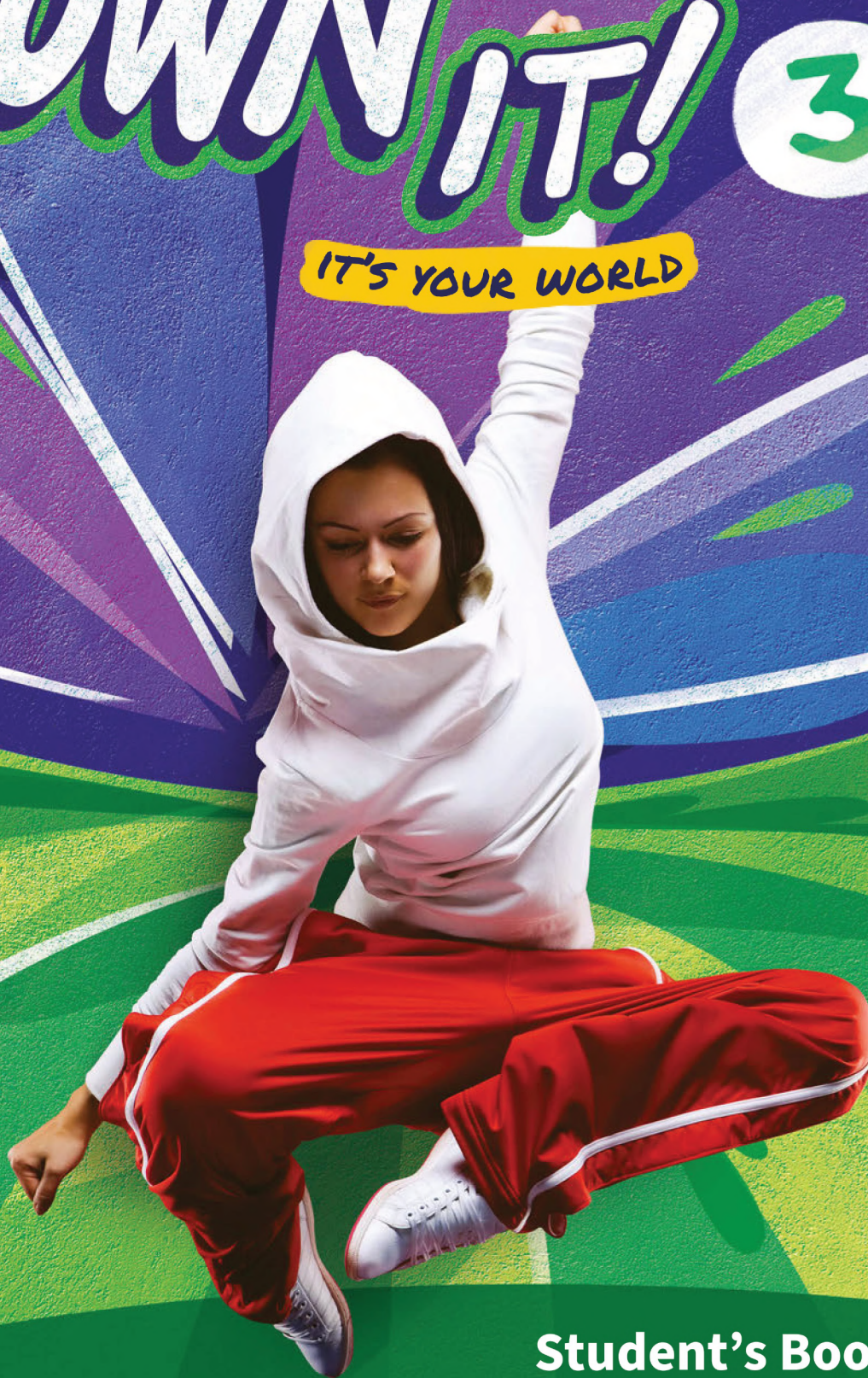


Second Edition

OWN IT!

