about computers in this subject.
- 5 You learn about Physics, Chemistry and Biology in this subject.
- 6 You practise this subject in this book.
- 7 This subject is about numbers.

Listening



2 ★★ 05 Listen to an interview about home education. Tick (✓) the things in the list that Rachel does.

- a She studies with a home tutor.
- b She does projects.
- c She watches documentaries.
- d She goes to museums.
- e She wears a uniform.
- f She does science experiments.

| |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

3 ★★★ 05 Listen again and answer the questions.

- 1 Who does Rachel organise her work with?
Her mum.
- 2 Where can she find information for projects?

- 3 Where can she visit museums?

- 4 Where does she go with other home-educated children?

- 5 What are her favourite subjects?

- 6 Why can't she do experiments at home?

Language focus 2

(don't) like, don't mind, love, hate + ing

1 ★ Put the verbs in the correct box.

hate love like don't like don't mind

| | | | | |
|-----|---|---|---|-----|
| ☺☺☺ | ☺ | ☹ | ☹ | ☹☹☹ |
| | | | | |

2 ★ **Circle** the correct words in the grammar table.

- | | |
|---|--|
| 1 | I love listen / listening to music. |
| 2 | She hates start / starting school at 8.00. |

3 ★★ Write sentences with the prompts.

- I / not like / do / homework at the weekend
I don't like doing homework at the weekend.
- He / love / play / football / friends

- We / hate / watch / documentaries

- Isabel / like / have / art classes

- Peter / not mind / play / chess

Object pronouns

4 ★★ Write the correct object pronoun under each picture.



1 he - him



2 it - _____



3 they - _____



4 you - _____



5 I - _____



6 we - _____



7 she - _____

like, love, don't mind, hate + object pronoun

5 ★★★ Answer the questions with *like, love, don't mind, hate* and an object pronoun.

- Are you a fan of Justin Bieber?
Yes, I like him.
- Do you like learning English?

- Do you like the singer Taylor Swift?

- Are you interested in History?

- Do you like cats?

- Are you a fan of Taylor Lautner from *Twilight*?

Explore adjectives

6 ★★ Try to improve your writing by using sentences with adjectives. Complete the blog with the sentences in the box.

~~It's great.~~ It's an interesting subject.
He's brilliant! It's really boring!
I'm a really fast swimmer. He's really slow!

Everyone likes the school. ¹ It's great.
At my school we study different subjects. I love Science. ² _____
But I hate Maths. ³ _____ But my favourite subject is History because of our teacher, Mr Langley. ⁴ _____
We do lots of sports. I like swimming. ⁵ _____ I also play football with my friend Freddy. He's not a very good player. ⁶ _____ But we have fun.

7 ★★★ Complete the sentences with your own ideas. Then tell your partner.

- I think _____ is an interesting subject.
- I'm a really fast _____.
- I think _____ is really boring.
- My friend _____ is a brilliant _____.
- _____ is great. I love it!

Reading

1 ★ Read about Eton College. Which of these things is not in the text?

- 1 the history of the school
- 2 a student's daily routine
- 3 famous people from the school
- 4 the cost of the school
- 5 the school facilities
- 6 where the boys live

Eton College

In England a 'public school' is a private independent school. One famous public school is Eton College, opened by King Henry VI in 1440. The school and the uniforms are very old.

Eton is a **boarding school** for 1,290 boys aged from 13 to 18. It costs £30,000 a year, but a lot of parents want their children to go there. To go to Eton College you need to take an exam. A lot of famous people are from Eton, including 19 British Prime Ministers, and Princes William and Harry.

Boys have got a simple study-bedroom and join a 'house' of 50 students. They've got 35 classes (called 'divs' by the boys) a week, with 10 or 20 students, and they also **discuss** their work with personal **tutors**. There are 160 teachers, or 'beaks'.

Eton is a very big school with amazing **facilities**. It has got nine libraries, three theatres, an Olympic **rowing** lake and a lot of football and rugby **pitches**. It has got an art building, 24 Science labs, and even a Natural History Museum!



