



CAMBRIDGE



PREPARE

STUDENT'S BOOK

A2

LEVEL 2

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Second
Edition



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.



- 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?

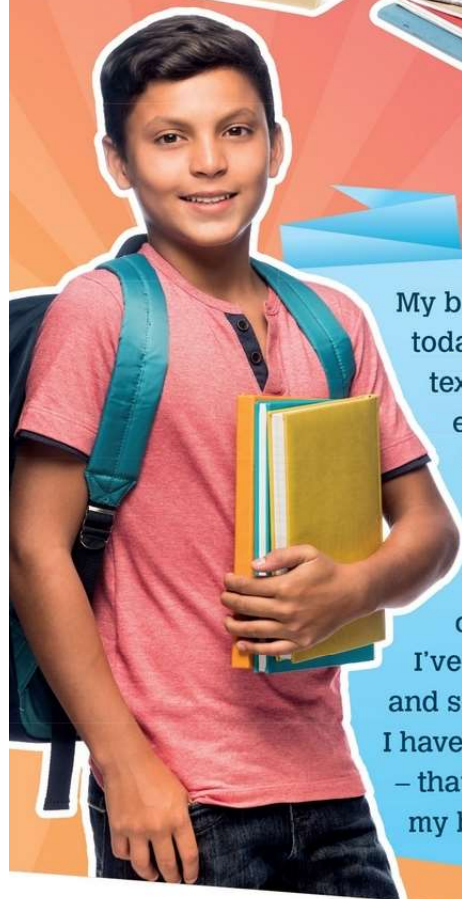
A: Yes, there is. / No, there isn't.

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.

Aa Bb Cc Dd
Ee Ff Gg Hh
Ii Jj Kk Ll
Mm Nn Oo Pp
Qq Rr Ss Tt
Uu Vv Ww
Xx Yy Zz



- 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' _____?

- B-E-C-A-U-S-E.
- Sure, here you are.
- With your partner.
- I said, 'please do Exercise 3'.
- 19, I think.
- Hello.

VOCABULARY

Numbers



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



10

ten

20

twenty

30

thirty

40

forty

50

fifty

60

sixty

70

seventy

80

eighty

90

ninety

100

a hundred

Dates



3 Say the months in the correct order.

November

September

March

January

May

December

August

July

February

October

April

June



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 **9th** June.

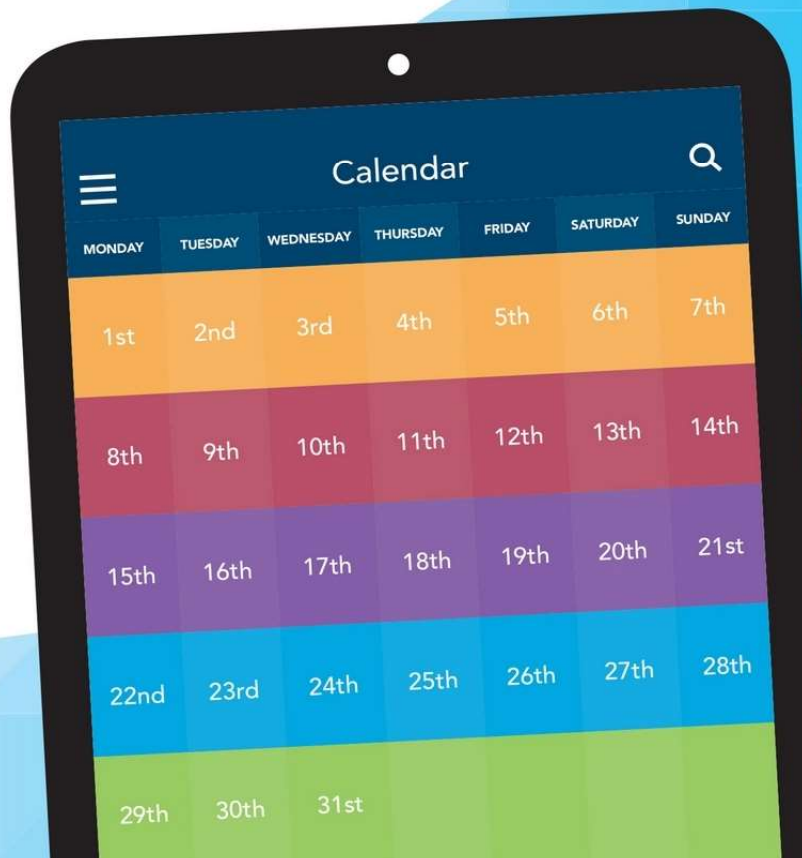
1 1st March

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.