3

IT'S YOUR WORLD



CAMBRIDGE

Student's Book

WITH DIGITAL PACK

Claire Thacker, Samantha Lewis,
and Daniel Vincent
with Andrew Reid

Contents

	Vocabulary		Skills		Language in action
Starter Unit Welcome! p4	Technology p4 Feelings p4 Music p7		Reading A message on an app p5 Listening A conversation p8		Present simple and present continuous with adverbs of frequency p6 Present simple for future p6 Past simple p9
Unit 1 Be inspired p10	Describing people p11 Phrasal verbs p14		Reading An article: Who inspires you? p12 Listening A radio programme p14 Speaking Interviewing someone p16 Writing A letter to a magazine p17		Present simple and past continuous with <i>when, while</i> and <i>as</i> p13 <i>used to</i> p15
Learn to learn p20, Review p21					
Unit 2 What is art? p22	Visual and performing arts p23 Music and theatre p26		Reading A magazine article: Art on the streets p24 Listening A conversation p26 Speaking Describing a picture p28 Writing A review p29		Present perfect with regular and irregular verbs p25 Present perfect with <i>already, just, still</i> and <i>yet</i> p27
Learn to learn p32, Review p33					
Unit 3 Spread the word! p34	Communicating p35 Collocations with <i>say</i> and <i>tell</i> p38		Reading An article: Language learning p36 Listening A radio interview p38 Speaking Asking for something you need p40 Writing A listicle p41		<i>can, could, will be able to</i> p37 Present perfect with <i>for/since</i> and <i>How long ... ?</i> p39 Present perfect and past simple p39
Learn to learn p44, Review p45					
Unit 4 Healthy body, healthy mind p46	Health and fitness p47 Healthy eating p50		Reading Online FAQs p48 Listening An interview p50 Speaking Giving advice p52 Writing A post on a forum p53		Quantifiers p49 <i>should, shouldn't</i> and <i>ought to</i> p51
Learn to learn p56, Review p57					
Unit 5 Save our planet! p58	Planet earth p59 Natural environments p62		Reading A news story: Plastic pollution p60 Listening A class discussion p62 Speaking Giving your opinion p64 Writing An opinion essay p65		The first conditional p61 The second conditional p63
Learn to learn p68, Review p69					
Unit 6 Think outside the box p70	Making things p71 Materials and containers p74		Reading A news story: A bright idea p72 Listening A quiz show p74 Speaking Giving and following instructions p76 Writing A review p77		Present simple passive p73 Past simple passive p75
Learn to learn p80, Review p81					
Unit 7 A world of celebration p82	Festivals p83 Music festivals and live music p86		Reading A folk tale: A princess, a farmer and a bridge of birds p84 Listening A conversation p86 Speaking Inviting a friend to a party p88 Writing An email to a friend p89		Past perfect p85 Reported statements p87
Learn to learn p92, Review p93					
Unit 8 Back to school p94	School p95 Attitude and behaviour p98		Reading A report: Dangerous journeys to school p96 Listening A phone call p98 Speaking Explaining rules p100 Writing An essay p101		<i>be allowed to; can / can't</i> p97 <i>have to, must</i> and <i>need to</i> p99
Learn to learn p104, Review p105					
Unit 9 A holiday on the moon? p106	Travel p107 Travel phrasal verbs p110		Reading A magazine interview: Future travel p108 Listening Conversations p110 Speaking Talking about a future trip p112 Writing An email to a host family p113		<i>be going to</i>, present continuous for future, future continuous p109 Relative pronouns and relative clauses p111
Learn to learn p116, Review p117					
Pronunciation p118–119 CLIL model projects p120–123 Grammar tutor p124–133 Irregular verbs p134					