2 ★★ Match the words in **bold italics** in the text with the definitions.

- 1 These teachers work with one student. _____
- 2 You play rugby or football on these. _____
- 3 To talk about something. _____
- 4 A school where students sleep, eat and go to class. _____
- 5 A sport where you sit in a boat and move it with your arms. _____
- 6 Places where you can do special activities. _____

3 ★★ Match the numbers in the text with the meanings.

- 1 1440
 - 2 1,290
 - 3 £30,000
 - 4 19
 - 5 9
 - 6 160
- a the number of libraries at Eton
 - b the number of British Prime Ministers from Eton
 - c the year when Eton started
 - d the cost of the school for a student for one year
 - e the number of teachers at Eton
 - f the number of students in the school

4 ★★★ Are these boys students at Eton? Tick (✓) Yes or No.

| | Yes | No |
|---|-----|----|
| 1 'I don't wear a uniform in my school.' | | |
| 2 'Hurry up! The beak's coming!' | | |
| 3 'My name's Sebastian and I'm 11 years old.' | | |
| 4 'My tutor's name is Mr Harris.' | | |
| 5 'There are 50 boys in my house.' | | |
| 6 'My school has only got one Science lab.' | | |

5 ★★★ What do you think is good about Eton? What don't you like? Write your ideas about the text.

READING TIP

To find specific information in a text, scan it – read it quickly with your finger under the words to help you – to find the information you need.

Writing

An email

1 Read Simon's email. Where does he spend a lot of time?



To: Liam

Subject: Seven Oaks Academy

Hey Liam

How are you doing? My new school (Seven Oaks Academy) is amazing! My class is small so the teachers have time to help everyone. We decide the subjects we want to study in class, and we can work on projects together in groups.

We've got an IT room so we can find the information we need (we don't use course books), and we can use tablets in class – but I haven't got one. ☺ You know I love Science so I spend a lot of time in the science lab. This school's really different from the old one. I love it!

How are things at your new school?

Cheers

Simon

2 Read the email again. Mark the sentences true (T) or false (F).

- 1 Simon likes his new school. T
- 2 There are a lot of students in his class.
- 3 He doesn't study any subjects.
- 4 Simon has got a lot of books.
- 5 Liam is at a new school.

Useful language Informal language _____

3 Look back at Simon's email. What informal language does he use?

- 1 an abbreviation: lab
- 2 to start the email:
- 3 to end the email:
- 4 contractions:

4 Complete the email with the words in the box.

It's asap Bye 's Hey 've



To: Jane

Subject: School

1 _____ Jane

How are you? Here ² _____ a photo of me with my new friends from school.

³ _____ great here. They ⁴ _____ got big classrooms and the teachers are friendly so I'm happy.

What's your new school like? Write to me ⁵ _____!

⁶ _____ for now.

Laura

Vocabulary

Places in a school

1 Circle the correct words.

- We have lunch in the science lab / canteen.
- We study ICT in the IT room / main hall.
- You can read lots of books in the playing field / library.
- We play football on the playing field / in the IT room.
- The headteacher sometimes talks to everyone in the main hall / library.
- We have PE in the sports hall / library.
- We learn about how the world works in the sports hall / science lab.
- We spend most of the school day in the library / classroom.

Total: 7

School subjects

2 Write the names of the school subjects.

- computers ICT
- guitar _____
- Bonjour! _____
- cities and countries _____
- 8 x 14 _____
- Time to do an experiment! _____
- World War 1 _____
- Do some exercise. _____
- Listen and repeat. _____

Total: 8

Language focus

can for ability and permission

3 Look at the information in the table. Complete the sentences and questions.

| | swim | speak French | ride a bike | play the guitar |
|---------|------|--------------|-------------|-----------------|
| Kristin | ✓ | ✗ | ✓ | ✓ |
| Leo | ✗ | ✗ | ✓ | ✗ |

- Kristin can swim.
- Leo _____ swim.
- Kristin and Leo _____ a bike.
- A: _____ (Kristin) the guitar?
B: Yes, _____.
- A: _____ (Leo) French?
B: No, _____.
- A: _____ (Kristin and Leo) speak French?
B: No, _____.