1

SPORTS AND GAMES



ABOUT YOU

Do you like basketball, football or tennis?
Which sport do you prefer?
Do you play any sports?



VOCABULARY

AND

READING

Sports



1 Match the pictures A–M to the words in the box.

EP

do athletics	play badminton
do gymnastics	play baseball
go cycling	play hockey
go sailing	play rugby
go skating	play table tennis
go snowboarding	play volleyball
go surfing	



Listen and check. Then repeat.

2 In pairs, ask and answer the questions.

- Which of the sports do you do in teams (a group of people)? Which do you do alone (just one person)?
- Which of the sports can you do both in teams and alone?
- Which of these sports do *you* do?
- Do you prefer team sports or sports you do alone? Why?



PRONUNCIATION

/eɪ/ and /aɪ/

3 Put the words into the correct column.

baseball	bike	fly	play
riding	skating		

/eɪ/ sailing

/aɪ/ cycling



Listen and check. Then repeat.

4 Read Sophie's and Ben's blogs. Who does their sport every week? Who can't do their sport where they live?

5 Read about Sophie and Ben again and answer the questions.

- How many women and girls do Sophie's sport?
- What does Sophie do at the weekend?
- What does Sophie want to do at Loughborough University?
- Where does Ben prefer to be?
- Why does Ben go snowboarding every day?
- Ben says he's 'goofy-foot'. What does 'goofy-foot' mean?

TEENBLOG: SPORT

Post about you and your sport here.

It's fun!

My sport is ... rugby! That's me in the photo. People think that rugby is for boys, but that's not true. More than 18,000 women and girls play rugby in England. My team always plays a match on Saturday or Sunday, and I usually go to practice games three times a week. It's hard work, but it's never boring! I'm 14 and I play for the U15s. That's the team for players under the age of 15. When I'm older, I want to go to the rugby summer camp at Loughborough University. My favourite player, Fran Matthews, went there and now she plays for the England national rugby team.

Posted by **Sophie White**

GRAMMAR

Adverbs of frequency

We use the present simple to talk about things we do often or every day.
I go snowboarding every day.

- 1** Look at these examples from the blogs.
The adverbs of frequency are in **purple**.

My team **always** plays a match on Saturday or Sunday. It's **never** boring.
It's **usually** quiet.
I **often** go with my little sister and other young people.
I **sometimes** go snowboarding with Mum.

Write the words in **purple** on the right place on the line.

0% 100%
a _____ b _____ c _____ d _____ e _____

- 2** Answer the questions.

- Which sentences in Exercise 1 have a present simple verb?
- Which sentences in Exercise 1 have the verb *be*?

- 3** Choose the correct words to complete the rules.

In sentences with the verb *be*, we put the adverb of frequency *before / after* the verb.
In sentences with the present simple, we put the adverb of frequency *before / after* the verb.

- 4** Read the examples and choose the correct words to complete the rules.

People don't **always** play sport in teams.
Ben doesn't **usually** go snowboarding with his dad.
Do you **sometimes** play volleyball with friends?
Is rugby **often** dangerous?
Football isn't **always** boring!

In negatives and questions with the present simple, we put the adverb of frequency *before / after* the main verb.

In negatives and questions with the verb *be*, we put the adverb of frequency *before / after* the verb *be*.

GRAMMAR REFERENCE AND PRACTICE PAGE 138

- 5** Put the adverbs in the right place to complete the sentences and questions.

- I play hockey at school on Fridays. (usually)
- Sophie is tired after rugby matches. (often)
- People don't go sailing in teams. (always)
- My uncle and my dad play table tennis. (never)
- Is gymnastics dangerous? (sometimes)
- Do you go cycling? (often)

- 6** Put the words in order to make sentences and questions.

- often / school / plays / my friend / after / football
My friend often plays football after school.
- welcome / sports / are / in / our / club / always / you
- Mondays / do / on / athletics / never / we
- skating / brother / she / go / her / usually / does / with / ?
- table tennis / students / not / often / do / school / play / at
- cycling / and / her sister / at / the weekend / sometimes / Lizzie / go /

- 7** How often do you do the sports in Exercise 1 on page 14?

I never play rugby, but I often play volleyball. It's great fun. How about you?