 Learn to learn		 Around the world	 Life competencies	Project
Recording vocabulary	p4, p8			
Contextualising vocabulary	p8			
Opposites	p11	 An article: The boy who brought light to Freetown	p18	 Project: a presentation  Teacher's Resource Bank
Taking notes	p14	 Local heroes	p18	
Cause and effect	p19			
Setting and achieving learning goals	p20			
Making nouns for people	p23	 Critical thinking: Art tours	p30	Project: an art tour p31
Inferring	p26	 What is culture?	p30	
Helping your partner improve their speaking	p32	 CLIL: Art	p31	
Using spidergrams	p35	 A magazine article: Languages in danger	p42	 Project: a fact file  Teacher's Resource Bank
Using flash cards	p38	 Other worlds, other words	p42	
Skim reading	p42			
Recording collocations in different ways	p44			
Recording vocabulary by topic	p47	 Emotional development: Managing stress	p54	Project: a report p55
Cognates	p50	 Stay healthy!	p54	
Checking your writing	p56	 CLIL: PHSE	p55	
Look, cover, remember	p59	 A journal: Wednesday, 24 October – snowstorm!	p66	 Project: a magazine article  Teacher's Resource Bank
Drawing pictures	p62	 Take action now!	p66	
Reference words	p67			
Understanding how you learn	p68			
Visualising	p71	 Creative thinking: Problem solving	p78	Project: an app to help people p79
Using background knowledge	p74	 Changing technology	p78	
Improving your speaking with games	p80	 CLIL: Design and technology	p79	
Stress patterns	p83	 A travel blog: Ollie in China	p90	 Project: a travel blog  Teacher's Resource Bank
Predicting information	p86	 A monkey buffet	p90	
Prefixes and suffixes	p91			
Challenging yourself	p92			
Personalising vocabulary	p95	 Social responsibility: Being a good citizen	p102	Project: a school brochure p103
Preparing to listen	p98	 Different schools	p102	
Asking for help when you don't understand	p104	 CLIL: Citizenship	p103	
Learning collocations	p107	 A webpage: Costa Rica	p114	 Project: a poster  Teacher's Resource Bank
Phrasal verbs	p110	 One world, one culture?	p114	
Making adjectives from nouns	p115			
Using technology to practise English	p116			

Starter

Welcome!

Vocabulary Technology

1 Match the words with the photos (1–6). Then listen, check and repeat.

- | | | |
|---------------------------------|---|---------------------------------------|
| ☐ emoji | ☒ 1 app | ☐ device |
| ☐ screen | ☐ video chat | ☐ social media |



Use it!

2 Circle the correct words to complete the questions. Then ask and answer with a partner.

- What's your favourite screen / app on your phone?
- Which emoji / screen do you use the most in messages to your friends?
- Which device / social media sites do you use?
- How often do you use video chat / device?

Explore it!

Guess the correct answer.

What was the most popular emoji in 2024?

- a b c

Find another interesting fact about emojis. Then write a question for your partner to answer.

Feelings

3 Write the words in the box next to the emojis in the sentences. Then listen, check and repeat.

angry ~~bored~~ embarrassed
excited nervous upset

1

Help! He's talking about his favourite computer game again! I'm so bored.

2

Oops! Clothes disaster this morning. One red sock, one pink sock. I feel .

3

Andi's with me. I forgot to reply to his text.

4

Feeling before my presentation. Wish me luck!

5

Video chat isn't working – again! Feeling .

6

This birthday boy is feeling . Party at my house tonight!

Learn to learn

Recording vocabulary

Writing new words in example sentences can help you to remember them.

4 Write the words from Exercise 3 in example sentences. Then read your sentences to your partner.

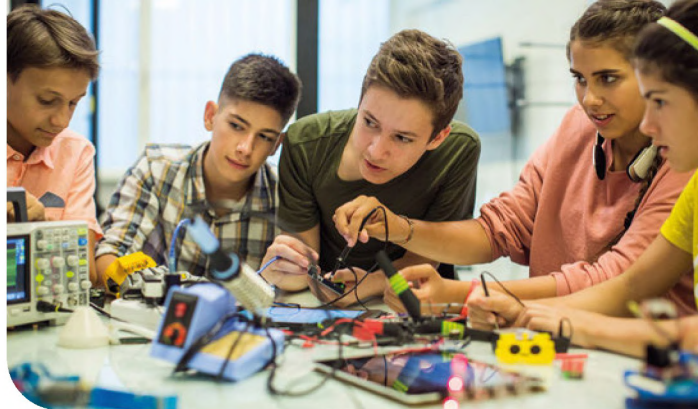
I always feel excited when the weekend starts.

