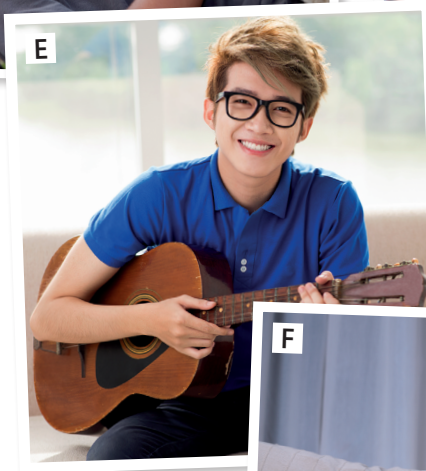
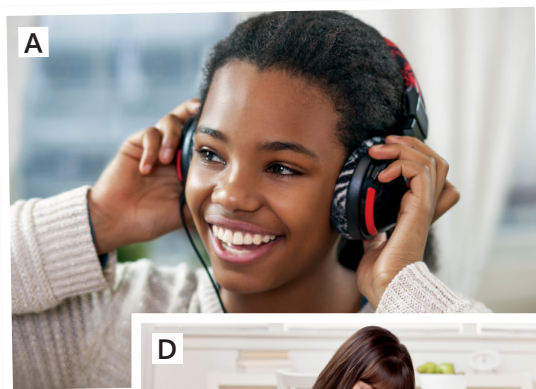


## Let's go out today

## Free time



- 1 1.20 Match the pictures A-H to the expressions. Then listen and check your answers. Repeat the expressions.

- |   |  |
|---|--|
| 1 <input checked="" type="checkbox"/> ride a bike | 5 <input type="checkbox"/> read a book     |
| 2 <input type="checkbox"/> go to the cinema       | 6 <input type="checkbox"/> listen to music |
| 3 <input type="checkbox"/> play chess             | 7 <input type="checkbox"/> play the guitar |
| 4 <input type="checkbox"/> meet friends           | 8 <input type="checkbox"/> watch TV        |



## Watch out!

**play** + an instrument/game/ball sport:

She **plays** the piano.

**go** + -ing form: She **goes** surfing at the beach.

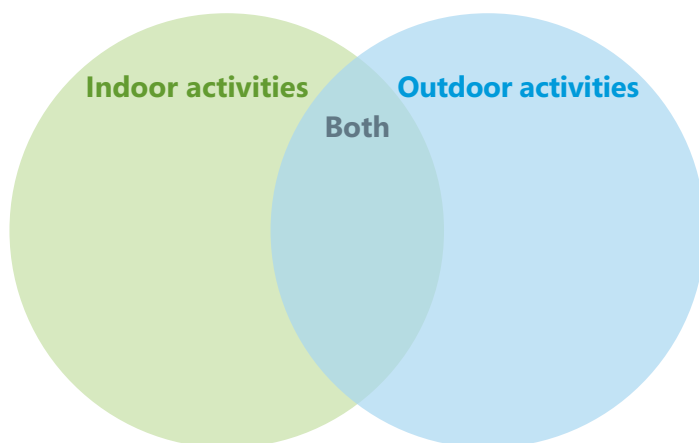
**do** + other activities: We **do** exercise at home.

- 3 Write the activities in the box in the correct group. Can you add other activities to each group?

play video games   chat online  
listen to music   go to the cinema   meet friends  
play an instrument   read a book   watch TV  
do sport   go swimming   go shopping

- 2 1.21 Complete the sentences with the correct form of **go**, **play** or **do**. Then listen and check your answers. Repeat the sentences.

- Viola **plays** an instrument in the school band.
- Misha \_\_\_\_\_ exercise after school.
- They \_\_\_\_\_ shopping on Saturday afternoons.
- I \_\_\_\_\_ swimming at the pool with friends.
- Jon and Rick \_\_\_\_\_ video games in the evening.





- 4 1.22 Listen to Paola talking about her hobbies. What does she do in her free time?