I sometimes play rugby, and I often go cycling. It's never boring.

- 8** In pairs, ask and answer the questions.

- What sports do you do?
- How often do you do them?
- Do you play sports at school?
- How often do you watch sports on TV?
- How often do you go to watch sports?
- Who are your favourite sports stars?

Goofy-foot or regular?

I love the snow and the mountains. I feel at home there. I live in a city and there's no snow here, but in the holidays, I always go to the mountains with my family. I sometimes go snowboarding with Mum, but I often go with my little sister and other young people. Mum usually skis with my dad, and my sister and I like spending more time in the snow than they do. It's usually quiet. When we're in the mountains, I go snowboarding every day and I'm getting really good. I often think about the future – I want to be a famous snowboarder one day, like Max Parrot. Oh, and I'm *goofy-foot* – that means I put my right foot at the front of the board.

Posted by **Ben James**

READING

- 1 Look at the photos of the sports and games. What can you see?
- 2 Read the three texts and match them to the photos.

TRY THESE SPORTS!

1 CYCLEBALL

This sport is like football on bikes. There are two teams. Each team has usually got two players. The bikes don't have any brakes to stop them. Players in each team try to hit the ball into the goal. They can use their bike or their heads to do this. The ball is quite heavy – it weighs half a kilogram. The winning team is the team with the most goals at the end of the game.

2 GILLI-DANDA

This is an ancient sport from India. The players use two things: one long stick, called a *danda* and a short egg-shaped bat, called a *gilli*. There are two teams. One player puts the *gilli* on the ground inside a small circle and hits it into the air with the *danda*. Then the player hits the *gilli* again and runs to touch a spot outside the circle to get a point.

3 OCTOPUSH

The sport is also called *underwater hockey*. There are two teams. Each team has got six players. Players swim underwater to play this game. They use small sticks and a puck. The puck is a little like a flat ball. It's heavy and weighs about a kilogram. Players try to push the puck along the bottom of a swimming pool into the other team's goal. The winning team is the team with the most goals at the end of the match.

- 3 Read the three texts again. Are the sentences right (✓) or wrong (X)?

- 1 There are always two players in a cycleball team.
- 2 The ball in cycleball is small and light.
- 3 Players in cycleball can't hit the ball with their hands.
- 4 *Gilli-danda* comes from India.
- 5 The stick and the bat in *gilli-danda* are the same size.
- 6 Players use a small ball in *gilli-danda*.
- 7 People play octopush in teams.
- 8 Players in octopush hit the ball, or puck, with their hands.
- 9 Players in octopush swim underwater to play their game.



TALKING POINTS

Which of these sports do you want to try?
Do you have any sports like these in your country?

VOCABULARY

Sports equipment

1 Match the photos A-E to the words in the box.

EP



bat ball board racket stick

12 Listen and check. Then repeat.

2 Complete the table with the sports in the box. Some sports can go in more than one column.

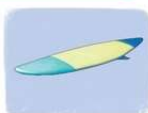
badminton	baseball	basketball
cycleball	cycling	football
gilli-danda	hockey	octopush
rugby	running	sailing
snowboarding	surfing	swimming
table tennis	tennis	volleyball



Use a stick,
a racket or a bat



Use a ball



Use a board

13 Listen and check. Then repeat.

3 Complete the information with the sports words in Exercise 1.

TABLE TENNIS

- One _____ for each player.
- One small, light _____ for the game.

BASEBALL

- One _____ for each team.
- One small, hard _____ for the game.

BADMINTON

- One _____ for each player.

OCTOPUSH

- One small _____ for each player.
- One heavy puck, like a flat _____ for the game.

LISTENING

1 Look at the photo of the sport. Match the words 1-2 to A and B in the photo.

- handle
- net

14

2 Listen to an interview with a boy about his unusual sport. What's the name of the sport?



14

3 Listen again, and choose the correct words.

- There are *four* / *six* players in each team.
- There are *six* / *eight* handles on the ball.
- Players *throw* / *give* the ball to each other.
- Players *throw* / *put* the ball in the net to score a goal.

SPEAKING

1 Think of a sport. Choose one from this unit or another sport that you know. In pairs, take turns to ask and answer the questions.

- Do people do this sport inside or outside?
- Is the sport on or under water?
- Is this sport on snow?
- What things do people need to do this sport?
- Do people play this sport in your country?
- What do you like about this sport?
- Who are some of the famous players of this sport?