Reading

A message on an app

1 Look at the photos and answer the questions.

- 1 What can you see?
- 2 How do the people feel?
- 3 Which is more difficult? Skateboarding or making a robot?



2 Read the messages. What do Dylan and Izzy do at their summer camps every day?

Izzy

Hey, Dylan! How's tech camp?
Are you having fun?

Dylan

It's brilliant. I'm never bored here.

What do you do every day?

In the morning we usually study computer languages, and in the afternoon we learn how to write apps. But we don't always do the same thing. Today we're building robots!

That sounds cool!

It is, but it isn't as easy as it looks!

I bet.

There's a competition tomorrow. I'm excited but also a bit worried. My robot isn't working very well. Anyway, how's skateboarding camp?

I'm **having the time of my life**. I'm learning lots of new **tricks**. I always feel nervous before I do one, and I sometimes feel embarrassed when I fall over. 😬

I feel upset when my robot falls over! 😞

Oh, don't be upset!

Listen, have you got any photos of you on your skateboard? I'm making an app for social media. I need some cool photos to put on it.

No. I hardly ever take photos.

OK, don't worry. Anyway, got to go. The next class is starting and everyone's waiting for me.

You're never **on time**! Listen, we always use this messaging app to talk. Next time let's do a video chat.

Good idea! Bye!

Bye! Good luck with your robot!



3 Read the conversation again. Write D (Dylan) or I (Izzy).

Who ...

- 1 thinks their camp is always interesting? **D**
- 2 has an important event soon? **I**
- 3 sometimes falls over? **I**
- 4 needs help with a project? **I**
- 5 talks about a different way to communicate? **I**

4 Write the words and phrases in bold in the conversation that mean ...

- 1 clever, fun acts. **tricks**
- 2 a little. **a bit**
- 3 I believe that's true. **I bet**
- 4 enjoying myself a lot. **having the time of my life**
- 5 not late. **on time**



Voice it!

5 Discuss the questions.

- 1 Which summer camp do you think is more interesting?
- 2 Are summer camps popular in your country?

Language in action

Present simple and present continuous with adverbs of frequency



Watch video S.1
Where is he?
What does he usually do during the day?

Present simple		Present continuous	
+	I usually chat with my friends.		I'm having a great time.
-	I don't want to be late!		I'm not wasting time.
?	What does he waste time on?		Is he learning a lot?
0% never hardly ever sometimes often usually always 100% Frequency			

Get it right!

We use adverbs of frequency with the present simple, and *at the moment*, *today* and *now* with the present continuous.

1 Look at the table. Circle the correct words in each sentence.

- We always do / *are doing* the same thing after school.
- Do you have* / *Are you having* fun at the moment?
- Sami *hardly ever plays* / *is playing* his guitar.
- The students *design* / *are designing* apps today.
- I *don't watch* / *'m not watching* TV in the morning.

2 Complete the message with the correct form of the verbs in brackets. Then listen and check.

Hi Anna! How's it going? ¹*Are you having* _____ (have) a good holiday? Guess where I ² _____ (call) from! Summer camp! I ³ _____ (have) an amazing time here. During the day, we ⁴ _____ (do) sports and in the evening, we ⁵ _____ (sing) songs by the fire. Oh, and guess what! We ⁶ _____ (make) our own food every day, so I ⁷ _____ (learn) how to cook! I'm sure you ⁸ _____ (not believe) me, but it's true! Anyway, my friends ⁹ _____ (call) me.
Speak soon! Bye!

Use it!

3 Write sentences about your partner with the time expressions.

in the evening at the weekend
when it's sunny at the moment

You often go to the park at the weekend.

Present simple for future

My **next** class **starts** in 5 minutes!