Hi, I'm Paola.  
What do I do  
in my free time?  
On Monday  
afternoons, I (1) *go*  
*to the cinema* with my  
friends. And after school on  
Friday, I (2) \_\_\_\_\_.  
On Saturday mornings at ten o'clock, I've got  
a music lesson – I (3) \_\_\_\_\_.  
Then I (4) \_\_\_\_\_ or I (5) \_\_\_\_\_.  
On Sundays, my grandfather comes to my  
house and I (6) \_\_\_\_\_ with all my family.



- 5 **Pairwork** Look at the activities in exercises 1 and 3 and tell your partner what you do in your free time. Use the text in exercise 4 to help you.

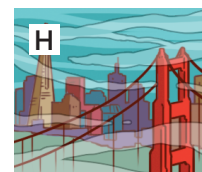
*In my free time, I...*

- 6 **Classwork** Tell the class what your partner does in his/her free time.

*In his free time, Luke...*

## Weather

- 7 1.23 Match the sentences to the pictures. Then listen and check your answers.



- |   |   |
|---|---|
| 1 <input type="checkbox"/> C It's rainy in New York.    | 6 <input type="checkbox"/> It's cloudy in Athens. |
| 2 <input type="checkbox"/> It's foggy in San Francisco. | 7 <input type="checkbox"/> It's stormy in Rome.   |
| 3 <input type="checkbox"/> It's hot at the beach.       | 8 <input type="checkbox"/> It's cold in London.   |
| 4 <input type="checkbox"/> It's windy in the mountains. | 9 <input type="checkbox"/> It's snowy in Paris.   |
| 5 <input type="checkbox"/> It's sunny here in Tokyo.    |   |

### PRONUNCIATION: Sentence stress

- 8 1.24 Listen and underline the stressed syllables in the sentences. Then repeat the sentences.

*What's the weather like?*

- |                       |                        |
|-----------------------|------------------------|
| 1 It's hot and sunny. | 4 It's cold and foggy. |
| 2 It's rainy.         | 5 It's windy.          |
| 3 It's stormy.        |                        |

- 9 1.25 What's the weather like today? Listen and complete the Asian weather forecast. Then listen again and check your answers.

- |            |                      |
|------------|----------------------|
| 1 Taipei   | <i>hot and sunny</i> |
| 2 Shanghai | _____                |
| 3 Tokyo    | _____                |
| 4 Delhi    | _____                |
| 5 Jakarta  | _____                |

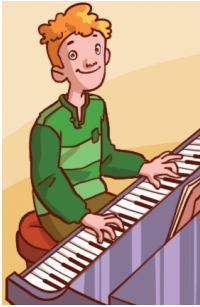
- 10 **Pairwork** Describe the weather today with your partner.



## What can you do?

## Useful Language

## Expressing ability and inability



*I **can** play the piano but I **can't** play the violin.*



*She **can** play football but she **can't** swim!*



**A** *Can you skate?*  
**B** *Yes, I **can**.*



**A** *Can you dance?*  
**B** *No, I **can't**.*

We use **can/can't** to express ability or inability. Remember that **can** has the same form for all persons.

- 1** 1.26 What can Patrick do? Listen and tick (✓) the activities he can do.

	Patrick	You	Your partner
1 dance	✓		
2 play the guitar			
3 ride a horse			
4 ride a skateboard			
5 swim			
6 play chess			
7 cook			
8 speak three languages			

PRONUNCIATION: *can* vs *can't*

- 2** 1.27 Listen and complete the sentences with **can** or **can't**. Then listen again and repeat.

- I **can** swim.
- She **can't** play chess.
- '\_\_\_\_\_ he cook?' 'Yes, he \_\_\_\_\_.'
- I \_\_\_\_\_ play tennis but I \_\_\_\_\_ play the guitar.
- '\_\_\_\_\_ she ride a bike?' 'No, she \_\_\_\_\_.'
- He \_\_\_\_\_ play video games but he \_\_\_\_\_ use a computer.

- 3 Pairwork** Can you do the activities in exercise 1? Complete the second column in the table above. Then ask your partner and complete the third column. Be careful with the pronunciation of **can** and **can't**.

- A** *Can you dance?*  
**B** *Yes, I **can**. / No, I **can't**.*

- 4 Memory game** Close your books and tell the class what your partner can and can't do.