Total: 8

Object pronouns

4 Complete the sentences with the correct object pronoun from the box.

me us him it her you them

- I can't eat this food. Do you want it ?
- Ruth is late. Can you call _____ ?
- We can't speak English. Can you help _____ ?
- I don't like bananas. Do you like _____ ?
- Where is the main hall? Can you tell _____ ?
- She doesn't want to talk to me, she wants to talk to _____ .
- Mark plays tennis every weekend. Do you want to play with _____ ?

Total: 6

(don't) like, don't mind, love, hate + ing

5 Complete the sentences using the key and the correct form of the verbs in brackets.

love ☺☺☺ like ☺ don't mind ☺
don't like ☹ hate ☹☹☹

- I like playing football . (☺ / play football)
- He _____ . (☺ / study Maths)
- We _____ . (☺ / do homework)
- They _____ . (☺☺☺ / listen to music)
- She _____ . (☹☹☹ / be late for school)
- I _____ . (☺ / watch films)

Total: 5

Vocabulary builder

6 Circle the correct options.

- I use my ___ to listen to music.
a guitar **b** MP3 player c console
- I'm from Brazil. I speak ___ .
a Portugal b Portuguese c Portugese
- Your mother's brother is your ___ .
a cousin b aunt c uncle
- My favourite colours are green and ___ .
a curly b long c brown
- I usually have ___ before I go to school.
a dinner b lunch c breakfast
- I always ___ my homework in the evening.
a do b make c have
- I ___ late on Saturdays – at 10 am.
a go to bed b get up c have lunch
- We do ___ at school on Fridays.
a karate b chess c tennis
- Her hair is ___ .
a tall b spiky c small
- My favourite sport is ___ .
a music b drama c football

Total: 9

Language builder

7 Complete the conversation with the missing words. Circle the correct options.

Vicky: 1 ___ Science?
Lisa: I love 2 ___ !
Vicky: 3 ___ your teacher give you a lot of homework?
Lisa: Yes, but I like 4 ___ . 5 ___ subject do you like best?
Vicky: I like ICT. 6 ___ got new computers in our school.
Lisa: 7 ___ use them to play games?
Vicky: No, we 8 ___ . How about you?
Lisa: I can play games on my computer at home. I use my 9 ___ game console when he's out. 10 ___ got some new computer games. Do you want to come over and play 11 ___ ?
Vicky: Yes, please! 12 ___ do you live?

- a** Do you like b You do like c You are like
- a it b him c them
- a Can b Do c Does
- a it b them c they
- a Where b What c When
- a We do b We're c We've
- a You can b Can you c Do you can
- a don't b aren't c can't
- a brother b brother's c brothers
- a He's b He does c He is
- a it b them c they
- a Where b What c When

Total: 11

Speaking

8 Put the sentences in the correct order to make the conversation.

- ___ **A:** OK, can I go tomorrow night?
1 **A:** Hi, Mum. Can I go to Dana's house tonight?
 ___ **A:** Great, thanks Mum!
 ___ **A:** Why not?
 ___ **B:** Yes, you can.
 ___ **B:** Because your grandmother's here tonight.
 ___ **B:** No, sorry, I'm afraid you can't, Sandra.

Total: 6

Total: 60



can for ability and permission

Remember, we use the infinitive without *to* after **can/can't**.

- ✓ He **can** speak three languages.
- ✗ He can ~~to~~ speak three languages.
- ✗ He can ~~speaking~~ three languages.
- ✗ He can ~~speaks~~ three languages.