Our bus **arrives at 8.30 am.**

4 Look at the table. Write sentences in the present simple. Do they refer to the present (P) or the future (F)?

go leave ~~start~~ visit

- the film / at 21.00
- the train / soon
- we / on holiday next Monday



Vocabulary and listening

Music

1 Match the words with the photos (1-10). Then listen, check and repeat.

- | | | |
|---------------------------------|--|--------------------------------------|
| ☐ bass | ☐ DJ | ☐ drums |
| ☐ fans | ☐ folk | ☐ heavy metal |
| ☐ jazz | ☒ keyboard | ☐ rap |
| ☐ reggae | | |

2 Listen and write the words from Exercise 1.

- | | | |
|---------------|---------|----------|
| 1 <u>bass</u> | 5 _____ | 9 _____ |
| 2 _____ | 6 _____ | 10 _____ |
| 3 _____ | 7 _____ | |
| 4 _____ | 8 _____ | |

3 Complete the table with the words from Exercise 1.

Types of music	folk,
Instruments	
People	

Use it!

4 Read the questions and make notes.

- How often do you listen to music?
- What are your favourite types of music?
- Is the music you listen to different from the music that your parents like? Why?

5 Ask and answer the questions in Exercise 4.

How often do you listen to music?

I listen to music every day when I get home from school. What about you?



Vocabulary and listening

Music



bass



DJ



drums



fans



folk



heavy metal



jazz



keyboard



rap



reggae

1 Circle eight music words in the wordsearch.

k	a	d	f	r	i	t	r	c
e	n	i	r	e	g	g	a	e
y	a	j	g	b	u	n	p	e
b	w	a	s	a	p	o	k	l
o	d	z	r	f	o	l	k	x
a	e	z	i	a	r	b	i	v
r	s	q	u	n	i	k	o	r
d	r	u	m	s	r	e	y	a
e	f	n	o	w	b	a	s	s

Learn to learn

Recording vocabulary

Writing new words in example sentences can help you to remember them.

2 Match the sentence beginnings with the endings. Then write two sentences in your notebook with one technology word and one adjective for feelings in each sentence.

- | | | |
|-------------------------|--------------------------|------------------------------|
| 1 Everyone in my family | ☐ | a drums in a jazz band. |
| 2 Matt plays the | ☐ | b about his new album. |
| 3 My sister works as | ☐ | c metal too loud and boring. |
| 4 His fans are excited | ☐ | d loves reggae. |
| 5 I find heavy | ☐ | e a DJ for a radio station |

A conversation

Learn to learn

Contextualising vocabulary

Listening to words in context helps you to understand and remember them.

3 Listen to the conversation. Which words from Exercise 1 do you hear?
S.07

4 Listen again and circle the correct answers.
S.07

- Most of the children like *pop* / *rap* music.
- A lot of the children feel *excited* / *nervous* about hearing themselves on the radio.
- On the radio, the children talk about their *hobbies* / *families*.
- Sometimes *doctors* / *bands* give concerts in the hospital.

Voice it!

5 Would you like to be a DJ in a children's hospital? Why / Why not?

Language in action

Past simple



Watch video S.2
What did she listen to on her way to school?
What's her favourite music?

Regular verbs	Irregular verbs
+ This morning I listened to reggae.	My friend told me about this new band.
- I didn't get the bus this morning.	I didn't know much about it before.
? What did she listen to last summer?	Who did she spend time with?

- 1** Look at the table. Complete the sentences with verbs in the past simple. Are the verbs regular (R) or irregular (I)?

- Where did you work (work) last summer? R
- I _____ (play) lots of music. ____
- They _____ (not want) to be in hospital. ____
- The music on the hospital radio _____ (make) them feel better. ____
- They _____ (tell) me about their hobbies. ____
- One day I _____ (organise) a visit from a band. ____

- 2** Complete the sentences about your summer. Use the correct form of the verbs in the box.

get up go learn listen
play work

- I didn't go to the beach.
- I _____ football in the park.
- I _____ how to play the drums.
- I _____ at a swimming pool.
- I _____ to music every day.
- I _____ late every day.