**5 Information exchange** Student A, look at these pictures. Student B, look at the pictures on page 84. Ask and answer questions to complete the table.

Student A



	Salma	Tom
1 skateboard	✓	✗
2 speak English		
3 play the recorder		
4 sing		
5 ride a horse		
6 draw		

Student A

Can Tom skateboard?

Student B

No, he can't. Can Salma skateboard?

Student A

Yes, she can.

**6 Pairwork** Look at the table in exercise 5 and say what Salma and Tom can and can't do.

Student A *Salma can skateboard and she can... Salma can't...*

Student B *Tom can... and he can.... Tom can't...*

## What do you do in your free time?

**7** 1.28 Listen to three speakers talking about their free time and match each speaker to the correct picture.



Speaker 1 ☐  
 Speaker 2 ☐  
 Speaker 3 ☐



**Watch out!**

We use *and* to connect two phrases.  
*I can ride a horse **and** I can sing.*

We use *and then* to say what we do after the first activity.  
*I do my homework **and then** I watch TV.*

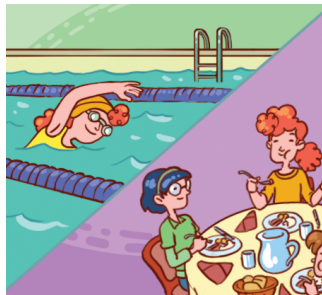
- 8 Pairwork** What do they do in their free time? Look at the pictures and tell your partner what these people do. Use the words given. Remember to use *and* or *and then*.



- 1 Mark / go to the park / play football with friends / Friday afternoon  
*Mark goes to the park and plays football with friends on Friday afternoon.*



- 2 Philip / play the guitar / sing / Saturday afternoon



- 3 Lisa / go swimming / have lunch with friends / Sunday



- 4 Martha / read a book / listen to music / evening



- 5 The twins / do homework / watch TV / afternoon

- 9 Pairwork** There is one mistake in each question. Find the mistakes and correct them.

- 1 Can you plays the violin?
- 2 Do your father do the washing-up?
- 3 Is it cloud today?
- 4 How do you go at school?
- 5 Do you go shopping in Saturday mornings?
- 6 In your family, do you gets up late at the weekend?


- 10 Group work** Put the words in order to make questions. Then work in groups of four and ask the questions. Write the answers in the table.

- 1 you / do / What / when it's rainy on Sundays / do / ?  
\_\_\_\_\_?
- 2 do / go / Where / when it's sunny / you / ?  
\_\_\_\_\_?
- 3 do / when it's snowy / do / What / you / ?  
\_\_\_\_\_?
- 4 when it's hot / you / Where / go / do / ?  
\_\_\_\_\_?

	Student A	Student B	Student C
1			
2			
3			
4			

- 11 Classwork** Tell the class about your group. Which group has the best answers?

*When it's rainy on Sundays, in my group two people go to the cinema, one person plays chess with his brother and one person watches TV at home.*

1  1.29 Listen to the example exchanges between an examiner and a candidate.

2 Now read the example questions and write your answers in the spaces.

### • Greetings and personal questions

#### Example questions

Hello! My name is Jane. What's your name?

Nice to meet you. How old are you?

#### Possible answers

### • Answering simple questions

#### Example questions

What do you do in your free time?

What free-time activities do you do with your parents?

Can you play a musical instrument?

What's the weather like today?

#### Possible answers

#### Exam Tip

Remember to **connect your sentences** with *and* and *and then*.

*I can play the guitar **and** I can play the violin.*

*On Sundays I meet my friends **and then** I have lunch with my family.*

### • Describing pictures

#### Example questions

Look at the picture. What's the weather like?

Where are they?

What do they do in their free time?

#### Possible answers



#### Exam Tip

#### Useful language from Grade 1:

#### Leave-taking

*Goodbye.*

*Goodbye and thank you.*

*Bye!*


### • Asking simple questions

#### Example questions

Ask me a question about my free time.

Thank you. Goodbye.

#### Possible answers

3  1.30 Listen to the example questions and give your answers. Try not to read your answers and try to speak naturally.

4 **Pairwork** Take turns with your partner to practise the conversation.