1 Find and correct five more mistakes with **can**.

| | |
|----------------|--|
| Tim: | Hi, Daniel, I want to paint my bedroom on Saturday. Can you ^{help} helping me? |
| Daniel: | No, I can't help you on Saturday, I've got football practice. :-) |
| Tim: | Can you to come on Sunday? |
| Daniel: | Yes, I can visiting you in the afternoon. Is that OK? |
| Tim: | Brilliant! Thanks! Can you to start at 2 o'clock? |
| Daniel: | Yes, that's OK. I can meet you at the paint shop at 2 o'clock. |
| Tim: | OK. We can to buy some snacks, too. |
| Daniel: | I haven't got any old clothes for painting. Can you giving me some? |
| Tim: | Of course I can! |
| Daniel: | Brilliant! See you on Sunday! :-) |

like, love, hate, don't mind + object pronoun

Remember:

- we use an object pronoun after **like, love, hate, don't mind**
- ✓ I study French. I really like **it**.
- ✗ I study French. I really like.
- we use **him** for boys and men, and **her** for girls and women
- ✓ That's John's sister. I really like **her**.
- ✗ That's John's sister. I really like **him**.
- for animals and things, we use **it** (singular) and **them** (plural)

2 Read the conversation. Find and correct four more mistakes.

Jack: This is a photo of people at my school. Do you know them?
Emily: No. Who is that? Is she your teacher?
Jack: Yes, that's Mrs Miller. I really like ^{her} ~~him~~. She teaches English.
Emily: Do you like English?
Jack: Yes, I love! What about you?
Emily: I don't mind it. What about French? Do you study that?
Jack: Yeah but I hate it.
Emily: Who's your French teacher?
Jack: That's him. I don't like. He's very strict!
Emily: Do you like the people in your class?
Jack: Oh, yes. I love. They're brilliant! We have great fun.
Emily: And who is this girl?
Jack: Ah, that's Maria. She's beautiful. I really like him ...

Spell it right! Adjectives

Remember to spell these adjectives from the unit correctly:

| | | |
|------------|------------|-------------|
| diffrent | diferent | different |
| favourit | favorit | favourite |
| famouse | famus | famous |
| greate | grate | great |
| important | importan | important |
| intresting | intersting | interesting |

3 Underline and correct the mistake in each sentence.

- 1 At my school we study diffrent subjects.
different
- 2 I think Geography is an intresting subject.

- 3 History is about important events in the past.

- 4 Football is greate. I love it!

- 5 What are your favorit subjects?

- 6 A lot of famouse people are from Eton.

Speaking extra

Asking and giving permission

1 ★ Put the words in order to make questions and answers.

- 1 you / at / use / mobile / your / school / Can / phone / ?

- 2 school / can't / our / We / in / phones / use / anywhere

- 3 emergency / only / in / use / them / We / can / an / in school

- 4 We / teachers / use / but / them / the / can / can't

2 ★★ 19 Listen and write the answers.

Conversation 1:

- 1 What does the girl want to play?

Conversation 2:

- 2 How much money does the boy want to borrow?

- 3 Why doesn't his mum give him the money?

Conversation 3:

- 4 What does the girl want to do?

- 5 Who can come to the girl's house on Friday?

3 ★ Read the conversation. How much money does Paul's dad give him?

Paul: Hi, Dad. Can I have new trainers for ¹ _____, please?

Dad: New trainers? Why? What's wrong with the trainers you've got now?

Paul: They're really ² _____ and ... well, I don't like them.

Dad: Well, sorry, Paul, I'm afraid you can't.

Paul: Why not?

Dad: Because I haven't got money to buy new trainers. How ³ _____ are they?

Paul: They're £50.

Dad: £50?! I'm sorry, Paul, I haven't got £50 for new trainers.

Paul: But I ⁴ _____ some money.

Dad: Oh yeah?

Paul: Yes, I've got £35, so can I ⁵ _____ the rest?

Dad: OK ... yes, you can.

Paul: Great! Thanks Dad.