- 3** Write questions about the activities in Exercise 2. Then ask and answer them with a partner.

Did you go to the beach last summer?

- 4** Rewrite the paragraph in the past simple. Then read your paragraph to a partner.

Matias gets up at 7 o'clock to go to school. First, he gets dressed and then he has breakfast. He has cereal and toast. He doesn't have juice or coffee. Then he cleans his teeth and puts on his coat. He doesn't walk to school. He goes by bus. He meets his friends outside school and they listen to music before school starts.

Matias got up at 7 o'clock ...



Use it!

Grammar tutor p124

- 5** Write questions in the past simple with *you*.

- Where / go / on your last holiday?
Where did you go on your last holiday?
- What / do / last weekend?

- Who / see / yesterday?

- When / have breakfast / yesterday morning?

- 6** Ask and answer the questions in Exercise 5.

Where did you go
on your last holiday?

I went to Barcelona.

1

Be inspired

Learning outcomes

I can ...

- understand texts about inspiring people
- interview someone
- write a competition entry
- understand how to use different past tense forms
- describe people and use phrasal verbs
- identify opposites, take notes and identify cause and effect.

Start it!

- 1 What can you see in the photo?
- 2 Before you watch, what do you think an entrepreneur is?
- 3 Which businesses are mentioned? Watch and check.
- 4 Can you invent a new business? What is it?



Watch video 1.1



p13

Language in action 1.2



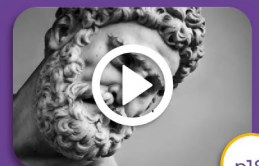
p15

Language in action 1.3



p16

Everyday English 1.4



p18

Globetrotters 1.5

Vocabulary

Describing people

 **1** Match the adjectives in the colour wheel with the definitions. Then listen, check and repeat.

1.01

Someone who ...

- 1 is relaxed and doesn't worry. calm
- 2 helps other people. _____
- 3 is happy. _____
- 4 feels they can do something well. _____
- 5 makes good decisions. _____
- 6 understands how other people feel. _____
- 7 wants to be successful. _____
- 8 is naturally good at something. _____
- 9 likes being with other people. _____
- 10 does a lot of exercise. _____
- 11 doesn't get angry when things take a long time. _____
- 12 makes you feel you want to do something. _____

 **2** Look at the adjectives for your favourite colour. Do they describe you? Why / Why not?

 **3** Listen and write an adjective from Exercise 1 to describe each person.

1.02

- | | | |
|---------|---------|---------|
| 1 _____ | 3 _____ | 5 _____ |
| 2 _____ | 4 _____ | 6 _____ |

Learn to learn

Opposites

When you learn a new adjective, write the opposite.

4 Match the words from Exercise 1 with their opposites.

- | | |
|-----------------------|----------------------|
| 1 anxious <u>calm</u> | 7 silly _____ |
| 2 grumpy _____ | 8 unambitious _____ |
| 3 impatient _____ | 9 unhelpful _____ |
| 4 insensitive _____ | 10 uninspiring _____ |
| 5 lazy _____ | 11 unsociable _____ |
| 6 shy _____ | 12 untalented _____ |

 **5** Test a partner. Say a word. What's the opposite?



 **Use it!**

6 Write three adjectives to describe you and say why. Then write three adjectives to describe your partner.
sociable: I'm sociable because I love making friends and being with people.

7 Tell your partner your answers from Exercise 6. Do they agree? Did you both choose the same adjectives?

Explore it! 

Guess the correct answer.

Some people in Japan believe your ... influences your personality.



a blood type **b** height **c** shoe size

Find another interesting fact about what can influence your personality. Then write a question for your partner to answer.

Reading

An article

Who inspires you?

When Ethan Loch was growing up, he loved trains, toy cars and music. He loved the piano most of all. His inspiration came from a character in his favourite TV show – a cartoon dog with a piano. Ethan first heard a piano when he was 18 months old. He began

learning the piano when he was four. His mother is a talented musician and she helped him.