Try and guess the sport.

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 have breakfast
leave the house prepare your school bag
put on your shoes tidy your room wake up



Listen and check. Then repeat.

15

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

16

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 _____.



Listen again and check.

16

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.

A



B



D



C



E



F



G



I



H



J



GRAMMAR

Present continuous and present simple

- 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.

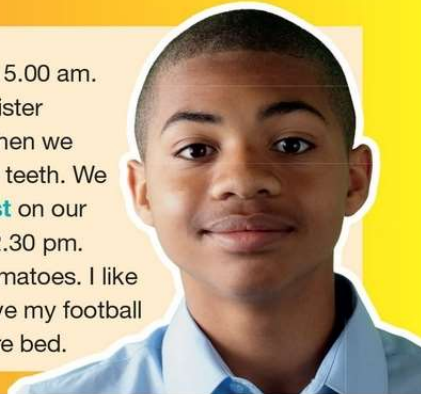


B Diego – Mexico

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.

EP

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?



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

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?

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

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.

CULTURE

THE PARALYMPIC GAMES

1 In pairs, discuss the questions with your partner.

- 1 Do you like doing sports? What sports do you do?
- 2 Do you like watching sports on TV? What sports do you watch?
- 3 Do you usually watch the Olympic Games and the Paralympic Games?

2 Read the text in boxes 1–6 and match them to the sports in the photos. Write *SV* (sitting volleyball) or *WR* (wheelchair rugby).

3 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 3 _____	wheelchairs and a 4 _____
How many players are there on a team?	5 _____	6 _____
How many players from each team are on the court?	7 _____	8 _____

4 Find the words **highlighted** in the text and choose the correct meanings, a or b.

- 1 medal
 - a a type of ball
 - b a prize in a sports competition
- 2 wheelchair
 - a something people use when they can't walk
 - b something people use to stand on
- 3 court
 - a a place with seats
 - b an indoor or outdoor area for games
- 4 player
 - a a person in a wheelchair
 - b a person playing a game or sport
- 5 goal line
 - a a line you pass to get points
 - b the number of players on a team

FACTFILE

The Paralympic Games

The International Paralympic Committee website (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

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.

3

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

5

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

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.

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.

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?

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



Wheelchair basketball



Wheelchair tennis



Wheelchair rugby

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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.

3

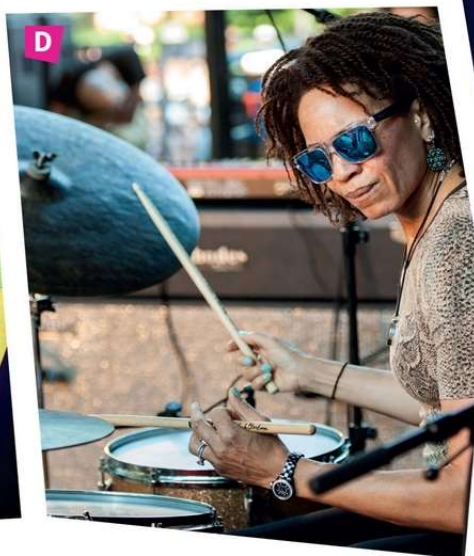
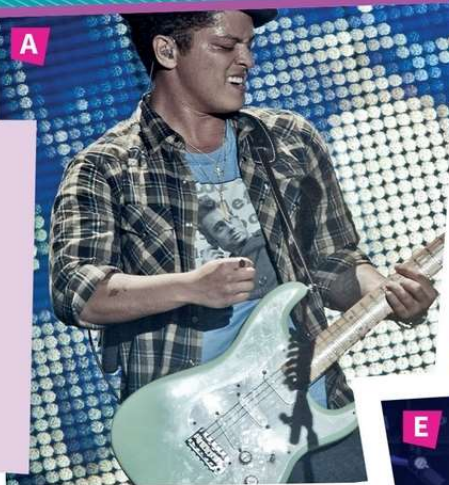
GREAT SOUNDS



ABOUT YOU

02 Watch the video then ask and answer the questions.

When do you listen to music?
Where do you listen to music?
Do you listen to music alone or with friends?
Can you play any musical instruments? Which one(s)?



VOCABULARY

AND

LISTENING

Music



1 Look at the words in the box. Complete the table.

EP

classical music	drums	electric guitar
hip-hop	jazz	keyboard
piano	pop	rap
soul	violin	rock
		saxophone

Types of music

Musical instruments



2 Match the photos A-F to the musical instruments in Exercise 1.



Listen and check. Then repeat.