4 ★★ 20 Complete the conversation in Exercise 3 with the words in the box. Then listen and check.

much borrow football 've got old

Focus on pronunciation: Linking

5 ★ 21 Listen to the groups of words together. Then listen again and repeat.

- 1 Can I go out tonight?
- 2 I'm afraid you can't.
- 3 Can we go swimming on Saturday afternoon?
- 4 Yes, you can.

6 ★ 22 Listen to the conversation. What does Carl want? Why can't he borrow it?

7 ★★★ 22 Listen again and complete the conversation.

Carl: Hi, Sandy. ¹ _____ your computer for a minute?

Sandy: Oh, hi, Carl. No, sorry, ² _____ you can't.

Carl: Oh, why not? I really need it!

Sandy: Because I'm finishing my homework. ³ _____ a few minutes.

(later)

Carl: Sandy, can I borrow your computer now?

Sandy: Oh, sure ... yes, ⁴ _____.

Carl: Thanks Sandy. ... Sandy! Can you tell me the password?

Sandy: It's sandy.99.

Carl: ⁵ _____ it?

Sandy: S-A-N-D-Y dot 9-9.

Carl: Great. Thanks Sandy-dot-99!



8 ★★ 22 Listen again and check your answers. Then listen and repeat the conversation.

Grammar reference

Unit 3

can for ability and permission

| | | | |
|---|-------------------------|-------|-------|
| + | I/You/He/She/It/We/They | can | sing. |
| - | I/You/He/She/It/We/They | can't | |

| | | | |
|---|------|-------------------------|--------|
| ? | Can | I/you/she/it/we/they | sing? |
| + | Yes, | I/you/he/she/it/we/they | can. |
| - | No, | I/you/he/she/it/we/they | can't. |

- We use **can** to express ability and permission.
He can play tennis. (ability)
Dad says we can't go to the party. (permission)
- Can** is the same in all forms.
I can speak Chinese.
She can speak Chinese.
- We use **infinitive** without **to** after **can**.
They can sing.
- We don't use **do/does** when we make questions with **can**.
Can you use your mobile phone at school?

1 Write affirmative (✓) and negative (x) sentences with **can**.

- Jamie / run fast. (✓)
Jamie can run fast.
- My granddad / use a mobile phone. (✓)
- They / skateboard. (x)
- You / stay out late tonight. (x)
- I / ski. (x)
- She / play the piano. (✓)

2 Write questions and short answers for the sentences in Exercise 1.

Can Jamie run fast? Yes, he can. / No, he can't.

3 Write sentences with **can** about you and your friends and family. Use the prompts to help.

- play the guitar / piano
I can play the guitar. I can't play the piano, but my uncle can.
- swim / dance / ride a bike / ride a horse
- speak French / Russian / Chinese / Spanish
- drive a car / drive a lorry / fly a plane

love, (don't) like, don't mind, hate + -ing

- We use the **-ing** form of the verb after **love**, **(don't) like** and **hate**.
She loves playing with her little sister.
I don't mind doing homework.

4 Complete the sentences with the **-ing** form of the verbs in the box.

do walk go paint sing watch play learn

- He loves to school.
- I don't like homework.
- Karen loves DVDs.
- We like English.
- They don't like pictures.
- He doesn't mind with the baby.
- My brother hates
- They don't mind to school.

Object pronouns

| | | | | | | | | |
|-----------------|----|-----|-----|-----|----|----|-----|------|
| subject pronoun | I | you | he | she | it | we | you | they |
| object pronoun | me | you | him | her | it | us | you | them |

- We can use object pronouns to replace nouns that follow verbs.
I love Maths lessons. → I love them.
I don't like cooking. → I don't like it.

5 Complete the sentences with the correct object pronoun.

- Our teacher always tells **us** to sit down.
- It's a great film. Watch !
- She's got exams. She needs to study for
- Brad goes to Art classes. I can go with
- Katia knows the answer. I can email tomorrow.
- My best friend always tells her secrets.