Ethan, who is blind, has an amazing ability to play the piano. He took part in his first concert at secondary school. As he walked onto the stage, he was making clicking noises with his tongue. This technique is echolocation – Ethan uses sound to ‘see’ objects around him and to be independent.

A man called Daniel Kish taught him this technique. Bats make similar sounds and the sound waves travel through the air until they hit something.

Ethan won his first prize in 2016. When he was 18, he won a British Young Musician of the Year keyboard competition. He continues to play on his own or with orchestras. While he was learning to play the piano,

he started writing his own music. Composing music is one of Ethan’s favourite things. He’s ambitious and one day he wants to be a composer.

Ethan wants to encourage other young people to

listen to or play classical music. He also believes everyone can enjoy free time activities like climbing mountains, like he does.



1 Look at the photos. What do you think Ethan can do? Read and check.

2 Answer the questions.

1 What were Ethan’s three favourite things as a child?

trains, toy cars and music

2 How does Ethan ‘see’ objects?

3 What does Ethan want to do in the future?

4 What does Ethan enjoy doing in his free time?

3 Complete the table with words from the article.

Verb	Noun	Adjective
¹ <u>inspire</u>	² _____	inspiring
³ _____	belief	believable
activate	⁴ _____	active
	independence	⁵ _____
⁶ _____	encouragement	encouraging
compete	⁷ _____	competitive

4 Write sentences about Ethan with words from Exercise 3 in your notebook. Work in pairs. Compare your sentences.



Voice it!

5 Discuss the questions.

1 Do you think Ethan Loch’s musical talent is inspiring? Why / Why not?

2 Do you know any inspiring people? Why are they inspiring?

Language in action

Past simple and past continuous with *when*, *while* and *as*



Watch video 1.2

Why did he start vlogging?
How does he describe himself?

Past simple and past continuous

When	I was watching him when my phone rang .
While	While I was making this vlog, I got some nasty comments and questions.
As	As we were talking , I thought , 'Why don't I make a vlog?'



- 1 Look at the table and write the correct words to complete the rules.

as past continuous past simple while

- We use the _____ to talk about activities in progress at a moment in the past.
- We use the _____ to talk about a short action which happens in the middle of another activity.
- We use *when*, _____ and _____ to join actions happening at the same time.

- 2 Circle the correct options.

- When my parents *grow up* / *were growing up* they *weren't watching* / *didn't watch* any vlogs.
- As my friend *was starting* / *started* to record me, his phone battery *was dying* / *died*.
- While I *learned* / *was learning* to play chess, I *practised* / *was practising* a lot with my sister.

- 3 Write sentences with *when*, *as* or *while*.

- My brother / eat / I arrive
My brother was eating when I arrived.
- My friend / listen to music / I sleep

- They / walk to school / bus drive past

- My mum / read / my dad cook dinner

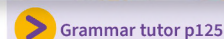
- They / leave / phone ring

- 4 Complete the text with the correct form of the verbs in brackets. Then listen and check.



Elvis Ingersoll, a 14-year-old from California, ¹was working (work) in his family's restaurant one day when suddenly, it ²_____ (start) to rain. Elvis ³_____ (look) out of the window when he ⁴_____ (see) an old man walking across the street without an umbrella. Immediately, Elvis ⁵_____ (run)

outside with an umbrella and ⁶_____ (help) the man to cross the street. Elvis and the old man ⁷_____ (not know) that people in the restaurant ⁸_____ (take) videos of them while they ⁹_____ (cross) the street. Later, thousands of people ¹⁰_____ (share) videos of the helpful teen and the old man online.



- 5 Complete the questions with the correct form of the verbs in brackets.

- What did you see (see) as you were going (go) to school this morning?
- _____ it _____ (snow) when you _____ (wake up)?
- What _____ you _____ (talk) about when you _____ (see) your friends last week?
- What _____ you _____ (do) when you _____ (get) home from school yesterday?

- 6 Ask and answer the questions in Exercise 5.

Vocabulary and listening

Phrasal verbs

-  **1** Match the underlined phrasal verbs 1–8 with the definitions a–h. Then listen, check and repeat.