3 Listen to the different types of music. Match them to the types of music in Exercise 1.



4 What types of music do you think the people are playing in the photos?



5 Choose the correct word to complete the sentences.

- You usually need a lot of different instruments for *classical music* / *pop* and the pieces of music are often quite long.
- People sometimes use sticks when they play the *keyboard* / *drums*.
- There are different singers in *jazz* / *an opera*. It's a bit like a play with music and singing.
- In *rap* / *rock*, the artists don't really sing the words; they speak them.
- You put the *saxophone* / *violin* to your mouth to play it.
- A *piano* / *an electric guitar* is quite easy to carry around.



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6 Listen to Jason and Mia talking about music and musical instruments. Who can play:

- 1 the saxophone?
- 2 the electric guitar?
- 3 the keyboard?
- 4 the piano?



26

7 Listen again. Are the sentences right (✓) or wrong (X)?

- 0 Mia likes the new album a lot. ✓
- 1 Mia often listens to jazz at home.
- 2 Jason likes opera.
- 3 Jason's sister plays in a rock group.
- 4 Jason thinks the violin is easy to play.
- 5 Mia likes the drums.

GRAMMAR

like, don't like, hate, love + -ing



1 Put the words in bold on the correct place (a-d).

- 1 I **don't like** listening to opera.
- 2 She **likes** playing classical music.
- 3 I **hate** playing the violin.
- 4 I **love** listening to rap.



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Listen and check. Then repeat.

» GRAMMAR REFERENCE AND PRACTICE PAGE 140



2 Look at the examples in the table. How does the verb change in the **-ing** form?

help → helping	write → writing	run → running

Now complete the table with the **-ing** form of these verbs in the correct columns.

choose	drive	get	learn	make	
practise	ride	sing	sit	swim	win



3 Choose the correct words to complete the sentences.

- 1 I *like* / *hate* rock. It's too loud.
- 2 She *doesn't like* / *loves* playing the piano. She prefers the saxophone.
- 3 My mum *loves* / *hates* listening to opera. She often goes to watch it.
- 4 Lots of people *like* / *don't like* hip-hop, but I think it's great.



4 Complete the sentences with the correct form of the verbs.

- 0 On Sundays, I like having lunch with my family. (have)
- 1 My dad likes _____ the news online. (read)
- 2 I really love _____ football with my brother. (play)
- 3 I love _____ to my friends' houses to play computer games. (go)
- 4 Everyone in our class likes _____ English. (learn)
- 5 Do you like _____ to music when you are doing your homework? (listen)

5 In pairs, ask and answer the questions.

- 1 Do you listen to music?
- 2 What's your favourite type of music?
- 3 Who are your favourite musicians and what instruments do they play?
- 4 What's your favorite instrument?
- 5 Can students learn to play instruments at your school? Which ones?

READING

1 Look at the photos. In pairs, ask and answer the questions.

- 1 Is it easy to become a famous musician?
- 2 How do people start in the music business?
- 3 How can the internet help people to become musicians?

2 Read the article quickly and match the teenagers' questions 1–3 to the advice A–C.



STARTING IN THE MUSIC BUSINESS

DO YOU WANT TO PLAY IN A BAND, OR BECOME A FAMOUS SINGER OR SONGWRITER?

Read on to find out how!



Pete

- 1 I'm a singer-songwriter. I give concerts at a local club. Everyone likes listening to my music and wants to buy a CD. What can I do next?



Shona

- 2 Hi, I play in a band with some friends from school. The others aren't serious about music, but I am. Help! Do I stay with the band or find other musicians to play with?



Spark

- 3 I'm 15 and a rapper. I record my songs and put them online. I get lots of hits! But I live in the countryside and there are no gigs here. It's too far for me to travel to the city. What can I do to become famous?

A

Why not make a music video too? Then it doesn't matter where you live. Ask your parents or someone from school if it's okay, and they can show you how to do it. Then you can upload the video to a social network like YouTube or Instagram. That's how Shawn Mendes became famous!

B

You already write and perform your own songs. Great! Next step: record an album using computer software and post it online. You don't need a record deal. College courses are a really useful way to learn how to do this, and can give you other ideas too. Ask at your school.