A

In the school holidays, most teenagers ¹hang out ^h with their friends, but Ben volunteers at a children's summer camp. He ²takes care of ☐ the children. 'I ³get on with ☐ the other volunteers,' he says. 'It's great!'

B

'I really ⁴look up to ☐ my grandmother, Liz. She's an active and talented person. She does yoga and she's studying computer programming. She never ⁵gives up ☐ even when she doesn't understand something. She can ⁶deal with ☐ lots of things at once – she's always calm and patient. When I'm sad, she always ⁷cheers me up ☐. I ⁸depend on her ☐ for lots of things, including fixing my computer. She's my inspiration!

- | | |
|-------------------------------|--|
| a look after | e stop trying |
| b make me feel happier | f have a good relationship with |
| c manage to do | g need her help |
| d admire | h spend time relaxing |

Use it!

- 2** Write true and false sentences about your friends and family with the phrasal verbs from Exercise 1. Can your partner guess which sentences are false?

A radio programme

- 3** Look at the photo. What do you think his talent is?



artist musician sportsperson writer

Learn to learn

Taking notes

Writing keywords can help you remember what the listening was about.

-  **4** Listen to the radio programme about Henry Fraser and take notes. Compare with a partner. Whose notes are clearer? Why?

His life before the accident

The accident

His life after the accident

-  **5** Listen again and circle the correct answers.

- Henry hit his head because ...
a the water wasn't deep. **b** he was running.
- After the accident, Henry's ...
a life stayed the same. **b** life changed.
- Henry paints pictures of ...
a animals and people.
b animals, people and things.
- Jeremy looks up to Henry because he ...
a has a unique style. **b** used to play rugby.

Voice it!

- 6** Discuss the questions.
- How do you think Henry felt after the accident?
 - Why do you think he chose to paint?
 - Do you think Henry is inspiring? Why / Why not?

Language in action

used to



Watch video 1.3
What did James use to be afraid of?
Is James still afraid?

Used to

+	My friend James used to be afraid of the water.
-	He didn't use to exercise either.
?	Did James use to be afraid of water? Yes, he did . / No, he didn't . What did James use to be afraid of?

- 1 Look at the table. Complete the rules with the words from the box.

didn't past infinitive without to use to

- We use **used to** to talk about things that happened or were true in the **past**, but not now.
- Used to** is followed by the _____.
- To make negatives, we use _____ + **use to**.
- To make questions with **used to**, we use **did** + subject + _____.

- 2 Complete the sentences with the correct form of **used to** and the verbs in brackets.

- My friends and I **used to cycle** (cycle) to school in summer.
- _____ your grandfather _____ (do) a lot of triathlons? Yes, he _____.
- We _____ (swim) in the sea in Spain.
- I _____ (be able to) run 10 kms, but I can now!

Get it right!

To make questions, we use **did** + **use to** + infinitive.

Did you use to walk to school? ✓

~~Did you used to walk to school?~~ ✗



- 3 Complete the conversation with the correct form of **used to** or the past simple and the verbs in brackets. Then listen and check.

Alex What do you want to be when you're older, Mia?
Mia I ¹**used to want** (want) to be a tennis player, but now I want to be a scientist.

Alex Why ²_____ (change) your mind?
Mia I ³_____ (see) a really interesting programme about science on TV. I ⁴_____ (not pay) attention in science, but now I love it. What about you?

Alex I want to be an English teacher, but when I was younger I had a different idea.

Mia Really? What was that?

Alex I ⁵_____ (change) my mind all the time. One day I ⁶_____ (want) to be a photographer, the next a singer, then a painter ...

Mia Well, we have lots of time to decide!



- 4 Write sentences about what you used to do when you were younger. Think about the things in the box.

food and drink games and toys
holidays primary school

When I was younger, I used to build things with Lego™.

- 5 Compare your sentences with a partner.

When I was younger, I used to build things with Lego™.

Really? Me too! What did you use to build? I used to build castles.