C

Music is an important part of your life. Stay with your friends for the moment but think about going to a music school. These schools teach music and everything you need to know about becoming a musician. Talk to your parents about it. Good luck!

3 Are the sentences right (✓) or wrong (X)?

- 1 Pete sells CDs of his songs at his concerts.
- 2 Pete needs to make an album with a record company.
- 3 Shona is more interested in music than her friends are.
- 4 Shona needs to change school as soon as possible.
- 5 Spark lives a long way from the city.
- 6 Spark doesn't need to perform live for people to hear his music.



TALKING POINTS

Are any of your friends musicians?
Do any of your friends upload their music to the internet?
Do you like listening to music on the internet?
Which sites do you prefer?

VOCABULARY

Music phrases



- 1** Complete the sentences with the correct form of the words in the box.

EP

become a singer become famous
give a concert go on tour
make a music video play in a band
record an album teach music

- 1 My dad can help me _____. Then I can upload it to Youtube.
- 2 My sister is a famous classical musician. She _____ in our town every summer.
- 3 Amy can't play an instrument, but she has a very good voice. She wants to _____.
- 4 Andy plays the drums well. He _____ with his friends on Saturdays at the music club.
- 5 We've got ten new songs and they're really good. Let's _____.
- 6 I really want to _____ one day and be on TV and play at big festivals.
- 7 My mum plays lots of instruments, and she _____ at our school.
- 8 When bands _____, they play concerts almost every night in lots of different places.



- 2** Read the article again. In pairs, answer the questions in your own words using information from the article.

- 0 Pete: 'What can I do next?'
I think you can record an album and play it to your friends.
- 1 Shona: 'Do I stay with the band or find other musicians to play with?'
- 2 Spark: 'How can I become famous?'



30

- 3** Listen to the conversation. Shona is talking to her friend Emma about the music school. Complete the notes.



Music lessons are in the ¹ _____
School lessons are in the ² _____
Name of Music School: ³ _____
Phone number: ⁴ _____
Head's name: Ms ⁵ _____
Email address: ⁶ _____



Listen again and check.

LISTENING



PRONUNCIATION

Email addresses, phone numbers and names

For @ we say 'at'. For . we say 'dot'.
For two numbers (77) we say 'double (seven)'.
For two letters (bb) we say 'double (b)'.
For the number 0 we say 'oh'.

- 1** In pairs, practise.

- 1 Say this email address:
school@musicpopcloud.com
- 2 Say this phone number: *0451 256 337*
- 3 Spell this name: Joanna



Listen and check. Then repeat.

SPEAKING

- 1** In pairs, take turns to ask and answer the questions.



- 1 Do you like different kinds of music?
What are they?
- 2 Do you like different musical instruments?
Which ones?
- 3 Do you think ...
jazz is interesting?
opera is exciting?
classical music is boring?
the saxophone is difficult to play?
musical instruments are expensive?
- 4 Which of these different types of music do you like best?
- 5 Do you prefer listening to music at home or going to concerts? Why?
- 6 Which instrument would you like to play?

4

IT WAS AWESOME!



ABOUT YOU

What do you do to have fun with family and friends?
Share your ideas with your classmates.

VOCABULARY

AND

LISTENING

Adjectives



1 Look at the photos. Where are the people and what are they doing?



2 Listen and match the conversations to the photos.

Conversation 1 _____ Conversation 2 _____ Conversation 3 _____
Conversation 4 _____ Conversation 5 _____ Conversation 6 _____



3 Listen again. How did the speakers feel about their experiences?
Complete row A of the table with the conversation numbers.



4 Now complete row B of the table with the adjectives in the box.

EP

amazing awesome brilliant fantastic
fine great horrible lovely OK
perfect really good terrible wonderful

		😞	😐	😊	😄
A	Conversation				1
B	Adjectives	_____	_____	_____	amazing _____
		_____	_____	_____	_____



Listen and check. Then repeat.



5 Choose the correct words to complete the conversations.

0 A: I'm not in the basketball team any more.

B: Oh no! That's terrible / fantastic!

1 A: I've got a new mobile phone.

B: Wow! That's fine / brilliant!

2 A: My sister's getting married.

B: That's great / OK!

3 A: Look at my lunch!

B: That's horrible / excellent – don't eat it!

4 A: Are you enjoying the film?

B: It's OK / lovely. It's not great.

5 A: I got top marks in my test.

B: That's wonderful / terrible, well done.

6 In pairs, practise the conversations. Then make some new conversations together.